



NCAA Eligibility Center Hot Topics

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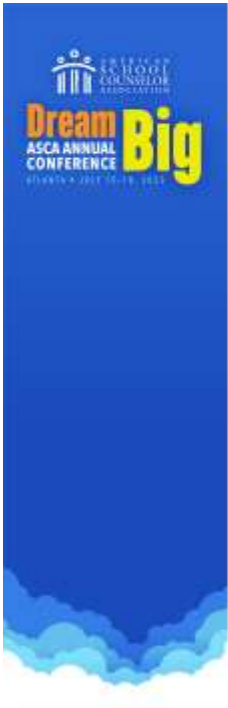


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Learning Objectives

After attending this session, you will be able to:

1. Discuss changes made to the NCAA initial-eligibility processes to include COVID-19 exceptions.
2. Explain NCAA nontraditional and core-course review policies and processes.
3. Describe best practices for high school counselors navigating the NCAA initial-eligibility process.

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Agenda

- Covid-19 Updates.
- Nontraditional Core-Course Legislation and Examples.
- Core-Course Requirements.
- Special Scenarios.
- Best Practices for High School Counselors.

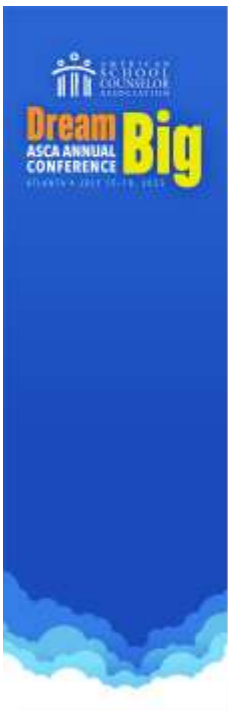
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Initial Eligibility Requirements



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COVID-19 Moving Forward

- Coursework completed spring/summer 2020, 2020-21, 2021-22 and 2022-23 academic years will still be subject to the COVID-19 exceptions.
- Standardized test scores will continue to no longer be required for NCAA initial-eligibility purposes.

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COVID-19 Moving Forward

- Core-course time limitations are reverting to the pre-COVID-19 rules.
 - If a student graduates from high school on time, one core-course unit may be completed in the year after graduation (summer or academic year) and before enrolling full time at any Division I college or university.
 - For Division II, student-athletes may use an unlimited number of core courses completed after graduation (summer or academic year) and before enrolling full time at any college or university.
- Courses completed on or after September 1, 2023, via “nontraditional” programs are once again subject to review.

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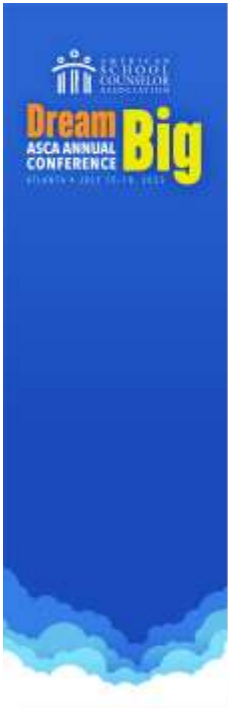


Nontraditional Core Courses

Courses Taught Via:

- 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 the following conditions are satisfied:

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Nontraditional Core Courses

- For purposes of teaching, evaluating and providing assistance to the student, throughout the duration of the course:
 - Instructor and student have ongoing access to one another.
 - Instructor and student have regular interaction with one another.
- Course includes a defined time period for completion.

For complete legislation, see this [link on page 17](#).

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“Not Approved” Example

Parent

10. Are students permitted to work at their own pace to complete all required content, assignments, and assessments for a nontraditional course?

☒ Yes ☐ No

a. If yes, please explain.

Students can work at their own pace and finish a course as soon as they wish.

11. How is student pacing tracked in a nontraditional course?

Nothing is tracked by teacher.

12. What is the shortest period of time a student is permitted to complete all required content, assignments and assessments for a nontraditional course?

Three

13. What is the longest period of time a student is permitted to complete all required content, assignments and assessments for a nontraditional course?

1 school year

Student-Teacher Interaction

14. Describe the role of the instructor in a nontraditional course.

Instructor is available when students have questions. Teacher provides extra help when needed.

15. Are students prohibited or grouped in any way for a nontraditional course?

☐ Yes ☒ No

a. If yes, please describe.

16. Are students required to interact with the instructor throughout the duration of the course?

☐ Yes ☒ No

a. If yes, how often are students required to interact with the instructor throughout a nontraditional course?
Instructors provide extra assignments for students. Teachers answer questions.

b. If yes, through what method do students interact with the instructor throughout a nontraditional course (e.g., face-to-face, phone, email, etc.)?
Face-to-face, phone, email and LMS messaging.

c. If yes, please describe the purpose(s) of the required student-teacher interaction throughout a nontraditional course.
To ensure students are on track, and help students as needed.

17. Please describe any additional availability of instructor to respond to student questions throughout a nontraditional course.

18. Are teachers required to provide feedback to students based on the assessment of the students' work?

☐ Yes ☒ No

a. If yes, please describe the type(s) and frequency of feedback students receive from the instructor.

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Additional Information Needed Example

9. Are students permitted to work at their own pace to complete all required content, assignments, and assessments for a nontraditional course?
- ☒ Yes ☐ No
- a. If yes, please explain:
Yes but they are only allowed to work on one class at a time and should finish in a semester.
10. How is student pacing tracked in a nontraditional course?
The instructor monitors student progress daily.
11. What is the shortest period of time a student is permitted to complete all required content, assignments and assessments for a nontraditional course?
The shortest time is usually 9 weeks.
12. Students are able to self-pace. If a student is an accelerated student, we let them complete the ONLINE course and begin another ONLINE class.

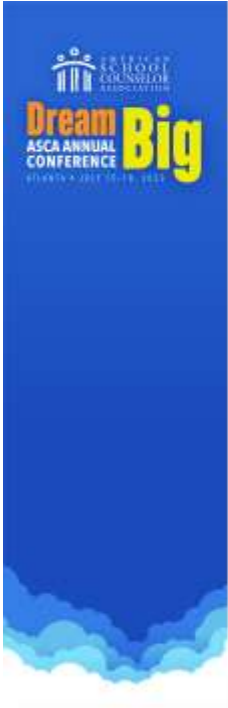
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Additional Information Needed Example

15. Are students required to interact with the instructor(s) throughout the duration of the course?
- ☒ Yes ☐ No
- a. If yes, how often are students required to interact with the instructor throughout a nontraditional course?
Students are required to interact with instructors regularly - many times the teacher and students interact weekly.
- b. If yes, through what method(s) do students interact with the instructor throughout a nontraditional course (e.g., face-to-face, phone, email, etc.)?
Students interact online in LMS via email, and in person during classes.
- c. If yes, please describe the purpose(s) of the required student-teacher interaction throughout a nontraditional course:
Student-teacher interactions during Blended Learning courses are designed to enhance learning and to assess student understanding of course material.
16. Please describe any additional availability of instructors to respond to student questions throughout a nontraditional course.
Instructors are available to meet with students individually and they respond to emails and course questions posted by students in LMS.
17. Are teachers required to provide feedback to students based on the assessment of the students' work?
- ☒ Yes ☐ No
- a. If yes, please describe the type(s) and frequency of feedback students receive from the instructor.
Each Blended Learning Course is slightly different with regard to frequency of feedback from instructors, but it is shared regularly.

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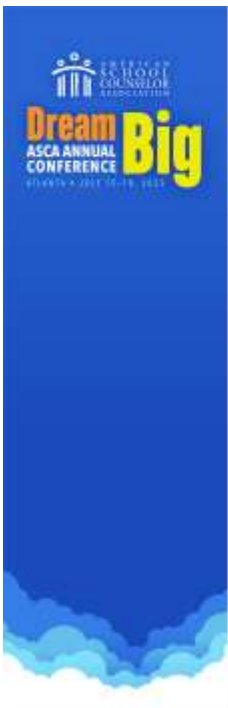


Core-Course Review

To be approved, a core course must:

- Meet all NCAA Core-Course Legislation.
- Meet Core Course Criteria for Review.
 - Course Content.
 - Rigor of Assessments.

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NCAA Core-Course Legislation

Must meet all the following criteria:

- Qualify for high school graduation in:
 - English.
 - Math (Algebra 1 or higher).
 - Natural or physical science.
 - Social science.
 - World Language.
 - Comparative religion.
 - Philosophy.
- Considered four-year college preparatory.
 - To be considered college preparatory, a course must provide student the academic foundation for successful completion of academic work at the four-year college level.
- Taught at or above the high school's regular academic level.
- Taught by a qualified instructor.

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Core-Course Review Criteria

Course Content

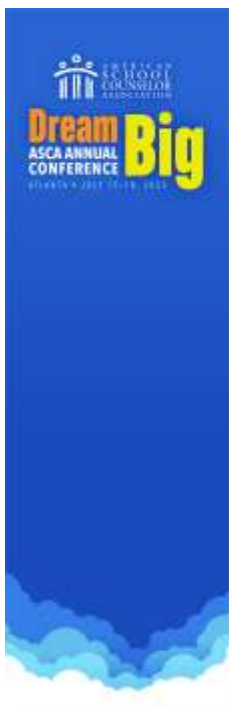
What students are expected to know and do by the end of the course:

- Content standards.
- Desired learning outcomes.
- Competencies.
- Scope and sequence of topics.

Rigor of Assessments

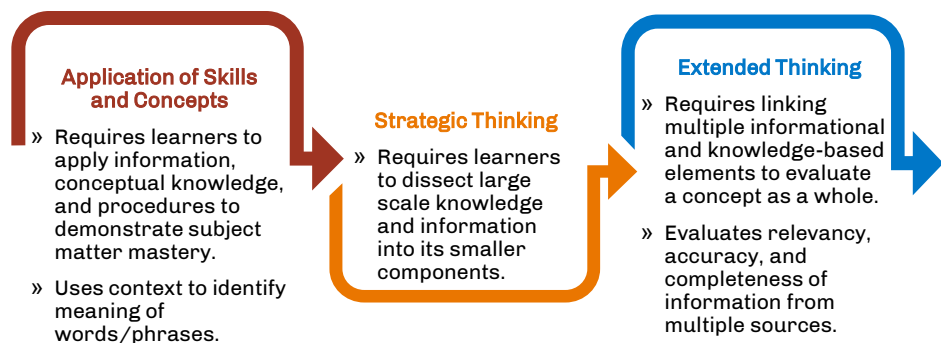
- Cognitive demand necessary to successfully complete an assignment or task.
- Course must include application of knowledge through higher-order thinking and skills.

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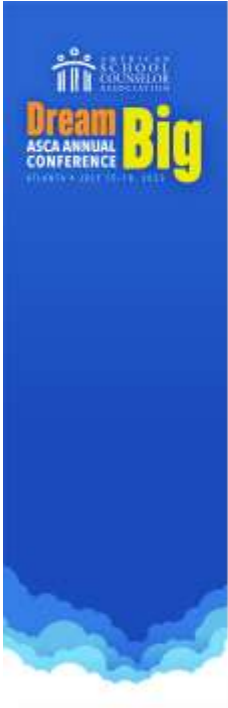


Example of Criteria Related to Rigor of Assessments

- Generally, a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking.



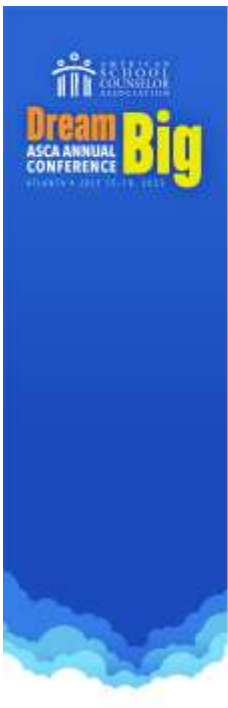
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Core-Course Review Steps

- NCAA legislation.
- Criteria for review.
- Context of school's current list.
- Render one of the following decisions:
 - Approved.
 - Additional Information Required.
 - Not Approved.

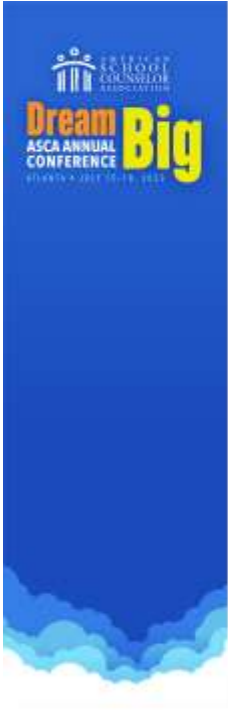
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Core-Course Review Steps

- Additional Information Required.
 - Course description.
 - Flowchart showing where course fits, in terms of broader pathways.
 - Detailed outline of course content.
 - Three major sample assignments/assessments.
- Not Approved.
 - The following "Not Approved" decisions will open a portal for document submission:
 - RC5: Doctrinal in nature.
 - RC11: Taught below regular academic level.
 - RC12: Not considered four-year college prep.
 - RC17: Does not meet core-course guidelines.

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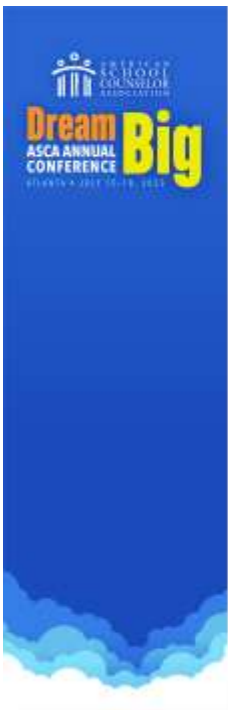


Special Scenarios

Weighted Grading Scales

- Weighted grades may be used for initial-eligibility purposes if:
 - Course title indicates the course is taught at an advanced level.
 - **Example:** Honors, Pre-IB, Advanced, IB, AP.
 - Weight can only be added in terms of quality points after numeric grades have been converted to letter grades. Weight added to a numeric grade in terms of a multiplier cannot be used.
 - **Note:** One additional quality point may be assigned.
- To view your school's current grading scale information on file, access your school's NCAA account.
 - To submit grading scale information, email official school grading policies to ec-highschool@ncaa.org.

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Special Scenarios

Pre-Ninth Grade and Dual-Enrollment Courses

- High school courses completed prior to the start of ninth grade may be used to satisfy core-course requirements if the course:
 - Is on a high school's list of NCAA-approved core courses.
 - Is shown on a high school transcript with grade and high school credit awarded.
- Dual-enrollment courses may be used to satisfy NCAA core-course requirements if the course:
 - Is shown on a high school transcript with grade and high school credit awarded.
 - Meets all other requirements for core courses.
 - **Note:** Weight cannot be added to dual-enrollment courses.

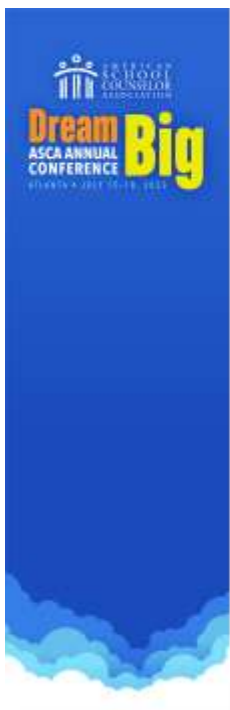
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All High School Counselors

- Know which courses are NCAA approved for having student-athletes enroll in them.
- Assist student-athletes navigating the recruiting process.
- Remind students to register with the NCAA Eligibility Center.
- Remind student-athletes to apply to the colleges and universities recruiting them.

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Eligibilitycenter.org



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Find NCAA-Approved Core Courses

 This is a screenshot of the NCAA High School Portal. The header includes the NCAA logo and the title "High School Portal". Below the header is a navigation bar with links: Home, Login, Resources, and List of NCAA Courses. The main content area has a heading "Welcome to the NCAA Eligibility Center High School Portal". It contains a paragraph of text about the importance of the portal, followed by a list of actions users can take after logging in:

- Submit core course changes (new titles, old titles, title changes) for your school;
- Update your school's Eligibility Center contact information;
- Run reports on students from your high school who have registered with the Eligibility Center;
- Submit fee waiver verification for eligible students;
- Upload transcripts.

 At the bottom, there are links for logging in as a High School or a District, and a link to subscribe to the newsletter.

Search for a High School

 This is a screenshot of the NCAA High School Portal search page. The header is the same as the previous page. The main content area has a heading "High School Selection" and a sub-heading "Search for a high school's list of NCAA courses". It provides instructions on how to search and includes a search form with the following fields:

- NCAA High School Code: [text input]
- OR
- CEEB/ACT Code: [text input]
- OR
- State: [dropdown menu with "ALL" selected]
- City: [text input]
- High School Name: [text input]
- [Search button]

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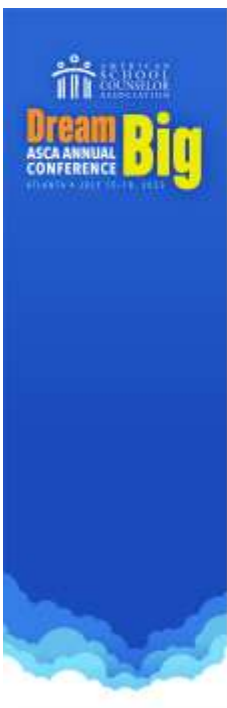


View NCAA-Approved Core Courses

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student's core course grade point average. Likewise, if a student completes a course that is duplicative in content with another core course, the student will only receive credit for one of the duplicative courses, and the course with the highest grade earned will be included in the calculation of the student's core course grade point average.

Approved Courses										
English										
Course Weight	Year	Course Title	Min. Credits	Max. Credits	Prerequisite(s)	Corequisite(s)	Grade Point Average	Grade Point Average	Course Outcome	Grade
1	1	English I	1.0	1.0						
1	2	English II	1.0	1.0						
1	3	English III	1.0	1.0						
1	4	English IV	1.0	1.0						
Math										
1	1	Math I	1.0	1.0						
1	2	Math II	1.0	1.0						
1	3	Math III	1.0	1.0						
1	4	Math IV	1.0	1.0						
Science										
1	1	Science I	1.0	1.0						
1	2	Science II	1.0	1.0						
1	3	Science III	1.0	1.0						
1	4	Science IV	1.0	1.0						
History/Social Studies										
1	1	History I	1.0	1.0						
1	2	History II	1.0	1.0						
1	3	History III	1.0	1.0						
1	4	History IV	1.0	1.0						
Physical Education										
1	1	Physical Education I	1.0	1.0						
1	2	Physical Education II	1.0	1.0						
1	3	Physical Education III	1.0	1.0						
1	4	Physical Education IV	1.0	1.0						
Art										
1	1	Art I	1.0	1.0						
1	2	Art II	1.0	1.0						
1	3	Art III	1.0	1.0						
1	4	Art IV	1.0	1.0						
Foreign Language										
1	1	Foreign Language I	1.0	1.0						
1	2	Foreign Language II	1.0	1.0						
1	3	Foreign Language III	1.0	1.0						
1	4	Foreign Language IV	1.0	1.0						

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Recruiting

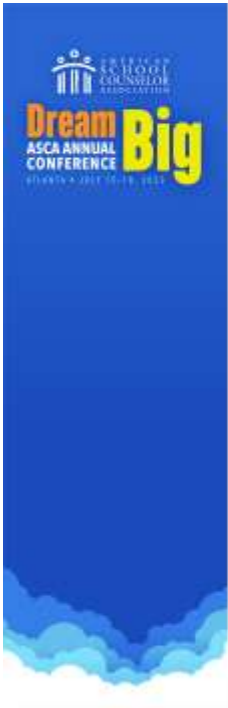
- Help student-athletes draft emails to coaches.
- Understand the recruiting calendars.

2022-23 NCAA RECRUITING CALENDAR
Division I Baseball

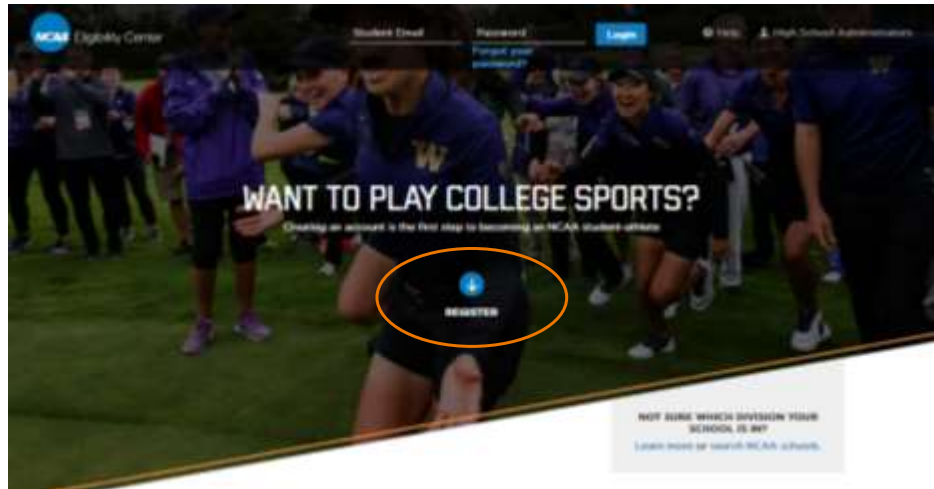
QUESTIONS? VISIT NCAA.ORG

QUESTIONS?	VISIT NCAA.ORG	QUESTIONS?	VISIT NCAA.ORG	QUESTIONS?	VISIT NCAA.ORG
AUG 2022	SEP	OCT	NOV	DEC	JAN 2023
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
7 8 9 10 11 12	7 8 9 10 11 12	7 8 9 10 11 12	7 8 9 10 11 12	7 8 9 10 11 12	7 8 9 10 11 12
13 14 15 16 17 18	13 14 15 16 17 18	13 14 15 16 17 18	13 14 15 16 17 18	13 14 15 16 17 18	13 14 15 16 17 18
19 20 21 22 23 24	19 20 21 22 23 24	19 20 21 22 23 24	19 20 21 22 23 24	19 20 21 22 23 24	19 20 21 22 23 24
25 26 27 28 29 30	25 26 27 28 29 30	25 26 27 28 29 30	25 26 27 28 29 30	25 26 27 28 29 30	25 26 27 28 29 30
FEB	MAR	APR	MAY	JUN	JUL
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
7 8 9 10 11 12	7 8 9 10 11 12	7 8 9 10 11 12	7 8 9 10 11 12	7 8 9 10 11 12	7 8 9 10 11 12
13 14 15 16 17 18	13 14 15 16 17 18	13 14 15 16 17 18	13 14 15 16 17 18	13 14 15 16 17 18	13 14 15 16 17 18
19 20 21 22 23 24	19 20 21 22 23 24	19 20 21 22 23 24	19 20 21 22 23 24	19 20 21 22 23 24	19 20 21 22 23 24
25 26 27 28 29 30	25 26 27 28 29 30	25 26 27 28 29 30	25 26 27 28 29 30	25 26 27 28 29 30	25 26 27 28 29 30

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Student Registration



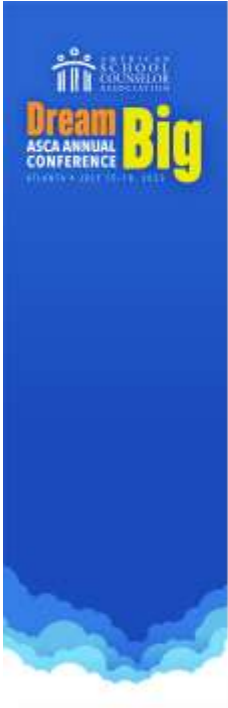
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Primary and Secondary Contacts

- Keep your core-course list updated.
 - Review the [High School Review Policies and Procedures](#).
- Submit “nontraditional” programs for review.
 - Online or distance learning.
 - Blended or hybrid.
 - Independent study.
- Respond to open tasks.
- Upload transcripts.
- Attest to fee waivers.

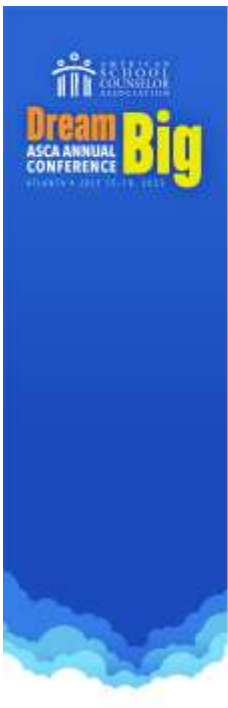
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Managing Your Core-Course List

- Add new titles.
- Archive old course titles.
- Upload documentation when courses are applied:
 - “Additional Information Required” decisions (RC8).
 - “Not Approved” decisions (RC5, RC11, RC12, & RC17).
 - Course description.
 - Unit-by-unit or week-by-week outline of content.
 - Flow chart.
 - Sample assignments and assessments.

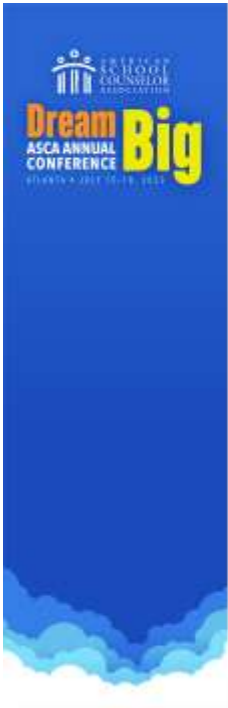
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“Nontraditional” Programs

- Call customer service to request a program review.
 - 877-622-2321.
- Be prepared to answer questions about how your school’s implements the “nontraditional” program.
- Distance and e-learning program reviews were paused spring/summer 2020 through the 2022-23 academic year.
 Courses completed using a “nontraditional” program on or after September 1, 2023, will be subject to the program review process.

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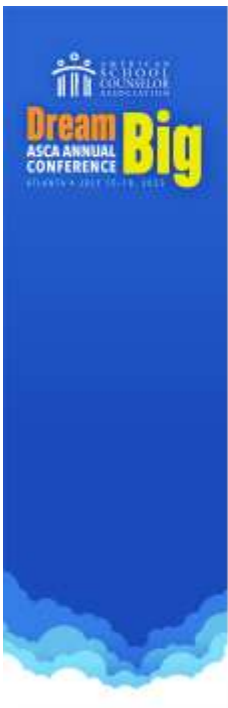


Open Tasks

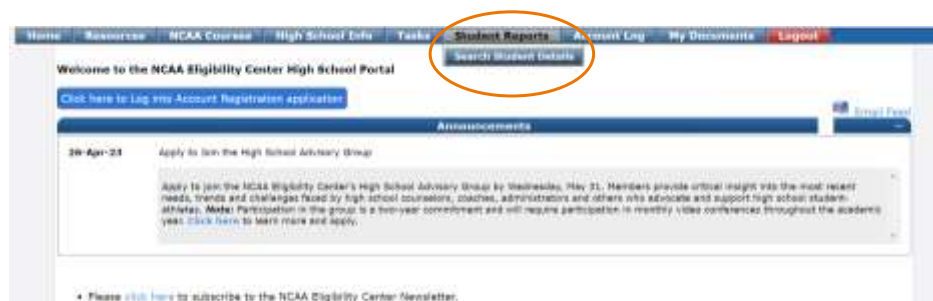
- Tasks could be assigned to your school for a variety of reasons.
 - Nontraditional programs.
 - Additional information related to core courses.
 - Unknown transcript designations.
 - Student-specific issues.
 - Transcript revisions.



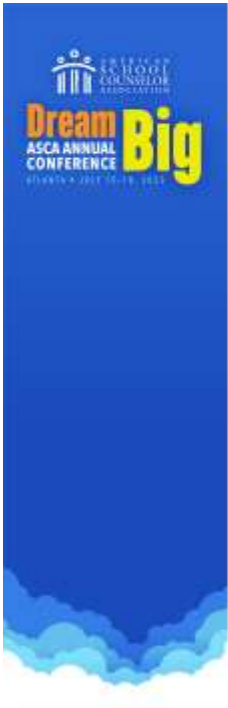
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Upload Transcripts



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Upload Transcripts

You may search registered students individually or by graduation year. Simply input your search criteria and click "Go Search". You must select one of these graduation years to perform this search.

Fields marked with * are required fields.

This student search function will display the names of all students who requested having information posted to this website. Though this may not be exactly identical to your school's database, this is an official high school transcript is required from all high schools a student has attended.

To select student(s) to upload, click on the box next to the student's name. You may select more than one student.

Upload Transcripts

SEARCH BY:

Graduation Year:

First Name:

Last Name:

City:

State:

Search:

Select currently enrolled students only

Enter name:

Year of Birth:

Last Name:

State:

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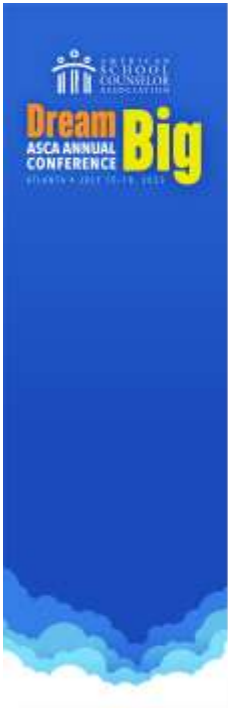


REMEMBER

- » If your student has an Eligibility Center Certification account and meets [fee waiver criteria](#), your school's primary/secondary contact will need to [submit fee waiver information](#) for that student via the High School Portal.

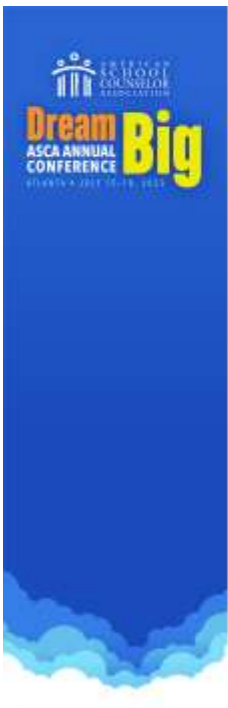
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Attest to Fee Waivers

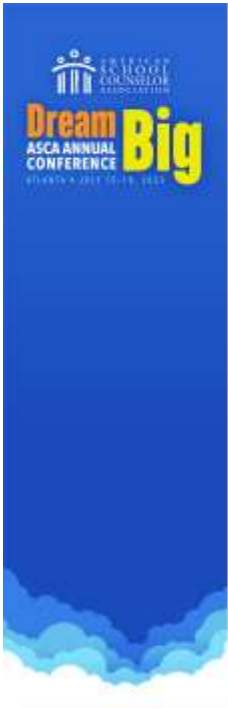


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Attest to Fee Waivers

- Search for student.
- Select the student for whom you would like to attest to the fee waiver.
- Fill in your information.
- Submit fee waiver for student button.

 This is a screenshot of the "Attest to Fee Waivers" form in the ASCA Eligibility Center. The form includes a search bar at the top with a "Search" button. Below the search bar, there is a section for "Student Information" with fields for "First Name", "Last Name", "Email", and "Phone". To the right of these fields is a "Submit" button. Below the "Student Information" section, there is a section for "Attester Information" with fields for "First Name", "Last Name", "Email", and "Phone". At the bottom of the form is a "Submit Fee Waiver" button.



GUIDE FOR HIGH SCHOOL COUNSELORS

- Scan the QR code below.



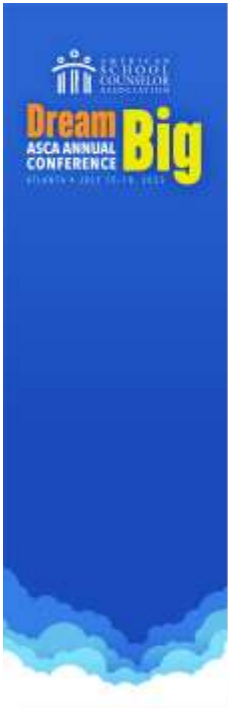
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Resources

- Visit the [High School Portal](#).
- Subscribe to the [High School Newsletter](#).
- Visit eligibilitycenter.org.
- [NCAA High School Review Policies and Procedures](#).
- Download our resources:
 - [Guide for High School Counselors](#).
 - [Guide for the College-Bound Student-Athlete](#).
 - [Initial Eligibility Flyer](#).
 - [Home School Resources](#).

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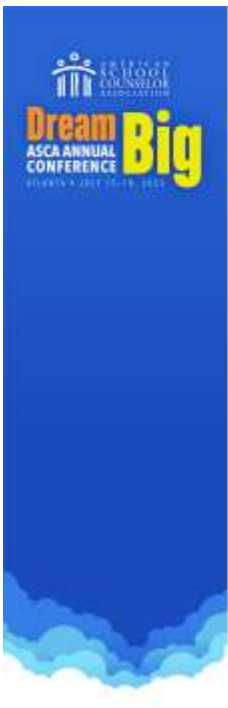


How did we do?

- Scan the QR code below.



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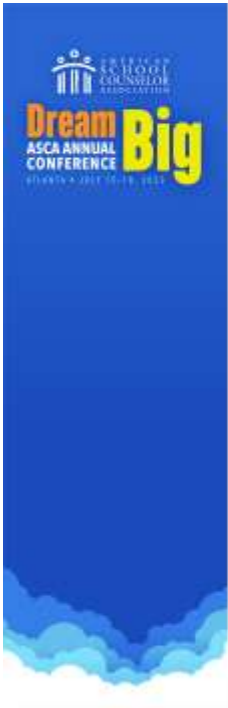
THANK YOU FOR JOINING!



**Subscribe to the
High School
Newsletter**

- Contact the Eligibility Center.
 - High school support line.
 - 877-622-2321.
 - Monday-Friday.
 - 8:30 a.m. to 5 p.m. Eastern time.
 - College-bound student-athlete support line.
 - 877-262-1492.
 - Monday-Friday.
 - 9 a.m. to 5 p.m. Eastern time.

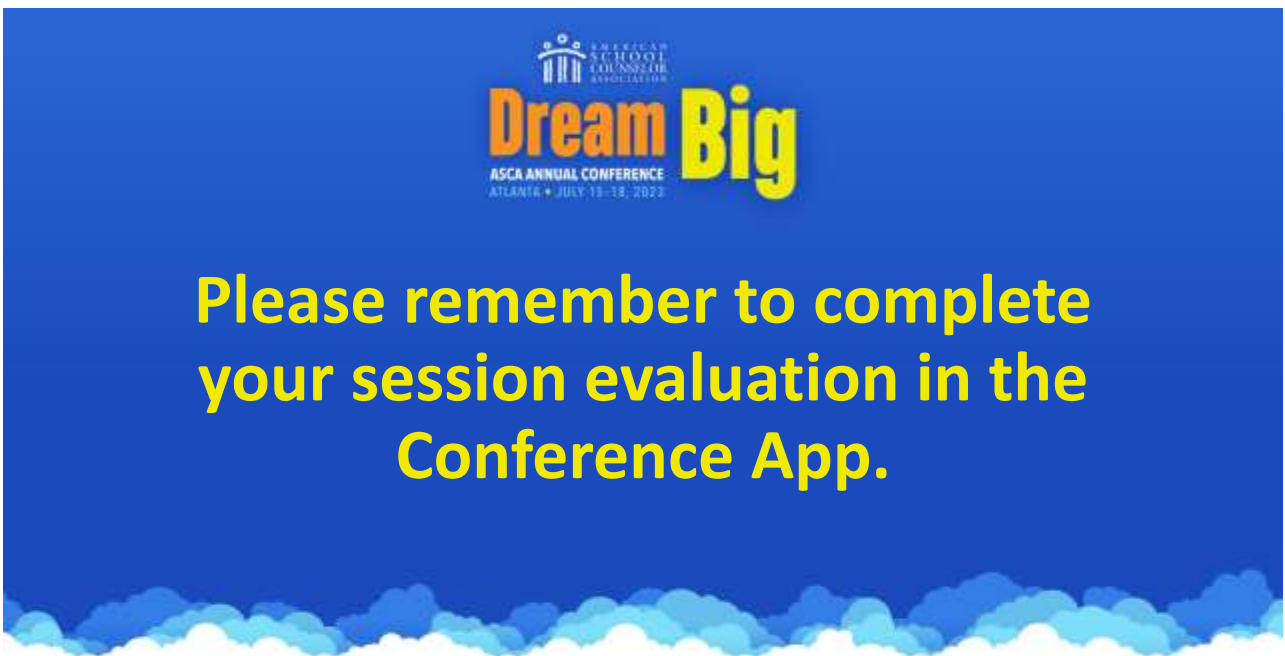
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Key Take-Aways

- Changes were made to the NCAA initial-eligibility processes due to COVID-19. Some of those exceptions (nontraditional/distance learning) are ending on September 1, 2023, and others (removal of test score) will continue moving forward.
- Steps and considerations for nontraditional program reviews and core-course reviews.
- Best practices for high school counselors engaging in the NCAA initial-eligibility processes.

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