



# How to Navigate the NCAA Process Part 2

Hosted by the  
NCAA Eligibility Center

April 3, 2014



# What We Will Cover...

- Reminder of Division I rule changes.
- New NCAA Division II rule changes.
- Core-course process: How do we make decisions?
- Nontraditional courses/programs: How do we make decisions?
- Updates to the High School Portal.
- Questions?



## What We Will Not Cover...

- General initial-eligibility rules.
- GPA calculations.
- Specific core-course issues (courses taken in eighth grade, college courses, ESL, EID).
- Transcripts.
- How to use the High School Portal.

Information on these topics (and more) is on the High School Portal Resources page at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

# Quick Warm Up...

- Role of the student:
  - ✓ *Registration and associated tasks.*
  - ✓ *Responsible for academic progress and achievement.*
- Role of the NCAA member institution:
  - ✓ *Guidance.*
  - ✓ *Recruiting rules compliance.*
- Role of the High School:
  - ✓ *Send transcripts after six and eight semesters.*
  - ✓ *Update List of NCAA Courses annually.*
  - ✓ *Guidance.*

# We Would Be Remiss if We Didn't...

- Thank you for all you do for students.



# NEW Requirements

## Division I

- For students enrolling full time at an NCAA Division I college or university on or after **August 1, 2016**, there are three possible academic outcomes:
  - ✓ **Full qualifier** = competition, athletics aid (scholarship), and practice the first year.
  - ✓ **Academic redshirt** = athletics aid the first year, practice in first regular academic term (semester or quarter).
  - ✓ **Nonqualifier** = no athletics aid, practice or competition the first year.

# Summary of Changes

- Full Qualifiers must meet these elements:
  - ✓ *Minimum core-course GPA of 2.300 in 16 core courses required;*
  - ✓ *Core-course GPA and SAT/ACT sliding scale; and*
  - ✓ *Ten core courses required before beginning of senior year.*

No change to the 16 core requirement or graduation requirement.

# Core-Course

A qualifier:

- ✓ *Must complete **10** core courses before seventh semester of high school (e.g., senior year).*
- ✓ *Of the **10** core courses completed, **seven** must be in the areas of **English, math, or science**.*
- ✓ *These 10 core courses become “locked in” for the purpose of GPA calculation.*
  - A repeat of one of the “locked in” courses will not be used if taken after the seventh semester begins.

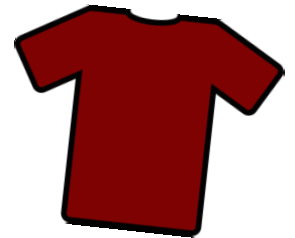


# Academic Redshirt:

## Requirements for Scholarship and Practice

- Minimum required GPA.
  - ✓ *2.000 in 16 core courses.*
- Core-course GPA and SAT/ACT sliding scale.

No change to the 16 core requirement or graduation requirement.



# Division I GPA Calculation Change

## Current:

- Additional core courses (beyond the 16 required) may be used to meet the core-course GPA requirements.

## New:

- Additional core courses (beyond the 16 required) **MAY NOT** be used to meet the core-course GPA requirements.
  - ✓ *Effective August 1, 2016.*

# New: Division II Rule Changes

- Eliminates “flat” GPA of 2.000 and 820 SAT or 68 sum ACT.
- Establishes two new sliding scales:
  - ✓ *One for qualifiers; and*
  - ✓ *One for partial qualifiers.*
- Establishes minimum 2.200 core GPA for qualifiers.
- Retains 16 core-course requirement.
- Effective August 1, 2018.

# Division II Qualifier Scale (abbreviated)

Core-Course GPA	SAT (CR and math only)	ACT sum score
3.300	400	37
3.000	520	46
2.500	720	59
2.200	840	70

# Division II Partial Qualifier Scale (abbreviated)

Core-Course GPA	SAT (CR and math only)	ACT sum score
3.050	400	37
3.000	420	39
2.500	620	52
2.000	820	68



# Core-Course Decision-Making Process

- Before submitting courses, schools should:
  - ✓ *Read and understand the definition of an NCAA core course.*
    - Submit only those courses that meet the definition.
  - ✓ *Review their list so they know what is already approved or denied.*
    - Submit only those courses that are not already approved or denied.
  - ✓ *Read and understand the principles of course title changes.*
    - Submit only those course title changes that are substantive and necessary.

# Core-Course Definition

- Graduation credit in English, math, science, social science, foreign language, comparative religion/philosophy;
- Academic, four-year college preparatory;
- At or above the high school's regular academic level; and
- Math courses Algebra I or higher level.



# Which Course Was Submitted?

- Mariachi 3-4
- Sewing
- Ukulele
- Bachelor Living
- Photography
- Advanced Guitar
- Flag Twirling
- “A college preparatory course without the academic demands.”



# Courses Submitted

Course Edit Mark	Title
NOT ACCEPTABLE	# PERSONAL FINANCE
NOT ACCEPTABLE	# PHOTO SHOP
NOT ACCEPTABLE	# PUBLISHER
NOT ACCEPTABLE	# SHORTHAND 1
NOT ACCEPTABLE	# SHORTHAND 2
NOT ACCEPTABLE	# SKILLS FOR LIVING
NOT ACCEPTABLE	# STUDENT TECHNICIAN
NOT ACCEPTABLE	# THREE-DIMENSIONAL DESIGN



# Life of a Core Course

- High school submits electronically.
- Courses reviewed by high school review staff within 24-48 hours and notification is sent via email.
  - ✓ *Make sure your email addresses for primary and secondary contacts are correct.*
- Four possible outcomes:
  - ✓ *Approve;*
  - ✓ *Deny;*
  - ✓ *Ignore; or*
  - ✓ *Ask for more information.*



# High School Review Staff Uses These Tools...

- The context of the school's current List of NCAA Courses.
- Curriculum trends nationally.
- Curriculum trends by state.
- Online information (e.g., a school's course catalog).
- 80+ years of combined experience in the secondary school community and in core-course review.
- Staff gives benefit of the doubt to the school.

# Core-Course Exercise

## — Initial Submissions

- The next slides presume you are now on the NCAA staff and the courses are in your workflow to review. Using your knowledge of NCAA core-course legislation, do you...
  - ✓ *Approve;*
  - ✓ *Deny;*
  - ✓ *Ignore; or*
  - ✓ *Ask for more information.*

A green chalkboard with two pieces of pink chalk and some white chalk markings. The chalkboard is on the left side of the slide, and the text is on the right side.

# What Would You Do? (New Course Additions)

- Computer Applications
- Pre-Algebra
- Anthropology
- Speech
- Personal Finance Math
- PIG or POD
- PLTW Biomed Eng
- Film Lit
- Robotics
- Geometry CP3

# What Would You Do? (Title Changes)

- English 1 to English I
- Honors Biology to Bio/H
- Government 9 to Civics
- US History to American History
- Shakespeare's Plays to Set Building
- AP Environmental Science to AP Physics C
- Anat/Phys to Human A&P
- Creative Writing to CrWr
- Algebra I to 1234 Algebra 1

# If a Course is Placed on Hold...

- What to upload through the High School Portal:
  - ✓ *Course description from current course catalog.*
  - ✓ *Course outline (unit-by-unit or week-by-week).*
  - ✓ *Flow chart of courses in that discipline (especially helpful in math).*
- What not to send:
  - ✓ *State or common core standards.*
  - ✓ *Table of contents from text(s).*
  - ✓ *Classroom rules.*
- Must be uploaded through the High School Portal.

# Core-Course Exercise—Review of Additional Information

- The next slides presume you are now on the NCAA staff and the courses for which more information has been uploaded are in your workflow to review. Using your knowledge of NCAA core-course legislation, do you...
  - ✓ *Approve; or*
  - ✓ *Deny.*



# What Would You Do?

- **English 1 CP1** Provides average students with the fundamental reading and writing skills essential for continued study of literature. Required reading includes selected literary works from the text as well as several additional novels. Basic compositions are also assigned.
- **English 1 CP2** Emphasizes basic skills in reading and writing for students in need of remediation and individual attention. Students are assigned selections from the literature text with minimal additional outside readings. Writing assignments focus on basic writing skills.

# What Would You Do?

- **Lit & Film** Designed to read and analyze literary pieces, then explore how film enhances or detracts from the work. Focus is on reading, writing, critical thinking and viewing. Texts are: The Odyssey; The Canterbury Tales, The Wizard of Oz, Night, Holes, and Seabiscuit.

Assignments include analyzing structure, characters, theme, plot of various texts. Writing includes journaling, compare/contrast and research papers.

# What Would You Do?

- **Reading Films: Film Literacy** Course follows films through history, from silent films to the talkies. Focus then shifts to WWII, post-WWII and into TV and documentaries. Students learn about the language of film, from cinematography to editing and critical viewing.



# When Courses are Audited

- Course was approved in error.
- Course is archived, acceptable through current year.
- Course is denied for following year and after.
- Example: Basic Biology is for students who are not college-bound.
  - ✓ *Basic Biology (OK through 2013-14).*
    - Course will be used by the NCAA Eligibility Center if taken through 2013-14.
  - ✓ *Basic Biology (Denied beginning 2014-15).*
    - Course will NOT be used if taken 2014-15 and after.



# Nontraditional Courses

- Internet, correspondence, independent study, individualized instruction, credit recovery.
- Must meet core-course definition.
- Defined timeframe for completion (minimum/maximum).
  - ✓ *Allows staff to compare/contrast with what was actually completed.*
- Coursework made available for review.
  - ✓ *Suggests learning management system.*

# Nontraditional Courses

- Must have access and interaction between student and teacher for teaching, evaluating and providing assistance.
  - ✓ *“Help Desk” model, where students only interact when they have questions does not meet this definition.*
  - ✓ *Think about role of teacher.*
    - The teacher provides instruction, such as setting context, explaining, noting important ideas or concepts.
    - The teacher does not wait for students to ask questions.
    - The teacher takes an active role, not a passive one.



# Nontraditional Courses

- Important Notes:
  - ✓ *Courses must academically prepare students to be successful in credit-bearing, four-year college or university level courses without the need for remediation.*
  - ✓ *Comparable in rigor and content.*
  - ✓ *Combination of rigorous assessments.*
  - ✓ *Courses must include instruction; cannot be students simply working on their own.*
  - ✓ *Be as transparent as possible on transcripts.*
    - Helps the certification staff process cases efficiently.
    - Better for your students.

## Additional Educational Experience

\* = field is required

Course name \*

Algebra 1

Reason for taking course (check all that apply): \*

- This is a course that I failed and retook
- This is a course that I retook to improve a grade
- This is a summer school course that I took somewhere besides my U.S. high school
- This is an online or correspondence course
- This is a college course

Course start date \*

Course end date \*

September ▼

2010 ▼

December ▼

2010 ▼

Name of school or provider \*

Florida Virtual School

Country where school is located \*

UNITED STATES OF AMERICA ▼

State/Province \*

FL - FLORIDA ▼

City \*

ORLANDO ▼



Save



Cancel



Save and add another



# Additional Resources Regarding Nontraditional Courses

- High School Portal Resources page.
- International Association for K-12 Online Learning (iNACOL) website: [www.inacol.org](http://www.inacol.org)
  - ✓ *Quality standards for online programs.*
  - ✓ *Quality standards for online courses.*
  - ✓ *Quality standards for online teaching.*

# Nontraditional Course Exercise

- The next slides presume you are now on the NCAA staff and the nontraditional program information has been assigned to you for review. Using your knowledge of NCAA nontraditional core-course legislation, do you...
  - ✓ *Approve; or*
  - ✓ *Deny.*



# What Would You Do?

- Program is designed for students who have previously failed courses.
- Students work at their own pace.
- Teacher facilitates and supervises.
- Students have up to one semester to complete course.
- Assessments include multiple choice and T/F.



# What Would You Do?

- Program is for students to recover credit, get ahead, graduate early.
- Students have one year to complete the course, but cannot finish faster than 8 weeks.
- Students progress at their own pace.
- Teachers call students every 4 weeks to check on progress.



# What Would You Do?

- Program is designed for any student.
- Students progress in accordance with pacing chart.
- Teachers work with students through online chats, texts, emails, phone calls.
- Teacher provides instructive feedback.
- Students may finish a course in 12 weeks, but have up to one year.



# High School Portal Enhancements

- [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

A screenshot of the NCAA Eligibility Center website banner. The banner has a black background. At the top center is the NCAA Eligibility Center logo, which consists of a blue circle with 'NCAA' in white and 'Eligibility Center' in white text to its right. Below the logo is the word 'WELCOME!' in white, handwritten-style capital letters. The main part of the banner is a green rectangle. On the left side of this green rectangle is a photograph of a smiling young man with short dark hair, wearing a light blue polo shirt and a brown messenger bag. To the right of the photo, the text 'NCAA COLLEGE-BOUND STUDENT-ATHLETES' is written in white, bold, uppercase letters. Below this text is a white button with rounded corners and a slight shadow, containing the text 'ENTER HERE' in white, handwritten-style capital letters. Below the green rectangle is a yellow-green horizontal bar. On the left side of this bar, the text 'HIGH SCHOOL ADMINISTRATORS' is written in white, bold, uppercase letters. To the right of this text is another white button with rounded corners and a slight shadow, containing the text 'ENTER HERE' in white, handwritten-style capital letters. At the bottom right of the banner, there is a small line of white text: 'Click [here](#) to view the technical requirements for this website.'

## Welcome to the NCAA Eligibility Center High School Portal

[Update Contact Info](#)[View Grading Scales](#)[View Tasks](#)

## Announcements

**17-Mar-14**

High School Webcast Scheduled

The NCAA Eligibility Center will host a webcast for high school administrators Thursday, April 3 at 3:30 p.m. Ea will include information about nontraditional courses, core-course review specifics (how we do what we do), a

**16-Mar-14**

Follow Us on Twitter

The NCAA Eligibility Center would like to invite you to follow us on Twitter (@NCAA\_EC). Twitter is also a great by using social media.

**12-Mar-14**

Coaches Newsletter Available

The NCAA Eligibility Center Coaches Newsletter is now available [here](#).

**11-Mar-14**

March 2014 High School Newsletter is Available


The [March 2014 High School Newsletter](#) is now available. This newsletter contains information about our upco general reminders; and information about Division III.

**12-Dec-13**

Naviance Notification Issues

If you are not receiving the notification email from Naviance with the request to send an electronic transcript t Naviance by phone at 866/337-0080 or by visiting their Contact Us page on their [website](#).

# Grading Scale Visibility



Center

[Home](#) [Resources](#) [NCAA Courses](#) [Submit a Fee Waiver](#) [High School Info](#) [Student Reports](#) [Account Log](#)

## Grading Scales

HS Grading Period: 2006-07 through present

**HS Numeric Grade:**

Grade	Max	Min
A	100	93
B	92	84
C	83	70
D	69	60

**HS Weighted Grade:**

Advance	
Grade	Unit
A	4.1
B	3.1
C	2.1



# Other Resources

- Resources tab on the NCAA Eligibility Center website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)).
- [www.2point3.org](http://www.2point3.org) (mobile-ready website with new academic requirements).
- Guide for the College-Bound Student-Athlete.
- Quick Reference Guide.
- Initial-Eligibility Brochure.

