

NCAA Review Process: Why and How... And What's Different During COVID-19?

September 24, 2020



Welcome

The mission of the Aurora Institute is to drive the transformation of education systems and accelerate the advancement of breakthrough policies and practices to ensure high-quality learning for all.

- Introduce yourselves in the chat box.
 - Share who you are, where you are from, and one hope you have for this school year.
- Ask and answer questions.
 - Use the chat function to pose questions of our panelists. Attendees are also encouraged to respond.
- Share your learning.
 - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- We are recording and archiving the webinar.
 - The slides and video will be available on aurora-institute.org.

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NCAA Review Process: Why and How... And What's Different During COVID-19?

September 24, 2020

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AGENDA

- History and Context
- Types of Reviews
- Nontraditional Program Review Information
- COVID-19 Updates
- What's Next?
- Questions



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.



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 <u>online</u>.



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.



COVID-19 UPDATES

- Overview of changes
 - For students initially enrolling full-time in a Division I or Division II college in the 2021-22 academic year:
 - Initial-Eligibility Waiver Criteria
 - Core-Course Time Limitation
 - For all students taking high school courses during the 2020-21 academic year:
 - Pass/Fail Grades
 - Distance/e-learning/hybrid models

 For additional details, please view the NCAA Eligibility Center <u>COVID-19 FAQs</u>.

COVID-19: INITIAL-ELIGIBILITY WAIVER CRITERIA

Division I

- 16 core courses, ≥2.300 GPA
- Specific distribution in English, math, natural/physical science, social science, and additional
- 10 core courses completed before start of 7th semester
- Seven in English, math, or natural/physical science
- · Proof of graduation

Division II

- 16 core courses, ≥2.200 GPA
- Specific distribution in English, math, natural/physical science, social science, and additional
- Proof of graduation



COVID-19: CORE-COURSE TIME LIMITATION

Division I

 For students initially enrolling full-time in 2021-22, up to six core courses completed anytime after the start of the seventh semester may be used in the initial-eligibility certification.

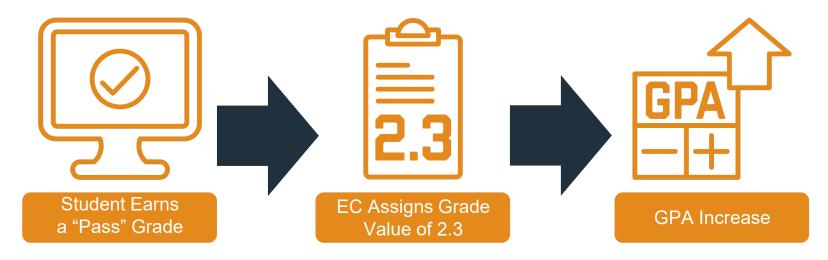


Division II

 Standard requirements already allow that any number of core courses completed prior to initial full-time enrollment may be considered in the best 16 core courses with the appropriate subject area distribution.

COVID-19: PASS/FAIL GRADES

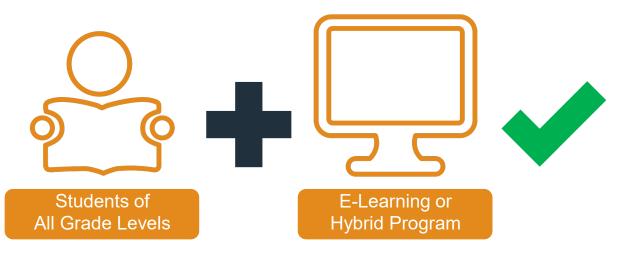
 If the student's core-course GPA would increase by assigning a value of 2.300, this value will be assigned to Passed courses.



 If the student's core-course GPA would decrease by assigning a value of 2.300, it will not be included in the GPA calculation. The credit may still be used toward initial eligibility requirements.

COVID-19: DISTANCE/E-LEARNING/HYBRID MODELS

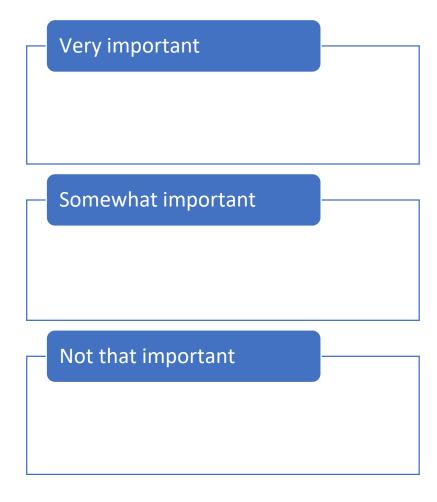
- The Eligibility Center will not require a separate review of distance, e-learning, or hybrid programs used for the academic year 2020-21 in response to COVID-19.
- Students may complete their NCAA-approved core courses through the channels of instruction provided or recommended by their school/district.





READING THE ROOM

- We want to hear from you!
 - On your Zoom screen, go to "View Options."
 - Select "Annotate," and hover over "Stamp" to select an icon.
 - Use the stamp as a response to the right as we go through each item.
- When designing or implementing a high school academic course or program, how important is each of the following:
 - Equitable access to technology
 - Availability of professional development
 - Student-to-student interaction
 - Student-to-teacher interaction
 - Student-to-content interaction
 - Guidelines from school or district leaders
 - Support from colleagues
 - · Developing meaningful assessments



LOOKING AHEAD

- The Eligibility Center will continue to monitor the environment and make necessary adjustments to prioritize health, safety and fairness for all prospective studentathletes.
- High School Review continues to evaluate our policies, procedures, and practices, as the landscape of education shifts.
 - NCAA High School Review Committee
 - NCAA Research staff
 - Education groups and policy-makers
 - Practitioners





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/AuroraWebinar_9-24-20

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Pre-Symposium Webinar Series

- 1. Increasing Capacity for Mastery-Based Learning in Washington State | September 28, 2020 | 2 pm ET
- 2. Science of Motivation: 5 Barriers to Student Motivation and How to Fix Them | September 29, 2020 | 2:30pm ET
- 3. Developing Equity, Efficacy, and Effectiveness in a Competency-Based System | October 1, 2020 | 2 pm ET
- 4. Building Educator Capacity for Equity: Competency-Based Approaches to Professional Learning for Teachers and Administrators | October 5, 2020 | 2 pm ET
- 5. Impact of Personalized Learning through Interest-Based Internships | October 6, 2020 | 2 pm ET
- 6. Improving the Equity in Personalized Learning through a Multi-Tiered System of Support (MTSS) Approach
 October 8, 2020 | 2 pm ET
- 7. Implementing Student-Centered Learning: Lessons Learned from Leaders in the Arena | October 13, 2020 | 2 pm ET
- 8. Lessons from COVID-19: How Competency-Based Education Provided for Continuity of Learning in Three North Carolina Schools and Is Shaping the Path Forward | October 15, 2020 | 2 pm ET
- 9. High School Internships in the Time of COVID-19: Mentorship, Connections, and More in Virtual Work-Based Learning | October 19, 2020 | 2 pm ET
- 10. Choice in Learning: Examination of Students' Use of Flex Time in High School | October 22, 2020 | 2 pm ET
- 11. Competency-Based Education Systems: Performance Assessment Using Proficiency Scales | November 5, 2020 | 2 pm ET

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

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