

Garden City High School

THE COLLEGE STUDENT-ATHLETE

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

Counseling & Athletic Department

170 Rockaway Avenue • Garden City • New York • 11530

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Dear Parents and Student Athletes:

Preparing to select a college that will meet your academic, athletic and social needs is one of the most important decisions a student and his/her parents will make.

This guide has been created to assist you with the entire process. Academically, it is important that you begin the 9th grade by selecting high school courses that will meet all NCAA core requirements. Throughout your high school years, it is up to you to make the initial contact with college coaches and follow through with them.

There are many people that are here to assist you. Tell your counselor that you are an athlete and that you hope to play your sport in college. Ask your high school coach to give you a realistic assessment of your ability and to speak to college coaches on your behalf. In addition, all of your teachers are great resources for you.

This guide will help you in your journey. We wish each of you the best of luck and please do not hesitate to call us should you have additional questions.

Sincerely,

Ms. Dawn Cerrone
Director of Physical Education & Athletics
478-2070

Ms. Christel
Director of Guidance
478-2033

Since 2004, Garden City High School has been recognized as a NYS Scholar Athlete School of Distinction nine times! This is a huge honor as this award is the most prestigious scholar athlete award in the state. In order to qualify for this award, all thirty two Varsity athletic teams must have an academic average of 90 or higher. Congratulations and keep up the good work!

School Counseling Department:

Mr. Timothy Casale	478-2012
Mr. Patrick Doyle	478-2012
Ms. Jeanne Kennedy	478-2012
Ms. Natasha Khan	478-2012
Mr. Jim Malone	478-2012
Ms. Karen Whiston	478-2012

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THE PROCESS

1. It is your responsibility to alert your school counselor as soon as possible of your intent to play collegiate sports (preferably prior to your junior year).
2. Scrutinize the NCAA.org website and be certain that you have met all academic requirements as they apply to the NCAA regulations. You should also register with the NCAA Eligibility Center online during junior year. (www.eligibilitycenter.org)
3. Meet with high school and travel team coaches to evaluate ability and also to determine appropriate level of play (Division I, II, and III).
4. Develop an athletic resume/profile.
5. Contact college coaches via email, letter, or phone to express your interest in attending and playing for specific schools. Many college websites have prospective athlete questionnaires that you can fill out online.
6. Visit colleges as often as possible.



THE GAME PLAN

A. Freshman/Sophomore Years

ACADEMIC TASKS:

1. Take a strong academic program so that you will meet the NCAA eligibility regulations. You must complete specific courses that have been approved by the NCAA. See page 30 for Garden City High School's list of approved core courses.
2. Maintain acceptable grades in all core courses. (Grades below 80% may affect eligibility.)
3. Request your transcript from the Counseling Center to evaluate your academic status for participation in Division I and Division II athletics.
4. Begin to visit college campuses.
5. For highly selective schools take appropriate SAT Subject tests (i.e. Biology, World History.) Consult with your counselor subject area teacher.

ATHLETIC TASKS:

1. Develop a sports record of athletic accomplishments.
2. Attend Summer Camps:
 - a. For exposure – attend specific recruiting camps; select camps at colleges that you may want to attend
 - b. To improve skills
 - c. To experience independent living
 - d. To compare your current skills with others
3. Videotape games
4. Begin to visit college campuses
5. View college athletic websites annually and fill out their college's recruiting questionnaire profile online.
6. Confer with your coach to thoroughly and honestly evaluate your athletic skills.



B. Junior Year

ACADEMIC TASKS:

1. Continue to take strong academic courses.
2. Make certain you are taking the required **core** academic courses. (See list on pg. 30)
3. Register for and take the required standardized tests
 - a. (PSAT/SAT/ACT/SAT Subject Tests for highly selective colleges). Designate NCAA to receive SAT scores when registering for test (NCAA Code is #9999 on SAT Reg. Form)
4. Meet with your school counselor to develop a list of possible schools based on your academic achievement.
5. Attend College fairs and read literature sent to you by schools.
6. Continue to visit college campuses.
7. Develop an extracurricular activity list to include with your sports resume.
8. **Register with the NCAA Eligibility Center online (www.eligibilitycenter.org)** at the beginning of the junior year to begin the process. Notify the GC counseling center on college website. Fill out college profile sheet.
9. After your junior year is complete download a transcript form from the NCAA Eligibility Center Website. Bring the signed copy to the counseling center.

ATHLETIC TASKS

1. Familiarize yourself with the rules and regulations governing recruiting, eligibility, and financial aid. (www.eligibilitycenter.org)
2. Develop a sports resume of athletic accomplishments.
3. Include a schedule of games and record of awards.
4. View college games to assess their level of play and compare it to your level.
5. Meet with your coaches for a thorough evaluation of your athletic ability, and hopefully, a recommendation on the appropriate level of competition. Be realistic! Also discuss with your coaches their involvement in your recruitment process. Ask your coach to be proactive on your behalf by responding to questionnaires sent by recruiting coaches.
6. Write initial letters of interest or e-mails to college coaches.
7. Videotape games. Send videos to prospective coaches during your junior year.
8. Continue to attend sports camps.
9. Develop a list of pertinent questions to ask. See enclosed list.
10. Be proactive! Take initiative!
11. Visit schools you are seriously considering.
12. Keep a file on each college/university that shows an interest in you.

C. Senior Year

ACADEMIC TASKS:

1. Continue to work hard in your academic courses.
2. Register for standardized exams. (SAT/ACT/SAT Subject Tests, if necessary)
3. View college applications online and begin to fill out (check if you can use common application).
4. Write a personal statement and include it with your application.
5. Meet with your counselor to review application materials and notify them about online applications.
6. Apply to several colleges. Even if you are going to apply early decision to one college, there is **never** a guarantee of admittance.
7. Complete financial aid forms early, as soon after January 1st as possible.
8. Continue to visit the campuses of those schools you are interested in attending.

ATHLETIC TASKS:

1. Continue to write, call or e-mail coaches expressing interest in their schools and athletic programs.
2. Respond to college questionnaires online.
3. Update athletic resume.
4. Take campus visits. For Division I, II, III (unpaid) and unlimited. There is a limit of 5 to the number of 'official' (paid) visits.
5. Continue to film your games Senior Year. Play in either high school or club sports and should be your best quality playtime.

DEVELOPING YOUR RECRUITING MARKETING STRATEGIES

1. You may be the best athlete in the school, but if a coach has never heard of you, the chances of being recruited are slim! Do not take an attitude of “I’ll wait to see who shows interest in me.” It is critical that coaches are made aware of your ability. Remember that by being proactive and showing initiative, you may be looked at more favorably by a coach.
2. Send a letter of interest and resume to the college coach. Include your athletic profile.
3. Send a separate follow-up mailing with a brief letter including your game schedule. Remember to include your jersey number on all correspondence.
4. Prepare a video which may include a full game, part of a game, highlights and or skill work (throwing, passing, catching, shooting, etc...). Many coaches want a specific order of play. For example, in Girls Volleyball coaches may want short introduction highlights, specific drills according to position, and 1 full game of uninterrupted play.
5. Obtain letters of recommendation from past and present coaches from school and club teams, an opposing coach, athletic director, school counselor and teachers. The purpose of the letters is to attest to your character and conduct as well as your level of play. Attach these letters to the resume and send them to the colleges where you are applying and would like to play.
6. Keep a folder of local and school newspaper clippings or other articles written about you and/or your team. Clippings should be photocopied or scanned onto a clean sheet of paper. Don’t include the actual newspaper clipping, if possible. These articles should also be mailed along with your athletic profile to the colleges of your choice. (Also check online mentions at www.Newsday.com as sometimes they are not always printed in the Newspaper. You can also check www.MSGvarsity.com or www.gardencity.patch.com).
7. Attend summer sports camps and participate on travel teams. It shows a serious commitment to your sport and will also enhance your skill level. You will gain valuable exposure as many coaches attend camps and outside games, tournaments and competitions.
8. Meet with high school and travel coaches to evaluate ability and also to determine appropriate level of play (Division I, II, and III). Ask your coaches to contact the college coach of the schools you are seriously considering on your behalf.
9. Scrutinize the NCAA.org Website and be certain that you have met all academic requirements as they apply to the NCAA regulations. If you want to play Div. I or II, you should also register with the NCAA Eligibility Center online (end of junior year).

INITIAL LETTER/EMAIL OF INTEREST

Your name
Your address
Your e-mail address

June 15, 2014

Coach
Head
Fordham University
Bronx

Dear Coach

I am currently a sophomore at Garden City High School in Garden City N.Y. and I am interested in attending Fordham University to study communications.

I am also very interested in the possibility of running, track, swimming or playing a team sport list your sport here. I have filled out the online questionnaire to give you more of my personal information. I have been starting attack men on my high school team for the past two seasons and earned all-county honors this year. I have attached my athletic profile for your review. Please e-mail me at your earliest convenience so we can discuss my academic and athletic abilities.

Thank you very much.

Sincerely,

Joe Lacrosse

ATHLETIC PROFILE

NAME: _____ SS#: _____

ADDRESS: _____ PHONE: _____

SPORT: _____ TEAM NAME: _____

CONFERENCE: _____

OFFENSIVE POSITION: _____

DEFENSIVE POSITION: _____

HEIGHT: _____ WEIGHT: _____

SPEED IN 40: _____ BENCH PRESS: _____

YEAR GAMES CATCHES YARDS YDS/CATCH TD

(Sport) HONORS:

(Sport) STRENGTHS:

OTHER SPORTS PLAYED:

HIGH SCHOOL ACTIVITIES:

OTHER HONORS:

FOOTBALL CAMPS ATTENDED:

GAME JERSEY: _____ PHONE: _____

HEAD COACH: _____

GAME FILMS AVAILABLE ON REQUEST

ACTIVITY SHEET

NAME: _____

S.S.# _____

Address: _____

PHONE: _____

ATHLETICS

ACTIVITY	GRADE/YEAR	POSITION
Junior varsity (your sport)	9 th	Your position
Varsity (your sport)	10 th , 11 th , 12 th	Your position
	Summer 2007	Camps, travel team etc.
Junior Varsity Basketball	9th	Guard
Varsity Basketball	10 th , 11 th , 12 th	Guard
	Summer 2008	Empire State Games Hoop it Up 3 on 3
	Summer 2009	Eastern Invitational Basketball

ACTIVITIES

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

MYTHS ABOUT GCHS STUDENT-ATHLETES

Myth: All Student-athletes play Division I sports.

Reality: The overwhelming majority of our graduates participate at the Division I and Division III level.

Myth: All student-athletes receive full scholarships.

Reality: The majority of student-athletes do not receive athletic scholarships.
** At the Division III level and the Division I Ivy League institutions, there are no athletic scholarships. However, there are sometimes academic scholarships. Go to www.fastweb.com to see number of scholarships offered in each sport.

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

Reality: From the classes of 2005-2010, the student-athletes who participated in sports had a mean high school grade-point-average of **92** the last 5 years!

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

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

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

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

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

Reality: Studies have shown that student-athletes receive higher grades during their sports season due to proficient time-management and organizational skills. Varsity teams have won 18 state championship scholar-athletes team awards. In addition, Garden City HS has been honored as a **NYS School of Distinction** nine times. The criteria for this prestigious award required all 32 Varsity teams to have a GPA of 90 or higher.

(43) News 12 Scholar – Athlete recipients since 1991.

THE PROFILE OF THE GARDEN CITY STUDENT ATHLETE

Student-athletes take their studies seriously. They truly appreciate the value of their education and strive to excel in the classroom. When appropriate, they pursue higher-level courses, including Honors and Advanced Placement.

Student-athletes continually seek to improve their athletic skills by committing themselves to maximizing their potential. This includes attending camps and clinics and also by participating on travel teams.

They play multiple sports, which helps to improve their athleticism.

They are disciplined, dedicated and enthusiastic about being part of a team.

Student-athletes display exemplary sportsmanship in practice and in competition.

Student-athletes refrain from illegal drugs and alcohol to respect their body and the hard work they have endured to become a talented athlete.



RECRUITING

OFFICIAL VISITS: Can be July 1, after junior year ends.

Any visit to a college campus by you and your parents paid for by the college. The College may pay the following expenses:

- Your transportation to and from the college;
- Room and meals (three per day) while you are visiting the college;

Reasonable entertainment expenses, including three complimentary admissions to a home athletics contest.

Before a college may invite you on an official visit, you will have to provide the college with a copy of your high school transcript (Division 1 only) and SAT, ACT or PLAN score and register with the NCAA Eligibility Center.

There is also a limit to the number of visits a prospect can take:

Division I

Basketball 5 visits

Football 6 visits

Other sport 4 visits

Division II

5 visits

Division III

1 visit per college

UNOFFICIAL VISITS:

Prospect pays all expenses.

Institution may provide 3 complimentary admissions to an On-campus athletic event.

Prospect may take an unofficial visit at any time.

Prospect may take as many unofficial visits as s/he wishes.

NATIONAL LETTER OF INTENT (NLI):

Binding one-year agreement.

Prospect must attend that institution for one year.

Institution must provide prospect with athletic financial aid in conjunction with the NLI.

Athletic aid is for one year only, renewed on a yearly basis.

EMAIL, INSTANT MESSAGES, TEXT MESSAGES

In this age of technology, the NCAA does NOT have any regulations for email, Instant Messages or Text Messages. THEREFORE, your BEST method to “Speak” to coaches is to CONTINUALLY EMAIL back and forth, “speak” directly using IM’s. Remember, they cannot call you on the phone before summer of junior year and then they are only allowed to call you once a week. However, **YOU** can call them as often as you like. Be sure to observe special “**Black Out**” times when specific sports are not able to speak to any recruits. All information can be found at www.ncaa.org.

DIVISION I AND II Initial-Eligibility Requirements

Core Courses

- NCAA Divisions I and II require 16 core courses
- Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (7 of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement. *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete*
- There are NO core course requirements for Division III colleges. Check with the individual institution for their requirements!

Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). *See below*
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading, and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school’s list of NCAA courses on the NCAA Eligibility Center’s website (also on pg. 31 for your convenience). Only courses that appear on your school’s list of NCAA courses will be used in the calculation of the core GPA.
- Division I GPA required to receive athletics aid and practice on or after August 1, 2016 is 2.000-2.299 (see also corresponding test-score requirements on sliding scale).
- Division I GPA required to be eligible for competition on or after August 1, 2016 is 2.300 (see also test-score requirements on sliding scale).
- The Division II core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

Division I 16 Core Courses	Division II 16 Core Courses
4 years of English 3 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of ban if offered by high school) 1 year of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy)	3 years of English 2 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of ban if offered by high school) 3 years of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy)

DIVISION I WORKSHEET

English (4 Years Required)

Course Title	Credit	Grade	Quality Points (Multiply credit by grade)
Ex. English 9R	1.0	84	(1.0x3)=3
Ex. Film Appreciation	0.5	89	(.5x30)=1.5

Mathematics (3 years required)

Course Title	Credit	Grade	Quality Points (Multiply credit by grade)

Natural/Physical Science (2 Years Required)

Course Title	Credit	Grade	Quality Points (multiply credit by grade)

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

Course Title	Credit	Grade	Quality Points (multiply credit by grade)

Social Science (2 Years Required)

Course Title	Credit	Grade	Quality Points (multiply credit by grade)

Additional Academic Courses (4 Years Required)

Course Title	Credit	Grade	Quality Points (multiply credit by grade)

Core Course GPA (16 Credits Required)

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

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

DIVISION II WORKSHEET*

English (3 Years Required)

Course Title	Credit	Grade	Quality Points (Multiply credit by grade)
Ex. English 9R	1.0	84	(1.0 X 3)=3

Mathematics (2 Years Required)

Course Title	Credit	Grade	Quality Points (Multiply credit by grade)

Natural/Physical Science (2 Years Required)

Course Title	Credit	Grade	Quality Points (Multiply credit by grade)

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

Course Title	Credit	Grade	Quality Points (Multiply credit by grade)

Social Science (2 Years Required)

Course Title	Credit	Grade	Quality Points (Multiply credit by grade)

Core Course GPA (16 credits required)

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

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

FREQUENTLY ASKED QUESTIONS ON INITIAL ELIGIBILITY

When should a student register with the NCAA Eligibility Center?

Students should register with the Eligibility Center at the beginning of their junior year in high school. At the end of the student's junior year, a transcript, which includes six semesters of grades, should be sent to the Eligibility Center from the high school. Additionally, students should have their SAT or ACT scores forwarded directly to the Eligibility Center (by using code "9999") whenever they take the exam.

What requirements do I need to be able to practice, play and get a scholarship at an NCAA Division I or II college or university?

You need to complete the following:

1. Graduate from high school
2. Complete a minimum of 16 (for Division I) or 14 (for Division II) core courses; (until the Graduating class of 2013 – then it will be 16)
3. Present the required grade-point average (GPA) (see the sliding scale in the Guide for the College-Bound Student-Athlete for Division I or a minimum 2.0 GPA for Division II)
4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in the Guide for the College-Bound Student-Athlete)
5. Complete the amateurism questionnaire and request final amateurism certification.

How do I know if the courses I am taking will count as core courses?

See pg. 31 for a list of approved GCHS courses

You need to look at your high school's NCAA List of Approved Core Courses. Follow these steps:

1. Go to the NCAA Eligibility Center Web site at www.eligibilitycenter.org.
2. Click on "General Information"
3. Click on "List of Approved Core Courses"
4. Input your high school's CEEB code (if you know it) or search by your high school's name and state. (Garden City 331420)
5. Review the list.

***Very important:** If a core course you took is not on the list, it will not be used in your eligibility determination. Courses that appear on your transcript must exactly match what is on the list.

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

See your high school counselor immediately. Someone at your high school is responsible for keeping your high school's list updated. It is important your high school does this each year to make sure the core courses you are taking appear on the list.

What is the lowest grade that will be used for a course to count as a core course?

Follow your high school's policy regarding its lowest passing grade. If the Eligibility Center does not have this policy, the lowest passing grade that will be used is D (65).

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

No. Courses completed through credit-by-exam will not be used.

Are vocational courses acceptable?

No. Traditional vocational courses (e.g.; typing, auto mechanics, driver's education and health) are not acceptable.

Do pass/fail grades count?

Yes, these grades may satisfy your core-course requirements. The Eligibility Center will assign your high school's lowest passing grade for a pass/fail class (65).

May courses taken in the eighth grade that are high school core courses (e.g., Algebra I Spanish I, Freshman Composition) be used to meet the core-course requirement?

A high school course taken in the eighth grade may be used if the course is on the high school transcript with a grade and credit and if the course is on the high school's NCAA List of Approved Core Courses.

May independent-study, Internet and correspondence courses count as core courses?

Yes, if the following four conditions are met:

1. The course meets core-course requirements;
2. You and the instructor have access to each other during the course so that the Instructor can teach, evaluate and provide assistance to you;
3. Appropriate academic authorities evaluate your work according to the high schools academic policies; and
4. The course is acceptable for any student to take and is placed on your high school transcript.

May college courses count as core courses?

College courses may be used to satisfy core-curriculum requirements if the courses are accepted and awarded credit by the high school for any student and meet all other requirements for core courses. For NCAA Division I only, such courses must be placed on the student's high school transcript. Courses taken at a college will NOT appear on the high school's NCAA List of Approved Core Courses. The high school's NCAA List of Approved Core Courses will include only those courses taught/offered by the high school.

How are courses taken over two years counted?

A one-year course that is spread over a longer period of time is considered one course and will receive a maximum of one core-course credit. (Example: Algebra I, spread over two years, would receive one unit of credit)

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

If you attended a secondary school outside the United States for all or part of grades 9 through 12, different evaluation procedures will be applied to your international education documents. You must submit original-language documents with certified translations for Eligibility Center evaluation.

How is my core-course GPA calculated? Go to WWW.GPACALCULATOR.ORG

Your core-course GPA is the average of your best grades achieved for all required core courses. If you have taken extra core courses, those courses will be used in your GPA, only if they improve your GPA.

Can weighted grades for honors or advanced-placement courses be factored into the calculation of the student’s core GPA?

A School’s normal practice of weighting honors or advanced courses may be used, as long as the weighting is used for computing GPAs. Weighting cannot be used if the high school weights grades for the purpose of determining class rank. Additionally, in no instance may the student receive greater than 1,000 additional quality points for purposes of calculating the GPA for initial eligibility.

How is the NCAA core GPA different from a student’s overall GPA?

The NCAA core-course GPA is calculated using only NCAA-approved core courses in the required number of core units. High school GPAs generally include the grades from most or all courses attempted in grades nine through 12.

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

For Division I, maybe. Only courses completed in grades nine through 12 will qualify as core courses for Division I. If you graduate from high school on schedule (in eight semesters) with your incoming ninth grade class, you may use **one** core course completed in the year after graduation (summer or academic year). You may complete the core course at a location other than the high school from which you graduated and may initially enroll full time at a collegiate institution at any time after completion of the core course.

For Division II, yes. All core courses completed before your full-time enrollment at any college may be used by the Eligibility Center.

For Division I students with diagnosed disabilities, yes. If you have a properly diagnosed and documented disability, you may use one or more core courses completed after high school but before full-time enrollment in college.

How does the NCAA treat courses similar in content?

Some approved core courses might be considered duplicates. That is, the content of one course is the same as that of another, even though the classes might have different titles. If you have taken two classes considered to be duplicates, you will receive only one core-course credit (typically for the course with the higher grade). Please ask your high school counselor if you have questions about duplicate courses.

May courses taken at high school “A” be accepted if they appear on high school “B’s” transcript?

No. High school “A” may provide the Eligibility Center with an official copy of high school “B”’s transcript, but grades from one high school cannot be accepted on another high school’s transcript.

Does the prohibition against special education, remedial or compensatory courses apply to students with education-impacted disabilities?

No. In order for courses designated for students with education-impacted disabilities to be approved, the course must be substantially comparable, qualitatively, and quantitatively, as a regular core course offered in that academic area.

Can students with a diagnosed education-impacted disability use courses that are designated for students with an education-impacted disability to meet NCAA core-course requirements?

Students with appropriately diagnosed education-impacted disabilities may use courses for students with education-impacted disabilities for the purpose of meeting NCAA core-course requirements. Courses for students with education-impacted disabilities must appear on the high school's NCAA List of Approved Core Courses in order for a student to receive NCAA credit for the course.

May a nonstandard ACT/SAT exam be used for initial eligibility?

Yes. Students with diagnosed education-impacted disabilities may take a nonstandard ACT or SAT exam. The test score must be provided to the Eligibility Center from the testing agency, just as any other test score.

How are students prioritized for processing at the Eligibility Center?

Students who have their status requested by an NCAA institution are prioritized by the Eligibility Center for processing. If a student's eligibility status is never requested by a member institution, the Eligibility Center may not process such a student's status.

***If you have additional questions or need further assistance, please contact the Eligibility Center's customer service staff at (877) 262-1492.**



WHAT IS THE DIFFERENCE BETWEEN DIVISION I, II, AND III?

Division I:

Division I member institutions have to sponsor at least seven sports for men and seven for women (or six for men and eight for women) with two team sports for each gender. Each playing season has to be represented by each gender as well. There are contest and participant minimums for each sport, as well as scheduling criteria. For sports other than football and basketball, Div. I schools must play 100% of the minimum number of contests against, Div I opponents – anything over the minimum number of games has to be 50% Div. I. Men's and women's basketball teams have to play all but two games against Div. I teams, for men, they must play one-third of all their contests in the home arena. Schools that have football are classified as Football Bowl Subdivision (formerly Division I-A) or NCAA Football Championship Subdivision (formerly Division I-AA). Football Bowl Subdivision schools are usually fairly elaborate programs. Football Bowl Subdivision teams have to meet minimum attendance requirements (average 15,000 people in actual or paid attendance per home game), which must be met once in a rolling two-year period. NCAA Football Championship Subdivision teams do not need to meet minimum attendance requirements. Division I Schools must meet minimum financial aid awards for their athletics program, and there are maximum financial aid awards for each sport that a Division I school cannot exceed.

Division II:

Division II institutions have to sponsor at least five sports for men and five for women, (or four for men and six for women), with two team sports for each gender, and each playing season represented by each gender. There are contest and participant minimums for each sport, as well as scheduling criteria - - football and men's and women's basketball teams must play at least 50 percent of their games against Division II or Football Bowl Subdivision (formerly Division I-A) or Football Championship Subdivision (formerly Division I-AA) opponents. For sports other than football and basketball there are no scheduling requirements. There are not attendance requirements for football, or arena game requirements for basketball. There are maximum financial aid awards for each sport that a Division II school must not exceed. Division II teams usually feature a number of local or in-state student-athletes. Many Division II student-athletes pay for school through a combination of scholarship money, grants, student loans and employment earnings. Division II athletics programs are financed in the institution's budget like other academic departments on campus. Traditional rivalries with regional institutions dominate schedules of many Division II athletics programs.

Division III:

Division III institutions have to sponsor at least five sports for men and five for women, with two team sports for each gender, and each playing season represented by each gender. There are minimum contest and participant minimums for each sport. Division III athletics features student-athletes who receive no financial aid related to their athletic ability and athletic departments are staffed and funded like any other department in the university. Division III athletics departments place special importance on the impact of athletics on the participants rather than on the spectators. The student-athlete's experience is of paramount concern. Division III athletics encourages participation by maximizing the Number and variety of athletics opportunities available to students, placing primary emphasis on regional in-season and conference completion.

As you begin the process of choosing a college you should consult with many people. The following is a list of questions to ask and who can help you find the answers....

WHAT I NEED TO KNOW FROM MY SCHOOL AND PARENTS

<u>Questions</u>	<u>Person to Ask</u>
How sound is my educational background?	School Counselor
How does my grade point average compare with that of other students?	School Counselor
How do my SAT scores compare with those of other students entering the college?	School Counselor
Do I have a qualities required to move away from home and handle independence?	School Counselor
Do I know how to manage my time well?	Parent, Self
Have I taken the appropriate college entrance examinations?	School Counselor
Have I arranged to make college visits?	Parent, Self
Is the college coach known for caring about his or her athletes	High School Coach
If a college coach decides to visit my high school, who should coordinate the visit? are these visits legal? Will I take part in the visit?	High School Coach, Athletic Director

WHAT I NEED TO KNOW ABOUT THE ATHLETIC PROGRAM:

What percentage of athletes in my sport graduate in 4 or 5 years?	College Coach, College Counselor
What is the attitude of professors in my prospective department toward athletes?	College Coach, Teammates
Will I live with non-athletes or only athletes?	College Coach
How many students live in each room?	College Coach, Teammates

Questions	Person to Ask
How many hours a day are required for the athletic program? (Also ask about season.)	College Coach, Teammates
How many classes am I likely to miss each semester due to travel and other activities? Do professors allow make-up test?	College Coach, Teammates
Will my social life revolve solely around other athletes?	Teammates
Are there Special work-study opportunities?	College Coach College Counselor
Am I eligible for an athletic scholarship?	College Coach, High School Coach
If eligible for a scholarship, under which circumstances might I lose it? (Injury, poor academics, playing performance?)	College Coach
How much of the total cost of college would a scholarship cover?	College Coach
What grade point average must I maintain to keep my scholarship?	College Coach
Can I engage in more than one sport?	College Coach
What is the procedure for dealing with injuries? Does the school dictate to whom I can go for care?	College Coach

WHAT I NEED TO KNOW ABOUT THE ACADEMIC PROGRAM:

Does the college have the academic program that I am interested in pursuing?	School Counselor
What are the job opportunities after graduation?	College Counselor
Do I have the requisite academic skills to handle this college?	School Counselor
Do I have to declare an academic major upon entering the college?	College Counselor

Questions

Person to Ask

How large is the college?

School Counselor
Catalogue

How many hours will I need to study each night?

College Counselor
Friends, School Counselor

What is the total yearly cost of attendance?

School Counselor
College Counselor

What financial aid am I eligible to receive?

Financial Aid Counselor

What kind of career services does the college offer?

College Counselor

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

College Coach,
Teammates

How accessible is my academic advisor?

College Counselor
College Students

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

College Counselor

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

School Counselor

*The high school counseling center maintains a comprehensive website that should answer most of your questions concerning the college exploration and application process:

Highschool.gardencity.k12.ny.us



TIPS FOR SUCCEEDING AS A COLLEGE ATHLETE

1. Manage your time wisely! Time management is the number one trait a college athlete needs in order to achieve success. It can be extremely difficult to balance your academic obligations, athletic demands, and social life. However, with proficient time management skills, the student athlete can enjoy a rewarding college experience.
2. Use your resources. As a college athlete, you develop an immediate support system of coaches and teammates. Do not be afraid to ask your teammates or coaches for help with any issues that may arise (ie: transition problems, housing concerns, work-study jobs, or tutoring needs).
3. You will have to make sacrifices, as there are specific demands placed on student athletes. Athletes may be on a completely different schedule due to early morning practices or weekend games. Establish and maintain a strong set of priorities and do not let yourself get caught up in the college campus lifestyle to the point where it hinders your performance in the classroom or on the field.
4. Attempt to schedule your classes with your sport schedule in mind. If you are on a team that travels every Friday, do the best you can to not take all of your classes on Fridays. If you have early morning practices or meetings, know what time they end in order to avoid any conflicts. Coaches and professors are usually understanding of the student athlete lifestyle, but avoiding any possible conflict would be ideal.
5. Take advantage of team study halls* and work-study positions. Team study halls are implemented to help student athletes keep up with their schoolwork. With this idea in mind, maximize your time while in the study hall. Likewise, work-study positions are given to help the student earn money while working within an environment that will allow the student to complete school work and foster his/her educational experience.

*NOT all schools have team study halls.



NEWS 12 SCHOLAR ATHLETES

2014-2015

James Sullivan, III

2013-2014

Brianne Griffith, Kelly Tierney

2012-2013

Dan Finnegan

2011-2012

Alexandra Bruno, Taylor Hennig, Katie Trimmer

2010-2011

Stephen Jahelka, Brian Fischer

2009-2010

Mariah Pewarski

2008-2009

Kaila McDonnell and Brendan Engelke

2007-2008

Erin Brennan, Spencer DeSena, Madeline Adams

2006-2007

Caitlin Mullins and Caroline Seery

2005-2006

Justin Lynch, Katie Rose, Kara Kelly

2004-2005

Ali McDonough, James Nugent

2003-2004

Meghan Rose, Conor O'Brien, Chris Torino

NCAA Approved Courses

Students-athletes who plan to participate in Division I & II sports at the college level must be cleared by the NCAA. Please go to ncaaclearinghouse.net for more information. The following courses have been approved by the NCAA and can be applied to your core course GPA

<u>ENGLISH</u> English 9R English 9H English 9CT English 10R English 10-11H (Pre-AP) English 10CT Journalism English 11R English 11H English 11CT AP English Language English 12R AP English Literature Creative Writings Ethics in Print Greece and Rome Rediscovered	<u>SCIENCE (contd.)</u> Chemistry R Chemistry CT Conceptual Chemistry Physics H Physics R AP Biology AP Chemistry AP Environmental Science AP Physics C Oceanography Forensic Science Environmental Science- Current Issues Environmental Science- Human Impact
<u>MATHEMATICS</u> Math 3 Math 4 Algebra H Algebra R Algebra CT Geometry H Geometry R Geometry CT Algebra 2/Trigonometry H Algebra 2/Trigonometry R Algebra 2/Trigonometry CT Math 12R- Advanced Topics in Mathematics AP Calculus- BC Math 12H- Topics in Calculus AP Statistics Statistics through Sports Introduction to BC Calculus H	<u>SOCIAL STUDIES</u> Greece and Rome Rediscovered Global History& Geography 9R Global History& Geography 9H Global History& Geography 9CT Global History& Geography 10R Global History& Geography 10CT AP World History US History & Government 11R AP US History US History & Government 11CT Economics AP European History Participation in Government Criminal Justice Introduction to Psychology AP Psychology AP Human geography Long Island History AP Macroeconomics AP US Government & Politics
<u>SCIENCE</u> Earth Science R Earth Science CT Living Environment R Living Environment CT Living Environment H Chemistry H	<u>WORLD LANGUAGES</u> Latin (all levels) French (all levels) Spanish (all levels) German (all levels) Italian (all levels)

