

**REPORT OF THE  
NCAA DIVISION II ACADEMIC REQUIREMENTS TASK FORCE  
FEBRUARY 23-24, 2012, MEETING**

**ACTION ITEMS.**

- None.

**INFORMATIONAL ITEMS.**

1. **Review of NCAA Division II Initial-Eligibility Requirements.** The NCAA Division II Academic Requirements Task Force continued the review of initial-eligibility standards begun by the NCAA Division II Academic Requirements Committee. The task force reviewed data projecting that several different initial-eligibility standards would yield first-year eligibility rates and Academic Success Rates that are equal to or slightly higher than the current rates, while reducing the ineligibility rate among minority prospective student-athletes. The task force developed initial concepts for membership feedback and input that focus on an initial-eligibility model which indicates increased academic success compared to the current standard, while maintaining access to athletics aid and practice, and limiting adverse impact to currently academically successful student-athletes. Concepts are, as follows:
  - a. The elimination of the test score requirement.
  - b. Requiring a minimum grade-point average of 2.200 in the legislated core-course requirements to be considered a qualifier for purposes of competition, financial aid and practice during the first academic year in residence.
  - c. Requiring a minimum grade-point average of 2.000 in the legislated core-course requirement to be considered a partial qualifier for purposes of financial aid and practice only during the first academic year in residence.

In addition to the concepts noted above, the task force agreed to further its review of initial-eligibility models that incorporate a test score (e.g., sliding scale; stair-step model). The task force directed staff to prepare additional concepts that include a test score for its review in September 2012.

2. **Review of Standards for Transfers from Two-Year Institutions.** The task force continued the review of two-year college transfer standards begun by the Academic Requirements Committee. The task force developed initial concepts for membership and two-year community feedback and input. In developing the concepts, the task force reviewed data that highlighted the academic underperformance of two-year college transfers at Division II institutions relative to non-transfers and transfers from four-year institutions. Additionally, the task force reviewed data indicating that grade-point

average and completion of a core-course curriculum of math, English, and natural or physical science at the two-year institution are positively correlated with academic success at the four-year institution, while the number of transferable physical education activity credits is negatively correlated with success (i.e., student-athletes who transfer more physical education activity credits are less likely to succeed). Concepts are, as follows:

- a. For qualifiers with no previous attendance at a four-year institution and qualifiers with previous four-year attendance not meeting the Associate of Arts (A.A.) or equivalent degree requirement:
  - 1) Increasing the current grade-point-average requirement of 2.000 to 2.300; and
  - 2) Limiting physical education activity credits for purposes of meeting applicable transferable degree requirements and grade-point-average requirements to two credit hours.
    - Student-athletes enrolling in a physical education degree program or degree program in education that requires a physical education activity course(s) may use up to the minimum credits required for the degree program.
- b. For partial qualifiers and nonqualifiers not meeting the A.A. or equivalent degree requirement:
  - 1) Increasing the current grade-point-average requirement of 2.000 to 2.300;
  - 2) Limiting physical education activity credits for purposes of meeting applicable transferable degree requirements and grade-point-average requirements to two credit hours;
    - Student-athletes enrolling in a physical education degree program or degree program in education that requires a physical education activity course(s) may use up to the minimum credits required for the degree program.
  - 3) Adding three semester/four quarter hours of transferable natural or physical science to the currently applicable English and math requirements; and

- 4) Permitting nonqualifiers who do not meet the new increased standard to receive athletics aid and practice during the first academic year in residence if they meet all other requirements and have a grade-point average at or above the current 2.000.
- c. In addition, the task force requested membership input regarding a concept for those student-athletes who earn an A.A. or equivalent degree. In addition to earning an A.A. or equivalent degree, a partial or nonqualifier would be required to meet the following to be immediately eligible for competition:
- 1) Completion of a core-credit curriculum (six semester/eight quarter hours of transferable English, three semester/four quarter hours of transferable math and three semester/four quarter hours of natural or physical science); and;
  - 2) A 2.300 grade-point average in all transferable hours.
    - A nonqualifier who earned an A.A. or equivalent degree and the core-credit curriculum but did not meet the 2.300 grade-point average requirement would be eligible to receive athletics aid and practice during their first year of academic residence with a grade-point average at or above 2.000.

(Note: The above concepts are being recommended as additional standards to the current two-year college transfer requirements.)

3. **Discussion of Progress-Toward-Degree Requirements.** The task force engaged in initial discussions and data review regarding progress-toward degree standards. The task force reiterated the Division II core value of student-athlete progression and achievement of a baccalaureate degree as foundational in terms of this review, and it identified for additional research and future meeting discussions several specific progress-toward-degree areas that may enhance graduation. There is currently no consensus regarding the viability of any of these areas and future meetings will be necessary to determine any concepts for membership input. These areas include:

- a. Requiring nine credit hours per term of full-time attendance;
- b. Requiring a term-by-term grade-point average minimum;
- c. Review of the averaging method as an alternative to the actual method for credit-hour certification;

- d. Review of percentage-of-degree models; and
- e. Review of a four-year graduation model.

- 4. Future Meeting Schedule.** The task force agreed to conduct a summer teleconference (date to be determined) and an in-person meeting September 13-14, 2012, in conjunction with the Academic Requirements Committee.

*Task Force Chair: Linda Van Drie-Andrzewski, Wilmington University (Delaware), Central Atlantic Collegiate Conference*

*Staff Liaisons: Alex Smith; Academic and Membership Affairs  
Gregg Summers; Research*

February 23-24, 2012	
Attendees	Absentees
Greg Bamberger, Kutztown University of Pennsylvania	Teya Everett, Kentucky State University
Drew Bogner, Molloy College	Bob Fortosis, Eckerd College
Brenda Cates, Mount Olive College	
Laura Clayton, University of West Georgia	
Jerome Fitch, Claflin University	
Dianthia Ford-Kee, Lincoln University (Pennsylvania)	
Denisha Hendricks, Kentucky State University	
Frank Keenan, Fairmont State University	
Doug Kristensen, University of Nebraska at Kearney	
Paul Leidig, Grand Valley State University	
Ann Martin, Regis University (Colorado)	
Eileen McDonough, Barry University	
Katie McGann, University of California, San Diego	
Ernest McNealey, Stillman College	
Nancy Moody, Tusculum College	
Jim Naumovich, Great Lakes Valley Conference	
Chris Phenicie, Limestone College	
Beverly Pitts, University of Indianapolis	

Margaret Poitevint, North Georgia College & State University	
Julie Ruppert, Northeast-10 Conference	
Kevin Schriver, Southwest Baptist University	
Steve Scott, Pittsburg State University	
Linda Van Drie-Andrzjewski, Wilmington University (Delaware), chair	
Freddie Vaughns, Bowie State University	
Keith Vitense, Cameron University	
Morgan Walker, California State University, San Bernardino	
Other Participants	
Andrew Cardamone, NCAA	
Amanda Conklin, NCAA	
Greg Dana, NCAA	
Jennifer Fraser, NCAA	
Maritza Jones, Consultant	
Jarett Newby, NCAA	
Tom Paskus, NCAA	
Mike Racy, NCAA	
Alex Smith, NCAA	
Stephanie Smith, NCAA	
Terri Steeb-Gronau, NCAA	
Naima Stevenson, NCAA	
Gregg Summers, NCAA	