

Chapter 10

Counseling student athletes

Overview

This chapter outlines the basics that counselors need to know in order to assist student athletes as they apply to college. The text covers the process and the terminology (in an end-of-chapter glossary), describes the three major athletic associations (also called conferences), and provides tips from experienced counselors.

You'll find the material worth reading even if your school has few potential college athletes. After all, you should be prepared when an intercollegiate prospect comes along. The chapter focuses on the college application process; it does not discuss how student athletes cope with the pressures of balancing sports and academics, or how they deal with the demands placed on them to excel in their sport.

Note: You might consider reading the handouts first; they provide a useful look at the main features of the college application process for student athletes.

Helping student athletes can be one of the most challenging aspects of counseling. First, more people are involved — the high school coach and his or her college counterpart, as well as parents, the school counselor and the admissions office. And second, the high school coach may be providing the student with more guidance on the college admissions process than you, the counselor — especially if the student is being *recruited*, or sought after, by a college. As the chapter stresses, a spirit of cooperation should be fostered between you and the coaches, so that — as a team — you can each do your job for the benefit of the student.

The application process timeline that recruited athletes must follow can also differ from the one for students in general. Students seeking to play an intercollegiate sport must signal their interest in a college *before their senior year*. Note, in particular, that nationally

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ranked, highly desirable players may need to commit to a college in November (spring sports participants) or February (other athletes) of their senior year.

Student athletes tend to focus on one dimension of the search and application process: which college will give them the most playing time. Your task is to encourage these students to look at *all* the factors that go into finding the right school — in terms of location, size, major, and other factors. See **Handout 10A: Student athlete's high school four-year plan**.

The counselor's role

- Make sure that student athletes understand that they must meet academic requirements established by athletic associations in order to play intercollegiate sports — being a good athlete is not enough to gain admission. Repeat this message often.
- Know the academic requirements and eligibility rules for college athletics as determined by the major athletic associations (described below). Recognize that the rules (and the sports offered) change. Turn to these organizations' Web sites for current information.
- Develop a strong working relationship with your school's athletic director and the individual coaches; maintain open lines of communication. Coaches play a key role in advising students on the college application process, and counselors need to know how good an athlete is in order to counsel effectively. Keep coaches up to date on changes in college admissions policies — they may not be aware of shifts in the regulations at colleges to which they have historically sent many athletes.
- Be sure that students know that admissions decisions are ultimately made by the admissions committee, not by the college coach. A student's eligibility to play a sport doesn't guarantee acceptance to college.
- Remind students that the availability of a sport is only one factor to consider in applying for college, even if it's a significant factor. Some students won't participate in athletics for all four years. They should look for colleges where they will fit in even if they cease their involvement in sports.

TIP

"Go meet with your athletic director. Go to the office and let him or her know that you are a resource on college admissions and are more than willing to talk with students and parents at student athletic assemblies."

— **Carroll Davis,**
North Central High School, Ind.

Overview of the athletic associations

Colleges fielding intercollegiate teams are organized into various associations. These groups seek to ensure that teams playing against each other are from institutions with similar commitments to promoting and funding sports. For example, most members of the National Association of Intercollegiate Athletics are small colleges. And in the National Collegiate Athletic Association, whose members include large colleges and universities, Division I schools allocate significantly more dollars to sports than do Division II and III schools.

Each athletic association has *academic eligibility criteria* that reflect the organization's commitment to keeping the "student" in "student athlete." Therefore, students and parents need to understand that prospective college athletes must meet minimum scholastic requirements if they are to be considered for admission to college. The associations' standards are entirely in the interests of students: colleges want good athletes, and they are also committed to accepting athletes who can graduate from their institutions.

The next sections describe the three largest intercollegiate athletic organizations — the NCAA, the NAIA and the National Junior College Athletic Association. There are a few other such groups, including the National Christian College Athletic Association and the Association of Christian College Athletics.

The athletics covered by the associations vary somewhat. The chart on the next page lists the sports governed by the NCAA, NAIA and NJCAA in academic year 2009-10.

Note: Colleges offering NCAA sports are listed by sport and state in the back of *The College Board College Handbook*. The individual college descriptions in the *Handbook* also show all sports a particular college offers at both the intercollegiate or intramural level. Colleges that offer athletic scholarships are listed by sport and state in *Getting Financial Aid*, published by the College Board.

**Sports governed by the NCAA, NJCAA and NAIA
2009-10**

(M) = restricted to men; (W) = restricted to women.

NCAA championship sports	NJCAA	NAIA
Baseball (M)	Baseball (M)	Baseball (M)
Basketball	Basketball	Basketball
Bowling (W)	Bowling	Cross-country
Cross country	Cross country	Football (M)
Fencing	Football (M)	Golf
Field hockey (W)	Golf	Softball (W)
Football (M)	Half marathon	Soccer
Golf	Ice hockey (M)	Swimming and diving
Gymnastics	Lacrosse	Tennis
Ice hockey	Soccer	Track and field (indoor and outdoor)
Lacrosse	Softball (fast pitch) (W)	Volleyball (W)
Rifle	Swimming and diving	Wrestling (M)
Rowing (W)	Tennis	
Skiing	Track and field (indoor and outdoor)	
Soccer	Volleyball (W)	
Softball (W)	Wrestling (M)	
Swimming and diving		
Tennis		
Track and field (indoor and outdoor)		
Volleyball (W)		
Water polo (M)		
Wrestling (M)		

National Collegiate Athletic Association

The best known, and the most influential of the conferences, is the National Collegiate Athletic Association:

NCAA Eligibility Center
P.O. Box 7136
Indianapolis, IN 46207-7136
877-262-1492
www.ncaaclearinghouse.net

The NCAA, the largest athletic association, offers or oversees the most athletic scholarship money. The conference is governed by committees of college and university personnel who set recruiting standards and student eligibility requirements in order to prevent the abuse of student athletes and to ensure that athletes will be able to perform in the college classroom as well as on the field. The committees also establish rules regarding the athletic scholarships at Division I and Division II colleges (although college coaches themselves determine who receives the financial aid).

The NCAA has more than 1,280 members, who offer 23 championship sports. The intercollegiate athletic program is regulated by one of three divisions (four for football), and colleges sometimes have sports in different divisions.

- *Division I.* The most competitive athletically, Division I colleges can offer full scholarships and partial scholarships to their athletes. Students must meet academic eligibility guidelines to play (discussed on page 10-7). Exception: The eight Ivy League schools (Harvard, Yale, Princeton, Cornell, Columbia, University of Pennsylvania, Dartmouth and Brown) field Division I teams but do not provide NCAA scholarships.
- *Division II.* Less competitive athletically than Division I, colleges in Division II have different eligibility guidelines as well. Member colleges are typically somewhat smaller than Division I schools. Athletic aid is available in lesser amounts than for Division I sports.
- *Division III.* Less competitive than Division II, these colleges have no academic eligibility requirements. No NCAA financial aid is provided, although these colleges may offer athletic scholarships of their own.

TIP

“I have had to call the NCAA frequently over the years to ask very basic questions and to sort out **core-course issues**, and they are always very helpful.”

— **Susan Stagers**,
Cary Academy, N.C.

Not only must students meet academic requirements to be accepted into Division I and II colleges, they must maintain scholastic standards in order to continue participating in intercollegiate sports.

Amateurism

There is a new amateurism certification process students must undergo if they plan to participate in Division I or II athletics. Students will answer a series of questions when they register online.

Handout 10B: *Overview of NCAA amateurism bylaws*, explains what factors the NCAA will look at and indicates which would prevent a student from playing Division I or II sports.

The NCAA Web sites

There are two Web sites supporting the NCAA. www.ncaa.org describes the organization itself.

The site www.ncaaclearinghouse.net is where students will find answers to their questions. *The Guide for the College-Bound Student Athlete* can be printed out here (it can be found under the “Library” tab). The guide includes the following:

- description of academic eligibility requirements;
- coverage of core courses, GPA, tests and special conditions (such as requirements for students with disabilities, or the admissions process for homeschooled students);
- complete instructions on how students register with the NCAA Eligibility Center;
- worksheets for keeping track of courses and grades;
- information for parents and guardians;
- questions students should ask during the college search process;
- information for high school counselors;
- a summary of recruiting regulations; and
- a glossary

This is also where high schools will update their list of core courses. General information about the NCAA and a list of member institutions can be found at this Web site.

Academic eligibility requirements

For Division I: Students in the class of 2010 who want to participate in athletics or receive an athletic scholarship must:

- graduate from high school;
- complete 16 core courses (see chart);
- present a minimum required grade point average in the core courses; and
- achieve a specific combination of SAT or ACT scores and GPA in core courses; the index for scores and GPA is provided on the NCAA Web site.

Students who intend to enroll at NCAA Division I and Division II institutions must supply ACT or SAT scores to the Clearinghouse directly from the testing agencies. **Test scores on an official high school transcript will no longer be usable for NCAA purposes.**

The NCAA does not currently use writing scores from the SAT or ACT in determining eligibility. See “How the NCAA Uses Test Scores,” page 10-10.

Students who want to play Division I or II sports must register with the Eligibility Center after their junior year, when a transcript showing six semesters of work can be evaluated. Through this process, students learn whether they are academically eligible to play in Division I or II.

A final transcript, with proof of graduation, must be submitted by a student’s high school to the Eligibility Center before the student can participate in college athletics.

Core courses

The NCAA is committed to ensuring that the student athletes they admit are likely to succeed in the classroom as well as on the team. The NCAA therefore assesses the high school transcripts of prospective Division I and II athletes to be certain that these students have taken an adequate number of academic courses, which the NCAA calls “core courses.”

TIP

“I meet with the athletic director each year and review the process of gaining NCAA eligibility. The coach has to determine who is Division I or II material. Then I have to **make sure they are in the right classes.**”

— **Connie Decker**,
John W. North High School,
Calif.

Core course requirements, Division I and II, class of 2009. Units are years of study.		
	Division I	Division II
English	4	3
Mathematics	3	2
Natural/physical science	2	2
Additional English, math or natural/physical science	1	2
Social science	2	2
Additional academic courses (from English, math, science, social studies, nondoctrinal religion, foreign language, philosophy)	4	3
Total	16	14

Division II has a minimum SAT requirement of 820 (critical reading and math) or an ACT sum of 68.

For NCAA Division I, only courses completed in grades 9 through 12 prior to graduation may be used to meet the core course requirements. However, for Division II, *and for students with disabilities playing in either Division I or Division II*, core courses taken after high school graduation can be used, provided the courses are completed before full-time enrollment in college.

Your school should maintain a list of core courses with the NCAA. Core courses must be:

- an academic class in one or a combination of these areas: English, math, natural/physical science, social science, foreign language, nondoctrinal religion, philosophy
- four-year college preparatory
- at or above the high school regular academic level (no remedial, special education or compensatory courses). You may include courses designed for students with disabilities.

The list you provide helps the NCAA assess the transcripts of student athletes from your school. Your school will receive a letter each fall asking for an update. You will be given several months in which to make changes. In the words of the NCAA:

TIP

“Your school may have **courses that count toward graduation but do not count toward NCAA** requirements.

Make sure students and parents have a list of the NCAA-eligible courses and are enrolled in those.”

— **Karen Gengenbach**,
Blair High School, Neb.

The primary responsibility of a high school in relationship to freshman athletic certification is to make sure your school's List of Approved Core Courses is accurate and up to date. It is the high school's responsibility to have an administrator check the content of each course for compliance with NCAA-defined standards of acceptability. If you wish to add new courses to the NCAA list, it is important to review their content and, if appropriate, submit them to the Clearinghouse for potential inclusion.

There is often some back-and-forth between the NCAA and schools. Keep in mind that the goals are the same: ensuring that athletes are, first and foremost, academically prepared for college, and that they have taken academic courses in high school. Some insights from counselors:

- Course titles have to be provided to the NCAA exactly as they appear on the transcript, so be sure that the transcript reflects the wording approved by the NCAA. For example, the NCAA would consider “Principal Issues in Economics” and “Principles of Economics” to be two different courses.
- Don't delete the names of courses too soon. If a course is on a ninth-grade transcript, don't delete it until all ninth-graders have graduated.
- Your principal will have to click the “send” button to transmit your information to the NCAA, so make sure he or she is available to perform this task.

You may need to have several conversations with the NCAA about your courses. For instance, counselors report that it can be challenging to convey that a college-preparatory math course is in fact college preparatory in nature. You must also inform the NCAA of how you weight core courses, if you do: Weighted courses can improve a student's core-course GPA.

To review or update your list of core courses, go to www.ncaaclearinghouse.net and click on High School Administration, then click on List of Approved Core Courses.

TIP

“I print out all the NCAA eligibility requirements (grade and test score requirements) for the coaches and give it to them so they have a **visual they can show kids.**”

— **Susan Stagers,**
Cary Academy, N.C.

HOW THE NCAA USES TEST SCORES

The following interpretations apply to the combination of test scores from more than one national testing date that athletes may use when qualifying for the NCAA Clearinghouse standards. Note that the formulas listed below may not be used for regular college admission.

1. For students utilizing the SAT, the highest scores achieved on the critical reading and mathematics sections of the SAT from two different national testing dates may be combined in determining whether you have met the minimum test-score requirements.
2. For students utilizing the ACT, the highest scores achieved on the individual subtests of the ACT from more than one national testing date may be combined in determining whether your composite score has met the minimum test-score requirement.
3. Students whose combined composite test score from more than one ACT results in a fraction may round up from a minimum of 0.5 to the next whole number (e.g., 16.5 is changed to 17.0, but 16.2 is counted as 16.0).
4. Students may take the ACT and the SAT as many times as they wish. To meet the NCAA eligibility index, a student may choose to mix and match subscores from various testing dates. For example, an English score from an April ACT exam can be combined with a math score from an October ACT exam to calculate an index score.

Source: Adapted from material developed by Deerfield High School, Ill.

TIP

“More often, lack of adequate grades, rather than low scores on the SAT or ACT, prevents students from being eligible to play NCAA sports.”

— **Howard Everson,**
The College Board

Recruiting

The NCAA has very detailed recruiting rules, which vary by sport and league and are too complex to describe here. A good date to remember, however, is July 1. On July 1 *prior to a student's senior year*, Division I and II coaches may begin having official contact with high school athletes they hope to recruit (for football players, contact begins September 1). The *NCAA Guide for the College-Bound Student-Athlete* has a three-page summary of recruiting guidelines, and the Web site has guidelines for each sport. Students should study the recruiting guidelines for their sport.

For information on sports-related financial aid, provided by NCAA member colleges, see the section “Athletic scholarships” later in this chapter.

National Association of Intercollegiate Athletics

Another important conference is the National Association of Intercollegiate Athletics, or NAIA.

NAIA
1200 Grand Boulevard
Kansas City, MO 64106-2304
816-595-8000
www.naia.org

There are nearly 300 colleges affiliated with the NAIA, offering 13 sports. Most are small colleges, and members are in every region of the United States. As in the NCAA, students must meet eligibility requirements to remain in college and to continue to play (students must remain in good academic standing and make progress toward graduation), but the regulations are simpler and fewer than those of the NCAA. The NAIA lists these advantages to playing in the conference:

- maximum opportunity to participate in regular season contests and national championships;
- flexibility to transfer without missing a season of eligibility;
- fewer recruiting restrictions; and
- focus on the education and character development of the student athlete.

TIP

“Counselors don’t need to know the recruiting deadlines. But they do need to realize that **a lot happens before senior year** for recruited athletes.”

— **Kathy Dingler**,
Rich East High School, Ill.

Academic eligibility requirements

Students entering college must meet two of these three requirements:

- achieve 18 on the Enhanced ACT or 860 on the SAT (tests must be taken on national testing dates)
- have a minimum overall GPA of 2.000 on a 4.000 scale
- graduate in top half of high school senior class

NAIA colleges do have athletic scholarships. Each college determines how much scholarship money each coach will be allowed to offer.

National Junior College Athletic Association

1755 Telstar Drive, Suite 103
Colorado Springs, CO 80920
719-590-9788
www.njcaa.org

There are 510 junior and community colleges that are members of this athletic association. Colleges can compete at the Division I, II or III level.

- Division I colleges may offer full athletic scholarships.
- Division II colleges are limited to awarding tuition, fees and books.
- Division III schools may provide no athletically related financial assistance.

Academic eligibility

Students must have graduated from high school or received a high school diploma or its equivalent. Non-high school graduates can establish eligibility by completing one term of college work earning 12 credits with a 1.75 GPA or higher. Beyond that, the association recommends that students discuss their academic eligibility with the athletic staff at the NJCAA college they will be attending.

Many students who are not academically eligible to play at an NCAA college can start their college careers at an NJCAA college, and then transfer.

Working with your school coach

Student athletes may get most of their advice from a coach. You may have little involvement in some athletes' college selection and application process. At some high schools, the coaches are well informed about NCAA or other conference eligibility requirements, the school's core courses, the admissions policies of the colleges in which their athletes are interested and the NCAA recruiting rules regarding college contacts with students. But many counselors report that their school coaches are uninformed about some of these areas, even the recruiting rules.

It's essential that you work with your school coaches and keep them informed of college admissions policies and of your school's NCAA-approved courses. Coaches need to urge students to take the right classes and to do well in them. Keeping in touch with the coaches will enable you to find out if students have made reasonable assessments of their athletic ability and have realistic expectations and aspirations.

Working with coaches who are not on your school staff can pose challenges. Sometimes these coaches do not understand the importance of course work, do not know what core courses are, ask students to devote more time than is reasonable to the sport, and are hard for you to contact. Ask your school's athletic director to keep open the lines of communication with nonschool coaches.

TIP

"The high school coach **needs to know where a student is applying**, and have the phone, e-mail, and address of the coach at those colleges."

— **Scott White**,
Montclair High School, N.J.

TIP

"College coaches can't possibly know of every athlete that might be interested in their college. **High school coaches can be proactive and send out a team profile** with a list of all varsity team members, including their athletic stats, physical stats, academic info, addresses and phone numbers. That helps college coaches find good student athletes."

— **Nancy Nitardy**,
McCallum High School GEAR
UP, Texas

Working with student athletes beginning in grade 9

Your number-one role as a counselor is to inform all potential student athletes of the importance of taking the right courses, starting in ninth grade, and maintaining a good GPA. You must work with the athletic director and coaches at your school to make sure they know the eligibility requirements and will emphasize to students the necessity of taking the right courses.

One of the difficulties is that ninth-graders may have trouble seeing four years down the road. They may fail to meet with their counselor to make sure they're taking the NCAA-approved courses your school offers.

Strategies for working with ninth- and 10th-graders

- Speak at ninth- and 10th-grade assemblies about the NCAA academic eligibility requirements.
- Make sure that all high school coaches know the current NCAA academic eligibility requirements and which courses at your school meet those requirements.
- Bring in guest speakers, such as the athletic director at a local college, to talk about requirements and options.
- Give ninth-graders the NCAA worksheets (from the *Guide for the College-Bound Student-Athlete*), in which they can maintain their course and grade information.
- Make sure potential athletes know that the NCAA looks at their GPA in core courses only — that's what counts, not their overall GPA.
- Reach out to parents. Parents tend to be very involved in the choices made by student athletes so it's important to let the adults know what the academic requirements are.
- Work with the athletic director to create a manual for student athletes. Update it annually, since rules and regulations change often.

TIP

"Sophomores who participate in **spring sports** should send letters of interest to colleges at the end of their sophomore year."

— **Nancy Nitardy**,
McCallum High School GEAR
UP, Texas

How some high schools provide information to student athletes

At Blair High School in Nebraska, the athletic director requires all students who are going to participate in sports and their parents to attend student athlete night during the first week of the fall semester. He takes attendance. The school brings in a speaker, sometimes a motivational speaker; a school counselor talks about academic eligibility requirements for the NCAA and the NAIA. Blair High School gets 100 percent attendance at this event.

At student athlete nights, Amherst Regional High School in Massachusetts has panels with coaches from colleges with different levels of play. The coaches provide advice to students who want to bring their skills to the attention of colleges. Often, students are not able to turn out for these events because they are busy practicing or competing, but parents come. The school leaves plenty of time for questions. The college counselor also meets with students during a practice; the coaches allow 15 minutes for a discussion of college choice and academic eligibility requirements.

Many high schools have breakout sessions during their fall college nights and invite local college coaches and the college athletic directors to speak to interested students and their parents. For NCAA colleges, the compliance officer is the best source of eligibility information. Schools may also host student athlete nights and feature these speakers.

Counselors can distribute useful material at college nights and student athlete nights. See the **Handouts** at the end of this chapter.

Athletic scholarships

Most families have an unrealistic notion of the money available for athletic scholarships. Few students receive partial athletic scholarships, and even fewer receive full scholarships. It helps to have college athletic directors talk with students about financial aid availability.

College coaches, not the financial aid office, award athletic scholarships, and they use their scholarship money judiciously. Here is how the NCAA describes the source of its scholarships:

PUTTING ATHLETIC AWARDS IN PERSPECTIVE

Recently released NCAA data show that scholarships are usually only a portion of the total cost of college attendance.

Excluding football and basketball, the average NCAA scholarship is \$8,707.

With football and basketball, the average scholarship is \$10,409.

Source: NCAA 2003-04

TIP

“It’s an excellent idea to have a college coach come in and **put the scholarships into perspective**: most students are thinking ‘scholarship,’ but only a handful will get any money.”

— **Scott White**,
Montclair High School, N.J.

TIP

“You should have three goals: You need to know where your students can play, and so you’ll need to talk with their coaches to understand how good they are. You have to encourage students to be their own advocates — the college coaches will be awash in tapes and letters of interest. And finally, you have to help parents be realistic.”

— **James White**, *College Counselor, Belmont Hill School, Mass.*

TIP

“I tell kids they may not get money from **Division III colleges** but that they might get lots of playing time, they will travel, there are cheering squads — it’s real.”

— **Kathy Dangler**, *Rich East High School, Ill.*

Athletic scholarships for undergraduate student athletes at Division I and Division II schools are partially funded through the NCAA membership revenue distribution. About \$1 billion in athletic scholarships are awarded each year. More than 126,000 student athletes receive either a partial or a full athletic scholarship. However, these scholarships are awarded and administered directly by each academic institution, not the NCAA.

The materials that the NCAA gives to students are very clear about which divisions offer scholarships, but provide little guidance on what a student can expect. “If a student is getting tons of calls from college coaches after July 1, prior to senior year, then the student probably has some athletic scholarship money in his or her future,” says Scott White of Montclair High School in New Jersey.

Some further insights:

“I find that students are often surprised by the amount of practice time the schools expect in return for a scholarship.”

— **Susie Rusk**, *Counselor Coordinator, Washoe County School District, Nev.*

“Students should be sure to apply for need-based aid. Most athletic scholarships are partial.”

— **Kathy Dangler**, *Rich East High School, Ill.*

“All athletic scholarships awarded by NCAA institutions are limited to one year and are renewable annually. There is no such award as a four-year athletic scholarship.”

— **Scott White**, *Montclair High School, N.J.*

“Walk-ons”

Students who do not receive an athletic scholarship but wish to play an intercollegiate sport may be given permission to do so. Such students are known as “walk-ons.” Walking on means the student may try out for a position on the team, and may be eligible to earn a scholarship in the future.

Students considering walking on must keep in mind, however, that in all other respects they are subject to the same rules and requirements as scholarship athletes — they must complete a Clearinghouse form, pay the fee and submit the necessary materials to be certified as eligible.

Letters of interest

Students ought to have a candid conversation with their coach during the junior year to determine what level of play they can aspire to. Counselors need to talk to coaches to understand how good a student athlete is and whether his or her talent meshes with his or her college goals.

In their sophomore and junior years, students should send *letters of interest* to colleges they think are a good fit both academically and athletically. Only rarely do college coaches reach out to express interest in a student: Their chief job (and love), after all, is coaching, not recruiting. Make sure even your star athletes know that they cannot wait for colleges to come to them; the process starts with their letters of interest. The letter of interest is, in fact, the most important step in getting recruited.

Students must keep track of their contacts with coaches. A coach will provide information about the college he or she represents. Keeping a written record of every meeting with a coach will help students remember where they stand with each college.

Several handouts are related to the college application process for athletes. See **Handout 10C:** *The student athlete letter of interest*; **Handout 10D:** *Getting yourself recruited for college sports*; **Handout 10E:** *Questions for student athletes to ask during the college visit*; and **Handout 10F:** *Sample thank-you note to the college coach after a college visit*.

Topics to cover when discussing the college application process

- **Make sports only one part of the decision:** Some athletes make the possibility of playing sports the primary consideration in their search. It's important that they envision how they would feel about a college if they were injured and couldn't play, or if they decided for other reasons not to play.
- **Students should look at colleges where they can be admitted.** Make sure students understand that being eligible to play a sport doesn't necessarily mean that they will be accepted. Ultimately, the admissions decision is made by the admissions committee, not by the college coach.

TIP

"Despite Title IX, colleges may not devote as many recruiting dollars to recruiting women as men. **Women may have to do more** to get a coach's attention outside their own region."

— **Carlene Riccelli**,
Amherst Regional High School,
Mass.

TIP

"I had a goalie who wasn't hearing from her top-choice Massachusetts college. **We went on the Web site and saw that the team had six goalies**, three of them freshmen. That's why my student wasn't hearing — they didn't need another goalie."

— **Scott White**,
Montclair High School,
N.J.

TIP

“You have to explain that just because the coach wants you doesn’t mean that the admissions staff will accept you. **Admissions has the final say** in admitting an athlete.”

— **Linda Sturm**,
South Portland High School,
Maine

TIP

“Sometimes students choose a college because of a sport, and overlook the most basic college admissions factors. We need to **encourage them to think about how they’d like the college** if they weren’t playing the sport.”

— **Karen Gengenbach**,
Blair High School, Neb.

- **Recruitment.** Students may be unsure whether they are being recruited. If students are unclear where they stand with a college coach, tell them to ask three questions:
 1. Are you recruiting me?
 2. Will you urge the admissions committee to accept me?
 3. Am I likely to be admitted?
- **Summer camps.** For some sports, summer camps are the best way to be visible to college coaches. In most cases, a student’s coach will work with the student to choose the right camp. Attending a summer sports camp at a college of interest is a very good idea; the coach will see the student play, and the student can check out the feel of the campus.
- **Review college sports rosters.** Most colleges have their team rosters on their Web sites. The roster can be a useful research tool for students. They can compare their athletic stats with those of the teams they are considering; and they can see how many players a team has for each position, what year they are, and even how tall they are!
- **Athletic graduation rate.** Students should look at the graduation rate of athletes at the colleges they plan to attend. They will see a wide range — at some colleges the graduation rate for athletes is well below that of other students, but at some colleges athletes graduate in higher numbers than nonathletes. A lower graduation rate may indicate that the college accepts student athletes whose academic abilities aren’t up to par with the rest of the student body, or that the life of the athlete on that campus is not conducive to successful participation in academic pursuits.
- **Number of athletes on campus.** While, in general, the large universities have the highest percentage of athletes, at some small colleges the percentage of athletes is large — 30 to 40 percent. Students should consider whether they want to attend a school where the sheer number of athletes flavors the campus, or a college where athletes are in the minority.
- **Rapport with the college coach.** For many college athletes, their coach will be the person they spend the most time with during their four years on campus. Students should feel a rapport with the coaches at the colleges to which they are applying.

The college application process for athletes

Registering with the NCAA

Students who want to play NCAA Division I or II sports need to register with the NCAA Eligibility Center (www.ncaa.org/mailbox/clearinghouse), or 877-262-1492. They may register online or by paper. Students should register after they complete their junior year — after a transcript with six semesters of work is available. They will be instructed to ask their school counselor to release their transcript to the Center. When the student graduates from high school, the school needs to send a final transcript, confirming high school graduation.

The athlete's résumé

Students interested in playing college sports need to prepare a sports résumé, which has three parts: basic information about the student, sports statistics and academic record. Students should keep track of athletic statistics starting in ninth grade, and they should prepare up-to-date résumés by the end of their junior year. See **Handout 10G:** *The student athlete's résumé.*

The videotape

Many students will need to submit a tape of their athletic participation. For most sports, the tape should portray the athlete in a competitive contest, and also contain footage showing skills. Remind students to accompany the tape with a statistics summary. See **Handout 10H:** *Making highlight tapes.* It provides advice on preparing the tape. Although the video is a helpful part of the application, it does not replace a listing of the student's statistics or the coach's recommendation.

Spring sports athletes

Students playing spring sports face a complex process if they hope to participate in NCAA Division I or II events. Division I and II coaches can't contact students until July 1 before their senior year. Therefore, spring sports participants must reach out to college coaches early enough in their junior year to ensure that the coaches can watch them play during the spring of their junior year. In addition, the signing

TIP

"Students should not communicate solely with the college coach. In most cases the office of admissions plays the strongest role in admitting students. **Students should communicate their interest to an admissions rep** and understand all admissions requirements."

— **Carlene Riccelli**,
Amherst Regional High School,
Mass.

TIP

"I tell parents to **become handy with a video camera.** There's no reason they can't make their child's video, and a parent production is just fine with colleges."

— **Scott White**,
Montclair High School, N.J.

TIP

“Our school has frequent visits from college recruiters. We meet with our varsity coaches early each year and give them **transcript release forms for their athletes.**

The athletes can then sign a waiver to release their transcript to any recruiter who requests it or just to recruiters from specific schools. These release forms are kept in the students’ permanent files. For our “blue chip” athletes, we go ahead and run 10 or so transcripts and attach them to the form. When the recruiters show up, we have the transcript ready to hand over.”

— **Carl Lemmon,**
DeSoto High School,
Texas

date for some spring sports is November. So students must make college plans early because they may need to commit to a college in November of their senior year. Spring sports athletes should seriously consider participating in a sports camp the summer between junior and senior year — the peak recruiting time for their sports.

Early Decision

Many athletes will be urged by the colleges recruiting them to consider applying for Early Decision. College coaches want to secure their athletes as soon as possible. The Ivy League schools in particular use the ED tool to bring on good players who may be offered athletic scholarships by other colleges. As always, students who apply for Early Decision should be aware that they must attend the college if admitted and that they won’t be able to compare financial aid awards from multiple colleges.

Coded applications

A student may be given an application by the college athletic department with a code indicating to the admissions office that the department has a keen interest in the student (the code may be the coach’s initials, a red A or another identifier). Students given such an application must be sure to file that form, not an uncoded version of the application.

Postgraduate year

Some student athletes delay college entrance by a year. A 13th year or postgraduate program in high school can allow them to mature mentally, bring grades and test scores up to speed, and gain desirable weight and strength. Institutions offering postgraduate school are private; students considering this option should ask college coaches which schools they recommend.

Students wishing to play NCAA Division I sports need to amass their 16 core courses in the first eight semesters after a student enters ninth grade. Grades from a postgraduate year do not count toward the core course GPA for Division I.

Transfer

Students may transfer from a two-year or four-year college to an NCAA college. These students must meet certain requirements before being eligible for practice, competition, or financial aid at that college. The NCAA *Transfer Guide* may be downloaded from the Web site (www.ncaa.org).

Scouting and recruiting services

There are numerous scouting and recruiting services that offer to “package” students for maximum appeal to colleges. The NCAA does not sanction or endorse any of these firms.

TIP

“I send the actual application to admissions, not to the coach. I will send the coach a copy if it’s requested, but admissions and only admissions gets the complete application.”

— **James White**,
College Counselor,
Belmont Hill School, Mass.

TIP

“Contact the athletic director at **colleges offering different levels of play** and find someone who will talk with you about what happens during recruitment, what you need to know. Most of them are very generous with their time.”

— **Carroll Davis**,
North Central High School, Ind.

Resources

Publications

College Board College Handbook. New York: The College Board.
Updated annually. Lists all intercollegiate and intramural sports offered by all two-year and four-year colleges, as well as the relevant conference information.

Guide for the College-Bound Student-Athlete. Available as a PDF at www.ncaaclearinghouse.net.

A 37-page guide offered by the NCAA that is essential reading for counselors, as well as students who may wish to play NCAA sports.

Killpatrick, Frances, and James Killpatrick. *The Winning Edge: The Student-Athlete's Guide to College Sports*. Seventh ed. Alexandria, VA: Octameron, 2002.

A useful, concise book (136 pages).

Koehler, Michael D. *Advising Student Athletes Through the College Recruitment Process: A Complete Guide for Counselors, Coaches and Parents*. Englewood Cliffs, NJ: Prentice Hall, 1996.

Out of print, but contains helpful information.

Lincoln, Chris. *Playing the Game: Inside Athletic Recruiting in the Ivy League*. White River Junction, VT: Nomad Press, 2004.

Provides useful insight into recruiting by some of the most competitive colleges.

The National Directory of College Athletics. Available from www.collegiatedirectories.com. Cleveland, OH: National Association of Collegiate Directors of Athletics.

An annually updated list of all coaches' contact information at more than 2,090 colleges participating in intercollegiate sports.

Shulman, James L., and William G. Bowen, *The Game of Life: College Sports and Educational Value*. Princeton, NJ: Princeton University Press, 2001.

Ivy League deans look at the impact of college athletics on the tenor of Ivy League life. Good source for statistics on the grades and test scores of athletes versus nonathletes.

Web sites

National Association of Intercollegiate Athletics www.naia.org

National Christian College Athletic Association www.thenccaa.org

National Collegiate Athletic Association www.ncaa.org and www.ncaaclearinghouse.net

National Junior College Athletic Association www.njcaa.org

Glossary

Blue-chipper. A highly capable student athlete — one who will be recruited by many colleges.

Club sports. Student organizations formed for competitive intercollegiate play. Most of these groups have coaches and do not receive funding. *See also* Intramural sports.

Core courses. Courses that are academic, college preparatory and meet high school graduation requirements in one of the following areas: English, mathematics, natural/physical science, social science, foreign language, nondoctrinal religion, philosophy.

Core GPA: GPA in the courses the NCAA counts when determining eligibility.

Eligibility requirements. Academic standards that students must meet in order to participate in collegiate sports. See the description of each athletic conference (NCAA, NAIA, NJCAA) for current requirements. Eligibility standards change; an association's most recent requirements can be found on its Web site.

Grayshirt. An individual who is recruited out of high school but who delays enrollment in college for one or more terms.

Impact player: An athlete who is good enough to play during all four years.

Intramural sports. Teams organized by students (or faculty members) for recreational play. Teams are put together by a captain and compete with other teams in the same institution.

National Association of Intercollegiate Athletics. A conference of nearly 300 small colleges. The NAIA promotes academic eligibility requirements, and some member colleges provide athletic scholarships.

National Collegiate Athletic Association. A conference with more than 1,250 member colleges, offering 23 sports. Students must meet academic eligibility requirements in order to play in Division I or II (not Division III). NCAA Division I teams offer athletic scholarships to some students.

National Junior College Athletic Association. A conference of 510 two-year colleges. Students may transfer from an NJCAA college to a four-year NCAA college with no loss of eligibility or playing time.

National Letter of Intent: A legally binding contract in which the prospective student athlete agrees to attend a specified college for one academic year. In return, the college agrees to provide the individual with athletics financial aid for the academic year. The NLI is a voluntary program administered by the Collegiate Commissioners Association, not by the NCAA. Information can be found at www.national-letter.org.

Nonqualifier. An individual who doesn't meet the academic eligibility requirements for NCAA Division I and therefore may not participate in athletic competition or practice during the first year of college, cannot receive athletic financial aid for the first year in college and, ordinarily, may play only three seasons. Students become eligible by completing the academic requirements.

Partial qualifier. A term that is used in Division II only and refers to a student who has met some of the academic requirements. A partial qualifier may practice on campus and receive institutional financial aid but can't compete for one academic year.

Postgraduate year. A 13th year of high school. Athletes may avail themselves of this option in order to gain weight or strength or to bring their academics up to speed. Postgraduate years are offered only by private high schools.

Qualifier. A prospective student athlete who meets NCAA initial eligibility requirements (core courses, GPA). A qualifier is eligible for four years of practice, competition and athletic financial aid.

Recruiter. A college coach or representative who identifies student athletes and encourages them to attend and play for the college. A recruiter must follow certain rules described in the *NCAA Guide for the College-Bound Student-Athlete*.

Redshirt. A student who is recruited to play NCAA sports but is held out of competition for a season so that he or she remains eligible for a fifth year. A redshirt cannot play in *any* college game or scrimmage in the given academic year.

Sports camps. Summer camps at which students develop their skills with experienced coaches and students from throughout the nation or a region. For some sports, camps are where college coaches identify the talent they may want to recruit. School coaches can direct students into appropriate camps.

Title IX. A provision of the Education Amendments of 1972 stipulating that federally supported institutions should not discriminate against women in sports and should provide adequate opportunities for them to participate.

Walk-on. An individual who does not receive sports-related institutional financial aid (scholarship) but is a member of a college team. If a team has money available, a walk-on can ultimately receive an athletic scholarship.

Chapter 10 handouts

Number	Title	Description
10A	Student athlete's high school four-year plan	Simplified, detailed instructions, especially useful for ninth-graders and their parents.
10B	Overview of NCAA amateurism bylaws	Summary of the new amateurism requirements of the NCAA.
10C	The student athlete letter of interest	Instructions to help students describe their athletic and academic abilities to college coaches.
10D	Getting yourself recruited for college sports	Further information for students on alerting recruiters of their interest in intercollegiate sports.
10E	Questions for student athletes to ask during the college visit	How students can make the most out of a visit to campus.
10F	Sample thank-you note to the college coach after a college visit	An adaptable model for a student letter of appreciation after a campus tour.
10G	The student athlete's résumé	Details that students should provide about their academic and athletic records.
10H	Making highlight tapes	Detailed instructions for students on preparing a video showing their performance ability and skills level.

Student athlete's high school four-year plan

A. Freshman Year

1. Talk to your counselor about core class requirements.
2. Get to know all the coaches in your sport.
3. Work on your grades.
4. Attend sports camps.
5. Start thinking about a realistic analysis of your ability.
6. Start thinking about your academic and career goals.
7. Start a sports résumé.
8. Know the NCAA rules, regulations and academic requirements for playing sports.

B. Sophomore Year

1. Keep your grades up.
2. Take the PSAT/NMSQT®.
3. Talk to your coaches about your ability and your ambitions.
4. Check on NCAA requirements and admissions requirements and plan your high school academic schedule accordingly.
5. Research and make preliminary inquiries about colleges that interest you.
6. Update your sports résumé.

C. Junior Year

1. Talk with your counselor about career goals and core course requirements.
2. Ask your coach for a realistic assessment of which college level you can play.
3. Attend college and career fairs.
4. Take the PSAT/NMSQT, a college admissions test.
5. Refine your list of possible college choices. Know the colleges' entrance requirements.
6. Update your sports résumé.
7. Produce a skills video with the assistance of your coach.
8. Send a letter of interest to college coaches with an unofficial transcript of your grades.
9. Return completed questionnaires to college coaches.
10. Obtain letters of recommendation.
11. Register with the NCAA Clearinghouse at the end of your junior year.
12. Attend sports camps (your last chance).

Student athlete's high school four-year plan (page 2)

Senior Year

1. Make sure you will complete all graduation requirements and core courses.
2. Make sure you have registered with the NCAA Clearinghouse.
3. Read the NCAA *Guide for the College-Bound Student-Athlete* available at www.ncaa.org.
4. Retake college admissions test in the fall, if necessary, either to satisfy NCAA eligibility or to improve your chances of receiving an academic scholarship.
5. Attend college/career center nights and financial aid workshops.
6. Narrow your college choices to a manageable list.
7. Make sure your applications for admission and transcripts are sent to the colleges in which you are interested.
8. Apply to at least one school that will meet your needs if you don't participate in athletics.
9. Follow recruiting rules regarding campus visits.
10. Send in the Free Application for Federal Student Aid form for analysis.
11. Make copies of all forms.
12. Sit down with your parents or guardian and coach and list the pros and cons of each school you are considering.
13. Send an updated letter of interest (with your athletic résumé and the season schedule) to coaches.
14. Be sure of your final choice before signing any papers.
15. Let coaches know when their school is no longer in the running. Thank them for their help.

Sources: Adapted from materials provided by Rich East High School, Park Forest, Ill., and Deerfield High School, Ill.

Overview of NCAA amateurism bylaws

	Permissible in Division I?	Permissible in Division II?
Enters into a contract with a professional team	No	Yes
Accepts prize money	Yes. If it is an open event, and does not exceed actual and necessary expenses	Yes
Enters draft	Yes	Yes
Accepts salary	No	Yes
Receives expenses from a professional team	No	Yes
Competes on a team with professionals	No	Yes
Tries out with a professional team before initial collegiate enrollment	Yes	
Receives benefits from an agent	No	No
Enters into agreement with an agent (oral or written)	No	No
<p>Delays full-time collegiate enrollment and participates in organized competition</p> <p>[If you are charged with season(s) of competition under this rule, you will also have to serve an academic year in residence at the NCAA institution.]</p>	<p>Tennis and Swimming and Diving: Have one year after high school graduation to enroll full-time in a collegiate institution or will lose one season of intercollegiate competition for each calendar year during which you continue to participate in organized competition.</p> <p>All Other Sports: Any participation in organized sports competition during each 12-month period after the student's 21st birthday and prior to initial full-time enrollment in a collegiate institution shall count as one year of varsity competition.</p>	<p>All Sports: Must enroll at the next opportunity (excluding summer) immediately after the date that your high school class normally graduates (or the international equivalent) or you will use a season of intercollegiate competition for each calendar year or sports season (subsequent to that date) in which you have participated in organized competition.</p>

Source: NCAA

Handout 10B

The student athlete letter of interest

Your letter can be very simple. A coach needs to know your academic ability and athletic level. Your letter should include this information if you want to receive a realistic response from a coach.

Send the letters during your sophomore or junior year. Get on coaches' recruiting lists early. You can send the same letter to the coaches at all the colleges that seem like a good fit for you academically and athletically. Be sure, of course, to make the appropriate changes in each letter to reflect the correct college and coach name.

Suggested items to include:

1. your test scores
2. your GPA and class rank
3. athletic abilities (events, times, positions, stats, etc.)
4. your goals and aspirations (be realistic)
5. current team, coach's name and telephone number
6. birth date, height, weight (optional — depends on the sport)
7. interest in scholarship (if this is a priority for you)
8. whether a videotape is available

Appropriate things to request:

1. application form
2. college catalog
3. media guide or team brochure

Additional things to mention:

1. if a parent or relative is an alumnus/alumna
2. if you are new to the sport
3. other sports you currently compete in and the level you're at

Attachments:

1. résumé
2. recommendation letters (optional)
3. competition schedule

Source: Adapted from material provided by Nancy Nitardy, former NCAA Division I swimming coach

Handout 10C

Getting yourself recruited for college sports

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! The starting point is to send information about yourself to prospective colleges. Here are some tips to help you get started:

- Have an honest talk with your coach 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 résumé.
- Be certain to obtain the name of the college coach to whom you are writing. Most colleges have Web sites that will provide the information. Do not send impersonal mass mailings or information that is false or misleading.
- Research the colleges’ athletic and academic programs. Do not contact colleges for which you cannot meet the stated athletic and academic standards.
- If you receive profile forms or questionnaires from coaches, complete and return them as soon as possible.
- Send a letter with athletic and academic information to coaches at schools that interest you, and let them know you have a video available.
- Follow up with a telephone call from you, not your parents.
- Be patient.

Source: Rich East High School, Park Forest, Ill.

Handout 10D

Questions for student athletes to ask during the college visit

Before you make your first visit to a college campus, you should think carefully about the kind of information you will need during the college admissions process. Once you have decided what information you need, you'll be able to ask the right kinds of questions. The following are some good ones to get you started.

Ask the recruiter:

1. What position (event) do you want me to play (perform), and how many students are you recruiting for the same position?
2. What is your philosophy of offense? Defense? Are you considering any changes?
3. Will I be redshirted (that is, held out of competition for a season in order to remain eligible for a fifth year)?
4. If I need a fifth year, will the college finance it?
5. What happens to my scholarship if I'm injured or become ineligible?
6. Who do I see if I have academic problems?
7. Has drug use been an issue at your school or in the athletic program?
8. Are all injuries handled by a team insurance policy?
9. If injured, may I use my family doctor? Who determines my fitness to compete after an injury?
10. What is expected of players during the off-season?

Ask the players at the school:

1. What does your typical daily schedule look like? In-season? Off-season?
2. Approximately how many hours a night do you study?
3. What are the attitudes of professors in different fields of study? In my field of study? Toward athletes?
4. How do you like the living arrangements?
5. Do you have an academic adviser? Is he or she helpful?
6. Are the coaches available to help if you have academic problems?
7. Has drug use been an issue at your school or in the athletic program?

Questions for student athletes to ask during the college visit (page 2)

Ask nonathletes at the school:

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

Ask school officials or admissions officers:

1. Are my scores and high school records adequate to project success at this college?
2. What is the graduation rate for athletes?
3. About how long does it take someone in my sport to earn a degree from this school?
4. What is the eligibility for additional financial aid?

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Sample thank-you note to the college coach after a college visit

Steve Downs
Soccer Coach
Athletics Department
Strong College
Springfield, MA 00000

Dear Coach Downs,

Thank you very much for meeting with me last Tuesday and going over the academic and athletic programs at Strong College. My parents and I were very impressed with the campus, the athletic facilities and you as a coach. Your ambitions for the upcoming season are awesome — we were swept up in victory fever just walking those grounds with you. Needless to say, the trip was everything I expected it to be, and more. I'm not surprised that your school and athletic program enjoy such widely recognized reputations.

Although you seemed familiar with my credentials, I have enclosed a brief résumé outlining my academic and athletic accomplishments to date. If you have any questions, don't hesitate to ask.

Thank you again, Coach Downs, for the opportunity to meet with you and see the Strong College campus. Go Nighthawks!

Sincerely,

Source: The College Board.

Handout 10F

The student athlete's résumé

The résumé should have all pertinent data, including your grade point average, admissions test scores, the sport you play, awards and honors received, personal statistics and references (such as your high school coach, who will either call or e-mail the college coach to offer a recommendation). Where appropriate, include your time for sprints and longer distances. A field hockey coach, for example, may be impressed to know that you can handle a stick, but the coach may be even more impressed to learn how well you move — and how long you can continue moving.

The idea behind the résumé is to give coaches a quick idea of who you are, what you've done and what your potential may be. If you play a sport such as tennis, by all means include your ranking. A college coach who is unfamiliar with the caliber of your competition probably won't be impressed to know that in your junior year you won most of your matches. The same coach will be impressed, however, to know that you were highly ranked and made it to the county or the state finals.

Statistics to include in a résumé, listed by sport

Baseball and Softball

Batting average
Fielding average
Earned run average, or ERA (pitchers)
Win-loss record (pitchers)
Runs batted in (RBI)
Stolen bases

Basketball

Assists (per game)
Rebounds
Free-throw percentage
Field-goal percentage (2 point and 3 point)

Cross-Country, Track and Field

Distance in field events: Shot put, discus, long jump, triple jump
Height in field events: high jump and pole vault
Time and distance
Conference, invitational or state places

Field Hockey

Goals
Assists
Blocked shots

Football

Tackles (defensive player)
Assists (defensive player)
Sacks (defensive player)
Interceptions (defensive/back/linebacker)
Fumbles recovered
Yards rushing (running back)
Receptions — yards, average, touchdowns
Attempts, completions, total yards passing/rushing (quarterback)
Punts — attempts, longest, average
Kickoff returns — attempts, longest, average
Points scored — touchdowns, extra points
Field goals — attempts, longest, average total points scored

Golf

Scores
Handicap

Gymnastics

Events and scores
Conference, invitational or state places

Soccer

Goals
Assists and blocked shots

Swimming

Event and times
Dives, difficulty, scores
Major conference, invitational or state places

Tennis

Record and ranking
Major conference, invitational or state ranking

Volleyball

Blocks
Assists
Kills
Aces

Wrestling

Individual record and at what weight
Season takedowns
Season reversals
Season escapes
Season 2-point and 3-point near fall points
Falls
Conference, invitational or state places

Source: Adapted from material prepared by Libertyville High School, Illinois

The student athlete's résumé (page 2)

Sample Résumé

Student's name

1701 Independence Parkway
Plano, TX 75075
972 555-5555
seriousathlete@aol.com

Current School:

Plano Senior High School
2200 Independence Parkway
Plano, TX 75075
469 752-9300

Expected graduation: May 2010

SAT® Scores: 510 (critical reading) 630 (math) 540 (writing)
GPA 3.8 (4.0 scale)
Class Rank: 101/1170
Expected field of study: Engineering

Personal statistics

Date of Birth: November 12, 1992
Height: 5'9"
Weight: 164 lbs.
40-yard time: 4.95 secs.
100-yard time: 10.9 secs.
Mile time: 5.12 mins.

Athletic History:

- Soccer, freshman: left wing, junior varsity; 11 goals, 21 assists. Team finished second in league, 12–4.
- Soccer, sophomore: right wing, varsity; 9 goals, 24 assists. Team finished first in league; named Honorable Mention All-County.
- Soccer, junior: right wing, varsity; 23 goals, 19 assists. Team reached state quarter finals; named to third team All-State. Elected team captain for senior year.
- Track, sophomore year: quarter mile, best time, 52.8

References:

M. Weir
Varsity Soccer Coach
Plano Senior High School

P. Goldwater
Director
All-American Soccer Camp

Sources: Adapted from materials prepared by Plano Senior High School, Texas, and Libertyville High School, Ill.

Making highlight tapes

The development of highlight tapes — regardless of the sport — involves a few important considerations. It's a good idea to provide two kinds of highlight tapes for college coaches. Ask your coach for suggestions. He or she will probably be able to help you secure various tapes of games in which you've played.

1. A performance video, showing the athlete in a contest, usually against formidable competition. Accompany a performance tape with a player information or stat sheet (see sample below) that identifies the player and describes the competition.
2. A skills video. This type is especially important for sports like ice hockey and field hockey, track, tennis, gymnastics — even basketball and football. These tapes show the athlete executing the kinds of skills required in the sport: stick handling in ice and field hockey, beam routines in gymnastics, high jumping in track or passing in football.

Avoid lengthy tapes, whether performance videos or skill videos. In general, the video should be no more than five minutes. Unless they are particularly interested in a prospect, most college coaches won't take the time to watch all the tapes submitted to them.

Ask your coach if the school has video editing equipment that you can use to edit your tape. There may also be local companies with editing rooms available for rent (look in the Yellow Pages under "Video").

Sample Player Information Sheet	
<p>The accompanying videotape illustrates the athletic ability of _____</p> <p>The video is a: <input type="checkbox"/> highlight tape <input type="checkbox"/> skills tape <input type="checkbox"/> other</p> <p>Relevant Information (As Appropriate)</p> <p>Player's position: _____</p> <p>Player's number: _____</p> <p> Offense: _____</p> <p> Defense: _____</p> <p>Color of jersey: _____</p> <p>Player size: _____</p> <p> Height: _____</p> <p> Weight: _____</p>	<p>Relevant Game/Contest Statistics</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Academic/Career Information</p> <p>Test score(s): _____</p> <p>_____</p> <p>Class rank number _____ in a class of _____</p> <p>Cumulative grade point average on a 4.0 scale: _____</p> <p>Educational and career goals: _____</p> <p>_____</p>

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Handout 10H