

COLLEGE SELECTION PROCESS FOR STUDENT-ATHLETES

SEPTEMBER 2005

PARACLETE ATHLETICS

The material in this packet will hopefully provide a guide to the student-athlete who is interested in playing sports at the college level. Parents and student-athletes should also familiarize themselves with the NCAA Web site and recruiting guidelines as they pertain to their sport. These can be found at www.ncaa.org.

Disclaimer: Parents & student-athletes should realistically evaluate the ability to compete at the college level. An initial letter of interest from a school does not necessarily mean that the student-athlete will be actively recruited by that school. With the exception of Men's Basketball, Division I and Division II schools may not actively recruit a student-athlete until September 1st of their Junior year.

STEPS TO TAKE TO PROMOTE YOUR INTEREST IN PLAYING AN INTERCOLLEGIATE SPORT

Every year students have their hopes raised by silver-tongued coaches only to find that in the end it wasn't enough. It all comes down to how much a coach wants you and what kind of relationship he/she has with the admissions office. If you are being actively recruited by the coach, it can make a difference in the admissions process.

How to promote your athletic potential

After speaking with your Paraclete coach to discern your athletic prowess and potential for college play, contact coaches at the colleges in which you are interested. We suggest that you do this in the fall of your junior year. Follow these guidelines:

1. Set up a meeting with your Paraclete coach. Before that meeting, make a list of the colleges to which you may apply. In the meeting be sure to discuss the following issues: the coaches' role in the process; access to videotaping; the role of the club coach, if applicable; your athletic profile.
2. Call each athletic department office to get the name of the coach you wish to contact.
3. Send him/her a brief letter stating your interest in finding out more about the athletic program. Include your athletic profile in the letter.
4. Follow the letter with a phone call approximately two weeks later. Tell the coach of your continued interest. Ask if he/she would like a video or other information about your talent.
5. Set up a meeting with your counselor to review the responses you have had from the various coaches. Your counselor will then help you to look at all aspects of a given college and to arrive at a small target list of colleges that will meet your needs academically and athletically.
6. Keep in touch with the college coach and your Paraclete coach. Inform your counselor of your preferences amongst the colleges in question.
7. You may want to consider visiting the colleges that you are interested in during the summer.
8. If you are considering playing at a college with NCAA Division I or Division II athletics (i.e., schools that offer athletic scholarships), you must be certified by the NCAA Initial-Eligibility Clearinghouse.

To do this you need to:

- Visit the NCAA Clearinghouse Website: www.ncaaclearinghouse.net. Click on "Initial Eligibility Clearinghouse" and follow the instructions to register.
- Upon completing the "Prospective Student Athletes" information, print a copy and submit it to Mrs. Vallejos, registrar. This activates the mailing of your transcript and completes your registration process.
- NCAA contact information: www.ncaa.org or call customer service at (319) 337-1492 or the hotline (800) 638-3731.

Remember that if you have contacted college coaches, it is assumed that you are interested in pursuing your sport in college. It is highly unethical for you to express an athletic interest during the application process and then neglect to show up for practice once you have been admitted.

If you are being recruited by a college coach, keep your counselor informed of how the process is progressing. It is easy to misinterpret what a coach says to you or fall prey to overzealous coaches who may not really have your best interest in mind.

COLLEGE ATHLETIC DIVISIONS

Colleges that support intercollegiate teams are divided into different divisions. The divisions most commonly referred to are Division I, II, and III. In general, the differences between Divisions I, II, and III lie in the level of competition allowed and the amount of athletically-related financial aid assistance (scholarships) an institution awards to student-athletes. In addition, there are differences amongst the three divisions in areas such as recruiting, academic eligibility, playing and practice limitations, awards and benefits, and scheduling. Some colleges, depending upon the sport, will compete in different divisions in the university athletic program. For our purpose, the basic differences between the divisions are listed below:

	ATHLETIC	SCHOLARSHIPS	FINANCIAL AID	TIME COMMITMENT
Division I	Most Competitive*	Full or partial (tuition, room, board)	Depends on need (grants, loans, work-study)	Year Round
Division II	Highly Competitive	Some full, Some partial	Depends on need (grants, loans, work-study)	Varies
Division III	Competitive	None	Depends on need (grants, loans, work-study)	Varies

* Some highly selective colleges are not allowed to award athletic scholarships

NCAA FRESHMAN – ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

The NCAA initial-eligibility rules have changed.

If you plan to enroll in any Division I or Division II college or university after fall 2005, please read this information carefully.

For students entering any college or university after August 1, 2005 your NCAA initial eligibility will be evaluated under new rules described on this sheet.

For students entering any Division I college or university after August 1, 2005 your NCAA initial eligibility will be evaluated under the 16 core-course rule as described on this sheet.

THE RULE:

- **THE** number of core courses is 14. The additional core course may be in any area: English, mathematics, natural/physical science, social science, foreign language or non-doctrinal religion/philosophy.
- **CHANGES** the Division I initial-eligibility index or sliding scale. Please see the following page for the Core GPA/test score sliding-scale index.
- The 16 core-course rule **INCREASES** the number of courses from 14 to 16 for Division I only. Students must complete **three** years of mathematics (Algebra I or higher), and **four** years of additional core courses. The additional core courses may be taken in any area: English, mathematics, natural/physical science, social science, foreign language or non-doctrinal religion/philosophy. The breakdown of the requirements is listed below:

Division I 2005-2007	Division I 16 Core Course Rule 2008 and after	Division II 2005 and after
14 Core Courses: 4 yrs of English 2 yrs of mathematics (Algebra I or higher) 2 yrs of natural/physical science (1 yr of lab if offered by HS) 1 yr of additional English, mathematics or natural/physical science 2 yrs of social science 3 yrs of additional courses from any area above, foreign language or non-doctrinal religion/philosophy	16 Core Courses: 4 yrs of English 3 yrs of mathematics (Algebra I or higher) 2 yrs of natural/physical science (1 yr of lab if offered by HS) 1 yr of additional English, mathematics or natural/physical science 2 yrs of social science 4 yrs of additional courses from any area above, foreign language or non-doctrinal religion/philosophy	14 Core Courses: 3 yrs of English 2 yrs of mathematics (Algebra I or higher) 2 yrs of natural/physical science (1 yr of lab if offered by HS) 1 yr of additional English, mathematics or natural/physical science 2 yrs of social science 3 yrs of additional courses from any area above, foreign language or non-doctrinal religion/philosophy

PLEASE NOTE: Computer science is being **eliminated** as an acceptable core-course area for students first entering any college or university on or after August 1, 2005. Students entering college on or after August 1, 2005, may not use any computer science courses in meeting the core-course requirements, unless the course receives graduation credit in mathematics or natural/physical science, and is listed as such on the high school's list of NCAA-approved core courses.

Other Important Information

- In Division II, is no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 620, and the minimum ACT sum score is 68.
- Students first entering a Division I or Division II collegiate institution on or after August 1, 2005, must meet the new 14 core-course rule.
- Students first entering a Division I collegiate institution on or after August 1, 2008, must meet the 16 core-course rule.
- State tests, such as those given in Colorado and Illinois, are not acceptable.

For more information regarding the new rule, please go to www.ncaa.org. Click on “Student-Athletes and Parents” in the “Custom Home Pages” section. You may visit the clearinghouse Website at www.ncaaclearinghouse.net.

IF YOU HAVE QUESTIONS ABOUT NCAA ELIGIBILITY, PLEASE CALL THE NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE TOLL-FREE AT (877) 262-1492.
YOU MAY ALSO CALL THE NCAA AT (317) 917-6222.

DIVISION I CORE GRADE POINT AVERAGE/ TEST SCORE SLIDING SCALE NEW CORE GPA/TEST SCORE INDEX		
Core GPA	SAT	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52

2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

COLLEGE RECRUITMENT PACKET

Contained in this packet are templates of correspondence that can be customized to suit your individual needs and sent to the NCAA, Athletic Departments and Head Coaches of your choice. These examples of suggested correspondence are designed to provide you with maximum exposure to potential recruiting athletic programs and coaches.

Correspondence examples enclosed in this packet include:

- Letters to coaches
- Correspondence to accompany Highlight Tapes/DVDs
- Sample athletic profile

The templates to these communications enclosed can be used as a model for you to utilize as you begin the complex and time-consuming NCAA college athletics application process.

The NCAA college athletics application process requires you to very proactive. You must be realistic in choosing the right schools and programs for your academic and athletic standards. You must be extremely organized and persistent in regard to your correspondence, following up with initial correspondence to provide genuine interest in each school's athletic program. The coaching and college counseling members of our staff are available to guide each student-athlete along the process. The coaching staff will also provide additional references upon request and communicate personally with any college coaches who show interest in recruiting you to their program.

Sample Letter 1

Date

A Person, Head Coach
University of X Athletic Program
PO Box
City, State Zip

Your

Photo

Here

Dear Coach Person:

I am an X-year-old (senior in the fall) playing at X High School/club level, and I am very interested in playing (your sport) for (name of college) while I pursue by undergraduate studies. I will compete at the upcoming (name of tournament/league game) and would like the opportunity to have you watch me play. I have attached my schedule (*attach via e-mail or enclose a hard copy via letter*).

I am serious and passionate about (your sport name). It is my athletic goal to be an impact as a position player and help my team compete successfully in conference and compete in the NCAA tournament. My athleticism and coach-ability have allowed me to advance in (your sport name) quickly to the high school/club level in the most competitive high school/club league in the State. While I play (your sport) year-round, I also compete in (name additional sports) for my high school, and I lift weights on my own time to improve my strength and to prevent injury.

(Describe yourself as a player: See example)

As a player, I am exceptionally strong in the air, have excellent field speed, and can pass accurately up to 60 yards. I am proficient with both left and right feet, with my strongest shot from my left foot. I have played both man-to-man and zone defense, and love to steal the ball from attackers. Additionally, I enjoy creating offensive attacks from the backfield and taking the ball up for an outside shot or a cross. My greatest area of growth this year has been in tactical decision-making; I play with, and shut down, the very best in Southern California.

Recent accomplishments:

Athletic:

High School accomplishments – provide coach contact information (phone, e-mail)

Club team athletic accomplishments – provide coach contact information (phone, e-mail)

Academic: *(Example)*

2004 Principal's List

3.75 GPA; PSAT: 1200; SAT: 1120 (will retake); ACT: 25

Very sincerely.

Joe Athlete
Address
Phone/E-mail

Sample Letter 2

Date

A. Person, Head Coach
University of X Athletic Program
PO Box
City, State Zip

Dear Coach Person:

Thank you for your response to my letter. I wanted to send you a recent article from the Los Angeles Times about the quality of my (Varsity/club) team, and, specifically, my individual contribution.

(Describe yourself as a player: See example)

We played a flat four back line, and had the best defensive records in the county (in the toughest league in the State), especially through CIF Div. I playoffs and in our Championship game. Though I can play in any formation, I enjoyed the flat four because it allowed me to make numerous offensive attacks up the side. If the attacking team had right-footed shooters, they very quickly learned they could not advance on my side. Very often, I was left wide open. Because I have good field speed, I was able to advance the ball for a nice cross, a chip into the box, or a shot on goal.

For my club team, we play in varying formations, and I adjust well to each one. You will hear from me again via e-mail when the schedules are posted.

Recent accomplishments:

Athletic:

- High school accomplishments and your role
- Club team accomplishments and your role

Academic: *(Example)*

2003 Social Studies & English Dept. recognition

2004 Principal's List

3.8 GPA; PSAT: 1200; SAT: 1120; ACT: (to be taken)

Very sincerely,

Joe Athlete
Address
Phone/E-mail

Sample Letter 3

Date

A. Person, Head Coach
University of X Athletic Program
PO Box
City, State Zip

Dear Coach Person:

In a follow-up to my correspondence regarding watching me play at the upcoming (name of tournament), enclosed is a DVD of a recent game against ((name of opponent, league/tournament played in)).

(Describe what can be seen of you in the highlight tape/DVD. If it is a full game, list the minutes you want them to watch.)

I am appreciative of any feedback you can provide. If you would like to speak to me, please contact me at the phone number below. I look forward to meeting you at the (name of tournament).

Very sincerely,

Joe Athlete
Address
Phone/E-mail

(SAMPLE ATHLETIC PROFILE)

John Smith
42145 N 30th Street West
Lancaster, CA 93536
(661) 943-3255

Academics

High School	Paraclete High School
Year of Graduation	2006
Grade Point Average	3.8
SAT	1400
Class Percentile	90%
Projected College Major	Communications
Date of Birth	3-11-75

Athletics

Height	5'10"
Weight	210 lbs.
40-Yard Dash	4.5 seconds
Bench Press (225 lbs.)	21 times
Squat	400 lbs.
Vertical Jump	36 inches

<u>Primary Sport</u> Football	<u>Secondary Sport</u> Track & Field	<u>Third Sport</u> Basketball
Coach: Dan Lyon (661) 555-0123	Coach: Rick McGuire (661) 555-4567	Coach: Andy Gavel (661) 555-8910
<u>Positions:</u> RB & DB	<u>Events:</u> 100m, 200m, Long Jump	<u>Position:</u> PG
<u>2004 stats (junior year)</u> <ul style="list-style-type: none">• 1625 yards rushing, 25 TDs• 30 receptions for 457 yds, 4 TDS• 35 tackles• 6 interceptions• 1st team All-Olympic League• 1st team All-CIF• SuperPrep All-America	<u>2005 stats (junior year)</u> <ul style="list-style-type: none">• 10.62 sec in 100m• 21.54 sec in 200m• 23'5" in long jump• Alpha League champion in 100m, 200m, long jump• CIF Champion, 200m• Arcadia Invitational Champion, 200m• Mt. SAC Invitational Champion, long jump	<u>2004-05 stats (junior year)</u> <ul style="list-style-type: none">• 10.2 points/game• 6.3 rebounds/game• 8.5 assists/game• 1st team All-Delphic League

(SAMPLE SPORTS RESUME)

Mary Gutweiler
Address
Phone/E-mail

Paraclete High School
42145 N 30th Street West
Lancaster, CA 93536

ACADMIC DATE

Year of graduation	2006
GPA	3.6
PSAT	V 580 M 640
SAT	V 600 M 680

ATHLETIC INFORMATION

Track and Field

Varsity	2003, 2004, 2005
Best Performances	400 Meters 50.1 800 Meters 1:56.2 1600 Meters 4:16.3
CIF Qualifier	2004, 2005
All-Alpha League	2004, 2005

Cross-Country

Varsity Runner	2003, 2004, 2005 (Team Captain)
Best Performances	5K, Los Angeles Invitational 15:51 3-Mile, Lancaster Invitational 15:44
Team Most Valuable Player	2003, 2004 Qualified for State of California Cross-Country Championship 2003

Other Sports and Activities

AV Indoor Soccer League	Participated 2003, 2004
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References

Margaret Neill, Cross-Country Coach
Paraclete High School
Lancaster, CA
(661) 555-2468

Rick McGuire, Track and Field Coach
Paraclete High School
Lancaster, CA
(661) 555-4567

WALK-ONS

Often a player can try out for a college team without having been recruited. These players are called walk-ons. Walk-ons have slimmer chances of making college teams and contributing to the programs. At the same time, however, some players have walked-on to Division I programs and performed well. Thus, players who have missed the opportunities of the recruiting process still have a chance of making a college team when they attend their individual institutions. The players that have the best opportunity to make a college team as walk-ons are those who have already informed the coaches that they are planning to do so. If a coach gives a player an invitation to walk-on, the player should understand that the coach may have an interest in the player but will not recruit him/her as a scholarship player.

“It is always better to be invited than to be unknown. All programs at all levels have walk-ons.” Players who are not being recruited should look for invitations to walk-on. Players should not be embarrassed to try to walk-on to a college program, because coaches are always looking for committed, skilled players. If the player is not a recruit, he/she should discuss with the coach opportunities for making the team as a walk-on. A player might also send a letter and videotape to the head coach or recruiting coordinator introducing him/herself and telling of his/her desire to attend a tryout for walk-ons.

Initial contact from the College Coach

College coaches who are recruiting send out hundreds of letters to potential candidates. This is in no way an indication that the student will be offered an athletic scholarship. The coach will probably enclose a personal card for the student to fill out and return. The student's coach may be asked to send a film or videotape for review and evaluation. This is the primary method by which athletic ability can be measured. More decisions are made by these means than through any other recruiting technique. If the college coach is impressed with the student's performance, the student or coach will be contacted and the active process of recruiting will begin.

ATHLETES' VISITS TO COLLEGES

General Guidelines for College Visits

The best source of the information about a college a visit to the campus. From the time of arrival at the college until the time of departure, the student should make a list of the positive and negative aspects of the visit. It is best to visit while classes are in session, since visits will give the students a better idea of what is happening on campus on a day-to-day basis.

Consider the following factors while visiting the college:

- Rural, suburban or urban campus
- Size of enrollment, co-educational
- Distance from home (travel expenses, opportunity for family visits to games)
- Degrees and courses offered, faculty, size of classes
- Estimated total cost for each year
- Room size, library, student union, and cafeteria
- Campus activities, entertainment, places to visit
- Type of people there, not just athletes – will student fit in?
- Caliber of athletes there, and chances of competing on that level
- Do most athletes graduate with a degree of their choice?
- Type of program offered to athletes, schedules, athletic facilities, size of coaching staff
- Is this the type of school with which the student wishes to identify for years after graduation?

Questions to ask Related to Athletics

It is also a good idea to think carefully about the kind of information you are going to need to evaluate colleges and eventually make a decision. Once you do, you will be able to ask the right kinds of questions. Following are some good ones to get you started

Ask the recruiter/coach

- What position (event) do you want me to play (perform), and how many others are you recruiting for the same position (event)?
- What is your philosophy of offense? Defense? Are you considering any changes?
- What are my chances of making the team? Will I be red-shirted?
- If I need a fifth year, will you finance it?
- What happens to my scholarship if I'm injured or ineligible?
- Whom do I see if I have academic problems? How many classes will I miss?
- Has drug use been an issue at your school/ Athletic program?
- Are all injuries handled by the team insurance policy? Is there a team physician? Athletic trainer? Strength trainer?
- If injured may I use my family doctor? Who determines my fitness to compete after an injury?
- What is expected of players in the off-season?
- Is there a minimum GPA? What percentage of athletes in my sport graduate?
- Will I live with regular students or athletes?
- How many hours a day are involved in the athletic program?

Ask players at the school:

- Will my social life revolve around other athletes?
- What does your typical daily schedule look like? In-season? Off-season?
- Approximately how many hours a night do you study?
- What generally are the attitudes of professors in different fields of study? In my field of study? Toward athletes?
- How do you like the living arrangements? Are all the athletes together?
- Do you have an academic advisor? Is he/she effective?
- Are the coaches available to help if you have academic problems/

Ask of Non-athletes at the school:

- What so you think of the quality of education you are receiving at the school?
- If you had to do it all over again, would you choose this school to attend? Why or why not?
- What is the general opinion of athletes on this campus?

Ask of the school officials and admissions officer:

- What are the different graduation rates for athletes? In my sport?
- About how long does it take someone in my sport to earn a degree from this school?
- What are the placement rate and the average starting salary for my major?
- What is my eligibility for additional financial aid?

NCAA CLEARINGHOUSE PREVIEW 2005-2006 WEBSITE AND SERVICES

The NCAA Clearinghouse has launched a series of services to support prospective student-athletes. The key features of the new Clearinghouse services include:

- **IMPORTANT! New Eligibility Rules!** Visit the Website to read about the changes.
- NCAA Clearinghouse Website at www.ncaaclearinghouse.net. You may access the Clearinghouse Home Page directly through links from the NCAA's Website at www.ncaa.org.
- From the NCAA Clearinghouse Website, prospective student-athletes are able to access information needed to understand the Division I and Division II eligibility requirements, register with the Clearinghouse and access individual Clearinghouse records.
- Beginning in 2003-2004, prospective student-athletes (domestic) who are eligible for a waiver of the Initial-Eligibility Certification Fee may complete their Student Release Form (SRF) online. **NOTE:** to be eligible for a fee waiver, you must have already received a fee waiver (not a state voucher) for the SAT or ACT. Your high school counselor will also be required to submit an electronic fee waiver verification on your behalf (high school counselors with PIN access may submit waivers for eligible students from the High School Administrator section of the Clearinghouse Website).

General Information on the NCAA Clearinghouse Website:

- Links to the NCAA Website
- Core-course listings for high schools
- Online version of the NCAA Guide for the College-Bound Student-Athlete
- Online information about Division I and Division II initial-eligibility requirements
- Online Frequently Asked Questions (FAQs)

Prospective Student-Athletes:

- Submit your Student Release Form (SRF) via the Web
- Registered Students – Update your registration information (if necessary)
- Registered Students – Check your certification status
- Home-School Students – Please visit the Website

Clearinghouse Customer Services:

- Clearinghouse mailing address:
NCAA Clearinghouse
301 ACT Drive
PO Box 4043
Iowa City, IA 52243-4043
- Clearinghouse customer service hours:
8:00 a.m., to 5:00 p.m., Central Time Monday through Friday
- Toll Free phone numbers(Domestic callers only)
Customer Service Line – (877) 262-1492 / 24 –hour voice response – (877) 861-3003
- Fax Number – (319) 337-1556

The material contained in this packet has been compiled from the following resources:

Athletics and the College Process

The Deans and the Athletic Department – Harvard-Westlake School

Helping the Student-Athlete Through the College Selection Process

Compiled by the Guidance Department and the Athletic Department
John Jay High School

College Counseling Handbook

Prepared by Harvard-Westlake School

Letters