



NCAA Recruiting & Initial Eligibility

A Guide for High School Students and Parents

Athletics in College: Clarify Your Goals

- Why do you want to play at the collegiate level?
- What do you want to get out of playing in college?
- Is part of your decision financially based?
- Do athletics improve your college options?
- Where do you want to play? Why?
- At what level? (DI, DII, DIII, Junior College, etc.)
- Have you assessed the risks involved?

Answers to these questions will help guide you through the recruiting & college processes

Picking a School vs. Picking a Program

- Student Athletes should still participate in the college research process.
- Understanding the team and commitment level are important, however, students athletes also need to understand the school, its cost, available majors, class size, student to professor ratio, etc.
- Student Athletes should consider the “broken leg scenario.” Will he/she still be happy and successful at a college or university if sports are no longer in the picture.
- You should pick a school and a program that fits you best athletically, academically, socially, and personally.

Restrictions

The more restrictions you place on the type of program and school you are looking for, the fewer choices you may have in the long run.

For example: You want to play at a Division I university, that is located in a city, is in the ACC, and offers physical therapy as a major.

In this situation, your choices may be limited.

Being a Collegiate Student Athlete

Involves commitment, dedication, discipline,
and organization.

These variables will differ depending on the division
you decide to play in and which school you choose.

Division I or II Student Athlete

Potential Benefits

Job Opportunities & Networking

Structure

Discipline

Continued Development of Time

Management Skills

Strong Competition

Travel

Scholarships

Set Team Standards

Friends

Academic Support (Study Hall, Priority
Registration, Tutoring, Advising, etc.)

Potential Downsides

Intense Schedule

Academic Restrictions (Majors, Classes,
Study Abroad, Internships, etc.)

Missed class time due to games

Personal/Social Restrictions (Where you
live, Greek life, Vacations, etc.)

Stress

Not a lot of free time

Monotonous Days

Jock Stereotypes

Strict lifestyle

Division III Student Athlete

Potential Benefits

Few conflicts between academics and athletics
Merit based scholarships
Shorter seasons (resembles high school)
Smaller teams
Regional Traveling
Multiple Sport Athletes
Few personal/social restrictions
More free time
Study Abroad & Internships
Well rounded and balanced approach to academics and athletics

Potential Downsides

No athletic scholarships
Less full time structure
Lack of school spirit
High tuition rates
Coaches often have less pull with admissions representatives
Lack of special privileges
Fewer opportunities to showcase one's abilities on the national level

Recruiting 101

It is essential to be an active participant in your own recruiting process

Recruiting 101

- It is never too early to start!
- Understand your own personal goals and expectations
- Assess your ability
 - Personally Assess: Be honest!
 - Outside Assessment: HS Coach, Club Coach, & Summer Camp Coach
- *Remember... at the end of the day it is a college coach's evaluation that will determine your recruitment status in their program*
- As a prospective student athlete you will be evaluated both athletically and academically
 - Coach will weigh options and compare you to other prospective student athletes
- Be open to developing and challenging yourself both athletically and academically. Showing growth throughout your four years in high school is important.

Recruiting Timeline

- Restrictions regarding the recruiting process and timeline are ever evolving.
- However, it is important to understand that the recruiting timeline can differ from sport to sport, and from division to division.
- [NCAA Recruiting Calendars](#)
- [Guide for the College Bound Student Athlete](#) --
Pages 23-27

Early Recruitment

- Coaches will collect as many names as possible
- They will visit tournaments and showcases
- What can I do as a prospective collegiate student athlete to express my interest in a program?
 - Fill out prospective student athlete questionnaires on programs' websites
 - Introduction letter and athletic resume
 - Create an athletic video
 - Participate in summer camps (college camps, ID camps, etc.)
 - Consider joining an accomplished club team (exposure is necessary)
 - Watch college team play

Questionnaires & Letters to Coaches

- Questionnaires will help you to get in the program's database
 - Will be notified of camps and events
- Introduction Letters and Athletic Resume should include:
 - Your name
 - Contact information (email & phone)
 - Tournament & Game Schedule (include field numbers if possible)
 - Teams you play for (jersey number)
 - Contact Information for coaches and guidance counselor
 - Data (academic and athletic)
 - Athletic Objectives (goals, what you hope to accomplish)

Start your letter by first showing interest in the school, program, and coach. Then move into the information about yourself.

Athletic Videos

- Athletic videos are a great way to initially demonstrate your skills and abilities to college coaches.
- When creating a video, do not just focus on highlights. Include:
 - Defensive/Offensive plays
 - Vision on the field
 - Good runs
 - Leadership
- **BE SURE** to identify yourself on the field. Include your name, jersey number, and position.
- Talk to your coach about starting a video early
- Videos can be created and uploaded online. Just send the coach your link!

Communication with Coaches

- When emailing, speaking, or meeting with a coach always be well prepared with up - to - date transcripts, test scores, and a school profile.
 - Contact your counselor for unofficial copies of your transcript
- Be sure to keep coaches in the loop with an updated athletic schedule.
- It is ESSENTIAL as a prospective collegiate athlete that you are aware of the types of communication you may receive from college coaches
 - Who is initiating communication?
 - Mass email vs. personal note
 - Phone/text contact
 - How frequently does the communication occur?
 - Where do conversations lead?
 - » Visits?
 - » What position you may play?
 - » Future athlete in their program?
 - » Scholarship opportunities?

Responding to Coaches

- Be sure to PLAN before returning a coaches emails or calls
- Respond in a timely manner
- Ask essential questions:
 - What is the coach's timeline?
 - How many spots are available for your class?
 - Campus visit?
 - Next step in the process?

Record keeping is essential

- Create folders in your email for each school
- Excel Spreadsheets/Google Docs
- Log all communication (email, text, phone, letter, etc.)

Unofficial Visits

- A visit to a college campus that is paid by the student or his/her parent
- Division III schools often use these frequently, even for top prospects.
- There is no limit set forth by the NCAA to the number of unofficial visits a prospective student athlete can take.
- Good time for an athlete to familiarize himself with the coach, expectations of the program, team members, and the school itself.
- Go on a school tour
- May find it beneficial to meet with an Academic Advisor to discuss academic eligibility and specific academic programs the university or college offers
 - Bring copies of transcript, schedule, and resumes
- Be conscious of how you present yourself
 - ABC's
 - Attitude
 - Behavior
 - Clothing
- Ask questions!
- Treat it as a business trip, not a vacation.

Official Visits

- Only allowed 5 official visits at Division I and II schools
- You have made a coach's "short-list"
- 48 hours on campus completely paid for by the program
- Can take place after the beginning of senior year
- You MUST register with the NCAA Eligibility Center and submit a transcript and SAT/ACT scores prior to attending an official visit
- Familiarize yourself even more with expectations of the program, team members, and the school itself
- Gain an understanding of the commitment of a collegiate student athlete
- Be conscious of how you present yourself
 - ABC's
 - Attitude
 - Behavior
 - Clothing
- Treat it as a business trip, not a vacation.

Individuals already on the team will report back to coaches about how you presented yourself throughout the course of your visit

Commitments

Verbal Commitments

- Can be made at any time
- Usually made before a student-athlete is eligible to sign a National Letter of Intent
- Have become very popular, as the recruiting process is starting earlier and earlier
- NON-BINDING

Early commitments can be risky

- Coaching changes
- Declining grades
- Injuries

National Letter of Intent

- Official commitment only for DI (with the exception of Ivy League schools) and some DII schools
- Once signed, prospective student athlete agrees to attend that college/university for one academic year
- University must provide financial aid for that year
- BINDING
- Ends all communication with other institutions
- Designated signing periods based on sport
- NLI is not the same as a scholarship agreement



Initial Eligibility & Academic Requirements

NCAA Eligibility Center

- Certifies a student's initial eligibility to practice, compete, and receive aid during his/her first year at a Division I or II school
- Certifies amateur status
- Any student who is interested in playing athletics in college should register with the [NCAA Eligibility Center](#)

What is a “core” course?

- Academic courses in the following areas:
 - English
 - Math
 - Natural/Physical Science
 - Foreign Language
 - Comparative Religion
 - Philosophy
- **HOWEVER, not all academic classes may be used as core courses - there are many electives in academic subject areas that are not considered core courses by the NCAA**
- **ALSO, certain academic course levels may not be approved by the NCAA**
- What does this mean for me as a prospective student athlete?
 - View approved core course listing for HCRHS on the [NCAA Eligibility Center Website](#)
 - Remember to use our school code: 310380
 - Speak with your counselor if you have any questions

What is NOT a “core” course?

- Courses in non-core or vocational areas such as:
 - Drivers Ed
 - PE
 - Art
 - Music
 - Welding
 - Etc.
- Courses that prepare students for the world of work or life such as:
 - Personal Finance
 - Consumer Education
 - Business
 - Technology
- Courses that are not academic in nature

Division I Academic Eligibility Requirements: Core Courses

DIVISION I

Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016

Qualifier Requirements

**Athletics aid, practice, and competition*

- 16 core courses
 - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
 - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

DIVISION I – 2016

Academic Redshirt Requirements

**Athletics aid and practice (no competition)*

- 16 core courses
 - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

Division I Academic Eligibility Requirements:

Core Courses

- 10 of the 16 required core courses must be completed before your seventh semester of high school (by the conclusion of your Junior year)
 - 7 of those 10 courses must be in English, Math, and Natural/Physical Science
 - These 10 classes are “locked in” for calculation in the core-course GPA (a course repeat cannot be used if after the seventh semester)

For more detailed information, please see the [NCAA Eligibility Center Quick Reference Guide](#)

Division I Academic Eligibility Requirements:

Test Scores & GPA

- Students must achieve a corresponding test score and core course GPA as determined by the NCAA Division I [sliding scale](#)
 - SAT: Critical Reading & Math combined score (best subscore is used from each section)
 - ACT: English, Math, Reading, & Science sum score (best subscore is used from each section)
 - Core Course GPA
 - Only courses approved by NCAA will be used to calculate your core course GPA
 - **For students enrolling in college on/after August 1, 2016:**
 - Minimum core course GPA: 2.30 which must correspond with a SAT/ACT score listed on the [sliding scale](#)
- Reporting scores to NCAA:
 - Use code 9999 during SAT or ACT registration

Division II Academic Eligibility Requirements

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I 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.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

[NCAA Eligibility Center Quick Reference Guide: Division II](#)

Division II Academic Eligibility Requirements: Test Scores & GPA

- **Students enrolling in college before August 1, 2018:**
 - Only courses approved by NCAA will be used to calculate your core course GPA
 - **Minimum core course GPA: 2.0**
 - **Minimum SAT Score (Critical Reading & Math): 820**
 - **Minimum ACT Sum Score (English, Math, Reading, & Science): 68**
- **Students enrolling in college on/after August 1, 2018:**
 - Only courses approved by NCAA will be used to calculate your core course GPA
 - **Minimum core course GPA to be eligible for competition: 2.2**
 - **Students must achieve a corresponding test score and core course GPA as determined by the NCAA Division II [sliding scale](#) (p.2)**
- **Reporting scores to NCAA:**
 - Use code 9999 during SAT or ACT registration

Reminders

- Be proactive in planning and scheduling your standardized testing for college
 - Speak to your counselor and visit [College Board.org](http://CollegeBoard.org) & ACTStudent.org for more information
- Create an account with the [NCAA Eligibility Center](#) as soon as possible
- Transcripts
 - Following the completion of Junior year, make sure to request a transcript to be sent to the NCAA Eligibility Center for review
 - Contact Counseling Services for more information regarding transcript requests
- Be an active participant in planning your high school coursework
- Check the list of [NCAA approved courses](#) (use school code 310380)