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COLLEGE, MILITARY, VOCATIONAL, AND CAREER TRACKS

For most teenagers, choosing a direction following high school graduation is the most significant decision they will have made in their lifetime. Opportunities and opportunity costs abound, and it's important to consider every factor before making a decision, be it to move on to higher education, the military, or a career readiness program. Throughout the process keep an open mind and don't focus on the best colleges or athletics programs - instead focus on finding the school or track that is the best fit for the future, academic interests, athletic ability, priorities, and interests.

Four-Year Colleges and Universities

Although a majority of Americans do not hold a Bachelor's degree, ¹ the percentage acquiring at least a four-year college diploma has grown significantly over time, leading to more competitive labor markets - especially for entry-level positions. Obtaining a Bachelor's Degree can open doors to careers and opportunities that otherwise would not exist, but making careful decisions about which college to attend is essential to creating the best possible situation heading into early adulthood.

There are nearly 4,000 degree-granting colleges and universities in the United States,² all of which have pros and cons. These universities vary by the academic programs and degrees they offer, average class sizes, locations, reputations, cost, etc. During the student's time in high school, they must sift through this information; speak with their counselors, teachers, and coaches; and communicate throughout the process with their parents to make an informed decision.

All college-bound students must answer the questions surrounding how they'll pay for their education. For student-athletes the best way to finance their studies could be through an athletic scholarship. Most schools offer at least some financial aid for athletics, and any difference between the scholarship and the cost-of-attendance can be made up through a combination of academic scholarships, grants, work and work-study programs, loans, NIL (name, image, and likeness) deals, and family contributions.



Junior Colleges

The junior college (or community college) system in the United States provides a less expensive and more accessible alternative to four-year colleges as most junior colleges maintain open admissions policies³ and are often located in areas that go unserved or are underserved by four-year institutions. Students attending junior college take the same classes as their counterparts (general education or liberal arts courses) and largely have access to athletic scholarships.

Following two years of study, an associate degree is conferred on the junior college graduate. A student may transfer from a junior college to another college or university after any semester, although it is important to note that the destination college may not accept every credit from the junior college (specifically if a class is to be counted as a prerequisite for a course in the student's major).⁴

Recently many states have moved to increase access to Bachelor's degrees by allowing junior colleges to offer a limited number, often in areas of study that meet critical needs in local workforces, like Nursing. Former community colleges within the state of Florida that offer Bachelor's degrees are often referred to as "State Colleges" (Pasco-Hernando State College).⁵

The Military: The Academies, ROTC, and Enlistment

The US government fully funds five military service academies: the United States Military Academy at West Point, the Naval Academy in Annapolis, the Air Force Academy in Colorado Springs, the Coast Guard Academy in New London, and the Merchant Marine Academy in Kings Point. Admission to the service academies is extremely competitive and admissions requirements are set high. Anyone interested in attending a service academy will need to obtain a nomination from an eligible member of Congress, the Vice President, serviceman, etc. Once an appointed to the academy, the student has no financial obligation for tuition, housing, boarding, or any other education-related expense, unless the student leaves the academy. The service academies maintain a nine year service obligation, four years for schooling and five years in the chosen branch.

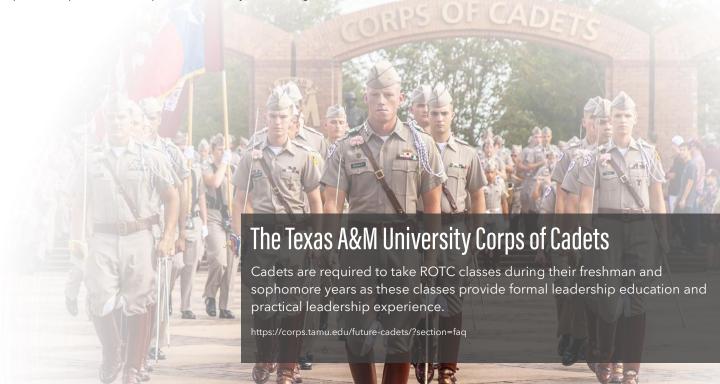
ROTC, or the Reserve Officers' Training Corps, is another path through college to the military. Students seeking to attend a four-year college outside of the federal or state service academies may take part in an ROTC program on any one of a thousand participating colleges in the United States. Students graduating with a Bachelors degree who have also completed ROTC training will be commissioned as a second lieutenant or ensign depending on their selected branch.⁹

Requirements for enlisting differ by branch, but the age requirement is set at 17 across all branches - those who have reached their 18th birthday do not require parental consent. The minimum education requirement is a high school diploma or GED, there is a fitness component, and anyone looking to enlist must take the ASVAB.¹⁰

Certification Programs and Apprenticeships

Many junior colleges and locally funded technical schools offer certification programs that allow graduates to move directly into vocational and technical fields. Check the academic programs at these institutions for availability.¹¹

Although they have been replaced for the most part by higher education opportunities, apprenticeships remain a viable option for paid internships and on-the-job training.¹²



TRUSTING THE PROCESS

Professions

A good method for sorting out which colleges to focus a search on is to work the problem backwards. Begin with a few desired career paths by using a career inventory, interest assessment, or personality test (many personality tests including the MBTI provide career suggestions matching the personality type).

It is important to note that most teenagers do not have a clear vision for their future, and this often extends to college students as well, but having options - especially if they're all in the same industry - provides greater clarity to the entire process.

Required Degrees and Certifications

After finding some professions of interest, the next step is to find the level of education and/or certifications required to enter those career fields. Anyone seeking to become a doctor, lawyer, professor, etc. must stay in school well beyond undergraduate school which increases the cost and delays income-earning potential. Other professions may require only a bachelor's degree, associate's degree, or a certificate. Another segment of professions may not require any advanced schooling but require the development of specific skills.

Choosing the Right School for the Future

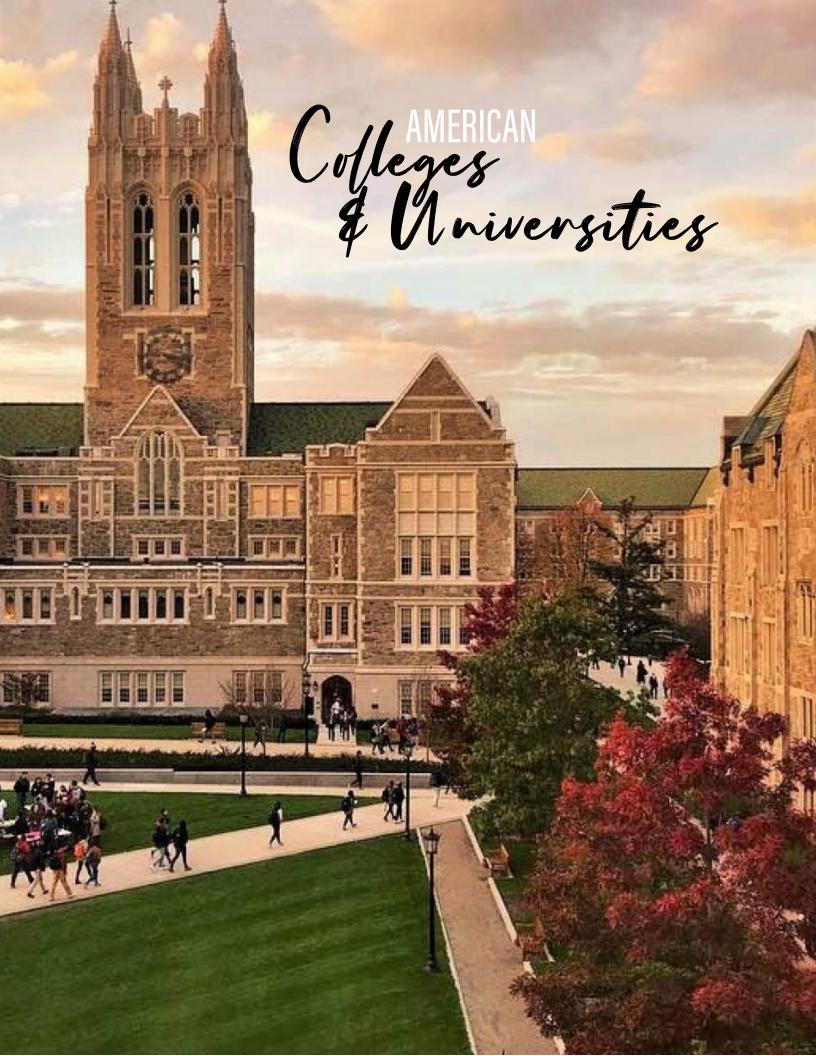
Not all post-secondary institutions offer a wide variety of academic programs. A student who knows what they want do in their future should narrow their list to schools that offer their desired major and any other criteria that interests them.

Preparing in High School

Admissions requirements vary widely amongst American colleges and universities. Students seeking admission to the top tiers of schools in the country need to tailor their high school courses and activities to meet their admissions requirements - this may mean taking a wide selection of Advanced Placement classes, participating in scientific research projects, and serving the school or community through service organizations.

High school students should also align their curriculum to match the requirements of their future major (i.e. future engineers will want to take calculus and physics in high school).





THE DIFFERENCE BETWEEN COLLEGES AND UNIVERSITIES IN THE UNITED STATES

The difference between a college and a university in the U.S. may not always be apparent to students who grew up in other parts of the world. The word "college" doesn't have the same meaning in every country, which can create confusion for prospective international students interested in studying in the U.S.

"In Spanish, 'colegio' means high school," says George DaPonte, director of international admissions at the University of Tampa in Florida, citing one example.

For this and other reasons, some prospective students may pass over U.S. schools that have "college" instead of "university" in their name, admissions experts say. By doing so, students could miss out on a school that may have been a good fit.

While some four-year postsecondary institutions in the U.S. have "college" in their name and others have "university," both types grant undergraduate degrees. Here are some things to keep in mind when researching U.S. institutions that call themselves colleges and those that identify as universities.

Colleges

Oftentimes schools with "college" in their name are smaller institutions that emphasize undergraduate education, Johanna Fishbein, head of university advising at the United World College of South East Asia's Dover Campus, an international school, said by email. This is not a strict rule, since there are a number of exceptions.

Some colleges, known as liberal arts colleges, give students an education in a broad range of academic areas as opposed to having them specialize early in one particular subject.

Since liberal arts colleges are uncommon outside the U.S., prospective international students aren't always familiar with them, says Carly Mankus, senior assistant dean of international admission at Franklin and Marshall College, a liberal arts school in Pennsylvania.

Prospective students may also sometimes mistakenly believe liberal arts institutions only focus on the humanities, admissions experts say. But many of these schools offer degrees in science fields too.

Another common misconception is that schools with "college" in their name don't offer much in the way of research opportunities, said Fishbein, who serves as president of the International Association for College Admission Counseling. But, for example, 65 percent of Franklin and Marshall students participate in research before they graduate, Mankus says.

Another type of school in the U.S. with "college" in its name is a community college. These are two-year schools that grant associate degrees and career-related certificates. Community colleges vary in enrollment size - some are large, despite having "college" in their name.

Some students begin their education at a community college and then transfer to a four-year college or university to complete a bachelor's degree.

Universities

Many schools with "university" in their name are larger institutions that offer a variety of both undergraduate and graduate degree programs.

Public universities are some of the most sizable schools, sometimes enrolling tens of thousands of students. These schools are also highly committed to producing research.

But it is a misconception that all schools with "university" in their name are big, says Chelsea Keeney, assistant director of international student recruitment at the University of Minnesota–Twin Cities.

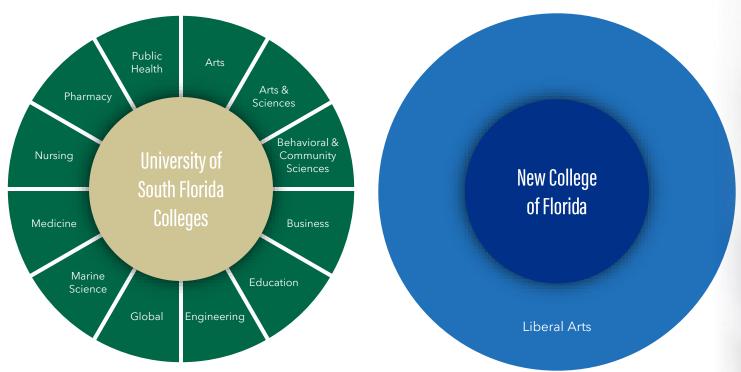
Some are relatively small, such as Marymount California University, which had a total enrollment of 985 students in fall 2016, per U.S. News data.

Also, not all universities are public. Private universities include, among many institutions, some of the lvy League schools, like Princeton University.

Sometimes adding to the confusion for international students, Keeney says, is the fact that large universities are often made up of smaller divisions called colleges. Each of these colleges has a specific academic focus, such as business, engineering or social work.

And liberal arts-type study is not exclusive to small colleges. Some, but not all, universities have a core curriculum for undergraduates, meaning students take a variety of general education courses before focusing on their major.

By nature of their size, large universities tend to offer a wider array of research opportunities than small colleges. "But undergraduate students may need to compete with graduate students for resources and opportunities," Fishbein said.¹³



Note on the Names of Institutions

The names of most schools distinguish what type of academic programs they offer, but there are always exceptions to the rule. One such case is Boston College - although by name it is a college, by its academic offerings it is a university. Boston College offers colleges and schools for management, nursing, law, education, arts and sciences, social work, theology, and advancing studies.¹⁴

Bethune-Cookman College, a historically black college in Daytona Beach, became Bethune-Cookman University in 2007 having added graduate programs to its offerings.¹⁵



INTERCOLLEGIATE ATHLETICS ORGANIZATIONS

National Collegiate Athletic Association (NCAA)

The National Collegiate Athletic Association is a member-led organization dedicated to the well-being and lifelong success of college athletes. NCAA schools award nearly \$3.5 billion in athletics scholarships every year and provide vast support to help student-athletes graduate at a rate higher than their general student peers.

More than 500,000 college athletes across all three divisions compete for about 1,100 member schools in all 50 states, the District of Columbia, Puerto Rico and even Canada. Regardless of where they start, student-athletes strive to end each season at one of the NCAA's 90 championships in 24 sports.

The employees at the NCAA's national office oversee all championships, manage programs that benefit student-athletes and support member committees that make rules and policies for college sports. Member schools and conferences ultimately decide which rules to adopt for their division – everything from recruiting and compliance to academics and championships.

The NCAA's diverse members include schools ranging in size from those with hundreds of students to those with tens of thousands. The NCAA's current three-division structure was adopted in 1973 to create a fair playing field for teams from similar schools and provide college athletes more opportunities to participate in national championships.

Among the three NCAA divisions, Division I schools generally have the biggest student bodies, manage the largest athletics budgets and offer the highest number of athletics scholarships. Division II provides growth opportunities through academic achievement, learning in high-level athletics competition and a focus on service to the community. The Division III experience offers participation in a competitive athletics environment that pushes college athletes to excel on the field and build upon their potential by tackling new challenges across campus.¹⁶

To be successful in college, students need to be prepared for college coursework. In Division I and Division II, the NCAA sets academic initial-eligibility standards that take into account GPA, standardized test scores, core courses taken in high school and the grades earned in those core courses. Division III schools hold student-athletes to the same overall standards for the institution in which they're enrolling.

All student-athletes also must meet the unique acceptance requirements of the college or university they plan to attend (which may exceed NCAA standards).

Student-athletes commit to academic achievement and the pursuit of a degree, and they are required to meet yearly standards to be able to compete. College athletes' success is tracked using three measures: grades, minimum credit hours per year, and progress toward earning a degree.¹⁷

Division I (DI)

Collectively, there are more than 350 Division I schools that field more than 6,000 athletics teams and provide opportunities for more than 170,000 student-athletes to compete in NCAA sports each year.

Division I schools provide unmatched academic and athletic opportunities and support. This support includes full scholarships, cost-of-attendance stipends, degree completion programs, and academic revenue distribution from the NCAA for schools that meet certain criteria.

Division I is unique in that it's subdivided based on football sponsorship. Schools in the Football Bowl Subdivision can compete in bowl games. This includes the College Football Playoff, which is managed by the 10 FBS conferences and Notre Dame outside the NCAA governance structure. Those that participate in the NCAA-run football championship belong to the Football Championship Subdivision. A third Division I group doesn't sponsor football at all. The subdivisions apply only to football; all other sports are considered simply Division I and compete in NCAA-run championships.¹⁸

In addition to its official subdivision into the Football Bowl Subdivision (formerly Division I-A) and the Football Championship Subdivision (formerly Division I-AA), Division I can be broken down by athletic conferences based on their size, revenue, and general success across all NCAA-sanctioned sports.

DIVISION I CONFERENCES

HIGH-MAJORS
SEC
Big Ten
ACC
Big XII
Pac-12
AAC
Big East

MID-MAJORS
Atlantic-10
CUSA
Sun Belt
MAC
Mountain West
Missouri Valley

Ohio Valley

Big West

WCC

Atlantic Sun (A-SUN) America East Big Sky Big South Colonial Horizon Ivy League MAAC **MEAC NEC Patriot** Southern Southland Summit **SWAC** WAC

LOW-MAJORS

Power 5 Football Conferences

Group of 5 Football Conferences

High-major programs generate the greatest amount of revenue and are normally able to fully fund their athletic programs, including scholarships and facilities. The SEC, Big Ten, ACC, Big XII, and Pac-12 have negotiated the largest television deals for their football programs and outpace every other conference by tens of millions of dollars in revenue.



In Division I, nearly 9 in 10 student-athletes are earning bachelor's degrees, their highest rate ever. Compared with Divisions II and III, Division I student-athletes make up the smallest percentage of their campus enrollment. The median undergraduate enrollment for Division I schools is nearly 9,000.

Division I student-athletes compete in 24 sports. Among these sports, there are 26 Division I championships and 11 other championships that are not division specific.

Division I student-athletes have an important voice in how their experience is structured. Every Division I school has a representative Student-Athlete Advisory Committee, which provides input into policymaking at the school. Each Division I conference also has a SAAC composed of campus SAAC representatives. The division itself features a national SAAC that is integrated within the Division I governance structure.²⁰

Education is at the forefront of Division I's mission. Division I schools collectively award billions of dollars in athletic scholarships each year. Many also offer cost-of-attendance stipends so student-athletes can receive funds to help with additional college costs not covered by a scholarship. Additionally, the NCAA funds more than \$10 million in scholarships and grants annually for graduate student-athletes and member schools. That funding includes degree completion assistance awards and diversity grants and scholarships. As a result of this collective commitment, Division I student-athlete graduation rates continue to climb.

As at all NCAA colleges and universities, student-athletes at Division I schools are required to meet specified academic standards to practice and compete in athletics. These criteria ensure that student-athletes are prepared for the rigors of college coursework and are on a path to graduate throughout their college experience. (These standards are outlined more specifically at the NCAA Eligibility Center website, where all prospective student-athletes seeking to participate at Division I or II schools must register.)²¹

Division II (DII)

Of the more than 1,100 NCAA member universities and colleges, about 300 classify their athletics programs in Division II.

Division II is all about balance. Students participate in highly competitive athletics, have the best access ratio to NCAA championships of any division and can earn athletics scholarships, but their college experience includes so much more than sports participation. The balanced approach in athletics, academics and community engagement allows Division II student-athletes to focus on their academic pursuits, internships, studies abroad and all that interests them.

Among the most distinguishing features in Division II is its athletics scholarship model, which awards partial scholarships that students combine with academic or need-based grants to construct their financial aid package. Division II believes it is important to acknowledge and financially reward students' athletics abilities. This partial scholarship model keeps athletics budgets more closely proportioned with the total institutional budget.²²

Division II schools are located in 47 states, including Alaska and Hawaii, as well as the District of Columbia. The division also features the NCAA's only international member university (Simon Fraser in British Columbia, Canada) and three schools in Puerto Rico.

The Division II membership is split almost evenly among public and private schools. Division II has the greatest proportion of historically black colleges and universities (about 10% of the Division II membership) and Hispanic-serving institutions (almost 15%).

Most Division II member schools are organized among 23 conferences for the purposes of athletics competition, though a handful of Division II schools are classified as independents.²³

Currently more than 122,000 student-athletes benefit from participating in Division II athletics. Student-athletes generally constitute a high percentage of the student body at Division II schools. About 1 in 10 students are athletes.

Even more, Division II offers exceptional teacher-student ratios – the median undergraduate enrollment at Division II schools is about 2,500 – that provide student-athletes with a quality education in the academic curriculum of their choice. Division II also structures its eligibility requirements to facilitate student-athletes earning their degrees, which is reinforced by the fact that Division II student-athletes consistently graduate at rates several percentage points higher than their student body counterparts.

Division II student-athletes have an important voice in how their experience is structured. Every Division II school offers a representative Student-Athlete Advisory Committee that provides input into policymaking at the institution. Each Division II conference also has a SAAC composed of campus SAAC representatives. The division itself features a national SAAC that is directly integrated within the Division II governance structure and has a vote on all divisional proposals at the NCAA Convention.²⁴

Division III (DIII)

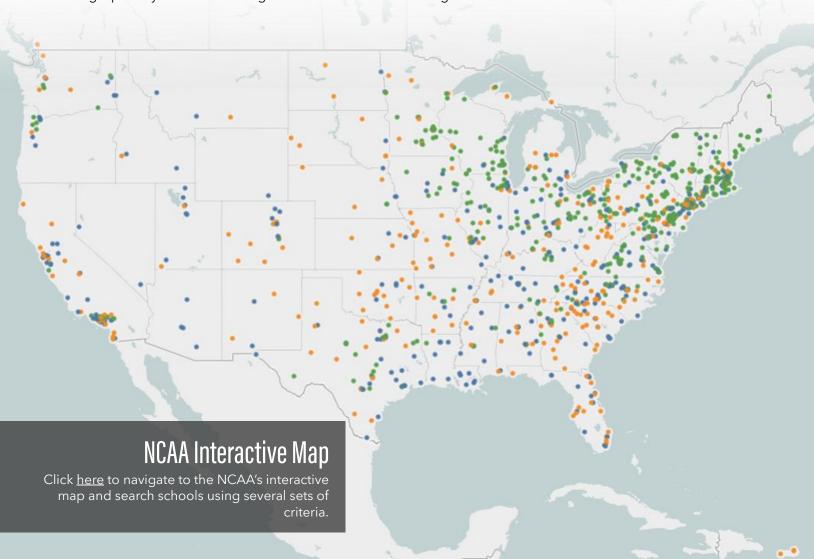
Division III is home to more than 440 institutions and 195,000 student-athletes – the most in any division – who can earn the opportunity to compete in 28 national championships. The Division III philosophy ensures athletics are an integral part of a well-rounded college experience. The athletic experience allows student-athletes to focus on their academic programs and the ultimate goal of earning a degree. The four-year journey is designed to complement time spent in the classroom and pursuing other activities – some related to coursework, others extracurricular. While Division III doesn't permit athletics scholarships, roughly 80% of Division III student-athletes receive some form of academic grants or need-based scholarships.²⁵

Division III is the largest division in terms of number of schools and number of participants in the NCAA. With more than 204,000 student-athletes and 441 schools, Division III makes up 40% of the NCAA's total membership.

In Division III, 80% of active members are private schools, while the remaining 20% are public. Division III sponsors 28 championships annually, and member schools sponsor an average of 19 sports.

Enrollments at Division III schools range from more than 25,000 to less than 300, giving the entire division an average of 2,615 students per member. On average, student-athletes make up 26% of the student body on Division III campuses.²⁶

Student-athletes most often attend a college or university in Division III because of the excellent academic programs, creating a primary focus on learning and achievement of their degree. The division minimizes the conflicts between



athletics and academics through shorter playing and practice seasons, the number of contests, out-of-season organized activities and a focus on regional in-season and conference play. Student-athletes are integrated on campus and treated like all other members of the general student-body, keeping them focused on being a student first.

In Division III, athletes must meet the admissions standards set by the school as opposed to divisional standards as in Divisions I and II.²⁷

National Association of Intercollegiate Athletics (NAIA)

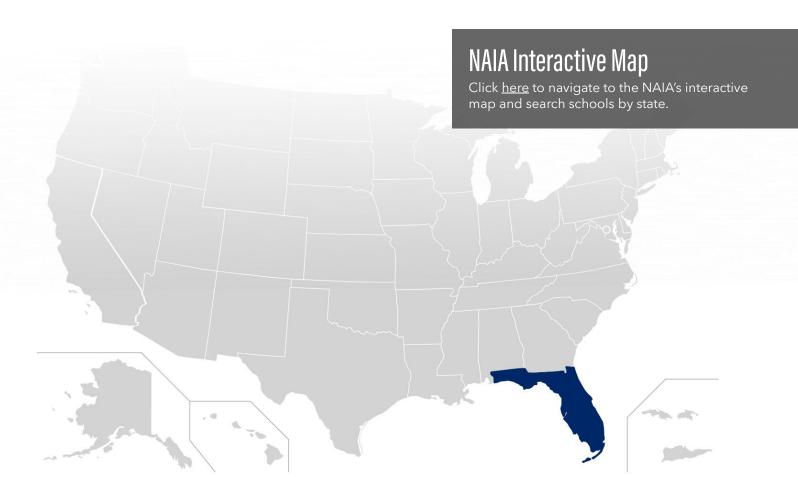
The National Association of Intercollegiate Athletics (NAIA), headquartered in Kansas City, Mo., is a governing body of small athletics programs that are dedicated to character-driven intercollegiate athletics. Since 1937, the NAIA has administered programs dedicated to championships in balance with the overall college educational experience. Each year more than 77,000 NAIA student-athletes have the opportunity to play college sports, earn over \$800 million in scholarships, and compete for a chance to participate in 28 national championships.

The seed of the NAIA began in 1937 with the tipoff of a men's basketball tournament in Kansas City that has become the longest running event in college basketball. Out of the tournament grew the NAIA, an association that has been an innovative leader. The NAIA was the first collegiate athletics association to invite historically black institutions into membership and the first to sponsor both men's and women's national championships.²⁸

In 2000, the NAIA reaffirmed its purpose to enhance the character building aspects of sport. Through Champions of Character, the NAIA seeks to create an environment in which every student-athlete, coach, official and spectator is committed to the true spirit of competition through five core values.

In 2010, the association opened the doors to the NAIA Eligibility Center, where prospective student-athletes are evaluated for academic and athletic eligibility. It delivers on the NAIA's promise of integrity by leveling the playing field, guiding student-athlete success, and ensuring fair competition.²⁹

In the NAIA, a student-athlete can compete during four "seasons of competition" within the first 10 semesters (or equivalent) in college. A season of competition is charged when you participate in one or more intercollegiate contests whether at the varsity, junior varsity, or freshman level or in professional-level, non-collegiate competition. To compete, student-athletes must be enrolled in at least 12 hours every semester or quarter and be making normal progress toward a bachelor's degree. They must also meet freshman and/or continuing eligibility rules.³⁰



National Christian College Athletic Association (NCCAA)

The NCCAA was incorporated to provide a Christian-based organization that functions uniquely as a national and international agency for the promotion of outreach and ministry and for the maintenance, enhancement and promotion of intercollegiate athletic competition with a Christian perspective.

Established in 1968 in Canton, Ohio, the NCCAA held its first men's basketball tournament in Detroit, Michigan in 1968. At the initial tournament, the NCCAA adopted a constitution and voted to move the national headquarters to Chattanooga, Tennessee upon the invitation of the Chamber of Commerce. Norm Wilhelmi and E.C. Haskell are considered the founding fathers. Norm chaired the first meeting (15 coaches were present at the meeting) and became the first President and E.C. Haskell was appointed as the first Executive Director. E.C. was given a list of 13 colleges that were interested in membership and he also set up the first charter, got the NCCAA registered and the first tax exempt number.

In 1973, the NCCAA launched into other sports, developing national competition in cross country, track and field and men's soccer. Bible colleges, which had competed well against liberal arts colleges, submitted a plan to add a second division. Division II basketball was developed in 1975 for the Bible colleges (non-scholarship), along with national competition in wrestling. Over the years, national championship competition in several other sports began: women's basketball, men's and women's volleyball, softball, men's and women's golf, women's soccer, men's and women's tennis, baseball, football and indoor track and field.

The membership has grown to approximately 90 Christ-centered colleges and universities and the mission has gone far beyond just winning a tournament.

Today, each of the 22 national championships and 4 invitationals are required to hold a Christian Service Project (CSP) during the championship event. CSP's are opportunities in which NCCAA student-athletes and coaches go out into a championship host's community and serve others. Some CSPs have included visiting children's hospitals, serving the Salvation Army, Boy's and Girl's Clubs, Habitat for Humanity, Big Brothers/Big Sisters, Samaritan's Feet, Operation Christmas Child, women ministry centers, hunger projects, reading to children in public schools, doing yard work around the community, writing soldiers overseas, working in food projects, visiting the elderly in nursing homes, and much more. Tens of thousands of hours have been given to communities across the nation through the NCCAA.³¹

The NCCAA Game Plan 4 LIFE (GP4L) is to produce true winners. The game plan is devised to draw out the student-athlete's greatest potential - body, mind and spirit - focusing on four of Christ's biblical traits: LOVE, INTEGRITY, FAITH and EXCELLENCE. The GP4L Character Program is a lifelong endeavor.

This game plan is catching on virtually all over the United States. Since its first tournament in 1968, the NCCAA has grown to encompass approximately 90 Christian colleges nationwide, serving both Christian Liberal Arts and Bible Colleges. The participating schools are dedicated not only to providing the best athletic competition possible, but also to exemplifying Jesus Christ in all they do.

The NCCAA believes:

- That athletics are a means to an end, not an end in themselves.
- That the process is as important as the performance.
- That the person (student-athlete) is more important than the program.

The NCCAA is committed to:

- 1. Supporting coaches and their institutions in a plan that will impact the lives of student-athletes for Christ in the present as well as in the future.
- 2. Challenging the student-athlete via regional and national competition.
- 3. Enabling student-athletes to participate in intercultural outreach ministries through missions.
- 4. Expecting academic excellence.
- 5. Encouraging Christians to be able to best serve family, school, church, and our world.
- 6. Making a positive impact in developing the leaders of tomorrow.



Athletic participation in a Christian liberal arts or Bible college is a unique experience that prepares Christian men and women for a life of meaningful work and service. The athletic experience provides a dynamic growth process for learning discipline, team work, leadership, and mutual respect where the student-athlete and his/her preparation for life is more important to the coaches and the athletic administration than win-loss records and championships.³²

Students enrolled in Bible colleges are often required to attend church or chapel services on campus and participate in ministries or outreaches outside of the school. At many Bible colleges students agree to abide by strict religious rules including those that govern romantic relationships, alcohol and drug consumption, curfews, dress, gambling, and profane language.³³

National Junior College Athletic Association (NJCAA)

The movement to form a unique sports association dedicated to America's two-year colleges arose in 1937 when several track and field coaches gathered in Fresno, California. A year later, the National Collegiate Athletic Association (NCAA) rejected a petition from 13 two-year colleges in California to grant their teams and athletes permission to compete at the NCAA Track & Field Championships.

In the spring of 1938, following the NCAA's rejection, those same 13 two-year colleges gathered again in Fresno to organize and form an association that would promote and supervise a national athletics program exclusively for junior and community colleges...and the rest is history.

The NJCAA has played a vital role in collegiate athletics for the past eight decades and continues to be the leader in championing academic and athletic opportunities for student-athletes. This section of the association's website is dedicated to celebrating the NJCAA's rich history and tradition as the national governing body of two-year college athletics.³⁴

Competitive sport divisions were launched by the NJCAA in the early 1990's due to the growth and popularity of several sports. In order for a sport to be granted divisional status, member college participation in the sport must meet the divisional structure guidelines published in the NJCAA bylaws.

Member colleges of the NJCAA are permitted to participate in any division of a sponsored sport of the association. A member college is permitted to participate across multiple divisions in various sports should it feel it is in the best interest of the institution. Every four years member colleges are required to declare the sports it will sponsor and what

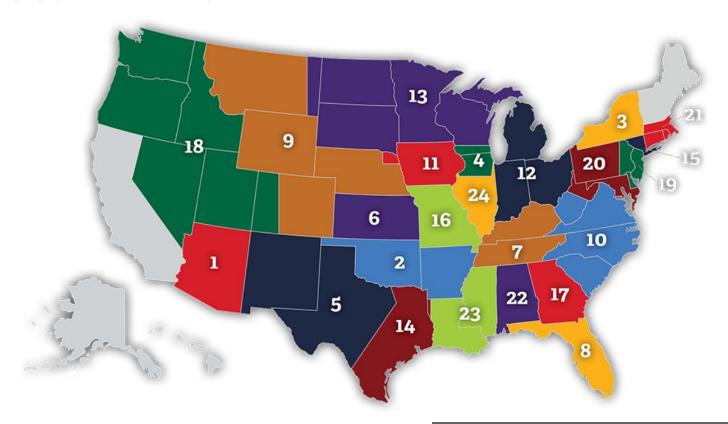
division they intend to participate in. During the four-year commitment period, member colleges are locked into the divisions they declared. Schools may appeal their declaration during the cycle by following the process described in Article 1, Section 1D of the NJCAA Bylaws. Appeals for change in division for the upcoming school year must be submitted no later than August 1 of that year.

Competing within a specific division of an NJCAA sponsored sport comes with specific policies and guidelines published in the NJCAA Bylaws. Member colleges are responsible for following and abiding by these guidelines.

Division	Scholarship Guidelines
Division I	Colleges may grant full athletic scholarships (tuition, books, fees, room & board), up to \$250 in course required supplies, and transportation costs one time per academic year to and from the college by direct route. Each sport has limits on the number of scholarships that can be granted.
Division II	Colleges may grant athletic scholarships, but scholarships are limited to tuition, books, fees, and up to \$250 in course required supplies. Each sport has limits on the number of scholarships that can be granted.
Division III	Colleges are not permitted to offer any athletic scholarships

NOTE: If a sport does not have the numbers to break into separate divisions, it operates under the Division I scholarship guidelines.³⁵

Member colleges of the NJCAA are allotted to a specific NJCAA Region upon membership to the association. Unlike other collegiate organizations that defer to conference affiliation, the NJCAA guarantees each member college's membership within the regional structure of the association. In most cases, region assignment is based upon geographic location of the college.



NJCAA Regions Map

Click <u>here</u> to view member schools by region.

Each NJCAA Region appoints two directors to serve on the association's board of directors and national committees. Regions also appoint two assistant directors that are also available to serve on national committees. Within each region, member colleges can adopt and formalize regulations, rules, and procedures as long as they are not in conflict with the current NJCAA constitution and bylaws.

The region structure of the NJCAA is the primary method used by all sponsored sports of the association in determining qualification for national championship tournaments. In certain sports, two or more regions are partnered to form a competition 'district', which is then used for national championship qualification. The organization of districts varies per sport and is formulated every two years under the authority of the association's board of directors.

California Community College Athletic Association (CCCAA)

The California Community College Athletic Association is an integral part of California's extensive community college system. As authorized by the State Legislature, the Education Code provides the CCCAA the opportunity and authority to establish the rules and regulations to administer the intercollegiate athletic activities of the nearly 24,000 men and women student-athletes in the state.³⁶

	Athletics Sanctioning Bodies										
Organization	Division	Conferences	Types of Schools	Scholarships/Team							
	Division I	High-Majors (Power 5) Mid-Majors (Group of 5) Low-Majors (FCS)	Mostly Research and Doctoral Conferring Universities	Golf Men's: 4.5 Women's: 6 Tennis Men's: 4.5 Women's: 8							
NCAA	Division II	Similar Schools by Region	Some Doctoral, Some Universities, and Some Liberal Arts	Golf Men's: 3.6 Women's: 5.4 Tennis Men's: 4.5 Women's: 6							
	Division III	Similar Schools by Region	Mostly Liberal Arts and Some Universities	No Athletic Scholarships (only academic money given)							
NAIA	None	Similar Schools by Region	Smaller Schools, Colleges, and Universities	Golf Men's: 5 Women's: 5 Tennis Men's: 5 Women's: 5							
NICCAA	Division I	Regional	Bible Colleges and Seminaries	Golf Men's: 5 Women's: 5 Tennis Men's: 5 Women's: 5							
NCCAA	Division II	Regional	Bible Colleges and Seminaries	Golf Men's: 5 Women's: 5 Tennis Men's: 5 Women's: 5							
NJCAA	None	By State/Regional	2-Year Colleges and a Few 4-Year Programs (excluding California and New England)	Golf Men's: 8 Women's: 8 Tennis Men's: 9 Women's: 9							



STARTING THE JOURNEY TO COLLEGE

In a 2019 article written by NCSA Recruiting Manager Kyle Winters and published in USA Today, Winters asserts that the top priority for college coaches in recruiting prospective student-athletes is to find players with high character.

"Even if a recruit has outstanding stats and grades, coaches want to make sure they clear the character test before making an offer. "I think watching athletes play and how they interact with their coaches, teammates and parents is the most valuable," stated one college coach in the NCSA survey. "It was [important] 10 years ago, and it still is today. Those interactions show a lot about the athlete's character."

College coaches, especially in non-revenue sports like golf and tennis, seek out players who are enthusiastic, coachable, and adaptable to changing conditions. Take for example the way in which Saddlebrook alum Aline Krauter handled herself on the course:

The biggest impression Krauter made was not her performance (she didn't advance past the final 64), but rather her maturity.

"I remember the very first hole I watched her, it was her demeanor that struck me. She struggled, but she maintained this incredible posture. Her chin was up. She walked to the next tee. There was no drama, there was no flailing.

"Typically, what we see in junior golf, especially when a coach is watching, they'll crank up their over-emotional response to whatever the outcome was, because they think, I guess, that makes the coach want them more. Aline didn't do that. That's what really got my attention. She responded with incredible poise.

"She picked her golf ball out of the hole. She walked to get her bag. She walked to the next tee and just kept on going like it never happened."³⁷

Anne Walker, Stanford Women's Golf Head Coach

When it comes down to it coaches want to focus their attention on the courts or course and don't want to worry about their players getting in trouble in the school or local community. Keep in mind that the coach's job is to produce wins - if they can't do this then their job is on the line. Anything that distracts them from their athletic goals is generally not going to be tolerated.

What can recruits do to make sure that their character is where it needs to be? Number one, they must seek out a circle of friends who will bring out the best in them and who pressure them to make good decisions. Number two, recruits need to learn to make good decisions on their own. We have all been brought up to know the difference between right and wrong, so make the decision to choose right. And if that intrinsic motivation is not enough, remember that a scholarship offer could be on the line if the wrong decisions are made.

Students and Their Support System

The recruiting process is a complex, winding journey that is directed largely by the student-athlete. The more you know about the recruiting process—and the more effort you put into getting the results you want—the better chance you have to fulfill your dream of competing at the college level. The good news is that many have gone through this

complicated process before you, and there are many resources available to make it less overwhelming. Think of it this way: If you want to compete at the NCAA D1 or D2 level, the sooner you can confidently start the recruiting process, the better off you'll be. However, if you're a late bloomer or just not sure you want to make the commitment to compete in college, it's OK to wait a little longer. If you do decide to wait, make sure you're willing to put in extra work during crunch time, and you're comfortable with playing for lower-tier program. One of the best ways to impress college coaches early in the recruiting process is by taking initiative. Rather than waiting for coaches to reach out to you, be proactive during the recruiting process.³⁸

As recruiting is a student-driven process, parents and school administrators need to resist the temptation to step-in and facilitate the process for them. This four-year process offers student-athletes the opportunity to build skills they'll need later in life: taking the initiative, composing résumés and emails, speaking on the phone, being interviewed, conducting interviews, developing relationships, and hitting deadlines.

What then is the role of parents and school officials? We are the student-athletes' support system. Our responsibility is to guide them through the process, teach them the skills they'll need for this process and later in life, edit résumés and emails, and hold them accountable to themselves and their deadlines.

It should definitely be the recruitable student-athlete [reaching out to the coach]... I think it's important to have a support group around... your number 1 and 2 on that support team are mom and dad.





Necessary and Recommended Accounts

All Student-Athletes

NCAA Initial Eligibility Center (required)
College Board (required)
ACT (highly recommended)
Sport-specific Social Media Account (highly recommended)
NCSA

Golf

Junior Golf Scoreboard (highly recommended)

Tennis

UTR (required)

- Junior Golf Hub
- USGA

- USTA
- Tennis Recruiting

Core Classes and NCAA Eligibility Requirements

Core Courses

NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the academic expectations in college.

Not all high school classes count as NCAA core courses. Only classes in English, math (Algebra 1 or higher), natural or physical science, social science, foreign language, comparative religion or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses.

Classes that are NCAA core courses include:

- English: English 1-4, American Literature, creative writing
- Math: Algebra 1-3, Geometry, statistics
- Natural of physical science: biology, chemistry, physics
- Social science: American History, civics, government
- Additional: comparative religion, Spanish 1-4

Classes that are not NCAA core courses include:

- Classes in non-core areas, fine arts or vocations such as driver education, typing, art, music, physical education or welding.
- Personal skill classes such as personal finance or consumer education.
- Classes taught below grade level, at a slower pace or with less rigor or depth. These classes are often titled basic, essential, fundamental or foundational.
- Classes that are not academic in nature such as film appreciation, video editing or greenhouse management.

If you take a high school class such as Algebra 1 or Spanish 1 before you start ninth grade, the class may count for your 16 core courses if it is on your high school's list of approved core courses and is shown on your high school transcript with a grade and a credit.

You can earn credit for a core course only once. If you take a course that repeats the content of another core course, you earn credit for only one of these courses and the higher grade counts toward your core-course GPA.

Generally, you receive the same number of credits from the NCAA for a core course that you receive from your high school for the class. One academic semester of a class counts for .5 of a core course credit. One academic trimester of a class counts for .34 of a core-course credit. One academic quarter of a class counts for .25 of a core-course credit. A one-year class taken over a longer period of time is considered one core course and is not awarded more than one credit.

Division I schools allow you to complete one additional core-course unit after you graduate high school, as long as you graduate in eight semesters after you begin ninth grade. The additional core-course unit must be completed within one year after your high school graduation and must be completed before you enroll in college.

The additional core course unit may be taken at a different school than the high school from which you graduated as long as the class is on the new school's list of approved NCAA core courses. If you take the additional core course at a school other than the school from which you graduated, you must provide the NCAA Eligibility Center with an official transcript from the new school showing the additional core-course grade and credit.

If you take the additional core course through a program that does not award credit, the course must be awarded credit by a credit-awarding high school. The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses. Only your best grades from the required number of NCAA core courses will be used. Grades from additional core courses will be used only if they improve your grade-point average.³⁹

Grade Point Average (GPA)

Your GPA is calculated on a 4.000 scale. Numeric grades such as 92 or 87 are changed to letter grades such as A or B. The NCAA Eligibility Center does not use plus or minus grades when calculating GPA. Weighted honors or advanced courses may improve your core-course GPA but your high school must notify the NCAA Eligibility Center that it weights grades in these classes.

In Pass/Fail grading situations, the NCAA Eligibility Center will assign your high school's lowest passing grade for a course in which you received a Pass grade. For most high schools, the lowest passing grade is a D, so the NCAA Eligibility Center generally assigns a D as a passing grade.

Generally, you receive the same number of credits from the NCAA for a core course that you receive from your high school for the class. One academic semester of a class counts for .5 of a core course credit. One academic trimester of a class counts for .34 of a core-course credit. One academic quarter of a class counts for .25 of a core-course credit. A one-year class taken over a longer period of time is considered one core course and is not awarded more than one credit.

To calculate your estimated core-course grade-point average, divide the total number of quality points for all of your core courses by the total number of core-course units you have completed.

To calculate quality points for each core course, multiply the following points for each grade by the amount of credit earned for the class:

A: 4 points

B: 3 points

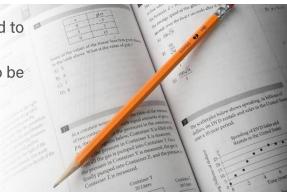
C: 2 points

D: 1 point⁴⁰

Standardized Testing

In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements for all student-athletes who initially enroll full time on or after August 1, 2023. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements. Among other requirements, college-bound student-athletes planning to compete at an NCAA Division I or II school are still required to have a 2.3 (DI)/2.2 (DII) grade point average in 16 NCAA-approved core-course units and provide proof of high school graduation.

It is important to note that standardized tests are no longer required to be deemed eligible to compete in NCAA sanctioned events, but individual colleges may still require the submission of test scores to be considered for admission. Check with any schools of interest to determine if test scores are needed. Even at schools that do not require them, the submission of high test scores will undoubtedly make the student a more competitive applicant.



Preparing College Lists

Beginning their college recruitment journeys, freshmen should create a college list of 30-50 schools that match their academic and athletic abilities, as well as any other criteria they have for the school, including location, weather, size, and academic programs. By senior year this list should be cut down to the student's top five to ten schools. All lists should consist of a student's dream school (if they have one and if gaining admission to it is realistic), a small number of reach schools (schools in which their athletics or academics are near the bottom of the previous incoming class), realistic schools (athletics and academics are in line with the previous incoming class), and a couple of safety schools (schools the student knows they will get into).

Use college aggregators and other resources available to create the initial list. Understand that schools can be added to the list at a later date.

Academics

Grade Point Average (GPA)

Just as with the character test, college coaches want to be sure that recruits are not going to cause any problems in the classroom. College athletes are required to attend class and keep their grades above a minimum standard. Show coaches that they won't have to worry about academics by staying on top of schoolwork in high school and putting forward the best possible effort. Ability and grades should be in sync.

Saddlebrook provides a near perfect analog to the university experience. In college, students will be in class for 14-16 hours per week and studying on average another 30. At Saddlebrook students are in class for 25 hours each week and expected to put in another 10-15 hours completing homework, reviewing notes, and studying. The NCAA allows a maximum of 20 hours of practice time each week, which is the same number of hours of practice and training at Saddlebrook. Travel for tournaments or matches generally occurs on weekends in college, to which Saddlebrook students should have already become accustomed. Use the Saddlebrook experience to prepare for the rigors of a college schedule.

Finding information about a school's academic standards is relatively simple: navigate to any one of the college aggregators and search for the admissions or academic information to determine the GPA and test scores that make a student's admissions portfolio competitive with other graduating seniors. Keep in mind that if your GPA and test scores fall within the middle 50% of the previous year's class then you are in a good position to gain acceptance to that college.



Standardized Tests

Admissions tests are considered by many scholars to be an integral part of the admissions process. They are thought to "level the playing field" A single test taken by students from across the nation gives the college comparative data to use in evaluating students from different high schools. It is very important that you prepare for these tests.

Scoring: 400-1600

A three hour and forty-five minute test measuring students' critical reading, writing, and mathematical abilities. Testing is usually done in the spring of the junior year and is often repeated in the fall of the senior year. Golfers may want to consider taking the SAT in the spring of their sophomore year as many college coaches would like to see a score on a student's résumé in order to determine if they could be a good fit for that school.

- The characteristics of the SAT include:
- no science or history sections, but readings may involve science or history topics
- limited number of geometry and trigonometry questions
- math section includes questions up to Algebra II
- a small number of fill-in questions in math section
- calculators are permitted for one of the two math sections
- math accounts for 50% of the total score
- reading comprehension is emphasized
- no penalty for guessing

ACT

Scoring: 0-36

A three hour and thirty minute test measuring understanding and ability in English usage, writing, mathematical usage, reading comprehension, and science reasoning. Students usually take the ACT in the spring of their junior year, and often repeat the test in the fall of their senior year.

The characteristics of the ACT include:

- a science reasoning section (note that it is possible to answer the science questions having not taken a particular science class)
- math sections include trigonometry and up to precalculus
- math accounts for 25% of the total score
- entire test is multiple choice
- writing optional section
- no penalty for guessing

TOFFI

The TOEFL test measures the ability of non-native speakers of English to use and understand English as it is spoken, written and heard in college and university settings.

Who uses the TOEFL:

- Students who want to study further: For non-native speakers who hold degrees or diplomas from postsecondary institutions in English speaking countries.
- Academic institutions: To determine academic readiness and make admissions decisions for international applicants. Individuals who are applying for professional licensure or certification; and
- Many government, licensing and certification agencies, as well as exchange and scholarship programs also use TOEFL scores as a decision-making tool.

AP and Honors Courses and Academic Rigor

Research consistently shows that AP students are better prepared for college than students who don't take AP, regardless of their exam score. They're more likely to enroll and stay in college, do well in their classes, and graduate in four years. Taking AP can help you:

- Get a taste of college
- Develop college skills

- Discover your passion
- Boost your GPA

Nearly all colleges and universities in the United States grant credit and placement for qualifying AP scores.

- Your AP score could earn you college credits before you even set foot on campus. In fact, most AP students
 who enroll in four-year colleges start school with some credit.
- Earning credit or placement can open up time on your schedule or even let you graduate early.
- "AP" on your high school transcript shows colleges you're motivated to succeed, and taking the exam demonstrates your commitment to tackle and complete college-level work.
- Earning college credit with AP can give you the flexibility to change majors, pursue a second degree, study abroad, or seek internships.

Furthermore, college admissions officers want to see that you challenged yourself in high school. Choosing to take Advanced Placement or honors courses can give applicants the edge they need over others in the admissions pool.



Athletic Programs

High school student athletes tend to focus on the sanctioning body or division the school belongs to, and then make the mistake of thinking that a lower division always means lesser competition. The truth is that many Division II programs have stronger teams than the bottom levels of Division I. For instance, the Sunshine State Conference which includes Tampa, Rollins, Florida Southern, Barry, and Lynn plays higher level golf and tennis than many Division I programs.

Tennis

College tennis recruiting attracts talent from all over the U.S. and internationally. Earning a roster spot at one of the 900+ colleges offering men's tennis programs is no easy feat. Finding a men's tennis program which fits the player's skill level can be a bit daunting, but with proper research, student-athletes can find programs that meet their needs and match their level of play. The process doesn't stop there. Recruits need to know how to market themselves to programs that they are most interested in.

NCAA and NAIA college coaches search for both American and international student-athletes during the recruiting process. As a result, the fight for a roster spot and an athletic scholarship package is extremely competitive. Recruits who are set on playing college tennis need to study up on what college coaches are searching for in potential recruits, including tennis rankings, competition experience and physical advantages. These criteria vary from division to division, so we've created a section that outlines what skills make a recruit stand out to college coaches at each level.

The following table contains the UTRs in conferences throughout Divisions I, II, and III. Listed are the top player in the conference and the bottom number 6 player in the conference (unless these are significant outliers). In college tennis six players are selected to play in dual matches during the spring season. There may be as many as 15 players on the roster.⁴³

	Men's UTR by Conference, 2022-2023									
Division	Conference	High #1	Low #6							
I	Pac-12	14.5	12.1							
I	SEC	14.3	11.7							
I	Big XII	14.2	12.7							
I	Big Ten	14.2	12.6							
I	West Coast	14.2	12.6							
I	ACC	13.7	11.9							
I	C-USA	13.5	11.1							
I	The American	13.3	11.4							
1	Atlantic 10	13.3	9.3							
I	Mountain West	13.1	11.4							
I	Mid-American	13.1	10.9							
I	Atlantic Sun	13.0	10.5							
1	Big East	13.0	10.4							
II	Sunshine State	12.9	9.5							
1	Sun Belt	12.8	11.1							
I	Big South	12.8	10.7							
[Big Sky	12.8	10.4							
I	Missouri Valley	12.7	10.9							
1	Colonial Athletic	12.6	10.6							
1	Southland	12.6	10.3							
II	Pac West	12.5	9.6							
II	Peach Belt	12.5	9.5							
II	Gulf South	12.5	9.0							
I	MEAC	12.5	7.7							
1	Horizon League	12.4	9.8							
I	Patriot League	12.3	9.3							
II	Southern Collegiate	12.3	3.4							
1	MAAC	12.1	9.6							

Women's UTR by Conference, 2022-2023									
Division	Conference	High #1	Low #6						
I	ACC	11.6	9.0						
I	SEC	11.2	9.5						
I	Pac-12	11.2	9.0						
I	Big XII	11.2	8.5						
I	West Coast	11.2	7.6						
I	Big Ten	10.8	8.9						
I	C-USA	10.7	7.5						
I	Sun Belt	10.7	7.5						
I	The American	10.6	7.8						
I	Big West	10.6	7.0						
I	Mountain West	10.6	7.0						
I	Atlantic Sun	10.5	7.8						
I	Big East	10.1	6.9						
I	MAC	10.0	7.2						
II	Sunshine State	10.0	7.1						
I	Atlantic 10	10.0	6.9						
I	Colonial	9.9	5.9						
I	Northeast	9.9	5.5						
II	Mid-America Intercollegiate	9.7	4.6						
NAIA	The Sun	9.7	4.3						
I	Big South	9.6	6.9						
I	Missouri Valley	9.6	6.8						
II	Pac West	9.6	6.0						
II	Peach Belt	9.6	6.0						
II	Gulf South	9.5	4.3						
I	MEAC	9.4	6.0						
II	Northeast 10	9.4	2.8						
I	Big Sky	9.3	7.4						

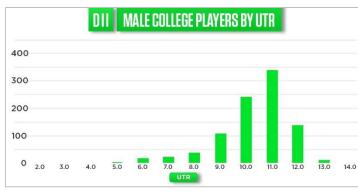
NAIA	The Sun	12.1	9.0
II	Great Lakes Intercollegiate	12.0	9.6
II	Lone Star	12.0	9.6
II	Southern Cal Intercollegiate	12.0	8.6
II	Mid-America Intercollegiate	11.9	9.7
I	Northeast	11.8	9.1
I	SWAC	11.8	9.0
II	Carolinas	11.8	8.8
II	Great Midwest	11.8	8.2
II	South Atlantic	11.8	8.0
III	Northwest	11.8	7.3
III	Centennial	11.7	3.4
II	Northeast 10	11.6	9
III	Liberty League	11.6	8.1
III	East Coast	11.5	7.7
II	Mountain East	11.4	6.7
III	American Southwest	11.3	5.9
III	Southern Athletic	11.2	7.4
III	United East	11.2	3.9
Ш	New Jersey Athletic	11.0	7.3
Ш	Old Dominion	11.0	3.0
Ш	American Rivers	10.8	4.9
III	Ohio Athletic	10.2	5.0
Ш	Midwest	10.1	2.8
Ш	Collegiate Conf. of the South	10.0	3.2
III	Commonwealth Coast	10.0	2.8
III	Landmark	9.9	2.9
III	Heartland	9.7	4.1
III	Allegheny Mountain	9.4	2.7
Ш	Skyline	9.1	1.8
III	Upper Midwest	8.9	2.7
III	Atlantic East	8.6	2.4
III	Empire 8	8.2	2.1
III	Middle Atlantic	8.0	2.7

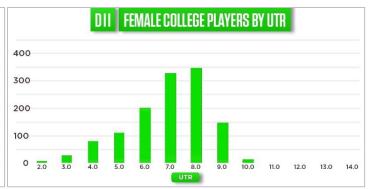
	MAAC	9.3	6.0
I	Horizon	9.1	7.1
II	Lone Star	9.1	5.8
I	SWAC	9.0	5.7
ll l	Great American	8.9	5.9
II	Southern Cal Intercollegiate	8.9	5.9
II	Mountain East	8.9	1.0
II	Great Lakes Intercollegiate	8.7	6.5
III	Southern Athletic	8.6	3.1
III	Northwest	8.6	2.5
III	Old Dominion	8.6	1.0
III	East Coast	8.5	1.6
III	New Jersey Athletic	8.4	1.7
II	Great Midwest	8.3	2.6
II	Southern Collegiate	8.3	1.2
II	Carolinas	8.1	5.4
Ш	American Southwest	8.0	1.6
III	Centennial	8.0	1.1
III	Midwest	7.8	1.1
Ш	Liberty League	7.7	2.8
III	Allegheny Mountain	7.1	1.0
III	Collegiate Conf. of the South	7.1	1.0
III	Ohio Athletic	7.0	1.3
Ш	Commonwealth Coast	6.6	1.3
III	Heartland	6.5	1.2
III	Middle Atlantic	6.4	1.0
III	American Rivers	6.1	1.0
III	Empire 8	6.1	1.0
Ш	Upper Midwest	6.0	1.0
III	Landmark	5.8	1.0
III	United East	5.6	1.0
Ш	Atlantic East	5.4	1.0
III	Skyline	5.3	1.0

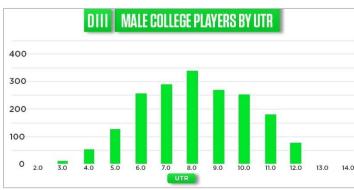
The charts below detail the distribution of UTRs throughout each division in NCAA competition.

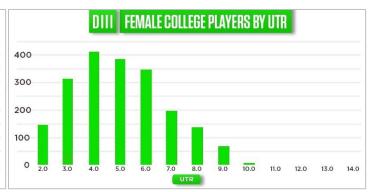
Number of Players in Each Division by UTR

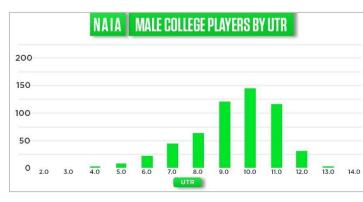


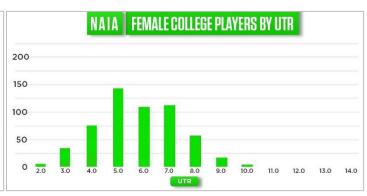


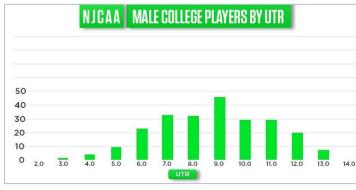
















College tennis rankings, team, singles, and doubles and throughout all levels, are published on a regular basis by the Interscholastic Tennis Association (ITA).

Golf

College golf recruiting is becoming more competitive – the best golf score 20 years ago is now the average score among top NCAA Division 1 players. Even though landing a roster spot can be tough, it isn't impossible. There are more than 1,000 colleges, from Division 1 to NAIA, that give student-athletes an opportunity to compete at the next level.

Recruits need to build a list of realistic schools, create an online profile and swing video, contact college coaches and compete in the right tournaments if they want to be successful. To maximize their opportunities, families should know the criteria that coaches look for in every division and understand the NCAA golf recruiting rules so they can map out when coaches can contact them and establish relationships from the get-go.

Plus, outside of athletics, there are several factors that go into making the college decision, such as academics, cost, school size, campus life, etc. And college coaches—especially golf coaches—really focus on recruiting student-athletes with an excellent GPA and test scores. That's why it's so important for families to be thorough when searching for the right fit.⁴⁵

The tables below provide scoring averages for NCAA programs in all three divisions, across rankings, and across the first eight players on the roster. All golfers looking to play in college need to find where their scores align on these tables and turn their attention to recruiting those coaches.

To calculate your own scoring average, average out the rounds of your last ten multi-day tournaments. Do not include practice rounds, ladder matches, or leisure rounds - only tournament rounds.

Men's Division I Scoring Averages													
Golfstat	University	# on	on Scoring Average Per Playing Position										
Ranking		Roster	1	2	3	4	5	6	7	8			
1	Pepperdine	11	69.04	69.96	70.6	70.72	70.83	70.95	71.33	71.48			
25	UCLA	10	71	71.8	71.9	72.4	74.1	74.2	76.2	76.2			
50	Houston	12	70.71	72.13	72.25	73	73.17	73.2	73.33	73.33			
75	College of Charleston	11	71.17	71.33	72.92	73.67	75.17	75.67	76.17	77.5			
100	Maryland	11	70.27	72.2	72.6	73.87	74	74.33	75				
125	Troy	11	70.9	73	73.7	74.55	75.25	75.78	76.82	79.67			
150	CSU-Northridge	9	71.9	73.6	74.1	75	75.5	76.8	76.8	76.9			
175	Kennesaw State	9	73	74.44	75.38	75.44	75.6	76.16	84.4				
200	Winthrop	10	73.28	73.44	74.53	75	75.17	77	78.22	80			
225	Northern Kentucky	10	73.95	74.14	75.2	75.24	76.39	76.58	77.11	82.33			
250	Creighton	9	73.4	76.55	76.7	77.12	77.67	79.4	81.6	82.67			
294	St. Francis (NY)	7	80	81.75	86.2	86.2	90	90.33	93.6				

Men's Division II Scoring Averages													
Golfstat	University	# on	# on Scoring Average Per Playing Position										
Ranking		Roster	1	2	3	4	5	6	7	8			
1	Georgia Southwestern	6	69.1	71.55	72.4	72.75	74.45	74.89					
25	Sonoma State	7	73	73.33	73.58	74.17	75	76	80				
50	Indianapolis	14	71.9	74.1	74.1	75	75.1	75.5	75.5	76			
75	Georgia College	10	74	74.3	74.6	75	75.53	76.47	76.59	77.33			
100	Hawai'i, Hilo	9	73.18	73.78	75.67	77	77.11	78.11	78.8	84.6			
125	Northwest Nazarene	9	73.93	75.07	75.73	79	79.8	80.11	80.33	85.33			
150	Shorter	11	74.95	76.47	76.68	77.94	81	93.33					
175	Northwestern Oklahoma	10	75.38	76.81	78.18	78.38	79.63	7937	79.77	80.67			
200	Bluefield State College	9	74.56	77.18	77.22	84.22	85.5	89.2	95.83	98.75			
214	Virginia State	6	82.08	83.75	91.2	93.25	97	119.22	120.78				

Men's Division III Scoring Averages												
Golfstat	University	# on	# on Scoring Average Per Playing Position									
Ranking		Roster	1	2	3	4	5	6	7	8		
1	Illinois Wesleyan	15	70.2	72.3	72.5	72.6	72.7	73.9	74.4	74.5		
25	Whitworth	10	72.1	73.8	74	74.5	75.13	76.63	76.83	78		
50	Dallas	9	75.29	75.36	75.79	75.8	76.36	77.57	77	79.5		
75	Loras	14	69	73	76	77.7	78	79.3	86			
100	Penn State, Berks	6	72.6	76.1	78.3	78.5	80.8	82.7				
125	Franklin	13	73.91	75.45	78.75	79.17	79.45	80.56	81	81.63		
150	St. Norbert	16	76.4	79.67	80.25	80.8	81	81	82	84		
175	Heidelberg	12	77.33	78.43	78.44	80	80.67	83.2	84.75	85.2		
200	Penn College	8	79.67	80	82.4	82.5	83.8	87.5	88	91		
225	Albright	5	75.17	80.33	85.33	86.5	89					
250	Simpson	7	81.5	82.5	85	86	91.3	102	111			

Women's Division I Scoring Averages												
Golfstat	University	# on	Scoring Average Per Playing Position									
Ranking		Roster	1	2	3	4	5	6	7	8		
1	Wake Forest	8	71.23	71.58	71.9	72.37	73.63	73.75				
25	Kentucky	10	71.9	73.2	73.6	73.8	73.9	75.3	77	77.8		
50	Purdue	9	72.33	73	73.28	74.39	75.44	76.67	78.44	79		
75	Old Dominion	6	71.8	72.2	75.2	75.7	75.9	76.2				
100	Kansas	9	72.3	74	76.1	76.5	78.1	78.7	78.7	80.6		
125	Idaho	8	74.1	75.29	77.18	78.17	78.53	84.67	87.5			
150	Lipscomb	11	73.6	74.95	75.33	75.65	76.17	76.27	78.18	78.57		
175	Drake	9	75.4	76.9	78.1	78.7	82.4	85	85.6	88.4		
200	McNeese State	8	74.8	76	77.9	79.07	80.21	80.33	81.67	82.6		
225	Central Michigan	9	77.38	77.87	79.94	80.88	81.8	85.2	85.08	94.38		
250	Northern Kentucky	8	77.93	79.5	81.5	82.75	84.21	84.67	86.27	86.4		
291	Maryland, Eastern Shore	7	85.31	88.64	88.85	92.2	109.8	112.8	120.7			

Women's Division II Scoring Averages											
Golfstat	University	# on	Scoring Average Per Playing Position								
Ranking		Roster	1	2	3	4	5	6	7	8	
1	Nova Southeastern	6	72.15	73.8	74.6	75.25	81.15	82.53			
25	Texas A&M, Commerce	9	75.29	75.45	76.33	76.43	77.29	78	79	79.5	
50	UNC, Pembroke	8	76	76.3	77.4	77.9	79.4	79.9	81.9	90	
75	Lake Superior State	6	76.78	79.44	79.89	80.33	84.17	86			
100	CU, Colorado Springs	6	79.45	79.09	83.27	92.22	95				
125	Charleston (WV)	9	79.33	81	82	82.25	83	84.25	86	86.33	
150	Coker	9	75.83	81.25	82.92	88.33	128.5	137	150		
175	Kutztown	5	86.4	92.8	96.7	97.7	105.7	116.1			
188	West Liberty	7	81.88	104	121.1	130.5	133.7				

Women's Division III Scoring Averages											
Golfstat	University	# on	Scoring Average Per Playing Position								
Ranking		Roster	1	2	3	4	5	6	7	8	
1	Carnegie Mellon	9	74.9	77.6	78	79.3	81.4	83	83.3	84.4	
25	Southwestern	9	77.92	80.92	81.25	82.17	82.5	85.83	92.5	95.5	
50	Emory	6	80.1	82	84.7	85.4	90.8	95			
75	Hanover	9	84.9	85	88.6	89	89.25	90	93	108.5	
100	Mount Union	7	83.4	83.4	88.3	92.9	97.8	115.8			
125	Pacific	6	87.86	92	92.36	93.55	96.64	133.5			
150	Muskingum	8	96.67	98	101.3	106.8	108				
175	Keuka	5	100.4	110.1	111.8	121.3	121.6				
182	Waynesburg	6	113.6	115	135.5	143	144	159.3	191		

Any golfers who would like to study golf management and/or operations and are seeking a career in those areas should look into the PGA Golf Management program at several universities across the United States. The PGA Golf Management University Program provides extensive classroom courses, internship experience and opportunities for player development in a four-and-one-half to five year program for aspiring PGA Professionals. Offered at 17 universities nationwide, the University Program allows students to earn a degree in areas such as Marketing, Business Administration, Hospitality Administration, Recreation and Park Management, providing them with the knowledge and skills to succeed in the golf industry.

- Program is accredited by the PGA of America
- Students earn a bachelor's degree in a golf industry compatible major
- Upon program completion, students can apply for PGA Membership
- Graduates currently have a 100% employment placement rate

Each participating university has specific entrance requirements. Contact the university's dedicated PGA Golf Management University Program Director with questions about specific university curriculum, entrance requirements and financial information.⁴⁷

The following universities currently offer degrees in PGA Golf Management:

Campbell
Eastern Kentucky
Florida Gulf Coast
Mississippi State
North Carolina State
Sam Houston State
Colorado, Colorado Springs
Maryland, Eastern Shore
UNIV

Coastal Carolina Ferris State Methodist New Mexico State Penn State Central Oklahoma Idaho Nebraska College golf rankings, both team and individual and throughout all levels, are published on a regular basis by GolfStat. The site also keeps information on tournament scoring and scoring averages for individual players.

Junior Rankings

Golf

There are a fairly small number of authoritative sources for National Junior Golf Rankings in the USA. These rankings are primarily for older juniors, although some of the ranking services include junior golf rankings for kids as young as 10 years old.

In addition to these authoritative rankings, other national, regional, state, and local tournament organizations have rankings for players participating in their tournaments.

The big three national golf ranking services are the Junior Golf Scoreboard, AJGA Rolex (previously Polo Rankings), and GolfWeek. Keep in mind however, that no rankings are perfect as it is simply not possible to create completely accurate rankings when taking into consideration different courses, various conditions, lengths, and strengths of field with juniors going through the adolescent stages at different times.

That said, these junior golf ranking sites are consistently referred to by college golf coaches and therefore it is important for juniors with college golf aspirations to be aware of the ranking services and understand how they work.

Junior Golf Scoreboard

To be ranked on Junior Golf Scoreboard, junior golfers need to play in at least four JGS ranked events in a 365-day period. The good news is that JGS includes the most tournaments in their rankings compared to the other major ranking services. Most state, regional and national tournaments are included. Tournaments must be longer than 4,500 yards and have no stroke limit. Rankings start from as young as 10 years old.

JGS does not provide junior golf rankings by age group but rather by graduation year. This is clearly a disadvantage for kids that are on the younger side for their grade and are "late bloomers." Rankings are calculated by graduation year because college coaches are looking for talent to fill-out their recruiting classes.

When registering for any junior golf tournament, make sure to keep your junior golfer's name consistent in all tournaments or tours that they play in. Not doing so will result in JGS potentially not picking up their results in the rankings. For example, if you use a middle initial, make sure to do so consistently.

The JGS rankings are based on three criteria: (i) Individual Scoring - 65%, (ii) Strength of Field - 25% and (iii) Strength of Finish - 10%.

- 1. Individual Scoring JGS uses 75% of the player's lowest rounds based on the difference of actual score to the course rating. For example, younger kids that play a 5,800 yard course and shoot even par (72) may find that the differential for that score is actually 4 or 5 over par as it is based on the course rating. Similarly, a 7,000 yard course might be rated as a par 74 and therefore a score of 72 would count as 2-under par.
- 2. Strength of Field JGS has a proprietary formula for calculating strength of field, but it is essentially a measurement of how tough the competition is in the event they play in. If a junior plays in a JGS ranked event that has no other top-ranked players, this score will count for less than if the tournament had top ranked players in it.
- 3. Strength of Finish This score is based on where the junior finished as well as the size of the field and the strength of the field. A first place finish in a field of 10 players will likely count less than a first place finish in a 40

player field. In addition, a first place finish in a field of 40 will count more if the field has other top rated juniors playing.

Unfortunately, JGS does not include high school golf scoreboard/results in their rankings system. According to JGS, this is primarily due to high school golf associations not sending in scores consistently and thus certain states/cities being disadvantaged since not being included.

JGS also has various other offerings such as a list of qualifying tournaments, a planning calendar and a golf resume service. The annual cost of a basic subscription is \$29.95. The annual cost of the resume service is \$175.

Rolex AJGA Rankings

The Rolex AJGA rankings (previously the AJGA Polo Junior Golf Rankings) are used by the AJGA primarily to guide the Rolex Junior All-America selection process, for selection of AMJGA Invitational fields and to help determine members of team events including the AJGA Wyndham Cup teams, the PING Junior Solheim Cup team, the Junior Presidents Cup team, and the ACDS Junior All-Star team.

The rankings are based on AJGA tournaments that participants have played in as well as approximately 16 other major national tournaments such as:

- Junior PGA Championship (Boys and Girls)
- Bobby Chapman Junior Invitational (Boys)
- Bubba Conlee National Junior
- IMG Academy Junior World Championship
- Joanne Winter Arizona Silver Belle Championship (Girls)
- Jones Cup Junior Invitational (Boys)
- Junior Invitational at Sage Valley Golf Club (Boys)
- Junior Orange Bowl International Golf Championship
- Kathy Whitworth Invitational (Girls)
- Scott Robertson Memorial
- Southern Junior Championship (Boys)
- Trusted Choice Big I National Championship
- U.S. Girls' Junior Championship (Girls)
- U.S. Junior Amateur Championship (Boys)
- Western Junior Championship (Boys)

The rankings are based on a rolling 52 week average. The minimum number of tournaments that are included in the calculation is 6 - therefore if a junior plays in less than 6 qualifying tournaments their total points accumulated is still divided by 6 (so their tournaments do get the full potential amount of points). Since the AJGA Rolex rankings are based on AJGA and other large tournaments, they do not provide junior rankings by age groups and as such the top rankings are usually dominated by juniors in their late high school years.

Invitationals earns the most points, followed by Open/Senior tournaments, then Junior All Star Series and lastly Junior Golf Hub tournaments. For more information refer to the Rolex AJGA Rankings page.

The AJGA Performance Based Entry Road Map is an excellent resource that sets out qualifying tournaments by geographical location.

Because the AJGA Rolex junior rankings are based solely on AMJGA tournament results plus a limited number of other tournaments, juniors that do not play many AJGA tournaments may not be included in these rankings. For this reason the rankings are relatively limited in use and college coaches will not rely solely on them.

GolfWeek/Sagarin

The GolfWeek junior rankings include both boys rankings and girls rankings and are one of the more interesting to look at as they do not rely purely on tournaments scores but rather a mathematical formula devised by Jeff Sagarin that looks at junior golfers' win/lose record against other players in the same tournament on the same day.

The beauty of the GolfWeek junior rankings is that it does not matter what course was played, what the conditions were on that day etc. The stroke differential between the juniors ultimately compares all players to one another based on common opponents over a rolling one year period.

Juniors must play in five events that qualify for GolfWeek junior rankings during a rolling one year period. There are approximately 250 tournaments that are currently included in the GolfWeek junior rankings.

Tournaments that qualify for inclusion for the GolfWeek junior rankings are far less than those included in JGS since

- 1. they must be national or regional tournaments,
- 2. generally must be 54 hole events (36 hole and even 18 hole events will considered on a case by case basis), and
- 3. the tournaments must have a minimum of 40 boys or 12 girls in the field. The GolfWeek rankings do not provide junior golf rankings by age. Only the oldest age division is counted but if younger age groups play from the same tees they will be included.

Regional Tours

Regional and local tours also have their own ranking. Some of the larger ones include USKids Golf, the Hurricane Junior Golf Tour (HJGT), the International Junior Golf Tour (IJGT), and various state PGA Junior Tours. Many of these sites also provide junior golf rankings by age since they have various age groups participating. For example, USKids provides the points leaders for all local tours including the junior golf rankings by age group for each tour. 48

Golfers playing the Hurricane Junior Golf Tour can access their HJGT profile by clicking on their full scorecard and then the "Player Profile" button, or search their name and HJGT in a search engine.

Tennis

In competitive tennis, there is always some means of ranking the players. This serves two main purposes: giving the players something with which to measure their achievements, and determining who gains entry to the best tournaments.

There are several ranking systems that are widely used in junior tennis. These will all put the players in order, albeit using different criteria. A good position in the junior rankings can give players the right to a place in a professional event, as well as potentially attracting sponsors and drawing the attention of colleges. In this article, we will look at how the two most prestigious junior ranking systems operate.

Junior tennis rankings work based on a points system, where different levels of tournament carry a different amount of prestige, and hence ranking points. The amount of ranking points obtained depends on which round a player loses in. Results in the various events contribute towards a player's USTA and ITF junior rankings.

A good ranking can bring many benefits, not least financial. Both types of ranking are important in the US, but elsewhere only the ITF list has significance.

Junior tournaments are normally placed in one of seven levels by the USTA:

- Level 7 tournaments are described as 'futures' events, and offer a starting point for players new to competition.
- Level 6 'challenger' events are for players who are ready to move beyond level 7.
- Level 5, 4 and 3 events are called the 'championship' circuit and offer the highest levels of regional competition.
- Level 2 and 1 events are typically national. For example, the qualifying events for the national championships would probably be level 2, and the championships themselves would be level 1.

The junior ITF grade international events work in a similar way, using eight main categories. For ITFs, level 5 events are the starting point, where players will normally earn their first ITF ranking points. Tournaments become more prestigious up to level 1, at which point a continent's best players are likely to be involved.

Above these lie levels A, B and C. Level C is for international team events; level B includes regional championships; level A applies primarily to the four grand slams.

The USTA junior rankings are fundamentally based on a 'points per round' system, whereby the points obtained increase according to the round reached in an event, with more points being earned from higher-level events.

Singles and doubles rankings are combined in a single figure, with singles carrying more weight, and are taken from a player's best six events from the period under consideration. Level 1-3 events count for national rankings, while levels 4-7 contribute towards sectional rankings.

A further contribution to a player's ranking comes from bonus points. These are issued on a sliding scale for wins over top-500 players, although these are only included in the ranking calculation if the event where the win occurred is one of a player's best six. Bonus points (only) are also issued for performances in junior Grand Slam events.

The USTA distinguishes between 'standings' and 'rankings'. Standings are calculated on a rolling 12-month basis, and include points earned in any older division, as well as 20% of those earned in the next younger division. Rankings are calculated on a calendar year basis and only include points from a single age group.

ITF junior rankings are less complex than the USTA version. They do, however, have several key points in common.

Essentially, the ITF junior rankings work on a pure 'points per round' basis, with the allocation of points being greater for the higher-level events. A player's ITF ranking is calculated from their best six singles and doubles results, with the former given a higher weighting, on a rolling 12-month basis.

All ITF junior tournaments count towards world rankings, and there are no bonuses for beating specific players.

The answer to this is a resounding yes! Having a good USTA ranking will allow you to gain entry to the strongest and most prestigious tournaments. On top of this, college recruiters and potential sponsors will certainly take note if you get close to the top of the list.

A high ITF ranking has similar benefits to the USTA version, but on a worldwide scale. International sponsors will certainly take an interest in any player who is in the top echelon. On top of this, players with good rankings will get the chance to play in the junior Grand Slams, bringing more prestige and sponsorship potential.

Another benefit stems from the fact that the ITF administers the lower levels of the professional game. They allot places in the draw at many professional events to players with good junior rankings who would not otherwise have qualified, making it far easier for players to earn their first senior world ranking points.

This probably depends upon your ambitions. If you plan to remain based in the US, attend college, perhaps with a scholarship, and continue to play tennis recreationally, your USTA ranking is all you need to attend to. There is no point in even playing ITF events if this is your preferred path.

On the other hand, if you have ambitions of becoming a professional, aim to play the junior Grand Slams, and are looking for the best possible sponsorship deal, you need to build an impressive ITF ranking through performances in international events. It will cost more to play internationally, but if you are good enough (and lucky enough) the rewards will eventually come.

Getting a good junior ranking is an important part of demonstrating your progress as a player, and it can bring numerous benefits. Keep in mind, however, that to succeed in professional tennis you will need to improve as a player and an athlete, and this is what you should focus on.⁴⁹

Attracting the Attention of College Coaches

Social Media

Whenever social media and college athletic recruiting pop up in the news, the articles usually focus on recruits who have lost an offer or a scholarship because of their poor social media choices. However, social media when used properly, can be an effective recruiting tool. In fact, recruits can use the power of social media to contact coaches, show coaches what kind of recruit they are and even gain the attention of college coaches who weren't previously recruiting them.

The NCAA social media rules for athletes and the interactions between coaches are less restrictive than traditional recruiting rules but can be a little confusing. High school athletes are allowed to reach out to college coaches on social media at any time, public or private.

Coaches can communicate with recruits privately through a direct message (DM) once a sport's contact period begins. At this time, NCAA social media rules allow coaches to "like" or "share" a student-athlete's social media post.

Social media has transformed the way college coaches are recruiting athletes. With today's generation spending much of their time on social media, coaches have evolved to communicate with recruits on the platforms they are most comfortable and likely to engage. Coaches can now connect, evaluate and gather information about a prospective student-athlete without ever leaving the office.

A social connection is often the first step to show interest in recruiting an athlete, and vice versa. Following the NCAA rules on social media and college recruitment, coaches can DM the recruits they're most interested in to introduce themselves or wish a recruit good luck before a big game. But most importantly, coaches turn to social media to get a better understanding of a recruit's personality and character.



That would be something I would say as a warning... I think young people nowadays, if you want to be recruited, be recruitable. Be careful what you do on social media. Be careful what the perception is. I know that people have gotten in trouble just because of something that they put out there, and I guess whatever you put out there is going to be a perception of what you are, and is going to be judged by the coaches that you possibly might want to be recruiting you.

--Mike Dunphy, Player Development Manager for Srixon, Former Head Coach at UAB

In fact, in a survey by Cornerstone Reputation, 83% of college coaches said their staff conducted online research of recruits. Of these coaches, 88% turned to Facebook, 82% have used Twitter and 54% have looked at Instagram to gain insight into a recruit's character. By understanding how coaches use social media, student-athletes can better learn how to use social media for college recruitment.

How to use social media for college recruiting begins with your initial set up. When coaches search for student-athletes and social media, there are key pieces of information they want to know right away.

A good profile should include your location, high school and/or club team, class year, GPA and sport specific position(s). Most importantly, athletes should always include a link to their highlight video or NCSA profile.

Athletes wondering how to use social media for college recruiting can post their favorite articles about their sport, highlight or skills videos, and share inspirational quotes.

You can also call out academic or athletic awards you've received, positive camp experiences, college visits you've been on and firm offers from coaches. To avoid appearing too self-promoting, mention your achievements in a post by thanking your teammates, coaches and parents for their support.

You can also show support towards your teammates by sharing news about college visits and offers they've received. Remember all eyes are on student-athletes and social media. Be mindful of the content you promote on your social media accounts and find ways to demonstrate good character.⁵⁰

Emails

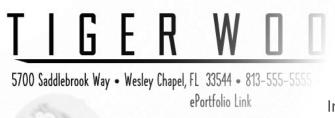
The best way to contact college coaches is through email. An introductory email is an important first step in the process and is a great way to initially send your key information to college coaches. Read more about how to write an introductory email that will get a college coach's attention. If the contact period has started for your sport (June 15 after sophomore year or September 1 of junior year), following up with a phone call to the coach is an important step. Since D1 coaches are not allowed to talk to you before the contact period, there is not much value in giving them an early call. Read more about how to call college coaches—as well as how to leave your best voicemail. ⁵¹

Résumés

If you really want to play your sport in college, an organized, comprehensive college recruiting résumé detailing your athletic and academic qualifications/accomplishments will put you a step ahead of the competition. A well thought out résumé makes it easy for a college coach to quickly decide whether he or she is interested in you as a potential recruit. An effective recruiting résumé includes the academic and athletic information a college coach needs to make an initial assessment of whether or not you might be a fit for his or her program. There are a few ways to organize your résumé, but all college coaches would agree that at the very least it should include the following:

- Your personal information,
- Your academic accomplishments,
- Your athletic statistics and honors, and
- An easy way for a coach to verify your stats and evaluate your abilities.

Like a professional résumé, you should consider dividing your recruiting resume into separate sections, so the information is organized.



GPA- 40

Previous School Some

When creating a professional or college résumé keep in mind the following rules:

Include a clear action shot and a headshot

EDUCATIONSaddlebrook Preparatory School, Wesley
Class of 2023

Avoid any grammar or spelling mistakes

Keep the résumé to one page

Create a consistent look throughout – headers, fonts, and styles

Use the tab key or a table to line up information

The logical choice for the first section is your personal information. That should include your name, hometown, sport, primary position, email address, telephone number and club/select team name. Also, a simple profile picture can't hurt.

Your academic information might come next and should include high school name, graduation date, cumulative GPA, NCAA core course GPA, desired major (if you have one) and your SAT and/or ACT score. Concisely summarizing your academic information allows coaches to quickly determine if you're a good fit academically for their university. No matter how good an athlete you are, you have to get by the academic admissions office if you want to play at any school.

The third section should be your athletic information and that might take a little thought. Every college coach evaluates potential recruits a little differently and the important metrics and statistics are different for every position in every sport. For example, a corner infielder is evaluated completely differently than an outfielder and a point guard is graded differently than a post.

You need to include the statistics that are relevant to your sport and position. If you aren't sure which statistics and metrics are critical for you, do some homework. Ask your current coach for help and take a look at the recruiting questionnaires for your sport on the college websites in which you have an interest. A careful review of the recruiting questionnaires will tell you the information college coaches are most interested in. Providing this information in your résumé allows a college coach to make an initial assessment almost immediately.

In addition to your statistics, the athletic section of your resume should include a link to your highlight video and your upcoming game schedule. For a coach to make a realistic initial evaluation, he or she will have to see video. In fact, video is so critical that you might want to include the link at the top of your résumé. After they review your video, if they are interested your game schedule becomes important.

Finally, in your résumé you need to include a way for college coaches to easily verify your stats. In this section, include your current coach's contact information. This is important, because your current coach's opinion about you can be a difference-maker in your scholarship search.

You need make it easy for coaches to make a quick decision or your résumé won't even be considered. There's a fine line between too much information and not enough. A one-page résumé would be preferable if that leaves you enough room to include all your important information.⁵²

Recruiting Videos

There is no denying the crucial role highlight videos can play for many student-athletes in their recruiting process. College coaches are extremely busy; it would be impossible for them to travel the country to evaluate every potential recruit. Highlight videos are a chance to get student-athletes in front of coaches and give them an unbiased look at their skills and abilities. It's a fact that online recruiting profiles that include a highlight video receive more than 10 times as much traffic as those without one. A great highlight video is one of the most important things to include in your recruiting profile to garner some serious attention from college coaches.⁵³



Tennis players need a short video demonstrating the various ground strokes, volleys, overheads, serves, and point play. Golfers demonstrate putting, short game, mid- and long-range irons, and their driver. They will also need to tape three complete holes from a round.

Athletes need to schedule a time with the college advisor or their coaches to shoot these videos. Videos can be shot as early as the freshman year and should be updated annually.

Phone Calls

The best time to start calling college coaches is after you've sent them a couple introductory emails. According to NCAA recruiting rules, D1 and D2 coaches aren't allowed to answer or return the call until June 15 after an athlete's sophomore year or September 1 of their junior year, depending on your sport. Keep this in mind as you're calling college coaches. Even if the coach isn't able to call you yet, they are still going to be building out their recruiting class by evaluating prospects online and at events. Before you can begin talking with college coaches, focus on your online recruiting profile and establish communications through your club and/or high school coach. It's never too early to start practicing what to say to a college coach on the phone. To help you make the most of every coach phone calls, we've included some preparation tips, sample scripts and questions, so you'll know exactly how to talk to college coaches. Overall, remember to be enthusiastic and passionate about the coach's program. Coaches look to recruit athletes who genuinely are interested in their program, and phone calls are a great time to communicate your excitement.

Calling college coaches takes some preparation, but if you put in the work beforehand, your call will go much smoother. And remember: College coaches have been through this process thousands of times. They understand how intimidating and nerve-wracking it can be for high school athletes to call them. If you go into the call armed with the right questions to ask a coach, they will most likely be impressed with your effort so don't worry about any small mistakes along the way.

- Here are good ways to prepare for calling college coaches:
- Practice with a friend or family member.
- Do your research about the school and program before calling.
- Find a quiet place where you won't be interrupted.

If you can, call a coach while you're in front of a computer, laptop or tablet. Open up a few different tabs you can use for reference: the school website, some articles about the team and the team roster, as well as your phone call script and your list of questions for the coach. Have your initial emails to the coach open, too, so you can reference when you sent them, and you can resend them if the coach asks. However, you don't want to get distracted while talking to college coaches on the phone. So, if the computer will cause you to lose focus on the conversation, it's best to prepare your thoughts by writing them down or with additional practice.⁵⁴

Contact with College Coaches

NCAA member schools limit recruiting to certain periods during the year. Recruiting calendars promote the well-being of college-bound student-athletes and ensure fairness among schools by defining certain periods during the year in which recruiting may or may not occur in a particular sport.

During a contact period, a college coach may have face-to-face contact with college-bound student-athletes or their parents, watch student-athletes compete or visit their high schools and write or telephone student-athletes or their parents.

A contact happens any time a college coach says more than hello during a face-to-face meeting with a college-bound student-athlete or his or her parents off the college's campus.

During an evaluation period, a college coach may watch college-bound student-athletes compete, visit their high schools and write or telephone student-athletes or their parents. However, a college coach may not have face-to-face contact with college-bound student-athletes or their parents off the college's campus during an evaluation period.

An evaluation happens when a college coach observes a student-athlete practicing or competing.

During a quiet period, a college coach may not have face-to-face contact with college-bound student-athletes or their parents and may not watch student-athletes compete or visit their high schools. Coaches may write or telephone college-bound student-athletes or their parents during this time.

During a dead period, a college coach may not have face-to-face contact with college-bound student-athletes or their parents and may not watch student-athletes compete or visit their high schools. Coaches may write and telephone student-athletes or their parents during a dead period.



Official Visits

The NCAA supports student-athlete well-being by promoting a fair recruiting environment that limits intrusions into the lives of student-athletes and their families.

Recruiting happens when a college employee or representative invites a high school student-athlete to play sports for their college. Recruiting can occur in many ways, such as face-to-face contact, phone calls or text messaging, through mailed or emailed material or through social media.

Any visit to a college campus by a college-bound student-athlete or his or her parents paid for by the college is an official visit. Visits paid for by student-athletes or their parents are considered unofficial visits.

During an official visit the college can pay for transportation to and from the college for the student-athlete, lodging and three meals per day for the student-athlete and his or her parents or guardians, as well as reasonable entertainment expenses including three tickets to a home sports event.

The only expenses a college-bound student-athlete may receive from a college during an unofficial visit are three tickets to a home sports event.⁵⁵

April 2023 Update to Governance Regarding Official Visits

The council adopted new recruiting rules for official and unofficial visits. Moving forward, prospects will no longer have a limit to the number of official visits they can make to NCAA member schools. Prospects will be limited to one official visit per school, unless there is a head coaching change after an official visit, in which case prospects would be able to complete a second official visit to the same school.



Am I going to fit well with this coach? Am I going to fit in well with these players? And is this somewhere where I can play?... Kids are going to schools and they're realizing their opportunities are limited within this team. And the coach is not going to give them the opportunity that they had promised or that they had said when they were recruited...

And so they're going to leave and go and find that opportunity elsewhere and I think you can save yourself a lot of time and energy if before you made a decision to go to a school that you were like, okay, well I want to go somewhere where I can play right away. And you know, I want to go somewhere where I can be challenged.

-- Ryan McCormick, St. John's ('14), Korn Ferry Tour Pro

For young people considering where to go to college, visits to campus – both official and unofficial – are an integral part of the decision-making process. This was an opportunity to modernize NCAA rules in a way that provides greater and more meaningful opportunities for prospects going through the recruitment process.

Official visits may last no longer than a two-night stay, during which schools will be permitted to cover travel costs, transportation, meals and reasonable entertainment for up to two family members accompanying a prospect on that visit.⁵⁶

In the fall of senior year try to schedule visits to the top five colleges and/or universities of your choice. These can either be official (paid for by the college and/or university) or unofficial visit (paid for on your own) visits.

Saddlebrook students are given a total of five excused absences to visit colleges during junior and senior years - two of these days may be used in the junior year or all five can be used in the senior year. All absences need to be approved in advance by the School Headmaster and students will need to submit the standard goldenrod form.

Students may make unlimited unofficial visits to any college and/or university. Before making any visits, be sure that the college and/or university has a record of your most recent test scores (ACT and/or SAT) on file. Remember, college or university coaches are trying to sell their program and themselves. Try to look at the whole picture. The athletic (tennis and/or golf) experience will only be one portion of your college or university experience.

When you visit a college and/or university, you must be prepared. You should have already (at the very least) read about the college or university, the athletic program (tennis and/or golf), and the coach. Prepare a list of questions that you have.

During the visit do not be afraid to ask the coach relevant questions. Some examples include:

- Can you describe a typical practice session/day?
- The facility itself is there indoor and outdoor available?
- The schedule full fall and spring schedule available?
- Are the practice facilities on-campus? If not, how much time do we spend traveling to them? Do I need my own transportation?
- How far do you usually travel to matches or tournaments?
- What means of transportation is used (van, bus, airplane?)
- Will the coach work with players individually?
- Does the college or university allow players to play non-collegiate tournaments during the school year? If so, who pays?
- What sport equipment does the school supply?
- If a scholarship is being offered, what all does it include? Be specific.
- Will I be able to play in the starting line-up on this team?
- Will I be redshirted?
- If I need a fifth year, will you finance it?
- What happens to my scholarship if I am injured or ineligible?
- Who do I see if I have academic issues?
- Has drug abuse been an issue at your school or in the athletic program?
- Are all injuries handled by the athletic department's insurance?
- If injured, may I use my family doctor? Who determines my fitness to compete after an injury?
- What is expected of players in the off-season?

Ask the players on the team questions including:

- What does your daily schedule look like in-season and in the off-season?
- Approximately how many hours a day do you study?
- What generally are the attitudes of professors towards athletes?
- Are there any majors they try to steer athletes away from?
- How do you like the living arrangements?
- Are academic advisors available?
- Are the coaches available to help with academic issues?

During your visit, be sure to present an image that the coach is looking for. Dress appropriately, listen when the coach speaks, and speak up when it is your turn to talk. All coaches are looking for "team players" - they want to know that you can get along with others, and make good choices that would influence, in a positive manner, the success of the team as a whole.

Other suggestions for your official visits:

- Spend the night in a residence hall and sit in on several classes.
- Pick up a copy of the latest campus newspaper.
- Read the course catalog and check out the list of faculty, their degrees, and the courses they teach.
- Meet a coach if you are interested in a sport.
- Meet the head of an activity/interest you want to pursue in college.
- Find a professor and get his/her perspective.
- Go to the financial aid office and ask questions.
- Find out about the quality of the career services office.
- Take pictures to create a visual record of campus.
- Write down who your tour guide was it can help later to recall parts of the campus and experiences.

- Write down highlights or low points of the visit.
- What residence hall did you visit? Would you want to live there? What other residence halls did you learn about? Write these things down.
- Write down what you would tell your friends if they were planning to visit here.
- Record your thoughts on being a student at this school. How did walking around campus make you feel?
- Develop your own rating system Is this a 1-star school, 2-star, etc.?

Offers and Commitments

A verbal commitment happens when a college-bound student-athlete verbally agrees to play sports for a college before he or she signs or is eligible to sign a National Letter of Intent. The commitment is not binding on the student-athlete or the school and can be made or rescinded by either party at any time.⁵⁷

National Letters of Intent and the Division III Standard Celebratory Document

When a student-athlete officially commits to attend a Division I or II college, he or she signs a National Letter of Intent, agreeing to attend that school for one academic year.

A National Letter of Intent is signed by a college-bound student-athlete agreeing to attend a Division I or II college for one academic year. Participating colleges agree to provide financial aid for one academic year to the student-athlete as long as the student-athlete is admitted to the school and is eligible for financial aid under NCAA rules. Other forms of financial aid do not guarantee the student-athlete financial aid.

The National Letter of Intent is voluntary and not required for a student-athlete to receive financial aid or participate in sports.

Signing a National Letter of Intent ends the recruiting process because participating schools are prohibited from recruiting student-athletes who have already signed letters with other participating schools.

A student-athlete who signs a National Letter of Intent but decides to attend another college may request a release from his or her contract with the school. If a student-athlete signs a National Letter of Intent with one school but attends a different school, he or she loses one full year of eligibility and must complete a full academic year at the new school before being eligible to compete.

Division III institutions are permitted to use a standard, NCAA provided, non-binding celebratory signing form. A college-bound student-athlete is permitted to sign the celebratory signing form at any point, including high school signing events, after the student-athlete has been accepted to the institution. Institutions should keep in mind, however, that they are not permitted to publicize a student-athlete's commitment to the institution until the student-athlete has submitted a financial deposit.⁵⁸

Saddlebrook Prep performs two signing ceremonies each academic year - the first takes place on National Signing Day in November (the first or second Wednesday of the month) and a second ceremony is held in late April or early May. Students may sign their National Letters of Intent prior to the second ceremony - a facsimile of the NLI will be signed at the ceremony.



College Applications

An offer by a coach and a signed NLI do not constitute acceptance to a school.

ALL STUDENTS MUST APPLY TO THE SCHOOL and be accepted by the admissions office.

Much like each student, colleges and universities desire to succeed. Their success is measured by how well they recruit, admit, retain, and graduate students who are an appropriate match for their academic offerings. Just as each student has unique qualities and characteristics, each college or university is special and different in some way. First and foremost, colleges are looking for students who will thrive in their environment. Similarly, each student should look for an institution where they truly fit academically, socially, athletically, artistically, or accordingly to whatever dimension is important.

Indeed, it is no secret and no surprise that most colleges and universities place a high emphasis on academic ability. They weigh a student's performance in high school most heavily because this is the strongest predictor of academic success in college. Admissions committees will look for rank in class, the type of curriculum (academic and college preparatory vs. vocational and activity-oriented), the depth of courses taken by the applicant (honors, accelerated, advanced vs. remedial), and the overall pattern of grades.

A high school transcript communicates a wealth of information about a particular student, but a thoughtful letter of recommendation can help an admissions committee see the whole person. A number of colleges ask applicants for letters of recommendation to assist them make decisions when many candidates have similar academic credentials.

Many admissions committees like to see evidence of a student's writing ability and may require an essay. A thoughtful and well-prepared essay provides the college with an impression of the student as a unique individual - in other words it goes beyond just the raw numbers listed on the applicant's transcript. Students need to be aware that colleges do look at the little (often overlooked) details, such as the neatness and accuracy of the essay or paper application and the student's ability to follow instructions.

The results of a standardized college entrance examination, such as the SAT or ACT, are often considered by college admissions officers, in conjunction with the candidate's other credentials as the school makes its decisions. Highly selective colleges may also require that the student take Advanced Placement (AP) examinations, as well.

What do colleges really want? They want to make admissions decisions that result in a win-win situation. They want to select the students who have the best chance of succeeding in order that both the school and the student thrives.

Prepping for Applications

College or University applications can seem overwhelming at first glance for students entering their senior year in high school. What needs to be done, and when? Use this calendar to obtain a bird's eye view of the college or university application process.

Narrow your list of colleges to between five and ten. Then begin to eliminate and narrow your selection to the top-five colleges or universities that satisfy your geographic, demographic, academic, athletic, and financial requirements. Please note that although you may have a desire to attend certain colleges or universities, you must satisfy their own individual admission requirements. You must do the research on each of the top-five colleges or universities you have selected, prior to beginning the first stage of applying for admissions.

Please note the deadlines for Early Decision, Early Action, and Regular Registration for each college or university.

Make a master calendar or college application checklist and note:

- Test dates, fees, and deadlines
- College application due dates
- Required financial aid applications and their deadlines

- Recommendations, transcripts, and other necessary materials
- Your high school's deadlines for application requests

Ask for recommendations from teachers, coaches, employers, and community leaders. When writing application essays ask teachers, coaches, parents, and friends to read first drafts.

In some cases, applying to a school earlier in the academic year may increase the chance that student will be admitted.

Types of College Admissions

Early Decision

A student applying Early Decision is committing to attend that school if he/she is accepted. There are two primary advantages to early decision applications:

- borderline students have a greater chance of being accepted to the school because the student has already made a commitment to attend
- the college applications process is complete early in the senior year, usually by December or January, leaving the student (and families) with less stress

Application deadlines for Early Decision are usually November 1 or November 15 - check with each school for their deadlines.

Early Action

Students applying Early Action are not committed to attend that school if accepted. The advantages still include a better chance of acceptance and completing the applications process early in the year, but this method leaves wiggle room in case the student decides to attend another college.

Regular Decision

This is the process whereby a college accepts applications from prospective students and delays the admission decision until all applications from the entire applicant pool have been received. Decision letters are mailed to applicants, all at once, traditionally in March or April. The most selective colleges mail their decision letters in early to mid-April.

Rolling Admissions

Colleges with Rolling Admissions evaluate student applications as they are received rather than waiting for the final deadline to begin the review and admissions process. Generally, the earlier an application is submitted the better the chance that student has to be accepted.

Deferred Admission

Students who have alternate plans for the year following high school may apply to many colleges for deferred admission. The application process and timetable remain the same as for regular admission, but students should indicate that they do not intend to matriculate until the following year. An explanation of how the student plans to spend the year and the benefits the student expects to derive from it is usually required by the college.

Open Enrollment

Students who meet a college's stated admissions requirements are automatically admitted to that school. This is most common in community colleges.

Wait List

The process used by selective colleges who do not initially offer or deny admission, but extend the possibility of admission to a later date (usually late May through July). Students should accept another college's offer since waiting list acceptances are very inconsistent. (Discuss all wait list situations with a counselor. Second semester grades and method of reply can be critical to your acceptance.)

Applying Through the School

Many universities have created online portals for undergraduate admissions. Search for the school and online application, especially if any of your schools are not on the Common Application.

The Common Application (Common App)

Each year, more than 1 million students apply to more than 1,000 Common App member colleges worldwide through the online college application platform. Learn more about applying through the first-year application by following the step-by-step guide below.

- Gather Materials
 - High school transcripts
 - List of activities
 - Test scores and dates of entrance exams
 - Parent/legal guardian information
 - Academic honors and achievements
- Create an Account
- Add Colleges
- Collaborate with Counselors and Teachers
 - Designate Saddlebrook Prep's Head of School as the counselor and the College Advisor as your advisor.
 Add any teachers that are willing to write a letter of recommendation (be sure to speak with the teacher before adding them).
- Check for Additional Requirements from Chosen Schools
 - Deadlines
 - Application fees
 - Personal essay
 - Courses and grades
 - Test policy
 - Portfolio
 - Writing supplementals
 - Recommendations
- Plan Essays
- Review and Submit Application⁵⁹

The Student Self-Reported Academic Record (SAAR)

The SSAR allows students to self-report courses and grades that have been completed, or will be attempted (e.g., senior year courses in-progress), for high school credit.⁶⁰

College Essays

Most selective colleges require you to submit an essay or personal statement as part of your application.

It may sound like a chore, and it will certainly take a substantial amount of work. But it's also a unique opportunity that can make a difference at decision time. Admissions committees put the most weight on your high school grades and your test scores. However, selective colleges receive applications from many worthy students with similar scores and grades—too many to admit. So they use your essay, along with your letters of recommendation and extracurricular activities, to find out what sets you apart from the other talented candidates.

So what does set you apart?

You have a unique background, interests and personality. This is your chance to tell your story (or at least part of it). The best way to tell your story is to write a personal, thoughtful essay about something that has meaning for you. Be honest and genuine, and your unique qualities will shine through.

Admissions officers have to read an unbelievable number of college essays, most of which are forgettable. Many students try to sound smart rather than sounding like themselves. Others write about a subject that they don't care about, but that they think will impress admissions officers.

You don't need to have started your own business or have spent the summer hiking the Appalachian Trail. Colleges are simply looking for thoughtful, motivated students who will add something to the first-year class.

Tips for a Stellar College Application Essay

- 1. Write about something that's important to you. It could be an experience, a person, a book–anything that has had an impact on your life.
- 2. Don't just recount-reflect! Anyone can write about how they won the big game or the summer they spent in Rome. When recalling these events, you need to give more than the play-by-play or itinerary. Describe what you learned from the experience and how it changed you.
- 3. Being funny is tough. A student who can make an admissions officer laugh never gets lost in the shuffle. But beware. What you think is funny and what an adult working in a college thinks is funny are probably different. We caution against one-liners, limericks and anything off-color.
- 4. Start early and write several drafts. Set it aside for a few days and read it again. Put yourself in the shoes of an admissions officer: Is the essay interesting? Do the ideas flow logically? Does it reveal something about the applicant? Is it written in the applicant's own voice?
- 5. No repeats. What you write in your application essay or personal statement should not contradict any other part of your application-nor should it repeat it. This isn't the place to list your awards or discuss your grades or test scores.
- 6. Answer the question being asked. Don't reuse an answer to a similar question from another application.
- 7. Have at least one other person edit your essay. A teacher or college counselor is your best resource. And before you send it off, check, check again, and then triple check to make sure your essay is free of spelling or grammar errors.⁶¹

Financial Statements and Financial Aid

Free Application for Student Financial Aid (FAFSA)

Creating an Account

We strongly recommend you create your account before starting your FAFSA form. Your account username and password combination, called your FSA ID, gives you access to certain information online and allows you to sign your FAFSA® form and promissory notes electronically. While you can get your FSA ID as you're completing the FAFSA form online, getting it ahead of time and using it to fill out the FAFSA form on fafsa.gov cuts down on errors and delays. Find out how to get an FSA ID and what to do if you forget your FSA ID.

Important note: If you're a dependent student, one of your parents whose information is reported on the FAFSA form will also need an FSA ID so that your parent can sign your application electronically. If your parent doesn't have a Social Security number (SSN), your parent won't be able to create an FSA ID (which requires an SSN). This means you'll have to select the option to print a signature page when you get to the end of your FAFSA form on fafsa.gov.

Gathering the Documents Needed to Apply

The FAFSA questions ask for information about you (your name, date of birth, address, etc.) and about your financial situation. Depending on your circumstances (for instance, whether you're a U.S. citizen or what tax form you used), you might need the following information or documents as you fill out the FAFSA application:

- Your Social Security number (it's important that you enter it correctly on the FAFSA form!)
- Your parents' Social Security numbers if you are a dependent student
- Your driver's license number if you have one
- Your Alien Registration number if you are not a U.S. citizen
- Federal tax information, tax documents, or tax returns, including IRS W-2 information, for you (and your spouse, if you are married), and for your parents if you are a dependent student:
- IRS Form1040

- Foreign tax return or IRS Form 1040-NR
- Tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federated States of Micronesia, or Palau
- Records of your untaxed income, such as child support received, interest income, and veterans noneducation benefits, for you, and for your parents if you are a dependent student
- Information on cash; savings and checking account balances; investments, including stocks and bonds and real estate (but not including the home in which you live); and business and farm assets for you and for your parents if you are a dependent student⁶²

The Florida Bright Futures Scholarship Program

In 1997, the Florida Legislature created the Florida Bright Futures Scholarship Program. Students must complete required high school coursework, and meet minimum grade point average, test score and community service requirements to earn a Bright Futures award.⁶³

Florida high school students who wish to qualify for the Florida Academic Scholars (FAS) award or the Florida Medallion Scholars (FMS) award must meet the following initial eligibility requirements:

- Graduate high school from a Florida public high school with a standard Florida high school diploma (high school graduation requirements), graduate from a registered Florida
- Department of Education private high school, earn a GED, complete a home education program, or graduate from a non-Florida high school if specific conditions are met (see the Out-of-State (OOS) guide referenced here for additional details - OOS);
- Complete the required high school coursework;
- Achieve the required minimum high school grade point average (GPA);
- Achieve the required minimum score on either the ACT® or SAT® college entrance exam by June 30 of high school graduation year;
- Complete the required number of volunteer service or 100 paid work hours; and
- Submit an FFAA no later than August 31 after high school graduation.

Florida Bright Futures Scholarship Program							
Туре	16 Course Credits	HS Weighted GPA	ACT/SAT Scores	Volunteer or Paid Work Hours			
FAS 100%	4 - English (3 with substantial writing) 4 - Math (at or above Algebra I)	3.50	29/1340	100/100			
FMS 75%	3 - Natural Science (2 with substantial lab) 3 - Social Sciences 2 - World Language (sequential, same lang.)	3.00	25/1210	75/100			

Florida Office of Financial Aid

Those looking to apply for scholarships and grants from the state of Florida should create an account and fill out the Florida Financial Aid Application. The state offers the following grants and scholarships:

- The Florida Law Enforcement Reimbursement Program
- Benacquisto Scholarship Program
- Bright Futures Scholarship
- Effective Access to Student Education
- First Generation Matching Grant
- Florida Farmworker Student Scholarship
- Florida Law Enforcement Academy Scholarship

- Florida Student Assistance Grant
- Florida Work Experience Program
- Honorably Discharged Graduate Assistance Program
- Jose Marti Scholarship Challenge Grant
- Mary McLeod Bethune Scholarship
- Minority Teacher Education Scholarship
- Randolph Bracy Ocoee Scholarship Program
- Rosewood Family Scholarship
- Scholarships for Children and Spouses of Deceased or Disabled Veterans⁶⁴

Residency for In-State Tuition

Your initial residency classification is normally determined by the school's office of admissions upon application to the university. Failure to provide all relevant information and required documentation in the residency section of the admission application could result in additional tuition fees.

The claimant must provide two or more of the following documents in support of their residency claim in the state of Florida. At least one of the following documents, with an issue date twelve months prior to the term of admission, must be submitted:

- Florida voter's registration card
- Florida driver's license
- Florida State identification card
- Florida vehicle registration
- Proof of permanent home in Florida occupied as the claimants primary residence
- Proof of homestead exemption in Florida
- Official transcripts from a Florida high school for multiple years, if the Florida high school diploma or GED was earned within the last 12 months
- Proof of permanent full-time employment in Florida for at least 30 hours per week for a 12-month period

These documents may be used in conjunction with one of the required documents listed above:

- A declaration of domicile in Florida in accordance with s.222.17, Florida Statutes
- Florida professional or occupational license
- Florida incorporation
- Document evidencing verifiable family ties to a Florida resident
- Proof of membership in a Florida-based charitable or professional organization
- Any other documentation that supports your request for resident status
- Utility bills and proof of 12 consecutive months of payments
- Lease agreement and proof of 12 consecutive months of payments
- Official state, federal or court document evidencing legal ties to Florida⁶⁵

Check your state's residency requirements to determine eligibility for in-state tuition.



NCAA Final Amateur Certification

A college-bound student-athlete must request final amateurism certification before the NCAA Eligibility Center can process the student's final certification decision.

Enrolling for the first time at an NCAA Division I or II school in the fall semester? Request your final amateurism certification on or after April 1 before that semester.

Enrolling for the first time at an NCAA Division I or II school in the winter/spring semester? Request your final amateurism certification on or after October 1 before that semester.

Are you an international student-athlete enrolling for the first time at a Division III school? Request your final amateurism certification on or after April 1 (fall enrollment) or October 1 (winter/spring enrollment).

Remember: Only Certification accounts can request final amateurism certification.

If you are being actively recruited by an NCAA school and have a Profile Page account, transition it to the best Certification account.

Steps to Request Your Final Amateurism Certification:

- 1. Log in at eligibilitycenter.org to view your dashboard.
 - a. On your laptop/tablet? Select Dashboard from the menu on the left-hand side of the screen.
 - b. On your phone? Scroll to the bottom and click Return to Dashboard.
- 2. Check your progress on your Dashboard. The first Account Creation circle must be complete prior to requesting your final amateurism certification.
- 3. Ensure all sports-participation questions are up-to-date and answered, your NCAA enrollment period accurately reflects your first full-time enrollment at any NCAA school, and all amateurism-related tasks are completed.
 - a. You may have tasks open in the second Send Transcripts circle and still request your final amateurism certification.
 - b. Your enrollment period can be updated at any time. To update this field, select Account Settings from the menu and continue to the Basic Information screen, where high school graduation and college enrollment dates are editable on the second page.
- 4. In the third box on your Dashboard, select the green "Submit Request Now" button.
- 5. Select each sport for which you want to request your final amateurism certification.
- 6. You may request your final amateurism certification even if you are not being recruited by an NCAA school. However, the Eligibility Center may wait to begin your certification until after an NCAA school adds you to their institutional request list. Please provide the school(s) recruiting you with your NCAA ID.⁶⁶

Communicating with Your School

Once a student has received their acceptance letter, they will begin to receive important communications from their school. Be sure to check any and all email accounts, as well as all inboxes and junk mail folders within those accounts for these communications.

The first deposit to secure a spot at the school is usually due around the first of May, so make sure to check for communications and keep up with deadlines.

First Year Student Portals

All new students will need to create an account for their school's student portals. In the portals students will find information regarding fees, housing, meal plans, and more than likely information regarding first-year orientation. Create the account and write down the password and keep it in a secure place for safe-keeping.

Immunizations and Health Insurance

All colleges and universities require a record of immunizations prior to allowing students on campus. The most common immunizations needed at US colleges and universities include:

- Measles, Mumps, and Rubella (MMR)
- Hepatitis B
- Tetanus
- Tuberculosis

Some schools may also require proof of vaccination for Covid-19 or Meningitis.

Reach out to your parents or family physicians for these records and submit them to the university prior to the deadline.

It may also be necessary to purchase health insurance. Many schools offer low-cost insurance policies to their students. American students may be able to use their parents' health insurance. International students should check to see if there are any special requirements.

Placement Tests

After you've been accepted by a college, you may need to take placement tests. Placement tests are used to determine the academic skills of entering students. Based on the test results, the students will be placed in the classes that best match their current skills. Low test scores may mean taking developmental courses to improve your academic skills.

Placement tests measure skills you've already learned in high school, so taking them doesn't require much preparation. To get ready for these tests, you can do the following:

- First, check with an admissions officer at your college to find out if you have to take a placement test.
- If so, find out what subjects the test will cover.
- Ask the admissions officer what you can do to get ready. Or check the college website for information about the test and ways to prepare for it.
- It's also wise to practice with sample placement exams before the test. For better preparation, try simulating
 the real testing experience by not using calculators or other resources to complete the practice exams.⁶⁷

Generally, the courses in a normal math track consist of:

- Remedial Algebra (non-credit course)
- Intermediate Algebra
- College Algebra and Trigonometry
- Calculus I
- Calculus II
- Calculus III

Most students will be required to take at least two math courses in college.

Housing and Meal Plans

Housing

The transition to college - which for many students is their first time living on their own - can be stressful. To ease that adjustment and build a sense of belonging, many colleges require first-year students to live on campus. But living on campus is not just reserved for first-year students. There are also plenty of campus options for upperclassmen. Here's what to know about living on campus. When imagining college housing, the first thought that comes to mind is likely residence halls with single, double or triple rooms and shared hall bathrooms. But at many colleges, on-campus living options have expanded to include Jack-and-Jill style rooms (two rooms connected by a bathroom), suites with private rooms and a shared living room and kitchenette, apartment style housing and even small townhouses.

"In general, an on-campus residential experience provides students with greater structure, support, and connection to the campus community," Brenda Ice, senior associate dean and senior director of residential life at Brown University in Rhode Island, wrote in an email. "Residential staff provide education and engagement through programs and activities, and operational services such as utilities, custodial, and maintenance are included in the room rate."

Students who live off campus, on the other hand, "need to be prepared to independently manage their lease, monthly bills, and relationships with landlords, roommates, and neighbors."

Costs vary, but some colleges charge a single rate for all on-campus housing. For off-campus housing, costs are dependent on location, size of unit and amenities.

The housing selection process looks different at each campus. Some colleges have first-year students rank their preferences for residence halls as part of the housing application. Others allow both first-year students and upperclassmen to select their own rooms. Colleges often have a lottery system in which students are assigned a time slot during which they select from the available housing. Many schools also have living-learning communities, where freshmen and beyond can apply to live. These themed residential communities give students the option to live with peers who share similar academic interests, identities or passions. Living-learning community participants were up to three times more likely than other campus residents to meet with faculty, attend class, see an advisor or use academic support services, according to a 2021 Association of College & University Housing Officers—International report. Generally, colleges send out a roommate questionnaire to first-year students as part of the housing selection process, which asks questions about sleep and cleanliness habits. Students are then matched with others based on their responses. As for older students, it may be tempting to live with friends, but it's also important to think about compatibility.

To keep students safe, university housing typically has restricted access and requires residents to scan their student ID to enter the building. Experts also advise students to take extra safety precautions by keeping their rooms locked, especially at night.

Many colleges have cameras posted around campus and in buildings. Resident assistants, as well as other residence life staff members, and campus police officers are available to provide support for students in case of an emergency. ⁶⁸

Meal Plans

Some college dining halls lack variety, serving iterations of the same meal every day. Others serve restaurant-quality food, with made-to-order omelet stations, global cuisine options and themed dinner events. No matter the selection, the dining hall can be a place of community on campus. But it does come with a price tag. The cost of a meal plan for an academic year usually ranges between \$3,000 and \$5,500, with the most expensive plans reaching upwards of \$9,000, experts say.

College meal plans are pre-paid accounts that provide students with access to dining services on campus. Depending on the selected plan, students are given a set number of swipes per week to use at dining halls or other food vendors on or near campus.

Schools typically require residential students to purchase a meal plan, especially first-year students, as kitchen space is limited in dormitory common rooms.

A meal plan offers a fast dining solution for students who want to avoid cooking or buying groceries.

Costs vary based on the type of plan and location of the school.

For instance, at Texas State - which requires residential students to purchase an on-campus meal plan - prices for the 2021-2022 school year start at \$1,355 and go up to \$2,145 a semester, depending on the plan. The most expensive option includes unlimited meal swipes and \$500 in dining dollars, which can be used for food options outside the dining halls.

At Syracuse University in New York, prices are almost twice as high, with unlimited meal plans ranging between \$4,135 and \$4,335 per semester, according to its website.

Meal plans, alongside tuition and housing, are considered part of the total cost of attendance at a university or college. These fees can be significantly reduced or covered under financial aid. To qualify, a student must first fill out the Free Application for Federal Student Aid, or FAFSA.

Though a school might have specific requirements, choosing a meal plan is usually the responsibility of students and their families. But plans can be assigned if a student fails to pick one before the school's deadline.

Meal plan selections are not permanent. Students can often downgrade or upgrade their plans up until a certain date each semester.

Before selecting a meal plan, students should consider factors such as the school's rollover policies and their own dietary restrictions and sleep habits.

Higher meal plans come with perks such as unlimited access to dining halls, extra guest passes and additional swipes to other food vendors on campus. But if not budgeted correctly, there's also a risk of being left with extra meals or dollars at the end of the semester or year.

Some meal plans roll over from the fall to spring semester but not to another academic year. Others don't roll over at all and are nonrefundable except under certain circumstances such as a leave of absence or withdrawal from the university.

To avoid being left with unused meals, some students stock up on nonperishable foods at the end of the semester. Another option is to donate meal swipes.

A student should refer to their own sleep habits and class schedule to determine how many meals a week they need.

Students who wake up early or spend the majority of the day on campus could require more meals than those who sleep in late, for example.

At many dining halls food is served in a buffet, where cross-contamination is possible. This can make it difficult for students with dietary restrictions or severe allergies.

Before selecting a meal plan or eating at a dining hall for the first time, experts suggest reaching out to the dining hall staff or school nutritionist to find safe food options. A meal plan at Emory University in Georgia, for instance, offers kosher lunches and dinners.⁶⁹

Computing Requirements

The following is the General computing requirement for USF:

PC/Laptop that is preferably less than 5 years old and meets the minimum specifications:

- Processor: current generation of Intel Core Series (i3, i5, i7, i9) or AMD Ryzen equivalent
- Memory: 8GB RAM
- Storage: 256GB
- Camera, Microphone, and Speakers
- Wireless connectivity (WiFi)
- Windows 10 or Mac OS X

Please Note: Individual colleges and programs may have their own requirements. ⁷⁰ Check with your school and department to determine if you need to upgrade hard drive capacity, the processor, or the graphics card and if you'll need any additional software for your degree program.

Complete Financial Aid Forms

The Free Application for Federal Student Aid (FAFSA) allows you to be automatically considered for federal, state, and institutional financial aid programs based on your dependency status and Expected Family Contribution (EFC). Use the IRS Data Retrieval Tool (DRT) to transfer your federal tax data directly to your FAFSA. If you are completing the 2022-2023 FAFSA, use the DRT to transfer your (& parents) 2020 tax data to your FAFSA. The FAFSA is free - there is no

charge to apply for financial aid. Beware of sites advertising services to help you apply for financial aid for a fee. If you use one of these services, you will be providing personal information to a non-government agency.⁷¹

The information you provide on the FAFSA is used by the Department of Education in a formula to determine Your Expected Family Contribution (EFC). The EFC is the approximate amount you and your family should be able to help pay your educational costs.

The FAFSA information and EFC are sent to the Office of Financial Aid to determine your financial need for need based financial aid programs. OFA determines your Cost of Attendance (COA) for the semesters you will be attending USF. Your COA minus your EFC determines your Financial Need.

OFA uses your financial need to award you need based financial aid funds (excluding Federal Direct Unsubsidized, PLUS and/or GradPLUS loans) for the school year.

Your EFC should be displayed in your FAFSA once it is completed. Follow the steps in the video below to see an example of where it is located.⁷²

Athletes should check with the NCAA and their compliance office to ensure other scholarships or forms of financial aid will not affect their eligibility.

A student may receive financial aid from the following sources:

- Parent and Legal Guardians;
- Prepaid College Tuition Plans;
- Outside aid awarded solely on the basis of having no relationship to athletic ability;
- Outside aid awarded where athletics participation is not a major criterion;
- Outside aid awarded where athletic participation is a major criterion, provided the value of the award or in combination with other athletically related financial aid does not exceed the value of a full grant-in-aid or the value of the award in combination with non-athletically related aid shall not exceed the student's cost of attendance. If the recipient is recruited, he/she is considered a counter and the amount is applied to the maximum award limitations for the sport in question.

In all cases, recipients will receive a written statement of the amount, duration, conditions and terms of the athletic award. This award will come from the financial aid office with the director of financial aid and scholarships and athletic director's signature authorizing the award.

Per NCAA rules Academic Honor Awards are defined as those that are part of the institution's normal arrangements for academic scholarships, and are not countable against team limits. The following criteria apply:

- The award is based solely on the recipient's high school record and awarded independently of athletics interest;
- The award amounts are consistent with the pattern of all other such awards made by the institution;
- The recipient was ranked in the upper 10% of the high school graduating class or achieved a cumulative GPA of at least 3.5 or a minimum ACT score of 105 or minimum SAT score of 1200 (critical reading and math).

The Renewal of an academic honor award is exempt from counting against team limits provided:

- The recipient achieves a cumulative GPA of at least 3.0 at the institution;
- The recipient meets all NCAA, conference and institutional progress toward degree requirements. This is an award for a continuing student and must meet the following criteria:
- The award or grant is a standing scholarship or established research grant;
- The basis for the award is due to the candidate's academic record at the institution;
- The candidate is competing among other students of a particular class or college to receive the award. 73

Prior to high school graduation, college-bound students should reach out to their financial aid office to determine if they are eligible for additional awards.



Orientation

Stepping onto a college campus for the first time as an incoming freshman or transfer student can be overwhelming, especially with numerous buildings to navigate and new faces to meet.

To ease the adjustment, colleges and universities offer orientation, which helps students learn more about college life and campus traditions.

Orientation looks different at each school. But in most cases, it's a way to introduce incoming students to campus.

It can last anywhere from one day to a week, experts say. Some schools offer a two-part orientation session, with one taking place in the early months of summer and the other scheduled days before classes start. Others request that incoming freshmen move in early, before upperclassmen arrive on campus.

Students meet with orientation peer leaders in small groups. Transfer students are typically placed in separate groups or have orientation on a different day than incoming freshmen.

There are numerous different sessions throughout the day, with orientation leaders answering questions and leading tours of residence halls and classrooms. Students have the chance to meet faculty and staff members as well as their academic adviser to discuss a potential major and register for classes.

Additionally, there might be information sessions around campus safety, technology, academic resources, student support services and available clubs or intramural sports.

Rather than connect with peers solely on social media over the summer, experts suggest taking advantage of the opportunities for in-person interaction at orientation.

Not only is there new student orientation, but there are also sessions for families to attend to provide more information about the school. This may include a discussion with the school's administration and a meet-and-greet for parents.

Student orientation is mandatory at many colleges. Although that's not always the case, skipping could inhibit your ability to sign up for classes.

There are exceptions, so experts advise students to contact the school if they have extenuating circumstances. Some schools may offer an online version of orientation as a replacement.

Many schools offer several dates throughout the summer. Select a date that works best for you and register online. Note that there is sometimes a cost to cover food and housing, especially for orientations that include an overnight.

Before the start of orientation, schools may require you to submit immunization records, a photo for a student identification card and documentation of transfer or dual credits.

Some orientations coincide with move-in dates, so students should bring everything they need for their dorm room. For overnight orientation dates throughout the summer, bring a photo ID along with a bag that includes clothes, toiletries and a towel. Many colleges post a list of items to pack on their website.

During orientation, a lot of information is thrown at students. But to ensure that all your needs are met - like how to access mental health services and who to talk to about classroom accommodations or dietary restrictions - make a list of potential questions to ask at orientation.

Consider some of the following questions:

- What kind of security methods are in place for entering residence halls and other sensitive areas?
- How does the school communicate with students in an emergency?
- How might the career services office help a freshman as compared with a senior?
- What is the student-to-adviser ratio?
- What first-year experiences are available on campus?
- What health insurance or health discount programs does the school's health center accept?
- How can I drop or add a class?
- What are my financial aid and tuition payment options?
- Are all dining options covered in the campus cafeteria?⁷⁴

Time Management and Class Schedules

Time Management

College can be a stressful time for many students and time management can be one of the most crucial – but tricky – skills to master.

Attending classes, studying for exams, making friends, and taking time to relax and decompress can quickly fill up your schedule. If you often find yourself wishing there were more hours in the day, this guide will offer time management tips for students so you can accomplish what you need to get done, have fun with your friends, and gain back some valuable time for yourself.

Create a Calendar

Don't be caught by surprise by an important paper due two days from now or a dinner with your family the same night you planned for a group study session. Create a calendar for yourself with all your upcoming deadlines, exams, social events, and other time commitments well in advance so you can see what's coming up.

Keep your calendar in a place where you can see it every day, such as in your planner or on your wall above your desk. If you prefer a digital calendar, check it first thing every day to keep those important events fresh and top-of-mind. For greater efficiency, make sure you can integrate it with your other tools, such as your email.

Digital calendar options include:

- Google Calendar
- Outlook Calendar
- Fantastical
- Calendly

Set Reminders

After you've created your calendar, give yourself periodic reminders to stay on track such as to complete a study guide in advance or schedule a meeting for a group project. Knowing deadlines is important; however, staying on top of the micro tasks involved in meeting those deadlines is just as important. You can set an alarm on your phone, write it down in a physical planner, or add an alert to your digital calendar. The reminders will help to prevent things from slipping through the cracks during particularly hectic days.

Make sure you've allotted enough time to study for that big test or write that final paper. Time management is all about setting yourself up for success in advance and giving yourself the tools to accomplish tasks with confidence.

Read our blogs, Your Guide to Conquering College Coursework and Top 10 Study Tips to Study Like a Harvard Student, for more suggestions.

Build a Personalized Schedule

Sample Weekly Schedule							
	M	Т	W	R	F	Weekends	
Early Morning Wake-Up-7:25			Week 0				
Period 1						Texas (Su@12)	Week 1
7:25-8:15 Period 2		@UCF (Su@5)	Week 2				
8:30-9:20 Period 3		USF (F@2) Mississippi State	Week 3				
9:35-10:25 Period 4	Clean-Up 10:00-10:30 Lunch 11:00-11:30					(Sa@2) FSU (R@5 in Lake Nona) USC (Sa@2 in Lake Nona) Stanford (Su@10 in Lake Nona)	Week 4
10:40-11:30 Period 5	PHH 2015	MAC 1140 DISC	PHH 2015	MAC 1140	PHH 2015	Kentucky (F@1 in Chicago) UNC (Sa@1 in Chicago) Baylor (Su@10 in Chicago)	Week 5
11:45-12:35 Period 6	ECO 2013		ECO 2013	MAC 1140	ECO 2013	@Mississippi State (R@4)	Week 6
12:50-1:40 Period 7	GLY 1000	Library	GLY 1000	Library	GLY 1000	@LSU (Sa@1) Alabama (Su@12) TCU (T@5)	Week 7
1:55-2:45 Period 8	Nap, Rest, Meditation 3:00-3:30					@Ole Miss (R@4) @Vandy (Sa@12)	Week 8
3:00-3:50 Period 9 4:05-4:55				GLY 1150 LAB		Arkansas (F@5) Auburn (Su@12)	Week 9
Period 10 5:10-6:00	Strength and Conditioning ~5:00-6:00					@Texas A&M (Sa@2)	Week 10
Period 11 6:15-7:05	Clean-Up ~6:00-6:30 Dinner 6:30-7:00				Eastern Kentucky (W@ 10 and 2) Tennessee (F@5) Georgia (Su@ 12)	Week 11	
E1 7:20-8:10	ECO 2013 SG	CLA 2100	Stud. Org 7:00-8:00	CLA 2100		UNF (T@S) Kentucky (F@S) @South Carolina (Su@1)	Week 12
E2 8:20-9:10		CLA 2100				SEC Tournament (W- Su in Auburn)	Week 13
E3 9:20-10:10						NCAA Tournament Rounds 1 and 2	Week 14
Late Night After Class-Bed						NCAA Tournament Sweet 16 and Elite 8	Week 15

Each person's day-to-day is different and unique to them, so make sure your schedule works for you. Once you've accounted for consistent commitments such as classes or your shifts at work, add in study sessions, extracurriculars, chores and errands, and social engagements.

Consider your personal rhythm. If you typically start your day energized, plan to study or accomplish chores then. If you fall into an afternoon slump, give yourself that time to take a guilt-free TV break or see friends.

Having a schedule that works for you will help maximize your time. Plus, knowing exactly when your laundry day is or when your intramural volleyball practice is every week will help you avoid trying to cram everything in one day.

Use Tools That Work For You

Just like your calendar and schedule, the tools you use to keep you organized should be the right fit for you. Some students prefer physical planners and paper, while some prefer going totally digital. Your calendar can help you with long-term planning, but most of these tools are best for prioritizing from day to day.

Explore what best suits your needs with some of the following suggestions:

Planners

Planners can help you keep track of long-term deadlines, such as important essay deadlines, upcoming exams, and appointments and meetings. They often provide a monthly overview each month, as well as day-to-day planning sections, so you can stay ahead.

- Papier Offers a 20% student discount
- Plum Paper
- Moleskine

Scheduling

If your schedule is jam-packed and you have trouble figuring out what to do and when, scheduling day by day-and sometimes even hour by hour-can help you slot in everything you need to do with less stress.

- Asana
- Trello
- Structured app

Note-Taking

From class to study sessions to errands, keeping track of everything can feel overwhelming. Keeping everything in one place, whether on the go or at your desk, can help keep you organized.

- Bullet journals
- Notion
- Evernote

Prioritize

Sometimes there really is too much to do with too little time. In these instances, take just a few minutes to evaluate your priorities. Consider which deadlines are most urgent, as well as how much energy you have.

If you are able to complete simple tasks first, try getting them out of the way before moving on to tasks that require a lot of focus. This can help to alleviate some of the pressure by checking a couple things off your to-do list without getting bogged down too early.

If you are struggling to fit everything in your schedule, consider what you can postpone or what you can simply say no to. Your friends will likely understand if you have to meet them for coffee another time in order to get in a final library session before a challenging exam.

Make Time to Have Fun – And For Yourself

Time management isn't just about getting work done. It's also about ensuring that you can put yourself and your mental wellbeing first. Consistently including time for yourself in your schedule helps to keep your mental health and your life in balance. It can also be helpful to have things to look forward to when going through stressful periods.

Whether it's going for a bike ride along the river, spending time with your friends and family, or simply sleeping in on a Sunday, knowing you have space to relax and do things you enjoy can provide better peace of mind.

Find Support

Preparation and organization can sometimes only get you so far. Luckily, you have plenty of people rooting for your success. Keep yourself and your classmates on task by finding an accountability partner or study buddies. Remind your roommates when you need extra space to work on a paper.

Your school's academic resource center is also there to support you and point you in the right direction if you need additional help. Getting-and staying-organized is a collaborative effort and no one can do it on their own.

Be Realistic and Flexible

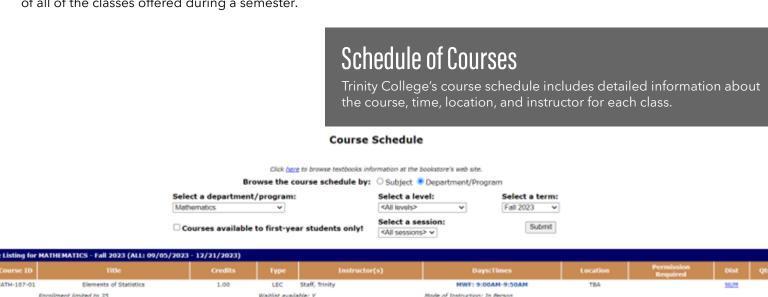
Sometimes unforeseen circumstances will come up or you simply may not be able to get to everything you set out to do in a given day. Be patient with yourself when things don't go exactly to plan. When building your calendar, schedule, and priorities list, be realistic about what you can accomplish and include buffer time if you're unsure. This can help to reduce obstacles and potential friction.

Time management isn't just about sticking to a rigid schedule-it's also about giving yourself space for change. 75

Class Schedules

Scheduling your college classes will most likely involve two documents, the first being your undergraduate catalog. The undergraduate catalog contains a list of all of the academic majors offered by a college, descriptions of the programs, and the requirements students must meet to graduate with a particular degree. The catalog may detail the exact courses that should be taken over eight semesters.

The second document (or webpage) is the schedule of courses. This document details the who, what, when, and where of all of the classes offered during a semester.



2250 MATH-107-01 Encollment limited to 35 Waitlist available: Y Made of Instruction: In Berson Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Literacy 101. Students who qualify or have credit for Mathematics 131 or 207 are not eligible to enroll in this or A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals, and hypothesis testing. This course is not open to students with credit for Mathematics 131 or above, or who have placed into Mathematics 207 on the Mathematic Placement Examination 1999 MATH-107-02 1.00 LEC Schneider, Jonathan Elements of Statistics HWF: 10:00AH-10:50AH NUM Enrollment limited to 35 Waitlist available: Y Made of Instruction: In Person Prerequisite: A satisfactory score on the Mathematics Placement Examination or a C- or better in Quantitative Liberacy 101. Students who qualify or have credit for Mathematics 131 or 207 are not eligible to enroll in this course NOTE: 9 seats reserved for first-year students. Judgment and Decision Making 1.00 LEC Mauro, David MWF: 10:00AH-10:50AH - 63 -Made of Instruction: In Pa

The process for scheduling classes is to look over the undergrad catalog to determine which courses you should take during that semester, then go into the schedule of courses and find the classes and times that best fit into your schedule. It is best to speak to an academic advisor to determine if you are hitting your critical tracking courses and keeping on schedule for graduation.

Name, Image, Likeness (NIL)

Following the Ed O'Bannon Name, Image, and Likeness case that went before the Supreme Court, individual states began passing NIL laws that allow college athletes to profit from their athletics. Because there is no federal legislation and all of the regulations governing NIL deals are at the state level, it is important to look into what is permissible in the state where you will attend college. Check with your school's NCAA compliance office before accepting any deals.

In Florida

The state of Florida updated its NIL legislation, pulling back on restrictions while allowing universities to provide additional entrepreneurial workshops to their players.

Florida Gov. Ron DeSantis signed HB 7B: Intercollegiate Athlete Compensation and Rights into law in early 2023.

Among the biggest changes: Schools, teams and coaches will be allowed to help facilitate deals for players. Under current NCAA rules, schools cannot pay players directly or use name, image and likeness deals as inducements for recruiting or retention.

The bill requires players to participate in two financial literacy, life skills and entrepreneurship workshops before they graduate.

In addition, agents who represent players in their NIL deals are required to protect them from unauthorized or exploitative use of their NIL or their right to publicity. Coaches and schools are not liable for any damages to a player's ability to earn NIL money as a result of their decisions.



Florida became one of the first states to sign NIL legislation into law in 2020, but because it was on the front end of NIL, legislators put in guardrails to help protect both universities and players from running up against NCAA rules.

In the views of many in the state, those guardrails ended up being too restrictive. Some states never passed NIL legislation, while others, such as Alabama, completely repealed their state laws and deferred to the guidance the NCAA has put forward.⁷⁶

NCAA Governance

Governance bodies in all three divisions today adopted a uniform interim policy suspending NCAA name, image and likeness rules for all incoming and current student-athletes in all sports.

The policy provides the following guidance to college athletes, recruits, their families and member schools:

Individuals can engage in NIL activities that are consistent with the law of the state where the school is located.
 Colleges and universities may be a resource for state law questions.

- College athletes who attend a school in a state without an NIL law can engage in this type of activity without violating NCAA rules related to name, image and likeness.
- Individuals can use a professional services provider for NIL activities.
- Student-athletes should report NIL activities consistent with state law or school and conference requirements to their school.

While opening name, image and likeness opportunities to student-athletes, the policy in all three divisions preserves the commitment to avoid pay-for-play and improper inducements tied to choosing to attend a particular school. Those rules remain in effect.

"The new policy preserves the fact college sports are not pay-for-play," said Division II Presidents Council chair Sandra Jordan, chancellor at the University of South Carolina Aiken. "It also reinforces key principles of fairness and integrity across the NCAA and maintains rules prohibiting improper recruiting inducements. It's important any new rules maintain these principles."

Division III Presidents Council chair Fayneese Miller, president at Hamline, said the Association will continue to work with Congress to develop a national law that will help colleges and universities, student-athletes and their families better navigate the name, image and likeness landscape.

"The new interim policy provides college athletes and their families some sense of clarity around name, image and likeness, but we are committed to doing more," Miller said. "We need to continue working with Congress for a more permanent solution."

The temporary policy will remain in place until federal legislation or new NCAA rules are adopted. With the NIL interim policy, schools and conferences may choose to adopt their own additional policies.⁷⁷

Athletics Opportunities Outside of Varsity Sports

Club Sports

Golf

Club golf is competitive non-varsity golf in college. Similar to other club sports, such as club baseball or club Quidditch, club golf teams compete regionally and nationally against other colleges under the direction of a national governing body.

The National Collegiate Club Golf Association (NCCGA) is the governing body for collegiate club golf. NCCGA helps colleges start, maintain, and facilitate club golf tournaments regionally and nationally.

The NCCGA operates two or three tournaments each semester in every NCCGA region. The two tournaments are 36-hole team stroke play events (typically 18-holes Saturday afternoon and 18-holes Sunday morning).

Each team brings 5-8 players and the top 5 scores from each day compose the team score. At the end of both rounds, the top teams and individuals are awarded trophies for their performances.

Students play in foursomes (two students from each school).

A big benefit of playing club golf versus varsity is the low level of commitment. The NCCGA runs two or three regional tournaments each semester and then a National Championship for qualifying teams and individuals. Each tournament is a Saturday-Sunday event meaning almost all competing teams miss no class time.

The weekly schedule for a club team differs from club-to-club, but most teams do not have mandatory practices or events on a weekly basis. Many club teams will simply have 2-3 times available for anyone who wants to practice/play. This provides flexibility for each individual student to juggle other priorities such as academics, other clubs, or Greek life.

To be eligible for NCCGA tournaments, a student must be currently enrolled full-time at their college (as defined by their school). Students must have amateur status, and cannot have played NCAA varsity golf at any point during the current NCCGA season.

Undergraduate, graduate, community college, PGM, and law school students are all eligible to play (provided they meet the other eligibility requirements).⁷⁸

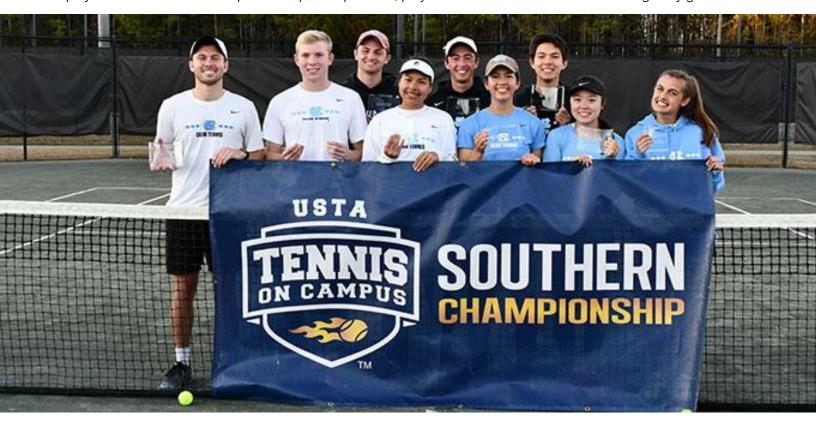
Tennis

Tennis On Campus is the US Tennis Association's program for college club tennis players. It has been designed for and organized by college students who want to stay involved in the game, make friends, and compete in events all around the country.

Over 300 colleges and universities participate and compete in the program with more than half of them competing to make it to the National Championship.

Any student (including undergraduate and graduate) currently enrolled in their university can play club tennis. Your school may have specific rules, so be sure to check with them.

To play in USTA Tennis On Campus Championship events, players will also have to meet certain eligibility guidelines.⁷⁹



Intramurals

For many students, being out of high school and on a college campus marks the first time they're no longer involved in club sports or organized competitions. Many are also looking for college activities to meet new people. Intramurals are sports leagues, tournaments and competitions held within one university. Intramurals are student competitions that provide exercise, recreation, and fun in a relaxed, yet structured environment. 80

Search your college's website for more information on intramural offerings.



As student-athletes progress through high school there are certain targets they should set in order to complete tasks. Although it is not mandatory to finish these tasks by a specific date (with the exception of college applications and other associated deadlines), students will find that achieving their goals or finding a spot on the roster of a school they wish to attend becomes more and more difficult as the completion of necessary tasks is delayed. Students who wait until their senior year of high school will be left with few if any options for athletic scholarships.

When it all comes down to it, preparing for college is all about following a process - completing tasks and targeting deadlines in a methodical manner. When the recruiting and decision-making process is broken down to its component parts and goals are met in a timely fashion, then what appears to be a daunting and overwhelming undertaking becomes quite easy.

We have created this guide to give you the student and the parent, the knowledge and resources you'll need to successfully navigate the college selection process.

Freshman Year

August

- Download the NCAA's Guide for the College Bound Student Athlete
 - Pay particular attention to p. 13-14 which provide a checklist of actions and the NCAA's account types
- Set up a sport-specific social media account (preferably Twitter)

September

- Keep a list of your last ten tournaments played and their results
- Attend résumé writing seminar

October

- Take the PSAT 9
- Start building a list of schools you'd like to attend
 - Tennis (Recommended): 30-50 schools
 - Golf (Recommended):
- NCAA Initial Eligibility Center Discussion and Registration

January

- Have résumé built by the end of January
 - Use any of the templates found on the Saddlebrook College Counseling website
 - Have a native English speaker or someone who is completely proficient in English proofread your résumé
 - Email your résumé to college coaches

June

- Update your résumé
- Play tournaments
- Work on any academic skills with which you struggled

Sophomore Year

September

- Complete registration with the NCAA
- Continue posting to your social media accounts and tag coaches directly
- Continue sending emails and résumés to college coaches
- College Lists: 20-40 schools
- Attend résumé writing seminar

October

- Take the PSAT 10
- Attend the USF campus visit
- Film recruiting video if your coach believes you're ready
- NCAA Initial Eligibility Center Discussion and Registration

December

Visit a college or two that's close to your home while you're on winter break

January

- Update your résumé
- Register for the SAT if you are a golfer and/or you are enrolled in or completed Algebra II

March

Take the SAT

June

- Fill out guestionnaires on college athletics websites
- Consider taking AP classes in your junior and senior years (especially if you're looking at colleges with high admissions standards)
- Take unofficial visits to college campuses
- Coaches can respond to contacts beginning June 15

Junior Year

August and September

- Begin taking unofficial visits starting August 1
- Update recruiting video
- Take SAT Prep if the class is offered
- Attend résumé writing seminar if you have not created one
- College Lists: 10-20 schools

October

- Take the PSAT/NMSQT
- Attend the USF campus visit

November and December

Take unofficial visits to colleges during Thanksgiving and winter breaks

March

- Take the SAT
- Begin planning official visits if offered by coaches students have two excused absences for college visits in their junior year
- Go to spring break college tournaments or matches in Tampa Bay and Central Florida speak directly with coaches

June

- Update your résumé
- Take unofficial visits to college campuses

Senior Year

August

- Register for the SAT or ACT if you need to take either of them again register for the earliest possible date
- Create a Common App account for college applications

Counselor: Ms. GarrettAdvisor: Mr. Rosenke

- Recommenders: choose two teachers and ask them if they will write letters of recommendation

September

Take any remaining official visits

College Lists: 5-10 schools

November

Sign your National Letter of Intent - may be signed at any point during or after National Signing Day

April

- Complete the final amateurism certification with the NCAA
- Attend the College-Bound Seniors Seminar
- Meet all deadlines for academic and housing deposits, as well as immunizations
- Grad Bash at Universal Orlando
- Join social media groups for your college graduating class

June

- Graduation
- Request final transcripts be sent to your college and the NCAA
- Finish Florida Bright Futures paperwork if eligible
- Confirm all paperwork is complete



RECRUITING CHECKLIST

Freshman Vasu		_
Freshman Year August	\cap	Download the NCAA's Guide for the College Bound Student Athlete
August	_	Set up a sport-specific social media account (preferably Twitter)
September	_	Keep a list of your last ten tournaments played and their results
September	_	Attend résumé writing seminar
October	_	Take the PSAT 9
October		Start building a list of schools you'd like to attend
	_	NCAA Initial Eligibility Center Discussion and Registration
January	_	Have résumé built by the end of January
June	_	Update your résumé
Sophomore Year		
• September	\circ	Complete registration with the NCAA
	_	College Lists: 20-40 schools
October	\bigcirc	Take the PSAT 10
	\bigcirc	Attend the USF campus visit
	\bigcirc	Film recruiting video if your coach believes you're ready
December	\circ	Visit a college
January	\circ	Update your résumé
		Register for the SAT if you are a golfer and/or you are enrolled in or completed Algebra II
March	\circ	Take the SAT
June	\circ	Fill out questionnaires on college athletics websites
	\circ	Coaches can respond to contacts beginning June 15
Junior Year		
ugust/September		Begin taking unofficial visits starting August 1
		Take SAT Prep if the class is offered
		College Lists: 20-30 schools
October	_	Take the PSAT/NMSQT
March		Attend the USF campus visit Take the SAT
IVIAICII	_	Begin planning official visits if offered by coaches
		Go to spring break college tournaments
June	_	Update your résumé
Senior Year		opasie jest issume
August	\circ	Register for the SAT or ACT if you need to take either of them again - register for the earliest possible
o de la companya de	_	Create a Common App account for college applications
September	\bigcirc	Take any remaining official visits
	\circ	College Lists: 5-10 schools
November	\circ	Sign your National Letter of Intent
April	\circ	Complete the final amateurism certification with the NCAA
	\circ	Attend the College-Bound Seniors Seminar
	0	Meet all deadlines for academic and housing deposits, as well as immunizations
	_	Join social media groups for your college graduating class
June	_	Graduation
	_	Request final transcripts be sent to your college and the NCAA
	_	Finish Florida Bright Futures paperwork if eligible
	\circ	Confirm all paperwork is complete



CERTIFICATION PROCESS



College Aggregators

- College Board
- Niche
- College Data
- Princeton Review
- Cappex
- College Stats
- CollegeXpress
- Peterson's Education Center

Initial Eligibility

- NCAA
- NAIA
- NJCAA
- NCCAA

Military and Career

Military

- Go Army
- Army ROTC
- US Navy
- Navy ROTC
- Air Force
- Air Force ROTC
- Coast Guard
- Preparing for the ASVAB

Career

- Hillsborough Community College Degrees and Certificates
- Pasco-Hernando State College Degrees and Certificates
- Apprenticeships
- <u>Career One Stop</u>
- Minnesota State University CAREERwise
- Meyers-Briggs (personality) Type Indicator (MBTI)
- <u>Careers.com</u>
- Indeed
- Better Team
- Glass Door
- Monster
- Career Planner
- Career Resource Center Florida

Rankings

Academics

- US News National Rankings
- US News Liberal Arts Colleges
- <u>Shanghai Academic Rankings</u>

Athletics

- Interscholastic Tennis Association

Golfstat

Standardized Tests

Registration

- SAT College Board
- SAT Bluebook Application
- ACT
- TOEFL

Practice

- Princeton Review
- <u>Kaplan</u>
- Khan Academy

Financial Aid and Scholarship Information

- Free Application for Student Financial Aid
- Florida Bright Futures Scholarship Program
- Florida Student Scholarship and Grant Program
- Scholarships.com

College Applications

- Common App
- Common App Application Guide for First-Year Students
- Student Self-Reported Academic Record

Advanced Placement

- College Board Advanced Placement
- <u>Princeton Review</u>
- <u>USF Credit Awards</u>

Recruiting Resources

- NCAA Recruiting Rules
- Saddlebrook College Counseling
- Saddlebrook Academies Recruiting YouTube Channel
- <u>Saddlebrook Academies Recruiting Twitter</u>
- NCSA
- NCSA YouTube Channel
- <u>Tennis Recruitina</u>
- Junior Golf Scoreboard
- Ping College Golf Guide



HIGH SCHOOL

ACCREDITATION

ensures that institutions of higher education meet acceptable levels of quality; carried out by agencies created specifically for that purpose; an unaccredited college or university confers meaningless degrees

AP (ADVANCED PLACEMENT)

a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students; American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations

CLASS RANK

a mathematical summary of a student's academic record compared to those of other students in the class; based on GPA

SALUTATORIAN

generally the student in a graduating class who obtained the second-highest GPA

VALEDICTORIAN

generally the student in a graduating class who obtained the highest GPA

COLLEGES AND UNIVERSITIES

institutions of higher learning that offer academic degrees past that of a high school diploma

DEPARTMENT

a division of a college devoted to a specific academic discipline (i.e. the history department, the marketing department)

COLLEGE

an academic institution offering a collection of related academic studies that may or may not be a part of a larger university; academic departments make up a college (i.e. College of Liberal Arts & Sciences, College of Journalism, College of Medicine)

UNIVERSITY

an institution of higher learning that is composed of at least two colleges

CORE CURRICULUM

courses that fulfill English, mathematics, science, social studies, or foreign language requirements

DUAL ENROLLMENT

allow students to be enrolled in two separate, academically related institutions; generally, it refers to high school students taking college or university courses and receive credit towards graduation for both high school and college

ELECTIVE

classes that do not fulfill core requirements curriculum requirements; these classes are often taken in order to gain greater knowledge about a particular topic or for the purpose of enrichment

NCAA RULES AND REGULATIONS

"BUMP" RULE

the informal name given to the NCAA rule that prohibits contact between coaches and recruits during a recruiting dead period; if a coach happened to run into (bump into) a player during a dead period, the coach could only acknowledge the recruit (through a fist bump or the like), but could not talk to the recruit

"CLICK, DON'T TYPE" RULE

the informal name given to the NCAA rule that prevents coaches from commenting on a recruit's social media or tagging that recruit until he/she has committed to the school; coaches are allowed to "like" or "share" posts or direct message during contact periods

OFFICIAL VISIT

a recruiting visit in which the college or university provides transportation, lodging, food, and itinerary or taken care of by the school; high school athletes are permitted five official visits

UNOFFICIAL VISIT

a recruiting visit in which a high school athlete visits a school on their own, pays for their own transportation, lodging, and food; students may not speak to or meet with athletics officials or coaches until August 1 of their junior year, but they can take tours of campus prior to that date

APPLYING TO COLLEGE

CANDIDATE'S REPLY DATE AGREEMENT

an agreement many colleges follow that gives applicants until May 1 to accept or decline offers of admission

COLLEGE ESSAY

a document colleges require as a part of their admissions criteria; applicants are often asked to write approximately 150-650 words to a given prompt

COLLEGE ATHLETICS ORGANIZATIONS

NAIA

a college athletics association for small colleges and universities in North America

NCAA

a nonprofit organization that regulates student athletics; the NCAA is the largest of the governing bodies in the United States and Canada

NCCAA

an association of Christian universities, colleges, and Bible colleges in the United States and Canada whose mission is "the promotion and enhancement of intercollegiate athletic competition with a Christian perspective"

NJCAA

the governing association of community college, state college and junior college athletics throughout the United States

LETTER OF RECOMMENDATION

a document in which the writer assesses the qualities, characteristics, and capabilities of the person being recommended in terms of that individual's ability to perform a particular task or function

NCAA INITIAL ELIGIBILITY CENTER (FORMERLY THE NCAA CLEARINGHOUSE)

the eligibility arm of the governing body that oversees the eligibility process for incoming collegiate student-athletes; the NCAA Eligibility Center works to ensure that athletes who compete in sports in college all meet the minimum academic and athletic requirements needed

PLACEMENT TESTS

ACT

a standardized test used for college admissions in the United States. It is currently administered by ACT, a nonprofit organization of the same name; the ACT test covers four academic skill areas: English, mathematics, reading, and scientific reasoning. It also offers an optional direct writing test; it is scored on a scale of 1-36; scores are sent to colleges and universities to fulfill standardized testing requirements

PreACT

a paper-and-pencil test comprised of multiple-choice sections for English, Math, Reading, and Science; unlike the official ACT exam, the PreACT does not have an essay section; it is scored on a scale of 1-36 and colleges do NOT see the PreACT score

PSAT/NMSQT

the PSAT is the precursor to the SAT; students in as early as 7th grade may take the PSAT (for the Duke Talent Search Program) but it is most common for students in 9th-11th grade to sit for the exam; in the 11th grade year the test also

serves as the National Merit Scholarship Qualifying Test - a small group of students are nominated for financial awards based on their scores; scores are not submitted to colleges and universities

SAT

the SAT is an entrance exam used by most colleges and universities to make admissions decisions; it is a multiple-choice, pencil-and-paper test created and administered by the College Board; the purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants; the test is comprised of two reading sections and two math sections (one of which test-takers may not use a calculator); the test is scored on a 400-1600 scale

SAT II

these were the SAT Subject Tests - specialized tests used for placement; as of 2021 they have been discontinued; college applicants should check their school's website or contact their school's admission's or registrar's department for guidance about class placement

TOEFL

Test of English as a Foreign Language is a standardized test to measure the English language ability of non-native speakers wishing to enroll in English-speaking universities; the test is comprised of speaking, listening, writing, and reading sections

TRANSCRIPT

a certified record of a student throughout a course of study having full enrollment history including all courses attempted, grades earned and degrees and awards conferred; a student's graduation from high school is not official until the transcript is complete and certified

VACCINATIONS

colleges and universities require potential students to provide proof of vaccinations before they are permitted to enroll in college classes; requirements may also vary within a university based on the student's chosen academic path

Example: <u>University of Florida vaccination/immunization requirements</u>

PAYING FOR COLLEGE

APPLICATION FEE

most schools require that applicants pay a small fee for processing applications; fees vary by school

BRIGHT FUTURES SCHOLARSHIP

a scholarship program in the state of Florida funded by the Florida Lottery that was first started in 1997; high school students whose families reside in the state of Florida are eligible

For academic eligibility requirements click here

FAFSA (FREE APPLICATION FOR STUDENT FINANCIAL AID)

a form completed by current and prospective college students in the United States to determine their eligibility for student financial aid; eligibility is based on the student's family income and the family's ability to pay for college

GRANT

a form of aide that is granted, or gifted, to students based on their financial needs; grants are designed to help with tuition, and typically do not need to be paid back

NEEDS ANALYSIS

the process of determining the student's Expected Family Contribution (EFC) based on the formula established by Congress; also known as Federal Need Analysis Methodology and Federal Methodology, or FM

NEEDS-BASED SCHOLARSHIP

awards based on a student's ability to pay for college; while need-based aid is typically associated with federal grants like the Pell Grant, many universities, foundations, nonprofits, and businesses also offer need-based scholarships

PELL GRANT

Federal Pell Grants usually are awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree; in some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant

SCHOLARSHIPS

ACADEMIC

a form of financial aid awarded to students to further education; scholarships are awarded based upon various criteria, such as academic merit, diversity and inclusion, athletic skill, and financial need; scholarship criteria usually reflect the values and goals of the donor or founder of the award; scholarships do NOT have to be paid back

ATHLETIC

a merit scholarship based on a student's athletic expertise and skill; scholarships may come in the form of full scholarships or partial scholarships

STUDENT LOANS

a type of loan designed to help students pay for post-secondary education and the associated fees, such as tuition, books and supplies, and living expenses; student loans must be paid back with interest; federal students loans are not eligible for bankruptcy protection

GETTING TO COLLEGE GRADUATION

ACADEMIC CALENDAR

a schedule of all of the events that occur in an academic year; these events may include examination dates, spring break or reading week and the last day of the semester; academic calendars—and the dates included—can be presented at the semester level or as part of an academic year-long calendar

QUARTER

consists of four 10-week sessions in the fall, winter, spring, and summer; the average full-time student takes 3-4 courses per term, or 9-12 credits; an academic year on the quarter system normally runs from mid-September through early June

SEMESTER

a calendar that divides the academic year into 15-17 week terms; there are generally two semesters per academic year: Fall (beginning in August or September) and Spring (beginning in January)

TRIMESTER

breaks the academic calendar down into three portions: fall, winter and spring, though some schools may also offer additional summer sessions; academic trimesters generally last 10 to 12 weeks; depending on how the courses are structured, students generally take three or four classes per trimester

ADVISOR

a type of counselor who works with students, usually at the college level; they are responsible for helping students choose a major and a minor, assisting with scheduling classes, and ensuring that they meet all the requirements to graduate with a degree in that field

BIBLE COLLEGE

an evangelical Christian or Restoration Movement Christian institution of higher education which prepares students for Christian ministry with theological education, Biblical studies and practical ministry training; Bible colleges primarily offer undergraduate degrees, but may also offer graduate degrees, lower-level associate degrees, certificates or diplomas in specialized areas of Christian training where a full degree is not required; Bible colleges often have strict rules for living both on and off campus

CATHOLIC COLLEGE/UNIVERSITY

Catholic higher education includes universities, colleges, and other institutions of higher education privately run by the Catholic Church, typically by religious institutes - those tied to the Holy See are specifically called pontifical universities; like other private schools, Catholic universities and colleges are generally nondenominational, in that they accept anyone regardless of religious affiliation, nationality, ethnicity, or civil status, provided the admission or enrollment requirements and legal documents are submitted, and rules and regulations are obeyed for a fruitful life on campus, however, non-Catholics, whether Christian or not, may or may not participate in otherwise required campus activities, particularly those of a religious nature

COURSE LOAD

the number of classes or hours spent in class a person takes while in college; full time for undergraduates is considered at least 12 credit hours, though a normal full class load is 15 hours per semester; full time for graduate students is considered 9 credits

CREDIT HOUR

the recognition for having taken a course at school or university, used as measure if enough hours have been made for graduation; the number of credit hours for a course is normally tied to the number of hours a student spends in the

classroom during a week; lab classes that meet for one hour are generally one credit hour courses; classes that meet for three hours a week are normally three credit hour classes

DEGREES

ASSOCIATE'S DEGREE

a two-year college degree that you can obtain from a community college, junior college, online university, or some four-year institutions in the US. In terms of education, an associate degree falls between a high school diploma and a bachelor's degree

BACHELOR'S DEGREE

a four-year degree that can be obtained after completing high school. Typically, a bachelor's degree consists of 120 credit hours of study. However, some degrees and circumstances require more. A fully online bachelor's degree is a distance-education program that results in a four-year degree

MASTER'S DEGREE

an academic degree awarded by universities or colleges upon completion of a course of study demonstrating mastery or a high-order overview of a specific field of study or area of professional practice; a master's degree normally requires previous study at the bachelor's level, either as a separate degree or as part of an integrated course; within the area studied, master's graduates are expected to possess advanced knowledge of a specialized body of theoretical and applied topics; high order skills in analysis, critical evaluation, or professional application; and the ability to solve complex problems and think rigorously and independently; some programs offer 4+1 and 3+2 combined bachelor's and master's degrees

DOCTORATE

an academic degree awarded by universities and some other educational institutions; in most countries, a research degree qualifies the holder to teach at university level in the degree's field or work in a specific profession; types of doctorate degrees include Ph.D. (Doctor of Philosophy), Ed.D (Doctor of Education), M.D. (Medical Doctor), and J.D. (Law Degree)

POST GRADUATE FELLOWSHIP

a fellowship is typically a merit-based scholarship for advanced study of an academic subject; fellowships are prizes that graduate students or postgraduate scholars typically compete for, and fellows are selected based on their potential to make a positive, long-lasting contribution to their academic discipline

DROP/ADD

a short period of time at the beginning of each quarter/trimester/semester when students can change their class schedule

FOUR IN FIVE

the NCAA rule that states students may compete in four athletic seasons over five calendar years

GENERAL EDUCATION

classes taken during most of an undergraduate's first two years - these include basic liberal arts courses, such as English and history, as well as science and math; an intro to English composition is more or less guaranteed, but which classes are considered essential continues to change and ultimately depends on the institution; some majors like engineering or pre-med may reduce the general education requirements needed to graduate

GREEK LIFE

social organizations at colleges and universities; individual fraternities and sororities vary in organization and purpose, but most share five common elements:

- Secrecy
- Single-sex membership
- Selection of new members on the basis of a two-part vetting and probationary process known as rushing and pledging
- Ownership and occupancy of a residential property where undergraduate members live
- A set of complex identification symbols that may include Greek letters, armorial achievements, ciphers, badges, grips, hand signs, passwords, flowers, and colors

FRATERNITY/SORORITY

a fraternity is usually an all-male social organization; a sorority is an all-female social organization

HONORS FRATERNITY

an organization for high-school or college students of high academic achievement; most college honors fraternities are specific to a field of study

PLEDGE

an intensive orientation and probationary period for students pursuing fraternity membership

RUSH WEEK

most Greek letter organizations select potential members through a two-part process of vetting and probation, called rushing and pledging, respectively; during rush (recruitment), students attend designated social events, and sometimes formal interviews, hosted by the chapters of fraternities and sororities in which they have particular interest; usually, after a potential new member has attended several such events, officers or current members meet privately to vote on whether or not to extend an invitation (known as a "bid") to the prospective applicant

HUMANITIES

academic disciplines that study aspects of human society and culture

INTERNSHIPS

the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification; an internship in which the intern is paid is known as a "paid internship"

JUNIOR/COMMUNITY COLLEGE

a type of educational institution; the term can have different meanings in different countries: many community colleges have an "open enrollment" for students who have graduated from high school; typically junior/community colleges have offered only associate's degrees or certificates, but many states have recently begun to fund community colleges in order to allow them to confer bachelor's degrees - in the state of Florida these are known as "state colleges"

LIBERAL ARTS

a liberal arts degree includes the study of history, literature, writing, philosophy, sociology, psychology, creative arts and more; liberal arts programs are designed to help you formulate compelling arguments, communicate well and solve problems

NATIONAL LETTER OF INTENT

a contract high school seniors sign to accept a scholarship offer with a college or university; once the NLI has been signed and sent to the school that student is contractually obligated to attend that school or else they will sit out their first year of eligibility; the NLI signing period starts in November

PRIVATE COLLEGE/UNIVERSITY

a college or university that was generally not established by a state or federal government and does not receive any public money with the exception of student financial aid

PROGRAMS OF STUDY

MAJOR

a specific subject area that students specialize in; undergraduates typically complete 33 or more hours of coursework at the end of which they will graduate with a degree in that specialization

DOUBLE MAJOR

occurs when a student declares two majors and takes coursework towards two separate bachelor's degrees

MINOR

a secondary area of specialization beyond a college major; undergraduates typically complete 16-30 credits to earn a minor

PROFESSOR

an academic rank at universities and other post-secondary education and research institutions in most countries; professors are usually experts in their field and teachers of the highest rank; many conduct research as their primary role at a research university

PUBLIC COLLEGE/UNIVERSITY

a college or university that was generally established by a state or federal government and receives public money in order to operate

REDSHIRT

a delay or suspension of an athlete's participation in order to lengthen their period of eligibility; an athlete may take a redshirt year because they are low on the depth chart and may not receive much playing time, or they may be eligible for a medical redshirt if they were hurt in-season or before the season and they participated in a limited number of games or matches; redshirts are granted a fifth year of eligibility; in some cases of medical redshirts athletes have been granted a sixth year of eligibility, but these are only granted under extreme circumstances

SEMINAR

a form of academic instruction, either at an academic institution or offered by a commercial or professional organization - it has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate

TEACHING ASSISTANT (TA)

typically a graduate student who assists a professor with instructional responsibilities; teaching assistants are sometimes asked to fill-in for absentee professors or to conduct smaller tutoring sessions

THESIS

a master's thesis is an extensive scholarly paper that allows you to dig into a topic, expand on it and demonstrate how you've grown as a graduate student throughout the program; graduate schools often require a thesis for students in research-oriented degrees to apply their practical skills before culmination; before a degree is conferred the graduate student will go before a panel of professors to defend their thesis

TUITION

the cost of attending a school; in college tuition is paid before each quarter, trimester, or semester

WALK-ON

an athlete who plays for a college team but does not receive any scholarship money

PREFERRED WALK-ON

a walk-on student who was offered a position on the team rather than having to go through a try-out process





sbp.collegecounseling

Edit profile



18 following

Sample Recruiting Profile

Class of 20**

8 posts

Saddlebrook Prep; Wesley Chapel, FL

DOB: 1/1/2005 UTR/Scoring Avg: GPA: 3.97 SAT: 1200

app.universaltennis.com/profiles/1424516

18 followers

■ POSTS ⑤ REELS □ SAVED ② TAGGED







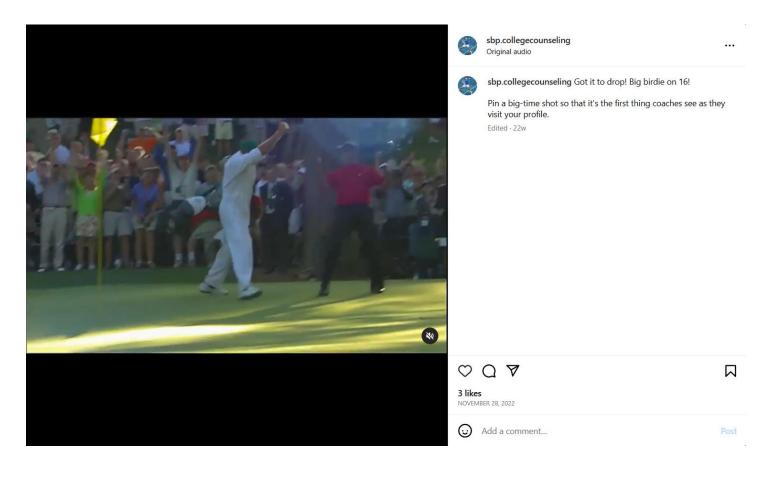


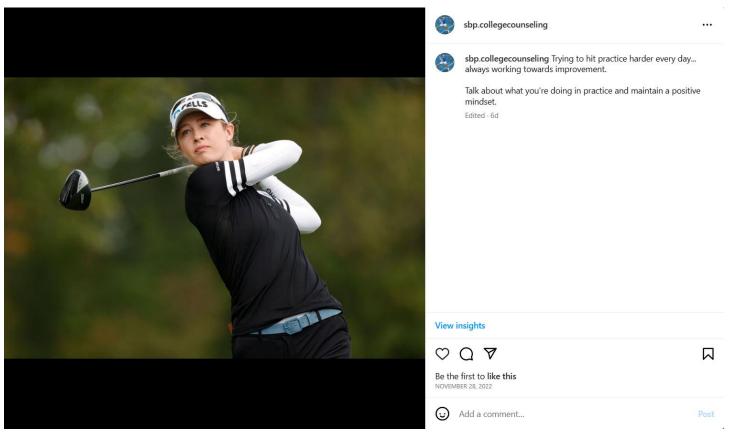




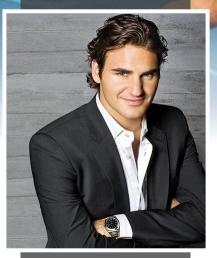








Saddlebrook Tennis Academy Right-handed Highly instinctive, excellent movement, strong forehand 6'1" 187 lbs. 16.21 UTR Wilson Pro Staff RF 97 Coach Sean McQuillan email



Education

Saddlebrook Preparatory School, Wesley Chapel, FL

Class of 2023

GPA: 4.0 SAT Reading: 800 SAT Math: 800 ACT: 36

Previous School, Somewhere, In the World 2016-2017

Tournament Schedule

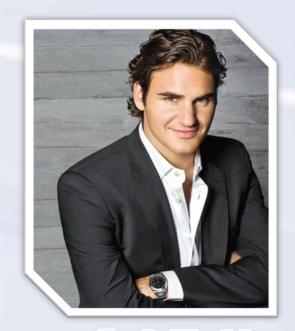
Junior Orange Bowl	2 nd Rd. MD	December 2019
Eddie Herr	4 th Rd. MD	November 2019
Saddlebrook L6	Champion	November 2019
Seminole Lake L6	Finalist	October 2019
Altamonte Springs G5	Semifinalist	September 2019
Saddlebrook L7	Quarterfinalist	September 2019

Roger Federer

2017-Present

Awards and Achievements

Student of the MonthOctober 2019Student of the Month NomineeSeptember 2019National Honor Society2019-PresentDean's ListFall and Spring 2018Saddlebrook Tennis Academy: Hardest Worker2018Outstanding Student: Computer Applications2018Dean's ListSpring 2017



ROGER FEDERER

Education

Saddlebrook Preparatory School, Wesley Chapel, FL 2017-Present

Class of 2023

GPA: 4.0 SAT Reading: 800 SAT Math: 800 ACT: 36

Previous School, Somewhere, In the World 2016-2017

Tournament Schedule

Junior Orange Bowl 2nd Rd. MD December 2019 Eddie Herr 4th Rd. MD November 2019 Saddlebrook L6 Champion November 2019 Seminole Lake L6 **Finalist** October 2019 Altamonte Springs G5 Semifinalist September 2019 Saddlebrook L7 Quarterfinalist September 2019

Awards and Achievements

Student of the Month
Student of the Month Nominee
National Honor Society
Dean's List
Saddlebrook Tennis Academy: Hardest Worker
Outstanding Student: Computer Applications
Dean's List

October 2019 September 2019 2019-Present Fall & Spring 2018 2018 2018 Spring 2017

9 187LBS

Right-handed

Highly instinctive, excellent movement, strong forehand

16.21 UTR

Wilson Pro Staff RF 97



Education

Saddlebrook Preparatory School, Wesley Chapel, FL 2017-Present

Class of 2023

GPA: 4.0 SAT Reading: 800 SAT Math: 800 ACT: 36

Previous School, Somewhere, In the World 2016-2017

Tournament Schedule

Junior Orange Bowl 2nd Rd. MD December 2019 Eddie Herr 4th Rd. MD November 2019 Saddlebrook L6 Champion November 2019 October 2019 Seminole Lake L6 Finalist Altamonte Springs G5 Semifinalist September 2019 Saddlebrook L7 Quarterfinalist September 2019

Awards and Achievements

Student of the Month
Student of the Month Nominee
September 2019
National Honor Society
Dean's List
Saddlebrook Tennis Academy: Hardest Worker
Outstanding Student: Computer Applications
October 2019
September 2019
2019-Present
Fall & Spring 2018
2018

Measurables

5'8"
Right-handed
Highly instinctive, excellent
movement, strong forehand
16.21 UTR
Wilson Pro Staff RF 97
Coach Sean McQuillan
email

Contact

5700 Saddlebrook Way Wesley Chapel, FL 33543 813-555-5555 yourname@domain.com ePortfolio Link



EDUCATION

Saddlebrook Preparatory School, Wesley Chapel, FL 2017-Present

Class of 2023

GPA: 4.0 SAT Reading: 800 SAT Math: 800 ACT: 36

Previous School, Somewhere, In the World 2016-2017

TOURNAMENT SCHEDULE

Junior Orange Bowl 2nd Rd. MD December 2019 **Eddie Herr** 4th Rd. MD November 2019 November 2019 Saddlebrook L6 Champion Seminole Lake L6 **Finalist** October 2019 Altamonte Springs G5 Semifinalist September 2019 Quarterfinalist Saddlebrook L7 September 2019

AWARDS AND ACHIEVEMENTS

Student of the Month
Student of the Month Nominee
National Honor Society
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////Education

Most Recent High School, City, State 2021-Present

Class of 20xx

GPA: SAT Reading: SAT Math: ACT:

Previous High School, City, State 2019-2021

////Tournaments & Results

Date	Tournament	Surface	Result
8/2022	Saddlebrook L6	Clay	Semifinalist
7/2022	Seminole Lake L6	Hard	Finalist
7/2022	Sarah Vande Berg	Clay	Quarterfinalist
6/2022	Altamonte Springs	Clay	Rd. of 16
5/2022	National Campus	Hard	Con. Champion
5/2022	ITF Puerto Rico	Clay	Con. Rd. of 32
4/2022	ITF Monterrey	Clay	Rd. of 64
4/2022	Naples Celsius UTR	Hard	Champion
3/2022	Inspiration Academy	Hard	Semifinalist
2/2022	Seminole Lake L6	Hard	Champion

|||||Awards & Achievements

Student of the Month10/2021Student of the Month Nominee9/2021National Honor Society2020-Present

///Measurables

5'8"

Right-handed
Highly instinctive, excellent
movement, strong forehand
16.21 UTR
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///Contact

5700 Saddlebrook Way Wesley Chapel, FL 33543 813-555-5555 yourname@domain.com ePortfolio Link Dean's List Dean's List Saddlebrook Tennis Academy: Hardest Worker

Outstanding Student: Computer Applications

Dean's List

TIGER WODDS

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EDUCATION

Saddlebrook Preparatory School, Wesley Chapel, FL

2017-Present

Class of 2023

GPA: 4.0

SAT Reading: 800 SAT Math: 800

ACT: 36

Previous School, Somewhere, In the World

2016-2017

TOURNAMENT SCHEDULE

<u>TOURNAMENT</u>	COURSE	SCORES	RESULT
2020 Innisbrook Jr. Open	Copperhead	72-71-73	T-2
2019 HJGT at Saddlebrook	Palmer	70-74-72	3
2018 AJGA Senior Showcase @ Saddlebrook	Saddlebrook	71-71-71	T-4
2017 Holiday Classic at Orange County Nat'l	National	72-71-70	1

AWARDS AND ACHIEVEMENTS

Student of the Month	October 2019
Student of the Month Nominee	September 2019
National Honor Society	2019 – Present
Dean's List	Fall and Spring 2018
Saddlebrook Tennis Academy: Hardest Worker	2018
Outstanding Student: Computer Applications	2018
Dean's List	Spring 2017

email



SADDLEBROOK GOLF ACADEMY

18 years old 1/1/2002 6'1" 187 lbs. Right-handed Scoring Average Drive Average Coach Mark Hershey



Education

Saddlebrook Preparatory School, Wesley Chapel, FL 2017-Present

Class of 2023

GPA: 4.0 SAT Reading: 800 SAT Math: 800 ACT: 36

Previous School, Somewhere, In the World 2016-2017

Tournament Schedule

COURSE	SCORES	RESULT
Copperhead	72-71-73	T-2
Palmer	70-74-72	3
Saddlebrook	71-71-71	T-4
National	72-71-70	1
	Copperhead Palmer Saddlebrook	Copperhead 72-71-73 Palmer 70-74-72 Saddlebrook 71-71-71

Awards and Achievements

Student of the Month

Student of the Month Nominee

National Honor Society

Description:

Student of the Month Nominee

September 2019

2019-Present

Dean's List Fall and Spring 2018

Saddlebrook Tennis Academy: Hardest Worker 2018 Outstanding Student: Computer Applications 2018

Dean's List Spring 2017

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5700 Saddlebrook Way • Wesley Chapel, FL 33544 • 813-555-5555 yourname@domain.com • ePortfolio Link

Education

Saddlebrook Preparatory School, Wesley Chapel, FL 2017–Present

Class of 2023

GPA: 4.0 SAT Reading: 800 SAT Math: 800 ACT: 36

Previous School, Somewhere, In the World 2016–2017

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TOURNAMENT	COURSE	SCORES	RESULT
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Awards and Achievements

Student of the Month	October 2019
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National Honor Society	2019-Present
Dean's List	Fall and Spring 2018
Saddlebrook Tennis Academy: Hardest Worker	2018
Outstanding Student: Computer Applications	2018
Dean's List	Spring 2017





Education

Saddlebrook Preparatory School, Wesley Chapel, FL

Class of 2023

GPA: 4.0

SAT Reading: 800 SAT Math: 800

ACT: 36

Previous School, Somewhere, In the World

2016-2017

2017-Present

Tournament Schedule

TOURNAMENT	COURSE	SCORES	RESULT
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Awards and Achievements

Student of the Month	October 2019
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Saddlebrook Tennis Academy: Hardest Worker	2018
Outstanding Student: Computer Applications	2018



DoB: Jan. 1, 2002; 18 y/o 5'4" Right-handed Scoring Average Drive Average Coach Mark Hershey *email* Good Morning Coach ----,

My name is ------ and I wanted to take a moment to express my interest in ------. (Provide reasons for wanting to attend that school) I have been following your program and I believe that I could be an asset to you and the team. I was impressed by your team's/individual player's performance at ------.

I have attached my résumé which includes much more information about me including a list of tournaments and awards I have received. I appreciate your time and I look forward to hearing from you in the future.

School slogan,

Your Name Graduating class Email Address Phone Number Social Media Handle

Good Morning Coach Shelton,

My name is Chris Rosenke and I wanted to take a moment to express my interest in the University of Florida. I plan to study engineering and would love to have the opportunity to learn in a highly-respected College of Engineering in addition to playing for one of the top tennis programs in the country. I have been following your program for some time and I believe that I could be an asset to you and the team. Congratulations on your recent national championship and your son Ben's decision to turn pro.

I am currently a sophomore at Saddlebrook Prep and Tennis Academy in Wesley Chapel, Florida. I am originally from St. Petersburg, Florida and chose to attend Saddlebrook to focus on the game and improve my skills. My current UTR is a 9.7 and I am looking forward to playing a slate of USTA and ITF tournaments in the future. I currently hold a 4.1 GPA and have yet to take the SAT, but my most recent PSAT score was equivalent to a 1250. In addition to playing tennis I also participate in our school's student government and ambassador programs. Among the hobbies I most enjoy are playing the piano, which I have trained to do since I was five years old, and creative photography, which I just recently picked up and am looking forward to learning more about.

I have attached my résumé which includes much more information about me including a list of tournaments and awards I have received. I appreciate your time and I look forward to hearing from you in the future.

Go Gators! Chris Rosenke <u>crosenke@saddlebrook.com</u> 813-555-5555

IG and Twitter: @c.rosenke.tennis

Dear Coach (last name),

My name is Jennifer Quénard, class of 2014, and I am from Switzerland and currently a student at Saddlebrook Preparatory School and Tennis Academy in Tampa, Florida. I currently have a 3.86 GPA and a member and the secretary of the National Honor Society. Ever since my arrival in Saddlebrook, I have always been in the top five girls of the academy. My highest ranking in Switzerland was number 12 in the nation. I was part of the Swiss national team. I participated in the ICG (International Children's Games) in Athens, Greece and won the bronze medal in doubles in 2009. I am extremely interested in competing on your tennis team and majoring in (name of program) at (name of school)..

If you could please send me more information about (name the school) and the (name the program) and the possibility of completing for you in the fall of 2014 I would really appreciate it. The link to my college video and references are listed below.

Thank you for your time and consideration,

Jennifer Quénard Class of 2014 <u>jenny-quenard@hotmail.com</u> (813) 449-1551

SOURCES

¹ https://www.census.gov/newsroom/press-releases/2022/educational-attainment.html ² https://www.usnews.com/education/best-colleges/articles/how-many-universities-are-in-the-us-and-why-that-number-is-changing ³ https://www2.ed.gov/about/offices/list/ovae/pi/cclo/ccfacts.html ⁴ https://www.usf.edu/undergrad/transfer-student-success/transfer-resources/transfer-credit-new.aspx ⁵ https://www.fldoe.org/schools/higher-ed/fl-college-system/ 6 https://www.usnews.com/education/best-colleges/articles/a-guide-to-u-s-service-academies-military-colleges ⁷ https://www.westpoint.edu/admissions/prospective-cadets/nomination-information ⁸ https://www.usnews.com/education/best-colleges/articles/a-guide-to-u-s-service-academies-military-colleges 9 https://www.goarmy.com/careers-and-jobs/find-your-path/army-officers/rotc.html 10 https://www.usa.gov/military-requirements 11 https://www.hccfl.edu/browse-all-degrees-certificates 12 https://www.apprenticeship.gov/career-seekers 13 https://www.usnews.com/education/best-colleges/articles/2018-02-14/understand-the-difference-between-a-college-and-university-in-the-us 14 https://www.bc.edu/bc-web/academics/majors-minors.html 15 https://www.cookman.edu/history/ https://www.ncaa.org/sports/2021/2/16/overview.aspx https://www.ncaa.org/sports/2021/2/10/about-what-we-do-academics.aspx https://www.ncaa.org/sports/2021/2/16/our-division-i-story.aspx https://www.ncaa.org/sports/2021/5/11/our-division-i-members.aspx ²⁰ https://www.ncaa.org/sports/2021/5/11/our-division-i-students.aspx ²¹ https://www.ncaa.org/sports/2021/5/11/division-i-academics.aspx https://www.ncaa.org/sports/2021/2/16/our-division-ii-story.aspx https://www.ncaa.org/sports/2021/4/21/our-division-ii-members.aspx https://www.ncaa.org/sports/2021/4/21/our-division-ii-students.aspx https://www.ncaa.org/sports/2021/2/16/our-division-iii-story.aspx ²⁶ https://www.ncaa.org/sports/2021/5/11/our-division-iii-members.aspx ²⁷ https://www.ncaa.org/sports/2021/5/11/division-iii-academics.aspx ²⁸ https://www.naia.org/about/about-us https://www.naia.org/membership/2015-16/releases/20160411bcnqp https://www.naia.org/why-naia/pdf/NAIA_MembershipBasics.pdf 31 https://thenccaa.org/sports/2019/8/29/History.aspx 32 https://thenccaa.org/sports/2019/8/30/Philosophy.aspx ³³ Florida Bible College Student Handbook, p. 12-14, 42, 48-70 34 https://www.njcaa.org/about/history/index 35 https://www.njcaa.org/member_colleges/Divisional_Structure 36 https://www.cccaasports.org/about/about 37 https://gostanford.com/news/2022/5/17/womens-golf-the-anchor.aspx https://www.ncsasports.org/recruiting/how-to-get-recruited https://www.ncaa.org/sports/2014/10/6/core-courses.aspx 40 https://www.ncaa.org/sports/2015/1/23/grade-point-average.aspx 41 https://www.ncaa.org/sports/2014/11/21/test-scores.aspx ⁴² https://ncaa.egain.cloud/kb/EligibilityHelp/content/KB-4137/Do-I-need-to-submit-a-standardized-test-score-to-the-NCAA-Eligibility-Center?query=test%20score 43 https://www.ncsasports.org/mens-tennis 44 https://blog.universaltennis.com/data-deep-dive-range-of-utrs-in-college-tennis/ 45 https://www.ncsasports.org/mens-golf ⁴⁶ Dr. Katie Brophy Miles, Golf Globally, 47 https://www.pga.org/membership/university-program/ 48 https://thejuniorgolfer.com/junior-golf-rankings/?fbclid=lwAR3HAWEQrvGQUQebTNwzFnTWgcQwtxQGxQzopVTKLzifn9g3iUVl82EhU0Y 49 https://mytennishq.com/how-do-junior-tennis-rankings-work-usta-vs-itf/ ⁵⁰ https://www.ncsasports.org/recruiting/contacting-college-coaches/social-media ⁵¹ https://www.ncsasports.org/recruiting/contacting-college-coaches 52 https://usatodayhss.com/2017/recruiting-column-how-to-build-an-effective-college-recruiting-resume 53 https://www.ncsasports.org/college-recruiting-video ⁵⁴ https://www.ncsasports.org/recruiting/contacting-college-coaches/phone-calls https://www.ncaa.org/sports/2014/10/8/recruiting.aspx ⁵⁶ https://www.ncaa.org/news/2023/4/13/media-center-di-council-adopts-proposal-for-student-athlete-representation.aspx 57 https://www.ncaa.org/sports/2014/10/8/recruiting.aspx 58 https://www.ncaa.org/sports/2014/10/8/recruiting.aspx ⁵⁹ https://www.commonapp.org/apply/first-year-students 60 https://ssar.selfreportedtranscript.com/Login.aspx 61 https://www.princetonreview.com/college-advice/college-essay 62 https://studentaid.gov/apply-for-aid/fafsa/filling-out

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- ⁶⁷ https://bigfuture.collegeboard.org/plan-for-college/after-youve-applied/what-are-college-placement-tests
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- ⁶⁹ https://www.usnews.com/education/best-colleges/paying-for-college/articles/paying-for-meals-at-college-what-to-know-about-costs
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- 71 https://www.usf.edu/financial-aid/apply/index.aspx
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 Ta Washington State, Financial Aid, Information Resources; https://financialaid.wsu.edu/student-athletes/
- 74 https://www.usnews.com/education/best-colleges/articles/what-to-expect-at-college-orientation
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