



WEBINAR

NCAA High School Review Policies: Historical Reflection and Updated Concepts

November 16, 2021



A photograph of a woman with glasses and two children (a boy and a girl) looking at a tablet together outdoors. The image is overlaid with a blue gradient.

Welcome

- **Introduce yourselves in the chat box.**
 - Share who you are, your role/organization, and where you are from.
- **Ask and answer questions.**
 - Use the chat to ask questions and add comments. All participants are encouraged to respond.
- **Share your learning.**
 - Tell your colleagues what you are learning and mention @Aurora_Inst on Twitter.
- **We are recording and archiving the webinar.**
 - The slides and video will be available on aurora-institute.org.

NCAA Review Process: Historical Reflection and Updated Concepts

November 16, 2021

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AGENDA

- ▶ Audience Poll
- ▶ History and Context
- ▶ Types of NCAA Reviews
- ▶ Challenges and Opportunities
- ▶ Updated Concepts
- ▶ Questions

A photograph of a group of people outdoors. On the left, a young man with a backpack is seen from the side. In the center, an older woman with grey hair is smiling. To her right, a young man in a black basketball jersey with 'SH BASKETBALL' on it is looking towards her. In the foreground, a person is crouching, wearing a grey jacket. The background shows trees and a building. A dark blue banner with white text is overlaid across the middle of the image.

HISTORY AND CONTEXT

GOVERNANCE + LEGISLATION

▶ NCAA Member Schools

- ▶ Develop and approve legislation for their own division. Groups of presidents and chancellors lead each division in the form of committees.
- ▶ Legislative bylaws dictate the work of NCAA national office staff.
- ▶ Committees of NCAA member school representatives guide how that work is conducted.

▶ High School Review Committee

- ▶ Establishes policies and procedures related to the academic review of high schools and to determine the validity of a high school (e.g., core courses, curriculum, grades) for the purpose of meeting initial-eligibility requirements.
- ▶ Composed of nine members:
 - Three staff members of different DI or DII institutions or conference offices, one of whom must be an admissions officer;
 - One representative from the Division II Academic Requirements Committee;
 - Four representatives from the secondary-school community;
 - One member selected at large from either the secondary-school community or a Division I or II institution or conference office.

NCAA HISTORY OF NONTRADITIONAL COURSES

Pre-2000

- “Independent study or correspondence courses may not be used to satisfy core-curriculum requirements.”

2000-2010

- “Courses taught via the internet, distance learning, independent study, individualized instruction, correspondence, and courses taught by similar means, may be used to satisfy NCAA core-course requirements if [certain] conditions are satisfied.”

2010-Present

- Additional elements added to the nontraditional core-course legislation with the goal of ensuring that prospective student-athletes are enrolled in courses that satisfy the intent of the core-curriculum requirements and prepare them for college academic work.



TYPES OF NCAA REVIEWS

HIGH SCHOOL REVIEW AREAS

- ▶ NCAA High School Review staff reviews:
 - ▶ Accounts.
 - School policies and operations
 - Oversight of curriculum, instruction, and assessment
 - ▶ Programs.
 - Instructional models and expectations
 - ▶ Courses.
 - College preparatory in both content and rigor

- ▶ The complete set of policies, procedures, and criteria for review is available [online](#).

NONTRADITIONAL CORE-COURSE LEGISLATION

- ▶ Courses taught via the Internet, distance learning, independent study, individualized instruction, correspondence, and courses taught by similar means may be used to satisfy NCAA core-course requirements if all of the following conditions are satisfied:
 - ▶ The course meets all requirements for a core course as defined in Bylaw 14.3.1.3;
 - ▶ The instructor and the student have ongoing access to one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;
 - ▶ The instructor and the student have regular interaction with one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;
 - ▶ The student's work (e.g., exams, papers, assignments) is available for evaluation and validation;
 - ▶ Evaluation of the student's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies;
 - ▶ The course includes a defined time period for completion; and
 - ▶ The course is acceptable for any student and is placed on the high school transcript.

CORE COURSE REVIEW



Meet all NCAA Core Course
Legislation



Meet Core Course Criteria for
Review

- Course Content
- Rigor of Assessments



NCAA CORE COURSE LEGISLATION

A core course must meet all of the following criteria:

- Qualify for high school graduation in:
 - English
 - Mathematics (Algebra 1 or higher)
 - Natural or physical science
 - Social Science
 - Foreign language
 - Comparative Religion
 - Philosophy
- Considered four-year college preparatory.
 - College preparatory is defined for these purposes as any course that prepares a student academically to enter a four-year collegiate institution upon graduation from high school.
- Taught at or above the high school's regular academic level.
- Taught by a qualified instructor.

CORE COURSE CRITERIA FOR REVIEW



Course Content



Rigor of
Assessments

- ▶ What students are expected to know and do by the end of the course
- ▶ Content standards
- ▶ Desired learning outcomes
- ▶ Competencies
- ▶ Scope and sequence of topics

- ▶ The cognitive demand necessary to successfully complete an assignment or task.
- ▶ A course must include the application of knowledge through higher order thinking and skills.



**CHALLENGES AND
OPPORTUNITIES**

MEETING THE MOMENT

▶ COVID-19 response:

- ▶ Emergency changes in secondary education led to short-term NCAA initial-eligibility updates.
 - Initial-Eligibility Waiver Criteria
 - Core-Course Time Limitation
 - Pass/Fail Grades
 - Distance/e-learning/hybrid models
- ▶ For additional details and timelines, please view the NCAA Eligibility Center [COVID-19 FAQs](#).

▶ Looking beyond:

- ▶ What have we learned?
- ▶ What makes sense to continue?
- ▶ What changes can we implement to benefit students and schools?

NCAA UPDATES: HIGH SCHOOLS, PROGRAMS, AND COURSES

▶ Key challenges:

- ▶ Lengthy process for updates in legislative cycle.
- ▶ Requires understanding and buy-in from committees and member schools.
- ▶ Post-enrollment data collection and analysis timelines.

▶ Opportunities:

- ▶ Sudden and widespread recognition that effective teaching and learning can/should look differently.
- ▶ Call to action for modernization across the NCAA.
- ▶ Increased reliance on high school core-course GPA.
 - COVID-19 and possibly beyond.

NCAA UPDATES: HIGH SCHOOLS, PROGRAMS, AND COURSES

► Goals:



Consistent

> One set of legislated requirements regardless of instructional model.



Clear

> Simplify the language of the legislated requirements.



Approachable

> Model-agnostic while linked to understandable deliverables.



Nimble

> Enhance the ability of the High School Review Committee and NCAA staff to respond to trends in education.



UPDATED CONCEPTS

WE WANT TO HEAR FROM YOU!

▶ Using the Annotate tool:

- ▶ Click the dropdown for “View Options.”
- ▶ Select “Annotate.”
- ▶ Select “Stamp,” and choose a stamp you like.

▶ Trial run:

- ▶ Place a stamp on the sport that resonates most positively with you.



gymnastics



volleyball



swimming
& diving



soccer

CONCEPT A

- ▶ *Instructor(s) are available for academic assistance throughout the course and for all students.*
- ▶ Using the annotate tool:
 - ▶ Is this present across all subject areas in your district/school/program?

yes	no
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- ▶ How feasible would this be to demonstrate in writing?



CONCEPT B

- ▶ *Instructor(s) monitor student progress throughout the course and for all students.*
- ▶ Using the annotate tool:
 - ▶ Is this present across all subject areas in your district/school/program?

yes	no
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- ▶ How feasible would this be to demonstrate in writing?



CONCEPT C

- ▶ *Instructor(s) provide timely, specific, and actionable academic feedback throughout the course and for all students.*
- ▶ Using the annotate tool:
 - ▶ Is this present across all subject areas in your district/school/program?

yes	no
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- ▶ How feasible would this be to demonstrate in writing?



CONCEPT D

- ▶ *Instructor(s) intervene with differentiated support when a student is not demonstrating mastery.*
- ▶ Using the annotate tool:
 - ▶ Is this present across all subject areas in your district/school/program?

yes	no
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- ▶ How feasible would this be to demonstrate in writing?

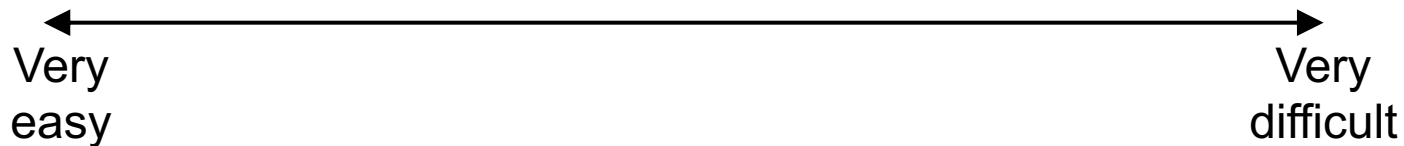


CONCEPT E


- ▶ *Student timelines for completion of courses or competencies align with state/local requirements for attendance and/or instructional time.*
- ▶ Using the annotate tool:
 - ▶ Is this present across all subject areas in your district/school/program?

yes	no
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- ▶ How feasible would this be to demonstrate in writing?



YOUR ADVICE

- ▶ What is one piece of advice for what the NCAA *should* do regarding policy updates for high schools, programs, and courses?
 - ▶ What is one piece of advice for what the NCAA *should not* do regarding policy updates for high schools, programs, and courses?
 - ▶ What is the most valuable point or idea you are taking away from this session?
 - ▶ What is one point or idea that is still confusing?
 - ▶ THANK YOU!
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QUESTIONS?

ncaa.org



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ncaa.org/playcollegesports
eligibilitycenter.org

RESOURCES

- ▶ [NCAA Eligibility Center COVID-19 FAQs](#)
- ▶ [NCAA Eligibility Center Information for High School Administrators](#)
- ▶ [High School Review Committee Policies and Procedures](#)
- ▶ NCAA Eligibility Center: 877-622-2321



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Quick Feedback

One-Minute Survey:

https://www.surveymonkey.com/r/Aurora_NCAA



Upcoming Webinar

**A Year in Review: A 2021 State Legislative Snapshot of
Student-Centered Learning Policy Advancements**
December 8, 2021 | 3:00 p.m. ET

<https://aurora-institute.org/events-webinars/>



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