

**NCAA ELIGIBILITY CENTER HIGH SCHOOL
PORTAL: UNDERSTANDING THE CORE-
COURSE SUBMISSION AND REVIEW PROCESS.**



GAME PLAN

- Managing Your Core-Course List.
- Core-Course Data
- Criteria Development.
- Criteria Overview.
- Additional Core-Course Information.
- Nontraditional Core-Courses.
- Core-Course Best Practices.
- Questions.

MANAGING YOUR CORE-COURSE LIST (CCL)

- Who?
 - It is the responsibility of your school's designated Primary or Secondary Contact.
- What?
 - Any courses that meet NCAA Core-Course Legislation and Criteria.
- When?
 - Anytime your school makes changes to its course offerings.
- Where?
 - [NCAA Eligibility Center High School Portal.](#)
- Why?
 - Offering new courses, renaming courses, archiving courses.
- How?
 - [Managing Your Core-Course List Tutorial.](#)

MANAGING YOUR CCL POTENTIAL COURSE DECISIONS

- Approve.
- Deny with the ability to upload documentation. (90 day window)*
 - RC5, RC11, RC12, RC17
- Deny.
 - All other reason codes.
- Pending Individual Review.
 - For schools with Extended Evaluation status.
- Additional Information Requested. (90 day window)*
 - RC8
- Ignore.

* Can resubmit title if window expired.

MANAGING YOUR CCL ADDITIONAL INFORMATION REQUIRED DOCUMENTATION

- The required documents are:
 - Course description.
 - Unit-by-unit or week-by-week outline of the course.
 - Flow chart of all courses in the subject area.
 - Sample of three major assignments/assessments.

CORE-COURSE DATA

- Core-course submissions, calendar years 2013-2018:
 - ~12 1,500 per year (~500 per day)
- 2018 Processing time:
 - 0.86 days
- 2018 initial core-course submission decisions (95,347 total submissions):
 - ~74% approved (A.P. Calculus BC)
 - ~16% denied (Marching Band)
 - ~4% ignored (unnecessary title change)
 - ~6% “Additional Information Required” (e.g. Film Literature)
- Core-course uploads with documentation, calendar years 2013-2018:
 - ~4,400 per year (~18 per day)
- 2018 Processing time:
 - 1.02 days
- 2018 core-course upload decisions (4,285 total uploads):
 - 2,341 approved
 - 1,487 denied
 - 457 other decision (e.g., ignored, pending individual review)

CRITERIA DEVELOPMENT

- Initial phase: Fall 2015.
 - Literature review.
 - Webb’s “Depth of Knowledge” levels.
 - Interviews with practitioners.
- Spring 2016.
 - High School Review Committee input.
 - Consultant hired.
 - Fidelity checks.
- Summer 2016.
 - Formal adoption and implementation.
- Summer 2017 and Beyond.
 - Ongoing edits as needed.

CRITERIA OVERVIEW

- **“College preparatory”** defined:

- *To be considered college preparatory, a course must provide students the academic foundation for successful completion of academic work at the four-year college level. This includes a balanced evaluation of a course’s contents and rigor of performance tasks and assessments.*

CRITERIA OVERVIEW

- **“Course contents”** defined:
 - *What students are expected to know and do by the end of the course (e.g., content standards, desired learning outcomes, competencies, scope and sequence of topics, etc.).*

CRITERIA OVERVIEW

- **“Rigor”** to be defined:
 - *To be approved, a course must include the application of knowledge through higher order thinking and skills. Generally, this means a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Performance tasks and assessments may include quizzes, tests, projects-based assessments, mid-term examinations, capstone experiences, final examinations, etc.*

CRITERIA OVERVIEW

- **General criteria**

- ***Content Review Courses.***

- Content review courses may only be approved if the majority of the course's contents are unique from and/or extend beyond previous coursework.
 - *Examples: bridge, test preparation, transitional and companion courses.*

- ***Leveling.***

- Per NCAA legislation, courses must be taught at or above the high school's regular academic level.

- ***Interdisciplinary Courses.***

- Courses that receive high school graduation credit in more than one subject area may be approved and added to a high school's list of NCAA courses in more than one subject area.

- ***Extended Sequence Courses.***

- Courses in which its contents are extended beyond a high school's traditional sequence will be awarded a maximum of one unit of credit.

CRITERIA OVERVIEW

- **Subject Area Specific Criteria**
 - Includes:
 - Rigor of performance tasks/assessments.
 - The application of skills and concepts, strategic thinking, and/or extended thinking.
 - Specific course title contents.

CRITERIA OVERVIEW SPECIFIC COURSE EXAMPLES

Course Content and Skills for Film Literature

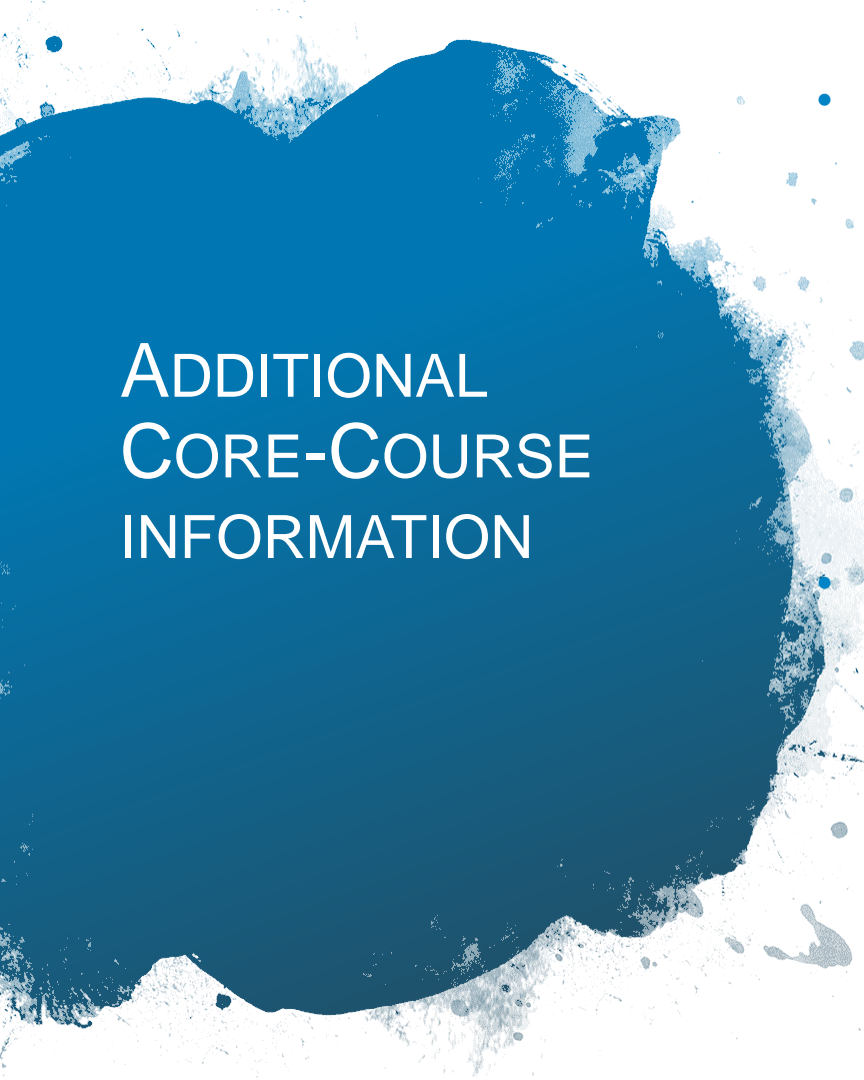
Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> Film should be studied as a genre of storytelling and type of literature rather than as art. Emphasis on the literary content of films with literature and/or other films. Emphasis on the intent of writer/director and the purpose or message of the film. Character analysis. 	<ul style="list-style-type: none"> Primarily a study of the technology of filmmaking. Primary focus is on the study of film history and film genres. Primary focus is on the analysis of design elements of movie scenes (mise en scene). Primary focus is on the impact of film and film production (e.g., lighting, sound, music, set design, special effects that generate suspense or emotion). Primary focus is on the study of director styles and biographies.

Course Content and Skills for History of/through an Artistic Medium

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> Study of history, societies, and cultures through the reflections and creations of artisans (e.g., artists, musicians, and filmmakers). Students compare and contrast, draw conclusions, and develop arguments regarding history, societies, and cultures through the study of the societies and their artisans. Artistic medium is used to enhance the study of history. Other sources, such as texts and research articles, also are used to provide a foundation of reliable sources. 	<ul style="list-style-type: none"> Primary focus is on the study of the artistic medium, a specific artistic genre, or an individual artisan's style. Assessments focus on identification of specific styles and works of the artistic medium, and the work of specific artisans. The medium is the primary focus of the course. Course focuses primarily on the history of the artistic industry.

ADDITIONAL CORE-COURSE INFORMATION

- **College Courses**
 - May be used to satisfy core-curriculum requirements if the courses are awarded a grade and credit by the high school for any student and meet all other requirements for core courses.
 - Only dual-enrollment courses that meet core-course requirements and are taught by your high school instructors should be submitted for inclusion on your school's core-course list.



ADDITIONAL CORE-COURSE INFORMATION

- **English as a Second Language Courses.**
 - May be submitted for review to potential approval in ALL subject areas.
 - Must meet the following criteria:
 - Be equivalent to an approved core-course on your list.
 - Be exclusively for EID students.
 - All students are progressing through the course as a cohort.
- **Education-Impacting Disability Courses.**
 - May be submitted for review to potential approval in ALL subject areas.
 - Must meet the following criteria:
 - Be equivalent to an approved core-course on your list.
 - Be exclusively for EID students.

NONTRADITIONAL CORE-COURSES

- **Requirements:**

- The courses must meet NCAA core-course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating and providing assistance throughout the duration of the course.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

NONTRADITIONAL CORE-COURSES

- A nontraditional course **may not** be approved for any of the following reasons:
 - Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
 - Does not require students to complete the entire course.
 - Does not prepare students for four-year college classwork.
 - Does not have official student grade records.
 - Does not meet NCAA core-course requirements.

CORE-COURSE BEST PRACTICES

- Review and if needed update your Core-Course List each time you publish a new course catalog.
- Avoid enrolling a student in a course/program that has not been reviewed.
- Respond to all tasks completely and promptly.
- Use transcript upload function over email or mail.
- Review entire core-course decision letters for rationales and timelines.
- Use RESOURCES tab on the NCAA EC High School Portal for assistance.

QUESTIONS?



- [High School Counselors Guide](#)
- [NCAA High School Review Committee Policies and Procedures](#)
- www.eligibilitycenter.org
- 877/622-2321 (NCAA-EC1)