

Huntington High School

The High School - College Student Athlete

2016-2017

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

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Dear Student Athlete (and Parents/Legal Guardians):

Preparing to select a college that will meet the academic, athletic, and social needs is one of the most important decisions a student and his/her parents/legal guardians will make. Hence, this guide was created to assist with this process.

Academically, it is important that students select high school courses that will meet all NCAA core requirements (for both Division I and II). Please consult with your school counselor, and refer to the high school curriculum guide when making appropriate course selections. Courses indicated as "NCAA Approved" are those that have been cleared by the National Collegiate Athletic Association.

Throughout your high school career it is up to you to make contact with college coaches, and follow up as needed. At Huntington High School there are many people that are eager and willing to assist you. Aside from your athletic coaches, it is important that you also maintain close communication with your respective school counselor, and inform him/her of your participation and interest in playing sports at the college level.

As you promote to upperclassmen status (grades 11 and 12), you may want to ask your high school coach if he/she would be able to give you a realistic assessment of your athletic ability, as well as if he/she would be interested in speaking to college coaches on your behalf. As always, your teachers are a great resource too!

Please also be advised that enclosed in this handbook is a *Records Release Form to Athletic Coaches*. If you wish to permit a coach to obtain a copy of your academic records/transcript at any time when visiting Huntington High School, please complete this form (on page 33) and return to Ms. Kitty R. Klein in Central Guidance. All students and parents are strongly advised to review their transcripts/records prior to authorizing such release.

I wish each of you the best of luck. Should you have questions or would like to speak further, please feel free to call, email, or stop by.

Best Regards,

Ms. Kitty R. Klein
District Director of Guidance & Testing
631-673-2101
kklein@hufsd.edu

Guidance Department:

Ms. Diana Bonilla	673 - 2011
Mrs. Lauren Brunoni	673 - 2011
Mrs. Catherine Croke	673 - 2011
Mr. Steve Lashin	673 - 2013
Mrs. Lymari Tattall	673 - 2013
Mrs. Bernadette Walsh	673 - 2131

TABLE OF CONTENTS

	Page
Introductory Letter.....	3
NCAA Eligibility Center and Role of The Student.....	5
What's The Difference Between Divisions I, II, and III....	6
List of NCAA – Sponsored Sports	7
The Game Plan.....	8
CoreCourseGPA.com.....	10
Registering with the NCAA Eligibility Center.....	11
Developing Your Recruiting Marketing Strategies.....	12
Sample Initial Letter of Interest.....	13
Sample Athletic Profile.....	14
Sample Activity Sheet.....	15
Myths About HHS Student-Athletes.....	16
Profile of The HHS Student-Athlete.....	17
Recruiting.....	18
Initial Eligibility Requirements.....	19
Core Course Requirements.....	21
Division I Worksheet.....	22
Division II Worksheet.....	23
Frequently Asked Questions on Initial Eligibility.....	24
What I Need To Know.....	28
College Checklist.....	31
Tips for Succeeding as a College Athlete.....	32
Records Release Form to Athletic Coaches.....	33

THE NCAA ELIGIBILITY CENTER

The National Collegiate Athletic Association (NCAA) was established in 1906 and serves as the governing body for over 1,100 colleges, universities, conferences, and organizations. In order for students to be able to practice, play, and receive athletic scholarships, students need to meet certain academic benchmarks.

In November 2007, The NCAA Eligibility Center took over operations for the NCAA Initial - Eligibility Clearinghouse, which certifies the academic and amateur credentials of college-bound student-athletes who are seeking to compete in NCAA Division I or II athletics. Currently, in the 2016-2017 school year, there are **346** active Division I members, **307** active Division II members, and **439** active Division III members. The national office is located in Indianapolis.

NCAA
P.O. Box 7136
Indianapolis, IN 46207-7136
(317) 917-6222

ROLE OF THE STUDENT

1. It is your responsibility to alert your school counselor as soon as possible of your intent to play collegiate sports (preferably prior to 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 speak with your school counselor about creating a CoreCourseGPA account as early as ninth grade. Once you complete your junior year (11th grade), you should register online with the NCAA Eligibility Center at 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, 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.
6. Visit colleges as often as possible.



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

Division I:

Division I member institutions generally have more students, larger athletic budgets, and more athletics support than schools in Division II or III. They 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. Division I has the strictest recruiting rules with regards to correspondence with coaches and official visits, particularly in the sports of football and basketball. 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. 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 I schools offer full or partial scholarships. Division I schools compete at the national level and have spectator requirements to maintain its division status.

Division II:

Division II institutions emphasize a life balance in which academically and athletically gifted students can compete at a high level, while maintaining a traditional collegiate experience. They 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 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 percent of their games against Division II or Football Bowl Subdivision (formerly Division I-A) or Football Championship Subdivision (formerly Division I-AA) opponents. For sports other than football and basketball there are no scheduling requirements. There are no attendance requirements for football or arena game requirements for basketball. There are maximum financial aid awards for each sport that a Division II school must not exceed. Many Division II student-athletes pay for school through a combination of scholarship money, grants, student loans, and employment earnings. Division II athletic programs are financed in the institution's budget like other academic departments on campus. Division II schools mostly offer partial scholarships, and they compete with other schools in the region and tend to be more local and in-state student-athletes.

Division III:

Division III institutions have a primary focus on academics; consequently, athletes experience shorter sports seasons. They 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 athletic 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 competition. Division III is not bound by recruiting rules (although Division III coaches tend to use Division I and II rules as a guide for contacting prospective student-athletes).

LIST OF NCAA – SPONSORED SPORTS

FALL SPORTS	WINTER SPORTS	SPRING SPORTS	EMERGING SPORTS
Cross Country (W)	Basketball (W)	Baseball (M)	Equestrian (W)
Cross Country (M)	Basketball (M)	Golf (W)	Rugby (W)
Field Hockey (W)	Bowling (W)	Golf (M)	Triathlon (W)
Football (M)	Fencing (M)	Lacrosse (W)	
Soccer (W)	Fencing (W)	Lacrosse (M)	
Soccer (M)	Gymnastics (W)	Rowing (W)	
Volleyball (W)	Gymnastics (M)	Softball (W)	
Water Polo (M)	Ice Hockey (W)	Tennis (W)	
	Ice Hockey (M)	Tennis (M)	
	Rifle (M)	Outdoor Track and Field (W)	
	Rifle (W)	Outdoor Track and Field (M)	
	Skiing (M)	Volleyball (M)	
	Skiing (W)	Beach Volleyball (W)	
	Swimming and Diving (W)	Water Polo (W)	
	Swimming and Diving (M)		
	Indoor Track and Field (W)		
	Indoor Track and Field (M)		
	Wrestling (M)		



THE GAME PLAN

A. Freshman/Sophomore Years

ACADEMIC TASKS:

1. During preregistration meetings, be mindful of selecting courses that meet graduation requirements.
2. Take a solid academic program so that you have a better chance of meeting NCAA eligibility rules. You must successfully complete specific subject area courses that have been approved by the NCAA. See Huntington High school's list of approved courses at www.eligibilitycenter.org and enter our school code: **332490**.
2. Maintain acceptable grades in all core courses (grades below 80% can affect eligibility).
3. Speak with your school counselor about creating a CoreCourseGPA account at www.corecoursegpa.com.
4. Request your transcript from the guidance office so that you can evaluate your academic status for participation in Division I and Division II athletics.
5. Begin to visit college campuses.

ATHLETIC TASKS:

1. Develop a sports record of athletic accomplishments.
2. Attend summer camps:
 - For exposure - attend specific recruiting camps; select camps at colleges that you may want to attend.
 - To improve skills.
 - To experience independent living.
 - To compare your current skills with others.
3. Videotape games.
4. Begin to visit college campuses.
5. View college athletic websites. Most have a simple questionnaire you may fill out and e-mail to the coach.
6. Confer with your coach so that you can thoroughly and honestly evaluate your athletic talents and skills.

B. Junior Year

ACADEMIC TASKS:

1. Continue to take rigorous academic courses.
2. Make certain you are taking the required **core** academic units and are aware of the core course conversion chart and sliding scales (if appropriate).
3. If you haven't already spoken to your counselor yet about creating a CoreCourseGPA account, you should do so immediately at www.corecoursegpa.com.
4. Register for and take the required standardized examinations (PSAT/SAT/ACT). Designate NCAA to receive SAT scores (NCAA code is #9999).
5. Meet with your school counselor/college advisor to develop a list of possible schools based on your academic achievement.
6. Attend college fairs and read literature sent to you by schools.
7. Continue to visit college campuses.
8. Develop an extracurricular - activity list/resume.

9. Register with the NCAA Eligibility Center online (www.eligibilitycenter.org) following the completion of junior year. Don't forget to notify the *guidance office*!

ATHLETIC TASKS:

1. Familiarize yourself with the rules and regulations governing recruiting, eligibility, and financial aid.
2. Develop a sports portfolio of athletic accomplishments.
3. Include a schedule of games and record of awards.
4. View college games to assess their level of play and how it compares to your level.
5. Meet with your high school 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 letters of interest or e-mails to college coaches.
7. Videotape games. Send videos to prospective coaches during your junior year.
8. Continue to attend sport camps.
9. Develop a list of pertinent questions to ask. Refer to page 28 of this handbook.
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.

C. Senior Year

ACADEMIC TASKS:

1. Continue to work hard in your academic courses.
2. If you haven't already spoken to your school counselor about creating a CoreCourseGPA account, you should do so immediately at www.corecoursegpa.com.
3. Register to take/retake standardized tests (SAT/ACT).
4. File college applications (preferably on-line).
5. Write a personal statement and include it with your application.
6. Meet with your guidance counselor to review application materials.
7. Apply to several colleges. Even if you are going to apply early decision to one college, there is **never** a guarantee of admission.
8. Complete financial aid forms early; FAFSA must be filed as early as October 1st.
9. Continue to visit the campuses of those schools you are interested in attending.

ATHLETIC TASKS:

1. Continue to write, call or e-mail coaches expressing interest in their schools and athletic programs.
2. Respond to college questionnaires online.
3. Update your athletic profile sheet.
4. Take campus visits VERY seriously!

CORE-COURSE GPA

CoreCourseGPA.com is an online web-based software tool that enables students, parents, school counselors, and coaches to track a student-athlete's progress towards meeting the NCAA Eligibility Center requirements for Division I and II.

Students should register with CoreCourseGPA.com as early as ninth grade so they can begin to track their academic performance, as well as maintain focus on what they need to be doing each year.

Upon registering and setting up an account, students will be required to answer all required fields, including information pertaining to courses and grades earned. Once completed, CoreCourseGPA.com will prompt the student with the corresponding minimum SAT and ACT scores needed, as well as the number of credits/units that have been fulfilled and the number of credits/units still needed to be cleared with the NCAA.

Additionally, students will receive information pertaining to financial aid, the recruiting process, as well as recruiting rules.

All Huntington High School students have **free** access to CoreCourseGPA.com. Here's how:

Log Onto: www.corecoursegpa.com

In the New Member Account Creation box, enter:

School ID: 332490

School Code: 728235088



REGISTERING WITH THE NCAA ELIGIBILITY CENTER

In order for students to be cleared through the National Collegiate Athletic Association (NCAA), they must register (following the completion of junior year) with the NCAA Eligibility Center at www.eligibilitycenter.org, and click on the link to enter the NCAA College Bound Student-Athlete. Students will need to create their own account by choosing the “New Account” button, and provide a valid email address (one that will be in working order following high school graduation). Additionally, students will need to disclose their name, address, date of birth, and gender. Once entered and saved, they will be assigned to an NCAA identification number.

Students will also need to include the name and location of their high school in which they attend, as well as any other high schools that were attended prior to transferring into HHS. It is important that students don't forget to list their current high school on the registration form. When indicating Huntington High School as your attending school, please be sure to spell out HHS. It should read as *Huntington High School, Oakwood and McKay Roads, Huntington, New York 11743*. The high school phone number is (631) 673-2003 and the fax number is (631) 425-4730.

In the next section of the registration form, students need to select the sport in which they plan on participating in (whether it be Division I or II). At this time, it would also be a good idea for students to have their activity resume since questions about other activities and events that they participated in high school, will be asked. Additionally, questions about the specifics of athletic participation will be further posed and students will need to answer honestly and accurately. The reason for this is to assess a student's *amateurism status*, and all students who wish to participate in Division I or II athletics MUST be certified as amateur student-athletes. Please know that the information that is provided will be reviewed and the NCAA Eligibility Center will make a determination as to whether a particular student's amateurism status will be certified*, or if a penalty should be assessed before certification. Should a penalty be assessed, students have the opportunity to appeal the decision.

The last step of the registration form is the payment fee, which is \$80 for students living in the United States. Once paid, NCAA will process your account. Students who have financial hardship and who are in need of a fee waiver** should speak with their respective school counselor or to Ms. Klein, Director of Guidance. If approved, Ms. Klein will grant the fee waiver through the NCAA and then the student will need to log back onto the Eligibility Center's website and complete the registration process. Once completed, **all** students must download the Transcript Release Form from the NCAA website and submit to secretary in Guidance East, or to their respective school counselor.

*** Indicates that Division III certification of an individual's amateurism status is completed by each college or university, NOT the NCAA Eligibility Center.**

**** Indicates that only students who have been granted a fee waiver for the SAT or ACT may be eligible to receive a fee waiver for the NCAA Eligibility Center's registration fee.**

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 by 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...).
5. Obtain letters of recommendation from past and present coaches from school and club teams, an opposing coach, athletic director, guidance counselor and/or 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 also be mailed along with your athletic profile to the colleges of your choice.
7. Attend summer sport 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 to also determine appropriate level of play (Division I, II, III). Ask your coaches to contact the college coach 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 Clearinghouse. You can also register with the NCAA Eligibility Center online (end of junior year).

INITIAL LETTER/EMAIL OF INTEREST

Your name
Your address
Your e-mail address

May 15, 2015

Coach Seth Tierney
Head Lacrosse Coach
Hofstra University
Hempstead, NY 11530

Dear Coach Tierney:

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

I am also very interested in the possibility of playing Lacrosse at Hofstra. I have filled out the online questionnaire to give you more of my personal information. I have been a starting attackman on my high school team for the past two seasons and earned all-county honors this year. I am enclosing my athletic profile for your review. Please e-mail me at your earliest convenience so we can discuss my academic and athletic abilities.

Thank you very much.

Sincerely,

Joe Lacrosse

ATHLETIC PROFILE

NAME: _____

SS#: _____

ADDRESS: _____

PHONE: _____

SPORT: Football

TEAM NAME: Blue Devils

CONFERENCE: Nassau County Conference II

OFFENSIVE POSITION: Split End

DEFENSIVE POSITION: Safety

HEIGHT: 6'2"

WEIGHT: 185 lbs.

SPEED IN 40: 4.7

BENCH PRESS: 190 lbs.

<u>YEAR</u>	<u>GAMES</u>	<u>CATCHES</u>	<u>YARDS</u>	<u>YDS/CATCH</u>	<u>TD</u>
2014	8	11	130	12.6	1
2015	7	24	400	17	4
2016	8	17	350	20.5	2

FOOTBALL HONORS: All-Conference 2014, Unsung Hero 2015

FOOTBALL STRENGTHS: Catch ball in traffic, read defenses accurately, get open well, co-designed plays with coaches

OTHER SPORTS PLAYED: Varsity basketball, lacrosse, baseball

HIGH SCHOOL ACTIVITIES: Newspaper and Key Club

OTHER HONORS: Outstanding Athlete and Outstanding Camper Awards at Camp Wah-nee 2015

FOOTBALL CAMPS ATTENDED: Offense-Defense at Hofstra University
June 2013, 2015

GAME JERSEY: 80

PHONE: 631-673-2101 SCHOOL

HEAD COACH: Stephen Henry

516-555-5555 - HOME

GAME FILMS AVAILABLE UPON REQUEST

ACTIVITY SHEET

NAME: _____

S.S. #: _____

ADDRESS: _____

PHONE: _____

ATHLETICS

ACTIVITY	GRADE/YEAR	POSITION
Junior Varsity Football	9 th	Receiver
Varsity Football	10 th , 11 th , 12 th	Receiver, Captain-12 th
	Summer 2010	Offense-Defense Camp, Hofstra University
Junior Varsity Basketball	9 th	Guard
Varsity Basketball	10 th , 11 th , 12 th	Guard
	Summer 2013	Empire State Games Hoop it Up 3 on 3
	Summer 2013, 2014	Eastern Invitational Basketball Camp, Trenton State College

ACTIVITIES

ACTIVITY	GRADE/YEAR	DESCRIPTION
Athletes Helping Athletes	12 th	Role model program designed to inspire underclassmen athletes
S.A.D.D.	9 th , 10 th , 11 th , 12 th	Promoted positive decision making in peers
Scholarship Drive	9 th , 10 th , 11 th , 12 th	Helped to raise money for athletic scholarships
School Newspaper	11 th , 12 th	Sports Editor
F.B.L.A.	9 th , 10 th , 11 th , 12 th	Participated in business enriching activities
Key Club	11 th , 12 th	Engaged in community service in the local area

MYTHS ABOUT HHS STUDENT-ATHLETES

Myth: All student-athletes play Division I sports.

Reality: The overwhelming majority of our graduates participate in Divisions I, II, and III.

Myth: All student-athletes receive full scholarships.

Reality: The majority of student-athletes do not receive athletic scholarships. At the Division I and II levels, students can receive athletic scholarships but Division III schools do not offer athletic scholarships. However, there are sometimes academic scholarships.

Myth: Student-athletes are not successful in the classroom.

Reality: From the classes of 2013-2016, student-athletes who participated in high school sports had a mean high school grade-point-average of 92.

Myth: When you play a sport in high school, it is impossible to participate in other activities.

Reality: With solid organizational and time-management skills, it is possible to involve yourself in several extracurricular activities.

Myth: You should only play one sport in high school in order to excel and maximize your potential.

Reality: Playing more than one sport will enhance your overall athletic ability. College coaches are impressed with multi-sport athletes as they have skills that are transferable to their specific sport.

Myth: The high school athlete spends more time studying out of season and performs at a higher level in the classroom.

Reality: Studies have shown that student-athletes receive higher grades during their sports season due to proficient time-management and organizational skills.

THE PROFILE OF THE HUNTINGTON 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 and they display exemplary sportsmanship in practice and in competition. Student athletes are disciplined, dedicated and enthusiastic about being part of a team.

For additional information, please feel free to contact Ms. Georgia McCarthy, Director of Athletics at (631) 673-2018.



RECRUITING

OFFICIAL VISITS:

None allowed until junior year.

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; and
- 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 or ACT score, and register with the NCAA Eligibility Center.

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 he/she wishes.

VERBAL COMMITMENT:

A phrase used to describe a college-bound student-athlete's commitment to a school before he/she signs (or is able to sign) a National Letter of Intent (NLI).

Very popular for both college-bound student-athletes as well as coaches.

Commitment is non-binding unless the NLI is signed and is accompanied by the financial aid agreement.

NATIONAL LETTER OF INTENT (NLI):

A voluntary program administered by the NCAA Eligibility Center.

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 and may be renewed on a yearly basis.

For further inquiries about the NLI, log onto www.national-letter.org or call (317) 223-0706.

EMAIL, INSTANT MESSAGES, TEXT MESSAGES

In this age of technology, NCAA has regulations for email, Instant Messages and Text Messaging. Correspondence must be private between you and the coach until you provide a written commitment to the NCAA school. Remember, they cannot call you on the phone before June 15th of your sophomore year, and then they are only allowed to call you once a week. However, **YOU** can call them as often as you like.

**INITIAL ELIGIBILITY REQUIREMENTS FOR STUDENTS ENROLLING IN
A DIVISION I COLLEGE BEGINNING AUGUST 1, 2016**

1. Graduate from high school.
2. Completion of 16 NCAA approved courses (refer to page 22 worksheet), 10 of which must be completed prior to the seventh semester, and seven of the ten must be a combination of English, math or natural/physical science. These 10 courses MUST be “locked in” by the seventh semester and cannot be retaken for grade improvement. It is possible for a student to still receive athletic aid and the ability to practice with the team if he/she fails to meet the 10 course requirement, but would not be able to compete.
3. Earn a minimum core-course grade-point average of 2.3.
4. Present the corresponding core-course grade point average (GPA) – see sliding scale with the required ACT or SAT sum score.
5. Complete the amateurism questionnaire and request final amateurism certification.

**DIVISION I INITIAL-ELIGIBILITY INDEX
BEGINNING AUGUST 1, 2016**

This is an abbreviated version of the index. Refer to the NCAA website for the full index.

DIVISION I QUALIFIER

CORE GRADE POINT AVERAGE FOR COMPETITION	SAT	ACT (SUM OF SCORES)
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.375	470	42
3.350	480	43
3.250	520	46
3.000	620	52
2.900	660	54
2.750	720	59
2.525	810	67
2.400	860	71
2.375	870	72
2.325	890	74
2.300	900	75

**DIVISION I INITIAL-ELIGIBILITY INDEX
BEGINNING AUGUST 1, 2016
(CONTINUED)**

ACADEMIC REDSHIRT

CORE GRADE POINT AVERAGE FOR AID AND PRACTICE ONLY	SAT	ACT (SUM OF SCORES)
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

**INITIAL ELIGIBILITY REQUIREMENTS FOR STUDENTS ENROLLING IN
A DIVISION II COLLEGE UP UNTIL AUGUST 1, 2018***

1. Graduate from high school.
2. Completion of 16 NCAA approved courses (refer to page 23 worksheet).
3. Earn a minimum of 2.0 core conversion grade point average
4. Present a minimum 820 SAT (critical reading and math only) or 68 ACT sum score.
5. Complete the amateurism questionnaire and request final amateurism certification.

* After August 1, 2018, NCAA will require a Division II sliding scale to match test scores and core-course grade-point averages (GPA).

DIVISION III CORE CURRICULUM

There are no core course requirements for Division III colleges/universities. However, you will need to check with the individual institutions for their requirements.

CORE COURSE REQUIREMENTS

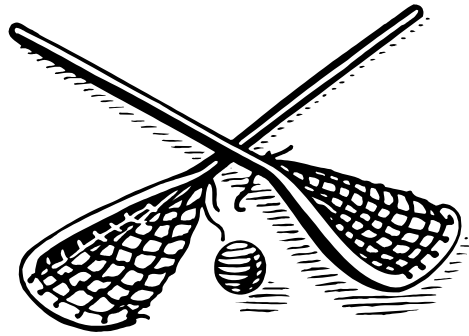
<u>Academic Area</u>	<u>Division I</u>	<u>Division II</u>
English Core	4 Years	3 Years
Math Core (Algebra 1 or higher)	3 Years	2 Years
Science Core (One must be a lab)	2 Years	2 Years
Social Studies Core	2 Years	2 Years

From English, Math Or Science	1 Year	3 Years

Additional Core (English, Math, Science, Social Studies, Foreign Language, etc...)	4 Years	4 Years

Total Core Units Required	16	16

There are **NO** core course requirements for Division III colleges. Check with the individual institution for their requirements!



DIVISION I WORKSHEET

Quality Points/conversion: 65%-69% = 1 70%-79% = 2 80%-89% = 3 90%-100% = 4

English (4 Years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)
English 9R	1.0	84	3	(1.0x3)=3
Creative Writing	0.5	89	3	(.5x3)=1.5

Mathematics (3 years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)

Natural/Physical Science (2 Years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)

Additional Year in English, Math, or Science (1 Year Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)

Social Science (2 Years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)

Additional Academic Courses (4 Years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)

Core Course GPA (16 credits Required)

Total Quality Points	Total Number of Credits	Core Course GPA (Total Quality Points/Total Credits)

DIVISION II WORKSHEET

Quality Points: 65%-69% = 1 70%-79% = 2 80%-89% = 3 90%-100% = 4

English (3 Years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)
English 9R	1.0	84	3	(1.0x3)=3
Creative Writing	0.5	89	3	(.5x3)=1.5

Mathematics (2 Years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)

Natural/Physical Science (2 Years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)

Additional Year in English, Math, or Science (3 Years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)

Social Science (2 Years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)

Additional Academic Courses (4 Years Required)

Course Title	Credit	Grade	Core Conversion	Quality Points/units (multiply credit by grade)

Core Course GPA (16 credits Required)

Total Quality Points	Total Number of Credits	Core Course GPA (Total Quality Points/Total Credits)

FREQUENTLY ASKED QUESTIONS ON INITIAL ELIGIBILITY

When should a student register with the NCAA Eligibility Center?

Students should register with the Eligibility Center following the completion of their junior year in high school. Once the student files, a "Transcript Release Form" MUST be downloaded and submitted to Mrs. DeThomasis in Guidance East so that a transcript, which includes six semesters of grades, can be sent to the Eligibility Center directly 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 (refer to page 21);
3. Present the required grade-point average (refer to the sample sliding scale in this guide or to the NCAA website for the full index).
4. Present a qualifying test score on either the ACT or SAT (refer to the sample sliding scale in this guide or to NCAA website for the full index).
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
2. Click on "General Information";
3. Click on "List of Approved Core Courses";
4. Input your high school's CEEB code (**332490**) or search by your high school's name and state; and
5. Review the list.

You should also register with CoreCourseGPA.com (refer to page 10 of this guide). Please be mindful that if a core course you took is not on the list, it can not be used in your eligibility determination. Courses that appear on your transcript must be an identical match to what is on the NCAA approved list.

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

See your guidance counselor immediately!

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 a 'D'.

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

No. Courses completed through credit-by-exam can *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.

May courses taken in the eighth grade that are high school core courses (e.g., Integrated Algebra, Spanish I, Earth Science, etc) 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/on-line 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. The student's work is available for evaluation and validation;
4. Appropriate academic authorities evaluate your work according to the high school's academic policies;
5. The course includes a defined time period for completion; and
6. 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: Integrated Algebra, spread over two years, would receive one unit of credit.)

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

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

How is my core-course GPA calculated?

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 nine through twelve.

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

For Division I, maybe. Only courses completed in grades nine through twelve 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 core 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, as 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 (meaning that they are placed on an IRL list), 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 I NEED TO KNOW FROM MY SCHOOL AND PARENTS

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...

Questions

Person to Ask

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 that college?

School Counselor
Naviance

Do I have the qualities required to move away from home and handle independence?

School Counselor,
Parent, Student

Do I know how to manage my time well?

Parent, Student

Have I taken the appropriate college entrance examinations?

School Counselor

Have I arranged to make college visits?

Parent, Student

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
Athletic Director

WHAT I NEED TO KNOW ABOUT THE ATHLETIC PROGRAM:

Questions

Person to Ask

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 only athletes?

College Coach

How many students live in each room?

College Coach,
Teammates

Questions

How many hours a day are required for the athletic program? (Also ask about season.)

Person to Ask

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,
College Admissions

How much of the total cost of college would a scholarship cover?

College Coach,
College Counselor

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 for care?

College Coach

WHAT I NEED TO KNOW ABOUT THE ACADEMIC PROGRAM:

Questions

Does the college have the academic program that I am interested in pursuing?

Person to Ask

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

Questions

How large is the college?

How many hours will I need to study each night?

What is the total yearly cost of attendance?

What financial aid am I eligible to receive?

What kind of career services does the college offer?

As an athlete, will I be eligible for tutoring services? Is there a fee?

How accessible is my academic advisor?

What grade point average must I maintain to stay in school?

What kind of reputation does the college have in my field of interest?

Person to Ask

School Counselor,
Naviance

College Counselor
Friends, School
Counselor

School Counselor
College Counselor

Financial Aid
Counselor

College Counselor

College Coach,
Teammates

College Counselor
College Students

College Counselor

School Counselor

*The high school guidance department maintains a comprehensive website that can answer most of your questions including the college exploration and application process. Please also refer to the our Post-Secondary Planning guide.

www.hufsd.edu

COLLEGE CHECKLIST

College/ University Name	Discussion W/ H.S. coach & school counselor	Intro. Letter to College Coach	Athletic Profile & Activity Sheet Sent	Questionnaire completed & Submitted	Video Tapes Sent	Follow Up Letter Sent	Application & SAT/ACT Scores Sent	College Visit (include date of visit)	Letters of Rec. Sent	College Coach's Response	Comments

TIPS FOR SUCCEEDING AS A COLLEGE ATHLETE

1. Manage your time wisely! Time management is the number one trait a college athlete needs in order to meet with 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 rewarding 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 (ie: 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 athletic field.
4. Attempt to schedule your classes with your sports 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's lifestyle, but avoiding any possible conflicts 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 schoolwork and foster his/her educational experience.

*NOT all schools have team study halls.