



NCAA

High School Review Committee

Policies and Procedures

2018-19

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Legislated duties of the Committee (NCAA Divisions I and II Bylaws 14.1.2.2 and 21.6.4).

The NCAA High School Review Committee (“HSRC”) shall have the authority to establish 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. A review may result in a determination that a high school shall not be used for the purpose of meeting initial-eligibility requirements. The policies and procedures for the review and determination of the validity of a high school shall be approved by the Division I Committee on Academics and the Division II Academic Requirements Committee.

The committee shall consist of nine members and shall be constituted as follows:

- (a) One admissions officer of a Division I or Division II institution;
- (b) One staff member of a Division I or Division II institution or conference office;
- (c) One staff member of a Division I institution or conference;
- (d) One representative from the Division II Academic Requirements Committee;
- (e) Four representatives from the secondary-school community; and
- (f) One member selected at large from either the secondary-school community or a Division I or II institution or conference office.

Committee members shall be appointed to one four-year term. A member’s term of service shall commence on the first day of July following appointment. A member may be appointed to one additional term. An individual who has served two terms may not be re-appointed. The term of service of the member serving on the Division II Academic Requirements Committee shall run concurrently with his or her service on that committee.

Committee Member Responsibilities.

1. Provide oversight and guidance to the high school review staff as it applies to the committee policies and procedures;
2. Thoroughly review all materials before each teleconference and be prepared to discuss and decide each appeal;
3. Be present and participate in all teleconferences and meetings;

4. Provide notice of inability to participate in a teleconference or meeting;
5. Recuse from cases when appropriate; and
6. Adhere to committee policies and procedures.

Selection of Committee Chair and Vice Chair.

Nominations from committee members shall be solicited. The committee shall appoint the chair and vice chair based on a majority vote. Generally, the chair or vice chair shall serve in this capacity for the remainder of his or her term.

Responsibilities of the committee chair, or vice chair acting as chair, include:

1. Track academic-related issues and work with NCAA staff to strategically prioritize academic issues;
2. Oversee development of committee agendas;
3. Lead in-person and teleconference meetings, including appeal hearings;
4. Recommend to the appropriate committee that a member be replaced if he or she is not discharging duties.

Conflict of Interest Policy.

The NCAA is a voluntary Association comprised of colleges, universities, conferences and other organizations, and governed through a membership-led committee structure. Within the governance structure, committee members must carefully balance their responsibilities to their respective institutions and/or conferences with the obligation to advance the interests of the Association, the division, or the sport, and ultimately enhance the student-athlete experience. While the fiduciary obligations of committee members to their own institution, their conference, and to the Association ordinarily are not in conflict, it is recognized that as a representative membership organization, committee members' fiduciary obligations are first to their institution, second to their conference, and third to the Association. NCAA committee service involves important ethical and moral obligations. Committee integrity is critical to the decision-making process and includes trust, confidentiality and honesty in all issues and aspects of service and representation. NCAA committee members shall disclose any conflict or potential conflict between their respective personal, professional, institutional, conference, or business interests and the interests of the Association that may affect or otherwise threaten such integrity, in any and all

actions taken by them on behalf of the Association, for committee evaluation under this statement. In addition to any fiduciary obligation to their institution and conference, committee members also have a fiduciary duty to the Association not to use knowledge or information obtained solely due to service on that committee to the disadvantage of the Association during the term of committee service. Further, a committee member shall not participate in the committee's discussion or vote on any action that might bring direct or indirect personal financial benefit to the member or any organization (other than the member's institution or conference) in which the member is financially interested. A committee member should also not participate in a discussion or vote for which the member's institution or conference is to be accorded a special benefit beyond benefits shared with other institutions or conferences or is to receive a penalty or disqualification. A violation of either of the above rules by a member of the committee shall not invalidate the action taken by the committee if, following disclosure of the conflict of interest, the committee authorizes, ratifies or approves the action by a vote sufficient for the purpose, without counting the vote of the committee member with the conflict of interest, and the appropriate oversight body approves the action.

A committee member is responsible for advising the chair of any actual or potential conflicts of interest or obligations which he/she may have hereunder and should recuse him/herself from participating in proceedings, as may be warranted by this policy. Abuse of one's position as a member of a committee may result in dismissal from that position. Where such abuse appears evident, a committee member will be notified by the committee chair and will have the opportunity to present a rebuttal or details of the situation.

Speaking Agent Policy.

The president of the Association and the chair of the Executive Committee are the only individuals authorized to speak on behalf of the Association except as outlined below.

An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the Executive Committee of the Association as a speaking agent of the Association on that issue.

Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees' jurisdiction on which there is consensus, except that positions of advocacy on behalf of the committee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the NCAA Executive Committee or the president of the Association.

The president of the Association is hereby granted authority to designate additional speaking agents of the Association.

Confidentiality.

Committee members shall not communicate any information related to a specific review to anyone other than NCAA staff or other committee members. Under no circumstances shall information related to a high school's account or review case be communicated with any other person (e.g., media representative, parent, member institution, conference office). HSRC members shall refer all inquiries to the NCAA staff supporting the HSRC.

Ex Parte Communication.

In order to maintain the integrity of the high school review process, the influence of outside discussions and arguments should be kept to a minimum. Once an issue has been submitted to the committee for review, each committee member shall not discuss the issue with non-committee members (e.g., the public or the membership) prior to discussion by the committee.

Quorum.

There must be a quorum present to conduct an appeal. Quorum is defined as a simple majority of the HSRC present and voting, which means five (5) HSRC members are necessary for a decision.

Absences.

Appeals may be time sensitive; thus, the staff and committee will work in good faith to provide high schools with decisions as quickly as possible. It is imperative that all committee members are present on each teleconference. There may be times when a committee member is unable to participate on a teleconference due to other commitments or circumstances beyond his or her control. However, if those circumstances arise, it is the committee member's responsibility to inform the staff immediately, so an alternate call may be scheduled, if necessary.

Appeals.

The committee determination shall be final, binding and conclusive and shall not be subject to further review by any other authority within the NCAA.

Recusal.

A member of the HSRC shall recuse himself or herself if he or she is directly connected in any way to the high school being considered (see Conflict of Interest Policy). The discretion for recusal is left to the HSRC member in consultation with the HSRC chair.

Revision of Policies and Procedures.

The HSRC shall review and update its policies and procedures from time to time as it deems necessary, in its discretion. If material changes are made, the policies and procedures will be provided to the Division I Committee on Academics and the DII Academic Requirements Committee for approval.

Definitions.

For purposes of these policies and procedures, the following definitions shall apply:

- **District:** In some cases, school districts elect to manage their high school courses and programs at the school district level. In these cases, communication will occur at the school district level. Individuals authorized to act for or on behalf of a school district include its primary contact and secondary contact. It is the school district's responsibility to designate the primary and secondary contacts, who are each authorized to act on behalf of, and to represent, the school district before the NCAA.
- **High school:** Includes all secondary school institutions from which courses, grades, transcripts, and/or proof of graduation may come, including but not limited to high schools, virtual schools, and home schools. Individuals authorized to act for or on behalf of a high school include its primary contact and secondary contact. It is the high school's responsibility to designate the primary and secondary contacts, who are each authorized to act on behalf of, and to represent, the high school before the NCAA.
- **High school account:** The operational identification of a high school.
- **High school program:** An instructional model or environment at a high school.
- **High school review staff:** The Eligibility Center's high school review staff members.
- **Home school:** A high school in which the parent or guardian oversees curriculum, instruction, and assessment of student work in accordance with state law.
- **NCAA staff supporting the HSRC:** The NCAA staff liaison(s) to the HSRC.
- **NCAA staff supporting the HSRC for Not Cleared decisions:** The NCAA staff member(s) who supports the HSRC during its review of high schools that have appealed a *Not Cleared* decision from the high school review staff.
- **Proof of graduation:** Evidence of satisfactory completion of high school graduation requirements.

High School Account Review Procedures.

Identification for Review.

High schools may be reviewed based on three methods of identification:

1. High schools seeking to have their courses used in the initial-eligibility certification process for the first time.
2. Randomized review of any high school in the Eligibility Center database.
3. Information indicating there may be issues related to the validity of a high school (e.g., curriculum, instruction, assessment, quality control, etc.) for the purpose of meeting initial-eligibility requirements, which may include but is not limited to:
 - a. Transcript irregularities/discrepancies;
 - b. Academic practices inconsistent with information reported to the NCAA;
 - c. Changes to a high school's academic oversight;
 - d. Changes to a high school's curriculum and/or instructional model;
 - e. Change in membership or affiliation with the state high school athletic association;
 - f. Unconventional academic policies;
 - g. Information indicating a high school's courses may not satisfy NCAA core course legislation;
 - h. Unorthodox enrollment practices;
 - i. Preferential treatment of student-athletes;
 - j. Items noted in the Prospective Student-Athlete Review Trigger List (overseen by the NCAA Student Records Review Committee); or
 - k. Other information reported to or gathered by the NCAA indicating there may be issues related to the validity of a high school.

Staff Review Procedures.

If a high school is *In Review*, the high school review staff is obtaining further information regarding the high school. Information may be gathered through various means, including but not limited to, review questionnaires, document submission, written correspondence, telephone conversations, publicly available information, or through a site visit, including observations and interviews. The high school review staff has the authority to request any information pertinent to the review. The high school review staff has the authority to use other information reported to or gathered by

NCAA staff, including from sources outside the high school. The high school review staff may receive information from any source, including state high school associations, member institutions, educational oversight entities, individuals reporting specific information regarding a particular high school, high school administrators or staff, and/or students. High school review staff will memorialize in the high school's account information that results in the high school being placed *In Review*, including information obtained from a source other than the high school.

The high school review staff shall notify the high school that the school is *In Review* when the high school review staff seeks clarification from the high school on specific issues. At that time, the high school's account status will be changed to *In Review* (see possible account statuses) on the Eligibility Center website. Though not required in each case, a site visit of a high school *In Review* may be conducted as part of the high school review process.

As part of the high school review process, high schools must acknowledge all documentation submitted is complete and final and is submitted by the appropriate academic authority. Schools must also acknowledge that providing false or misleading information during the review process may result in information being shared with the appropriate educational oversight entities (e.g., regional accrediting agency, state department of education, district superintendent, charter authorizer, school board, etc.).

Site Visits.

Regardless of the high school's account status, the high school review staff or their designated representatives may visit a high school to collect information. Any relevant and material information collected by high school review staff or their designated representatives during the site visit will be memorialized in the high school's account and may be used to determine the high school's account status. The site visit may be conducted with or without advance notice to the high school.

If a site visit is conducted, the high school is expected to cooperate fully with the representatives from the high school review staff during that visit. The high school's failure to reasonably cooperate with the high school review staff (or its representative(s)) may result in the high school not being cleared for use in the initial-eligibility process. If during a site visit a high school indicates it will not cooperate with the visit, the individual conducting the visit will provide the high school with notice of the policy regarding site visits and notification that failure to cooperate in the site visit may result in a change of account status including *Not Cleared*. (see possible account statuses).

Interviews.

High school review staff may conduct interviews as part of the review process or when an individual wishes to share information regarding a particular high school. Interviews may be conducted by telephone or in person. The interviews may be recorded by the high school review staff or its designated representative(s), but recording is not required. Interviews may be conducted with anonymous or confidential sources.

Sharing Information.

Information received, collected, or otherwise obtained by high school review staff may be shared within the NCAA national office, with NCAA member institutions, and/or relevant third parties (e.g., academic oversight bodies).

Criteria for Review for High School Account Review.

In making its determination, the high school review staff will consider the presence, frequency, and severity of issues associated with a high school's quality control and integrity of information across the following focus areas:

- School policies and/or operations (e.g., attendance policies).
- Curriculum, instruction, and assessment (e.g., course assessments inconsistent with information provided to the NCAA).
- Other areas deemed relevant by the high school review staff within the review (e.g., academically-related preferential treatment).

Notice of Issues.

Prior to any decision to render an account status of *Not Cleared* (see possible account statuses), high school review staff will provide the high school with written notice of the issues identified by the staff. After its receipt of such notice, the high school will have an opportunity to respond, in accordance with the timeline and other procedures set forth out below. Failure to respond to the notice of issues may result in an account status of *Not Cleared*.

Possible Account Statuses.

The high school review staff shall have the authority to render an account status decision for all high schools under review, and such decision shall be referred to as the high school's "account status." After reviewing the relevant and material information, the high school review staff will render one of the following statuses:

- **Cleared.** The high school review staff will render an account status decision of *Cleared* if it does not render the high school an account status of *Not Cleared* or *Extended Evaluation* (and the high school does not otherwise have an account status of *In Review*, *Account Suspended*, *Closed*, or *None*). Core courses and proof of graduation from the high school may be used in the initial-eligibility certification process. The review of high schools for initial-eligibility purposes is an ongoing process, and any high school may be subject to further review at a later date.
- **Extended Evaluation.** The high school review staff will render an account status decision of *Extended Evaluation* if it determines, based upon the information available to it, it is more likely than not that the high school has issues related to quality control and integrity. The use of core courses in the initial-eligibility certification process is *Pending Individual Review*. Courses designated as *Pending Individual Review* require the submission of student-specific documents, which high school review staff will review on a case-by-case basis using the criteria for review for courses *Pending Individual Review* (set forth below). The *Extended Evaluation* period may be for up to two academic years, or two calendar years for schools on a nontraditional calendar. During the *Extended Evaluation* period, the school may be asked to provide additional documentation (e.g., master schedule), and may be subject to additional review if issues related to the validity of a high school are identified during that time. The high school will be notified if issues related to the validity of a high school are observed during the *Extended Evaluation* period. If no issues related to the validity of a high school are observed during the *Extended Evaluation* period, the school will be cleared, effective upon notice from the high school review staff. High schools designated with the *Extended Evaluation* account status may appeal to the HSRC, unless such designation was rendered by the HSRC following a high school's appeal of a *Not Cleared* decision.
- **Not Cleared.** The high school review staff will render an account status decision of *Not Cleared* if it determines, based upon the information available to it, issues related to quality control and integrity of information at the high school clearly exist. Core courses and proof of graduation from the high school may not be used in the initial-eligibility certification process. High schools designated with this account status may appeal to the HSRC.
- **In Review.** High school review staff is obtaining further information and a decision has not been rendered. While *In Review*, core courses and proof of graduation from the high school may not be used in the initial-eligibility certification process.

- **Account Suspended.** Failure by the high school to provide a complete response to information requested within 60 calendar days of the high school review staff’s request (or such later time as may be designated by high school review staff in writing) may result in a suspended account. Exceptions may be granted under unique or exceptional circumstances, such as if the high school review staff’s request occurs when the school is closed for a break. While a high school’s account is suspended, core courses and proof of graduation from the high school may not be used in the initial-eligibility certification process. A high school designated with a suspended account may resume its review by giving written notice to the high school review staff. Following such notice, the high school’s account status will change to *In Review*.
- **Closed.** The high school is no longer in operation. Core courses and proof of graduation will not be used in the initial-eligibility certification process.
- **None.** The high school has not been identified for review. Core courses and proof of graduation from the high school will not be used in the initial-eligibility certification process.

Account Status*	May approved core-courses be used?	May proof of graduation be used?
Cleared	Yes	Yes
Extended Evaluation	Pending Individual Review	Yes
Not Cleared	No	No
In Review	No	No
Account Suspended	No	No
Closed	No	No
None	No	No

**Change in account status policy will be applied when applicable.*

Change in Account Status.

Proof of graduation will be used through the remainder of the academic year in which a high school’s account status changes if its previous account status permitted the use of proof of graduation. For high schools that do not operate on a traditional academic calendar, proof of graduation will be used for students with a course enrollment date prior to and including the date the high school was notified of its change in account status. In these cases, proof of graduation will be acceptable only through the completion date of coursework for which the student was enrolled prior to the change in account status.

If a high school’s account status changes, courses that were *Approved* will be archived through the remainder of the academic term in which the high school’s account status changed. Archived courses may be used in the academic certification process if completed prior to or during the term in which the account status changed. If a high school’s account status is *In Review* for more than

one academic term, its courses will be archived through the term in which the account status changes from *In Review* to a different account status. Courses that were designated *Pending Individual Review* will continue to be reviewed individually if completed prior to or during the academic term in which the high school's account status changed. For high schools that do not operate on a traditional academic calendar, courses will be similarly archived or reviewed individually for students with an enrollment date prior to and including the date the high school was notified of its change in account status.

High School Program and Course Review Procedures.

Applicable Legislation.

Core-Curriculum Requirements (NCAA Bylaw 14.3.1.2.). For purposes of meeting the core-curriculum requirement to establish eligibility at a member institution, a "core course" must meet all of the following criteria:

- (a) A course must be a recognized academic course and qualify for high school graduation credit in one or a combination of the following areas: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy;
- (b) A course must be considered college preparatory by the high school. 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;
- (c) A mathematics course must be at the level of Algebra I or a higher-level mathematics course;
- (d) A course must be taught by a qualified instructor as defined by the appropriate academic authority (e.g., high school, school district or state agency with authority of such matters); and
- (e) A course must be taught at or above the high school's regular academic level (remedial, special education or compensatory courses shall not be considered core courses). However, the prohibition against the use of remedial or compensatory courses is not applicable to courses designed for students with education-impacting disabilities.

Nontraditional Courses (NCAA Bylaw 14.3.1.2.2.). 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:

- (a) The course meets all requirements for a core course as defined in Bylaw 14.3.1.2;
- (b) 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;
- (c) 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;

- (d) The student's work (e.g., exams, papers, assignments) is available for evaluation and validation;
- (e) Evaluation of the student's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies;
- (f) The course includes a defined time period for completion; and
- (g) The course is acceptable for any student and is placed on the high school transcript.

Identification for Review.

A high school program or course may be reviewed based on four methods of identification:

1. The high school operating the program is *In Review*.
2. A high school requests a review of its program or course.
3. Randomized review of any program or course in the Eligibility Center database.
4. An NCAA staff member discovers a program, course, or group of courses during the normal course of business that potentially does not satisfy NCAA legislative requirements (e.g., erroneously placed on a high school's list of approved courses).

Staff Review Procedures.

If a program or course is *In Review*, the high school review staff is obtaining further information regarding the program or course and a decision has not been rendered. Information may be gathered through various means, including but not limited to, review questionnaires, document submission, written correspondence, telephone conversations, publicly available information, or through a site visit, including observations and interviews. The high school review staff has the authority to request any information pertinent to the review. The high school review staff may use third party resources in its review of a program or course, which may be used as part of the review process. In addition, the high school review staff has the authority to use other information reported to or gathered by NCAA staff, including from sources outside the high school. High school review staff will memorialize in the high school's account information that results in the high school program or course being placed *In Review*, including information obtained from a source other than the high school.

As part of the review process, high schools must acknowledge all documentation submitted is complete and final and is submitted by the appropriate academic authority. High schools must also acknowledge that providing false or misleading information during the review process may result

in information being shared with the appropriate educational oversight entities (e.g., regional accrediting agency, state department of education, district superintendent, charter authorizer, school board, etc.).

Sharing Information.

Information received, collected, or otherwise obtained by high school review staff may be shared within the NCAA national office, with NCAA member institutions, and/or relevant third parties (e.g., academic oversight bodies, government agencies).

Criteria for Review for Core-Curriculum Requirements.

To be considered college preparatory, programs and courses must provide students the academic foundation for successful completion of academic work at the four-year college level (Appendix A).

As part of its review of a program or course, the high school review staff may request such information as it deems necessary and material to the review, minimally including the following:

- Course descriptions.
- Outlines of course contents (e.g., units, modules, competencies, topics covered in the course).
- Flow charts showing where courses fit into school's broader course offerings (if applicable).
- Samples of three major assessments (e.g., midterm, final exam, culminating project, etc.).

Possible Decisions/Outcomes for Traditional High School Programs.

The high school review staff shall have the authority to render a decision for all traditional high school programs. After reviewing the relevant documentation and material information, the high school review staff will render one of the following decisions:

- **Approved.** The high school review staff will designate a traditional program as *Approved* if the high school provides information demonstrating it is more likely than not that the applicable subject areas offered at the high school satisfy the applicable core-curriculum criteria. This means a high school may submit specific courses for review through the Eligibility Center website.
- **Pending Individual Review.** The high school review staff will designate a traditional program as *Pending Individual Review* if (i.) the high school has an account status of *Extended Evaluation*, or (ii.) the high school fails to clearly demonstrate that the traditional program is administered consistently for all students and not individualized on a student-by-student basis. Traditional programs designated as *Pending Individual Review* require the submission of student-specific documents, which will be reviewed pursuant to the criteria for review for

courses *Pending Individual Review*. Regardless of high school account status, certain courses may be designated on the Eligibility Center website as *Pending Individual Review*.

- **Denied.** The high school review staff will designate a traditional program as *Denied* if the high school fails to provide information demonstrating it is more likely than not that the applicable subject areas offered at the high school satisfy the applicable core-curriculum criteria. Prospective student-athletes may not use courses from the traditional program in the initial-eligibility certification process.

Possible Decisions/Outcomes for Courses.

The high school review staff shall have the authority to render a decision for all high school courses. After reviewing the relevant and material information, the high school review staff will render one of the following decisions:

- **Approved.** The high school review staff designate a course as *Approved* if the high school provides information demonstrating that the course is more likely than not to satisfy the applicable core course criteria. Prospective student-athletes may use the course in the initial-eligibility certification process.
- **Additional Information Required.** The high school review staff needs additional information from the high school to reach a decision. Courses will be noted on the Eligibility Center website accordingly. Prospective student-athletes may not use the course in the initial-eligibility certification process
- **Pending Individual Review.** The high school review staff will designate a course as *Pending Individual Review* if (i.) the high school has an account status of *Extended Evaluation*, or (ii.) the high school fails to clearly demonstrate that the course is administered consistently for all students and not individualized on a student-by-student basis. Courses designated as *Pending Individual Review* require the submission of student-specific documents, which will be reviewed pursuant to the criteria for review for courses *Pending Individual Review*. Regardless of high school account status, certain courses may be designated on the Eligibility Center website as *Pending Individual Review*.
- **Denied.** The high school review staff will designate a course as *Denied* if the high school fails to provide information demonstrating that the course is more likely than not to satisfy the applicable core course criteria. Prospective student-athletes may not use the course in the initial-eligibility certification process.

Criteria for Review for Nontraditional Programs.

The criteria for review noted below are not reviewed in isolation from one another, but instead are reviewed holistically to determine whether a nontraditional program's instructional model may be approved.

- Students and instructors must have ongoing and regular access and interaction throughout the duration of a course for the purposes of teaching, evaluating, and providing assistance.
 - Teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance must be incorporated into the instructional model. This may include instructional feedback to the student on formative assessments (e.g., assignments, quizzes, etc.) and summative assessments (e.g., projects, examinations, etc.).
 - Student/teacher interaction (“STI”) solely for the purposes of encouragement (e.g., “Great job!”) and/or course management (e.g., password resets, unlocking subsequent units/modules) are not considered in the review process.
 - Determination of whether STI is ongoing and regular throughout the duration of a course is based on whether a pattern of STI exists that is time-based, competency-based, or some combination thereof. For example, STI may be considered ongoing and regular throughout the duration of a course if STI occurs once per module/unit. As a different example, STI may be considered ongoing and regular throughout the duration of a course if STI occurs once per week regardless of student progression within the course.
 - Instructional models in which STI occurs only on an as-needed basis may not be approved (e.g., when a student contacts the teacher with a question, when a student chooses to visit non-required office hours, or when a teacher contacts the student only when noticing a decline in progress or performance, etc.).
- A defined time period requires the identification of the fastest and slowest paths to successfully complete a course (i.e., maximum and minimum time frame for completion). For these purposes, the start of a course is based on the student's first day of online activity. The completion of a course is based on the student's completion of the final graded assessment in the course.
- To appear on a high school's list of Approved courses, nontraditional courses must meet the criteria for review for core curriculum requirements.

Possible Decisions/Outcomes for Nontraditional Programs.

The high school review staff shall have the authority to render a decision for all nontraditional program reviews. After reviewing the relevant and material information, the high school review staff will render one of the following decisions:

- **Approved.** The high school review staff will approve a nontraditional program if the high school provides information demonstrating that the program is more likely than not to satisfy the criteria for nontraditional programs. Courses from the nontraditional program may be used in the initial-eligibility certification process, providing they meet criteria for review of core courses.
- **Pending Individual Review.** The program meets the criteria for review for nontraditional programs. However, the high school review staff will designate a course as *Pending Individual Review* if (i.) the high school has an account status of *Extended Evaluation*, or (ii.) the high school fails to clearly demonstrate that the course is administered consistently for all students and not individualized on a student-by-student basis. Courses designated as *Pending Individual Review* require the submission of student-specific documents, which will be reviewed pursuant to criteria for review for courses *Pending Individual Review*.
- **Denied.** The high school review staff will deny a nontraditional program if the high school fails to provide information demonstrating that the program is more likely than not to satisfy the criteria for nontraditional programs. The program cannot be used in the initial-eligibility certification process. This decision may be appealed to the HSRC.

Change in Program or Course Status Policy.

If a previously-approved program or core course is identified for review, written notice will be provided to the high school that its program or core course will be approved through the remainder of the academic year in which the program or course was identified for review. For high schools that do not operate on a traditional academic calendar, programs and core courses will be approved for students with an enrollment date prior to and including the date the program or course was identified for review.

Related Staff Authority.

The high school review staff may render decisions related to Bylaw 14.3.1.2.4 (English as a second language courses) and Bylaw 14.3.1.2.5 (courses for students with education-impacting disabilities) pursuant to the criteria for review outlined in the core course review procedures. The high school review staff may also render decisions related to Bylaw 14.3.1.2.6 (grade value of core courses).

Procedures for Courses Pending Individual Review.

Staff Review Procedures. Courses designated as *Pending Individual Review* will require the submission of student-specific documents. Courses that meet the criteria for review for courses *Pending Individual Review* may be used in the student's academic certification. Courses that do not meet the criteria for review for courses *Pending Individual Review* may not be used in the student's academic certification.

Information may be gathered through various means, including but not limited to, review questionnaires, document submission, written correspondence, telephone conversations, publicly available information, or through a site visit, including observations and interviews. The high school review staff has the authority to request any information pertinent to the review. The high school review staff has the authority to use other information reported to or gathered by NCAA staff, including from sources outside the high school. The high school review staff may receive information from any source, including state high school associations, member institutions, educational oversight entities, individuals reporting specific information regarding a particular high school, high school administrators or staff, and/or students.

As part of the *Pending Individual Review* process, high schools must acknowledge all documentation submitted is complete and final and is submitted by the appropriate academic authority. High schools must also acknowledge that providing false or misleading information during the review process may result in information being shared with the appropriate educational oversight entities (e.g., regional accrediting agency, state department of education, district superintendent, charter authorizer, school board, etc.).

Eligibility for Pending Individual Review. For a course to be designated as *Pending Individual Review*, the high school review staff must first determine whether a course's instructional design (e.g., curriculum, assessments, instruction) meets the criteria for review as outlined in the core course review procedures and, if applicable, the nontraditional program review procedures. As part of its review of a course, the high school review staff may request such information as it deems necessary and material to the review, minimally including the following:

- Course description;
- Outline of course contents (e.g., e.g., content standards, desired learning outcomes, competencies, scope and sequence of topics);
- Flow chart showing where course fits into school's broader course offerings (if applicable)
- Copies of all assessments (e.g., quizzes, tests, papers, projects) in the course and the subsequent grading rubrics (e.g., evaluation criteria) for each assessment. A grading rubric is not required for selected-response assessments (e.g., true/false, multiple choice).

During the review of a course's instructional design, the course will appear on the Eligibility Center website as additional information required (see core course review procedures).

If the instructional design of a course (e.g., curriculum, assessments, and instruction) does not meet the criteria for review as outlined in the core course review procedures and/or nontraditional program review procedures, the course will be denied. If the instructional design of a course meets the criteria for review as outlined in the core course review procedures and, if applicable, the nontraditional program review procedures, the course will be designated as pending individual review.

Review of Student-Specific Documentation.

Once a course is designated as *Pending Individual Review*, it will require the submission of student-specific documents. As part of its review of a course, the high school review staff may request such information as it deems necessary and material to the review, minimally including the following:

- The teacher's record of grades (e.g., gradebook) specifying each graded assessment, date, and grade earned by the student for all graded assessments.
- A complete copy of the student's work for all graded assessments, including the student's name and date on each graded assessment. Ungraded student work (e.g., class notes, ungraded activities) will not be considered in the review.

Sharing Information.

Information received, collected, or otherwise obtained by high school review staff may be shared within the NCAA national office, with NCAA member institutions, and/or relevant third parties (e.g., academic oversight bodies).

Criteria for Review for Courses Pending Individual Review.

Student-specific documentation demonstrating the student completed the course consistent with criteria for review of core courses and, if applicable, the nontraditional program review procedures will be approved. Student-specific documentation demonstrating the course was not completed consistent criteria for review for core courses and/or, if applicable, the nontraditional program review procedures will be denied.

Potential Outcomes.

Approved. The high school review staff will approve a course pending individual review as core if the high school provides information demonstrating that (i.) the course clearly satisfies the

applicable core course criteria and (ii.) if applicable, the course clearly satisfies the applicable nontraditional program criteria.

Denied. The high school review staff will deny a course pending individual review as core if the high school fails to provide information demonstrating that (i.) the course clearly satisfies the applicable core course criteria, and (ii.) if applicable, the course clearly satisfies the applicable nontraditional program criteria. This decision may be appealed to the HSRC.

Outcomes of courses *Pending Individual Review* may be considered in evaluating the high school's program and/or account status.

All courses completed by prospective student-athletes, including those *Pending Individual Review*, are subject to policies and procedures established by the NCAA Student Records Review Committee. The NCAA Student Records Review Committee, per NCAA Divisions I and II Bylaw 14.1.2.3, has the authority to establish policies and procedures, via the prospective student-athlete review process, related to the review of a student's academic credentials (e.g., credits, grades, transcripts, test scores) and to determine the validity of a student's academic credentials for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a student's academic credentials are invalid (inaccurate, false or misleading) and thus shall not be used to meet initial-eligibility requirements.

Change in Course Status Policy.

If the high school review staff determines a course pending individual review is no longer eligible for individual review (i.e., denied), written notice will be provided to the high school that its course will remain pending individual review through the remainder of the academic year in which the course was denied. For high schools that do not operate on a traditional academic calendar, courses pending individual review will remain eligible for individual review for students with an enrollment date prior to and including the date the course was determined no longer to be eligible for individual review (i.e. denied).

Appeals.

Not Cleared Appeal Procedure.

After a decision indicating a high school is *Not Cleared*, the high school will be notified of the decision in writing and will be informed about the opportunity to appeal the decision. The high school may request an appeal of the decision to the HSRC. All appeals must be submitted to the NCAA staff supporting the HSRC for *Not Cleared* decisions and include the signatures of the high school principal and either the president of the board of trustees, superintendent or other representatives who provide oversight to the high school.

Applicable timeline.

- The high school shall notify the NCAA staff supporting the HSRC for *Not Cleared* decisions in writing of its desire to appeal the decision within 14 calendar days of receiving written notification of the decision.
- The NCAA staff supporting the HSRC for *Not Cleared* decisions will work to schedule an appeal time for the HSRC to hear the appeal.
- All appeal documentation from the high school must be received within 30 calendar days of written notification of the high school review staff decision.
- The high school review staff shall have all information to be reviewed on the appeal provided to the NCAA staff supporting the HSRC for *Not Cleared* decisions within 30 calendar days of receiving all written appeal information from the high school.
- The NCAA staff supporting the HSRC for *Not Cleared* decisions shall have all information to be reviewed on the appeal posted/mailed to the HSRC within 21 calendar days of the scheduled hearing date.
- An exception to the established timeline may be granted by the HSRC chair. Any party requesting an exception to the established timeline must present the HSRC chair with a rationale as to why the exception should be granted, and whether circumstances outside of the control of the party have affected the party's ability to meet the established timeline.

Hearings, deliberations and decisions.

The appeal documentation provided to the HSRC will include all appellate information submitted by the high school and any relevant information prepared by the high school review staff. The high school will be provided a copy of all information submitted/posted for the HSRC.

The HSRC may conduct its deliberations by facsimile, teleconference, e-mail, Internet or an in-person meeting. The high school or the high school review staff may request that the appeal be heard via teleconference where both parties provide information to the HSRC. If the high school, the high school review staff, or the HSRC requests a teleconference, a teleconference will be conducted. The HSRC is the sole body that can require an in-person hearing. Before an appeal teleconference, the high school shall designate up to three representatives, who must be employees of the high school or outside counsel retained by the high school, to participate during the teleconference. These representatives shall be the only individuals from the high school permitted to directly address the committee and shall be the only individuals to whom the committee directs questions.

If a teleconference is conducted, the high school and the high school review staff will each be allowed 10 minutes to present an opening statement. As the appellant in the process, the high school will present its opening statement first.

After opening statements from each party, time will be provided for the HSRC to ask any necessary questions to either the representatives from the high school or the high school review staff to ensure a complete representation of all information. After the HSRC members have exhausted their questions, the high school and the high school review staff will each be allowed five minutes to present a closing statement. As the appellant in the process, the high school will present its closing statement first. Once each group has finished its closing statement, the HSRC will enter into deliberations.

The high school representatives, the high school review staff, and any NCAA staff involved in the review of the high school will not be part of the deliberation process. Before any deliberations begin, high school representatives, any NCAA staff involved in the review of the high school, and the high school review staff will disconnect. The NCAA staff supporting the HSRC for hearings will remain on the teleconference to provide general information regarding the review process but may not provide any information specific to the review of the particular high school. The NCAA staff supporting the HSRC for *Not Cleared* decisions will serve solely as assistance to the HSRC and has no role in reviewing the specifics of the high school.

Following deliberation, there shall be a motion and second, followed by a vote. Appeal cases are decided by a majority vote of all members present and voting.

Potential Outcomes.

The HSRC will consider all appeals anew, without deference to the high school staff decision.

- **Uphold.** The HSRC upholds the staff's determination that, based on the information available to it, issues related to quality control and integrity of information at the high school clearly exist.
- **Overturn.** The HSRC determines that the staff decision should not be upheld.
- **Modified – Extended Evaluation.** The HSRC determines, based upon the information available to it, it is more likely than not that the high school has issues related to quality control and integrity of information.
- **Modified – Other.** The HSRC determines, based on the information available to it, that high school review staff should obtain additional information for further consideration (i.e., *In Review* account status).

The HSRC's determination shall be final, binding and conclusive and shall not be subject to further review by any other authority.

Reconsideration.

After the HSRC has acted on an appeal request, the high school may ask the high school review staff to reconsider the decision on the basis of new information that was not reasonably available or known to it as of the appeal hearing ("new information"). The high school's reconsideration request must be accompanied by a written explanation clearly demonstrating that the information was not reasonably available to it as of the appeal hearing.

The high school review staff will assess the information to determine whether it constitutes new information. If staff determines that the high school has clearly demonstrated the information was not reasonably available or known to it as of the appeal hearing (i.e., new information), staff will reconsider its determination. If based on the new information staff does not change its determination, or if staff determines that the high school has not made the requisite demonstration, it will forward its conclusion to the HSRC chair for review.

If the HSRC chair determines that staff did not clearly err in its conclusion that the information does not constitute new information, the chair will ratify the staff's decision and the high school's request for reconsideration will be denied. In such event, staff will provide written notice to the high school that the request for reconsideration will not be heard by the HSRC. If the HSRC chair determines that the high school review staff clearly erred in its conclusion, and determines that the

information does constitute new information, the chair will provide notice to staff, who will forward the reconsideration request to the HSRC.

The HSRC will review all reconsideration requests submitted to it in accordance with applicable policies and procedures, taking into account the full record before it, inclusive of the new information submitted by the high school for reconsideration. The chair may, in his or her discretion, allow representatives of the appealing high school to present its request, via teleconference, to the HSRC. The chair's decision on this matter is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA. Additionally, the HSRC's decision on reconsideration is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA.

Extended Evaluation Account Status, Programs, Core Courses or Courses Pending Individual Review Appeal Procedure.

Decision Inquiry Form.

If a high school objects to the high school review staff's determination of a program decision, a core-course decision, or an extended evaluation decision, it may file a Decision Inquiry Form ("DIF") within 60 calendar days of the high school review staff's initial review. Exceptions may be granted if the high school review staff's decision occurs when the school is closed for a break. The DIF is the high school's opportunity to formally submit rationale disputing the high school review staff's decision. If any new information is submitted with the DIF, the high school must explain why the new information was not reasonably available at the time the original review was conducted. The primary contact or high school principal (i.e., head of school) may communicate directly to the NCAA in writing (i.e., via letter) to authorize another school employee to act on behalf of, and to represent, the high school before the NCAA in the Decision Inquiry Form process. For school districts that manage their high school courses and programs at the school district level, the primary contact or superintendent may communicate directly to the NCAA in writing (i.e., via letter) to authorize another school district employee to act on behalf of, and to represent, the school district before the NCAA in the Decision Inquiry Form process.

Possible Outcomes.

- **High school review staff overturns its original decision.** The account, program, or course meets the appropriate criteria for review and may be used in the initial-eligibility certification process.
- **High school review staff affirms its original decision.** The account, program, or course does not meet the appropriate criteria for review and cannot be used in the initial-eligibility certification process. This decision may be appealed to the HSRC.

Procedure for Appealing a DIF Decision.

A high school may not appeal the outcome of the DIF if the requisite information has not been submitted. If all requisite information has been submitted, a high school may appeal the outcome of the DIF to the HSRC by requesting an HSRC Appeal Form. The high school is required to state in its appeal the reason, based on NCAA legislation, that the decision should be overturned. If any new information is submitted with the HSRC Appeal Form, the high school must explain why the new information was not reasonably available at the time the DIF was submitted. The HSRC Appeal Form must be signed by the principal and either the school's primary or secondary NCAA contact.

Applicable timeline.

- The high school shall submit the HSRC Appeal Form within 14 calendar days of receiving the DIF notification.
- Once the HSRC Appeal Form has been submitted, the NCAA staff supporting the HSRC will work to schedule an appeal time for the HSRC to hear the appeal in a timely fashion.
- Appeals generally will be heard during the committee's regularly-scheduled, bi-weekly teleconference.
- The decision to allow participation from representatives of the appealing high school on the teleconference is at the sole discretion of the chair. Before an appeal teleconference, the high school shall designate up to three representatives, who must be employees of the high school or outside counsel retained by the high school, to participate during the teleconference. These representatives shall be the only individuals from the high school permitted to directly address the committee and shall be the only individuals to whom the committee directs questions.
- The appeal documentation provided to the HSRC will include all appellate information submitted by the high school and any relevant information prepared by the high school review staff.
- The high school, high school review staff, and HSRC members will be given a minimum of one week to review the materials posted to the secure website. Should quorum not be met during the teleconference, HSRC members may be asked to submit their response via email to a member of the NCAA staff supporting the HSRC within a set time period.
- The chair has discretion to determine whether a high school's appeal will be entertained by the full committee. If the chair determines that the appeal will not be heard by the full committee, the chair will provide rationale to the NCAA staff supporting the HSRC. The NCAA staff supporting the HSRC will provide written notice to the high school that the appeal will not be heard by the HSRC. The chair's decision is final and not subject to further review.

Hearings, deliberations and decisions.

On appeal teleconferences in which the high school has been requested to participate, the high school and the high school review staff will each be allowed 10 minutes to present an opening statement. As the appellant in the process, the high school will present its opening statement first.

After opening statements from each party, time will be provided for the HSRC to ask any necessary questions to either the representatives from the high school or the high school review staff to ensure a complete representation of all information. After the HSRC members have exhausted their

questions, the high school and the high school review staff will each be allowed five minutes to present a closing statement. As the appellant in the process, the high school will present its closing statement first. Once each group has finished its closing statement, the HSRC will enter into deliberations.

The high school representatives, the high school review staff, and any NCAA staff involved in the review of the high school will not be part of the deliberation process. Before any deliberations begin, high school representatives, any NCAA staff involved in the review of the high school, and the high school review staff will disconnect. The NCAA staff supporting the HSRC will remain on the teleconference to provide general information regarding the review process but may not provide any information specific to the review of the particular high school. The NCAA staff supporting the HSRC will serve solely as assistance to the HSRC and has no role in reviewing the specifics of the high school. Following deliberation, there shall be a motion and second, followed by a vote. Appeal cases are decided by a majority vote of all members present and voting.

Potential Outcomes.

The HSRC will consider all appeals anew, without deference to the high school staff decision.

- **Uphold.** The HSRC upholds the staff's determination that the account, program, or course does not meet the appropriate criteria for review and may not be used in the initial-eligibility certification process.
- **Overturn.** The HSRC overturns the staff's determination that the account, program, or course does not meet the appropriate criteria for review. The account, program, or course may be used in the initial-eligibility certification process.

The HSRC's determination shall be final, binding and conclusive and shall not be subject to further review by any other authority within the NCAA.

Once a decision is reached, the staff supporting the HSRC will inform the high school and the high school review staff of the decision within three business days. NCAA staff supporting the HSRC will send the decision letter to the high school within five business days of the committee's decision.

Reconsideration.

After the HSRC has acted on an appeal request, the high school may ask the high school review staff to reconsider the decision on the basis of new information that was not reasonably available or known to it as of the appeal hearing ("new information"). The high school's reconsideration request must be accompanied by a written explanation clearly demonstrating that the information was not reasonably available to it as of the appeal hearing.

The high school review staff will assess the information to determine whether it constitutes new information. If staff determines that the high school has clearly demonstrated the information was not reasonably available or known to it as of the appeal hearing (i.e., new information), staff will reconsider its determination. If based on the new information staff does not change its determination, or if staff determines that the high school has not made the requisite demonstration, it will forward its conclusion to the HSRC chair for review.

If the HSRC chair determines that staff did not clearly err in its conclusion that the information does not constitute new information, the chair will ratify the staff's decision and the high school's request for reconsideration will be denied. In such event, staff will provide written notice to the high school that the request for reconsideration will not be heard by the HSRC. If the HSRC chair determines that the high school review staff clearly erred in its conclusion, and determines that the information does constitute new information, the chair will provide notice to staff, who will forward the reconsideration request to the HSRC.

The HSRC will review all reconsideration requests submitted to it in accordance with applicable policies and procedures, taking into account the full record before it, inclusive of the new information submitted by the high school for reconsideration. The chair may, in his or her discretion, allow representatives of the appealing high school to present its request, via teleconference, to the HSRC. The chair's decision on this matter is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA. Additionally, the HSRC's decision on reconsideration is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA.

Re-evaluation.

After the staff has rendered a decision, or after the HSRC has acted on an appeal request, the high school may ask the high school review staff to re-evaluate the decision by submitting information clearly demonstrating that it has implemented, for a period of at least one academic year, changes addressing the bases for the staff's or HSRC's decision. For high schools that do not operate on a traditional academic calendar, eligibility for re-evaluation requires that changes have been implemented for one calendar year. The high school review staff will assess the information to determine whether it meets the requirements for re-evaluation. If staff determines that the high school has clearly demonstrated the implementation of changes addressing the bases of the HSRC's initial decision have been implemented for at least one academic year (or one calendar year for high schools that do not operate on a traditional academic calendar), it will re-evaluate the decision. Re-evaluations will be carried out in the same manner as initial reviews in accordance with the applicable policies and procedures. However, if staff determines that the high school has not made the requisite demonstration, it will forward its conclusion to the HSRC chair for review.

If the HSRC chair determines that staff did not clearly err in its conclusion that re-evaluation is not proper, the chair will ratify the staff's decision, and the high school's request for re-evaluation will be denied. In such event, staff will provide written notice to the high school that the request for re-evaluation will not be considered. If ratified by the HSRC chair, a high school must wait another full academic year, or full calendar year for high schools that do not operate on a traditional academic calendar, to once again seek re-evaluation.

If the HSRC chair determines that the high school review staff clearly erred in its conclusion and determines that the high school is eligible for re-evaluation, the chair will provide notice to staff, who will re-evaluate the decision in accordance with policies and procedures. The chair's decision on this matter is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA.

A high school under *Extended Evaluation* may not request re-evaluation of its status.

Appendix A: Core Course Criteria for Review

NCAA Bylaw 14.3.1.3.

For purposes of meeting the core-curriculum requirement, a "core course" must meet all of the following criteria:

- (a) A course must be a recognized academic course and qualify for high school graduation credit in one or a combination of the following areas: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy;
- (b) A course must be considered college preparatory by the high school. 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;
- (c) A mathematics course must be at the level of Algebra I or a higher-level mathematics course;
- (d) A course must be taught by a qualified instructor as defined by the appropriate academic authority (e.g., high school, school district or state agency with authority of such matters); and
- (e) A course must be taught at or above the high school's regular academic level (remedial, special education or compensatory courses shall not be considered core courses). However, the prohibition against the use of remedial or compensatory courses is not applicable to courses designed for students with education-impacting disabilities.

Definitions.

College Preparatory: 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.

Rigor of performance tasks and assessments: The cognitive demand necessary to successfully complete an assessment or task.

Course contents: 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 for Review.

Rigor of Performance Tasks and Assessments.

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.

Course Contents.

Criteria for review within each subject area are noted below. The criteria related to course contents noted below are intended to serve as a guide and are not intended to be prescriptive or all-encompassing.

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.

- **Bridge Courses.** Bridge courses, which are commonly offered in the senior year to further prepare students for college-level courses, may only be approved if the majority of the course's contents are unique from and/or extend beyond previous coursework.
- **Test Preparation Courses.** Courses that focus on preparation for state and local proficiency exams, the GED, or the ACT or SAT, may only be approved if the majority of the course's contents are unique from and/or extend beyond previous coursework.
- **Transitional courses.** Courses that review course contents from previous coursework in preparation for future coursework (e.g., Intermediate Algebra), may only be approved if the majority of the course's contents are unique from and/or extend beyond previous and/or subsequent coursework.

Companion courses (e.g., Algebra 1 Lab, English 1 Support) designed to be taken concurrently with another course will not be approved.

Leveling.

Per NCAA legislation, courses must be taught at or above the high school's regular academic level. If a high school disputes the high school review staff's decision regarding an academic level, the high school may submit a DIF and provide evidence that courses in the disputed level satisfy the criteria for review outlined in this document.

Interdisciplinary Courses.

Interdisciplinary 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

providing the course aligns with the contents and rigor of performance tasks and assessments in each of the respective subject areas.

Extended Sequence Courses.

Courses in which its contents are extended beyond a high school's traditional sequence (e.g., Algebra 1 taken over the course of two academic years) will be awarded a maximum of one unit of credit.

English.

Rigor of Performance Tasks and Assessments.

Generally, a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Examples in the area of English are noted below.

Application of Skills and Concepts: Assignments and assessments which require learners to apply information, conceptual knowledge, and procedures to demonstrate subject matter mastery. Examples of the application of skills and concepts include, but are not limited to:

- Use context to identify the meaning of words/phrases.
- Obtain and interpret information using text features.
- Categorize/compare literary elements, terms, facts, details, events.
- Identify use of literary devices.
- Analyze format, organization, & internal text structure of different texts.
- Distinguish between relevant and irrelevant information and fact/opinion.
- Identify characteristic text features; distinguish between texts and genres.
- Generate conjectures or hypotheses based on observations or prior knowledge/experience.

Strategic Thinking: Assignments and assessments which require learners to dissect large scale knowledge and information into its smaller conceptual components. Examples of strategic thinking include, but are not limited to:

- Apply a concept in a new context.
- Analyze or interpret author's craft to critique a text.
- Cite evidence and develop a logical argument for conjectures.
- Critique conclusions drawn.
- Synthesize information within one source or text.
- Develop an alternative solution.
- Revise final draft for meaning or progression of ideas.
- Apply a concept in a new context.
- Apply word choice, point of view and style to impact readers' interpretation of a text.

Extended Thinking: Assignments and assignments which require linking multiple informational and knowledge-based elements to evaluate a concept as a whole. Examples of extended thinking include but are not limited to:

- Illustrate how multiple themes may be interrelated.

- Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes.
- Analyze complex/abstract themes, perspectives, concepts.
- Analyze discourse styles.
- Evaluate relevancy, accuracy, & completeness of information from multiple sources.
- Apply understanding in a novel way; provide argument or justification for the application.
- Synthesize information across multiple sources or texts.
- Articulate a new voice, alternate theme, new knowledge or perspective.
- Select or devise an approach among many alternatives to research a problem.

Course Contents.

Generally, the continuum of English courses will include the following elements: (a) reading comprehension, (b) richness of literary and nonfiction texts, (c) writing (argumentation, explanatory, and narrative), and (d) character analysis (when applicable).

Learning expectations in English courses should demonstrate that:

- Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Students can produce effect and well-grounded writing for a range of purposes and audiences.
- Students can employ effective speaking and listening skills for a range of purposes and audiences.
- Students can engage in research /inquiry to investigate topics and to analyze, integrate, and present information.

Course Content and Skills for Reading Comprehension (when applicable)

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Extend the ability to read and comprehend words in and out of context. • Focus on the central ideas and important particulars of the text, rather than on superficial or peripheral concepts. • Include close reading and analysis of texts. • Modified texts may be acceptable for students with diagnosed education-impacting disabilities or students whose 	<ul style="list-style-type: none"> • Most texts are below grade-level complexity. • Focus is on remediation for decoding and reading comprehension because students lack mastery of essential grade-level skills. • Texts are read for basic recall of facts and events. • Texts are used primarily as a point of reference for other less rigorous activities and purposes such as creating posters,

<p>first language is not English pursuant to NCAA legislation.</p> <ul style="list-style-type: none"> • Increase ability to draw conclusions, make conjectures, form personal theories, and compare and contrast ideas within a single text and between multiple texts. • Increase ability to think abstractly and apply knowledge to new situations. • Include vocabulary studies relevant to the texts and themes used in the course. 	<ul style="list-style-type: none"> • maps and other artwork, assembling a list of songs relative to the text, costume design, foods associated with the culture featured in the text, etc.
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**Course Content and Skills for Richness of Literary and Informational Texts
(when applicable)**

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Texts rich in content and possess appropriate grade-level complexity. • Increase knowledge and understanding of literary genres and literary formats. • Increase the ability to analyze characters (fictional and real), draw conclusions and make conjectures. • Expand the ability to use one’s imagination and creativity by drawing ideas from multiple genres and sources of texts. 	<ul style="list-style-type: none"> • Most texts are below grade-level complexity. • Texts focus on career-specific content and the workplace. • Texts are primarily focused on recall and basic understanding of the author’s purpose.

**Course Content and Skills for Writing
(Argumentation, Explanatory, and Narrative) (when applicable)**

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Apply new vocabulary words appropriately in written form. • Build upon the ability to create sentences with increased complexity of structure 	<ul style="list-style-type: none"> • Review of basic grammar, sentence structure and parts of speech. • Writing is focused on personal opinion or events from the student’s life with little reference to a text or published source.

<p>and accurate use of grammar and punctuation.</p> <ul style="list-style-type: none"> • Increase ability to construct paragraphs and apply those skills to essay writing (e.g., informative, narrative, persuasive, compare/contrast, argumentative) and other formal writing. • Rigor of essays should build beyond that of the previous grade level and beyond basic sharing of information, with particular emphasis on writing to compare/contrast, persuade, predict, and argue ideas and philosophies. 	<ul style="list-style-type: none"> • Writing is mostly informal such as journaling and blogging, or to increase organizational, note-taking and study skills. • Career writing (e.g., business letters, memos, reports, brochures, resumes and cover letters, and procedural documents). • Movie reviews, restaurant reviews, advertising slogans, etc.
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Course Content and Skills for Character Analysis (when applicable)

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Develop an understanding of a character’s mindset, intentions and reasons for their actions and responses. • Build upon the character analysis to create scenarios of possible actions by a character in a different setting or circumstance. • Be able to compare and contrast characters, both in the setting of the text and in other circumstances. 	<ul style="list-style-type: none"> • Study of characters is primarily focused on the identification and observation of character behaviors, actions and circumstances.

Course/Genre-Specific Considerations.

Beyond the guidelines outlined above for all English courses, the following considerations are for specific types of English courses.

Course Content and Skills for Literary Genre Studies

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Analysis of author writing styles, author purpose and periods of literature. • Genres studied through the reading of entire works of literature and excerpts as appropriate for the study of the genre. • Develop the ability to compare/contrast and analyze similar themes within and across genres of literature. • Dramatic literature and theater courses may include the study of theater history, Greek and Roman Theater, specific playwrights, individual plays and academic playwriting. 	<ul style="list-style-type: none"> • Primary genre study is through the reading of excerpts rather than entire works of literature. • Literary devices are studied in isolation from an analytical study of the genre. • Genre studies are primarily focused on recall and basic understanding of the author’s purpose. • Dramatic literature and theater are studied primarily for the purpose of performance; acting and theater arts (e.g., set design, costume design, lighting, sound, storyboard creation, script writing for film). • Song lyrics are used primarily as a study of pop culture, musical art forms, musician biographies, and the recording industry, to create music videos or soundtracks, and career applications.

Course Content and Skills for Speech and Debate

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Speech delivery, public speaking and other oral communications should be based on formal, organized writing and research gathering. • Speech and debate courses should be for the purpose of gaining skills in formal, academic, informative and/or argumentative speaking. • Debate courses should include significant research and formal presentation skills. 	<ul style="list-style-type: none"> • Speeches and public speaking for the primary purpose of developing poise in public situations (e.g., conducting meetings, making introductions, speaking at ceremonies). • Oral communications that focus on interpersonal skills, leadership skills and group dynamics.

<ul style="list-style-type: none"> • The use of technology and creative arts in speech and debate is to communicate and enhance the message of the presentation but is not the focus of the presentation. • Speech courses and debate courses are approved as “1 unit max with all Speech” and “1 unit max with all Debate.” 	<ul style="list-style-type: none"> • Workplace and career communications (e.g., interview skills, conflict resolution, meeting presentations, advertising and promotions). • Forensic/competitive speaking that consists of acting and dramatic performance (e.g., dramatic readings, recitation of poetry and famous speeches, duet acting, performance of a scene from a play, storytelling). • Public speaking and presentation skills related to preparation for broadcasting careers (e.g., radio, television, documentaries and videos).
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Course Content and Skills for Research

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Course teaches how to identify and evaluate scholarly sources and those written/produced by authorities. • Course teaches how to develop a thesis statement and support with scholarly research to create a research paper. • Course teaches how to create a heuristic and provides instruction for the draft-writing process and final paper. • Course provides instruction on how to create a bibliography/works-cited page. • Inclusion of technology is to enhance the quality of the research project and to increase the effectiveness of delivering the message or theme. 	<ul style="list-style-type: none"> • Research is focused on the workplace, popular culture or a community project. • Goal is to create a portfolio to use for job search. <ul style="list-style-type: none"> ○ Example: Marketing plan for a new business or product including creation of brochures, letterhead, commercials, advertisements, a resume and business card.

Course Content and Skills for Media Literacy

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Evaluate bias as it is expressed through the following: <ul style="list-style-type: none"> ○ Advertising, television, movies. 	<ul style="list-style-type: none"> • Focus on career-prep skills related to media performance.

<ul style="list-style-type: none"> ○ Newspapers, magazines. ○ News reporting, documentaries. ● Distinguish between reliable and unreliable sources. <ul style="list-style-type: none"> ○ Learn how to determine if texts or documentaries are produced by reliable authorities. ● Relationship between the media and society – influences on one another. <ul style="list-style-type: none"> ○ May include the study of music from specific eras or performed by specific groups within society, speeches, poetry, film and advertising. ● Media’s outreach to target specific populations within a society. ● Study of unique issues such as political campaigns, war propaganda and war protests. ● Assignments may include the use of technology to produce texts, presentations or documentaries that support the academic purpose and intent of the course. 	<ul style="list-style-type: none"> ● Creation of public service announcements and commercials. ● Creation of advertising campaigns. ● Creation of videos, radio broadcasts, news reports. ● Development of interview and broadcast performance skills. ● Focus on career-prep technology skills: ● Operation of cameras, video and sound equipment. ● Film editing, study of music, film, and advertising as entertainment.
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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

<ul style="list-style-type: none"> • Synthesis of future actions by the characters both within their own story or a different story or circumstance. 	<p>design, special effects that generate suspense or emotion).</p> <ul style="list-style-type: none"> • Primary focus is on the study of director styles and biographies. • Writing assignments are primarily movie reviews, storyboards and screenplay writing.
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Course Content and Skills for Journalism

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Study of the history of journalism and laws that affect journalism. • Students become familiar with genres of journalistic writing (e.g., newspaper journalism, editorials, sports writing, literary, professional and scholarly publications). • Study the evolution of journalistic writing in relation to advances in technology. • Study of journalism in relation to the reporting of major events, war, political campaigns and issues of social and global impact. • Students apply knowledge of journalistic writing to their own writing for publications such as the school newspaper or literary magazine. 	<ul style="list-style-type: none"> • Students solely produce the school newspaper, yearbook or magazine. • Primary activities focus on production skills that include desktop publishing, layout and design, photography, advertising sales, managing deadlines and proofreading/editing during the publication process.

Mathematics.

Rigor of Performance Tasks and Assessments.

Generally, a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Examples in the area of Mathematics are noted below.

Application of Skills and Concepts: Assignments and assessments which require learners to apply information, conceptual knowledge, and procedures to demonstrate subject matter mastery. Examples of the application of skills and concepts include, but are not limited to:

- Select a procedure according to criteria and perform it.
- Solve routine problem applying multiple concepts or decision points.
- Describe and use connections between representations, tables, graphs, words, and symbolic notations.
- Categorize, classify materials, data, figures based on characteristics.

Strategic Thinking: Assignments and assessments which require learners to dissect large scale knowledge and information into its smaller conceptual components. Examples of strategic thinking include, but are not limited to:

- Use concepts to solve non-routine problems.
- Translate between problem & symbolic notation when not a direct translation.
- Compare information within or across data sets or texts.
- Analyze and draw conclusions from data, citing evidence.
- Generalize a pattern.
- Cite evidence and develop a logical argument for concepts or solutions.
- Verify reasonableness of results.

Extended Thinking: Assignments and assignments which require linking multiple informational and knowledge-based elements to evaluate a concept as a whole. Examples of extended thinking include but are not limited to:

- Select or devise approach among many alternatives to solve a problem.
- Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results.
- Design a mathematical model to inform and solve a practical or abstract situation.
- Develop a logical argument.
- Draw and justify conclusions.
- Analyze and critique the reasoning of others.
- Use conceptual understanding and connections between concepts in complex reasoning.

Course Contents.

With recognition that high schools vary in their respective approaches to mathematics, it is noted that integrated mathematics sequences may group concepts differently than described below. These considerations are meant to serve as a guide. Though mathematics courses typically contain some elements of review from previous courses, to be approved, a mathematics course must focus primarily on new content that will prepare students for more advanced mathematics core courses.

Per NCAA Bylaw 14.3.1.2, mathematics courses must be at the level of Algebra I or higher. Generally, Pre-Algebra courses include concepts such as whole numbers, fractions, integers, decimals, mixed numbers, and percentages, which are intended to prepare a student to take Algebra 1.

Course Content and Skills for Algebra 1 or its Equivalent

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Factoring. • Graphing. • Equations and Inequalities. • Quadratic Equations. • Slope. • Linear Inequalities. • Systems of Equations. 	<ul style="list-style-type: none"> • Primarily focused on elements of Pre-Algebra including, but not limited to fractions, decimals and basic arithmetic. • See Additional Considerations for Mathematics Courses below.

Course Content and Skills for Geometry or its Equivalent

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Reasoning and Proof. <ul style="list-style-type: none"> ○ Omission of formal proofs without the application of proofs demonstrating subject matter mastery will not be approved. • The absence of algebraic connections to geometric concepts will not be approved. • Parallel and Perpendicular Lines. • Congruent Triangles. • Quadrilaterals. • Similarity. • Right Triangles. • Transformations. • Area. • Volume. • Circles. 	<ul style="list-style-type: none"> • See Additional Considerations for Mathematics Courses.

Course Content and Skills for Algebra 2 or its Equivalent

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Linear Equations. • Matrices. • Solving Quadratic Equations. • Functions. • Radicals. • Exponential and Logarithmic Functions. • Polynomials. • Rational Functions. • Sequences and Series. 	<ul style="list-style-type: none"> • Primary focus is on content and skills covered in previous mathematics coursework. • See Additional Considerations for Mathematics Courses below.

Advanced Level Mathematics Courses

To be approved, the content of advanced-level mathematics courses must extend beyond Algebra 2 (or its equivalent). Please also see Additional Considerations for Mathematics Courses below. Content that meets the criteria for approval includes but is not limited to:

- Discrete math.
- Number theory.
- Finite math.
- Probability.
- Statistics.
- Analytical geometry.
- Trigonometry.
- Pre-Calculus.
- Calculus.

Additional Considerations for Mathematics Courses

- Computer Science courses may be approved if the course (a) qualifies for graduation credit in mathematics or science and (b) is an academic programming course. Courses in software applications, spreadsheets, website construction, keyboarding, computer repair, or other tech-prep computer courses will not be approved.
- Mathematics courses that focus on the application of content to specific careers (e.g., accounting, recreation) or personal life (e.g., personal finance, consumer mathematics, arts) will not be approved.

Natural or Physical Science.

Rigor of Performance Tasks and Assessments.

Generally, a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Examples in the area of Natural or Physical Science are noted below.

Application of Skills and Concepts: Assignments and assessments which require learners to apply information, conceptual knowledge, and procedures to demonstrate subject matter mastery. Examples of the application of skills and concepts include, but are not limited to:

- Select a procedure according to criteria and perform it.
- Solve routine problem applying multiple concepts or decision points.
- Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps.
- Translate between tables, graphs, words, and symbolic notations.
- Organize, represent, and interpret data.
- Construct models given criteria.

Strategic Thinking: Assignments and assessments which require learners to dissect large scale knowledge and information into its smaller conceptual components. Examples of strategic thinking include, but are not limited to:

- Design and conduct an investigation for a specific purpose or research question.
- Use concepts to solve non-routine problems.
- Use and demonstrate reasoning, planning, and evidence.
- Translate between problem and symbolic notation when not a direct translation.
- Analyze and draw conclusions from data, citing evidence.
- Analyze similarities and differences between procedures or solutions.
- Describe, compare, and contrast solution methods.
- Verify reasonableness of results.
- Synthesize information within one data set, source, or text.

Extended Thinking: Assignments and assignments which require linking multiple informational and knowledge-based elements to evaluate a concept as a whole. Examples of extended thinking include but are not limited to:

- Select or devise approach among many alternatives to solve a problem.
- Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results.
- Design a scientific model to inform and solve a practical or abstract situation.

Course Contents.

With recognition that high schools vary in their respective approaches to science, the considerations below are meant to serve as a guide and are not intended to be prescriptive or all-encompassing.

Generally, the following scientific practices should be embedded within science courses:

- Asking questions and defining problems; constructing explanations and designing solutions.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Mathematical and computational thinking.
- Obtaining, evaluating, and communicating information.

Course Content and Skills for Biological Sciences

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Classification, structure and functionality of organic organisms to include singular and multi-cellular. • Cellular structure, function and reproduction. • Food chains and webs to include connectivity both in energy and consumption throughout. • Ecosystems and the interactions (nutrient/energy flow) among organisms and their environment. • Genetics (including DNA and RNA), chromosomes, Mendel’s Laws, heredity. • Evolution to include scientific theories, species variation, and mutations. • Human body systems to include structure, functionality and reproduction. 	<ul style="list-style-type: none"> • Animal or plant care primarily focused on husbandry, or commercial practices to include: sales, marketing, and accounting. • Wildlife and natural resource studies that focus on career, recreational, and personal survival skills. • Production or repair of electrical systems or devices. • Engineering and architectural courses that focus on production over scientific content study. • Health based nutritional sciences focused on food production, storage, safety and personal nutrition and wellness. • Medical sciences focused primarily on the diagnosis and treatment of injury.

Course Content and Skills for Environmental Sciences

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • The Earth’s processes and interrelationships. • Energy sources. • Pollution creation, control, and mitigation. • Natural resource study and management. • The causes and effects of climate change. 	<p style="text-align: center;">See Above.</p>

Course Content and Skills for Physical Sciences

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Mathematical computations using conversion factors. • Motion, force, pressure. 	<p style="text-align: center;">See Above.</p>

<ul style="list-style-type: none"> • Energy and momentum and their quantitative and qualitative interactions. • Waves to include wavelength, frequency, and speed. • The interaction and effects of electricity and magnetism. • Light and optics. • Properties and phase changes of states of matter. • The development of modern atomic model and sub-particles. • Periodic table trends base on table structure. • Bonding and molecular structure with an element/compound. • Perform stoichiometry calculations using molar conversions. • Use gas laws to predict and calculate gas variables. • Describe solutions both in quantitative and qualitative terms. • Perform acid and base expressions and calculations. • Analyze reaction rates both in cause and effect or reaction expressions. 	
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Course Content and Skills for Earth and Space Sciences

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Age, origin, evolution and composition of the universe and solar system. • Solid earth's compositional layers and history of geological changes. • Effect analysis of earth processes to include geological features. • Identification and interaction of compositional atmospheric layers. • Oceans and its respective biomes. • Causes and effects of climate and weather on the earth. • Energy changes throughout the environment. 	<p align="center">See Above.</p>

Course Content and Skills for Integrated and STEM (courses that integrate Science, Technology, Engineering, and Math)

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Conceptual topics from a mixture of the branch specific topics listed above; and • Scientific thinking and skills listed prior to branch specific topics. 	<p align="center">See Above.</p>

Course Content and Skills for Computer Science

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Computer Science courses may be approved if the course (a) qualifies for graduation credit in mathematics or science and (b) is an academic programming course. 	<p>Courses in software applications, spreadsheets, website construction, keyboarding, computer repair, or other tech-prep computer courses will not be approved</p>

Social Science.

Rigor of Performance Tasks and Assessments.

Generally, a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Examples in the area of Social Science are noted below.

Application of Skills and Concepts: Assignments and assessments which require learners to apply information, conceptual knowledge, and procedures to demonstrate subject matter mastery. Examples of the application of skills and concepts include, but are not limited to:

- Describe/explain issues and problems, purposes, patterns, sources, reasons, cause and effect, multiple causation, significance or impact, relationships, points of view of processes.
- Compare and contrast people, places, events, purposes, and concepts.
- Classify items into meaningful categories.
- Convert information from one form to another.

Strategic Thinking: Assignments and assessments which require learners to dissect large scale knowledge and information into its smaller conceptual components. Examples of strategic thinking include, but are not limited to:

- Use concepts to solve problems.
- Use evidence and reason to justify conclusions.
- Propose and evaluate solutions to problems.
- Recognize and explain misconceptions.
- Analyze similarities and differences in issues and problems.
- Apply concepts to new situations.
- Make connections across time and place to explain a concept or idea.

Extended Thinking: Assignments and assignments which require linking multiple informational and knowledge-based elements to evaluate a concept as a whole. Examples of extended thinking include but are not limited to:

- Connect and relate ideas and concepts within content area(s).
- Examine and explain alternative perspectives across sources.
- Describe how common themes and concepts are found across time and place.
- Make predictions with evidence to support.
- Analyze and synthesize information among multiple sources.
- Complex reasoning over extended time involving investigation and development of conceptual understanding and higher order thinking.
- Apply and adapt information to real world scenarios.

Course Contents.

Generally, an approved Social Science course will incorporate the following elements into its course objectives:

- Inquiry-based approaches to understanding social, political, and/or cultural issues.
- Develop questions and planning inquiries that use disciplinary tools and concepts (e.g. civics, economics, history) to reach conclusions and take informed actions.
- Evaluate sources and use evidence.

Course/Genre-Specific Considerations.

Beyond the guidelines outlined above for all Social Science courses, the following considerations are for specific types of Social Science courses.

Course Content and Skills for History Courses

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none">• The history of exploration, civilizations, growth of societies, the development of governments, and establishment of such entities as military, business/commerce, education, religions/churches.• The rise and fall of governmental and political leadership and its effect on the patterns of growth and cultures within a society.• The significance of time periods, eras, movements, discoveries, inventions, migrations, economic fluctuations and changes in the cultural and moral values of a society.• Ideologies, actions, stability, and instability of individual nations affect the state of being of other nations.	<ul style="list-style-type: none">• History is examined through the context of a particular medium (e.g. film, sport, art), and the given medium is the focal point of the course.

Course Content and Skills for Physical/Human Geography

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none">• The physical and spatial systems that shape the earth.• Maps, globes grid-referenced technologies, (e.g. GIS, GPS).• The distribution and migration of human populations on earth.• The effects of natural disasters on the patterns of growth and migration within a society.• Major exports and imports of a region.• The relationship between physical geography, climate and natural resources to the selection of habitations and development of civilizations.• The effects of future changes in the environment on human populations, their distribution and quality of life.• The effects of political and governmental changes on migration, population patterns and economic growth.	<ul style="list-style-type: none">• Basic understanding of how to read and create maps.• Research that produces basic chronology of a society and simple presentation of cultural items and issues.

Course Content and Skills for Government, Civics, and Law Courses

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • The founding era documents and events, the US Constitution, and state constitutions. • The ideologies behind the formation of the US government. • The US and other nations’ struggles toward independence. • The three branches of US government. • Comparative government. • The effects of a government on its citizens, economy, culture of the society and other world societies. • The election process. • Civic engagement and participation in the operation of the US government and state governments. • Various types of law and the criminal justice system (e.g. civil law, criminal law, business law). 	<ul style="list-style-type: none"> • Mock trial (performance-based; memorization rather than higher order thinking). • Film viewing for the purpose of learning courtroom procedures. • Preparation for law enforcement careers, including focus on procedures related to law enforcement, making arrests and processing criminals.

Course Content and Skills for Sociology Courses

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Examination of human relationships and institutions. • Individual and communities. • Socialization and human potential. • Social stratification and status. • Deviance and social control. • Social problems. • Reasons behind social change. 	<ul style="list-style-type: none"> • Primary focus is on involvement in community projects and campaigns. • Primary focus is on the development of personal leadership skills.

Course Content and Skills for Psychology Courses

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Study of human behavior and cognition and the associated scientific principles. • History of the discipline and the use of the scientific method. • Human growth and development. • Biological basis of behavior. • Cognition - Adaptation through learning information processing and memory development. • Personality development and the influences of society, culture and environment. • Methods used to assess mental and emotional well-being. • Abnormal psychology and deviant behavior. • Socio-cultural dimensions of behavior. • Applications of psychology. 	<ul style="list-style-type: none"> • Course is for career preparation. • Focus of course is on self-improvement, personal growth, goal setting and reflection.

Course Content and Skills for Economics

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • The allocation of resources, including production, distribution, and consumption. • The impact of money, banks and government on the economy. • Supply and demand. • Scarcity and economic reasoning. • The function of the stock market and its significance on world economies. • Microeconomics - US consumerism, production, distribution, marketing, consumption of goods and services Macroeconomics - international economics, trade, US economics and economic policies. 	<ul style="list-style-type: none"> • Course is for career preparation. • Consumer finance is primary focus (e.g., how to make major purchases such as a car, how to apply for consumer and educational loans). • Personal finance is primary focus (e.g., creating a budget, banking procedures, credit cards, bill paying, investing and saving, tax forms).

Course Content and Skills for Philosophy/Ethics

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • The study of classical and contemporary philosophy and philosophers. • The study of how to build logical arguments and defend an opinion or stance. • Development of arguments regarding issues of impact based on academic research and texts produced by authorities. 	<ul style="list-style-type: none"> • Doctrinal study of moral and religious values. • Focus is how students defend personal moral and religious values (e.g., apologetics).

Course Content and Skills for Current Events

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Study of social, political and cultural issues. • Developing an informed opinion, interpret and compare/contrast. • Synthesis of information from multiple selections to draw conclusions and make predictions. 	<ul style="list-style-type: none"> • General recall of current topics in the news.

Course Content and Skills for Media Studies

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Study of communications and media industries (e.g., newspapers, radio, television, advertising, Internet, movie industry) and their relationship to society and individual groups within society. • Study of ethics, purpose and responsibilities of the media. • Study of influential media sources and messaging during specific decades or eras (e.g., the holocaust, the 50s, the 60s, Vietnam, the Middle East). • The effectiveness of different types of media messages used to raise awareness by the authors of the sources (e.g., film, novels, journalistic publications, documentaries, musical performances/videos). • Study the media's impact on the reporting of major events such as war, political 	<ul style="list-style-type: none"> • Primary focus is the reporting of general facts and information related to pop culture and entertainment.

campaigns, human rights issues and other notable events and situations.	
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Course Content and Skills for Sports History

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Study the impact of sports on society as recreation, entertainment, an economic force, and gambling activities. • Study of sports and social issues (e.g., racial issues, gender issues). • Study of sports during specific eras and in relation to world events (e.g., times of war, the depression, the Olympic Games during times of world crises, sports as cultural connections). • Analyze the societal influences of specific individuals, teams, sporting events and sport heroes and their impact on history, present day and the future. 	<ul style="list-style-type: none"> • Study of sports from the perspective of a fan and sports enthusiast. • Primary focus is on the history and rules of a specific sport.

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.

Course Content and Skills for Archaeology

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Study of past societies and cultures. • Developing an informed opinion, interpret and compare/contrast based on research and investigation. • Synthesis of information from multiple selections to draw conclusions and make predictions. 	<ul style="list-style-type: none"> • Focus is on the laboratory elements and physical procedures of the research and discovery process.

Course Content and Skills for Model United Nations

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Should follow the prescribed curriculum and research associated with the course. 	<ul style="list-style-type: none"> • Primary focus on performance skills.

Course Content and Skills for Debate

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Should be based on research and argumentation of historical, political or social issues. 	<ul style="list-style-type: none"> • Primary focus on performance skills.

Foreign Language.

Unlike other subject areas in this document, criteria for review for foreign language courses integrate rigor of performance tasks and assessments and course contents.

Course Content and Rigor of Performance Tasks and Assessments.

First Year Foreign Language

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Write and speak in a language other than English. Greetings, name, age, physical attributes, asking simple questions, writing basic information. • Interpret information in a language other than English. Understand and respond to basic greetings, directions, etc. Demonstrate reading comprehension. • Present information in a language other than English. Speak and write in simple complete sentences using basic grammar and syntax. • Develop awareness of other cultures. Recognize basic routines practices, customs and communications. Identify products of the culture and influences on our culture. • Connections to other content areas. Describe basic objects/concepts in simple terms (map skills, temperature) • Access and connect information through various media. Use digital media and authentic resources to reinforce vocabulary and to study target cultures and languages, such as photographs, magazines, commercials, dictionaries, etc. • Investigate the nature of language and culture. Recognize shared words, idioms, simple forms of address, daily living, celebrations and holidays and contributions. 	<ul style="list-style-type: none"> • Courses where the primary focus is the use of a foreign language in the workplace. • Courses that teach content from a variety of different foreign languages with little depth as an introduction to languages other than English.

<ul style="list-style-type: none"> • Become an active global citizen. Share experiences from the classroom within the school and/or community. Experience and report on the cuisine, music, drama, literature, etc. from target culture. 	
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Second Year Foreign Language

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Write and speak in a language other than English. Use multiple greetings, characteristics, exchange basic information, ask questions, and write routine information and opinions. • Interpret information in a language other than English. Understand and respond to familiar requests and directions, etc. Demonstrate reading comprehension of short passages and some details from fictional texts. • Present information in a language other than English. Speak in complete sentences and write short paragraphs using intonation and pronunciation comprehensible to instructor and classmates using grammar and syntax. • Develop awareness of other cultures. Recognize frequently encountered social practices and situation appropriate communication. Describe products and influences. • Connections to other content areas. Describe and implement basic objects/concepts in simple terms (wellness, learn a sport from another country) • Access and connect information through various media. Use digital media and authentic resources to reinforce vocabulary improvise reading ability and cultural awareness. • Investigate the nature of language and culture. 	<ul style="list-style-type: none"> • Primary focus is a review of content from first-year foreign language course. • Courses that focus specifically on the use of a foreign language in the workplace. • Content that includes a study of the technical aspects of foreign film, drama, or other medium.

<p>Recognize and use word families and level appropriate structures. Understand the colloquial expressions, authentic forms of address in various social situations both formal and informal, compare social patterns, holidays and contributions.</p> <ul style="list-style-type: none">• Become an active global citizen. Share experiences from the classroom within the school and/or community. Recognize and show the influences of the target language and/or cultures on own community and show evidence of becoming a life-long learner by using target language and cultural knowledge for personal enrichment.	
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Third Year Foreign Language

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Write and speak in a language other than English. Initiate, sustain and close brief conversations. Write detailed information and make requests. • Interpret information in a language other than English. Understand and respond to requests and directions, etc. of increasing complexity and length. Demonstrate reading comprehension of more complex passages and interpret main ideas and supporting details from familiar text genres. • Present information in a language other than English. Present material both rehearsed and impromptu. Speak in complex sentences and write longer paragraphs using intonation and pronunciation comprehensible to instructor and classmates using complex grammar and syntax. • Develop awareness of other cultures. Describe social and cultural practices and use situation appropriate verbal and non-verbal communication. Describe in the target language products and influences in the culture both produces and literary works. • Connections to other content areas. Investigate and discuss concepts from other areas (write a persuasive speech or essay) • Access and connect information through various media. Use digital media and authentic resources to reinforce and expand vocabulary improve reading ability and cultural awareness. • Investigate the nature of language and culture. 	<ul style="list-style-type: none"> • A course that is primarily taught in English • Content that does not extend beyond the acceptable content from a second-year foreign language course • Courses that focus specifically on the use of a foreign language in the workplace • Content that includes a study of the technical aspects of foreign film, drama, or other medium.

<p>All of the previous spoken entirely in the world language being taught. Discuss and describe all of the previous years' information in more depth.</p> <ul style="list-style-type: none"> • Become an active global citizen. Share experiences from the classroom within the school and/or community. Recognize and show the influences of the target language and/or cultures on own community and show evidence of becoming a life-long learner by using target language and cultural knowledge for personal enrichment. 	
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Fourth Year Foreign Language

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Write and speak in a language other than English. Initiate, sustain and close more extended conversations. Write more detailed information not necessarily on familiar topics. • Interpret information in a language other than English. Understand and respond to requests and directions, etc. of increasing complexity and length. Demonstrate reading comprehension of more complex passages and interpret main ideas and supporting details from a variety of text genres. • Present information in a language other than English. Present material both rehearsed and impromptu on a wide variety of topics. 	<ul style="list-style-type: none"> • A course that is primarily taught in English. • Content that does not extend beyond the acceptable content from a third-year foreign language course. • Courses that focus specifically on the use of a foreign language in the workplace. • Content that includes a study of the technical aspects of foreign film, drama, or other medium.

<p>Speak in complex sentences using intonation and pronunciation comprehensible to a sympathetic native speaker using complex grammar and syntax. Write both fictional and non-fictional works of several connected paragraphs.</p> <ul style="list-style-type: none">• Develop awareness of other cultures. Analyze and reflect on social and cultural practices and use situation appropriate verbal and non-verbal communication. Analyze and reflect in the target language products and influences in the culture both products and literary works.• Connections to other content areas. Investigate, analyze and design content using resources intended for native speakers.• Access and connect information through various media. Use digital media and authentic resources to reinforce and expand vocabulary and improve receptive and productive skills.• Investigate the nature of language and culture. All of the previous spoken entirely in the world language being taught. Compare and contrast all of the previous years' information.• Become an active global citizen. Share experiences from the classroom within the school and/or community. Recognize and show the influences of the target language and/or cultures on own community and show evidence of becoming a life-long learner by using target language and cultural knowledge for personal enrichment.	
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Nondoctrinal Religion or Philosophy.

Rigor of Performance Tasks and Assessments.

Generally, a course shall include the items below. This is not a comprehensive list, but is instead intended to serve as a guide:

- (a) Application of skills and concepts; and
- (b) Strategic thinking, and/or
- (c) Extended thinking.

Application of Skills and Concepts: Assignments and assessments which require learners to apply information, conceptual knowledge, and procedures to demonstrate subject matter mastery. Examples of the application of skills and concepts include, but are not limited to:

- Students can identify differences between world religions, philosophies, and beliefs.
- Students can begin to explain why major world religions and famous philosophers hold different beliefs.

Strategic Thinking: Assignments and assessments which require learners to dissect large scale knowledge and information into its smaller conceptual components. Examples of strategic thinking include, but are not limited to:

- Students can analyze the beliefs of major world religions and philosophies, and make connections to how they impact the world, both past and present.

Extended Thinking: Assignments and assignments which require linking multiple informational and knowledge-based elements to evaluate a concept as a whole. Examples of extended thinking include but are not limited to:

- Students reflect upon how major world religions and philosophies have changed over time and assess the state of the religion and philosophy today.
- Students can predict how these changes will impact the world in the future.

Course Content and Skills.

Nondoctrinal Religion

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • Include a study of multiple world religions, with each approached from a nondoctrinal perspective, including the history of each religion studied in the course, the major tenets or beliefs of each religion studied in the course, the state of each religion in the world today. • Enable students to document similarities and distinctions in various world religions. • Study the existence of and various conceptions of a deity or deities. • Include assignments that require a rationale for the comparison of different notions and ideas within religions. • Enable students to learn new terms and phrases specific to major world religions and can apply them appropriately in verbal and written form. 	<ul style="list-style-type: none"> • Primary focus is on the comparison of different denominations within one religion. • Primary focus is a study of major world religions from the perspective of just one religion. • A doctrinal study of morals and ethics from only one perspective. • Writing is focused on personal opinion or events from the student’s life with little reference to a text or published source.

Course Content and Skills for Philosophy

Sufficient for Approval	Not Alone Sufficient for Approval
<ul style="list-style-type: none"> • The study of influential philosophers (e.g. Plato, Socrates, Locke, Confucius). • The study of the ways ancient philosophies have influenced western thought. • Provide opportunities for students to self-examine their own ideas relative to the worldviews, standards, ideas, and ethics of major philosophers studied in the course. • Students learn new terms and phrases specific to influential philosophers and apply them appropriately in verbal and written form. • Increase students’ ability to apply knowledge, conclusions and personal 	<ul style="list-style-type: none"> • Content that requires self-examination measured against a standard of morals or ethics from only particular philosophy that is implied as the “right” way of thinking. • The study of ethics exclusively from a church or religious perspective. • An exclusive study of a particular worldview from the perspective of a church or religion.

<p>theories developed from texts into verbal and written form.</p> <ul style="list-style-type: none">• Enable students to learn new terms and phrases specific to major world religions and can apply them appropriately in verbal and written form.	
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