



## **Division II Institutional Self-Study Guide To Enhance Integrity In Intercollegiate Athletics**

NCAA Constitution 6.3.1 requires that all institutions complete a comprehensive self-study of their athletics programs at least once every five years. When the self-study is completed, the notification of completion form must be signed by the institution's chief executive officer (CEO) indicating the date of completion and forwarded to the NCAA Membership Services office. [Note: The completed guide does not need to be submitted to the NCAA. It must, however, be available for inspection on request by NCAA representatives.]

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## Introduction to the Institutional Self-Study Guide

Constitution 6.3.1 in the NCAA Manual, Self-Study and Evaluation, was added in June 1985 by the fifth NCAA special Convention. It requires each institution, as a condition and obligation of NCAA membership, to conduct a comprehensive self-study of its intercollegiate athletics program at least once every five years. The self-study is to cover at least the following topics: institutional purpose and athletics philosophy, the authority of the chief executive officer in personnel and financial affairs, athletics organization and administration, finances, personnel, sports programs, recruiting, admissions, eligibility policies and services for and a profile of student-athletes.

This document is a tool to help NCAA Division II institutions in meeting the requirements of Constitution 6.3.1. It provides a guide for institutional self-study designed to: (1) *sensitize* institutional administrators and staff to potential problems in intercollegiate athletics programs, (2) *identify* potential problems, and (3) *guide* an institution toward actions to help prevent or minimize the severity of those problems. This institutional self-study guide (ISSG) is not meant as a substitute for the NCAA Manual or other NCAA/conference publications containing the rules governing intercollegiate athletics. Rather, its intent is to focus the attention of top institutional administrators on *observable indicators* that have been found by experience to relate to significant ethical and procedural violations.

A user guide is available to accompany this ISSG. It contains numerous suggestions regarding who should complete the ISSG, when and how. In all cases, the keys to meaningful ISSG use are honest self-examination and a commitment to self-improvement. Given these predispositions, the ISSG can be a helpful tool in the NCAA's burgeoning efforts to enhance integrity in intercollegiate athletics.

The ISSG contains negative and positive indicators that have been found to be associated with the presence or absence of problems. As a general rule, the fewer negative and the more positive indicators that exist within an institution, the lower the *potential* for ethical and procedural violations within the athletics program of that institution. To facilitate the practical use of the ISSG, both positive and negative indicators have been worded such that in every case the positive response is "YES" and the negative response is "NO." Every "NO" response deserves attention and may require concerted action so that it may be converted to a "YES" response.

**This institutional self-study guide (ISSG) is intended to help prevent problems.**

**A user guide for the ISSG is available.**

**The ISSG contains indicators that point to potential problems. They are worded to facilitate practical use: "YES" responses are positive while "NO" responses may require action.**

As an aid to users, each ISSG indicator has been given an "importance rating." These ratings designate the relative importance that should generally be assigned to a *NO* response. Written plans for improvement are required for each "NO" response to items rated as "minor", "serious" and "very serious." Those plans should remain on file with the institution along with documents used during the self-study. The following Importance ratings are assigned to each question:

\* **Minor:** are indicative of less threatening situations; nevertheless, they should command some attention in efforts to follow-up on the self-study.

\* **Serious:** is indicative of situations that may a threat to athletics program integrity.

\* **Very Serious:** is indicative of situations that already may be or may become a major threat to athletics program integrity.

A number of documents to be included with the institution's self-study report are referred to in the ISSG. This information should be reviewed by all participants in the self-study process and should remain on file with the completed self-study. If such items appear in an athletics department policies and procedures manual, a copy of that manual can be placed on file with the self-study instead of pulling those individual items from the manual.

Written statement is considered to be any tangible form that is a document rather printed or web based is suffice.

**To facilitate action, importance ratings have been assigned. Written plans are required for critical problems identified through the self-study.**

## I. Institutional Purpose and Athletics Philosophy

**Rationale:** American higher education is characterized by a wide range of educational missions. Teaching, research and service -- all are present to a greater or lesser extent, depending on the nature of the educational institution. Regardless of the particular mix of missions selected by an educational institution, a successful athletics program can enhance their attainment. Athletics competition under the NCAA's fundamental principles of sportsmanship, ethical conduct and amateurism is of value to individual students, to members of the immediate collegiate community and to the larger institutional constituency. Sometimes, however, through inadvertent behavior or intent, institutions have become committed to an athletics philosophy that stresses winning at any cost -- apart from the valid educational goals that have been set as part of the institutional governance process. It is important that each institution articulate its athletics philosophy and that the statement represents a clear understanding of the role the athletics program is expected to play in furthering the broader institutional mission.

*This section corresponds to the Chief Executive Officer (CEO) and Compliance Coordinator sections of the Blueprint Program.*

1. Does this institution have a written statement of philosophy for its athletics program?

☒ YES ☐ NO

**If "NO" was checked, skip to Question No. 7.**

2. Does the institution's written statement of philosophy for the athletics program:

- a. Relate clearly to the mission and goals of the institution?

☒ YES ☐ NO

- b. Support the educational objectives and academic progress of student-athletes?

☒ YES ☐ NO

- c. Support equitable opportunity (as defined under Title IX and Office of Civil Rights guidelines) for all student-athletes and staff, including women and minorities?

☒ YES ☐ NO

**A "NO" response is considered:**

**1. very serious**

**2a. serious**

**2b. serious**

**2c. serious**

<p>d. Include explicit reference to the principles of sportsmanship and ethical conduct, rules compliance and amateurism, as defined by NCAA rules for athletics staff, student-athletes and institutional personnel?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>2d. serious</b></p>
<p>e. Include explicit reference to the physical, emotional and social welfare of student-athletes, including gender issues, ethnic diversity and sexual orientation related issues?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>2e. serious</b></p>
<p>3. Are the mission and goals of the athletics program demonstrated in actual practice?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>3. serious</b></p>
<p>4. Is the written statement of philosophy for the athletics program given wide circulation within the institution and made available to its external constituencies?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>4. serious</b></p>
<p>5. Within the past five years, has the institution's written statement of philosophy for the athletics program been formally reviewed and approved by:</p> <p>a. The institution's governing board (i.e., regents or trustees)?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> <p>b. The faculty or representatives of the faculty?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> <p>c. The chief executive officer?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>5a. minor</b></p> <p><b>5b. minor</b></p> <p><b>5c. minor</b></p>
<p>6. Within the past two years, has the institution's written statement of philosophy for the athletics program been reviewed by the CEO and appropriate personnel to ensure that it is in harmony with the published statement of philosophy of the institution's NCAA membership division?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>6. minor</b></p>

- |  |  |
|--|--|
| <p>7. At least annually, are the following groups informed of the institution's commitment to the principles of sportsmanship and ethical conduct, rules compliance and amateurism, as defined by the NCAA rules:</p> <p>a. The institution's governing board (i.e., regents or trustees)?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> <p>b. The athletics board, as defined by Constitution 6.1.2?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> <p>c. All athletics department personnel?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> <p>d. All enrolled student-athletes?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> <p>e. Representatives of the institution's athletics interests and members of athletics program booster groups?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> | <p><b>7a. minor</b></p> <p><b>7b. serious</b></p> <p><b>7c. serious</b></p> <p><b>7d. serious</b></p> <p><b>7e. very serious</b></p> |
| <p>8. In the last year, has the institution complied with its gender equity plan?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>8. very serious</b></p>  |
| <p>9. Has the gender equity plan been reviewed, changed or updated in the past two years?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>9. very serious</b></p>  |

**Information to be included with the institution's self-study report:**

- \* **Written statement of philosophy for the athletics program.**
- \* **Mission statements of the institution and athletics department.**
- \* **Attach Title IX and OCR guidelines.**
- \* **Attach the Division II philosophy statement.**

## II. The Authority of the Chief Executive Officer in Personnel and Financial Affairs

**Rationale:** Intercollegiate athletics programs are governed by a wide variety of mechanisms, each responsive to the particular history, mission and circumstances of individual institutions. It is neither necessary nor desirable to expect a standard form of athletics program governance among NCAA institutions. However, the NCAA membership has determined (per Constitution 6.1.1) that an institution's CEO has ultimate responsibility and final authority for the conduct of the intercollegiate athletics program. This legislation seems to be based on the observation that ethical violations occur more frequently in an environment of neglect and lack of accountability. It has given rise to several NCAA requirements designed to foster CEO involvement. Apart from these requirements, CEOs of all institutions should review their own provisions for delegating authority for athletics program affairs -- especially those related to personnel selection and administration and to program budgeting and accounting.

A "NO" response is  
considered:

*This section corresponds to the CEO section of the Blueprint Program.*

1. Does the institution have written statements of authority, organizational charts or standard operating procedures that specify the lines of authority for:

- a. Hiring the director of athletics?

☒ YES ☐ NO

1a. serious

- b. Hiring head coaches?

☒ YES ☐ NO

1b. serious

- c. Approving the annual operating budget and financial audit for the athletics program?

☒ YES ☐ NO

1c. serious

- d. Setting policies and standards of conduct for all representatives of the institution's athletics program and interests (e.g. boosters and alumni)?

☒ YES ☐ NO

1d. serious

- e. Monitoring institutional compliance with NCAA (and conference, if applicable) rules?

☒ YES ☐ NO

1e. serious



**If the institution has no written statements, organizational charts or standard operating procedures specifying the above lines of authority, skip to Question No. 3.**

2. Do the institution's written statements of authority, organizational charts or standard operating procedures specify that the CEO of the institution, or an institutional administrator designated by the CEO from outside the athletics department, has the authority and final responsibility for:
  - a. Hiring the director of athletics? **2a. serious**  
☒ YES    ☐ NO
  - b. Hiring head coaches? **2b. minor**  
☒ YES    ☐ NO
  - c. Approving the annual operating budget for the athletics pro-gram? **2c. serious**  
☒ YES    ☐ NO
  - d. Approving policies and standards of conduct for all representatives of the institution's athletics program or interests? **2d. minor**  
☒ YES    ☐ NO
3. Does the institution's governing board (i.e., regents or trustees) provide oversight for intercollegiate athletics? **3. serious**  
☒ YES    ☐ NO
4. Has the institution's governing board (i.e., regents or trustees) explicitly sanctioned the CEO's authority and final responsibility with respect to:
  - a. Hiring the director of athletics? **4a. serious**  
☒ YES    ☐ NO
  - b. Hiring head coaches? **4b. minor**  
☒ YES    ☐ NO

<p>c. Approving the annual operating budget for the athletics pro-gram?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> <p>d. Setting policies and standards of conduct for all representatives of the institution's athletics program or interests?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>4c. very serious</b></p> <p><b>4d. serious</b></p>
<p>5. Does the director of athletics report directly to the CEO or to a member of the CEO's senior administrative team?</p> <p><input type="checkbox"/> YES      <input checked="" type="checkbox"/> NO</p>	<p><b>5. very serious</b></p>
<p>6. Does the CEO meet regularly with the director of athletics or with the senior administrator to whom athletics reports to discuss matters pertaining to the operation of the intercollegiate athletics program?</p> <p><input type="checkbox"/> YES      <input checked="" type="checkbox"/> NO</p>	<p><b>6. serious</b></p>
<p>7. Within the past year, has the CEO publicly reaffirmed his or her commitment to the NCAA's principles of sportsmanship and ethical conduct, rules compliance and amateurism, and to the institution's written statement of athletics program philosophy (if one exists)?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>7. minor</b></p>
<p>8. Are copies of the following reports routinely submitted to the CEO or to the senior administrator to whom athletics reports:</p> <p>a. Reports to the NCAA (and conference, if the institution belongs to a conference) regarding possible violations of NCAA and/or conference rules?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO      <input type="checkbox"/> N/A</p> <p>b. All financial and compliance audit reports regarding the athletics program?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO      <input type="checkbox"/> N/A</p> <p>c. Performance reviews of the director of athletics?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>8a. serious</b></p> <p><b>8b. serious</b></p> <p><b>8c. serious</b></p>

<p>d. Performance reviews of head coaches?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>8d. serious</b></p>
<p>e. Official NCAA enrollment and persistence-rates reports?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	
<p>9. Does the CEO play an active role in determining the institution's position on major issues on which the institution must vote at NCAA (and conference, if applicable) conventions?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>9. serious</b></p>
<p>10. Has a student athlete advisory committee been formed and is it functioning?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p><b>10. very serious</b></p>
<p><b>Information to be included with the institution's self-study report:</b></p> <p>* <b>Written statements of authority, organizational charts or standard operating procedures of the institution and athletics program.</b></p> <p>* <b>Attach a SAAC roster.</b></p>	

### III. Athletics Program Organization and Administration

**Rationale:** Several general principles of athletics program administration underlie this section. First and foremost is the principle of *institutional control* of the athletics program. Regardless of how it is achieved, institutional control is fundamental to the notion of sportsmanship and ethical conduct by amateur student-athletes. In situations where such control is relinquished, directly or indirectly, temptations for violating the rules of sportsmanship and ethical conduct become more difficult to resist. Another general principle is that of *straightforward accountability*. In matters relating to athletics program management, responsibilities must be explicit, well understood and subject to monitoring in accordance with clear performance criteria. Ethical lapses tend to occur and reoccur in an environment where reporting lines blur, responsibilities are misunderstood and accountability is lacking. A final guiding principle is that of *administrative awareness*: those who administer athletics programs must maintain close personal contact with the specific activities of the programs. Inevitably, inquiries into acknowledged rules violations uncover glaring unasked questions that, if they had been asked by those responsible for the program, might have precluded rules violations.

*This section corresponds to the Athletics Administrator and Coach sections of the Blueprint Program.*

1. Do staff members of the athletics program, including head coaches, report to the director of the athletics?

☒ YES ☐ NO

2. If the intercollegiate athletics program is controlled or overseen by an institutional committee or board, do members of the faculty and administration constitute a majority of the members?

☐ YES ☐ NO ☒ N/A

3. Is at least one member of the faculty or administration designated as a faculty athletics representative in the oversight of intercollegiate athletics?

☒ YES ☐ NO

**If "NO" was checked, skip to Question No. 5.**

4. Is the faculty athletics representative provided with extra resources (e.g., time, administrative support) to support his or her active involvement in carrying out his or her responsibilities?

☐ YES ☒ NO

**A "NO" response is considered:**

**1. very serious**

**2. very serious**

**3. very serious**

**4. serious**

<p>5. Is the faculty, as a whole or through some representative body, periodically consulted regarding institutional policies and practices affecting the operation of intercollegiate athletics?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p>5.    <b>serious</b></p>
<p>6. Is the senior woman administrator a female professional athletics administrator who is a member of the institution's senior athletics management team?</p> <p><input type="checkbox"/> YES      <input checked="" type="checkbox"/> NO</p>	<p>6.    <b>serious</b></p>
<p>a. Is the senior woman administrator provided with resources (e.g., time, authority, administrative support) to support her active involvement in carrying out her responsibilities?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p>6a.    <b>serious</b></p>
<p>b. Does the female administrator have substantive responsibilities for the conduct and administration of an institution's overall athletics program, with her gender not dictating only gender-specific duties and responsibilities?</p> <p><input type="checkbox"/> YES      <input checked="" type="checkbox"/> NO</p>	<p>6b.    <b>serious</b></p>
<p>7. Have responsibilities been formally assigned for overseeing all aspects of institutional compliance with NCAA (and conference, if applicable) rules?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p>7.    <b>very serious</b></p>
<p><b>If responsibilities have not been formally assigned, skip to Question No. 8.</b></p>	
<p>8. During the past year, have all institutional personnel with formal compliance responsibilities received:</p> <p>a. A written notification of their specific oversight responsibilities?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>	<p>8a.    <b>minor</b></p>

- |   |                           |
|---|---------------------------|
| <p>b. Continuing education to reinforce their understanding of existing NCAA (and conference, if applicable) rules?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>8b. serious</b></p> |
| <p>c. Continuing education to introduce relevant changes in NCAA (and conference, if applicable) rules?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>8c. serious</b></p> |
| <p>d. Monitoring by their supervisors to verify their satisfactory performance of required oversight activities?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>8d. serious</b></p> |
| <p>9. Has the institution established clear standards and appropriate disciplinary processes (including grievance procedures) related to the conduct of its student-athletes?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>9. serious</b></p>  |
| <p>10. Are the disciplinary processes for misconduct by student-athletes outside of athletics competition the same as for students generally?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>10. serious</b></p> |
| <p>11. Has the institution established clear standards and appropriate disciplinary processes (including grievance procedures) related to the conduct of its coaches both on and off the field?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>11. serious</b></p> |
| <p>12. At least once a year, does the director of athletics or his or her representative meet personally with all student-athletes who are actively participating in intercollegiate athletics to reinforce the institution's commitment to the principles of sportsmanship and ethical conduct, rules compliance and amateurism?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> | <p><b>12. serious</b></p> |
| <p>13. Does an established grievance procedure exist on campus to address concerns of a student-athlete that may arise out of the relationship with his or her coach (either a procedure that deals exclusively with student-athletes or one that is available to all students, including student-athletes)?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>                      | <p><b>13. serious</b></p> |

14. Has the institution designated those persons who may serve as the "points of contact" through which to channel all communications with NCAA (and conference, if applicable) staff?

☒ YES      ☐ NO

13. **minor**

**Information to be included with the institution's self-study report:**

- \* Composition of the athletics board or committee (including titles and positions, if available).**
- \* Responsibilities of the faculty athletics representative and senior woman administrator.**
- \* Athletics department policies and procedures (if any) for education, disciplinary and grievance procedures.**
- \* NCAA squad lists.**
- \* If "NO" or "N/A" to #2, a statement of explanation.**



#### IV. Athletics Program Finances

**Rationale:** Fundamental to adequate institutional control of intercollegiate athletics programs is institutional control of athletics program finances. The sources and the expenditures of all funds associated with program operation must be documented and reviewed by institutional officials. Funds whose sources are not public and whose expenditure is not subject to review by regular institutional financial accounting mechanisms present an open invitation for abuse. And, although they are not in the same category as such funds, external salary supplements for coaches also raise ethical questions if they are not subject to review under the institution's standard personnel policies.

Nonmonetary extensions of athletics program resources, such as tickets to athletics events and competitions, must be subject to the same institutional review and control procedures as actual operating funds.

Finally, institutions that award athletics grants-in-aid should have in place policies and a set of standard operating procedures for ensuring that such grants are consistently handled in accordance with NCAA rules.

*This section corresponds to the CEO, Athletics Business Manager, Financial Aid Office and Coach sections of the Blueprint Program.*

1. Are all expenditures of the athletics program, including those by any outside support organization, subject to the audit requirements of Constitution 6.2.3.1?

☒ YES ☐ NO

2. Is the process of budget development for intercollegiate athletics the same as that followed for other budgetary units of the institution?

☒ YES ☐ NO

3. Do institutional policies require that all income targeted for the use of the athletics program be processed by an office of the institution that is independent of the athletics program?

☒ YES ☐ NO

A "NO" response is considered:

1. very serious

2. serious

3. very serious

- |  |   |
|--|---|
| <p>4. Do institutional policies require that all expenses associated with the operation of the athletics program be processed and/or reviewed at least annually by an office of the institution that is independent of the athletics program?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>4.    serious</b></p>                               |
| <p>5. Do institutional policies explicitly prohibit athletics department staff members from maintaining funds or accounts that are not subject to institutional control and/or review?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>5.    serious</b></p>                               |
| <p>6. Are all disbursements of tickets for major athletics events subject to review by an institutional official who is independent of the athletics program?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>6.    minor</b></p>                                 |
| <p>7. Are all coaches required to abide by the institution's personnel policies and NCAA requirements regarding the reporting of outside income (including amount and source)?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>7.    serious</b></p>                               |
| <p>8. If this institution awards athletics grants-in-aid, does it have policies and procedures in place to ensure that these awards are consistently made in accordance with NCAA rules?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO      <input type="checkbox"/> N/A</p>   | <p><b>8.    very serious</b></p>                          |
| <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>If "NO" or "N/A" was checked, skip Question No. 9.</b></p> </div>  |   |
| <p>9. Does the institution's policies and procedures for awarding athletics grants-in-aid include the following provisions:</p> <p style="margin-left: 20px;">a. Checks to ensure that minimum financial aid limitations are satisfied? [Effective August 1, 2005, for active or provisional Division II members as of August 1, 2001; immediately for any institution applying for provisional membership after January 12, 2002.]</p> <p style="margin-left: 20px;">b. Checks to ensure that total financial aid limitations for each sport are not exceeded in any sport?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> | <p><b>9a.    serious</b></p> <p><b>9b.    serious</b></p> |

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|---|---------------------------|
| <p>c. Checks to ensure that financial aid limitations for individual student-athletes are not exceeded?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>9c. serious</b></p> |
| <p>d. A grievance process for considering the nonrenewal, graduation or cancellation of individual student-athletes' grants-in-aid?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>9d. serious</b></p> |
| <p>e. Periodic monitoring of the extent of actual compliance with institutional policies and procedures and NCAA regulations regarding the awarding of athletics grants-in-aid?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> | <p><b>9e. serious</b></p> |

**Information to be included with the institution's self-study report:**

- \* **Copies of the management letters or executive summaries of the institution's three most recent external audits per Constitution 6.2.3.1 and internal (if any) financial audits for inter-collegiate athletics.**
- \* **Policies and procedures related to the awarding of athletics grants-in-aid.**

## V. Employment of Athletics Program Personnel

**Rationale:** Rules designed to maintain the integrity of intercollegiate athletics programs can only go so far. In the final analysis, fair amateur athletics competition depends on the efforts of directors of athletics, coaches and other athletics program personnel who are personally committed to observing both the letter and the spirit of the rules. Institutions can take a major step toward avoiding abuses by conscientiously attempting to employ only such personnel.

*This section corresponds to the Athletics Administrator, Financial Aid Office and Coach sections of the Blueprint Program.*

1. Do the institution's hiring procedures for all athletics program personnel require formal consideration of candidates' commitment and capabilities to abide by NCAA (and conference, if applicable) rules?

☒ YES ☐ NO

2. Do the institution's hiring procedures require that candidates be asked or the NCAA enforcement staff contacted to determine whether candidates for coaching positions have been involved in past NCAA rules violations?

☒ YES ☐ NO

3. Do the employment agreements for all athletics program personnel stipulate that the violation of NCAA (and conference, if applicable) rules is prohibited and may result in disciplinary action up to and including termination of employment?

☐ YES ☒ NO

4. Do institutional policies require that all coaches participate in annual (or more frequent) continuing-education programs regarding NCAA (and conference, if applicable) rules?

☒ YES ☐ NO

5. Within the past year, has the director of athletics explicitly stressed to all athletics program personnel the necessity to self-report possible NCAA (and conference, if applicable) rules violations?

☒ YES ☐ NO

**A "NO" response is considered:**

**1. serious**

**2. serious**

**3. serious**

**4. serious**

**5. minor**

**Rationale for Question Nos. 6 and 7:** These questions are designed to address the balance the institution strives to achieve between the "win at any cost" mentality and a program where success is measured by adherence to rules, good sportsmanship and the welfare of the student-athlete.

6. Are there written criteria which specify the factors that will be considered in evaluating the job performance of the director of athletics and all head coaches?

☒ YES ☐ NO

6. serious

7. Do the job performance criteria by which the director of athletics and all head coaches are evaluated include consideration of:

- a. Their observance of NCAA (or conference, if applicable) rules?

☒ YES ☐ NO

7a. serious

- b. Their adherence with established institutional rules-compliance policies and procedures as well as ethical standards of behavior?

☒ YES ☐ NO

7b. serious

- c. The academic performance of their student-athletes?

☒ YES ☐ NO

7c. serious

- d. The physical, emotional and social welfare of their student-athletes, including gender issues, ethnic diversity and sexual orientation related issues?

☒ YES ☐ NO

7d. serious

- e. The establishment of a safe environment for their student-athletes (e.g., education on and methods for discussing and resolving harassment or discrimination)?

☒ YES ☐ NO

7e. serious

**Information to be included with the institution's self-study report:**

- \* Copy of the standard contract or letter of appointment for coaching staff members.
- \* Copy of the performance evaluation form(s) used for coaching staff members.

## VI. The Sports Program

**Rationale:** As a condition of membership with the NCAA, institutions are required to maintain a balanced sports program appropriate to the division(s) in which they have chosen to compete. It is important that every institution's commitment to its chosen sports be tangible and sustained, lest some student-athletes be deprived of a viable opportunity for true intercollegiate competition.

*This section corresponds to the Athletics Administrator and Coach sections of the Blueprint Program.*

- |  |  |  |                         |
|--|--|--|-------------------------|
| <p>1. For each sport designated as a part of this institution's intercollegiate athletics program, is there:</p> |  | <p><b>A "NO" response is considered:</b></p> |                         |
| a.   | A designated head coach?   |  | <p><b>1a. minor</b></p> |
|  | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |  |                         |
| b.   | A paid coaching staff?   |  | <p><b>1b. minor</b></p> |
|  | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |  |                         |
| c.   | A budget for recruiting student-athletes?  | <p><b>1c. minor</b></p>                      |                         |
|  | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |  |                         |
| d.   | A travel budget for scheduled intercollegiate competition?   | <p><b>1d. minor</b></p>                      |                         |
|  | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |  |                         |
| 2.   | Are the majority of coaches employed as full-time coaches?   | <p><b>2. minor</b></p>                       |                         |
|  | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |  |                         |
| 3.   | Has this institution formulated policies aimed at ensuring adequate institutional support for all sports that are part of its intercollegiate athletics program?       | <p><b>3. serious</b></p>                     |                         |
|  | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |  |                         |
| 4.   | During the past year, has the director of athletics personally attended at least one event of intercollegiate competition in each sport supported at this institution? | <p><b>4. minor</b></p>                       |                         |
|  | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |  |                         |

**Rationale for Question Nos. 6 and 7:** It is in the best of interests of the NCAA and its institutions to promote equal opportunities for all student-athletes and staff. Equity is a commitment and a reality where fair distribution of overall athletics opportunities and resources are available to women and men and where no student-athlete, coach or athletics administrator is discriminated against in any way in the athletics program on the basis of gender or ethnicity.

6. Does the institution periodically assess its current progress in the areas of:

a. Gender equity?

☒ YES ☐ NO

6a. very serious

b. Minority opportunities?

☐ YES ☒ NO

6b. very serious

c. Other areas of potential discrimination (e.g., gender issues, ethnic diversity, sexual orientation)?

☒ YES ☐ NO

6c. very serious

7. Has the institution developed plans for maintaining equity or addressing identified inequities in the areas of:

a. Gender equity?

☒ YES ☐ NO

7a. very serious

1. Does the gender equity plan specifically cover:

- (a) athletics scholarships
- (b) accommodation of interests and abilities
- (c) equipment and supplies
- (d) scheduling of games and practice time
- (e) travel and per diem allowance
- (f) tutors
- (g) coaches
- (h) locker rooms, practice and competitive facilities
- (i) medical and training facilities and services
- (j) housing and dining facilities and services
- (k) publicity
- (l) support services
- (m) recruitment of student-athletes

☒ YES ☐ NO



<p>b. Minority opportunities?</p> <p><input type="checkbox"/> YES    <input checked="" type="checkbox"/> NO</p> <p>1. Does the minority opportunities plan specifically cover:</p> <ul style="list-style-type: none"> <li>(a) Institutional and athletics department commitment</li> <li>(b) Periodic evaluation</li> <li>(c) Organization and structure</li> <li>(d) Enrollment</li> <li>(e) Comparison of populations</li> <li>(f) Participation in governance and decision-making</li> <li>(g) Employment opportunities</li> <li>(h) Programs and activities</li> </ul> <p><input type="checkbox"/> YES    <input checked="" type="checkbox"/> NO</p>	<p><b>7b. very serious</b></p>
<p>c. Other areas of potential discrimination (e.g., gender issues, ethnic diversity, sexual orientation)?</p> <p><input checked="" type="checkbox"/> YES    <input type="checkbox"/> NO</p>	<p><b>7c. very serious</b></p>
<p>d. Have the plans in each area been reviewed in the past five years by the:</p> <ul style="list-style-type: none"> <li>1) CEO/president</li> <li>2) Athletics committee</li> <li>3) Board of Trustees</li> <li>4) AD/FAR/SWA/CC</li> </ul> <p><input type="checkbox"/> YES    <input checked="" type="checkbox"/> NO</p>	<p><b>7d. very serious</b></p>



e. Do the plans in each area include all of the following elements?

- 1) It is stand-alone and in writing.
- 2) It was developed through broad-based campus participation.
- 3) All the issues have been identified.
- 4) There are measurable goals to address the issues.
- 5) Steps are outlined to achieve the goals.
- 6) There is a specific timetable for completing the work.
- 7) It has been approved by the CEO/president, athletics committee and board of trustees.

☐ YES ☒ NO

7e. very serious

**Rationale for Question Nos. 8 and 9:** NCAA rules set upper limits on the numbers of contests that are allowed annually in various sports. However, individual institutions should determine to their own satisfaction that the time devoted by their student-athletes to practice and compete is not excessive. This determination should include provision for analysis of the impact of athletics competition schedules on the academic schedule.

8. Do authorities outside of the athletics staff regularly monitor the extent to which the time devoted by student-athletes to athletics pursuits intrudes on the time required for their satisfactory academic progress or limits their opportunity to participate in the life of the campus community?

☒ YES ☐ NO

9. Has the institution established policies related to the scheduling of intercollegiate athletics competition to help minimize the number of classes missed?

☐ YES ☒ NO

8. serious

9. serious

**Information to be provided with the institution's self-study report.**

- \* A listing of full-time and part-time coaching positions by sport.**
- \* The most recently completed "Survey for Equity in Athletics Disclosure Act -- Higher Education Act and NCAA Gender-Equity Study."**
- \* Institutional plans for addressing gender equity and minority opportunities.**
- \* Written policies for scheduling of intercollegiate athletics competition (if any).**
- \* Athletics department policies and procedures for monitoring the daily or weekly time limitations for countable athletically related activities (including methods/timetable of reporting) and playing and practice seasons, per Bylaw 17.**
- \* A brief description of the process used by the institution for monitoring student-athlete time commitments, including who is involved, how often the monitoring takes place, and the methodology employed (e.g., surveys of student-athletes).**
- \* A summary of the last review of student-athlete time commitments conducted by the institution.**

## VII. Recruiting, Admissions and Eligibility

**Rationale:** Recruiting violations account for a majority of the rules violations occurring in intercollegiate athletics today. Efforts by institutions to attract high-quality student-athletes may violate a host of NCAA rules, including those involving booster participation (Bylaw 13), financial aid (Bylaw 15) and the academic preparation of prospective student-athletes (Bylaw 14). Thus, any serious institutional effort to prevent integrity problems in intercollegiate athletics programs should begin with recruiting and cover the full range of possible institutional controls -- policies, procedures and accountability -- designed to ensure compliance with NCAA (and conference, if applicable) rules.

It is worth noting that NCAA rules in this area are lengthy, detailed and complicated. They exist because of the many ways some athletics programs and personnel have tried to gain an unfair competitive advantage. Institutional self-study efforts should be devoted to ensuring sustained dedication to the *spirit* as well as the letter of the NCAA's recruiting, admissions and eligibility rules.

*This section corresponds to the Faculty Athletics Representative (FAR), Athletics Administrator, Compliance Coordinator, Athletics Business Manager, Financial Aid Office, Coach and Student-Athlete sections of the Blueprint Program.*

1. Does this institution have written policies and procedures governing the recruitment of student-athletes?

☒ YES      ☐ NO

**If "NO" was checked, skip to Question No. 3**

2. Do the institution's written recruiting policies and procedures contain the following provisions:

- a. Strict prohibitions against any off-campus recruiting activity involving personal contact with potential student-athletes by athletics program boosters?

☒ YES      ☐ NO

- b. A requirement that NCAA rules regarding acceptable and prohibited recruiting practices be explained at least annually to all recognized booster organizations?

☒ YES      ☐ NO

**A "NO" response is considered:**

**1. grave**

**2a. very serious**

**2b. very serious**

- |   |                               |
|---|-------------------------------|
| <p>c. A requirement that all prospective student-athletes (their parents and high-school coaches, if possible) be informed about NCAA (conference, if applicable) recruiting rules and the penalties for violation of those rules?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>2c. serious</b></p>     |
| <p>d. A requirement that all athletics program personnel who may be involved in recruiting student-athletes participate in an annual (or more frequent) continuing education regarding NCAA (and conference, if applicable) recruiting rules <i>and</i> the intent of those rules?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>        | <p><b>2d. serious</b></p>     |
| <p>e. A requirement that all student-athletes receiving athletics grants-in-aid formally list <i>any</i> commitments that have been made to them for <i>any</i> forms of financial assistance (including summer jobs) other than that contained in their approved financial aid packages?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> | <p><b>2e. serious</b></p>     |
| <p>f. Periodic review of recruitment-monitoring documents by a senior-level administrator (e.g., faculty athletics representative, director of athletics)?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>2f. serious</b></p>     |
| <p>g. Periodic monitoring, by institutional representatives not affiliated with the athletics program, of the extent of actual compliance with institutional recruiting policies and procedures?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>2g. serious</b></p>     |
| <p>3. Are all expenses associated with the recruitment of student-athletes reviewed on a timely basis by an institutional official who is not associated with the athletics program?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>3. very serious</b></p> |
| <p>4. If the institution permits paid visits to its campus by prospective student-athletes, are their travel itineraries approved <i>in advance</i> by a responsible institutional representative?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO      <input type="checkbox"/> N/A</p>  | <p><b>4. minor</b></p>        |

- |   |                               |
|---|-------------------------------|
| <p>5. If the institution participates in the National Letter of Intent program, are the academic qualifications of all prospective student-athletes reviewed by admissions personnel <i>prior to</i> the institution's decision to seek a letter of intent?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO      <input type="checkbox"/> N/A</p>     | <p><b>5. very serious</b></p> |
| <p>6. Are all decisions regarding the admission, certification of academic standing and evaluation of academic performance of student-athletes made by institutional personnel who have authority for these matters for students generally and who are not affiliated with the athletics program?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> | <p><b>6. very serious</b></p> |
| <p>7. Are all decisions regarding the packaging of financial aid for student-athletes made by institutional personnel who are not affiliated with the athletics program?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>7. very serious</b></p> |
| <p>8. Has the institution established a system for verifying and monitoring the continuing eligibility of all student-athletes?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>8. very serious</b></p> |
| <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>If "NO" was checked, skip to the next section.</b></p> </div>   |                               |
| <p>9. Does the institution's system for checking the eligibility of student-athletes contain the following provisions:</p>  |                               |
| <p>a. A procedure for ensuring that the institution's "satisfactory-progress" and "good academic standing" requirements are being observed?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>9a. serious</b></p>     |
| <p>b. A procedure for ensuring that course "drops" that might adversely affect eligibility are flagged for immediate action by athletics program staff?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>9b. serious</b></p>     |

- c. A procedure for ensuring the accuracy and acceptability of any credits and grades earned from other educational institutions, including credits/grades earned in summer and/or correspondence courses?

☒ YES ☐ NO

9c. serious

- d. A procedure for ensuring the accuracy and completeness of the prior athletics competition record on which determinations of eligibility are based?

☒ YES ☐ NO

9d. serious

10. Are all determinations of eligibility made or reviewed by institutional personnel who are not affiliated with the athletics program?

☒ YES ☐ NO

10. serious

**Information to be provided with the institution's self-study report:**

- \* **A copy of written policies and procedures governing the recruitment of student-athletes.**
- \* **A listing of those individuals (by position) who make decisions regarding the admission, certification of academic standing, certification of eligibility and evaluation of the academic performance of student-athletes.**
- \* **Recruitment-monitoring documents, including telephone-contact sheets and other logs for two men's and two women's sports.**

### VIII. Student-Athlete Issues

**Rationale:** As a general rule, student-athletes should have access to the same range of support services available to all students, leading to an environment for academic success and graduation. If the academic profile of entering student-athletes and the graduation rates of student-athletes differ significantly from that of the rest of the student body, the contrast should be closely monitored and reviewed regularly by appropriate institutional officials. Because of the special demands made on student-athletes' time (e.g., for practice and competition), it may be necessary to make special arrangements to ensure that they can take full advantage of some services, especially those designed to promote their successful academic performance. However, special arrangements for providing support services to student-athletes should not restrict their opportunities to associate with their nonathlete peers; student-athletes should not be segregated simply because they have chosen to engage in intercollegiate sports competition.

*This section corresponds to the Compliance Coordinator, Coach, and Student-Athlete sections of the Blueprint Program.*

1. Does the institution ensure that the following support services are available for its student-athletes:

a. Orientation to college life, including awareness of peoples' differences?

☒ YES ☐ NO

b. Orientation to the campus?

☒ YES ☐ NO

c. Personal academic tutoring?

☒ YES ☐ NO

d. Counseling for academic problems?

☒ YES ☐ NO

e. Counseling for personal problems?

☒ YES ☐ NO

A "NO" response is considered:

1a. minor

1b. minor

1c. minor

1d. minor

1e. minor

f.	Life skills and personal values education?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1f.	minor
g.	Counseling regarding gambling problems?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1g.	minor
h.	Counseling regarding summer and/or postgraduation job opportunities?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1h.	minor
i.	A wellness program?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1i.	minor
2.	Does this institution offer a formal educational program on drug and alcohol awareness for student-athletes?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	2.	serious
a.	Is it conducted at least annually?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	2a.	minor
b.	Is attendance required for all enrolled student-athletes?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	2b.	minor
c.	Is attendance required for all coaches, trainers and team physicians?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	2c.	minor
3.	Are steps taken to ensure that student-athletes have adequate access to available support services?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	3.	serious
4.	Are the support services offered to student-athletes reviewed periodically (i.e., at least every two years) by institutional officials not affiliated with the athletics program?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	4.	serious



- |  |                             |
|--|-----------------------------|
| <p>5. Does the institution have policies and procedures providing evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>     | <p><b>5.    serious</b></p> |
| <p>6. Are student-athletes encouraged and assisted in reaching attainable academic goals of their own choosing?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>6.    serious</b></p> |
| <p>7. Are student-athletes considered an integral part of the student body and, as such, provided the opportunity to participate in nonathletics campus activities and organizations?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>                                | <p><b>7.    serious</b></p> |
| <p>8. If this institution allows student-athletes to be admitted who do not meet normal institutional admissions requirements, are these admissions decisions made within clearly established and approved policies?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> | <p><b>8.    serious</b></p> |
| <p>9. Does this institution review equitable access to and allocation of the following for all male and female student-athletes:</p>   |                             |
| <p>a. Sports equipment and sports medicine?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>9a.   serious</b></p> |
| <p>b. Athletics training room?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>9b.   serious</b></p> |
| <p>c. Strength and conditioning facilities and resources?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>9c.   serious</b></p> |
| <p>10. Has this institution made a commitment to meet at least the minimal requirements for adequate emergency medical care at all in-season and out-of-season practices and competitions, including the following:</p>  |                             |

- |  |                            |
|--|----------------------------|
| <p>a. The presence or immediate availability of a person qualified and delegated to render emergency care to a stricken participant?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>10a. serious</b></p> |
| <p>b. The presence or immediate availability of a physician for prompt emergency medical evaluation of the situation, when warranted?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>10b. serious</b></p> |
| <p>c. Access of the qualified person to emergency supplies?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>10c. serious</b></p> |
| <p>d. Planned access to a medical facility, including a plan for communication (with access to a working telephone or other telecommunications device, whether fixed or mobile) and transportation between the athletics site and the medical facility for prompt medical services, when warranted?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>10d. serious</b></p> |
| <p>e. A thorough understanding of the emergency care plan by all parties including all athletics department personnel and the leadership of visiting teams of the personnel and procedures associated with that plan?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>  | <p><b>10e. serious</b></p> |
| <p>11. Does the institution have a requirement for certification in cardiopulmonary techniques (CPR), first aid and prevention of disease transmission (as outlined by Occupational Safety and Health Administration (OSHA) guidelines) for all athletics personnel associated with practices, competitions, skill instruction, and strength and conditioning?</p> <p><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> | <p><b>11. serious</b></p>  |
| <p>12. Does the institution participate in the CHAMPS/Lifeskills program offered by the Association?</p> <p><input type="checkbox"/> YES      <input checked="" type="checkbox"/> NO</p>   | <p><b>12. minor</b></p>    |

- |   |                            |
|---|----------------------------|
| <p>13. Does the institution collect data periodically to compare the admissions profile of student-athletes who received athletics grants-in-aid with the profiles of students generally?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>13. serious</b></p>  |
| <p>a. Is this information reviewed by institutional officials outside of athletics?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>13a. serious</b></p> |
| <p>14. Are the graduation rates of student-athletes comparable to or better than those of students generally?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>14. serious</b></p>  |
| <p>a. If no, has the negative disparity been analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>   | <p><b>14a. serious</b></p> |
| <p>15. Does your institution have someone who is responsible for certifying that all student-athletes, athletics trainers, coaches and cheerleaders have insurance coverage in place for athletic related injuries that may occur during the academic year?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p>                 | <p><b>15. serious</b></p>  |
| <p>16. Does your institution have a policy when your institution does not provide coverage through an accident medical policy, state-funded plan, medical services agreement, or formal self-insurance program and a student-athlete does not have his or her own coverage?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES      <input type="checkbox"/> NO</p> | <p><b>16. serious</b></p>  |

**Information to be provided with the institution's self-study report:**

- \* A listing of all support services available to student-athletes in addition to those already indicated in Question Nos. 1 and 2.
- \* A listing of any support services that are not subject to review by institutional officials outside of athletics.
- \* A copy of your educational program on drug and alcohol awareness.
- \* A description of any policies and procedures used to monitor and evaluate the welfare and fairness of treatment of student-athletes.
- \* A copy of your institution's standard or regular, published entrance requirements, including provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- \* A copy of your athletics program's emergency medical plan.
- \* Graduation rates for students generally and for all student-athletes (by sport) for the three most recent academic years and a description of the methodology used to determine these rates.
- \* A copy of your institution's most recently completed study comparing the admission profiles of student-athletes who received athletics grants-in-aid with the profiles of students generally.
- \* A copy of any institutional plans to improve the graduation rates or overall academic performance of student-athletes.
- \* A copy of your institution's policy and procedures regarding student-athlete health insurance coverage.

**IX. Student-Athlete Profiles**

**Rationale:** Institutions should provide an environment for academic success and graduation. If the academic profile of entering student-athletes and the graduation rates of student-athletes differ significantly from that of the rest of the student body, the contrast should be closely monitored and reviewed regularly by appropriate institutional officials.

1. Does the institution collect data periodically to compare the admissions profile of student-athletes who received athletics grants-in-aid with the profiles of students generally?

☒ YES ☐ NO

- a. Is this information reviewed by institutional officials outside of athletics?

☒ YES ☐ NO

2. Are the persistence and/or graduation rates of student-athletes comparable to or better than those of students generally?

☒ YES ☐ NO

- a. If no, has the negative disparity been analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?

☒ YES ☐ NO

**Information to be provided with the institution's self-study report:**

- \* **Graduation rates for students generally and for all student-athletes (by sport) for the three most recent academic years and a description of the methodology used to determine these rates.**
- \* **A copy of your institution's most recently completed study comparing the admission profiles of student-athletes who received athletics grants-in-aid with the profiles of students generally.**
- \* **A copy of any institutional plans to improve the graduation rates or overall academic performance of student-athletes.**

**A "NO" response is considered:**

**1. serious**

**1a. serious**

**2. serious**

**2a. serious**