

NCAA Division I Committee on Athletics Certification
Student-Athlete Well-Being
(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.

<p><i>~ Measurable Standards for Operating Principle 3.3 ~</i></p> <p><i>Student-Athlete Well-Being</i></p>
--

1. The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: *(Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)*
 - a. The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).
 - b. The institution's commitment to opportunities for student-athletes to integrate into campus life.
 - c. The institution's efforts to measure the extent of time demands encountered by student-athletes.
 - d. The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).
 - e. The institution's efforts to measure the effectiveness of the institution's student-athlete advisory committee (SAAC).
 - f. The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.
 - g. The institution's efforts to measure the effectiveness of the institution's mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.
 - h. The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.
 - i. The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.

- j. The institution's commitment to a safe and inclusive environment for all student-athletes.
 - k. The institution's commitment to diversity.*
 - l. The value of student-athletes' athletics experience.
 - m. The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.
 - n. The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.
- 2. The institution must demonstrate that it conducts exit interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2.
 - 3. The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid, transfers).
 - 4. The institution must demonstrate that grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid, transfers) are communicated in writing to student-athletes and the athletics department staff.
 - 5. The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior).
 - 6. The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are communicated in writing to student-athletes and the athletics department staff.

7. The institution must:
 - a. Have written policies and procedures in the areas listed below;
 - b. Annually evaluate the policies and procedures listed below for their effectiveness in protecting the health and providing a safe environment for its student-athletes;
 - c. Identify the administrator(s) responsible for annually evaluating the policies and procedures listed below for their effectiveness in protecting the health and providing a safe environment for its student-athletes; and
 - d. Demonstrate that policies and procedures in the following areas are communicated in writing to athletics department staff and student-athletes.
 - (1) Athletic training.
 - (2) Sports medicine.
 - (3) Emergency medical plans for practices and games.
 - (4) Emergency medical plans for out-of-season workouts, strength training and skills sessions.
 - (5) Travel policies (e.g., passenger vans, buses, permissible drivers, flights, length of trips).
8. The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4.
9. The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address non-academic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership).
10. The institution must conduct a thorough and written review of each of the seven-program areas for student-athlete well-being. Please see program area definitions located in Equity and Student-Athlete Well-Being Attachment of the self-study instrument. If the institution identifies any deficiencies during this review, please incorporate these deficiencies into a student-athlete well-being plan for improvement.

The review must:

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study should be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes; and
- d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

For purposes of athletics certification, institutions have discretion to address those areas of diversity that align with the institution's overall mission and culture. However, institutions are reminded the NCAA Division I Committee on Athletics Certification expects a comprehensive and good-faith effort throughout the self-study process. Examples of areas to review for diverse backgrounds or under-represented groups include, but are not limited to, race, ethnicity, creed, color, national origin, age, disability, sexual orientation and gender identity, in addition to other areas such as religion, marital status, education, income, geographic location and work experience.