imagine edgenuity®

Best Practices for NCAA-Eligible Courses

Credit Recovery vs. Initial Credit

Although you may offer them at your schools, credit-recovery courses are not NCAA-eligible. Therefore, students seeking to recover credits must take the same course, in its entirety, as students earning initial credit.

Length, Content, and Rigor

Imagine Edgenuity® courses are equivalent to face-to-face courses in length, content, and rigor. Core courses in English language arts, mathematics, science, social studies, and world languages have been reviewed and approved by the NCAA as meeting its definition of a "core course." In addition, both Intro to Philosophy and World Religions have been approved for use with Instructional Services.

While you can remove lessons and activities from Imagine Edgenuity courses, they must maintain equivalence in length, content, and rigor to a face-to-face course.

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

✓ Customizations Likely to Be Approved by the NCAA

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

✗ Customizations Not Likely to Be Approved by the NCAA

- Removing essays and other extended writing activities from an English language arts course. Students are expected to produce extended writing pieces in all college-preparatory ELA courses.
- Removing content from your online course if that content is covered in an equivalent face-to-face course (unless the teacher covers that content offline via a blended learning model).

WHY IS THIS GUIDELINE IMPORTANT?

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

Pretesting and Prescriptive Testing Not Allowed

By default, all initial-credit Imagine Edgenuity courses have pretesting and prescriptive testing turned off. These features will not be approved by the NCAA.

- **Pretesting:** This setting allows students to take a 10-question quiz at the start of each lesson. If students meet the pretest's passing threshold they place out of that lesson. This setting is recommended for credit recovery only, not for initial credit.
- **Prescriptive testing:** When enabled, this setting provides students with a comprehensive test at the start of the course, with one question for each lesson. If students answer the question associated with a given lesson correctly, that lesson is automatically customized out of the course. This setting is not recommended for either credit recovery or initial credit.

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

WHY IS THIS GUIDELINE IMPORTANT?

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

Robust Instructional Teacher Role

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

The following sample models may be successful, but please note that these are suggestions provided by Imagine Edgenuity and are not preapproved by the NCAA:

- Students work online in a computer lab supervised by a non-subject area teacher. Each day of the week, Monday through Thursday, a subject area teacher comes in to work with students in those courses. For example, on Mondays, a math teacher comes in to work with math students, on Tuesdays, an ELA teacher comes in, Wednesdays a science teacher, and Thursdays a social studies teacher. Finally, on Fridays, all four teachers are in the lab for tutoring — they group students together based on the mastery data they pull from Imagine Edgenuity.
- A single science teacher works with students taking biology and chemistry in a blended learning environment. She sets up a rotation, in which students taking biology are online in Imagine Edgenuity for the first half of the class period and students taking chemistry in a group with her discussing what they learned online. Then, she flips the groups halfway through the class period. (This could also be done by flipping every other day, such that half the class is online on Monday, and the other half works with the teacher. Then on Tuesday, the groups flip.)
- A humanities teacher — subject-certified in ELA and social studies — supervises a computer lab of students working on English and history courses. She runs her lab in a "flex" model, pulling flexible groups of students together for face-to-face instruction each day based on areas of common need or strength. She tracks which students she works with each day, ensuring that she works face-to-face with all students at least once a week.

WHY IS THIS GUIDELINE IMPORTANT?

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

Calendar Length

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

WHY IS THIS GUIDELINE IMPORTANT?

The NCAA wants to ensure students do not complete courses in academically unsound time frames. Remember that students in an online course should regularly interact with a subject-qualified teacher. Consider an implementation in which students meet with a teacher in a class setting with peers once a week; a student who completed this online coursework in only 4 weeks would have only 4 class sessions instead of 16.

Transcript Identifier

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

WHY IS THIS GUIDELINE IMPORTANT?

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

Learn more at imaginelearning.com/imagine-edgenuity