

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.

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| <i>~ Measurable Standards for Operating Principle 2.2 ~</i> <i>Academic Support</i> |
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1. Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.
2. Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).
3. The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.
4. The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement.
5. The institution must involve on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.
6. The comprehensive, written academic support services evaluation must include the following areas (in addition to all other services provided to student-athletes):
 - a. Academic counseling/advising resources and services;

- b. Tutoring;
 - c. Academic progress monitoring and reporting;
 - d. Assistance for special academic needs;
 - e. Assistance for at-risk students;
 - f. Academic support facilities;
 - g. Academic evaluation of prospective student-athletes; and
 - h. Student-athlete degree selection.
7. The institution must submit a copy of the written evaluation of the academic support services. Please note that institutions that do not have a separate academic support program for student-athletes are not required to ensure that its academic support program for students generally is subject to a comprehensive written evaluation at least once every four years by authorities external to athletics.
8. The institution must provide evidence that all academic progress rate improvement plans developed and approved by the institution during the previous self-study or as required by the NCAA Division I Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully implemented, the institution must provide a written explanation prepared and approved by appropriate institutional authorities.
9. The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution.
10. The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution's educational system.