ACADEMIC PROGRAMMING FOR THE
HIGH SCHOOL STUDENT-ATHLETE

by

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APPROVED:

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Dedication

I dedicate this project paper to the high school student-athletes who did not receive the chance to play collegiate athletics due to the absence of adequate academic programming; to my family, Cathy my wife, Kaylee my daughter, and Nicky my son for their patience and understanding while I completed this project.
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Introduction/Problem

With the acceptance of Proposition 48 and Proposition 42 on Freshman Eligibility Requirements by the National Collegiate Athletic Association (NCAA), the need for future college-bound student-athletes to prepare themselves academically is a must. The high school student-athlete who wishes to enter a Division I or Division II institution, that is a member of the NCAA, and who wishes to participate in collegiate athletics, is required to maintain an adequate grade point average throughout his/her high school career. This grade point average must come in the core course requirements mandated by the NCAA. Proposition 48 rule indicates a student-athlete must score a minimum of 700 on the Scholastic Aptitude Test (SAT) or a minimum of 15 on the American College Testing Assessment (ACT). In Proposition 42 it is stated that a student-athlete who fails to meet all of the requirements stated by Proposition 48 will not be allowed to receive any financial aid toward his/her college tuition. For some student-athletes the athletic financial aid is their only source of income to provide them an opportunity to attend college.

These two new propositions become effective for the 1989-90 school year. Therefore, the high school student-athlete needs to be educated about the importance of earning good grades when he/she enters the high school setting in their ninth-grade year. Many high school student-athletes do not worry about academics until they start receiving attention from colleges for their talents in sports. These future collegiate student-athletes then in their junior and/or senior year of high school have to spend great amounts of time and energy trying to meet the freshman eligibility requirements that are required by the NCAA. If these high school student-athletes had started their quest for meeting the requirements of Proposition 48 when they first entered high school, in the ninth grade, then they could concentrate more on what types of careers they want to pursue instead of attempting to meet the NCAA requirements required for freshman student-athletes.
Purpose of the Study

The purpose of this study was to develop an academic program that could be implemented to help the high school student-athlete meet the freshman eligibility requirements mandated by the NCAA.

Importance of the Study

For some high school student-athletes, a college scholarship is the only means of receiving an opportunity for a college education. There are many student-athletes who have the talent to participate in collegiate sporting events, but without the academic background which will prepare them to meet the requirements associated with Proposition 48, many will never receive the opportunity to engage in sports at the collegiate level or obtain a college education. A program should be developed that would first educate all high school student-athletes about the basic requirements for a college scholarship, and then help them to meet these NCAA requirements. As a result of such a program, more student-athletes would have the tools to develop a better standard of living.

Design of the Study

A theoretical approach was used in developing the academic program designed to help the high school student-athletes meet the NCAA's requirements for obtaining an athletic scholarship. Existing literature from the NCAA, the Virginia Tech Athletic Department, and the Guidance Department at Abingdon High School was used in the development of this academic program.

Definitions of Terms

This section will briefly explain the terms used in this paper. These definitions will help in relaying the initial message intended by this paper and help in educating the high
school student-athlete about the provisions required by the NCAA to be eligible for an athletic grant-in-aid.

**Proposition 48**

Proposition 48, NCAA Bylaw 5-1-(j), states a student entering an NCAA Division I or II institution must meet certain specified academic requirements. These academic requirements are a high school graduate who presents an accumulative minimum grade point average of 2.0, based on a maximum of 4.0, in a successfully completed core curriculum and a minimum 700 combined score on the SAT Verbal and Mathematics sections or a minimum 15 composite score on the ACT (Tow, 1989).

**Proposition 42**

Proposition 42 states a student-athlete who wishes to receive athletic financial aid awarded by an institution, who fails to meet all requirements associated with Bylaw 5-1-(j), Proposition 48, will be declared ineligible for any athletic financial aid (Tow, 1989). They may receive institutional and/or need-based aid from federal, state, or institutional sources which are also available to all other qualified students.

**Core Course Requirements**

Core course requirements is a term used for at least 11 academic courses offered by the high school. These academic courses must include at least three years in English, two years in mathematics, two years in social sciences, two years in natural or physical sciences, including at least one laboratory course if offered by the high school, and two courses of electives. A record of the courses and course grades must be certified on an official high school transcript (Tow, 1989).
2.0 Grade Point Average

A numerical average is given to the grades used for completion of a course. This scale is as follows: $A = 4.0$, $B = 3.0$, $C = 2.0$, $D = 1.0$, and $F = 0.0$. By adding the grades received and dividing this total by the number of courses taken, a numerical average is achieved. This numerical average must be above 2.0 in the core course requirements before a student-athlete can successfully complete one portion of Proposition 48. The 2.0 numerical average is required by the NCAA before a student-athlete is eligible to receive a athletic grant-in-aid given by a Division I or Division II institution (Renfro, 1989).

**Scholastic Aptitude Test (SAT)**

The SAT consists of a three-hour multiple choice section that measures the verbal and mathematical abilities of the high school student-athlete. This is an achievement test that measures the abilities the high school student-athlete has developed over the years and then attempts to estimate what the high school student-athlete's educational future will be (SAT Registration Bulletin, 1989).

**American College Testing Assessment (ACT)**

The ACT test consists of four areas that indicate how well a high school student-athlete will do in college by measuring how well these high school graduates perform the skills necessary for college coursework. These four areas are in the fields of English, mathematics, reading, and science reasoning. Each test contains multiple choice questions that offer four or five answer choices (Preparing for the ACT Assessment, 1989).

**Introduction/Academic Programming Manual**

An athletic grant-in-aid is a very valuable commitment by an NCAA Division I or II institution. Only a select few high school student-athlete graduates receive financial assistance for the ability they possess in athletics. However, to receive this assistance, the high school
student-athlete graduate must possess academic skills along with athletic skills, because the NCAA has placed restrictions on the institutions which they must follow when giving out these athletic grants-in-aids.

Many high school student-athletes have the God-given talent needed to participate in sports at the collegiate level; however, only a select few possess the academic requirements. If a program of studies were developed for all high school student-athletes to follow, then each student-athlete would have the same opportunity to receive the academic requirements needed for an athletic grant-in-aid.

**Purpose of the Academic Programming Manual**

The main purpose of the Academic Programming Manual (Appendix A) was to develop an educational system that could educate the high school student-athlete about the provisions required by the NCAA regarding eligibility needed for an athletic grant-in-aid. This manual could also help the parents of these high school student-athletes understand the importance of insuring academic excellence for their children.

**NCAA Requirements.** The National Collegiate Athletic Association is the governing body for all Division I and II institutions that compete in athletics. The NCAA sets the requirements concerning high school graduates and athletic grants-in-aid. These requirements are (a) a high school diploma; (b) Proposition 48, a minimum cumulative grade point average of 2.0, based on a maximum of 4.0, in a successfully completed core curriculum of at least 11 academic courses, including at least three years of English, two years of mathematics, two years of social sciences, and two years of natural or physical science, including at least one laboratory course if offered by the high school; and (c) a minimum 700 combined score on the Scholastic Aptitude Test (SAT) Verbal and Mathematics sections, or a minimum 15 composite score on the American College Testing Assessment (ACT) (Earle, 1989).
Form 48-H (Appendix B) also needs to be completed and sent to the institution the high school student-athlete plans to attend. This form will allow the NCAA to certify that the high school student-athlete is eligible for participation in intercollegiate sports as a freshman.

Importance of the Manual

The importance of this manual is to help more high school student-athletes prepare themselves to receive an athletic scholarship. This academic programming manual could help the high school student-athlete comprehend what is needed in the area of academics in order to receive an athletic grant-in-aid.

Awareness Program. An awareness program will be implemented to help the parents of these high school student-athletes understand the importance of an athletic scholarship. Also, this program could educate parents about the stipulations the NCAA sets forth regarding the distribution of athletic scholarships by Division I and Division II institutions. This awareness program will consist of group meetings with the following people attending: parents, coaches, administrators, and the Guidance Department personnel. These group meetings will allow the participants to understand their role in the development and implementation of the academic manual. NCAA eligibility requirements, high school graduation requirements, and the contents involved in an athletic grant-in-aid will be discussed. With these meetings, the participants could understand their role in making this program successful.

Design of the Manual

The design of the manual is as follows: (a) Introduction, (b) Explanation of the Manual, (c) NCAA Requirements, (d) Course Descriptions, (e) Class Schedules, and (f) Additional Comments.
A study skills course will be required during the second semester of the student-athletes' eighth grade year. This course will establish the placement of the student-athlete in either the Accelerated Studies Program or the Basic Studies Program. This placement will be made by the middle school Guidance Department using achievement tests scores, study habits, I.Q. tests results, and teacher recommendations.

Class schedules for each grade will have two different components: (a) Accelerated Studies Program (ASP) and (b) Basic Studies Program (BSP). Each schedule will meet the required NCAA minimum of at least 11 academic courses as well as prepare the high school student-athlete for entrance into a Division I or II institution. The ASP schedule will be for the more academically advanced student-athletes, and the BSP schedule will be for the average academic student-athlete (L. Garnett, personal communication, May 22, 1989).

The class schedules are designed with a study hall during seventh period. This will allow high school student-athletes to leave school early when necessary for athletic events and not miss an academic course. This time period will also be used for homework assignments and tutoring sessions.

The lunch period was built into the schedule after fourth period. This was designed to allow the student-athletes to eat at the latest lunch available during the school day. By eating a later lunch, the student-athletes will be able to eat a later evening meal due to athletic practice and events.

**Class Schedules.** Sample class schedules are as follows:

**Ninth Grade Schedule**

**Accelerated Studies Program (ASP)**

<table>
<thead>
<tr>
<th>First Period</th>
<th>English 9 College Preparatory or Honors English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Period</td>
<td>Health and Physical Education 9</td>
</tr>
<tr>
<td>Third Period</td>
<td>Earth Science ESCP</td>
</tr>
</tbody>
</table>
Ninth Grade Schedule Continued

Fourth Period - World Geography or World History
(Lunch)
Fifth Period - Algebra I or Geometry
Sixth Period - Elective
Seventh Period - Study Hall

Basic Studies Program (BSP)

First Period - English 9 Communication Skills
Second Period - Health and Physical Education 9
Third Period - Science 9 Environmental
Fourth Period - World Geography
(Lunch)
Fifth Period - Voc. Algebra I, Part I, or Algebra I
Sixth Period - Elective
Seventh Period - Study Hall

Tenth Grade Schedule

Accelerated Studies Program (ASP)

First Period - English 10 College Preparatory or Honors English
Second Period - Health and Physical Education 10
Third Period - Biology 10 College Preparatory
Fourth Period - World History or Elective
(Lunch)
Fifth Period - Geometry or Algebra II
Sixth Period - Elective
Seventh Period - Study Hall
Tenth Grade Schedule Continued

Basic Studies Program (BSP)

First Period - English 10 Communication Skills or English 10 College Preparatory
Second Period - Health and Physical Education 10
Third Period - Biology
Fourth Period - World History
(Lunch)
Fifth Period - Voc. Algebra I, Part II or Geometry
Sixth Period - Elective
Seventh Period - Study Hall

Eleventh Grade Schedule

Accelerated Studies Program (ASP)

First Period - English 11 College Preparatory or Honors English
Second Period - Chemistry
Third Period - Elective
Fourth Period - Virginia and United States History
(Lunch)
Fifth Period - Analysis or Computer Mathematics or Algebra II
Sixth Period - Elective
Seventh Period - Study Hall
**Eleventh Grade Schedule Continued**

**Basic Studies Program (BSP)**

<table>
<thead>
<tr>
<th>Period</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Period</td>
<td>English 11 Communication Skills or English 11</td>
</tr>
<tr>
<td></td>
<td>College Preparatory</td>
</tr>
<tr>
<td>Second Period</td>
<td>Biology College Preparatory</td>
</tr>
<tr>
<td>Third Period</td>
<td>Elective</td>
</tr>
<tr>
<td>Fourth Period</td>
<td>Virginia and United States History</td>
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<tr>
<td>(Lunch)</td>
<td></td>
</tr>
<tr>
<td>Fifth Period</td>
<td>Geometry or Algebra II</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>Elective</td>
</tr>
<tr>
<td>Seventh Period</td>
<td>Study Hall</td>
</tr>
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</table>

**Twelfth Grade Schedule**

**Accelerated Studies Program (ASP)**

<table>
<thead>
<tr>
<th>Period</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Period</td>
<td>English 12 College Preparatory or Advanced</td>
</tr>
<tr>
<td></td>
<td>Placement English or Honors English</td>
</tr>
<tr>
<td>Second Period</td>
<td>Advanced Placement Biology or Physics</td>
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<td>Third Period</td>
<td>Elective</td>
</tr>
<tr>
<td>Fourth Period</td>
<td>Virginia and United States Government</td>
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<tr>
<td>(Lunch)</td>
<td></td>
</tr>
<tr>
<td>Fifth Period</td>
<td>Analysis or Calculus</td>
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<tr>
<td>Sixth Period</td>
<td>Elective</td>
</tr>
<tr>
<td>Seventh Period</td>
<td>Study Hall</td>
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</tbody>
</table>
Twelfth Grade Schedule Continued

Basic Studies Program (BSP)

First Period - English 12 College Preparatory
Second Period - Chemistry
Third Period - Elective
Fourth Period - Virginia and United States Government

(Lunch)
Fifth Period - Algebra II or Elective
Sixth Period - Elective
Seventh Period - Study Hall

Grade Electives. Electives are classes the high school student-athletes are allowed to choose for themselves. Each grade will have a set of electives with each grade being broken down into two parts: (a) the Accelerated Studies Program and (b) the Basic Studies Program. The electives for each grade will have a building-block effect with the ninth grade electives being the base (L. Garnett, personal communication, May 23, 1989).

Electives for each grade are as follows:

Ninth Grade Electives

Accelerated Studies Program

French I
Spanish I
Latin I

Journalism I (Yearbook)
Art I
Chorus 9

Marching Band and Symphonic or Concert Band
Ninth Grade Electives Continued

Basic Studies Program

  Materials and Processes Technology
  Life Management Skills I
  Horticulture I
  Art I
  Chorus 9
  Marching Band and Symphonic or Concert Band

Tenth Grade Electives

Accelerated Studies Program

  French I or II
  Spanish I or II
  Latin I or II
  Journalism I or II (Yearbook)
  Art I or II
  Chorus 10
  Marching Band and Symphonic or Concert Band
  Keyboarding Applications

Basic Studies Program

  Modern Industry
  Life Management Skills I or II
  Horticulture I or II
  Agricultural Science and Mechanics I or II
  Art I or II
**Tenth Grade Electives Continued**

Chorus 10

Marching Band and Symphonic or Concert Band

Keyboarding Applications

**Eleventh Grade Electives**

*Accelerated Studies Program*

French I, II, or III

Spanish I, II, or III

Latin I, II, or III

Journalism I or II (Yearbook) or Journalism III (Newspaper)

Art I, II, or III

Chorus 11

Marching Band and Symphonic or Concert Band

Creative Writing

Economics and Current History

Sociology and Psychology

Humanities

Chemistry

Keyboarding Applications

Computer Mathematics

*Basic Studies Program*

Life Management Skills I, II, or III

Horticulture I, II, or III
Eleventh Grade Electives Continued

Agricultural Science and Mechanics I, II, or III
Art I, II, or III
Chorus 11
Marching Band and Symphonic or Concert Band
Keyboarding Applications
Business Computer Applications
Economics and Current History
Sociology and Psychology
Accounting

Twelfth Grade Electives

Accelerated Studies Program

French I, II, III, or IV
Spanish I, II, III, or IV
Latin I, II, III, or IV
Journalism I or II (Yearbook) or Journalism III or IV (Newspaper)
Art I, II, III, or IV
Chorus 12
Marching Band and Symphonic or Concert Band
Creative Writing
Economics and Current History
Sociology and Psychology
Humanities
Chemistry
Twelfth Grade Electives Continued

Physics

Computer Mathematics

Keyboarding Applications

Basic Studies Program

Life Management Skills I, II, or III, or Family Management

Horticulture I, II, III, or IV

Agriculture I, II, III, or IV

Art I, II, or III

Chorus 12

Marching Band and Symphonic or Concert Band

Keyboarding Applications

Business Computer Applications

Computer Mathematics

Economics and Current History

Sociology and Psychology

Accounting

Calculus

Humanities

Study Halls and Tutoring Sessions. Each class schedule has a study hall for the seventh period of the day. This was designed for a number of reasons. The first reason is so the high school student-athletes will not miss any academic courses if and when they find it necessary to leave school early for athletic events. Leaving school early occurs a number of times throughout the school year due to extensive traveling time related to athletic events. Next, these study halls will give the high school student-athletes a chance to complete most, if
not all, of their homework. These seventh period study halls are essential. When the high
school student-athletes return home late at night from a sporting event they will be able to go
straight to sleep instead of having to complete academic assignments which are due the next
school day. Last, these study halls will be used for tutoring sessions for the high school
student-athletes. Teachers of various subjects throughout the school will be assigned to these
seventh period study halls to help future collegiate stars with the problems that arise in their
academic courses. The tutoring sessions will be set up on a needs basis. Tutors will only be
available when a high school student-athlete needs help in a particular subject. The tutors will
be provided by the school as the fulfillment of a non-teaching assignment to complete the
principal's work day requirements.

Procedure for Implementation into a School System

The implementation of this manual will take the dedication and imagination of many
groups. The administrators, the Guidance Department personnel, the coaches, the teachers,
and, last but maybe most important, the parents of the high school student-athletes who will
follow this manual. Each group will have to work with the utmost enthusiasm for this manual
to be successful. Steps for the necessary implementation of the manual will require the
approval of the local school board, acceptance by the school officials, manual programming by
the athletic coaches, the necessary class scheduling by the Guidance Department, the
dedication of the teachers for the tutoring sessions, and the cooperation of the student-athletes'
parents.

The Administration. The acceptance of the implementation of the manual by the
school administration is very important. If there is no support from the top authorities of the
school, the manual will have no way of completing its task of educating the high school
student-athletes about the provisions required by the NCAA regarding eligibility needed for an
athletic grant-in-aid.
The Guidance Department. The Guidance Department of a school will have the important responsibility of making sure each high school student-athlete follows the class schedules recommended in the manual. Also, the Guidance Department will have to help in filling out all the required forms needed by the NCAA to make sure a high school student-athlete graduate is eligible for participation in collegiate freshman athletics.

Coaches. The coaches of these high school student-athletes will play a very big role in the development, success, and administration of this academic programming manual. Coaches are role models for the high school student-athletes they coach. If the coaches show their support in the implementation of this manual, then their players hopefully will utilize it to its fullest potential.

Teachers. The teachers must be willing to use their non-teaching assignment for the tutoring sessions during seventh period. They must encourage the student-athletes to use this period to complete academic class assignments rather than waiting until later at night to finish their homework.

Parents. The support and education of the parents of these high school student-athletes is a vital factor in the effectiveness of this manual. They will need confidence that the manual will work and will have to encourage the high school student-athletes to develop the credentials in academics needed to be eligible for an athletic scholarship. The parents will also have to be willing to allow their children to follow the manual’s plan of studies and use one period of their school day to devote to studying. The parents may volunteer to oversee a study hall during the week, if necessary.

Summary

An athletic scholarship can assist the parents of high school student-athletes tremendously with the financial burden by allowing their children the opportunity to receive a college education. However, many parents and high school student-athletes find out too late...
that academics play a vital role in securing an athletic scholarship. The intended use of this
Academic Programming Manual was designed to enlighten parents and high school student-
athletes in reaching their goals in obtaining an athletic scholarship and also understanding the
importance academics play in the role of athletics.
References

Preparing for the ACT Assessment. (1989). Iowa City, IA: ACT Registration Department.


Appendix A

Academic Programming Manual
ACADEMIC PROGRAMMING MANUAL

DESIGNED FOR THE STUDENT-ATHLETE

ABINGDON HIGH SCHOOL
705 Thompson Drive
Abingdon, Virginia  24210
Introduction

An athletic grant-in-aid is a very valuable commitment by an NCAA Division I or II institution. Only a select few high school student-athlete graduates receive financial assistance for the ability they possess in athletics. However, to receive this assistance, the high school student-athlete graduate must possess academic skills along with athletic skills, because the NCAA has regulations which the institutions must follow when awarding these athletic grants-in-aids.

Explanation of the Manual

The main purpose of the Academic Programming Manual is to develop an educational system that could educate the high school student-athlete about the provisions required by the NCAA regarding eligibility needed for an athletic grant-in-aid. The manual could also help the parents of these high school student-athletes understand the importance of insuring academic excellence for their children. The manual serves as a guide and offers suggested guidelines in both the Basic Studies Program and the Accelerated Studies Program.

The implementation of the manual will take the dedication and imagination of many groups -- the administration, the Guidance Department, the coaches, the teachers, the student-athletes, and, last but maybe most important, the parents of the high school student-athletes who will follow the manual. Each group will have to work with the utmost enthusiasm. Steps for the necessary implementation of the manual will require the approval of the local school board, acceptance by the school officials, manual programming by the athletic coaches, the necessary class scheduling by the Guidance Department, the dedication of the teachers for the tutoring sessions, the desire of the student-athletes, and the cooperation of the student-athletes' parents.

An awareness program will be established to help the parents understand the importance of an athletic scholarship. This program will attempt to educate parents about the
stipulations the NCAA sets forth regarding the distribution of athletic scholarships by Division I and Division II institutions. The awareness program will consist of group meetings of parents, coaches, administrators, and Guidance Department personnel covering NCAA eligibility requirements, high school graduation requirements, and contents of an athletic grant-in-aid.

**NCAA Requirements**

The National Collegiate Athletic Association is the governing body for all Division I and II institutions that compete in athletics. The NCAA sets the requirements concerning high school graduates and athletic grants-in-aid. These requirements are (a) a high school diploma; (b) Proposition 48, a minimum cumulative grade point average of 2.0, based on a maximum of 4.0, in a successfully completed core curriculum of at least 11 academic courses, including at least three years of English, two years of mathematics, two years of social sciences, and two years of natural or physical science, including at least one laboratory course if offered by the high school; and (c) a minimum 700 combined score on the Scholastic Aptitude Test (SAT) Verbal and Mathematics sections, or a minimum 15 composite score on the American College Testing Assessment (ACT). Proposition 42 states that a student-athlete who fails to meet all of requirements stated by Proposition 48 will not be allowed to receive any athletic financial aid toward his/her college tuition.

Form 48-H also needs to be completed and sent to the institution the high school student-athlete plans to attend. This form will allow the NCAA to certify that the high school student-athlete is eligible for participation in intercollegiate sports as a freshman.

Following is information for determining NCAA freshmen athletic eligibility and an Academic Courses form.

**Information for Determining NCAA Freshman Athletics Eligibility**

Properly completed, these forms will enable officials at NCAA Divisions I and II institutions to certify student-athletes from your school for participation in intercollegiate sports
as freshmen. Please attach a copy of this form to the official high school transcripts of all recruited student-athletes who have authorized the release of their high school academic records. This form needs to be completed only once each year; however, any corrections or updates must be reported to all institutions that have received earlier copies during the academic year.

**Core Course Requirement.** Please list in the spaces provided all courses offered -- and normally taken -- in grade nine or above that meet NCAA core course requirements. A core course is defined as "a recognized academic course designed to prepare a student for college level work (as opposed to a vocational or personal-service course)." Courses that are taught at a level below the high school's regular academic instructional level shall not be considered core courses regardless of course content.

**English.** Core courses in English shall include instructional elements in the following areas: grammar, vocabulary development, composition, literature, analytical reading or oral communication.

**Mathematics.** Core courses in mathematics shall include instructional elements in algebra, geometry, trigonometry, statistics, or calculus.

**Social Science.** Core courses in social science shall include instructional elements in history, social studies, economics, geography, psychology, sociology, government, political science or anthropology.

**Natural or Physical Science.** Core courses in natural or physical science shall include instructional elements in biology, chemistry, physics, environmental science, physical science, or earth science. (Must include at least one laboratory class if offered by the high school.)

**Additional Core Courses.** Foreign language, computer science, philosophy, or nondoctrinal religion (e.g., comparative religion).
**General Information.**

a) The course list must be recorded on the reverse side of this form to be usable by the NCAA certifying institution. If more space is required to list all courses, please list the additional courses on a second copy of this form and attach it to the transcript along with the original copy.

b) Effective with courses taught in the 1987-88 academic year, at least 75% of the instructional content of a course must be in one or more of the specified subject areas and a statistics course must be advanced (algebra-based) in order for the courses to qualify as core courses in meeting the NCAA freshman eligibility requirement.

c) School-reported SAT and ACT scores will be accepted only if recorded on a copy of the test agency label. If not so recorded, the student-athlete should have an official copy sent to the institution.

d) To be certified as a freshman participant, the student must have successfully completed, with the appropriate grade-point average and test scores, 11 academic units including at least three in English and two each in mathematics, social science, and natural or physical science.

e) In the space provided on the reverse side, please describe in detail any deviations in the grading system of your school from the traditional A=4.0, B=3.0, C=2.0, D=1.0, E/F=0.0.

**Note:** To assist in evaluating the course content relative to the requirement effective for courses taught during and after the 1987-88 academic year, please identify with a star (*) those courses in each area in which less than 75% of the instructional content consists of elements specified in the various core areas. (NCAA 5821-3/88 2)
## Academic Courses

**Date**

**High School**

**Telephone**

**Address**

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**Name of Principal**

**School Seal**

**Signature of Principal, or authorized school official**

List the course title and number (see back for instructions). (Note: Star (*) courses that do not include 75% "instructional content" as defined on back.)

### English

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### Nat/Phys. Science

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### Additional Courses

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**Please use this space to explain any unusual condition including any nonstandard grading system, i.e., a system that differs from A=4.0, B=3.0, C=2.0, D=1.0, E/F=0.0.**
Course Descriptions

A brief course description follows of the core subjects to be taken following either the Basic Studies Program (BSP) of the Accelerated Studies Program (ASP). These descriptions were taken directly from the Abingdon High School Student Handbook.

Language Arts

English 9 College Preparatory (CP) - This course will emphasize grammar, composition (including transitional devices), types of literature (short story, poetry, biography), and speaking and listening skills.

English 9 CP (Honors) - The student must complete an honors application form and have the recommendation of his/her English teacher. This course is designed for the academic student who is willing to be challenged beyond the work of a regular CP class.

English 9 Communicative Skills (CS) - Emphasis will center on work attack skills in reading, expository writing of two or three paragraphs, use of standard English, spelling, introduction of short story, and oral communication.

English 10 CP - This course will consist of emphasis on speaking and listening skills and grammar with special emphasis on clauses; introduction of essay of opinion and character analysis; and emphasis on novel, drama, and essay.

English 10 CP - This course will consist of emphasis on speaking and listening skills and grammar with special emphasis on clauses; introduction of essay of opinion and character analysis; and emphasis on novel, drama, and essay.

English 10 CP (Honors) - The student must complete an honors application form and have the recommendation of his/her English teacher. This course is designed for the academic student who is willing to be challenged beyond the work of the regular English 10 CP class.

English 11 CP - This course will emphasize a review of grammar and mechanics as needed, clarity of expression in oral and written communication, a documented informational paper
and other reports, critical analysis, and all types of literature dealing with American culture and appreciation.

English 10 CS - Emphasis will center on introduction of business and social correspondence, vocabulary comprehension, spelling, effective sentences and paragraphs, panel discussions, dramatizations, and various forms of literature stressing short story and drama.

English 11 CP (Honors) - The student must complete an honors application form and have the recommendation of his/her English teacher. This course is designed for the academic student who is willing to be challenged beyond the work of a regular English 11 CP class.

English 11 CS - The course will concentrate on business and social correspondence, appreciation and study of fiction and non-fiction, a review of speaking and listening skills, spelling, research skills, and writing of assigned papers.

English 12 CP - This course will consist of end review of grammar and mechanics, clarity of expression, emphasis on composition ranging from simple reports and essays to effectively documented papers, abstract and analytical reasoning, a variety of reading assignments, and emphasis on literature dealing with English culture and appreciation.

English 12 Advanced Placement (AP) - This course is designed for the academic student who is willing to be challenged beyond the work of the "Honors" class. The course emphasizes composition based on the critical analysis of literature. College level credit is available with satisfactory completion of the AP exam.

English 12 CP (Honors) - The student must complete an honors application form and have the recommendation of his/her English teacher. This course is designed for the academic student who is willing to be challenged beyond the work of a regular CP class.

English 12 CS - This course will involve review of reading and research skills, oral and written communication, spelling, writing of assigned papers, and emphasis on literature dealing with English culture and appreciation.
**Creative Writing** - The course will concentrate on paragraph development, descriptive, narrative, and expository writing, essays of opinion and persuasion, and essays about literature.

**Humanities** - Humanities, a year-long course, traces the progress of human development specifically through the arts of literature, drama, art, music, and architecture. This progress gives primary emphasis to the classic Greek civilization. Other time periods studied include Biblical literature, Roman culture, The Middle Ages, The Renaissance, Reason and Enlightenment, Romanticism and Realism, and The Beginning of Modern Literature. An endeavor is made to weave the present into the past throughout the course by examining modern man's problems in comparison to those civilizations before him. The text currently used in this course is *An Anthology of European Literature*.

**Journalism Newspaper** - A strong background in grammar, writing skills, and mechanics of writing is highly recommended. This course consists of a study of mass communication. Emphasis is placed on the publication of the school newspaper, *The Talon*, students will acquire skills in journalistic writing (the lead, news, feature, editorial, and sports writing). Students will be required to cover all aspects of school news. Fundamental verbal communication skills will be emphasized as well as the mechanics of news writing. Students will be required to contract for their six-weeks grade.

**Journalism Yearbook I** - A strong background in grammar, writing skills, and mechanics is recommended. Students will learn the basic skills involved in yearbook publication. Emphasis will be placed on audience and functions of the yearbook, theme, copy writing, layout, graphics, design, reader services, organization, advertising, and money matters. Students will be required to cover all aspects of school news. Students will also be required to turn in a major project at the end of the final six weeks to include all necessary work for four pages (two spreads) of a yearbook, draw layouts, write all copy and fit it, take and crop all photographs for the pages, and type all copy. Upon successful completion of Yearbook I the
student may then advance to Yearbook II the following year. It should also be noted that seniors who wish to take Journalism Yearbook I will not work on the yearbook. This is only a course to learn the necessary skills to actually produce the yearbook.

**Journalism Yearbook II** - This course is the publication of the school’s yearbook, *The Beacon*. Students will be required to contract for their six-weeks grade. Students may repeat Journalism Yearbook II and will receive elective credit.

**Health and Physical Education**

**Health and Physical Education 9** - The Physical Education program is designed to develop, maintain, and appreciate physical fitness; to develop interest and skills in worthwhile recreational activities; and to stimulate pupils to use these skills for enjoyment in leisure time. It provides opportunities for participation in individual and dual sports and an opportunity for extension of regular class activities through intramural and special activities. It develops emotional qualities and an understanding of appreciation of self and others in terms of socially accepted ways of behaving as an individual and as a member of society.

**Health and Physical Education 10** - The health phase is designed to help pupils understand and practice habits of a safe living; to help the pupil adjust to his environment; to face life and its problems of failure and success with a reasonable amount of satisfaction, efficiency, and happiness. The Physical Education program is designed to develop, maintain, and appreciate physical fitness; to develop interest and skills in worthwhile recreational activities; and to stimulate pupils to use these skills for enjoyment in leisure time. It provides opportunities for participation in individual and dual sports, and an opportunity for extension of regular class activities through intramural and special activities. It develops emotional qualities and an understanding and appreciation of self and others in terms of socially accepted ways of behaving as an individual and as a member of society. The classroom subject matter for Driver Education is based on an analysis of the tasks an individual must perform when
operating a motor vehicle. Classroom instruction is focused on assisting the student in using a vehicle within the highway transportation system as safely, efficiently, and economically as possible.

**Behind-the-Wheel Driver Education** - The single-car instruction trains students to respond to a variety of real driving conditions. The primary purpose is to provide the basic preparation for driving that will enable each student to drive as safely as possible. The course also provides the student with an attitude toward the driving task and with an ability to examine his/her own performance which will enable him/her to continue to improve when he/she is on his/her own.

**Mathematics**

**Algebra I** - Algebra I is a course for those students who have completed Pre-Algebra or the vocational program through Vocational Algebra, Part I. This course is also offered as the first academic course to eighth grade students who were enrolled in Modern School Mathematics in grade seven and who are recommended by their teachers. Course content includes sets and set notation, the study of the structure and properties of the number system, the system of polynomials, first degree equations and inequalities in one and two variables, factors of polynomials, rational expressions, irrational numbers, graphing, and quadratic equations.

**Vocational Algebra, Part I** - This is the first part of a two-year course equivalent to one year of algebra. It is designed for less mathematically inclined students who want an algebra course. This course includes the study of the natural numbers, integers, decimals, solutions of equations, rational numbers, graphing, and informal geometry.

**Vocational Algebra, Part II** - This is the second part of a two-year course equivalent to one year of algebra. Content includes a review of the real numbers, solutions of equations over the set of real numbers, operations with polynomials, rational expressions, solutions of simultaneous
linear equations, graphs, roots, radicals, quadratic equations, and an introduction to geometry and trigonometry.

**Geometry** - This course stresses the basic structures of geometry and the development of formal proofs. Theorems and postulates deal with relationships among the basic elements of space: the point, the line, and the plane. There is an equal emphasis on concept understanding and concept applications in formal proofs. Algebraic skills are reviewed periodically. The course also deals with trigonometry, area and volume, constructions, coordinate geometry and transformations.

**Algebra II** - Algebra II begins with a review of properties of operations and order in the set of real numbers. Topics of study include linear functions and relations, systems of linear equalities and inequalities, polynomials and rational algebraic expressions, sequences, quadratic formula, complex numbers, and exponential and logarithmic functions. Additional topics that may be introduced are permutations, combinations, probability, and an introduction to matrices.

**Mathematical Analysis** - This course is divided into two semesters of study. The first semester includes the introduction of trigonometry with emphasis of the following topics: basic circular functions, graphs of circular functions, inverses of circular functions and their graphs, and trigonometric functions. The second semester includes the study of the following topics: vectors, analytic geometry of points and lines, coordinate geometry of conic sections, exponential and logarithmic functions, and complex numbers.

**Calculus** - Calculus is a course designed to meet the requirements of the Advanced Placement program. A student needs a strong background in algebra, geometry, and analysis before attempting this course. Some of the topics studied are functions, conics, trigonometry, derivatives of polynomial and trigonometric functions, polar coordinates, partial functions,
parametric equations, and various application problems. Also studies are integrations of polynomial and trigonometric equations.

**Computer Mathematics** - In this course the computer is used to solve problems by applying mathematical models. Programming is included in the course with concentration in one language. The BASIC language is suitable for this course, although other languages can be introduced.

**Science**

**Science 9 Environmental (ENV)** - Environmental Science 9 is an earth science course designed for students who do not plan to attend college. Major emphasis is in the areas of geology, astronomy, and meteorology. Map reading and study of the world's time zones are also included.

**Earth Science College Preparatory (ESCP)** - Earth Science is a course designed for 9th graders who are planning to continue their education beyond high school. This course is a laboratory approach to the study of the earth in the following areas: astronomy, geology, meteorology, oceanography, and physical geography.

**Biology** - Biology is designed for the non-academic student and is on a lower reading level than Biology CP. It is a completely lab-oriented course and is composed of seven units. These units deal with the organs of the body and their functions, the content of food and how it is digested, the use of the microscope, and the study of micro-organisms, animal structure, heredity, reproduction, and ecology.

**Biology CP** - This course is designed for college-bound students and, therefore, is known as an academic course. It includes several chapters relating to ecological relationships. The ecological theme is carried throughout the text. Classification of living things with emphasis on their diversity and patterns of life throughout the biosphere occupies two units. The study of the cell, its functions, and its relationship to other cells, tissues, and organs of living things
comprise another important unit. Also included in the text are reproduction, heredity, evolution, and man's relationship to the biosphere.

**AP Biology** - This is a college-level biology course aimed at upper classmen who have had Biology CP in the 10th grade and who are interested in receiving college credit.

**Chemistry** - Chemistry includes laboratory work and laboratory reports, discussion of text, and problem solving.

**Physics** - Project Physics is a humanistically-oriented course which presents physics in a historical and cultural perspective. Students increase their knowledge of the physical world by concentrating on ideas that characterize physics as science at its best, rather than concentrating on isolated facts. Through appropriate laboratory activities, students participate in rewarding experiences while gaining useful knowledge and skills.

**Social Studies**

**World Geography** - World Geography is a survey course placing emphasis on map studies and skills, interactions of people and their environments, and a survey of the great variety of world cultures in relationship to ours in the United States.

**World History** - World History is a survey of the early development of world cultures. It emphasizes the historical development of these cultures as to their contributions to modern ideas and current historical situations. Primary study deals with the evolution of the European nations.

**Virginia and U. S. History** - This course studies the development of the United States and its interplay with the nations of the world and includes a study of the state of Virginia with emphasis on the cultural and political contributions to the nation.

**Virginia and U. S. Government** - This is a course designed to acquaint the student with a firm understanding of the structure and functions of state, local, and national government. The
course also traces the development of government in the U. S. and the world and exposes the student to contemporary political thought and practice.

Current History - A semester course concerned with current events. One of the popular news magazines is used as a text with inclusion of media news and newspaper articles. There is no set curriculum due to the changing times and student interests.

Psychology - Psychology is a survey course of semester length aimed at helping young people understand their own behavior and that of other people. It provides instruction in basic psychological terms and in the elementary principles of the science.

Economics - A semester course dealing with the American economy and the way it functions in our society. Family consumerism and finances, insurance, taxation, banking, and economic security are presented in a practical way. It also places some emphasis on economic theory for students interested in college.

Sociology - Sociology is a semester course dealing in the intellectual discipline concerned with developing systematic and reliable knowledge about human social relationships. The values and beliefs in this social science bind it closely to the governing structures and interests in our society.

Fine Arts

Art I - Emphasis is placed on the creative experience of the student involved in the production of visual art projects. This includes a general appreciation approach to the development of skills, techniques, and knowledge of the different media explored. A general introduction is given to design, drawing, basic color psychology, painting (emphasizing good composition and contrast), graphics, pottery, sculpture, crafts, art vocabulary, and art history. These studies are centered around the understanding, experimenting, and practicing the basic elements of visual design. One unit of credit is earned.
Art II - The student will receive basic design and drawing composition with emphasis on an indepth development of skills, techniques, and knowledge of limited media. The general course of studies will include a more advanced style development, an introduction to advanced watercolor, oil, acrylic, airbrush, crafts, pottery, graphics, art history, and art vocabulary. One unit of credit is earned.

Art III - Emphasis is placed on a more individualized self-development within a specific medium, technique, and style.

Art IV - This is a studio course for students who have successfully completed Art I, II, and III. Students pursue advanced drawing concepts, skills, techniques, and styles. They are allowed more time for completing individual projects with concentration on the breadth and quality of work. One unit of credit is earned.

Marching Band - The Marching Band is the first semester for one period per day. Students wishing to be in the flag or rifle corps may do so by tryouts from the previous spring. The Marching Band performs at three or four major contests, all local parades, football games and makes major trips every other year. Credit for this class is one unit per year.

Symphonic Band - Symphonic Band is a single-period elective course. Credit of one unit per year is given. This class has the top players from the Marching Band. The members are selected by audition. The Symphonic Band reads the highest music literature for band and performs several concerts during the second semester. The students have the opportunity to try out for All-County Band, All-District Band, All-Virginia Band, and Solo and Ensemble.

Concert Band - Concert Band is a single-period elective course. Credit of one unit per year is given. This class contains all band students who are not enrolled in the Symphonic Band. The members are selected by audition. The Concert Band reads all levels of music and performs several concerts during the second semester. Students have the opportunity to try out for All-County Band, All-District Band, and Solo and Ensemble.
Chorus 9 - This course is open to all interested 9th grade students. The major objective of this course is to develop vocal technique and learning of all styles of singing and types of music. Included in this course are the following: exercises, vowel work, fun singing, movement, and program planning. Students are given the opportunity to audition for Senior All-County Chorus, Junior All-District Chorus, and a musical.

Chorus 10 - This course is open to all interested 10th graders. This course is designed to expand skills developed in Chorus 8 and 9. Students are given the opportunity to audition for Senior All-County Chorus, Senior All-District Chorus, and for a musical. Included in this course are the following: exercises, vowel work, movement, program planning, and a six-week, "hands-on" learning of the American Musical Theatre.

Chorus 11-12 - This course is open to all interested 11th and 12th grade students. This course is designed to expand skills developed throughout the high school experience. Students are given the opportunity to audition for Senior All-County Chorus, Senior All-District Chorus, All-Virginia Chorus, Honor's Choir, and for a musical. Included in this course are the following: exercises, vowel work, vocal production for theater, musical movement, basic acting techniques, set design and construction, application of important analytical and aesthetic skills, and the practice of personal, group, and artistic discipline.

Foreign Language

French I - French I is a basic introduction to French grammar and culture. Emphasis is placed equally on the skills of listening, speaking, reading, and writing. Life and customs in France and other francophone countries are studied. Literature, skits, and music are interesting components of the program. Speaking the language is a main objective.

French II - French II is a sequential course to follow the first level. The course content is similar to French I but in greater depth and scope. Verb tenses, idioms, and more sophisticated grammatical structures are learned. The skill of speaking and writing are more
fully developed. Students are involved in the construction of a typical French city and study of the Provences of France.

French III - A thorough review of all previous grammar and verbs is undertaken, as suggested by the State Foreign Language Department. Oral presentations in French are required. All remaining verb tenses should be mastered, as well as grammar and idioms. The program is enhanced with study of culture and the workings of the French government. Usually the class reads *Le Petit Prince* or another famous work of literature.

French IV - French IV continues the study of the language as well as emphasis on speaking and reading. Individual research projects and papers are required. Students will read excerpts from masterpieces of literature and/or a novel. Advanced Placement test is available.

Latin I - Students learn basic grammar and syntax forms including the first three declensions of nouns, the first three conjugations of verbs - active and passive voices - and Latin vocabulary with an emphasis on derivation. Roman mythology, culture, and civilization are also studied. Students will learn to read and write in Latin.

Latin II - Latin II continues the study of grammar and syntax. By the end of the course students will have completed all the basic elements of Latin grammar. Students will continue to read and write Latin passages and continue the study of culture and mythology.

Latin III - After a review of various grammar forms, students will continue the study of mythology with emphasis on *Hercules* and *Jason and the Argonauts*. Roman history from the founding of the city to the fall of the empire will be studied. *Caesar's Gallic Commentaries* will be read as well as *Cicero's First Oration*. Major research papers and projects may also be required.

Latin IV - Students will review various elements of grammar in the context of the works as they are read. Emphasis will be placed upon the translation of Vergil's *Aeneid*. The elements of style used Vergil will be emphasized as well as the impact of the work of Roman and later
Western literature. Major research papers and participation in various projects may be required.

**Spanish I** - Spanish I is audio-lingual to cultivate the listening and speaking skills and stress the importance of proper pronunciation. Dictations and listening comprehension exercises and pronunciation drills for oral practice are provided. The Spanish textbooks have full-color photographs of life in the Spanish-speaking world, verb tables, a table of numbers and calendar information, Spanish-English and English-Spanish vocabularies, a grammatical index, and maps of the Hispanic world. The varied techniques employed have been developed in an effort to reach all students with their differing interests and differing levels of ability and to make language learning an enjoyable activity.

**Spanish II** - Spanish II uses many visuals to help the students further acquire a Spanish vocabulary with minimal dependence on English. Cues and visual stimuli are used for vocabulary and grammar exercises. This approach permits students to associate Spanish words with objects without falling back on their native language. Since language and culture are inseparable, the Hispanic ways of life, attitudes, and customs are portrayed through the dialogues, the readings, photographs, and many of the exercises.

**Spanish III** - Spanish III enables students to continue their Spanish by speaking, reading, listening, and writing the language more fluently by cultivating their previously acquired skills in Spanish I and II. The Hispanic culture is studied more intensely to further enhance their knowledge of these countries.

**Spanish IV** - Spanish IV further enables students to study the Spanish language in greater depth by broadening the range of their speaking, reading, writing, and listening culturally. Advanced Placement test is available.
Agriculture/Horticulture

Agricultural Science and Mechanics I - One half of this course is devoted to agricultural mechanics with emphasis placed on skill development in basic metals, tool filing and cold metals, introduction to arc welding, sheet metal, soldering and brazing, plan reading and sketching, and hand woodworking. The remainder of the course emphasizes the development of competencies in plant sciences, rural and urban living, leadership, and resource conservation.

Agricultural Science and Mechanics II - Approximately one half of this course is devoted to agricultural mechanics with emphasis placed on skill development in fundamentals of electricity, arc welding, gas cutting and welding, small engines, power woodworking and wood and metal preservatives. Instruction is also provided in animal science and further development of competencies in rural and urban living, leadership, and resource conservation.

Agricultural Production III - The major emphasis in the agricultural production program is the attainment of competencies in one or more areas of plant science, animal science, soil science, agricultural business management and agricultural mechanization based upon the student's employment objective which includes farm owner-operator, manager, tenant, technician, and laborer. This course includes appropriate instruction in the agricultural mechanics, crop production, farm family living, and basic farm management. Supervised occupational experience programs and leadership training is an important part of the course.

Horticulture I - The horticulture program is designed to assist students in developing the necessary knowledge, skills, habits, and attitudes for entry employment and advancement in areas such as floriculture, landscaping, greenhouse operation, nursery plant production, and turf management. Students receive instruction in using soil and other plant-growing media and identifying, propagating, and growing horticultural plants in the greenhouse and land
laboratory. Instruction is provided in safety practices and leadership development.

Constructing, maintaining, and using plant-growing structures is a major component.

**Horticulture II** - Units of instruction include growing greenhouse crops; producing and maintaining nursery crops; establishing, maintaining, and designing landscape plantings; establishing and maintaining turfgrass; operating a flower shop and garden center; and producing vegetables, fruits, and nuts. Leadership skills continue to be developed.

**Horticulture III** - Much of the instruction of this course may be provided through individualized instruction. Cooperative education is recommended as a part of this course. Major learning areas include planning and managing horticulture facilities and crops; managing horticultural businesses; merchandising, advertising, and displaying and selling horticultural products and services. Leadership development is emphasized.

**Business**

**Accounting** - Accounting is a course with emphasis on basic accounting principles as they relate to both manual and computerized financial systems.

**Business Computer Applications** - This course includes introduction to data processing, computer programming using the BASIC programming language, and an examination of such automated business applications as inventory, order-billing, and accounting systems.

**Keyboarding Applications** (Typewriting) - Students develop skills in tough typewriting and correct manipulation of the typewriter. Typewriting is a basic communications course and emphasis is given to the application of the typewriting skills to personal and business letters, outlines, manuscripts, and tabulated reports.

**Life Management**

**Life Management Skills I** - This course is designed based on individual interests, needs, and concerns of students. In this first year of a sequentially designed program, emphasis is placed
on a study of consumer resources, privileges, and responsibilities; use, care, and arrangement of small and large household equipment for greater efficiency; planning, preparing, and serving simple meals; construction of a simple garment using management procedures; and being a more contributing family member.

**Life Management Skills II** - This course expands upon the knowledge and skills acquired in Life Management Skills I. Content emphasized includes the kind and cost of credit, space management, and work simplification; meal planning and preparation for the family; more advanced clothing construction; and responsibilities of families.

**Materials Technology**

**Materials and Processes Technology** - Students study industrial-technical materials and processes as they fabricate usable products. Learning experiences include machine and automated processes for the fabrication, analysis or testing of metals, woods, plastics, ceramics, and natural and synthetic materials. Specially recommended course for the future technician, engineer, or scientist.

**Modern Industry** - Group projects are made as students study two major types of contemporary industries: (1) the processing industry which converts raw materials into more useful forms, and (2) the high volume production industry which uses a production line. The student experiences the realities of the worker in several roles and responsibilities while acquiring fundamental skills in communications, tool and machine processes, personnel relations, and problem solving.
Class Schedules

Following are programs of studies for grades 9 through 12. Each program of studies contains two separate areas: a Basic Studies Program and an Accelerated Studies Program with corresponding electives for that particular grade level. The Basic Studies Program is designed for the average student. This program contains those courses which will develop the academic ability congruent with that particular student's academic skills. The Accelerated Studies Program is designed for the above average student. This program contains courses geared toward higher levels of achievement. Both programs meet the NCAA requirements needed to receive an athletic grant-in-aid.

Instructions for completing Program of Studies forms:

1. Print name.
2. Discuss each program with parents.
3. Choose the program best suited for your needs.
4. Complete class schedule.
5. Discuss completed schedule with guidance counselor.
NAME ________________________________

PROGRAM OF STUDIES -- GRADE 9

**BASIC STUDIES PROGRAM**

- ENGLISH 9 CS
- HEALTH & PE 9
- SCIENCE 9 ENV
- WORLD GEOGRAPHY
- VOC. ALGEBRA I, PART 1 OR ALGEBRA I

**ACCELERATED STUDIES PROGRAM**

- ENGLISH 9 CP
- HEALTH & PE 9
- EARTH SCIENCE ESCP
- WORLD GEOGRAPHY OR WORLD HISTORY
- ALGEBRA I OR GEOMETRY

**LIST SUBJECTS YOU PLAN TO TAKE:**

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
   (ELECTIVE)
7. STUDY HALL

**ELECTIVES**

**BASIC STUDIES PROGRAM**

- MATERIALS AND PROCESSING TECHNOLOGY
- LIFE MANAGEMENT SKILLS I
- HORTICULTURE I
- ART I
- CHORUS 9
- MARCHING AND SYMPHONIC OR CONCERT BAND

**ACCELERATED STUDIES PROGRAM**

- FRENCH I
- SPANISH I
- LATIN I
- JOURNALISM I (YEARBOOK)
- ART I
- CHORUS 9
- MARCHING AND SYMPHONIC OR CONCERT BAND
NAME ____________________________

PROGRAM OF STUDIES -- GRADE 10

BASIC STUDIES PROGRAM

ENGLISH 10 CS OR ENGLISH 10 CP
HEALTH AND PE 10
BIOLOGY
WORLD HISTORY
VOC. ALG. I PART II OR GEOMETRY

ACCELERATED STUDIES PROGRAM

ENGLISH 10 CP OR HONORS
HEALTH AND PE 10
BIOLOGY CP
WORLD HISTORY
GEOMETRY OR ALGEBRA II

LIST SUBJECTS YOU PLAN TO TAKE:

1. _________________________
2. _________________________
3. _________________________
4. _________________________
5. _________________________
6. _________________________
   (ELECTIVE)
7. STUDY HALL

ELECTIVES

BASIC STUDIES PROGRAM

MODERN INDUSTRY
LIFE MANAGEMENT SKILLS I OR II
HORTICULTURE I OR II
AGRICULTURAL SCIENCE & MECH. I OR II
ART I OR II
CHORUS 10
MARCHING BAND AND SYMPHONIC OR CONCERT
KEYBOARDING APPLICATIONS

ACCELERATED STUDIES PROGRAM

FRENCH I OR II
SPANISH I OR II
LATIN I OR II
JOURNALISM I OR II (YEARBOOK)
ART I OR II
CHORUS 10
MARCHING BAND AND SYMPHONIC OR CONCERT
KEYBOARDING APPLICATIONS
NAME ____________________________________________

PROGRAM OF STUDIES -- GRADE 11

BASIC STUDIES PROGRAM

ENGLISH 11 CS OR ENGLISH 11 CP
BIOLOGY CP
VIRGINIA AND US HISTORY
GEOMETRY OR ALGEBRA II
ELECTIVE

ACCELERATED STUDIES PROGRAM

ENGLISH 11 CP OR HONORS
CHEMISTRY
VIRGINIA AND US HISTORY
ANALYSIS OR COMPUTER MATH OR
ALGEBRA II
ELECTIVE

LIST SUBJECTS YOU PLAN TO TAKE:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
   (ELECTIVE)
7. STUDY HALL

ELECTIVES

BASIC STUDIES PROGRAM

LIFE MANAGEMENT SKILLS I, II, OR III
HORTICULTURE I, II, OR III
AGRICULTURAL SCIENCE & MECH. I OR II
AGRICULTURAL PRODUCTION III
ART I, II, OR III
CHORUS 11
MARCHING BAND & SYMPHONIC OR CONCERT
KEYBOARDING APPLICATIONS
ACCOUNTING
BUSINESS COMPUTER APPLICATIONS
ECONOMICS AND CURRENT HISTORY
SOCIOLOGY AND PSYCHOLOGY

ACCELERATED STUDIES PROGRAM

FRENCH I, II, OR III
SPANISH I, II, OR III
LATIN I, II, OR III
JOURNALISM I OR II (YEARBOOK)
JOURNALISM (NEWSPAPER)
ART I, II, OR III
CHORUS 11
MARCHING BAND & SYMPHONIC OR CONCERT
CREATIVE WRITING
ECONOMICS AND CURRENT HISTORY
SOCIOLOGY AND PSYCHOLOGY
HUMANITIES
CHEMISTRY
KEYBOARDING APPLICATIONS
COMPUTER MATHEMATICS
NAME ________________________________

PROGRAM OF STUDIES -- GRADE 12

**BASIC STUDIES PROGRAM**

ENGLISH 12 CP  
CHEMISTRY  
VIRGINIA & US GOVERNMENT  
ALGEBRA II  
ELECTIVE

**ACCELERATED STUDIES PROGRAM**

ENGLISH 12 CP OR AP ENGLISH OR  
HONORS ENGLISH  
AP BIOLOGY OR PHYSICS  
VIRGINIA & US GOVERNMENT  
ANALYSIS OR CALCULUS  
ELECTIVE

LIST SUBJECTS YOU PLAN TO TAKE:

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
   (ELECTIVE)

7. STUDY HALL

ELECTIVES

**BASIC STUDIES PROGRAM**

LIFE MANAGEMENT SKILLS I, II, OR III  
    OR FAMILY MANAGEMENT  
HORTICULTURE I, II, OR III  
AGRICULTURAL SCIENCE & MECH. I OR II  
AGRICULTURAL PRODUCTION III OR IV  
ART I, II, OR III  
CHORUS 12  
MARCHING BAND & SYMPHONIC OR CONCERT  
KEYBOARDING APPLICATIONS  
ACCOUNTING  
BUSINESS COMPUTER APPLICATIONS  
ECONOMICS AND CURRENT HISTORY  
SOCIOLOGY AND PSYCHOLOGY  
COMPUTER MATHEMATICS  
CALCULUS  
HUMANITIES

**ACCELERATED STUDIES PROGRAM**

FRENCH I, II, III, OR IV  
SPANISH I, II, III, OR IV  
LATIN I, II, III, OR IV  
JOURNALISM I OR II (YEARBOOK)  
JOURNALISM (NEWSPAPER)  
ART I, II, III, OR IV  
CHORUS 12  
MARCHING BAND & SYMPHONIC OR CONCERT  
CREATIVE WRITING  
ECONOMICS AND CURRENT HISTORY  
SOCIOLOGY AND PSYCHOLOGY  
HUMANITIES  
CHEMISTRY  
PHYSICS  
COMPUTER MATHEMATICS  
KEYBOARDING APPLICATIONS
Additional Comments

Athletics and academics go hand in hand. Athletics can and do develop many opportunities for the student-athletes that are granted the God-given ability to participate in sports at the high school and collegiate levels. It is unfortunate that the lack of a strong academic background diminishes the chance for more student-athletes to receive the opportunities that athletics generate.

Hopefully, this Academic Programming Manual will enhance academic backgrounds of all student-athletes. With this increased emphasis on academics, student-athletes can concentrate more on careers they want to pursue and help eliminate concerns associated with low academic backgrounds.
Appendix B

Academic Courses

NCAA Information Sheet
## Academic Courses

**Date**

**High School** ____________________________ **Telephone** (____) ____________________________

**Address** ____________________________ **Street No.** ____________________________ **P.O. Box** ____________________________ **City** ____________________________ **State**  **County**  **Zip Code**

**Name of Principal** ____________________________ **School Seal**

**Signature of Principal, or authorized school official**

List the course title and number (see back for instructions). (Note: Star [*] courses that do not include 75% "instructional content" as defined on back.)

<table>
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<th>English</th>
<th>Social Science</th>
<th>Mathematics</th>
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**Nat/Phys. Science**

*Indicate Lab [L] if included*

**Additional Courses**

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Please use this space to explain any unusual condition including any nonstandard grading system, i.e., a system that differs from A=4.0, B=3.0, C=2.0, D=1.0, E/F=0.0.
Information for Determining NCAA Freshman Athletics Eligibility

Properly completed, these forms will enable officials at NCAA Divisions I and II institutions to certify student-athletes from your school for participation in intercollegiate sports as freshmen. Please attach a copy of this form to the official high school transcripts of all recruited student-athletes who have authorized the release of their high school academic records. This form needs to be completed only once each year; however, any corrections or updates must be reported to all institutions that have received earlier copies during the academic year.

Core Course Requirement. Please list in the spaces provided all courses offered -- and normally taken -- in grade nine or above that meet NCAA core course requirements. A core course is defined as "a recognized academic course designed to prepare a student for college level work (as opposed to a vocational or personal-service course)." Courses that are taught at a level below the high school's regular academic instructional level shall not be considered core courses regardless of course content.

English. Core courses in English shall include instructional elements in the following areas: grammar, vocabulary development, composition, literature, analytical reading or oral communication.

Mathematics. Core courses in mathematics shall include instructional elements in algebra, geometry, trigonometry, statistics, or calculus.

Social Science. Core courses in social science shall include instructional elements in history, social studies, economics, geography, psychology, sociology, government, political science or anthropology.

Natural or Physical Science. Core courses in natural or physical science shall include instructional elements in biology, chemistry, physics, environmental science, physical science, or earth science. (Must include at least one laboratory class if offered by the high school.)
Additional Core Courses. Foreign language, computer science, philosophy, or nondoctrinal religion (e.g., comparative religion).

General Information.

a) The course list must be recorded on the reverse side of this form to be usable by the NCAA certifying institution. If more space is required to list all courses, please list the additional courses on a second copy of this form and attach it to the transcript along with the original copy.

b) Effective with courses taught in the 1987-88 academic year, at least 75% of the instructional content of a course must be in one or more of the specified subject areas and a statistics course must be advanced (algebra-based) in order for the courses to qualify as core courses in meeting the NCAA freshman eligibility requirement.

c) School-reported SAT and ACT scores will be accepted only if recorded on a copy of the test agency label. If not so recorded, the student-athlete should have an official copy sent to the institution.

d) To be certified as a freshman participant, the student must have successfully completed, with the appropriate grade-point average and test scores, 11 academic units including at least three in English and two each in mathematics, social science, and natural or physical science.

e) In the space provided on the reverse side, please describe in detail any deviations in the grading system of your school from the traditional A=4.0, B=3.0, C=2.0, D=1.0, E/F=0.0.

Note: To assist in evaluating the course content relative to the requirement effective for courses taught during and after the 1987-88 academic year, please identify with a star (*) those courses in each area in which less than 75% of the instructional content consists of elements specified in the various core areas. (NCAA 5821-3/88 2)