



NCAA High School Review Committee

Policies and Procedures

(Staff)

2026-27

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Summary of Changes

The following updates were made to this version of the policies and procedures document.

Formatting changes:

- Separated single document into two.
 - Committee – committee composition, responsibilities, meeting procedures, etc.
 - Staff – authority and procedures for implementing applicable legislation within the Eligibility Center.
- Updated document structure/organization for staff policies and procedures.
 - All applicable legislation listed in introductory section.
 - Processes organized into four parts based on common types of reviews.
 - Part I: High School Account and Course Reviews (pertaining to school-wide policies, curriculum, etc.)
 - Part II: Student-Specific Course and Academic Record Reviews (pertaining to individual student records and course completion)
 - Part III: Appeals (pertaining to school-wide or student-specific decisions)
 - Part IV: Re-evaluation of High School Accounts or Courses (pertaining to changes made to school-wide policies, curriculum, etc.)
 - Consistent format of information for each review type.
 - Purpose
 - Identification for Review
 - Criteria for Review
 - Possible Outcomes

Content edits:

- Page 12 – Clarified the high school eligible for account review.
- Page 25 – Added list of categorized transcript revisions that may be identified for review.
- Page 32 – Specified the default appeal format is written-only, with an option for a hearing.
- Page 34 – Removed a chair-only decision for appeal outcomes.
- Pages 43-77 – Edited core course criteria chart headings to clarify how they are used in reviewing course contents.
- Page 53 – Edited Geometry criteria to remove the singular and complete disqualifying criteria for lack of formal proofs. Added language preceding the charts in each subject area: *Generally, a course must include the items in the column on the left below. These are not comprehensive lists but are intended to serve as guides.*
- Pages 55 and 60 – added more robust Computer Science criteria to the math and science sections, respectively, to incorporate Cybersecurity and Artificial Intelligence topics.

Introduction and Applicable Legislation

Legislated Duties of the High School Review Committee.

Applicable Legislation:

- NCAA Division I Bylaws 14.1.2.2 and 21.9.4
- NCAA Division II Bylaws 14.2.8.1.1 and 8.10.4)

The High School Review Committee (“HSRC”) shall have the authority to establish policies and procedures related to reviewing and determining the validity of any high school and any prospective student-athlete’s academic credentials. The review may result in a determination that a high school or a prospective student-athlete’s academic credentials shall not be used to meet initial-eligibility requirements. The committee’s policies and procedures shall be approved by the Division I Academics and Eligibility Committee and the Division II Academic Requirements Committee.

Staff Directive.

The Eligibility Center may render decisions related to the validity of high schools, courses, and prospective student-athletes’ academic credentials, pursuant to the applicable legislation below and the policies and procedures that follow.

Applicable Legislation:

Core-Curriculum Requirements.

- NCAA Division I Bylaw 14.3.1.3
- NCAA Division II Bylaw 14.2.8.2.3

A course must meet all the following criteria to satisfy core-curriculum requirements:

- (a) The course must be administered by a high school that meets criteria for validity (e.g., quality control and integrity of information, school policies and operations), as established by the High School Review Committee (see NCAA Division I Bylaw 14.1.2.2 and NCAA Division II Bylaw 14.2.8.1.1);*
- (b) The instructional model for the course must meet criteria for review (e.g., instructor interaction, pacing, instructional time, monitoring, feedback, intervention), as established by the High School Review Committee;*
- (c) The curriculum for the course must meet high school graduation requirements in one or a combination of the following areas: English, mathematics, natural/physical science, social science, world language, philosophy or nondoctrinal religion (e.g., comparative religion); and*
- (d) The curriculum for the course must meet college preparatory criteria for content (e.g., standards, learning objectives, competencies) and rigor of performance tasks and assessments (e.g.,*

application of skills and concepts, strategic or extended thinking), as established by the High School Review Committee.

College Courses.

- NCAA Division I Bylaw 14.3.1.3.2
- NCAA Division II Bylaw 14.2.8.2.3.2

College courses may be used to satisfy core-curriculum requirements if accepted by the high school, provided the courses are accepted for any other student, meet all other requirements for core courses and are placed on the student's high school transcript.

English as a Second Language Course.

- NCAA Division I Bylaw 14.3.1.3.3
- NCAA Division II Bylaw 14.2.8.2.3.3

It is permissible to use an advanced-level English as a Second Language (ESL) course to satisfy a core-curriculum requirement, provided the is qualitatively and quantitatively the same as the comparison course in the regular-course offering and the course appears on the high school's list of approved core courses. Further, an advanced-level ESL course must be exclusively for ESL students and all students in the course must be at the same level.

Courses for Students With Education-Impacting Disabilities.

- NCAA Division I Bylaw 14.3.1.3.4
- NCAA Division II Bylaw 14.2.8.2.3.4

High school courses for students with education-impacting disabilities may be used to fulfill the core-curriculum requirements, even if such courses appear to be taught at a level below the high school's regular academic instructional level (e.g., special education courses), if the high school principal submits a written statement to the NCAA Eligibility Center indicating that courses are substantially comparable, quantitatively and qualitatively, to similar core-course offerings in that academic discipline and the courses appear on the high school's list of approved core courses. Students with education-impacting disabilities still must complete the required core courses and achieve the minimum required grade-point average in the core curriculum. The fact that the title of a course includes a designation such as "remedial," "special education," "special needs," or other similar titles used for courses designed for students with education-impacting disabilities does not, in and of itself, disqualify a course from satisfying core-curriculum requirements.

Grade Value of Core Courses.

- NCAA Division I Bylaw 14.3.1.3.5
- NCAA Division II Bylaw 14.2.8.2.3.5

The following grade values are to be used in determining a student's grade-point average in the core courses: A = 4 quality points, B = 3 quality points, C = 2 quality points, D = 1 quality point. In

determining the core-curriculum grade-point average, each grade earned in a course (including all numerical grades) must be converted to this 4.000 scale on an individual-course basis. Pluses or minuses within a grade level shall not receive greater or lesser quality points. A school's normal practice of weighting honors or advanced courses may be used to compute the quality points awarded in those courses and the cumulative grade-point average, provided a written statement verifying the grading policy accompanies the prospective student-athlete's official grade transcript. An honors or an advanced course shall receive not greater than 1.000 additional quality point (e.g., A = 5.000). In calculating the grade in a weighted honors or advanced course, if a high school does not assign quality points to its courses, quality points shall be added to each course before calculating the student's grade-point average and not added to a student's cumulative core-course grade-point average. The core-curriculum grade-point average may be calculated using the student's 16 best grades from courses that meet the distribution requirements of the core curriculum. Additional core courses (beyond the 16 required) may be used to meet the core-curriculum grade-point average, provided the distribution requirements are met.

PART I: High School Account and Course Reviews

This section contains procedures and criteria for reviews of high school accounts and core courses as they relate to school policies, operations, design, and implementation.

Common Provisions.

The following policies and procedures apply to all high school account and core course reviews.

Staff Review Procedures.

If a high school, program, or course is *In Review*, the Eligibility Center 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 Eligibility Center has the authority to request any information pertinent to the review. Failure to provide requested information may impact the outcome of the review. The Eligibility Center has the authority to use other information reported to or gathered by NCAA staff, including from sources outside the high school. The Eligibility Center 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. Eligibility Center 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. Schools must also acknowledge that information gathered or submitted during the review process may be 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, Eligibility Center staff or their designated representatives may visit a high school to collect information. Any relevant and material information collected by Eligibility Center 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 Eligibility Center during that visit. The high school's failure to reasonably cooperate with

the Eligibility Center (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.

Eligibility Center 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 Eligibility Center 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 Eligibility Center staff may be shared within the NCAA national office, with NCAA member institutions, and/or relevant third parties (e.g., academic oversight bodies).

Change in Status Grace Period.

If an approved program or core course is identified for review, the program or core course will be approved through the remainder of the academic year in which it was identified for review.

If a high school's account status changes, courses that were *Approved* will be archived through the remainder of the academic year 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 academic year in which the account status changed. Courses that were designated *Approved Pending Individual Review* will continue to be reviewed individually if completed prior to or during the academic year in which the high school's account status changed. Proof of graduation will be considered 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, previously approved programs and core courses will be considered for initial eligibility if the enrollment date is prior to and including the date the program or course was identified for review. Previously acceptable proof of graduation will be considered only through the completion date of coursework for which the student was enrolled prior to the change in account status.

Internal Staff Reconsideration Policy.

If a less than approved program, course, or group of courses that potentially satisfies NCAA legislative requirements (e.g., erroneously placed on a high school's list of not approved courses) is identified during the normal course of business, the staff may use original review documents to review the program, course, or group of courses anew and overturn or affirm its original decision.

High School Account Review.

Purpose.

The purpose of the high school account review process is to determine the validity of a high school and its subsequent status for use in prospective student-athletes' initial eligibility certifications.

Eligibility for Review.

This process applies only to the following high schools:

- High schools located within the U.S. (including Department of Defense schools) and its territories.
- For high schools located outside the U.S., the account review process applies only if the following criteria are met:
 - The high school is accredited by a U.S. Department of State-recognized accrediting body.
 - The high school does **not** graduate all students with a host-country or other non-U.S. high school credential. High schools where all students earn the host-country or a non-U.S. high school credential—even if a U.S. diploma, curriculum, or pathway is offered—may be classified as “international,” in which case its students should follow the NCAA Guide to International Academic Standards for Athletics Eligibility.

Identification for Review.

High schools may be reviewed based on four 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 or regular audit of any high school in the Eligibility Center database.
3. Information indicating there may have been changes to high school policies and operations and/or curriculum, instruction and assessment which may include but is not limited to:
 - a. Changes to a high school's academic oversight;
 - b. Changes to a high school's curriculum and/or instructional model;
 - c. Change in membership or affiliation with the state high school athletic association or another athletic team;
4. 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. Unconventional academic policies;
- d. Information indicating a high school's courses may not satisfy NCAA core-course legislation;
- e. Unorthodox enrollment practices;
- f. Preferential treatment of student-athletes;
- g. Items noted in the Prospective Student-Athlete Review Trigger List; or
- h. Other information reported to or gathered by the NCAA indicating there may be issues related to the validity of a high school.

Criteria for Review.

In making its determination, the Eligibility Center 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.
 - Academic calendar and master schedule.
 - Administrator and teacher information.
 - Athletics, accreditations, and affiliations.
 - Enrollment information and practices.
 - Graduation requirements.
 - Student transcripts and records.
 - Policies on academic integrity, repeated courses, transcript revisions, attendance, and visitors.
- Curriculum, instructional model and assessment.
 - Course catalog.
 - Course descriptions, outlines, and assessments.
 - Grading scales and policies.
 - Instructor interaction, pacing, instructional time, monitoring, feedback, and intervention.
- Other areas deemed relevant by the Eligibility Center 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), the Eligibility Center 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.

- **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.
- **In Review.** Information is being obtained 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, unless otherwise noted.
- **Suspended.** Failure by a high school *In Review* to provide a complete response to information related to the review within a defined timeframe from the Eligibility Center request may result in a suspended account review. Exceptions may be granted under unique or exceptional circumstances, such as if the Eligibility Center request occurs when the school is closed for a break. While a high school's account review 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 status may resume its review by contacting the NCAA Eligibility Center, and the high school's account status will change to *In Review*.
- **Withdrawn.** The high school has opted out of the account review process. Core courses and proof of graduation may not be used in the initial-eligibility certification process. A high school designated with a *Withdrawn* account status may resume its review by contacting the NCAA Eligibility Center, and the high school's account status will change to *In Review*.
- **Cleared.** An account status decision of *Cleared* will be rendered if the review does not result in an account status of *Not Cleared* or *Extended Evaluation* (and the high school does not otherwise have an account status of *In Review*, *Suspended*, *Closed*, *Withdrawn*, *Not Applicable* 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.** An account status decision of *Extended Evaluation* will be rendered if the Eligibility Center determines, based upon the information available to it, it is more likely than not the high school has issues related to quality control and/or integrity of information.

The use of core courses in the initial-eligibility certification process is pending review of student-specific coursework. Courses designated as *Approved Pending Individual Review* require the submission of student-specific documents, which the Eligibility Center will review on a case-by-case basis using the criteria for review for courses *Approved 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 school's account may be moved to *Not Cleared* based on issues identified during the

Extended Evaluation period and/or failure to respond to requests for additional information or documentation. 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 may be cleared, effective upon notice from the Eligibility Center. High schools designated with the *Extended Evaluation* account status may appeal the decision to the HSRC, unless such designation was rendered by the HSRC following a high school’s appeal of a *Not Cleared* decision.

- **Not Cleared.** An account status decision of *Not Cleared* will be rendered if the Eligibility Center 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 the decision to the HSRC.
- **Not Applicable.** An account status of *Not Applicable* will be rendered if the Eligibility Center determines the account is not a domestic high school, or the account is an intermediary entity. Core courses and proof of graduation may not be used in the initial-eligibility certification process. Accounts designated with this status may appeal to the HSRC.
- **Closed.** The high school is no longer in operation. Core courses and proof of graduation may not be used in the initial-eligibility certification process. The Eligibility Center may not complete a review for a high school that has closed prior to or during the review process. Exceptions may be granted in unique circumstances, such as a recent closure under existing district or other education entity oversight.

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

High School Program Review (prior to August 1, 2024).

Purpose.

The purpose of the high school program review processes is to determine which instructional model(s) from a high school may be used in prospective student-athletes' initial eligibility certifications.

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 or regular audit 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) or that has not been reviewed.

Applicable Legislation.

Core-Curriculum Requirements (NCAA Division I Bylaw 14.3.1.3 and NCAA Division II Bylaw 14.2.8.2.3). For purposes of meeting the core-curriculum requirement to establish eligibility at a member institution, a "core course" must meet all 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 (formerly NCAA Bylaw 14.3.1.3.2). 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 the following conditions are satisfied:

- (a) The course meets all requirements for a core course as defined in Bylaw 14.3.1.3;
- (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.

Criteria for Review.

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.

- **None.** Unless otherwise noted, the program has not been identified for review. Core courses from the program will not be used in the initial-eligibility certification process.
- **In Review.** Information is being obtained and a decision has not been rendered. While *In Review*, core courses from the program may not be used in the initial-eligibility certification process.
- **Suspended.** Failure to provide a complete response to information related to the review within a defined timeframe from the Eligibility Center request may result in a *Suspended* review. Exceptions may be granted under unique or exceptional circumstances, such as if the Eligibility Center request occurs when the school is closed for a break. While a high school's program review is suspended, core courses from the program may not be used in the initial-eligibility certification process. A high school designated with a *Suspended* program status may resume its review by contacting the NCAA Eligibility Center. Following such notice, the high school's program status will change to *In Review*.
- **Withdrawn.** The high school has opted out of the program review process. Core courses from the program may not be used in the initial-eligibility certification process. A high school designated with a *Withdrawn* program status may resume its review by contacting the NCAA Eligibility Center. Following such notice, the high school's program status will change to *In Review*.
- **Approved.** A nontraditional program will be designated as *Approved* 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 program may be used in the initial-eligibility certification process, providing they meet criteria for review of core courses.
- **Approved Pending Individual Review.** The program meets the criteria for review for nontraditional programs. However, a course will be designated as *Approved 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 *Approved Pending Individual Review* require the submission of student-specific documents, which will be reviewed pursuant to criteria for review for courses *Approved Pending Individual Review*.

- **Not Approved.** A nontraditional program will be designated as *Not Approved* if the high school fails to provide information demonstrating that the program is more likely than not to satisfy the criteria for nontraditional programs. Courses from the program cannot be used in the initial-eligibility certification process. The high school may appeal the decision to the HSRC.
- **Not Applicable.** The Eligibility Center has determined that a review of the program is not necessary because a different high school account is responsible and accountable for instruction and assessment.
- **Archived.** The program is no longer offered at the high school. The use of courses from the program in the initial-eligibility certification process is based on the Change in Program or Course Status Policy.

High School Course Review.

Purpose.

The purpose of the high school course review process is to determine which courses from a high school may be used in prospective student-athletes' initial eligibility certifications.

Identification for Review.

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

1. The high school responsible for instruction and assessment of the course is *In Review*.
2. A high school requests a review of its course.
3. Randomized review or regular audit of any course in the Eligibility Center database.
4. An NCAA staff member discovers a 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) or that has not been reviewed.

Criteria for Review.

To be approved on a high school or district's list of NCAA core courses, a teacher of record from the high school or district must be assigned to the course. A teacher from the high school or district must be available for content instruction and assistance, if needed by a student.

Additionally, the course must be considered college preparatory, providing students the academic foundation for successful completion of academic work at the four-year college level, as determined by course contents and rigor of performance tasks and assessments. (**Appendix A**).

As part of its review of a course, the Eligibility Center 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.

- **Approved.** A course will be designated as *Approved* if the course information demonstrates that the course is more likely than not to satisfy the applicable core-course criteria. The course may be used in the initial-eligibility certification process.
- **Additional Information Required.** Additional information about the course is needed from the high school to reach a decision. Courses will be noted on the Eligibility Center website accordingly. The course may not be used in the initial-eligibility certification process.
- **Approved Pending Individual Review.** A course will be designated as *Approved 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 *Approved Pending Individual Review* require the submission of student-specific documents, which will be reviewed pursuant to the criteria for review for courses *Approved Pending Individual Review*. Regardless of high school account status, certain courses may be designated on the Eligibility Center website as *Approved Pending Individual Review*.
- **Not Approved.** A course will be designated as *Not Approved* if the course information does not demonstrate that the course is more likely than not to satisfy the applicable core-course criteria. The course may not be used in the initial-eligibility certification process. The high school may appeal the decision to the HSRC.

PART II: Student-Specific Course and Academic Record Reviews

This section contains procedures and criteria for reviews of individual students' coursework and academic records (e.g., grades, credits, academic timeline, graduation).

Common Provisions.

The following policies and procedures apply to all student-specific course and academic record reviews.

Staff Review Procedures.

Reviews of student coursework and academic records will require the submission of student-specific documents (e.g., assignments, assessments, gradebooks, grade reports, forms) as necessary to validate the course or record.

If a course, grade, credit, or transcript is identified for review, the Eligibility Center will attempt to obtain further information regarding the academic record. 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 Eligibility Center has the authority to request any information pertinent to the review. Failure to provide requested information may impact the outcome of the review. The Eligibility Center has the authority to use other information reported to or gathered by NCAA staff, including from sources outside the high school. The Eligibility Center may receive information from any source, including state high school associations, member institutions, educational oversight entities, individuals reporting specific information regarding a particular course or academic record, high school administrators or staff, and/or students.

Prospective Student-Athlete Review.

All courses completed by prospective student-athletes are subject to policies and procedures for the prospective student-athlete review process to determine the validity of a student's academic credentials (e.g., credits, grades, transcripts) for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a student's academic credentials are invalidated and thus will not be used to meet initial-eligibility requirements.

Sharing Information.

Information received, collected, or otherwise obtained by Eligibility Center staff may be shared within the NCAA national office and/or with NCAA member institutions that have placed the prospective student-athlete on their Institutional Request List (IRL), per the terms and conditions of prospective student-athletes' Eligibility Center registration.

Courses Approved Pending Individual Review.

Purpose.

The purpose of the student-specific review of courses Approved Pending Individual Review (PIR) is to determine which PIR courses as completed by the student may be used in the student's academic certification.

Identification for Review.

The Eligibility Center may initiate a student-specific review of PIR courses if it receives a high school transcript for a prospective student-athlete that includes completed courses designated on the high school's list of courses as *Approved Pending Individual Review*.

Criteria for Review.

Student-specific documentation must demonstrate (i) the course as completed by the student meets the criteria for core courses and (ii) is aligned to information submitted by the high school regarding how the course would be administered, instructed, and assessed.

Possible Outcomes.

- **Approved.** A course pending individual review will be *Approved* if the high school provides information demonstrating that (i.) the course clearly satisfies the applicable core-course criteria and (ii.) the course was clearly completed in alignment with information submitted by the high school regarding how the course would be administered, instructed, and assessed. The course may be used in the student's academic certification.
- **Not Approved.** A course pending individual review will be *Not Approved* if the high school fails to provide information demonstrating that (i.) the course clearly satisfies the applicable core-course criteria, and (ii.) the course was clearly completed in alignment with information submitted by the high school regarding how the course would be administered, instructed, and assessed. The course may not be used in the initial-eligibility certification process. The high school may appeal the decision to the HSRC.

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

Homeschool Review.

Purpose.

The purpose of the student-specific review of homeschool courses is to affirm the homeschooling was conducted in accordance with state law and subsequently determine which homeschool courses as completed by the student may be used in the student's academic certification.

Identification for Review.

The Eligibility Center may initiate a student-specific review of homeschool courses if it receives a homeschool transcript for a prospective student-athlete that includes core courses and/or proof of graduation.

Criteria for Review.

Student-specific documentation must (i) affirm the course was administered in accordance with state law, and (ii) demonstrate the student completed the course consistent with criteria for review of core courses.

Possible Outcomes.

- **Approved.** A homeschool course will be *Approved* if the homeschool provides information (i) affirming courses were clearly administered in accordance with state law, and (ii) demonstrating that the course clearly satisfies the applicable core-course criteria. The course may be used in the student's academic certification.
- **Additional Information Required.** Additional information about the course is needed from the homeschool to reach a decision. The homeschool will be notified of the information needed. The course may not be used in the initial-eligibility certification process.
- **Not Approved.** A homeschool course will be *Not Approved* if the homeschool fails to provide information (i) affirming courses were clearly administered in accordance with state law, and/or (ii) demonstrating that the course clearly satisfies the applicable core-course criteria. The course may not be used in the initial-eligibility certification process. The homeschool may appeal the decision to the HSRC.

Revised Transcript Review.

Purpose.

The purpose of the revised transcript review process is to clarify changes to official academic records presented for initial eligibility.

Identification for Review.

If the NCAA Eligibility Center receives an official transcript for a prospective student-athlete containing information that has been revised from a previously received official transcript for the prospective student-athlete, the Eligibility Center may request explanatory and supporting documentation. The following transcript revisions may lead to further review:

Student Performance.

1. Adding and/or removing courses.
2. Adding, removing and/or changing grades earned.
3. Adding, removing, and/or changing the amount of credit earned.

Courses.

1. Changing courses titles.
2. Adding, removing and/or changing course designations.
3. Adding, removing and/or changing course codes.
4. Adding, removing and/or changing course headers.

Transcript Format/Demographic Information.

1. Changing the transcript format.
2. Changes to student, school or district demographic information.

Date Information.

1. Changing the academic year reported for the completion of a course.
2. Changing the reported academic timeline.
3. Changing course start/ stop dates.
4. Changing enrollment/withdrawal dates.
5. Changing the reported graduation date.

Criteria for Review.

In making its determination, the Eligibility Center will consider the following:

- Established high school policies.
- Supporting documentation demonstrating the high school acted pursuant to those policies.
- The prospective student-athlete's academic timeline, and any associated NCAA legislation related to completion timeframes for courses.

Possible Outcomes.

- **Approved.** A transcript revision will be *Approved* if the high school provides information demonstrating it is more likely than not that the school satisfied the criteria for revised official transcripts. The revised information (e.g., course, grade, credit) may be used in the initial-eligibility certification process, providing it meets criteria for review of core courses.
- **Suspended.** A transcript revision will be *Suspended* if the revision is not needed for the prospective student-athlete to meet initial eligibility requirements.
- **Not Approved.** A transcript revision will be *Not Approved* if the high school fails to provide information demonstrating it is more likely than not that the high school satisfied the criteria for revised official transcripts. The revised information (e.g., course, grade, credit) cannot be used in the initial-eligibility certification process. The high school may appeal the decision to the HSRC.

Prospective Student-Athlete Review.

Purpose.

The purpose of the prospective student-athlete (PSA) review process is to clarify academic records (e.g., courses, grades, credits, transcripts, graduation, enrollment history) presented for initial eligibility.

Identification for Review.

"Academic year" includes the subsequent summer (e.g., 2024-25 includes summer 2025), and "high school" includes all secondary schools and programs.

1. Graduated from a high school where no core courses were successfully completed;
2. Disproportionate amount of core credits earned in an academic term;
3. Repeated courses:
 - a. Concurrent enrollment in sequential core courses in which at least one of the courses is a retake (e.g., Algebra I [retake] and Algebra II).
 - b. Concurrent enrollment in sequential terms of a core course (e.g., Algebra I, Semester 1 and Algebra I, Semester 2) during the same academic term in which at least one of the courses is a retake.
 - c. Two or more repeated core courses in an academic term.
 - d. Four or more repeated core credits during high school.
4. Reporting inconsistencies:
 - a. Inconsistent grading scales and/or crediting within an academic term and/or throughout enrollment at a high school.
 - b. Variations in reporting periods throughout enrollment at a high school.
5. Enrollment timelines:
 - a. Conflicting information regarding enrollment (e.g., registration, transcripts).
 - b. Transfer during an academic year between high schools with different reporting terms grades and credits.
6. Information regarding inaccurate, false or misleading activity related to an individual's academic records (e.g., courses, grades, credits, transcripts, graduation, enrollment history).

Academic Record Verification.

When the PSA review process is initiated, Eligibility Center staff may assign an academic record verification task to the PSA's high school. The high school's response to the task determines whether the PSA's academic certification is released or a validity review is initiated.

Eligibility Center staff has discretion to waive PSA Reviews related to courses, as necessary, resulting in an academic record verification task not being sent.

Information Regarding Inaccurate, False or Misleading Activity.

The Eligibility Center may initiate a validity review based on information regarding inaccurate, false or misleading activity related to an individual's academic record, provided there is documentation that could reasonably lead to invalidation. If the threshold is not met, Eligibility Center staff may share information with an institution, which may conduct a review, as necessary.

Academic Inconsistency Notification.

Divisions I and II institutions must promptly report all discrepancies in academic information (e.g., transcripts, grades, courses, credits, enrollment history) to the NCAA Eligibility Center (Division I Bylaw 14.1.2.3.1; Division II Bylaw 14.1.1.4.1) via the Academic Inconsistency Notification Form.

Validity Reviews.

Purpose.

The purpose of the validity review process is to determine the validity of academic records (e.g., courses, grades, credits, transcripts, graduation, enrollment history) presented for initial eligibility.

Identification for Review.

Eligibility Center staff may initiate a validity review in the following scenarios: (a) when the high school's response to an academic record verification task is inconsistent with a PSA's official academic record; (b) when the Eligibility Center receives an Academic Inconsistency Notification Form from an institution; and/or (c) when the Eligibility Center receives information that an academic credential may be inaccurate, false or misleading.

In such scenarios, Eligibility Center staff may request information and documentation (via the member school and/or the high school) to determine the validity of the academic record, including but not limited to:

1. Academic programs offered at the high school or within the school district;
2. High school policies, bell schedules and academic calendars;
3. Class schedules, attendance or enrollment records, and instructor grade books;
4. Statements from the PSA, high school administrators, teachers, tutors, proctors, parents, guardians and/or other involved individuals;
5. Transcripts;
6. Evidence regarding course completion;
7. Documentation from the Ministry of Education;
8. Interviews with the PSA, high school administrators, teachers, tutors, proctors, parents, guardians and/or other involved individuals; and/or
9. Other information determined on a case-by-case basis.

Representatives.

For the process of validity reviews, the following criteria apply.

- Member School Staff Members – Primary and Secondary Contacts: The member school must designate full-time athletics compliance staff members to serve as its primary and secondary contacts for a validity review.

If the member school does not have any full-time athletics compliance staff members, it may designate other full-time athletics administrators to serve as its primary and secondary contacts, provided they do not have sport-specific responsibilities in the PSA's sport.

Note: An institutional staff member may not advise, instruct or influence a PSA or other individuals (e.g., outside team official) to answer questions in a specific manner. Eligibility Center staff will refer any such conduct to NCAA enforcement.

- **Representatives:** a member school, PSA or other involved individual or entity may have a representative for a validity review; however, Eligibility Center staff may only communicate with the member school's primary or secondary contact.

Representatives must comply with deadlines and encourage clients (e.g., institutional staff members, PSAs, third parties) to cooperate and participate in the validity review process. Failure to do so may cause a delay in resolving the PSA's academic certification.

Possible Outcomes.

- **Validate.** The Eligibility Center staff determines, based on the information available to it, the academic record is not clearly inaccurate, false or misleading. The academic record(s) may be used for initial eligibility.
- **Invalidate.** The Eligibility Center staff determines, based on the information available to it, the academic record is clearly inaccurate, false or misleading. The academic record(s) may not be used for initial eligibility. This decision may be appealed to the HSRC.
- **Cancel:** The validity of the academic record(s) has not been determined (e.g., no response, no active IRLs, insufficient information), and the PSA's account will remain on hold.

Note: a canceled validity review may be re-opened, provided there is an active IRL and the institution submits a complete response to any outstanding request(s).

Review/Invalidation of Academic Credentials after Certification.

Staff may trigger PSA review at any time, including after the Eligibility Center has released a student-athlete's final academic certification.

If a validity review is initiated, staff will notify the institution, and the final academic certification decision will be placed under review until the PSA review process concludes. If an academic credential is invalidated, the final academic certification will be updated. Further, the institution must (a) report any violation that occurred as a result of the student-athlete receiving athletics aid and/or participating in practice or competition and (b) declare the student-athlete ineligible for competition (Division I Bylaw 14.1.2.1; Division II Bylaw 14.1.1.1.1).

Violation Assessment.

Staff may require an institution to provide a written summary of information gathered, as well as its assessment regarding whether a violation of Division I Bylaw 14.9.3 (pre-enrollment academic integrity) or Division II Bylaw 14.2.10.2.1 (pre-enrollment academic misconduct) occurred. The summary and written assessment must be signed by the institution's athletics director and senior compliance administrator. The staff may refer the matter to enforcement if it believes there is institutional involvement in a violation or an institution has failed to meet its obligation to self-report a violation.

PART III: Appeals

This section contains procedures for appeals of staff decisions regarding high school accounts or courses, or student-specific courses or academic records.

Common Provisions.

The following policies and procedures apply to all appeals reviewed by the HSRC if an appeal reaches that step.

Appeal Documentation.

The appeal documentation provided to the HSRC will include all appellate information submitted by the high school and any relevant information prepared by the Eligibility Center. The high school will be provided a copy of all information submitted/posted for the HSRC. The HSRC will consider all appeals anew, without deference to the high school staff decision.

Appeal Format.

Appeals to the HSRC will be reviewed by the committee via written documentation provided by the appellant and the staff. However, any party (committee, appellant, or staff) may request an appeal hearing if deemed necessary. If such a request is made by the appellant, the request must be in writing and submitted with all other appeal documentation.

Committee Deliberations and Voting.

The HSRC may conduct its deliberations by teleconference, e-mail, or an in-person meeting. The NCAA staff liaison(s) to the HSRC will serve solely as procedural assistance to the committee and have no role in reviewing the specifics of the high school.

Following deliberation, the committee will hold a vote. Appeal cases are decided by a majority vote of all members present and voting.

After the committee renders a decision, the staff liaison(s) to the HSRC will provide the decision to the representatives of the high school, district, or member school as soon as reasonably possible.

Appeals of Extended Evaluation Account Decisions, Not Applicable Account Decisions, Course Decisions, Approved Pending Individual Review Course Decisions, Homeschool Course Decisions, or Revised Transcript Decisions.

Decision Inquiry Form.

If a high school objects to the Eligibility Center determination of a program decision, a core-course decision, an *Extended Evaluation* decision, a *Not Applicable* decision, or a revised transcript decision, it may file a Decision Inquiry Form (“DIF”) and supporting documentation in its Eligibility Center account within the deadline specified in the decision notification. 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. Changes made by the high school following the original review may be subject to the Re-evaluation policy.

Reconsideration of a Staff Decision.

If a high school fails to file a DIF by the deadline, it may request reconsideration by providing a written explanation regarding the missed deadline. Reconsideration of a staff decision may not be requested for an *Extended Evaluation* decision, due to the ongoing review inherent to that status. 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. Changes made by the high school following the original review may be subject to the Re-evaluation policy.

Possible Outcomes.

- **The Eligibility Center 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.
- **The Eligibility Center 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.

Appealing a DIF or Reconsideration Outcome.

If all requisite information has been submitted, a high school may appeal the outcome of the DIF or reconsideration to the HSRC. All appeals must be submitted via the high school’s Eligibility Center account within 14 calendar days of written notification of the decision. The high school is required to state in its appeal the reason, based on NCAA legislation and criteria for review, 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. Changes to a program or core course following the original review may be subject to the Re-evaluation policy.

Possible Outcomes.

- **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 is final, binding, and conclusive and not subject to further review by any other authority within the NCAA.

Reconsideration of an Appeal.

After the HSRC has acted on an appeal request, the high school or NCAA member school may request a reconsideration of the decision on the basis of new information that was not reasonably available or known to it as of the appeal. The reconsideration request must be accompanied by a written explanation clearly demonstrating that the information was not reasonably available to it as of the appeal.

The Eligibility Center staff will assess the information to determine whether it constitutes new information. If staff determines that the high school or NCAA member school has met the threshold, staff will reconsider its review of the account. If based on the new information staff does not change the account status, or if staff determines that the high school or NCAA member school has not met the criteria for reconsideration, it will forward its conclusion to the HSRC chair for review.

If the HSRC chair affirms the staff's conclusion, the request for reconsideration will not be approved. If the HSRC chair overturns the staff's 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 for review of the full record, inclusive of the new information.

The HSRC's decision on reconsideration is final, binding, and conclusive, and not subject to further review by any other authority within the NCAA.

Appeals of Validity Review Decisions.

After a decision to invalidate a prospective student-athlete's academic credential, the member school recruiting the prospective student-athlete will be notified of the decision in writing and will be informed about the opportunity to appeal the decision. The member school may request an appeal of the decision to the HSRC. All appeals must be submitted via the appropriate form within 30 calendar days of written notification of the decision. 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 written 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.

Possible Outcomes.

- **Uphold.** The HSRC upholds the staff's determination that the evidence clearly supports the academic credential is inaccurate, false or misleading.
- **Overturn.** The HSRC overturns the staff's determination that the evidence clearly supports the academic credential is inaccurate, false or misleading.

Reconsideration.

After the HSRC has acted on an appeal request, the high school or NCAA member school may request a reconsideration of the decision on the basis of new information that was not reasonably available or known to it as of the appeal hearing. The reconsideration request must be accompanied by a written explanation clearly demonstrating that the information was not reasonably available to it as of the appeal.

The Eligibility Center staff will assess the information to determine whether it constitutes new information. If staff determines that the high school or NCAA member school has met the criteria for reconsideration, staff will reconsider its review of the account. If based on the new information staff does not change the account status, or if staff determines that the high school or NCAA member school has not met the criteria for reconsideration, it will forward its conclusion to the HSRC chair for review.

If the HSRC chair affirms the staff's conclusion, the request for reconsideration will not be approved. If the HSRC chair overturns the staff's 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 for review of the full record, inclusive of the new information.

The HSRC's decision on reconsideration is final, binding, and conclusive, and not subject to further review by any other authority within the NCAA.

Appeals of Not Cleared Account Decisions.

After a decision indicating a high school account 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 via the high school's Eligibility Center account within 30 calendar days of written notification of the decision. 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 written 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.

Possible Outcomes.

- **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 overturns 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.
- **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/or integrity of information.

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

Reconsideration.

After the HSRC has acted on an appeal request, the high school or NCAA member school may request a reconsideration of the decision on the basis of new information that was not reasonably available or known to it as of the appeal hearing. The reconsideration request must be accompanied by a written explanation clearly demonstrating that the information was not reasonably available to it as of the appeal.

The Eligibility Center staff will assess the information to determine whether it constitutes new information. If staff determines that the high school or NCAA member school has met the criteria for reconsideration, staff will reconsider its review of the account. If based on the new information staff does not change the account status, or if staff determines that the high school or NCAA member school has not met the criteria for reconsideration, it will forward its conclusion to the HSRC chair for review.

If the HSRC chair affirms the staff's conclusion, the request for reconsideration will not be approved. If the HSRC chair overturns the staff's 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 for review of the full record, inclusive of the new information.

The HSRC's decision on reconsideration is final, binding, and conclusive, and not subject to further review by any other authority within the NCAA.

PART IV: Re-evaluation of High School Accounts or Courses

After the staff has rendered a decision, or after the HSRC has acted on an appeal request, the high school may ask the Eligibility Center to re-evaluate the account, program, or course(s) by submitting information clearly demonstrating it has adopted and/or implemented changes addressing the bases for the staff's or HSRC's decision, including the effective date of the adoption and implementation. A high school under *Extended Evaluation* or *Not Cleared* status may request re-evaluation of its status not sooner than two academic years, or two calendar years for schools that do not operate on a traditional academic calendar, following the most recent staff or HSRC decision regarding such status.

The Eligibility Center 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 adoption and/or implementation of changes addressing the bases of the staff's or HSRC's decision, including the effective date of the adoption and implementation, it will re-evaluate the account, program, or course(s). 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 affirms the staff's conclusion, the high school's request for re-evaluation will not be approved. The chair's decision on this matter is final, binding, and conclusive, and not subject to further review by any other authority within the NCAA. In such event, staff will provide written notice to the high school that the request for re-evaluation will not be considered. The high school must wait a 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 overturns the staff's conclusion and determines that the account, program, or course(s) is eligible for re-evaluation, the chair will provide notice to staff, who will re-evaluate the account, program, or course(s) in accordance with policies and procedures.

If it is determined through the re-evaluation process the high school's changes fail to satisfy the applicable criteria for review, the high school must wait a 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.

Appendix A: Core-Course Criteria for Review

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. To be approved, a course must include the application of knowledge through higher order thinking and skills. Generally, this means a course must 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:** 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 within each subject area are noted in subsequent sections. The criteria related to course contents are intended to serve as a guide and are not intended to be prescriptive or all encompassing.

General Policies.

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

Credit by Exam

Credit earned only by exam cannot be used to meet initial-eligibility requirements. Courses designed to be completed in this manner will not be approved.

Repeated and Credit Recovery Courses

To be approved for use in initial eligibility, repeated and credit recovery courses must be designed and completed such that they are substantially comparable, qualitatively and quantitatively (e.g., content, textbook, assessments, duration), to the original course.

Experiential Courses.

Courses in which the instructional model is primarily based on learner experience of core content must also include evidence of performance tasks and assessments related to the discipline in which the course was submitted that require the learner to demonstrate the (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking.

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.

Duplicative Courses.

Courses in which a majority of the content is not unique from one course to the other and where the courses have similar levels of rigor of performance tasks and assessments (e.g., depth of knowledge, pace, higher order skills) will be deemed duplicative and only a maximum of one unit of credit will be awarded. This policy is applicable to approved courses taken at one school where the courses have identical or similar titles (i.e. English 9/English 1, U.S. History/American History) or to approved courses taken at different high schools where the courses have identical or similar titles.

English.

Rigor of Performance Tasks and Assessments.

Generally, a course must 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/Genre-Specific Considerations.

Beyond the guidelines outlined above for all English courses, the following considerations are for specific types of English courses. Generally, a course must include the items in the column on the left below. These are not comprehensive lists but are intended to serve as guides.

Course Content and Skills for Reading Comprehension (when applicable)

Contributes to Approval	Does Not Contribute to 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 first language is not English pursuant to NCAA legislation. • 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"> • 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, 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.

**Course Content and Skills for Richness of Literary and Informational Texts
(when applicable)**

Contributes to Approval	Does Not Contribute to 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 Character Analysis
(when applicable)**

Contributes to Approval	Does Not Contribute to 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 Content and Skills for Writing (Argumentation, Explanatory, and Narrative)
(when applicable)**

Contributes to Approval	Does Not Contribute to 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 and accurate use of grammar and punctuation. • 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"> • 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. • 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.

Course Content and Skills for Literary Genre Studies

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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. • 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"> • 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. • 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).

Course Content and Skills for Research

Contributes to Approval	Does Not Contribute to 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"> o 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

Contributes to Approval	Does Not Contribute to 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. ○ 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"> • Focus on career-prep skills related to media performance. • 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: <ul style="list-style-type: none"> ○ Operation of cameras, video and sound equipment. ○ Film editing, study of music, film, and advertising as entertainment.

Course Content and Skills for Film Literature

Contributes to Approval	Does Not Contribute to 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. • Synthesis of future actions by the characters both within their own story or a different story or circumstance. 	<ul style="list-style-type: none"> • Primarily a study of the technology of filmmaking. • Primary focus is on the study of film history and film genres. • Primary focus is on the analysis of design elements of movie scenes (mise en scene). • Primary focus is on the impact of film and film production (e.g., lighting, sound, music, set design, special effects that generate suspense or emotion). • Primary focus is on the study of director styles and biographies. <p>Writing assignments are primarily movie reviews, storyboards and screenplay writing.</p>

Course Content and Skills for Journalism

Contributes to Approval	Does Not Contribute to 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 must 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 Division I Bylaw 14.3.1.3 and NCAA Division II Bylaw 14.2.8.2.3, 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.

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.

Career Courses.

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.

Course-Specific Considerations.

Generally, a course must include the items in the column on the left below. These are not comprehensive lists but are intended to serve as guides.

Course Content and Skills for Algebra 1 or its Equivalent

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to Approval
<ul style="list-style-type: none"> • Reasoning and Proof. • 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

Contributes to Approval	Does Not Contribute to 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.

Course Content and Skills for Bridge Mathematics Courses

Contributes to Approval	Does Not Contribute to Approval
<ul style="list-style-type: none"> • Majority of course content is comprised of Algebra 2 concepts (or its equivalent) • Emphasizes content extending beyond Algebra 2. See content noted as Contributes to Approval for “Advanced Level Mathematics Courses” below. 	<ul style="list-style-type: none"> • Majority of course content emphasizes review of mathematical concepts primarily covered in Algebra 1 and/or Geometry (or their equivalents).
<p>Note: If the majority of the bridge course’s content and the rigor of the performance tasks and assessments are equivalent to Algebra 2, the course may be:</p> <ul style="list-style-type: none"> • approved and • designated as duplicative with Algebra 2 <p>If two courses are designated as duplicative, a total of one unit of credit will be awarded using the best combination of grades between the courses.</p>	

Course Content and Skills for Computer Science

Contributes to Approval	Does Not Contribute to Approval
<ul style="list-style-type: none"> • Operating systems, networks and hardware design. • Programming/coding (Java, C++, Python, Scratch, etc.), creating programming and software, game development/engineering/testing, data structures or data science, and developing algorithms. • Evaluation and representation of data, application of data in global context. • Cybersecurity, artificial intelligence (development, design, refinement), robotics and their applications. • Study of emerging computing technology and its impact on society. 	<ul style="list-style-type: none"> • Basic computer usage/repair (e.g., keyboarding, typing). • Basic internet navigation skills (e.g., using a web browser, hyperlinks, downloading files, etc.). • Usage of common programs (e.g. word processing, spreadsheet, gaming, generative artificial intelligence, etc.). • Primary focus on creating and maintaining websites/applications for the internet. • Usage of presentation software. • Workplace communications (e.g., business letters, memos, reports, brochures, resumes and cover letters, and procedural documents, etc.).

Course Content and Skills for Advanced Level Mathematics Courses

Advanced Level Mathematics Courses
<p>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:</p> <ul style="list-style-type: none"> • Analytical geometry. • Calculus. • Data science. • Discrete math. • Finite math. • Number theory. • Pre-calculus. • Probability. • Quantitative reasoning. • Statistics. • Trigonometry.

Natural or Physical Science.

Rigor of Performance Tasks and Assessments.

Generally, a course must 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.

Science Lab Courses.

A science lab designed to be taken concurrently with a science course or as part of a science course (e.g., “Chemistry Lab”) will not be approved as an individual course separately from the science course with which it is associated.

Course-Specific Considerations.

Generally, a course must include the items in the column on the left below. These are not comprehensive lists but are intended to serve as guides.

Course Content and Skills for Biological Sciences

Contributes to Approval	Does Not Contribute to 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. • Bioethics related to the identification, study, and resolution or mitigation of conflicts among competing values or goals in biological, environmental, or health-related sciences. 	<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

Contributes to Approval	Does Not Contribute to 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

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

Course Content and Skills for Earth and Space Sciences

Contributes to Approval	Does Not Contribute to 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 style="text-align: center;">See Above.</p>

Course Content and Skills for Computer Science

Contributes to Approval	Does Not Contribute to Approval
<ul style="list-style-type: none"> • Operating systems, networks and hardware design. • Programming/coding (Java, C++, Python, Scratch, etc.), creating programming and software, game development/engineering/testing, data structures or data science, and developing algorithms. • Evaluation and representation of data, application of data in global context. • Cybersecurity, artificial intelligence (development, design, refinement), robotics and their applications. • Study of emerging computing technology and its impact on society. 	<ul style="list-style-type: none"> • Basic computer usage/repair (e.g., keyboarding, typing). • Basic internet navigation skills (e.g., using a web browser, hyperlinks, downloading files, etc.). • Usage of common programs (e.g. word processing, spreadsheet, gaming, generative artificial intelligence, etc.). • Primary focus on creating and maintaining websites/applications for the internet. • Usage of presentation software. • Workplace communications (e.g., business letters, memos, reports, brochures, resumes and cover letters, and procedural documents, etc.).

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

Contributes to Approval	Does Not Contribute to 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. 	See Above.

Course Content and Skills for Agricultural Science

Contributes to Approval	Does Not Contribute to Approval
<ul style="list-style-type: none"> • Conceptual scientific topics and skills from the branch specific topics listed above noted as "Contributes to Approval." • Animal Science biology (cellular structure and functionality, tissues, genetics), anatomy (body systems and functions), health (nutrition and its impact on animal systems, the impact of diseases on animal systems, animal breeding and reproduction) • Soil science/soil chemistry (composition, properties, classification, fertility, and management practices to optimize crop production and sustainability). • Plant biology, physiology, photosynthesis, genetics, nutrition, environmental science, crop physiology, ecology, breeding, structure, tissues, functions, and classification. • Genetic engineering, biotechnology applications in agriculture, and ethical considerations related to genetic modification and the impacts on the agriculture industry. • The study of emerging technologies and advancements in agricultural engineering and the impacts on environment, ecosystem, and climate. 	<ul style="list-style-type: none"> • Animal or plant care focused on practices and procedures without evidence of utilizing concepts noted as Contributes to Approval. • Content focused on FFA participation and requirements such as livestock handling, marketing, and judging. • Content focused on career exploration, preparation, and leadership skills over scientific content study. • Plant science courses focused on greenhouse operations (sales, marketing, accounting, staffing) and career-focused content such as landscape design and maintenance. • Courses focused on workplace procedures, such as office operations and clerical work. • Courses focused on operation of equipment and machinery without emphasis on scientific study of the impacts of emerging technologies.

Social Science.

Rigor of Performance Tasks and Assessments.

Generally, a course must 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. Generally, a course must include the items in the column on the left below. These are not comprehensive lists but are intended to serve as guides.

Course Content and Skills for History Courses

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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 Current Events

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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 campaigns, human rights issues and other notable events and situations. 	<ul style="list-style-type: none"> • Primary focus is the reporting of general facts and information related to pop culture and entertainment.

Course Content and Skills for Model United Nations

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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.

Course Content and Skills for Business

Contributes to Approval	Does Not Contribute to Approval
<ul style="list-style-type: none"> • Business ethics (e.g. social and professional responsibilities, employee rights and obligations, workplace discrimination, organizational culture/ethics in global economy). • Business organization and environment (e.g. business structure, management, types of organizations, objectives, stakeholders, external environment, international vs. domestic business). • Creating products and pricing strategies to meet customer needs (e.g. marketing strategies, marketing mix, buyer behavior, applying the 4 Ps (price, promotion, production, place) to a marketing/business plan, creating new products, stages of product life cycle, market research, SWOT analysis). • Economic principles (e.g. gross and net profit, types of competition, factors of production, scarcity, opportunity cost, law of supply and demand, microeconomics, macroeconomics, business cycle, various tax systems). • Entrepreneurship/role of the entrepreneur (e.g. role of business in society, important factors to consider when deciding to start a business, business planning, products and services, capitalism, competition, reasons for entrepreneurship, entrepreneurial characteristics and mindsets). • Leadership (e.g. history, art, science and practice of leadership in organizational settings – leadership history, change, visioning, merging theory and practice). • Management of capital in a business (e.g. types of costs, financial reporting documents, raising financial capital, factors dictating return on investment/interest rate, structure, risk, income, cashflow, revenue models). 	<ul style="list-style-type: none"> • Primary focus on skills, knowledge and experiences aiming to prepare students for the world of work (e.g. keyboarding, data entry, certifications, job-shadowing, etc.). • Primary focus on business writing and career communication skills (e.g. memos, proposals, portfolios, emails, interviews, managing conflict, presenting in meetings, resumes, brochures, manuals). • Primary focus on conducting research, delivering pitches and creating advertisements with limited reference to content designated as Contributes to Approval. • Primary focus on personal finance. • Primary focus on accounting, bookkeeping, or payroll management. • Primary focus on self-improvement, personal growth, goal-setting and reflection.

<ul style="list-style-type: none"> • Research complex social problems and develop business strategy to address them. • Study of the impact of government policies on business and taxation on businesses. 	
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Course Content and Skills for Sports History

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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.

World Language.

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

Course Contents and Rigor of Performance Tasks and Assessments.

Generally, a course must include the items in the column on the left below. These are not comprehensive lists but are intended to serve as guides.

First Year World Language

Contributes to Approval	Does Not Contribute to 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. • 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. 	<ul style="list-style-type: none"> • Courses where the primary focus is the use of a world language in the workplace. • Courses that teach content from a variety of different world languages with little depth as an introduction to languages other than English.

Second Year World Language

Contributes to Approval	Does Not Contribute to 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. 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. • 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. 	<ul style="list-style-type: none"> • Primary focus is a review of content from first-year world language course. • Courses that focus specifically on the use of a world language in the workplace. • Content that includes a study of the technical aspects of international film, drama, or other medium.

Third Year World Language

Contributes to Approval	Does Not Contribute to 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 nonverbal 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. All of the previous spoken entirely in the world language being taught. Discuss and describe all of the previous years' information in more depth. • 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. 	<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 world language course • Courses that focus specifically on the use of a world language in the workplace • Content that includes a study of the technical aspects of international film, drama, or other medium.

Fourth Year World Language

Contributes to Approval	Does Not Contribute to 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. 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. • 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. 	<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 world language course. • Courses that focus specifically on the use of a world language in the workplace. • Content that includes a study of the technical aspects of international film, drama, or other medium.

Nondoctrinal Religion or Philosophy.

Rigor of Performance Tasks and Assessments.

Generally, a course must include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Examples in the areas of nondoctrinal religion or philosophy 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:

- 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.

Generally, a course must include the items in the column on the left below. These are not comprehensive lists but are intended to serve as guides.

Course Content and Skills for Nondoctrinal Religion

Contributes to Approval	Does Not Contribute to 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

Contributes to Approval	Does Not Contribute to 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 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 theories developed from texts into verbal and written form. 	<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.

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