

**NCAA Division I Committee on Athletics Certification**  
**Academic Integrity (Third Cycle, Class One)**

The NCAA Division I Committee on Athletics Certification developed these measurable standards to clarify expectations for each operating principle and to bring more consistency to the athletics certification process for institutions, peer-review teams and the committee.

<i>~ Measurable Standards for Operating Principle 2.1 ~</i> <i>Academic Standards</i>
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1. Student-athletes must be governed by the institutional admissions policies that apply to all students.
2. Academic standards and policies for student-athletes must be consistent with the standards for the student body in general, conference or NCAA standards, whichever are higher.
3. The institution must analyze and explain any differences between the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup (i.e., sport, gender, ethnicity, transfers), and the academic profile of other student-athletes and comparable student-body groups or subgroups.
4. The institution must develop specific academic support programs to address the unique needs of student-athletes with entering academic profiles lower than those of the general student body.
5. The institution must assess, evaluate and, if necessary, develop plans for improvement to ensure acclimation, retention and academic success for student-athletes with special academic needs and student-athletes who are admitted through the institution's special admissions process. If an institution does not employ a special admissions process, assessment, evaluation and, if necessary, plans for improvement must be completed for student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution.
6. The institution must analyze, explain and address any differences between the most recent four-class average federal graduation rate of student-athletes as a whole and the most recent four-class average federal graduation rate of students generally. If the most recent four-class average federal graduation rate of student-athletes

as a whole is lower than the most recent four-class average federal graduation rate of students generally, the institution must develop a plan for improvement to address the issue.

7. The institution must analyze, explain and address any differences between the most recent four-class average federal graduation rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average federal graduation rate of students generally, including comparable student body groups. If the most recent four-class average federal graduation rate of a student-athlete subgroup is lower than the most recent four-class average federal graduation rate of students generally or a comparable student body subgroup, the institution must develop a plan for improvement to address the issue.
8. The institution must analyze, explain and address any differences between the corresponding federal graduation rate projected by the most recent academic progress rate (APR) of each sports team and the most recent four-class federal graduation rate of students generally. If a team's projected federal graduation rate is lower than the most recent four-class federal graduation rate of students generally, the institution must develop a plan for improvement to address the issue.
9. The institution must analyze, explain and address any deficiencies between the most recent four-cohort average graduation success rate (GSR) of each sports team and the most recent four-cohort average GSR of student-athletes generally. If the most recent four-cohort average GSR of any team is lower than the most recent four-cohort average GSR of student-athletes generally, the institution must develop a plan for improvement to address the issue.
10. The institution must analyze, explain and address any differences between the most recent four-class retention rate of student-athlete subgroups (i.e., sport, gender, ethnicity) and the most recent four-class retention rate of all student-athletes. If the most

recent four-class retention rate of any student-athlete subgroup is lower than the four-class retention rate of student-athletes generally, the institution must develop a plan for improvement to address the issue.

11. The institution must have established, written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final examination periods due to their participation in intercollegiate athletics.
12. The institution's established, written policies regarding the scheduling of practices and competition must be clearly communicated in writing to student-athletes, athletics department staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook, discussed during staff and team meetings, posted on institution's Web site).