

Best Practices for NCAA-Eligible Courses

This document is meant to describe best practices in Edgenuity implementations. This is not an NCAA publication. Please refer to the NCAA Eligibility Center website for specific information about nontraditional core-course requirements.

Credit-Recovery vs. Initial Credit

The NCAA does not accept different versions of core courses for credit recovery. A student who wishes to recover credits must take the same course as students earning initial credit. Although you may offer credit-recovery versions of Edgenuity courses at your school, those courses are not NCAA-eligible.

Length, Content, and Rigor

Edgenuity courses are equivalent to face-to-face courses in length, content, and rigor, and the following courses have been reviewed and approved by the NCAA as meeting its definition of a "core course."

English Language Arts

- Language Arts 9/English I
- Language Arts 10/English II
- Language Arts 11/English III
- Language Arts 12/English IV
- AP English Language and Composition
- AP English Literature and Composition

Mathematics

- Algebra I
- Geometry
- Algebra II
- Mathematics I
- Mathematics II
- Mathematics III
- Pre-calculus
- Statistics and Probability
- Trigonometry

World Languages

- Spanish I-III
- French I-III
- German I-II
- Latin I-II
- Chinese I-II
- AP Spanish Language and Culture
- AP French Language and Culture

Science

- Physics
- Environmental Science
- Biology
- Chemistry
- Physical Science
- Earth Science
- AP Environmental Science

Social Studies

- U.S. History I
- U.S. History II
- Survey of US History
- Survey of World History
- Modern World History
- U.S. Government
- Economics
- Psychology
- Sociology
- Human Geography
- AP Human Geography
- AP Psychology
- AP U.S. History
- AP World History

Edgenuity's state-specific versions of core courses are also accepted by the NCAA. If you further customize Edgenuity's courses, however, the NCAA will review your customizations as part of your application to ensure that they are equivalent in length, content, and rigor to face-to-face courses.

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Edgenuity provides the means to customize content out of courses, to allow districts to tailor the content to their needs. Although you can remove lessons and activities from Edgenuity courses, the equivalence in length, content, and rigor to a face-to-face course must be maintained.

Please note that if you do customize Edgenuity's base or state-specific courses, your customizations will be reviewed by the NCAA as part of your course review process.

Customizations Likely to Be Approved by the NCAA

- If you teach from Reconstruction to the present in your face-to-face U.S. History course, it would be acceptable to customize content from before the Reconstruction out of your online course.
- If you cover some content offline in teacher-led activities, it would be acceptable to customize those topics out of your online course.
- If you do not do certain types of activities (e.g., projects, performance tasks) in your offline course, it would be acceptable to customize those activities out of your online course.

Customizations Not Likely to Be Approved by the NCAA

- Do not remove essays and other extended writing activities from an English Language Arts course. Students are expected to produce extended writing pieces in all college preparatory ELA courses.
- Do not remove content from your online course if that content is covered in a face-to-face equivalent course (unless the teacher is covering that content offline, via a blended learning model).

Why is this guideline important?

Online and blended learning should give students access to the same high-quality learning experience they would have in a traditional classroom. Online learning is not an easier way to complete coursework.

Pretesting and Prescriptive Testing Not Allowed

By default, all initial credit Edgenuity courses have pretesting and prescriptive testing turned **off**. These features, while useful for credit recovery[1], will not be approved by the NCAA.

- **Pretesting:** When enabled, this setting allows students to take a ten-question quiz at the start of each lesson. If students meet the passing threshold for the pretest, they place out of that lesson. This setting is recommended for credit recovery only; it is not recommended for initial credit.
- **Prescriptive testing:** When enabled, this setting provides students with a comprehensive test at the start of the course, with one question for each lesson in the course. If students answer the question associated with a given lesson correctly, that lesson is automatically customized out of the course. This setting is not recommended for either credit recovery or initial credit.

Please note that the NCAA does not approve implementations in which pretesting and prescriptive testing are enabled for some students taking initial-credit courses but not for student athletes. The implementation design must be the same for all students.

Why is this guideline important?

If students are allowed to test out of content, the NCAA cannot be assured that a student's grade accurately represents the work he or she did in an online course. Keeping pretesting and prescriptive testing turned off ensures that students who complete an Edgenuity course have truly earned the grade they were awarded and have demonstrated the ability to do college preparatory work, in addition to mastering content.

[1]Credit-recovery courses are not NCAA-eligible. If students are seeking to recover credits, they must take the initial-credit course in its entirety.

Robust Instructional Teacher Role

In NCAA-eligible courses, a subject-qualified teacher must have regular instructional interaction with students. Although the actual implementation model may vary widely from school to school, teachers must be acting as instructors, not simply tutors. In addition, teachers must proactively ensure they interact with all students, not just students struggling with content. For example, a "help desk" model in which teachers are available to students who seek their assistance would not meet NCAA guidelines.

Sample models that may be successful include the following (please note that these suggestions are provided by Edgenuity and are not pre-approved by the NCAA):

- Students work online in a computer lab, supervised by a non-subject-area teacher. On Mondays, a math teacher comes to the lab to work with math students on problem-solving and mathematical reasoning activities. On Tuesdays, a language arts teacher confers with students on their writing and pairs ELA students to discuss and respond to readings. On Wednesdays, a science teacher comes to the lab to read and discuss current events articles about science and technology with students taking science courses. On Thursdays, a social studies teacher comes to work with students taking social studies courses; she facilitates discussions about historical themes and primary sources, making the conversation relevant for students taking different courses. On Fridays, all four teachers are in the lab for tutoring—they pull together groups of students based on the mastery data they pull from Edgenuity.

- A single science teacher works with students taking a Biology and Chemistry in a blended learning environment. She sets up a rotation model, in which students taking Biology are online in Edgenuity for the first half of the class period and students taking Chemistry are working in a group with her, discussing what they learned online. Then she flips the groups halfway through the class period. (This could also be done by flipping every other day, such that half the class is online on Monday and the other half works with the teacher. Then Tuesday, the groups flip.)

- A humanities teacher—subject certified in ELA and social studies—supervises a computer lab of students working on English and history courses. She runs her lab in a "flex" model, pulling flexible groups of students together for face-to-face instruction each day based on areas of common need or strengths. She tracks which students she works with each day, ensuring that she works face-to-face with all students at least once a week.

Why is this guideline important?

No matter how robust, curriculum alone is not sufficient to provide a college-preparatory experience. Students need instructional interaction with a teacher who is qualified to engage them in discussion, challenge them to think critically about what they learn, review their written work, and re-teach concepts and skills as needed.



Calendar Length

Online courses must be time-bound, and there must be a stated minimum and maximum amount of time for students to complete the course. For example, if your policy is that students have 14-18 weeks to complete a one-semester online course, students should not be permitted to complete the course in a month. Note that this guideline is independent of state seat-time requirements; it refers only to the calendar length of the course.

Why is this guideline important?

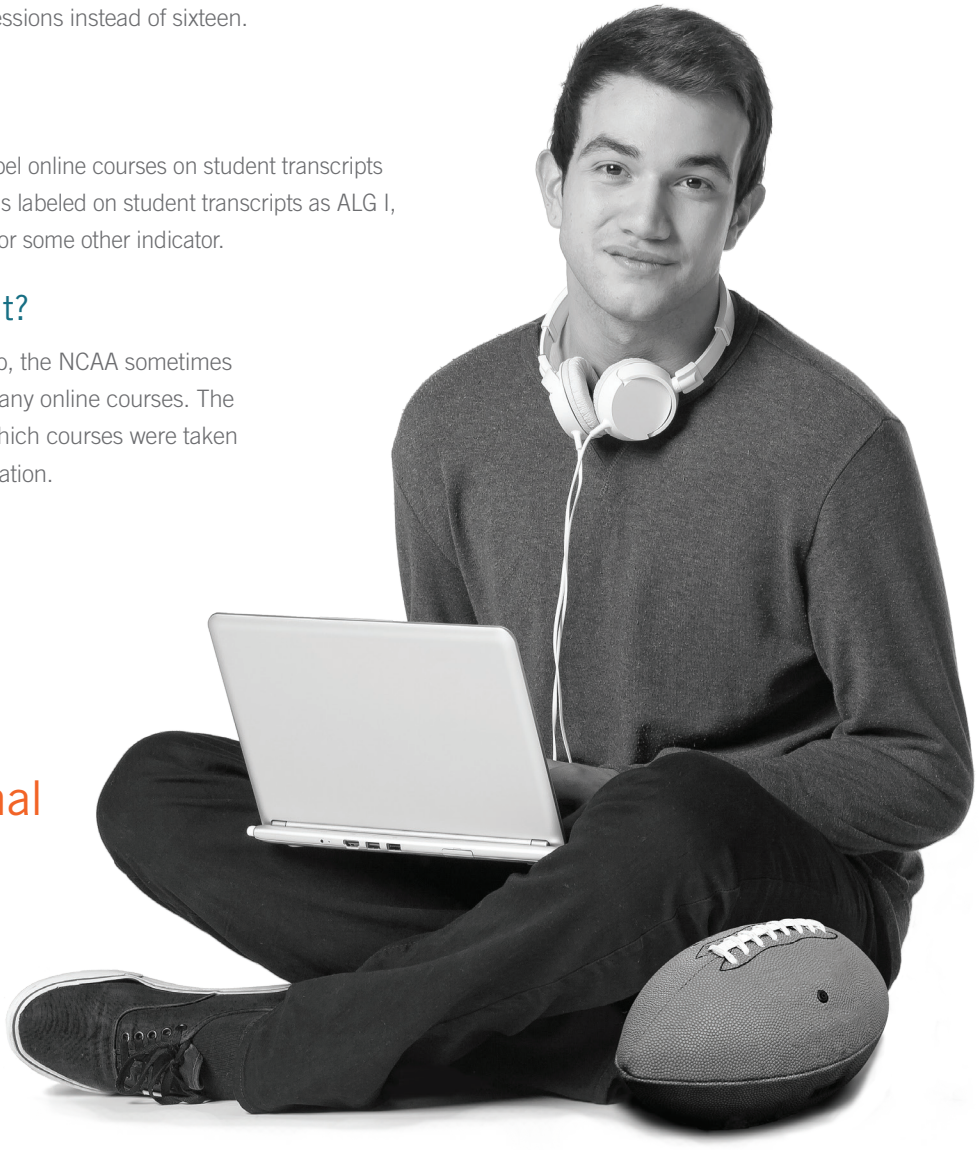
The NCAA wants to ensure that students do not complete courses in academically unsound timeframes. Also, remember that students in an online course should be interacting with a subject-qualified teacher regularly. Consider an implementation in which students meet with a teacher in a class setting with peers once a week; a student who completed his online coursework in only four weeks would have only four class sessions instead of sixteen.

Transcript Identifier

As part of NCAA eligibility, schools must agree to label online courses on student transcripts with a recognizable code. For example, if Algebra I is labeled on student transcripts as ALG I, the online equivalent might be labeled as ALG I OL or some other indicator.

Why is this guideline important?

When a student athlete receives a scholarship, the NCAA sometimes requests score reports at the activity level for any online courses. The transcript code allows the NCAA to identify which courses were taken online so they know to request the documentation.



Click or call to learn more about Edgenuity's pre-approved Instructional Services course offering for student athletes.

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