

# ROSLYN SCHOOLS



## THE COLLEGE STUDENT-ATHLETE

A Guide to Assist the High School  
Student-Athlete with Exposure,  
Recruitment and College Selection

Dear Parents and Student Athletes:

Selecting a college that meets academic, athletic and social expectations is an important decision to be made by high school student/athletes and their parents. The choice of a particular college or university should be based on the total person and how well an institution can meet his or her needs.

Student/athletes and their parents have the most important role in the selection process. You must make the initial contact with the college coaches, follow through, and assert yourselves if coaches aren't recruiting you first.

This guide is designed to assist you in planning for the college selection process. Academically, it is important that you begin the 9<sup>th</sup> grade by selecting high school courses that will meet all NCAA core requirements.

There are many people that are here to assist you. Tell your counselor that you are an athlete and that you hope to play your sport in college. Ask your high school coach to give you a realistic assessment of your ability and to speak to college coaches on your behalf. In addition, all of your teachers are great resources for you.

If you have any additional questions, please do not hesitate to call the Athletics Office at 516 801-5160.

Sincerely,

Pete Melore  
Director of Athletics, Physical Education, Health, Intramurals & Recreation

**School Guidance Department** -516 801-5120

## THE PROFILE OF THE ROSLYN STUDENT ATHLETE

Student-athletes take their studies seriously. They truly appreciate the value of their education and strive to excel in the classroom. When appropriate, they pursue higher-level courses, including Honors and Advanced Placement.

Student-athletes continually seek to improve their athletic skills by committing themselves to maximizing their potential. This includes attending camps and clinics and also by participating on travel teams.

They play multiple sports, which helps to improve their athleticism.

They are disciplined, dedicated and enthusiastic about being part of a team.

Student-athletes display exemplary sportsmanship in practice and in competition.

Student-athletes refrain from illegal drugs and alcohol to respect their body and the hard work they have endured to become a talented athlete.

## **Table of Contents**

The Process	1
The Game Plan	2
Developing Your Recruiting Marketing Strategies	4
Initial letter/Email of Interest- Sample	6
Athletics Profile	7
<i>Resume</i>	8
<i>Recruiting</i>	11
<i>Email &amp; Text Messages</i>	11
NCAA Eligibility Reference Guide	12
Frequently Asked Question on Initial Eligibility	13
What's the Difference Between Division I, II and III?	17
What I need to Know From My School and Parents	18
What I need to Know About the Athletic Program	18
What I need to Know About the Academic Program	19
Tips for Succeeding As A College Athlete	21

## **THE PROCESS**

1. It is your responsibility to alert your school counselor as soon as possible of your intent to play collegiate sports (preferably prior to your junior year).
2. Scrutinize the NCAA.org website and be certain that you have met all academic requirements as they apply to the NCAA regulations. You should also register with the NCAA Eligibility Center online during junior year. ([www.eligibilitycenter.org](http://www.eligibilitycenter.org))
3. Meet with high school and travel team coaches to evaluate ability and also to determine appropriate level of play (Division I, II and III).
4. Develop an athletic resume/profile.
5. Contact college coaches via email, letter or phone to express your interest in attending and playing for specific schools. Many college websites have prospective athlete questionnaires that you can fill out online.
6. Visit colleges as often as possible.

## THE GAME PLAN

### Freshman/Sophomore Years

#### ACADEMIC TASKS:

1. Take a strong academic program so that you will meet the NCAA eligibility regulations. You must complete specific courses that have been approved by the NCAA. See ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) Maintain acceptable grades in all core courses. (Grades below 80% may affect eligibility.)
2. Request your transcript from the Counseling Center to evaluate your academic status for participation in Division I and Division II athletics.
3. Begin to visit college campuses.
4. Take appropriate SAT or ACT Subject tests (i.e. Biology, World History). Consult with your counselor and subject area teacher.

#### ATHLETIC TASKS:

1. Develop a sports record of athletic accomplishments.
2. Attend Summer Camps:
  - a. For exposure- attend specific recruiting camps, select camps at colleges that you may want to attend
  - b. To improve skills
  - c. To experience independent living
  - d. To compare your current skills with others
3. Videotape games
4. Begin to visit college campuses
5. View college athletic Websites annually and fill out their college's recruiting questionnaire profile online.
6. Confer with your coach to thoroughly and honestly evaluate your athletic skills.

### Junior Year

#### ACADEMIC TASKS:

1. Continue to take strong academic courses.
2. Make certain you are taking the required core academic courses.
3. Register for and take the required standardized tests.
  - a. (PSAT/SAT/ACT/SAT). Designate NCAA to receive SAT scores when registering for the test (NCAA Code is #9999 on SAT & ACT Registration Forms). Find out schools which want Act rather than SAT
4. Meet with our school counselor to develop a list of possible schools based on your academic achievement.
5. Attend College fairs and read literature sent to you by schools.

6. Continue to visit college campuses.
7. Develop an extracurricular activity list to include with your sports resume.
8. Register with the NCAA Eligibility Center online ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) at the beginning of the junior year to begin the process. Notify the Roslyn Guidance Office on college website. Fill out college profile sheet.
9. After your junior year is complete download a transcript form from the NCAA Eligibility Center Website. Bring the signed copy to your counselor.

## ATHLETIC TASKS

1. Familiarize yourself with the rules and regulations governing recruiting, eligibility, and financial aid. ([www.eligibilitycenter.org](http://www.eligibilitycenter.org))
2. Develop a sports resume of athletic accomplishments.
3. Include a schedule of games and record of awards.
4. View College games to assess their level of play and compare it to your level.
5. Meet with your coaches for a thorough evaluation of your athletic ability, and hopefully, a recommendation on the appropriate level of competition. Be realistic! Also, discuss with your coaches their involvement in your recruitment process. Ask your coach to be proactive on your behalf by responding to questionnaires sent by recruiting coaches.
6. Write initial letter of interest or emails to college coaches.
7. Videotape games. Send videos to prospective coaches during your junior year
8. Continue to attend sports camps.
9. Develop a list of pertinent questions to ask. See enclosed list.
10. Be proactive! Take initiative!
11. Visit Schools you are seriously considering.
12. Keep a file on each college/university that shows an interest in you.

## Senior Year

### ACADEMIC TASKS:

1. Continue to work hard in your academic courses.
2. Register for standardized exams. (SAT/ACT)
3. View college applications online and begin to fill out (check if you can use common application). Subject *Tests*, if necessary, for (math level or 11, English).
4. Write a personal statement and include it with your application. (Maybe speak with an English teacher or writing center to help proofread?)
5. Meet with your counselor to review application materials and notify them about online applications.
6. Apply to several colleges. Even if you are going to apply early decision to one college, there is never a guarantee of admittance.
7. Complete financial aid forms early, as soon after January 1st as possible.
8. Continue to visit the campuses of those schools you are interested in attending.

## ATHLETIC TASKS:

1. Continue to write, call or email coaches expressing interest in their schools and athletic programs.
2. Respond to college questionnaires online.
3. Update athletic resume.
4. Take campus visits. For Division I, II, III (unpaid) and unlimited. There is a limit of 5 to the number of 'official' (paid) visits.
5. Continue to film your games Senior Year.

## **DEVELOPING YOUR RECRUITING MARKETING STRATEGIES**

1. You may be the best athlete in the school, but if a coach has never heard of you, the chances of being recruited are slim! Do not take an attitude of "I'll wait to see who shows interest in me." It is critical that coaches are made aware of your ability. Remember that being proactive and showing initiative, you may be looked at more favorably by a coach.
2. Send a letter of interest and resume to the college coach. Include your athletic profile.
3. Send a separate follow-up mailing with a brief letter including your game schedule.  
Remember to include your jersey number on all correspondence.
4. Prepare a video which may include a full game, part of a game, highlights and or skill work (throwing, passing, catching, shooting, etc...). Many coaches want a specific order of play. For example, in Girls Volleyball, coaches may want short introduction highlights, specific drills according to position, and 1 full game of uninterrupted play.
5. Obtain letter of recommendation from past and present coaches from school and club teams, an opposing coach, athletic director, school counselor and teachers. The purpose of the letters is to attest to your character and conduct as well as your level of play. Attach these letters to the resume and send them to the colleges where you are applying and would like to play.
6. Keep a folder of local and school newspaper clippings or other articles written about you and/or your team. Clippings should be photocopied or scanned onto a clean sheet of paper. Don't include the actual newspaper clipping, if possible. These articles should be mailed along with your athletic profile to the colleges of your choice. (Also, check online mentions at [www.Newspday.com](http://www.Newspday.com) as sometimes they are not always printed in the newspaper. You can also check [www.MSGvarsity.com](http://www.MSGvarsity.com)).

7. Attend summer sports camps and participate on travel teams. It shows a serious commitment to your sport and will also enhance your skill level. You will gain valuable exposure as many coaches attend camps and outside games, tournaments and competitions.
  8. Meet with high school and travel coaches to evaluate ability and also to determine appropriate level of play (Division I, II and III). Ask your coaches to contact the college coach of the schools you are seriously considering on your behalf.
  9. Scrutinize the NCAA.org Website and be certain that you have met all academic requirements as they apply to the NCAA regulations. If you want to play Division I or II, you should also register with the NCAA Eligibility Center online (end of junior year).
- **Summer sport camps/Outside team participation, tournaments and competitions:** Throughout all of the high school years, the student/athlete interested in playing a sport in college needs to enroll in a related summer sport camp, a club program or local leagues. College coaches view this as a commitment to the sport and it enhances the student/athlete performance throughout the high school years. High school coaches or the athletics office should be consulted as to the best camps, club programs and competitions to be involved in.
  - **High school coach contact with college coach:** The student/athlete and the parents should approach the high school coach to ask that he or she contacts the coaches of colleges that you are interested in.
  - **Recruiting services:** There are mixed reviews on recruiting services. They will compile your information and distribute it to multiple colleges, some of which you may not be interested in. Colleges' coaches often prefer to see the student/athlete take the initiative in making the plans for their future.

## INITIAL LETTER/EMAIL OF INTEREST

Your name

**SAMPLE** Your address

Your phone number

Your email address

Date

Coach  
Sport  
Boston University  
Boston, MA 00000

Dear Coach,

I am currently a sophomore at Roslyn High School, Roslyn New York, and am interested in attending Boston University to study Communications.

I am also very interested in the possibility of playing **(list your sport here)**. I have filled out the online questionnaire to give you more of my personal information. For the past two seasons I have been a starting catcher on my high school team and earned all-county honors this year. Attached is my athletic profile for your review.

Please email me at your earliest convenience so we can discuss my academic and athletic abilities.

Thank you very much.

Sincerely,

Your name

# SAMPLE

## Athletics Profile

Your Name

Your Address

Your phone number

Your email

School Varsity Soccer- 3 years-grades 10, 11, and 12

- Position-Sweeper
- Coach Mike Jones
- Made playoffs and Nassau County semi-finals

School Varsity Basketball- 3 years-grades 10, 11, and 12

- Position- Small Forward
- Coach Sam Jones
- Honors- Two years in a row -- 2013 & 2014 awarded All County and awarded MVP Roslyn High School
- Highest scorer in Nassau County 2000 season
- MVP 2000 Southside rTournament

School Lacrosse -11th grade

- Position- Mid fielder
- Coach- Terry Jones

Summer Developmental Camp- Basketball

- Knicks Camp, Five Star, All American- Eastern Invitational
- Currently attending college level coaching

Other Athletic Achievements

- Golf Club- Roslyn High School
- Travel Soccer Team- Sweeper 11years Co-captain of team past 5 years. Three time team champion and three times runner up of Long Island Junior Soccer League Division II. Winner of Long Island Waldbaum's Cup year 2013. Presently in Division II.
- Roslyn Highs School Baseball team-- 2014

# RESUME

Your Name  
Your Address

**SAMPLE** Your phone number  
Your email

High School: Roslyn High School  
475 round Hill Rd.  
Roslyn Heights NY  
11577

Date of Birth: 04/15/2003

Year of Graduation: 2017

Height: 6' 1"  
Weight: 175 lbs.

Athletics Director: Office 5 16 8 0 1 - 5 1 6 0

Soccer Coach: Michael O'Connor

Lacrosse Coach: Tom Smith

Basketball Coach: Paul Jones

## ACADEMIC ACHIEVEMENT

Class Rank: 1/184  
Average: 96.35  
SAT: Verbal:  
Math:  
Writing:  
SAT Subject Tests: Math:  
Writing:  
Physics:

Achievements: National Honor Society  
National Honor Society in Foreign Language  
Honor Society in Math-Mu Alpha Theta  
Rensselaer Medalist for Excellence in Math & Science  
Engineering Medal from George Washington University  
National Merit Commended student  
High Honor Roll, 12 out of 12 quarters  
Knights of Columbus Student of the Month

Departmental Award in Spanish, Math & Science  
Student of the Month  
Speak: Spanish,

Student Government Organization: President -Senior Year  
Treasurer-Sophomore and Junior Years  
Student Council, Class of 2017: President-Freshmen and Sophomore Years  
Academic Tutor: Senior Year

**ATHLETIC ACHIEVEMENTS:**

Soccer: 1 Year, Varsity  
Position: Fullback  
Cross Country: 2 Years, Varsity  
Basketball: 4 Years: 3 years Varsity, 1year JV  
Position: Forward  
New York State Scholar Athlete Team  
Lacrosse: 4 Years: 2 years Varsity, 2 years JV  
Position: Midfield  
All County Scholar-Athlete Award

**SCHOOL AND NON-SCHOOL ACTIVITIES:**

Student Government Organization: 4 Years  
President, Senior Year  
Treasurer, Sophomore and Junior Years  
Student Council, Class of 2017 4 Years  
President Freshmen and Sophomore Years  
National Honor Society: Senior Year  
National Honor Society in Foreign Language: Senior Year  
Math Club: Senior Year  
Ski club: 4 Years  
Model Congress: Freshmen Year  
Key Club-Community Service: Freshman Year  
Club Organized events: Christmas Salvation Army Volunteer, Ronald MacDonald  
House Project, UNICEF Fundraiser, Senior Citizens  
Helping Hands Program, etc.  
Community Service, outside school: Volunteer at NY Cornell Medical Center, NY Community  
Hospital of Brooklyn, NY and Brook Plaza Eye Care  
Academic Tutor: Senior Year  
Community Service: Roslyn High School Community Service Merit  
Award

## RECRUITING

**OFFICIAL VISITS:** Can take starting first day of senior year. Go to NCAA.org as rules of official visits are constantly changing

Any visit to a college campus by you and your parents paid for by the college. The College may pay the following expenses:

- Your transportation to and from the college;
- Room and meals (three per day) while you are visiting the college;
- Reasonable entertainment expenses, including three complimentary admissions to a home athletics contest.

Before a college may invite you on an official visit, you will have to provide the college with a copy of your high school transcript (Division I only), and SAT/ ACT or PLAN score, and register with the NCAA Eligibility Center!

You can take maximum 5 official visits combined Division 1 and 2 , unlimited for division 3 and only 1 per institution.

### UNOFFICIAL VISITS:

Prospect pays all expenses.

Institution may provide 3 complimentary admissions to an On-campus athletic event.

Prospect may take an unofficial visit at any time.

Prospect may take as many unofficial visits as she/he wishes.

**NATIONAL LETTER OF INTENT (NLI):** (maybe only signed during senior year, every other commitment before then is verbal which is not binding?)

Binding one-year agreement.

Prospect must attend that institution for one year.

Institution must provide prospect with athletic financial aid in conjunction with the NLI.

Athletic aid is for one year only, renewed on a yearly basis.

## EMAIL & TEXT MESSAGES

In this age of technology, the NCAA does NOT have any regulations for email or Text Messages. THEREFORE, your BEST method to "Speak" to coaches is to CONTINUALLY EMAIL back and forth, or "speak" directly using Text Messages. Remember, they cannot call you on the phone before summer of junior year, and then they are only allowed to call you once a week. However, YOU can call them as often as you like.

Be sure to observe special "Black Out" times when specific sports are not able to speak to any recruits. All information can be found at [www.ncaa.org](http://www.ncaa.org).

## NCAA ELIGIBILITY REFERENCE GUIDE

### DIVISIONS I AND II INITIAL ELIGIBILITY

#### REQUIREMENTS

IT IS THE STUDENT ATHLETE AND THEIR PARENT'S RESPONSIBILITY TO MAKE SURE THAT ALL NCAA REQUIREMENTS ARE MET. COUSELORS ARE AVAILABLE TO ASSIST YOU, BUT ULTIMATELY THE RESPONSIBILITY IS YOURS!! GO TO [www.eligibilitycenter.org](http://www.eligibilitycenter.org) FOR MORE SPECIFIC INFORMATION.

#### CORE COURSES

Consult [www.eligibilitycenter.org](http://www.eligibilitycenter.org) as the below is subject to change

- NCAA Division I requires 16 core courses. NCAA Division II will require 16 core courses for students enrolling on or after August 1, 2013
  - o Division I- 16 Core Courses
    - 4 years of English
    - 3 years of mathematics (Algebra 1 or higher)
    - 2 years of natural/physical science (1 year of lab if offered by high school)
    - 1 year of additional English, mathematics or natural/physical science
    - 2 years of social science
    - 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)
  - o Division II - 16 Core Courses (2013 and after)
    - 3 years of English
    - 2 years of mathematics (Algebra 1 or higher)
    - 2 years of Natural/physical science (1 year of lab if offered by high school)
    - 3 years of additional English, mathematics or natural/physical science
    - 2 years of social science
    - 3 years of additional course (from any area above, foreign language or comparative religion/philosophy)
- NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements above). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
- Worksheets are available in the Career Center for students to keep track of their core classes

## **Test Scores**

- Division I uses a sliding scale to match test scores and core grade point averages (GPA). The sliding scale for those requirements is available in the Career Center.
- Division II requires minimum SAT score of 820 or an ACT sum score of 68

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of "9999" to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

## GRADE POINT AVERAGE

- Be sure to look at our high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on our school's list will be used in the calculation of the core GPA (list available I Guidance Dept). Use the list as a guide.
- Division I students enrolling full time before August 1, 2016 should use Sliding Scale A to determine eligibility, receive athletic aid, practice and competition during the first year.
- Division I GPA required to receive athletic aid and practice on or after August 1, 2016, is 2.000. (Corresponding test score requirements are listed on Sliding Sale B)
- Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.3. (Corresponding test score requirements are listed on Sliding Scale B)
- A copy of the sliding scale is available in the Career Center
- The Division II core GPA requirement is a minimum of 2.00.
- Remember, the NCAA GPA is calculated using NCAA Core Courses only.

## OTHER INFORMATION

- NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student's core course grade point average.

## FREQUENTLY ASKED QUESTIONS ON INITIAL ELIGIBILITY

When should a student register with the NCAA Eligibility Center?

Students should register with the Eligibility Center at the beginning of their junior year in high school. At the end of the student's junior year, a transcript, which includes six semesters of grades, should be sent to the Eligibility Center from the high school. Additionally, students should have their SAT or ACT scores forwarded directly to the Eligibility Center (by using code "9999") whenever they take the exam.

What requirements do I need to be able to practice, play and get a scholarship at an NCAA Division I or II college or university?

You need to complete the following:

1. Graduate from high school.
2. Complete a minimum of 16 core courses for Division I and Division II.
3. Present the required grade-point average (GPA) (see the sliding scale in the Guide for the College-Bound Student-Athlete for Division I or a minimum 2.0 GPA for Division II)

4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in the Guide for the College-Bound Student-Athlete)
5. Complete the amateurism questionnaire and request final amateurism certification.

How do I know if the courses I am taking will count as core courses?

You need to look at your high school's NCAA List of Approved Core Courses. Follow these steps:

1. Go to the NCAA Eligibility Center Web site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
2. Click on "General Information"
3. Click on "List of Approved Core Courses"
4. Input your high school's CEEB code (if you know it), or search by your high school name and state.
5. Review the list.

\*Very important: If a core course you took is not on the list, it will not be used in your eligibility determination. Courses that appear on your transcript must exactly match what is on the list.

\*\*What do I do if a core course I took is not on the list?

See your high school counselor immediately. Someone at your high school is responsible for keeping your high school's list updated. It is important your high school does this each year to make sure the core courses you are taking appear on the list.

What is the lowest grade that will be used for a course to count as a core course?

Follow your high school's policy regarding its lowest passing grade. If the Eligibility Center does not have this policy the lowest passing grade that will be used is D (65).

Will credit-by-exam courses meet core-course requirements?

No. Courses completed through credit-by-exam will not be used.

Are vocational courses acceptable?

No. Traditional vocational courses (e.g.: typing, auto mechanics, driver's education and health) are not acceptable.

Do pass/fail grades count?

Yes. These grades may satisfy your core-course requirements. The Eligibility Center will assign your high school's lowest passing grade for a pass/fail class (65).

May courses taken in the eighth grade, which are high school core courses (e.g.: Algebra I, Spanish I, Freshman Composition) be used to meet the core-course requirement?

A high school course taken in the eighth grade may be used if the course is on the high school transcript with a grade and credit. and if the course is on the high school's NCAA List of Approved Core Courses.

May independent-study, Internet and correspondence courses count as core courses?

Yes, if the following four conditions are met:

1. The course meets core-course requirements;
2. You and the instructor have access to each other during the course so that the instructor can teach, evaluate and provide assistance to you;
3. Appropriate academic authorities evaluate your work according to the high schools academic policies; and
4. The course is acceptable for any student to take and is placed on your high school transcript.

May college courses count as core courses?

College courses may be used to satisfy core-curriculum requirements if the courses are accepted and awarded credit by the high school for any student and meet all other requirements for core courses. For NCAA Division I only, such courses must be placed on the student's high school transcript. Courses taken at a college will NOT appear on the high school's NCAA List of Approved Core Courses. The high school's NCAA List of Approved Core Courses will include only those courses taught/offered by the high school.

How are courses taken over two years counted?

A one-year course that is spread over a longer period of time is considered one course and will receive a maximum of one core-course credit. (Example: Algebra I, spread over two years, would receive one unit of credit).

May my study in a foreign country help me meet core-courses requirements?

If you attended a secondary school outside the United States for all or part of grades 9 through 12, different evaluation procedures will be applied to your international education documents. You must submit original-language documents with certified translations of eligibility Center evaluation.

How is my core-course GPA calculated? Go to [www.gpacalculator.org](http://www.gpacalculator.org)

Your core-course GPA is the average of your best grades achieved for all required core courses. If you have taken extra core courses, those courses will be used in your GPA, only if they improve your GPA.

Can weighted grades for honors or advanced-placement courses be factored into the calculation of the student's core GPA?

A school's normal practice of weighting honors or advanced courses may be used, as long as the weighting is used for computing GPAs. Weighting cannot be used if the high school weights grades for the purpose of determining class rank. Additionally, in no instance may the student receive greater than 1,000 additional quality points for purposes of calculating the GPA for initial eligibility.

How is the NCAA core GPA different from a student's overall GPA?

The NCAA core-course GPA is calculated using only NCAA-approved core courses in the required number of core units. High school GPAs generally include the grades from most or all courses attempted in grades 9 through 12.

Will Courses taken after my senior year meet core-course requirements?

For Division I, maybe. Only courses completed in grades 9 through 12 will qualify as core courses for Division I. If you graduate from high school on schedule (in eight semesters) with your incoming ninth grade class, you may use one core course completed in the year after graduation (summer or academic year). You may complete the core course at a location other than the high school from which you graduated and may initially enroll full time at a collegiate institution at any time after completion of the core course.

For Division II, yes. All core courses completed before your full-time enrollment at any college may be used by the Eligibility Center.

For Division I students with diagnosed disabilities, yes. If you have a properly diagnosed and documented disability, you may use one or more courses completed after high school, but before full-time enrollment in college.

How does the NCAA treat courses similar in content?

Some approved core courses might be considered duplicates. That is, the content of one course is the same as that of another, even though the classes might have different titles. If you have taken two classes considered to be duplicates, you will receive only one core-course credit (typically for the course with the higher grade). Please ask your high school counselor if you have questions about duplicate courses.

May courses taken at high school "A" be accepted if they appear on high school "B's" transcript?

No. High school "A" may provide the Eligibility Center with an official copy of high school "B's" transcript, but grades from one high school cannot be accepted on another high school's transcript.

Does the prohibition against special education, remedial or compensatory courses apply to students with education-impacted disabilities?

No. In order for courses designated for students with education-impacted disabilities to be approved, the course must be substantially comparable, qualitatively, and quantitatively, and a regular core course offered in that academic area.

Can students with a diagnosed education-impacted disability use courses that are designated for students with an education-impacted disability to meet NCAA core-course requirements?

Students with appropriately diagnosed education-impacted disabilities may use courses for students with education-impacted disabilities for the purpose of meeting NCAA core-course requirements. Courses for students with education-impacted disabilities must appear on the high school's NCAA List of Approved Core Courses in order for a student to receive NCAA credit for the course.

May a nonstandard ACT/SAT exam be used for initial eligibility?

Yes. Students with diagnosed education-impacted disabilities may take a nonstandard ACT or SAT exam. The test score must be provided to the Eligibility Center from the testing agency, just as any other test score.

How are students prioritized for processing at the Eligibility Center?

Students who have their status requested by an NCAA institution are prioritized by the Eligibility Center for processing. If a student's eligibility status is never requested by a member institution, the Eligibility Center may not process such a student's status.

\*If you have additional questions or need further assistance, please contact the Eligibility Center's customer service staff at 877-262-1492.

## WHAT'S THE DIFFERENCE BETWEEN DIVISION I, II, AND III?

### Division I:

Division I member institutions have to sponsor at least seven sports for men and seven for women (or six for men and eight for women) with two team sports for each gender. Each playing season has to be represented by each gender as well. There are contest and participant minimums for each sport, as well as scheduling criteria. For sports other than football and basketball, Division I schools must play 100% of the minimum number of contests against, Division I opponents—anything over the minimum number of games has to be 50% Division I. Men's and women's basketball teams have to play all but two games against Division I teams, for men, they must play one-third of all their contests in the home arena. Schools that have football are classified as Football Bowl Subdivision (formerly Division 1-A) or NCAA Football Championship Subdivision (formerly Division 1-AA). Football Bowl Subdivision schools are usually fairly elaborate programs. Football Bowl Subdivision teams have to meet minimum attendance requirements (average 15,000 people in actual or paid attendance per home game), which must be met once in a rolling two-year period. NCAA Football Championship Subdivision teams do not need to meet minimum attendance requirements. Division I Schools, must meet minimum financial aid awards for their athletics program, and there are maximum financial aid awards for each sport that a Division I school cannot exceed.

### Division II:

Division II institutions have to sponsor at least five sports for men and five for women, (or four for men and six for women), with two team sports for each gender, and each playing season represented by each gender. There are contest and participant minimums for each sport, as well as scheduling criteria—football and men's and women's basketball teams must play at least 50% of their games against Division II or Football Subdivision (formerly Division 1-A) or Football Championship Subdivision (formerly Division 1-AA) opponents. For sports other than football and basketball, there are no scheduling requirements that are not attendance requirements for football, or arena game requirements for basketball.

### Division III:

Division III institutions have to sponsor at least five sports for men and five for women, with two team sports for each gender, and each playing season represented by each gender. There are minimum contest and participant minimums for each sport. Division III athletics features student-athletes who receive no financial aid related to their athletic ability and athletic departments are staffed and funded like any other department in the university. Division III athletics departments place special importance on the impact of athletics on the participants rather than on the spectators. The student-athlete's experience is of paramount concern. Division III athletics encourages participation by maximizing the number and variety of athletic opportunities available to students, placing primary emphasis on regional in-season and conference completion.

As you begin the process of choosing a college you should consult with many people. The following is a list of questions to ask and who can help you find the answers...

### **WHAT I NEED TO KNOW FROM MY SCHOOL AND PARENTS**

Questions	<u>Person to Ask</u>
How sound is my educational background?	School Counselor
How does my grade point average compare with that of other students?	School Counselor
How do my SAT scores compare with those of other students entering the college?	School Counselor
Do I have the qualities required to move away from home and handle independence?	School Counselor
Do I know how to manage my time well?	Parent, Self
Have I taken the appropriate college entrance examinations?	School Counselor
Have I arranged to make college visits?	Parent, Self
Is the college coach known for caring about his or her athletes?	High School Coach
If a college coach decides to visit my high school, who should coordinate the visit? Are these visits legal? Will I take part in the visit?	High School Coach,

### **WHAT I NEED TO KNOW ABOUT THE ATHLETIC PROGRAM**

Questions	<u>Person to Ask</u>
What percentage of athletes in my sport graduate in 4 or 5 years?	College Coach, College Counselor

What is the attitude of professors in my prospective department toward athletes?	College Coach, Teammates
Will I live with non-athletes or athletes only?	College Coach
How many students live in each room?	College Coach, Teammates
How many hours a day are required for the athletic program? (Also, ask about season)	College Coach Teammates
How many classes am I likely to miss each semester due to travel and other activities? Do professors allow make-up tests?	College Coach Teammates
Will my social life revolve solely around other athletes?	Teammates
Are there special work-study opportunities?	College Coach College Counselor
Am I eligible for an athletic scholarship?	College Coach High School Coach
If eligible for a scholarship, under which circumstances might I lose it? (Injury, poor academics, playing performance?)	College Coach
How much of the total cost of college would a scholarship cover?	College Coach
What grade point average must I maintain to keep my scholarship?	College Coach
Can I engage in more than one sport?	College Coach
What is the procedure for dealing with injuries? Does the school dictate to whom I can go to for care?	College Coach

### **WHAT I NEED TO KNOW ABOUT THE ACADEMIC PROGRAM**

Questions	<u>Person to Ask</u>
Does the college have the academic program that I am interested in pursuing?	School Counselor
What are the job opportunities after graduation?	College Counselor

Do I have the requisite academic skills to handle this college?	School Counselor
Do I have to declare an academic major upon entering the college?	College Counselor
How large is the college?	School Counselor catalog
How many hours will I need to study each night?	College Counselor Friends School Counselor
What is the total yearly cost of attendance?	School Counselor College Counselor
What financial aid am I eligible to receive?	Financial Aid Counselor
What kind of career services does the college offer?	College Counselor
As an athlete, will I be eligible for tutoring services? Is there a fee?	College Coach Teammates
How accessible is my academic advisor?	College Counselor College students
What grade point average must I maintain to stay in school?	College Counselor
What kind of reputation does the college have in my field of interest?	School Counselor

## **TIPS FOR SUCCEEDING AS A COLLEGE ATHLETE**

1. Manage your time wisely! Time management is the number one trait a college athlete need in order to meet success. It can be extremely difficult to balance your academic obligations, athletic demands, and social life. However, with proficient time management skills, the student athlete can enjoy a regarding college experience.
2. Use your resources. As a college athlete, you develop an immediate support system of coaches and teammates. Do not be afraid to ask your teammates or coaches for help with any issues that may arise (i.e.: transition problems, housing concerns, work-study jobs, or tutoring needs.)
3. You will have to make sacrifices, as there are specific demands placed on student athletes. Athletes may be on a completely different schedule due to early morning practices or weekend games. Establish and maintain a strong set of priorities and do not let yourself get caught up in the college campus lifestyle to the point where it hinders your performance in the classroom or on the field.
4. Attempt to schedule your classes with your sport schedule in mind. If you are on a team that travels every Friday, do the best you can to not take all of your classes on Fridays. If you have early morning practices or meetings, know what time they end in order to avoid any conflicts. Coaches and professors are usually understanding of the student athlete lifestyle, but avoiding any possible conflict would be ideal.
5. Take advantage of team study halls and work-study positions. Team study halls are implemented to help student athletes keep up with their schoolwork. With this idea in mind, maximize your time while in the study hall.

likewise, work-study positions are given to help the student earn money while working within an environment that will allow the student to complete school work and foster his/her educational experience.