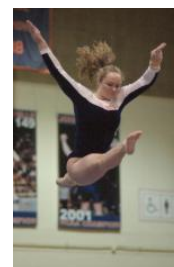




# A GUIDEBOOK FOR THE COLLEGE-BOUND STUDENT ATHLETE 2022-2023



## TABLE OF CONTENTS

|  |       |
|--|-------|
| Statement of Purpose                                 | 2     |
| High School Plan for a Student Athlete               | 3-4   |
| Roles and Responsibilities                           | 5-7   |
| Core Course List                                     | 8-9   |
| Athletic Resume                                      | 10-11 |
| Cover Letter Format                                  | 12    |
| Athletic Resume Format                               | 13    |
| Estimated Probability of Competing in NCAA Athletics | 14    |
| What College Coaches Look For                        | 15    |
| What I Wish Someone Would Have Told Me               | 15    |
| Getting Yourself Recruited                           | 16    |
| Useful Resources                                     | 16    |
| NCAA Div. I Initial-Eligibility Requirements         | 17    |
| NCAA Div. II Initial-Eligibility Requirements        | 18-19 |
| Division III Strategic Positioning Platform          | 20    |
| Division III Talking Points                          | 21    |
| Registration Checklist                               | 22    |
| Notes Page   | 23    |

# STATEMENT OF PURPOSE

Dear Hinsdale Central Families,

The following booklet is designed to assist the college bound student athlete who is interested in participating in athletics in college. It contains the following information:

- The roles and responsibilities of the student, parents, counselors and coach in the college selection process.
- The NCAA-approved core course list for Hinsdale Central High School.
- The 2022-2023 NCAA Guide for the College-Bound Student-Athlete
- A list of ideas should a student desire to contact a college coach.
- And more.....

Daniel Jones  
Athletic Director

## **HIGH SCHOOL PLAN FOR A STUDENT ATHLETE**

### **Freshman Year**

- Talk to your counselor about core class requirements.
- Get to know all the coaches in your sport.
- Work on your grades!
- Attend sports camps.
- Start thinking about a realistic analysis of your ability.
- Start thinking about your academic and career goals.
- Attend District 86 College Fair in the Spring.

### **Sophomore Year**

- Talk to your counselor about core class requirements.
- Start developing your career goals with the help of your counselor and interest inventories.
- Keep your grades up.
- Talk to your coaches about your ability and ambitions.
- Stay out of trouble.
- Make sure that you are logged into Naviance.
- Create and save a potential school list in Naviance.
- Make preliminary inquiries about colleges that interest you.
- A brief letter/e-mail to a college coach might be appropriate.
- Take the PSAT test.
- Start making your sports resume.
- Attend District 86 College Fair in the spring.
- Possibly take an AP exam in May if enrolled in an AP course

### **Junior Year**

- Talk with your counselor about career goals and core course requirements.
- Talk with your coach about a realistic assessment of which college level you can play.
- Take the ACT and/or SAT when appropriate.
- Spend time on Naviance and your college search process.
- Refine your list of possible college choices. Know their entrance requirements.
- Send sports resume to college coaches.
- Complete and submit questionnaires that coaches have sent to you via e-mail or in the mail.
- Ask your high school coaches for letters of recommendation.
- Register with the NCAA Eligibility Center - send transcript end of junior year.
- Sports Camps (last chance)!
- Attend District 86 College Fair in the spring.

## **Senior Year**

- Make sure you have all graduation requirements and core classes.
- Make sure you have registered with the NCAA Eligibility Center - do this if you are pursuing Div. I or Div. II sports (not needed for Div III)
- Attend college programs and financial aid workshops.
- Narrow your college choices.
- Make sure you have applications for admission and transcripts sent to colleges you are interested in.
- Make sure you are aware of recruiting rules regarding campus visits.
- Fill out federal financial aid form (FAFSA) -available Oct 1st.
- Make copies of all forms.
- Sit down with your parents and coach and list the pros and cons of each school you are considering.
- Let coaches know when their school is no longer in the running. Thank them!
- Be sure of your final choice before signing any papers.
- Make your final decision based on a meaningful college education, excellent career preparation, and a satisfying athletic experience.
- Be deposited at one school no later than May 1<sup>st</sup>.

## **ROLES & RESPONSIBILITIES**

### **The Student's Role and Responsibilities:**

#### **Be aware of and understand eligibility requirements**

The requirements established by the NCAA Eligibility Center can be confusing and difficult to understand. Understanding these requirements might save future surprises and/or problems that occur during the eligibility process.

#### **Be aware of approved core courses**

The NCAA Approved Core Course List for Initial Eligibility changes each academic year. A current list of courses is provided for you in this packet.

#### **Register with the NCAA Eligibility Center**

To register, prospective student-athletes should access the registration materials by visiting the clearinghouse website at [www.ncaa.org](http://www.ncaa.org). On the home page, click on Student-Athletes and then on NCAA eligibility center. Follow directions for the NCAA College-bound Student-Athletes enter here. Make sure that you have completed a transcript request form in the spring of your junior year to have your sixth semester transcript sent in the summer before your junior year. Release your test score (ACT or SAT) to the Clearinghouse.

#### **Contact coaches and admission offices at colleges**

It is your responsibility to write letters, go online and/or make the phone calls requesting information about each college. Remember you are the one going to college so you should be the one making the contacts.

Fill out and return Athletic questionnaires in a timely fashion.

#### **Keep updated files of college information**

Your mailbox (e-mail and mailbox) will be stuffed with college literature. Keep an organized file of current college literature to help keep each college's information separate.

#### **Keep updated files on coach contacts and information discussed**

Information, recruiting status, possibilities, etc. can and probably will change through each contact with a coach. Keep a list of phone calls and highlights of the discussion to help you know where you "stand" and what the next step will be.

#### **Keep a list of priorities in selecting a college**

Remember, there are many reasons for selecting a college. As you look at location, size, governance (public vs. private), cost, athletic participation, etc. keep a list of your "priorities" to help you stay focused on what YOU want in a college!

#### **Seek out your counselor and coach for advice**

You should contact both your counselor and coach at the beginning of your junior year to discuss possibilities, eligibility, recruiting, etc. Their experience can be a valuable asset during what can be a very confusing time.

## **The Parent's Role and Responsibilities:**

### **Be supportive of your child**

Knowing that one can turn to his/her parents for help and support can be very reassuring during the process. Although this is a student-based decision, it is a family process.

### **Help your child keep college files updated and organized**

### **Allow your child to do the legwork**

While this is a family-based decision, it should also be student initiated. This means that the student needs to be the one doing the work: researching the schools, contacting the admission offices, the coaches, etc.

### **Help your child be responsible**

Help and promote the student to develop the personal responsibility necessary to become a successful college athlete.

## **The Counselor's Role and Responsibilities:**

### **Serve as the student's advocate**

Your counselor serves as your advocate and is your spokesperson to the college admission offices and coaches when necessary. It is important that you keep him/her updated on your recruitment status.

### **Provide a neutral position**

This can be overwhelming for you as the student-athlete. Pressures to apply "early decision" so coaches have more "weight" in the admission office, pressures to sign the letter of intent, coaches not committing to you, etc., can become confusing, frustrating, and may lead to pre-mature decisions. Seek your counselor for neutral advice while sorting out emotions. A neutral advocate can help you stay focused!

### **Transcript requests**

If you need an unofficial copy of your transcript to make a visit to a college, you will need to come to the Guidance Office.

### **Provide NCAA Eligibility Center Information**

Your counselor has information about the policies and procedures of the certification process. You should meet with your counselor in the SPRING of your junior year to clarify all procedures and to discuss this information. Sixth semester transcripts will be sent to the Clearinghouse at the completion of junior year. A final transcript will be submitted after the student has graduated from Hinsdale Central.

### **Give advice on college choices**

Your counselors can be helpful to you in categorizing your list of colleges. You are recommended to have a few "reach" schools, "probable" schools, and "safety" schools. Your counselor can offer insight as to which schools fall into each group.

### **Assist the family in the process**

Remember this is a family process. If parents have any questions, they should feel free to contact your counselor for assistance.

## **The Coach's Role and Responsibilities:**

### **Provide insight**

Your coach can share information with you regarding your possible level of participation. Speaking with your coach about the realities of participating at each level (Division I, Division II, Division III or NAIA) can be helpful information for you during the college recruitment process.

### **Be involved during a college coach's visit to Hinsdale Central High School**

Coaches from colleges/universities frequently visit Hinsdale Central and your coach can be very instrumental in orchestrating these visits. You are encouraged to speak to your coach regarding these possibilities.

### **Provide necessary recruitment information to student athlete**

Your coach also has information regarding the recruitment that could be helpful to you. Seek their advice throughout the process to help you make an informed decision.



## CORE COURSE LIST

### ENGLISH

### ACCELERATED

AP LANG  
AP LIT

### HONORS

CREATIVE NON-FICTION HONORS  
ENGLISH 1H  
ENGLISH 2 H  
PSYCHOLOGY IN LIT HONORS

### OTHER

AFRICAN AMERICAN LIT  
BLACK AMERICAN LIT  
BRITISH LIT 1  
BRITISH LIT 2  
CREATIVE WRITING  
CREATIVE NON-FICTION  
DEBATE AND WRITING  
DYSTOPIAN LIT  
ENGLISH 1  
ENGLISH 2  
ENGLISH 3  
ENGLISH 4  
ETYMOLOGY  
JOURNALISM 1  
PSYCHOLOGY IN LIT  
RHETORIC: THE ART  
PERSUASION  
SENIOR COMPOSITION  
SENIOR LITERATURE  
SPEECH/COMMUNICATION  
US LIT AND COMP  
WORLD LIT

### SOCIAL STUDIES

AP EURO  
AP GOV  
AP MACRO  
AP MICRO  
AP PSYCH  
AP US HISTORY

BUSINESS LAW 1-H  
BUSINESS LAW 2-H  
INTRO TO BUSINESS-HONORS  
PHILOSOPHY-HONORS  
WORLD HISTORY-H

AFRICAN AMERICAN HISTORY  
AMERICAN POLITICS  
BUSINESS LAW 1  
BUSINESS LAW 2  
CONSTITUTIONAL LAW  
CRIMINAL LAW  
EAST ASIAN STUDIES  
ECONOMICS  
GEOGRAPHY  
GLOBAL ISSUES  
INTRO TO BUSINESS  
PSYCHOLOGY  
SOCIOLOGY  
US HISTORY  
WESTERN CIV  
WORLD CULTURES

### MATHEMATICS

AP COMP SCI A  
AP COMP SCI PRINCIPLES  
AP STATISTICS  
AP CALC AB  
AP CALC BC

ALGEBRA 2 TRIG H  
GEOMETRY H  
INTEGRATED ALGEBRA & GEO H  
MATH TOPICS H  
MULTIVARIABLE CALC 1H  
MULTIVARIABLE CALC 2H  
PRECALCULUS H

ALGEBRA 1  
ALGEBRA 1 BLOCK (1/2 CREDIT)  
ALGEBRA 1 PART 1 (1/2 CREDIT)  
ALGEBRA 1 PART II (1/2 CREDIT)  
ALGEBRA 2 TRIG  
ALGEBRA 2 TRIG BLOCK  
COLLEGE PREP MATH  
GEOMETRY  
GEOMETRY BLOCK  
INTRO TO CALC  
INTRO TO STATS  
INTRO TO STATS I  
INTRO TO STATS II  
MATHEMATICAL MODELING  
PRECALCULUS  
QUANTITATIVE REASONING &  
FUNCTIONAL RELATIONSHIPS

### SCIENCE

AP RESEARCH  
AP SEMINAR  
AP BIOLOGY  
AP CHEMISTRY  
AP ENVIRONMENTAL  
AP PHYSICS 1  
AP PHYSICS 2  
AP PHYSICS C

BIOLOGY H  
CHEMISTRY H  
CHEMISTRY HONORS 10  
CHEMISTRY OF EARTH SYSTEMS H  
EARTH SCIENCE H  
PHYSICS H  
PHYSICS HONORS 9  
PHYSICS IN THE UNIVERSE H

ANATOMY/PHYSIOLOGY  
BIOLOGY  
BIOLOGY OF THE LIVING EARTH  
BIOLOGY 11  
CHEMISTRY 10  
CHEMISTRY OF EARTH SYSTEMS  
CHEMISTRY THEMED  
CHEMISTRY TRADITIONAL  
CHEMISTRY/PHYSICS 1  
EARTH SCIENCE  
METEOROLOGY/ASTRONOMY  
GEOLOGY/OCEANOGRAPHY  
PHYSICS  
PHYSICS 9  
PHYSICS OF THE UNIVERSE  
PHYSICS THEMED  
PHYSICS TRADITIONAL

**ADDITIONAL  
COURSES**

AP FRENCH  
AP GERMAN  
AP LATIN  
AP SPANISH LANG  
AP SPANISH LIT

FRENCH 1H  
FRENCH 2H  
FRENCH 3H  
FRENCH 4H  
GERMAN 1H  
GERMAN 2H  
GERMAN 3H  
GERMAN 4H  
LATIN 1H  
LATIN 2H  
LATIN LIT H  
SPANISH 2H  
SPANISH 3H  
SPANISH 5H- SPANISH STUDIES  
SPANISH 5H- LATIN AMERICAN

AMERICAN SIGN LANGUAGE I  
AMERICAN SIGN LANGUAGE II  
FRENCH 1  
FRENCH 2  
FRENCH 3  
FRENCH 4  
GERMAN 1  
GERMAN 2  
GERMAN 3  
GERMAN 4  
LATIN 1  
LATIN 2  
LATIN 3-4 LATIN LIT  
LATIN 3-4 CAESAR/VIRGIL

SPANISH 1  
SPANISH 2  
SPANISH 3  
SPANISH 4

\*This notes any course that only counts as ½ of a core course credit for NCAA

## **THE ATHLETIC RESUME**

The Athletic Resume plays an important part in the recruiting process. The purpose of the resume is to highlight the student-athletes accomplishments and goals and to peak a coach's interest. The following is a brief summary of what should be included in an athletic resume. Remember there is no set standard for athletic resumes, but you should take the time to put it together in a manner that demonstrates your seriousness. The resume packet should be organized as follows:

- Page 1: Cover Letter
- Page 2: Athletic Resume (includes Items 2-4)
- Page 3: School or Club Schedule
- Page 4: Letters of Recommendation (when applicable because most go in with the college application)

### **Item 1: Cover Letter**

It should be short, concise and to the point, and is meant to introduce you to the coach. Always address the letter to the coach using his/her name, not "dear coach." Use the school name instead of saying "I'd like to find out more about your school..." The letter should be from the athlete not the parent. Give specifics of yourself. State your name, school, year of graduation, your GPA and your college goals and major interests. Also pique their interest with an athletic accomplishment.

### **Item 2: Personal Profile**

Included in this section should be a summarized version of the following: state your name, address, telephone number, email address, date of birth, parents' names, your high school's address and a contact telephone number, your year of graduation, your GPA, and SAT/ACT scores. Also include a brief description of your sport specific position and preferences (i.e. defender, left footed kicker, or 100 M freestyle swimmer)

### **Item 3: Athletic Profile and Accomplishments**

In this portion give more specifics about you and your sport. This is also a good place to include a color photo of yourself. State your position(s) played, preferences (i.e. running speed, vertical jump, batting average, other sports played) You should include a list of teams you have played for, current and previous season stats and records. You should also include all of your coach's names and telephone numbers. List your and your teams' accomplishments (i.e. championships, your athletic awards, Most Improved, MVP, Athlete of the Year, Scholar Athlete, Captain, All Tournament Team selection. Include records held and any other athletic honor received.).

#### **Item 4: Academic/ Extra-Curricular Profile**

Coaches want to know about you, the person. List your academic accomplishments, your academic goals, Honor Rolls, Student offices, National Honor Society, and Club offices. You should also list community service activities and volunteer work, church, hospitals, retirement homes, jobs, etc. This shows that you are well rounded and can succeed and still be involved with other "social" activities. Many athletes fail to become involved in areas like this, but it is really a benefit to be able to add to your resume.

#### **Item 5: Current High School or Club Schedule**

This is to give the coach time so that they may be able to see you. If you don't have this available, send it in follow-up letter as soon as you receive it.

#### **Item 6: Letters of References from Coaches**

Letters or quotes of references from your coaches should be included. An even better thing to do is to get an opposition coach to say something nice about you (do not forget to list all their names and telephone numbers so that your statements can be verified).

## COVER LETTER/EMAIL FORMAT

Your Name  
Address  
City, State, Zip  
Telephone Number  
Email Address  
Today's Date

Coach's Name  
Title  
Name of College  
Address  
City, State, Zip

Dear Coach (Coach's Name):

I am a student at Hinsdale Central High School and will graduate in May of (year).

I am forwarding the attached athletic resume to you. Included is information about my academic and athletic abilities. I am very interested in attending (name of school) and presently plan to pursue a degree in (area of interest).

I would be most interested in discussing with you, or your representative, the possibility of participating in your (name of sport) program.

For your convenience, I have attached the complete (name of sport) schedule for the year. I look forward to hearing from you in the near future.

Sincerely,

Your Name

# ATHLETIC RESUME FORMAT



## Athletic Information

Height:  
Weight:  
Primary Position:  
Other Positions:  
Other Sports:  
40 Yd Dash:  
Bench Press:  
Squat:  
Other Sport Specific Information:  
NCAA Clearinghouse registered yes/no?:

## Athletic Accomplishments

Championships  
Athletic Awards  
MVP  
Scholar Athlete  
Captain  
Team Awards  
Other

**Categories can be added, deleted or changed.  
Your information should be updated  
constantly.**

## Personal Information:

Name:  
Sex:  
Address:  
Phone Number (Home): (Cell):  
Email:  
Profile Web Address:  
Date of Birth:  
Parent's Name:

## High School Information:

High School Name:  
Address:  
Phone Number:  
Website:  
Athletic Director's Name, Phone, & Email:  
Coach Name, Number, & Email:

## Academic Information:

Date of Graduation:  
Overall GPA:  
ACT score:  
SAT score:  
Major Course of Study:

## Academic/ Extra Curricular Activities and Achievements

Clubs:  
Societies:  
Honors:  
Awards:  
Volunteer Work:  
Offices:  
Other:



# ESTIMATED PROBABILITY OF COMPETING IN ATHLETICS BEYOND THE HIGH SCHOOL INTERSCHOLASTIC LEVEL

## Estimated Probability of Competing in Athletics Beyond the High School Interscholastic Level

**Note:** These percentages are based on estimated data and should be considered approximations of the actual percentages.

More detailed information can be found at:

[https://ncaaorg.s3.amazonaws.com/compliance/recruiting/NCAA\\_RecruitingFactSheet.pdf](https://ncaaorg.s3.amazonaws.com/compliance/recruiting/NCAA_RecruitingFactSheet.pdf)

| Student-Athletes             | All Sports | Men's Basketball | Women's Basketball | Football  | Baseball | Men's Ice Hockey |
|------------------------------|------------|------------------|--------------------|-----------|----------|------------------|
| High School Student-Athletes | 7,200,000  | 540,800          | 399,100            | 1,006,000 | 482,700  | 35,300           |
| NCAA Student-Athletes        | 499,000    | 18,800           | 16,500             | 73,700    | 36,000   | 4,300            |
| Percent High School to NCAA  | 7%         | 3.5%             | 4.1%               | 7.3%      | 7.5%     | 12.3%            |
| Percent NCAA to Professional | 2%         | 1.2%             | 0.8%               | 1.6%      | 9.9%     | 7.4%             |

**Note:** These percentages are based on estimated data and should be considered approximations of the actual percentages.

© The National Collegiate Athletic Association

## WHAT ARE COLLEGE COACHES LOOKING FOR?

"We look for someone with good character, athletic ability; an instinctual football player and productive on the field with good football intelligence."

Ron David Turner, Former Head Football Coach, University of Illinois, Champaign

"When recruiting a prospective student-athlete to The University of Minnesota, we look for a combination of athletic talent and academic ability. We recruit women who have a passion for playing softball and understand the delicate balance of the entire collegiate experience."

Lisa Bernstein, Co-Head Women's Softball Coach, University of Minnesota

"When we recruit athletes, we look for someone who has the academic background that makes admission to Harvard a legitimate possibility, is capable of helping our program achieve our goals, is interested in attending Harvard, and is committed to playing a Division I varsity sport for 4 years of college."

Fred Scherneck, Director of Golf, Harvard University

"I am looking for athletes who have a degree of maturity and self-motivation to succeed on the field and in the classroom at my institution."

Tim Wheaton, Former Head Women's Soccer Coach, Harvard University

"When I am recruiting a student athlete, I look for someone who has the intelligence, size and athletic ability to meet the needs of our volleyball program and the Big East conference, every division and conference is different. Second-I look for someone who is a self starter and thrives off of the strong academics provided for by Marquette University, while balancing a year round commitment in our volleyball program. Third and final-I look for someone who loves to work hard, has the heart, enthusiasm and competitive spirit to help bring the Marquette Volleyball team to its highest potential."

Patti Rolf, Head Women's Volleyball Coach, Marquette University

## WHAT I WISH SOMEONE WOULD HAVE TOLD ME ABOUT BEING A COLLEGE ATHLETE

- The importance of grades starting as a freshman.
- The importance of preparing for the ACT's and SAT's.
- Applying for regular admission as well as athletic admission.
- Setting long-range goals for ten years after high school.
- Look at schools that meet my academic needs as well as athletic needs.
- Talk to several college coaches from different schools.
- Visit campuses that are being considered (many virtual options available now too!).
- Learn time management skills before starting college.



## GETTING YOURSELF RECRUITED

Do you feel that you have “what it takes” to participate in collegiate athletics? Perhaps the program of your dreams doesn’t even know that you exist! One way to help your cause is to send information about yourself to prospective colleges. Here are some helpful tips to help get you started...

- Have an honest talk with your coach or athletic director about your athletic ability. Your coach can give you some suggestions as to the size and type of program for which your talents are best suited.
- Treat this like a job search. Write a cover letter and resume. Samples have been provided in this packet.
- Be certain to obtain the name of the coach to whom you are writing. Most colleges have websites that will provide the information. Do not send personal mass mailings of information that is false or misleading.
- If you receive profile forms or questionnaires from coaches, complete them and return them as soon as possible.
- In addition to the cover letter/email and resume, you may want to send game video recordings (especially for football and basketball players).
- Follow up with a telephone call from the athlete, not the parent!
- Most of all, remember to be PATIENT!

## USEFUL RESOURCES

The National Collegiate Association  
P.O. Box 6222  
Indianapolis, IN 46206-6222  
[www.ncaa.org](http://www.ncaa.org)

National Association for Intercollegiate  
Athletics (NAIA)  
1221 Baltimore Avenue  
Kansas City, MO 64105  
[www.naia.org](http://www.naia.org)

National Junior Athletic Association (NJCAA)  
P. O. Box 1586  
Hutchinson, KS 67504  
[www.njcaa.org](http://www.njcaa.org)

NCAA Eligibility Center  
PO Box 7136  
Indianapolis, IN 46207  
[https://web1.ncaa.org/eligibilitycenter/student/index\\_student.html](https://web1.ncaa.org/eligibilitycenter/student/index_student.html)



Eligibility Center

Click here for  
DII Academic  
Requirements

## DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

### Core-Course Requirement

Complete 16 core courses in the following areas:



### Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

### Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

**International Students:** Please visit [ncaa.org/international](http://ncaa.org/international) for information and academic requirements specific to international student-athletes.

| DIVISION II<br>FULL QUALIFIER SLIDING SCALE |      |            |
|---|------|------------|
| Core GPA                                    | SAT* | ACT Sum*   |
| 3.300 & above                               | 400  | 37         |
| 3.275                                       | 410  | 38         |
| 3.250                                       | 430  | 39         |
| 3.225                                       | 440  | 40         |
| 3.200                                       | 460  | 41         |
| 3.175                                       | 470  | 41         |
| 3.150                                       | 490  | 42         |
| 3.125                                       | 500  | 42         |
| 3.100                                       | 520  | 43         |
| 3.075                                       | 530  | 44         |
| 3.050                                       | 550  | 44         |
| 3.025                                       | 560  | 45         |
| 3.000                                       | 580  | 46         |
| 2.975                                       | 590  | 46         |
| 2.950                                       | 600  | 47         |
| 2.925                                       | 620  | 47         |
| 2.900                                       | 630  | 48         |
| 2.875                                       | 650  | 49         |
| 2.850                                       | 660  | 49         |
| 2.825                                       | 680  | 50         |
| 2.800                                       | 690  | 50         |
| 2.775                                       | 710  | 51         |
| 2.750                                       | 720  | 52         |
| 2.725                                       | 730  | 52         |
| 2.700                                       | 740  | 53         |
| 2.675                                       | 750  | 53         |
| 2.650                                       | 750  | 54         |
| 2.625                                       | 760  | 55         |
| 2.600                                       | 770  | 56         |
| 2.575                                       | 780  | 56         |
| 2.550                                       | 790  | 57         |
| 2.525                                       | 800  | 58         |
| 2.500                                       | 810  | 59         |
| 2.475                                       | 820  | 60         |
| 2.450                                       | 830  | 61         |
| 2.425                                       | 840  | 61         |
| 2.400                                       | 850  | 62         |
| 2.375                                       | 860  | 63         |
| 2.350                                       | 860  | 64         |
| 2.325                                       | 870  | 65         |
| 2.300                                       | 880  | 66         |
| 2.275                                       | 890  | 67         |
| 2.250                                       | 900  | 68         |
| 2.225                                       | 910  | 69         |
| 2.200                                       | 920  | 70 & above |

| DIVISION II<br>PARTIAL QUALIFIER SLIDING SCALE |      |            |
|--|------|------------|
| Core GPA                                       | SAT* | ACT Sum*   |
| 3.050 & above                                  | 400  | 37         |
| 3.025  | 410  | 38         |
| 3.000  | 430  | 39         |
| 2.975  | 440  | 40         |
| 2.950  | 460  | 41         |
| 2.925  | 470  | 41         |
| 2.900  | 490  | 42         |
| 2.875  | 500  | 42         |
| 2.850  | 520  | 43         |
| 2.825  | 530  | 44         |
| 2.800  | 550  | 44         |
| 2.775  | 560  | 45         |
| 2.750  | 580  | 46         |
| 2.725  | 590  | 46         |
| 2.700  | 600  | 47         |
| 2.675  | 620  | 47         |
| 2.650  | 630  | 48         |
| 2.625  | 650  | 49         |
| 2.600  | 660  | 49         |
| 2.575  | 680  | 50         |
| 2.550  | 690  | 50         |
| 2.525  | 710  | 51         |
| 2.500  | 720  | 52         |
| 2.475  | 730  | 52         |
| 2.450  | 740  | 53         |
| 2.425  | 750  | 53         |
| 2.400  | 750  | 54         |
| 2.375  | 760  | 55         |
| 2.350  | 770  | 56         |
| 2.325  | 780  | 56         |
| 2.300  | 790  | 57         |
| 2.275  | 800  | 58         |
| 2.250  | 810  | 59         |
| 2.225  | 820  | 60         |
| 2.200  | 830  | 61         |
| 2.175  | 840  | 61         |
| 2.150  | 850  | 62         |
| 2.125  | 860  | 63         |
| 2.100  | 860  | 64         |
| 2.075  | 870  | 65         |
| 2.050  | 880  | 66         |
| 2.025  | 890  | 67         |
| 2.000  | 900  | 68 & above |

\*Final concordance research between the new SAT and ACT is ongoing.

## Test Scores

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

NCAA is a trademark of the National Collegiate Athletic Association.  
September 2019

## DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division II school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

### Core-Course Requirement

Complete 16 core courses in the following areas:

|                |                                      |   |  |                           |   |
|----------------|--------------------------------------|---|--|---------------------------|---|
| <b>ENGLISH</b> | <b>MATH</b><br>(Algebra I or higher) | <b>NATURAL/<br/>PHYSICAL<br/>SCIENCE</b><br>(Including one year of lab, if offered) | <b>ADDITIONAL</b><br>(English, math or natural/physical science) | <b>SOCIAL<br/>SCIENCE</b> | <b>ADDITIONAL<br/>COURSES</b><br>(Any area listed to the left, foreign language or comparative religion/philosophy) |
| 3 years        | 2 years                              | 2 years   | 3 year   | 2 years                   | 4 years   |

### FULL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### PARTIAL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

### Partial Qualifier

College-bound student-athletes may receive an athletics scholarship during their first year of enrollment and may practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

### Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

### International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division I academic requirements.





# Division III Strategic Positioning Platform

## NCAA Mission

To govern competition in a fair, safe, equitable and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount.

### Division III Positioning Statement

## Who We Are

The college experience is a time of learning and growth. For Division III student-athletes, this happens most importantly in the classroom and through earning an academic degree. The Division III experience provides for participation in a competitive athletics environment. Student-athletes push themselves to achieve excellence and build upon their academic success with new challenges and life skills within an environment that fosters health and wellness. Student-athletes are encouraged to pursue the full spectrum of opportunities available during their time in college. In this way, Division III provides an equitable and inclusive environment for student-athletes to take responsibility for their own paths, follow their passions and discover their potential through a comprehensive educational experience.

### Division III Attributes

## What We Stand For

### Proportion

Appropriate balance of academics, athletics and additional collegiate opportunities.

### Comprehensive Learning

Opportunity for broad-based education and success.

### Passion

Playing for the love of the game, competition, enjoyment, self-improvement, and our teammates and communities.

### Responsibility

Development of accountability through personal commitment and choice.

### Sportsmanship

Fair and respectful conduct toward all participants and supporters.

### Citizenship

Dedication to developing responsible leaders and global citizens.

### Division III Key Benefits

## The DIII Experience

- Participation in a highly competitive athletics program while retaining the full spectrum of college life.
- With a focus on academic achievement, student-athletes graduate with a comprehensive education that develops skills beyond the classroom.
- Ability for student-athletes to create their own path, discover their potential and pursue a variety of interests.
- Opportunities to be a multi-sport athlete.
- Reasonable practice and playing seasons and regional competition minimize time away from academics and keep student-athletes on a path to graduation.
- Student-athletes are integrated on campus and treated like all other members of the student body, allowing them to be students first.
- Participation in athletics provides valuable "life lessons" for student-athletes (teamwork, discipline, perseverance, leadership, health, wellness, etc.), which often translate into becoming a better student and more responsible citizen.



# TALKING POINTS



## POSITIONING STATEMENT

### Follow your passions and discover your potential.

The college experience is a time of learning and growth — a chance to follow passions and develop potential. For student-athletes in Division III, all of this happens most importantly in the classroom and through earning an academic degree. The Division III experience provides for passionate participation in a competitive athletics environment, in which student-athletes push themselves to excellence and build upon their academic success with new challenges and life skills. And student-athletes are encouraged to pursue their full passions and find their potential through a comprehensive educational experience.

## THE THREE D'S

### DISCOVER

Division III student-athletes are encouraged to pursue their interests and passions beyond the classroom and field of play ... to discover themselves.

### DEVELOP

Division III institutions provide an environment that encourages student-athletes to develop into well-rounded adults. Small class sizes, the ability to participate in more than one sport, and an emphasis on participating in activities outside of the classroom are all hallmarks of the Division III experience.

### DEDICATE

Division III institutions expect student-athletes to dedicate themselves to achieving their potential. Student-athletes must manage their busy schedules, keep up with class work and face the same challenges as the rest of the student body.

## WHAT DOES DIVISION III ATHLETICS HAVE TO OFFER?

- Division III athletics provides a well-rounded collegiate experience that involves a balance of rigorous academics, competitive athletics, and the opportunity to pursue the multitude of other co-curricular and extra-curricular opportunities offered on Division III campuses.
- Division III playing season and eligibility standards minimize conflicts between athletics and academics, allowing student-athletes to focus on their academic programs and the achievement of a degree.
- Division III offers an intense and competitive athletics environment for student-athletes who play for the love of the game, without the obligation of an athletics scholarship. However, three-quarters of all student-athletes in Division III receive some form of grant or nonathletics scholarship.
- 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 departments are dedicated to offering broad-based programs with a high number and wide range of athletics participation opportunities for both men and women.
- Division III places primary emphasis on regional in-season and conference competition, while also offering 37 national championships annually.
- Division III affords student-athletes the opportunity to discover valuable lessons in teamwork, discipline, perseverance and leadership, which in turn make student-athletes better students and responsible citizens.
- Division III features student-athletes who are subject to the same admission standards, academic standards, housing and support services as the general student body. The integration of athletics with the larger institution enables student-athletes to experience all aspects of campus life.



PROPORTION | COMPREHENSIVE LEARNING | PASSION | RESPONSIBILITY | SPORTSMANSHIP | CITIZENSHIP



# Registration Checklist

## TAKE YOUR FIRST STEP TO BECOMING AN NCAA STUDENT-ATHLETE


If you want to play NCAA sports at a Division I or II school, you must register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org). Plan to register during your freshman year of high school.

### To get started, choose from our two account types:

**1. Profile Page Account:** If you plan to compete at an NCAA Division III school or are currently unsure in which division you want to compete, create a free Profile Page account. If at any time you wish to pursue a Division I or II path, you can transition your Profile Page to a Certification account.

**2. Certification Account:** You must be certified by the Eligibility Center to compete at an NCAA Division I or II school. Before you can make official visits or sign a National Letter of Intent, you must have a completed Certification account (including submitted payment or fee waiver).

For Certification accounts, please allow between 30 and 45 minutes to register completely. If you need to exit and come back at a later time, you can save and return later to finish your account. Accounts that are not completed (registration fee paid or fee waiver eligible) will be deleted after 30 days.

 **Help** Need help while registering? Click on the Help icon (located in the top task bar) for answers to your questions.

## ELIGIBILITY CENTER REGISTRATION ESSENTIALS

Below are some items you should have with you as you create an account at [eligibilitycenter.org](https://eligibilitycenter.org):

### **VALID EMAIL FOR STUDENT**

To register, you need a valid email address that you check regularly and will have access to after high school. The NCAA Eligibility Center uses email to update you about your account throughout the process. Please note: If you have a sibling who has previously registered, you will need to use a different email address than the one in your sibling's account.

### **BASIC STUDENT PERSONAL INFORMATION**

This includes information such as your date of birth, primary and secondary contact information and address.

### **BASIC STUDENT EDUCATION HISTORY**

We will ask you to provide details about all secondary and high schools and additional programs you have attended in the United States and internationally. Be sure to include all schools, regardless of whether you received grades or credits from that school or not. If you attended ninth grade at a junior high school located in the same school system in which you later attended high school, do not list your ninth-grade school.

### **STUDENT SPORTS PARTICIPATION HISTORY**

In this section, you'll select the sport(s) you plan to participate in at an NCAA school. For Certification accounts, we will ask you to provide details for any expenses or awards you received, any teams you have practiced or played with, or certain events in which you participated. We also ask about any individuals who have advised you or marketed your skills. This information helps the NCAA Eligibility Center certify your [amateur status](#) when requested by you or an NCAA school.

### **PAYMENT (CERTIFICATION ACCOUNTS ONLY)**

Your Certification account registration is complete only after the registration fee is paid (or upon submission of a [fee waiver](#), if you are eligible). You may pay online by debit, credit card or e-check. The registration fee for students in the United States, U.S. territories (includes American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands) and Canada is \$90. The fee for all other international students is \$150. Profile Page accounts do not have a fee.

*All fees are nonrefundable once you have successfully registered. If you completed a duplicate registration and paid your registration fee twice, you may be eligible for a refund of the duplicate registration fee. To request a refund, complete and submit an [Eligibility Center refund form](#).*

For more information: [ncaa.org/playcollegesports](https://ncaa.org/playcollegesports) | [eligibilitycenter.org](https://eligibilitycenter.org)

Search Frequently Asked Questions: [ncaa.org/studentfaq](https://ncaa.org/studentfaq)

Follow us:  @ncaaec  @playcollegesports  @ncaaec

NCAA is a trademark of the National Collegiate Athletic Association.

Registration Checklist | December 2020

# **NOTES**