



# EDUCATION GUIDE

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COMPILED AND PRESENTED BY  
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## **Acknowledgements**

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- Alberta Colleges Athletic Conference (ACAC) – [www.acac.ab.ca](http://www.acac.ab.ca)
- American Collegiate Hockey Association (ACHA) - [www.achahockey.org](http://www.achahockey.org)
- British Columbia Government Ministry of Education – [www.gov.bc.ca](http://www.gov.bc.ca)
- British Columbia Inter-Collegiate Hockey League (BCIHL) – [www.bcihl.ca](http://www.bcihl.ca)
- Canadian University Sport – [www.usports.ca](http://www.usports.ca)
- Hockey Canada - [www.hockeycanada.ca](http://www.hockeycanada.ca)
- National Collegiate Athletic Association (NCAA) - [www.ncaa.org](http://www.ncaa.org)
- NCAA Eligibility Centre - [www.ncsasports.org](http://www.ncsasports.org)

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## **Section 1 – School and Life**

No person, parent, or teenager should start out with a plan to make a career out of hockey. Hockey is a game. It should be fun, healthy, and full of great life lessons. It may become a passion for many, but it should never define the person. If, as a player ages and matures and his abilities and potential create more opportunities in the game let it take you as far as you can go. However, it should never be at the expense of their education and a well-rounded young life. It should be a part of it.

### **Top 10 Tips**

#### **1. Do your best, don't settle for mediocracy.**

- People who do their best are always in high demand and are often given the benefit of the doubt if things are close or they need a break. Whether it be in school, applying for jobs, looking for promotions, working to make a team, or wanting to get noticed by coaches, hard workers who consistently give their best effort stand out. With school one never knows what the future will bring but you can be certain that establishing a positive reputation is always an advantage. Giving everything your best shot eliminates regrets and potential disappointments. If you can achieve 80% in a course set that target and then some. Don't be lazy or find excuses like you didn't like the teacher or settle for less than your capable of. I have seen many students fall short on applications or university admission requirements because they settled for 75% only to learn that in that year the university required 80% and they could have achieved that.

#### **2. Establish good work habits early.**

- The sooner you learn and acquire good work habits the faster you will improve in any endeavor. Don't fall into the trap of getting by with poor work habits only to find out that next year or in high school or when it comes time for post-secondary you can't cut it. Don't expect to be able to turn a switch and you'll miraculously be able to meet requirements. The habits you get in are not easy to change and the longer you have them the more difficult it is to change. Seek help early and don't wait for a crisis. This is true in school, higher education, sports, music, jobs etc. There will always be those that seek to get better but don't know how. Establish the traits and habits that will allow you to improve and get ahead when the road becomes more challenging, the competition is tougher, and the stakes are higher.

#### **3. Be known for your character.**

- Character is the difference maker, in school, in hockey and in life. Character is how you conduct your life, how you treat others, and how you contribute. Character is who you really are, not what mask you are wearing or what act you put on. Character is revealed by the decisions you make and how you behave when no one is watching. Students must realize that coaches and employers often look to your



teachers and administrators as one of their first unbiased references when doing their research on you. Sure, they like hearing that you are a good student but what they really want to find out is something about your character. Observations on your leadership, your humility, your kindness and caring, your integrity and your work ethic are critical when they are making decisions on the people they want to hire or play for their team.

#### **4. Get involved in your school.**

- High school is a great time in a young person's life, and you only get to do it once. Don't let your passion and dedication for hockey blind you to other activities and opportunities. Get involved in your school, get to know other people and be open to new experiences. If you are feeling happy with life you will become a better hockey player as well. Coaches and employers are looking for well-rounded individuals, not people with tunnel vision and limited personal skills and talents. If you are looking at hockey academies, find ones that focus on the whole person not just the hockey player. Make sure there is time to play other sports, develop your leadership skills, enhance your ability to communicate, problem solve and connect with students outside of hockey. You are preparing for life, not just a few years of one thing.

#### **5. Play other sports.**

- Apart from the rationale discussed above about getting involved in your school there is plenty of evidence and research behind young athletes playing multiple sports. First the medical and physiological evidence that playing one sport all year has detrimental effects on the developing young body. To put it bluntly playing hockey from September to March, playing on multiple teams, searching out every available extra ice time, hiring skills coaches, joining a spring league, attending every ID camp around and going to multiple summer hockey schools is **NOT GOOD** for you mentally, physically, or developmentally. For every player who follows this regime and has success there are dozens of casualties. The skills and attributes gained playing other sports, the physiological and psychological advantages and the pure enjoyment and fun far out-weigh any benefits of focusing on just one sport.

#### **6. Don't make excuses, take responsibility.**

- Always take responsibility for your own actions. Never pass the buck, point fingers at others or make excuses. These traits say a lot about a person and none of it is flattering. If you are not happy with an outcome the first place to look is in the mirror. If your marks are not what you want don't blame the teacher, you're the one with the most control of these results. Make changes, perhaps your study skills need work, you need to put in extra time, seek help, manage your time, and look for solutions, not excuses. The same is true for hockey. Own your responsibility and be a good teammate. Support others and work on your mistakes and shortcomings.



## **7. Ask for help and be an advocate for yourself.**

- Don't hide your struggles, ask questions, and find the help. Everyone has challenges in school and in life and you are no different. You must find ways of meeting these hurdles and most often you can't do it alone. Communicate with your parents or other adults in your life. Get to know your counsellor and teachers. Do it soon and don't put it off until the issue is too big and difficult. Stick up for yourself and advocate for the help you need. Don't look for the faults in others but also don't expect that you can do it all on your own. Successful people work as a team, problem solve with others and communicate with one another.

## **8. Be kind, cherish good friends but learn to make your own decisions.**

- Treat other people with kindness and compassion, you never know what they are going through. Don't judge people and always try to understand. Foster good friendships and let them know they are important to you. Stay away from cliques and remember to be your own person. Be defined not by what you do but who you are. Help others but make your own decisions even if they are not popular. Hold true to your values and morals as these should guide your decision making.

## **9. Do it now, don't get in the habit of putting things off.**

- Learn to manage your time. Develop the discipline needed to follow through with priorities. Some things are more enjoyable or easier but know the things that are most important. It is a dangerous habit to put things off, to procrastinate. Get in the habit of doing the things that matter the most before the other stuff. All successful people have learned time management skills. Again, if you have aspirations of going to college or university and also pursuing hockey there you will be a for a rude awakening if you haven't acquired an ability to manage your time and set priorities.

## **10. A few suggestions for course selection and getting the most out of school.**

- Get a solid foundation in English and Math. They may not be your favorite subjects, but they are critical to success in school and to any post-secondary aspirations you may have. Try to avoid dropping to a lower level of English or math because it is easier. Work hard to maintain at least a C+ or B in these subjects as they are always set as priorities for university or college admission.
- Take electives you will enjoy and have interest in. Sometimes you may want or be encouraged to take less courses or perhaps a spare. If you can, avoid this temptation. School is an opportunity to explore your interests or discover new ones. Don't look at electives as something unimportant or frivolous. One of them may involve a field you pursue a career in.
- Don't shy away from the tougher subjects. It is never a good idea just to take the easiest route. Challenge yourself in high school and prepare to meet the challenges of post-secondary. Too many athletes take the easiest path only to find out they are ill prepared to meet the rigor and possibly even the admission standards required for college or university.



## **Section 2 – The BC Graduation Program**

Every province and territory in Canada have their own high school graduation program and curriculum requirements. Never assume they are the same. Most players in the KIJHL are from BC and players from other provinces or the US who are still in high school are not eligible to play in the KIJHL. Therefore, I will use the BC system as the example of things to consider.

### **BC Graduation Requirements 2018:**

The BC Ministry of Education is currently involved in a review of BC's graduation program. The program and its requirements were last changed in 2018 after an extensive review so I am not anticipating major changes at this time. The current requirements are ....

#### **Required courses:**

- English 10 – select 2 two credit gr 10 English choices (avoid New Media 10)
- English 11 – select 1 four credit gr 11 English choice (avoid New Media 11)
- English 12 – select 1 four credit gr 12 English choice (avoid New Media 12)
- A Math 10 – if considering post-secondary stick with Foundations and Pre-Calculus
- A Math 11 or 12 - if considering post-secondary stick with Foundations and Pre-Calculus
- Science 10
- A Science 11 or 12 - a Sc 12 such as Anatomy/Physio or Environmental Sc 12 gets you another gr 12
- Social Studies 10
- A Social Studies 11 or 12 – same as Sc, taking a SS 12 such as Law 12 or History 12 etc a good idea
- A Fine Arts or Applied Skills 10, 11 or 12 – taking a gr 11 in gr 10 gives an opportunity to take a gr 12
- Physical Education 10 – full or partial can sometimes be credited for hockey
- Career Life Education 10
- Career Life Connections 12

Minimum required - 52 credits

#### **Elective courses:**

- 4 electives at the gr 10, 11, or 12 level – there are opportunities for credit for hockey related courses
- 3 electives at the gr 12 level – if considering port-secondary these should be academic gr 12's

Minimum electives - 28 credits

**Numeracy and Literacy Assessments are required in grade 10 and 12.**

**Minimum total for BC Graduation - 80 credits**



## **Post-Secondary Academic Specifics:**

- **English**
  - I. Is the only subject area where students are required to have 3 years or En 10, 11 and 12 for graduation or 12 credits.
  - II. In the 2018 review of grad requirements BC introduced some choice in English with the addition of Composition, Literary Studies, Creative Writing, New Media and Spoken Language or any First Peoples English.
  - III. If considering the NCAA route for post-secondary it is advised at this time to avoid New Media or Spoken Language since they have been questioned by the NCAA, not denied, but under review.
- **Math**
  - I. For graduation in BC students are required to have 8 credits in Math or two Math courses
  - II. There are three streams in Math - Foundations, Pre-Calculus and Workplace Math
  - III. Pre-Calculus is the top Math stream and is accepted for post-secondary admission. Foundations is less theoretical but still accepted by Canadian and US universities.
  - IV. Computer Science and Workplace Math are accepted Math credits for graduation but often NOT accepted for university admission
- **Science**
  - I. For graduation in BC students are required to have Science 10 plus a science 11 or 12 for a minimum of 8 credits in science.
  - II. Options in gr 11 or 12 include Anatomy and Physiology, Chemistry, Earth Science, Environmental Science, Geology, Life Sciences, and Physics.
  - III. There are some post-secondary advantages to having grade 12 vs grade 11 courses and some gr 12 sciences do not have a gr 11 requisite.
- **Social Studies**
  - I. For graduation in BC students are required to have SS 10 plus a SS 11 or 12 for a minimum of 8 credits.
  - II. Options in gr 11 or 12 include Explorations in Social Studies, B.C. First Peoples, Asian Studies, Human Geography, History, Law Studies, Political Studies, and Social Justice.
  - III. There are some post-secondary advantages to having grade 12 vs grade 11 courses and some gr 12 social studies do not have a gr 11 requisite.
- **Second Languages**
  - I. Second languages are accepted academic courses for graduation and post-secondary.
  - II. Credit may be granted through equivalency, challenge, or other means.
  - III. Only in a few Canadian universities is a second language required and none in the US.



## **Other relevant things to know and consider!**

1. Get to know the graduation requirements before you enter the grad program in gr 10.
2. Be smart and strategic in course selections and scheduling.
3. There are other means of being granted credits through external courses, equivalency, challenge, prior-learning, independent directed studies, Board Approved, and post-secondary policies. Check with your school's admin or counselling department.
4. Specific to hockey students can be granted External Athlete 10, 11 and 12 for achieving different levels in the sport as well as courses approved by boards that are related to the training and skills required.
5. The NCAA Eligibility Center sets the minimum standards for students to be able to participate in Division I and II athletics. It must be remembered that the Eligibility Center sets the standards for a student-athlete to be approved for athletic competition, ITS STANDARDS DO NOT GRANT ADMISSION TO INDIVIDUAL NCAA SCHOOLS. A student must apply and meet the academic requirements of any school they desire to attend which are often greater than the Eligibility Center's standards for athletic competition.
6. The NCAA Eligibility Center requires 16 grade 9 – 12 academic courses, whereas BC graduation looks at gr 10 – 12 courses and marks. (see NCAA D1 requirements in Section 5 and check provincial or school websites for their specific requirements)
7. The NCAA Eligibility Centre counts only courses on their Approved Courses list for the province that a student took the course. If you took a course in BC and want it to count as one of your 16 courses for the NCAA Eligibility Center it must be found on their Approved Courses List for BC.
8. Canadian post-secondary schools consider only gr 11 – 12 academic courses. (see general Canadian university requirements in Section 5A and check school websites for their specific requirements)
9. Non-academic courses such as applied skills or fine arts courses, physical education, business education, career, or trades courses are excellent courses but are not accepted for university admissions nor are they used in the calculation of grade point averages for post-secondary.
10. Some religion courses are accepted for post-secondary but usually only if they are survey or general courses not specific to any one religion.





## For Further Information:

Graduation Program and Adult Graduation Program –

- [www.bced.gov.bc.ca/graduation/](http://www.bced.gov.bc.ca/graduation/)

B.C. Ministry of Education policies –

- [www.bced.gov.bc.ca/policy/policies/](http://www.bced.gov.bc.ca/policy/policies/)

Career planning, building work skills and post-secondary options –

- [www.workbc.ca](http://www.workbc.ca)
- [www.educationplanner.ca](http://www.educationplanner.ca)
- [www.bced.gov.bc.ca/careers/](http://www.bced.gov.bc.ca/careers/)

Earning credits/external credentials –

- <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials>

Industry training and trades programs

- [www.itabc.ca](http://www.itabc.ca)
- [www.learnnowbc.ca/trades/TradesFinder.aspx](http://www.learnnowbc.ca/trades/TradesFinder.aspx)

Options for completing graduation requirements via distributed learning

- <https://www2.gov.bc.ca/gov/content/education-training/ways-to-learn/classroomlearning/distributed-learning-programs>

Finances and Career Life Education

- [www.bcsc.bc.ca/Planning10](http://www.bcsc.bc.ca/Planning10)

Transcripts

- [www.studenttranscripts.gov.bc.ca](http://www.studenttranscripts.gov.bc.ca)



## **Section 3 – The Hockey and Education Journey**

If a hockey player progresses and develops his game, he will likely have opportunities to play at a higher level. This is when the player and his parents must continue to set priorities and manage his time accordingly. There will emerge several competing pathways in the game of hockey. Always keep it realistic, balanced and fun. Remember, education, not hockey must be the long-term focus. Competitive hockey comes to an end early in life but the decisions you make around your education have critical consequences life long. Ignoring or neglecting this reality is the biggest mistake you can make on this journey.

### **“Mistakes” to Avoid:**

1. **Believing the myth that you must leave home at a young age** to have any chance of progressing in the game of hockey. I am not saying this should never happen, but I do believe there are far more negatives than positives when it occurs too young. Developmentally, young boys are better to have their parents, family, and support system close for as long as possible. Twelve to fourteen is too early. In general terms fifteen or even sixteen it becomes more viable. This may vary considerably when factors such as maturity, decision-making ability, social skills, educational needs, peer relationships, coaching, competitive opportunities, etc. are weighed. But then logistical factors must enter the equation as well and foremost may be the financial cost. Do your research and be realistic.
2. **Always putting hockey first** when considering priorities and managing your time. Hockey is not more important than a young person’s well-being, self-concept, mental and physical health, education, appropriate development, and overall self-awareness and esteem. Hockey is not the end it is part of the process. It can be a powerful part, a part that contributes to a person’s growth and maturity. Don’t allow it to become something that hides or buries who you are. It can be an albatross that slows or drags you down or it can be a catalyst in your journey.
3. **Using hockey as an excuse** for neglecting the real important stuff in life. Hockey should never be used as the rationale for your poor decisions. Not only is this a fallacy, it is also a dangerous habit and has many short- and long-term consequences. Teachers and parents must see that hockey has been good for you not a factor that is negatively affecting your education and other critical developmental attributes. There may be situations when you need the understanding of these people, and they must see that you are doing everything within your control and making wise decisions.
4. **Looking for the easiest path** in school to accommodate hockey. Education is not where you should be cutting corners. The results of this mistake can have far reaching consequences. At a time in your life when you should be maximizing each opportunity, sport should support this and not hinder it. Establish a work ethic you can be proud of. Be the person who does the very best he can in everything. A person who never looks for the easiest way. Teachers, coaches, and



peers admire and respect this type of person, not the person who is looking to fool people or fake their way with smoke and mirrors. Be genuine and authentic.

5. **Letting yourself be defined by what you do** as a hockey player rather than by who you are as a person. This can become the biggest mistake of your life. In the short-term if you define yourself by the success, you have as a player, you are creating a distorted reality, where in fact it works against you. You have placed your own self-esteem, self-identity, and chance of fulfillment in a no-win scenario. You have created unnecessary stress on yourself and drain on your energy. In the long-term you lose sight of who you are. When competitive hockey is over, and it will be over, you are lost, depressed and rudderless. The stories of this happening with former athletes are many and can be very difficult and even tragic.
6. **Acting as if you are better than others** because of your skills or prowess as a hockey player. There is no upside to arrogance and conceit. They are disrespectful and foolish under any microscope. They only bring the perpetrator scorn and his sport and team disrepute. In an education setting they are illogical and will lead any coach to regret his decision to have that player on his team. These actions reveal something about the character of the person that eventually will prevent him from further advancement in the sport.
7. **Expecting favors or special treatment** by teachers or others because you are a good hockey player. You are owed nothing because of the sport you play or the skills you have. This respect is earned because of the way you treat people, conduct your life, and contribute to others. Who you are, is always more important than, what you do!
8. **Hanging around in a clique** with other hockey players. Get involved, meet other people, play other sports, and don't become a one-dimensional person. You will regret the opportunities missed, the risks not taken, and the experiences that could have been. Youth is a time to explore possibilities, try new things, and create memories. These years go by fast, don't waste them, live them.
9. **Not communicating** or keeping people informed or asking permission or clarification. One of the most significant errors we can make is not communicating. Wars are fought because of it and relationships are destroyed by a lack of it. Your life may be complicated or demanding, we don't live in a bubble so others will invariably be impacted by your lack of communication. Talk to your parents, coaches, teachers, and others who can assist you or at the very least need to know where you are coming from.
10. **Taking a year or more off from education** while you play junior hockey if you hope one day to move on in education, hockey, and life. Life doesn't pause or go on hold because it is inconvenient, and you need a break. Keep moving forward whether you do or not. If you want to be left behind say it but don't fake it. That doesn't mean we don't adjust, reorganize, and set new priorities because of circumstances but use the time wisely. If you are trying to prepare



yourself to be a college hockey player, what are you doing about becoming a student-athlete. Don't become a disabled junior hockey player. Disabled of good habits, work ethic, decision-making abilities, and positive character traits.

## **Advice for Successfully Navigating the Education and Hockey Journey:**

1. **Set goals for both your schooling and your hockey.** Always search for balance and keeping all options open for as long as you can. When you do have to make decisions or accept a certain outcome make sure you understand the consequences. Don't fall back on excuses or unrealistic future outcomes. Be honest with yourself about your goals.
2. **Anticipate where problems or challenges may arise,** and problem solve early and often. It is unrealistic to assume that there will not be roadblocks and barriers along the way. "Shit happens" so be prepared and deal with every obstacle with the knowledge that a solution is possible. Don't become pessimistic, get bummed out or give up.
3. **Involve others, seek a team approach, and realize 1 + 1 can equal 3.** Seldom can we do it alone or should we. It is wise to seek help, advice or just a different perspective. We need to clear our minds of all the clutter, doubts, and reasons why not. Get fresh approaches, ideas, and opinions. Collaboration leads to solutions and better planning. The right answer is often different than what you could do alone. The right answer is often more than the sum of one idea and another.
4. **Build connections and relationships everywhere.** We are social beings even if we are introverts, shy, or awkward. We need others. Developing relationships is a key to success. Don't burn bridges with people as you never know when you will need to cross that bridge. This is true of teachers, coaches, teammates, friends, and acquaintances in all walks of life. Build connections and then foster them. People fondly remember those that were kind, honest, and caring. Your network of relationships will be far more important than your net worth.
5. **Disagreements and even conflict are opportunities to learn and grow.** Be open to learn in and from every situation. Don't take disagreements as an affront, take them as a chance to find a better way. Don't respond defensively, respond with appreciation and respect. You will be surprised how this one strategy can disarm and diffuse the other person to the point that they are no longer intransigent and oppositional. Their mind is opened and they become receptive.
6. **Do whatever it takes.** Absolutely, have dreams and lofty ambitions and then get concrete and establish both short and long-term goals. However, if you are not prepared to make specific plans and follow through by acting on those plans you are still dreaming. Goals have little hope of being fulfilled by chance. Deliberate and focused choices lead to goals being achieved.



7. **Never shoot for the minimum, always strive for the best you can do.** I can't count the number of times I have heard that a student has taken literally a school or university's statement that the minimum they would accept is a certain mark or percentage only to discover later that they would never get in with that mark. As an example, UBC may list the minimum accepted mark for admission as 60% in English 12. Students misinterpret that or don't fully understand that there is competition for the finite number of seats or spaces they have. If 1,000 apply for 500 spots and each year those 1,000 applicants have above average marks, by the time the 500 seats are filled the real minimum for that year usually is considerably higher. In fact, in the case of my UBC example, that minimum is commonly 75-85%. The message is, never sell yourself short, if you are capable of higher, don't settle for less.
8. **If you aspire to play junior hockey plan accordingly,** particularly if you expect to play junior prior to graduating. Depending on where you will play junior their schedule may not allow you to take fulltime classes within a school. Plan so you don't have too many courses to complete in grade 12.
9. **Know the admission requirements for Canadian and American post-secondary schools** if college and college hockey is the goal. Sadly, many people pretend to know, or only know pieces of the puzzle and then many young players find out years later that they were given incorrect or only partially correct information. Do your research and find a variety of sources. Have your information vetted and don't take one person's word. The purpose of this guide is to provide players a reliable and accurate site, but things change so make sure everything is up to date and your interpretation of it is correct.
10. **Research what different teams do to support their players in education, careers, and life** when evaluating where to play junior. Ask questions and do your research before you commit. Talk to or reach out to current and former players who played there or played under the coach(es) you are considering. Does the team management and coaches "Walk the Talk" or is there more smoke and mirrors to what they say and do?
11. **If you have graduated from high school take a long look at your marks** as compared to college and university entrance requirements and determine any upgrades or additional high school courses you may need. Canadian universities accept any courses you do after high school and have no time limits. The NCAA will only accept one upgrade or one new course and only in the year immediately after you have graduated. That doesn't mean you can't or shouldn't do more, but just make sure you can get in with the high school courses you have, and the one upgrade accepted.
12. **Not every person wants to go, should go, or has the aptitude to go to college or university.** If your career ambitions or aptitude doesn't involve that level of post-secondary education don't set yourself up for frustration, wasting time and money and unnecessary failure. Know yourself and decide what route is best for you and then research if there are pathways where you could



continue hockey and education. This is where some schools in the ACAC or the BCIHL could be more appropriate for you.

**13. Whatever your ambitions and goals are DON'T put them on hold while you play junior hockey.**

This is ridiculous and unnecessary. You have plenty of time while playing junior to explore options such as part-time post-secondary courses, continuing or community education courses, work experience, finding a mentor to shadow, volunteer work in schools or the community etc. This is life, use it and don't fall for the misconception or trap that it must be hockey 24/7. I can tell you that college coaches don't want to recruit one dimensional people and the world isn't going to wait on you. If your junior team doesn't support and encourage this or actively refuses to allow it I would suggest you are in the wrong place.

**14. It is very common that young people are unsure or undecided** about what courses to take prior

to full-time university or college or even when they get there. Again, that is what this time is all about, exploring options, trying new things, and having your eyes and mind wide open to all possibilities. In selecting courses try something new or something that interests you. If the courses, you take become transferrable to whatever school you move onto that is great, but it is a bonus. What is important is that you kept your mind active, continued to build good work habits, managed your time, used it wisely, and explored possibilities.



## **Section 4 - The Canadian Development Model**

Junior hockey in Canada has come a long way in terms of their awareness and support of the different aspects of their players lives. It is no longer ok or acceptable to ignore other needs. Programs to support mental health awareness, physical health and fitness, anti-bullying initiatives, understanding of racism and other forms of discrimination, expected community involvement and charitable activities, expansion of career development opportunities and so much more are now a growing part of the junior hockey experience. There is much more to do but we now have model programs to follow and resource people and mentors to help us.

All these initiatives should be part of the holistic education of every young person. So should the formal education of each player. The role of education and training in their lives must be supported and valued. It is no longer acceptable to pay lip service to this critical component of there lives. Nor is it appropriate to expect players to put these things on hold or defer them until their junior hockey career is over.

### **I. Introduction**

When young boys and girls start playing hockey at a very young age within various sport organizations, they are in pursuit of an experience that is both fun and rewarding. As they grow older and move up in competitive levels, the game should still be fun. Wading through the many aspects concerning what is best for the player, however, can become more complicated. The following information about the process can offer quite a challenge for players and their parents as they try to navigate through the many obstacles attempting to find answers to questions before making critical decisions.

The critical "decision points" for parents and the player usually occur when Junior level scouts, coaches, and team administrators begin taking special interest in players as early as U13 (12 years old) and U15 (13 and 14 years old) levels of hockey. Being invited to play for teams at the elite U15, U18 and Junior levels, may mean the player will move to another community, live with another family, and transfer to a different school. In some cases, a player may be presented with the opportunity to move out of province or even to the United States.

This section of our guide has been developed and written by Hockey Canada with the goal of providing young players and their parents with information required to make these decisions and to insure that the choices being made are in the best interest of the athlete. This handbook serves as an introduction to what the Canadian hockey system offers young hockey players. For more detailed information on leagues and teams and the various programs and opportunities, you are encouraged to visit the Hockey Canada website area dedicated to the Canadian Development Model at [www.hockeycanada.ca](http://www.hockeycanada.ca).

### **What do we know about hockey in Canada?**

Hockey is an integral part of Canadian culture



The great passion among a vast majority of Canadians - young and old - is to participate in the game as a player, coach, official, or administrator at all levels

The evolution of the hockey development system in Canada has been unique compared to most sports developmental systems in North America. Consequently, for over 70 years, a hockey infrastructure has evolved in Canada on a community, district, and national level to meet the needs of all young athletes - male and female

Through the 1970's, a more formalized structure relative to the organization of leagues, player categories, and coaching certification evolved under the direction of Hockey Canada and its predecessor, the Canadian Hockey Association

Leadership by Canadian hockey governing bodies, along with provincial and federal government sports leaders, has resulted in the infusion of considerable funds to enhance growth, appropriate monitoring, consistent regulations, rules, and control across the country.

## **II. Hockey Canada - The Governing Body**

All amateur hockey in Canada falls under the auspices of Hockey Canada. The organization is headquartered in Calgary, Alberta at the Father David Bauer Arena. It is here that Canada's National Men's and Women's programs along with administrators, development, communications, and event staff are situated

Hockey Canada (HC) is the sole governing body for amateur hockey in Canada and is the organization that operates national hockey programs in cooperation with its many branch associations, the Canadian Hockey League (CHL), Canadian University Sport (U-Sport), and the Canadian College Athletics Association (CCAA)

The origin of hockey in Canada has never been established definitively. Claims have been made on behalf of many localities, notably Montreal, Halifax and Kingston and the controversy will no doubt go on as long as the sport continues

The first organization dealing with the administration and development of the sport was the Ontario Hockey Association which was organized on the 27th of November 1890

Over the years in other parts of Canada, more organizations came into existence, and, on December 4th, 1914, the first meeting of a national body known as the Canadian Amateur Hockey Association, was held at the Chateau Laurier in Ottawa. While it was fitting that the first meeting should be held in Canada's capital city, the impetus for the organization was provided by a group of men in Winnipeg - a Western city which has had such a notable connection with the sport

The Canadian Amateur Hockey Association became the Canadian Hockey Association in 1994 when the CAHA merged with Hockey Canada. In 2003, the organization became formally known as Hockey Canada

The structure of Hockey Canada consists of 13 member Branches that each administers Hockey Canada programming in their jurisdiction. Direct jurisdiction of amateur hockey, however, does not extend to the Canadian Hockey League, Canadian U-Sport, and the Canadian College Athletic Association. These organizations are referred to as Affiliate members of Hockey Canada and enjoy many of the privileges of





membership. These three groups have a formal structure in place that governs their activities within their specific leagues and conferences while maintaining a close working relationship with Hockey Canada.

### **III. The Canadian Development Model**

#### *a) Objectives of the Canadian Development Model:*

- To create an improved, more uniform system to assist in the progression and development of Canadian players within the Canadian club system
- To keep the top amateur players in the Canadian system by providing a program that meets their hockey and educational needs within Canada
- To ensure that club systems are designed to complement, not compete with one another
- To develop a Club System that allows a player to advance at an appropriate pace which is in the best interest of that player's individual development

#### *b) Keeping the Best Players in the Canadian System*

Canada has long been a nation renowned for producing elite hockey talent and has been the leading producer of NHL caliber players for decades

Not only is Canada home to the best hockey development system in the world, but it affords excellent educational opportunities without compromising academic objectives

For this reason, it is in the best interest of Canada's young elite players to pursue their entire amateur hockey careers in this country

By staying within the Canadian Hockey Development system, young players have the best opportunity not only to extend their hockey skills to the elite level necessary to advance to a professional league, but also to succeed in their scholastic pursuits

Hockey leaders understand the importance of linking elite hockey development with a focused educational program that encourages players to give appropriate attention to moving through high school, graduating on time, and securing the necessary credentials to enter a post-secondary program in university or technical school

To encourage this approach, hockey constituents from across the country spanning U18 age programs through Major Junior hockey have worked to develop the Canadian Development Model that facilitates this seamless process

Canadian Hockey League (CHL) produces more NHL players than any other development league in the world while also serving as the leading provider of post-secondary scholarships in Canada



The CHL experience is much more than hockey. Players in the CHL have a unique opportunity to develop crucial life skills. Teams in the three CHL member leagues are dedicated to producing not only top-quality hockey players, but also highly successful people. At the CHL level, a player can enjoy the game at the highest level in the Canadian system without compromising education objectives.

The underlying principle of the club system is that organizations at all levels compliment, rather than compete with one another, to allow players to advance through the developmental process and compete at the highest possible level appropriate to their ability

Although players are encouraged to play at the highest possible level within the Canadian System, the pace at which players advance will be determined and guided by the player's overall maturation and development

Players are encouraged to explore all options available to them within the Canadian System at the Major Junior, Junior A, Junior B, and ultimately Canadian University and Canadian College levels.

It is a priority to encourage players to compete at the highest possible level within the system. Players that possess extraordinary skill combined with the necessary physical and mental maturity need to advance to an appropriate level provided the opportunity is available to develop by playing on a regular basis. Teams must agree to exercise patience in setting the pace at which players advance through the system and to act in the best interest of the player's overall development. All levels agree that should a player not be capable of competing in the top level of the Canadian System - the CHL, it may be fitting to keep open all his avenues of opportunity. Should the circumstances not be favorable to the player's best interest, the player and parent/guardian will be counseled on the situation and advised of options on an appropriate career path.

To structure the system to ensure the top players in Canada remain in Canada and participate in the Canadian Development System. It is our goal to design a structure that meets the needs of all players and increase the number of players who choose each year to participate in the Canadian system. Players maintain the right, however, to consider alternatives outside of the Canadian model.

## **Table 1: Progression of Players Through Development Stages**

Professional Hockey

Canadian University / College Hockey

Senior Amateur Hockey

Canadian Hockey League (Major Junior)

Canadian Junior Hockey (AJHL etc.)

Junior B

U18 AAA

U18 AA



U15 AAA

U15 AA

### *c) Structure within the Canadian Club System*

#### **Major Junior**

Canadian Hockey League comprises 60 franchises in three regional member leagues.

- Western Hockey League (22)
- Ontario Hockey League (20)
- Quebec Major Junior Hockey League (18)

Leaders in developing players for the NHL and other professional leagues.

CHL players maintain eligibility to play within the Canadian University and College Systems.

Provide full academic scholarships for players who do not advance to top professional levels.

League championship teams qualify for the Memorial Cup (the CHL Championship).

Leading supplier of players, coaches and officials representing Canada at the annual World Junior Championships, World Under 18 Championships, and World Under 17 Hockey Challenge.

#### **Junior "A"**

Canadian Junior "A" Hockey League comprised of over 140 teams in 10 provincial and regional member leagues.

Provides additional development for players 16-18 prior to advancing to Major Junior.

Provides additional development for players 19-20 who are seeking other opportunities.

Provides development and maintains eligibility for players seeking university and college opportunities throughout North America and abroad.

Provides opportunities to showcase athletes to the NHL through CJHL Program of Excellence including the CJHL Prospects Game and the World Junior A challenge.

#### **Junior "B"**

Provincially, regionally and locally organized and governed leagues.

Junior "B" provides additional development for players 16-20 years old prior to advancing to Junior "A", Major Junior, university and/or professional hockey.



### ***U18 "AAA"***

The top level of the U18 category. Provincially and regionally organized and governed leagues.

One objective is to provide development opportunities for players to advance to Junior and Major Junior hockey programs.

Compete for regional championships and Hockey Canada's National Championship, the Telus Cup.

### ***U18 "AA"/"A"***

One focus is to develop players for advancement to U18 AAA and/or Junior programs.

### ***U15 "MA"***

The top level of competition for the highest ranked players in U15 age categories (13-14 years old).

One objective is to develop players to advance to U18 AM level.

## ***d) Movement within the Canadian Development Model***

A realigned development system, based on a more cooperative approach by constituents (leagues and teams) in all categories is structured to encourage all top-rated players coming from the Canadian minor hockey system to remain in Canada progressing to Major Junior and/or Junior A after completing U15 or U18 levels of hockey

Players are encouraged to play at the highest possible level within the Canadian Club system. However, the constituents agree to use patience in the pace at which players advance through the system and to act in the best interest of the player's overall development

Players who are not capable of playing Major Junior hockey are encouraged to explore other options within the Canadian system, including Junior A or B, or at the Canadian University or College level

Should a player possess extraordinary skill combined with the necessary physical and mental maturity, he should be encouraged to advance to the next level. If circumstances are not favorable to the player's best interest developmentally, the player will be advised to delay advancing to the next level.

## ***IV. Education within the Canadian Hockey System***

### ***An Overview of the Emphasis on Education***

Elite hockey players desire to pursue the game at the highest competitive level possible. Many elite level players choose Major Junior Hockey Leagues in order to enhance their chances of advancing to the professional level



Normally, players entering Major Junior and other Junior Leagues at age 16 or 17 have not achieved high school graduation. As a result, parents may be concerned about the ongoing educational development of their sons in this highly intense competitive environment. In the CHL, players have every opportunity to move forward academically, graduate from high school on time, and take post-secondary courses while playing in the League

Administrators, coaches, and volunteers involved at elite levels of hockey are committed to the development of the "whole" person entrusted to their care. Since education is a critical component within all these organizations, leadership in fulfilling the academic needs of these young men is of utmost importance

Major Junior and Junior Hockey provide an environment in which a player can combine high performance development without compromising education

During a player's tenure in elite hockey programs, a formalized academic team of professionals is in place to support him academically. Such personnel include:

- League Directors of Educational Services
- Individual Club Education Advisors
- High School and College Counsellors at the site of Junior Teams
- The High School Counsellor at the player's home school

**All Major Junior and Junior A Clubs have a team of education experts who are responsible:**

Provide guidance and advice to players prior to moving into a top elite program

Monitor academic progress throughout the school term - both during the season and when the player returns to his home school

Advise players about course selection and graduation requirements

Inform players about College, Technical School, and University opportunities once high school graduation has been achieved

All elite sport, such as Canadian Major Junior and Junior hockey, should provide an outstanding environment to help young men develop very valuable basic personal qualities that will enhance any career once their playing days are over. These include:

- Athletic ability and a high level of physical fitness
- Personal discipline
- Ability to deal with adversity and pressure



- Time management in balancing the demands of intense competition, practice times, travel, and maintaining appropriate academic performance
- A sound understanding of "team-ness"
- The mental skills required in analyzing and making decisions quickly in stress filled situations
- Understanding the meaning of commitment

Built into these traits are other personal qualities such as integrity, honesty, good moral character, and personal deportment that are integral to playing the game at any level

As a result of these inherent qualities, graduates of Major Junior and Junior A hockey are heavily recruited by Canadian Universities and Colleges. Hockey coaches in these institutions seek these athletes to enhance their programs. The reality is that the inherent qualities described above provide a solid platform for Major Junior and Junior A graduates to be very successful academically and achieve a degree or diploma at the post-secondary level

For athletes who do not have the opportunity to play hockey at the highest professional level, the University/College hockey programs are a natural progression in the Canadian Development Model. It is here that players can continue to improve their skills, compete at a very high level, and often, move on to professional hockey once their degree or diploma is completed

All member clubs and Leagues within the Canadian Hockey League (Western Hockey League, Ontario Hockey League, and QMJHL) offer scholarships which allow players the opportunity to pursue a college or University education in Canada following their graduation from Major Junior hockey. The scholarships available to players in the CHL may vary slightly on a league-to-league basis.

|                                    | OHL  | WHL  | QMJHL   |
|------------------------------------|--|--|---|
| Player Eligibility                 | One year for every year played or a portion thereof of the club's active roster  | One year for every year or portion thereof of the club's active roster   | Must have played a min of 2 yrs<br>Must have played at age of 19                  |
| Annual Cap                         | Negotiated by each club  | Based on full cost of tuition, compulsory fees, and textbooks at a publicly funded university in the player's home province. | \$10,500 max played 3 yrs.<br>\$7,000 max played 2 yrs<br>\$3,500 yr max of 3 yrs |
| Activation of the scholarship      | Max of 18 months following graduation for the OHL  | After one full season or one academic yr following graduation from the WHL   | In the month of September following the players Junior training period.           |
| Tiered Benefits                    | 1 <sup>st</sup> Round draft pick:<br>books, tuition, board, and compulsory fees<br>2 <sup>nd</sup> – 15 <sup>th</sup> Round: book, tuition, and fees | No tiered  | Not tiered  |
| Max number of year player eligible | 5  | 5  | 3   |



|                                      |     |  |     |
|--------------------------------------|-----|--|-----|
| University Partnership               | Yes | A formal CWUAA-WHL Partnership Agreement. An active Joint CW/Colleges subcommittee | Yes |
| Local Club Fundraising               | Yes | Yes – all teams through 50/50 draws, golf tournaments etc                          | Yes |
| Annual Education Liability Reporting | Yes | Each club reports scholarship liabilities to League Office                         | Yes |

Further and more detailed information on Canadian Scholarship Programs related to Major and Junior A Leagues can be found on the Websites listed below:

#### CANADIAN HOCKEY LEAGUE

|                                   |  |
|-----------------------------------|--|
| Ontario Hockey League             | <a href="http://www.ontariohockeyleague.com">www.ontariohockeyleague.com</a> |
| Best of Both Worlds               | <a href="http://www.bestofbothworlds.ca/hm">www.bestofbothworlds.ca/hm</a>   |
| Quebec Major Junior Hockey League | <a href="http://www.lhjm.qc.ca">www.lhjm.qc.ca</a>                           |
| Western Hockey League             | <a href="http://www.whl.ca/education">www.whl.ca/education</a>               |

#### CANADIAN JUNIOR A HOCKEY LEAGUE

|   |  |
|---|--|
| Canadian Junior A Hockey League             | <a href="http://www.cjhlhockey.com">www.cjhlhockey.com</a> |
| British Columbia Hockey League              | <a href="http://www.bchl.bc.ca">www.bchl.bc.ca</a>         |
| Alberta Junior Hockey League                | <a href="http://www.ajhl.ab.ca">www.ajhl.ab.ca</a>         |
| Saskatchewan Junior Hockey League           | <a href="http://www.sjhl.sk.ca">www.sjhl.sk.ca</a>         |
| Manitoba Junior Hockey League               | <a href="http://www.mjhlhockey.ca">www.mjhlhockey.ca</a>   |
| Superior International Junior Hockey League | <a href="http://www.sijhl.com">www.sijhl.com</a>           |
| Ontario Provincial Junior Hockey League     | <a href="http://www.opjhl.ca">www.opjhl.ca</a>             |
| Northern Ontario Junior Hockey League       | <a href="http://www.nojhl.com">www.nojhl.com</a>           |
| Central Junior A Hockey League              | <a href="http://www.cjhl.on.ca">www.cjhl.on.ca</a>         |
| Ligue de hockey junior AAA du Quebec        | <a href="http://www.lhjaaa.qc.ca">www.lhjaaa.qc.ca</a>     |
| Maritime Junior A Hockey League             | <a href="http://www.mjahl.com">www.mjahl.com</a>           |

For more information on the Canadian Development Model, please contact Hockey Canada or visit the Hockey Canada website at [www.hockeycanada.ca](http://www.hockeycanada.ca). Telephone: (403) 777-3636; Facsimile: (403) 777-3635



## **Section 5 – Post-Secondary Hockey Opportunities**

There are many opportunities to play hockey while attending post-secondary school in North America. Some come with athletic and academic scholarships and some with financial aid. Some offer a very demanding hockey schedule while others balance the academic and athletic demands more equitably. Some recruit only the top, elite-level athletes and are focused on future professional opportunities and hence involve a very competitive recruitment process. Some offer athletes a chance to continue playing the sport they love in more of an extra-curricular and non-varsity format and others offer intra-mural programs.

Some have incredibly high academic standards and only take the very best student-athletes. Some schools offer very limited academic fields and are known for specific career programs. Others have a wide diversity of academic programs, and few are more focused on the technical and professional trades. All have entrance requirements that athletes need to be aware of while still in high school to assure proper planning and preparation.

It is critical when the time comes that student athletes are prepared for what these schools require and expect. This includes being aware and realistic about your academic and hockey abilities and what you are looking for in a post-secondary school. It also provides information on the expenses associated with each option and the opportunities for awards that can bring the final cost down for the student athlete and their families. This section covers the primary opportunities in Canada and the United States.





## **A) Canadian U-Sport (formally CIS)**

### **a) U-Sport in Canada**

#### *i) What is U-Sport?*

U-Sport is the governing body for Canadian university athletics.

#### *ii) How many men's ice hockey programs are there in U-Sport?*

There are 35 universities in Canada's U-Sport who have varsity men's hockey teams. These teams play in 6 Conferences and the winners meet for the Canadian U-Sport National Championship.

#### *iii) What U-Sport universities have men's ice hockey and in what conferences?*

##### Canada West (CW)

- 1) Alberta
- 2) British Columbia
- 3) Calgary
- 4) Grant MacEwan
- 5) Manitoba
- 6) Mount Royal
- 7) Regina
- 8) Saskatchewan
- 9) Trinity Western

##### Ontario Far West (OUAFW)

- 1) Guelph
- 2) Laurier
- 3) Waterloo
- 4) Western
- 5) Windsor

##### Ontario West (OUAW)

- 1) Brock
- 2) Lakehead
- 3) Ryerson
- 4) Toronto
- 5) York

##### Ontario East (OAUE)

- 1) Nipissing
- 2) Ontario Tech
- 3) Queens
- 4) Royal Military College

##### Ontario Far East (OUAFE)

- 1) Carlton
- 2) Concordia
- 3) McGill
- 4) Ottawa
- 5) Trois-Rivieres



Atlantic University Sport (AUS)

- 1) Acadia
- 2) Dalhousie
- 3) Moncton
- 4) New Brunswick
- 5) Prince Edward Island
- 6) St. Francis Xavier
- 7) St. Mary's

**b) Costs, Scholarships, and Financial Assistance**

*i. What does it cost to attend a U-Sport University for a full year (Sept-April)?*

It does range and depends on accommodation costs but generally it should cost about \$25,000 all in. This includes tuition, books, accommodation, and meals.

*ii. How does the scholarship money offered by Major Junior Hockey teams work?*

For each year that a player plays in Major Junior they receive one year of paid registration in a post-secondary school in Canada. They have 2 years after junior hockey to claim the funding which is in turn paid directly to the university by the Major Junior team.

*iii. Can U-Sport universities offer financial awards or scholarships for athletic competition?*

Yes, U-Sport universities can offer financial assistance/scholarships for university athletic participation within certain restrictions and guidelines as set out by U-Sport

*iv. What is the definition of financial awards?*

U-Sport refers to its scholarships and financial assistance as "Athletic Financial Awards" (AFA). An AFA is any award that is conditional on the student participating as a member of an athletic team. These awards include but are not limited to scholarships, bursaries, prizes, leadership awards, merit awards, housing, and all other related non-employment financial benefit received by an athlete from their institution.

*v. Who is eligible for an AFA?*

Both students entering their first year of university and returning students are eligible for financial assistance.

*vi. What are the eligibility requirements for an AFA?*

Students who are considered "entering students" must achieve a minimum 80% grade average in the previous academic year of study in order to be eligible for



university financial assistance. An "entering student" is any student who has not yet completed 2 semesters of study at the CIS institution they are currently attending. This definition includes students entering from high school, students who are currently in their first year of university, as well as students who transfer from another post-secondary institution.

Students who are considered "non-entering students" must achieve a 65% average within the previous academic year of study. A "non-entering student" is any student who has successfully completed 2 semesters of study at the institution they are currently attending. This would include second, third, fourth- and fifth-year university students.

*vii. Is there a maximum amount of money that can be given out by a university in the form of AFA's?*

Yes, each U-Sport hockey team is allowed 14 AFA units. One (1) AFA unit accounts for 100% of one athlete's tuition and compulsory fees. For example, if your tuition and compulsory fees total \$5,000, and the university awards you an AFA totaling \$5,000, then they have used one (1) AFA unit on you. If you receive \$2,500 then only 0.5 AFA units have been used on you.

Therefore, 14 AFA's units allows for 14 players to receive 100% of their tuition and compulsory fees. Conversely, 7 players could receive 100% of their tuition and compulsory fees while 14 players receive 50% of their tuition and compulsory fees. Each individual CIS hockey team decides how it will divide its 14 AFA's among its student-athletes.

Also, it must be noted that schools are not required to give away all 14 AFA's each year. Some universities may award all 14 AFA's while others may award none — the decision rests with each individual university.

### **c) Admission and Academic Eligibility**

*i. What are the high school admission requirements to be accepted to a U-Sport university?*

Each university sets their own admission requirements, so it does vary from school to school as well as program to program. They all look at core academic courses in grade 11 and 12. Generally, they will consider English 11 and 12, a Math 11, a Science 11 and 3-5 other academic grade 12 courses. Some universities require a second language 11 as well. Check with the schools for specifics.

*ii. What marks are required for admission?*



These too may vary from school to school, and they also vary from one year to the next. Schools are limited to how many first-year students they can take by

their very size, number of classes available and the number of seats available. Their information may say they require a minimum mark of 60% but in reality the number of spaces they have combined with the number of students applying means that the spaces are usually filled long before they get to the minimum. Generally, admission to a U-Sport university will be in the range of 75% - 85% average in the courses listed above.

*iii. When must a student apply for admission?*

Most universities have an early admission date around December or January. Obviously, it is to an applicant's advantage to apply early because space is limited. However, in the case of athletes they may not have been recruited that early or will not have made a decision by then. Some students apply early to a number of schools just to be assured of a space when they decide. A degree of latitude is given to late applicants and coaches will lobby but nothing is assured.

*iv. Is there consideration given if applicants are older as is often the case with athletes in the sport of ice hockey?*

Most universities have policies around "mature" applicants but the age that they define a mature student may vary from 21-25 years of age.

*v. What high school average is required to be academically eligible for U-Sport?*

A prospective student-athlete must obtain a minimum 60% average on those courses used to determine university admission. It must be noted that this only makes the student eligible to compete in U-Sport athletics and does not guarantee entrance into a specific university or program.

*vi. What happens if I don't have a 60% average but get accepted into a U-Sport institution?*

In those instances where you have not achieved the 60% requirement, but nonetheless have been accepted into a U-Sport university, you must complete 3 full courses (9 credit hours) or equivalent in a single semester prior to gaining eligibility

*vii. What is required to continue to be academically eligible to compete in U-Sport?*



To be eligible to continue competing in U-Sport athletics you must be enrolled in 3 full courses (9 credit hours) during the term in which you are competing.

#### **d) Athletic Eligibility**

- i) How many years of athletic eligibility do I have to compete in U-Sport athletics?*

Every student-athlete has five (5) years to compete in U-Sport athletics.

- ii) Does ACAC and NCAA competition count towards my five (5) years of U-Sport athletic eligibility?*

Yes, for each year of competition in either the ACAC or NCAA you are charged with a year of U-Sport eligibility. Also, athletes who have used all of their ACAC or NCAA athletic eligibility are ineligible to compete in U-Sport.

- iii) Do I lose U-Sport athletic eligibility if I compete for a professional team or get paid to play hockey?*

For each year that you played professional hockey you will lose one of your 5 years of U-Sport eligibility. Hockey players are not considered to have competed professionally regardless of the number of exhibition games played. If you do not compete in a game in a professional league you will not lose any eligibility for participation in a tryout.

- iv) How soon after competing professional can I take part in U-Sport athletics?*

One year must pass between your last professional competition and your first game in U-Sport.

- v) Can I play games in major junior and still be eligible to compete in U-Sport?*

Yes, unlike the NCAA, U-Sport does not consider Major Junior hockey leagues to be professional hockey leagues and therefore competition or try outs in Major Junior leagues will not jeopardize U-Sport athletic eligibility.

- vi) If I transfer from the ACAC, how soon after I transfer can I play?*

If you transfer from an ACAC institution you can participate immediately



unless you have participated in any post-secondary institution game in that semester or term or you have not achieved a minimum 60% average in the courses used to determine U-Sport university admission or you have

not maintained your academic eligibility to continue participating in the ACAC or you have used all your ACAC eligibility.

*vii) If I transfer from the NCAA, how soon after I transfer can I play?*

You can play in the following season if you meet the academic requirements applying to transfer students and have not used all your NCAA athletic eligibility.

*viii) Can I transfer and compete in U-Sport if I have used all my eligibility in the ACAC or NCAA?*

In general, if you have used all of your athletic eligibility in the ACAC or NCAA then you cannot compete in U-Sport. However, NCAA athletes who participated for three years or less in the NCAA but are no longer eligible in the NCAA because of the NCAA time-clock/age limit or terms of attendance regulations, may compete in U-Sport using their remaining U-Sport eligibility.

**e) Recruitment**

*i) Do U-Sport universities provide for recruiting trips?*

Yes, they can bring prospective student athletes to campus for recruiting trips.

*ii) Can a U-Sport university cover travel expenses for recruiting trips?*

University funding of recruiting trips for prospective athletes is acceptable provided these trips are consistent with general university policy.

*iii) How many official visits can I make?*

Although there is no limit on the number of universities you can visit on financed recruiting trips, each university can provide for only one financed recruiting trip per prospective athlete.

*iv) Can U-Sport universities pay for my parents to visit the campus?*

No, U-Sport universities are prohibited from paying, providing, or arranging for the payment of transportation costs incurred by relatives or friends of a prospective athlete.



v) *Can I receive university apparel or other products while on a recruiting trip?*

Yes, you can receive university products or services provided the products or services do not exceed \$100.00 over and above what is provided the general prospective student population.

vi) *What is a U-Sport Letter of Intent?*

A student-athlete may formally declare his intention to attend a specific member school during the upcoming academic year by signing a Letter of Intent. Upon signing the Letter all U-Sport members are to discontinue further recruitment of the student-athlete. It is at the discretion of an institution to include the terms of AFA within the Letter of Intent, however, when included, the school is expected to honor those terms.



## **B) Alberta Colleges Athletic Conference**

### **a) The ACAC**

#### *i) What is the CCAA?*

The Canadian Colleges Athletic Association is the governing body for Canadian collegiate athletics, however the CCAA does not currently have hockey as one of their sports therefore the CCAA does not act as the “parent/national” body of ACAC Hockey.

#### *ii) What is the ACAC?*

The ACAC is the governing body for collegiate hockey in Alberta and Saskatchewan. The ACAC is permitted to make regulations concerning hockey.

#### *iii) How many ACAC hockey programs are there?*

There are currently 7 schools with ACAC men’s hockey programs.

#### *iv) What schools currently have ACAC men’s hockey programs?*

1. Augustana Campus (U of A) Vikings
2. Briercrest College Clippers
3. Concordia University of Edmonton Thunder
4. Northern Alberta Institute of Technology Ooks
5. Portage College Voyageurs
6. Red Deer Polytechnic Kings
7. Southern Alberta Institute of Technology Trojans

### **b) Cost and Financial Assistance**

#### *i) What does it cost for a full year (Sept-April) at an ACAC school?*

The costs may vary but on average it will cost between \$14,000 and \$18,000 per school year including tuition, fees, supplies and room and board.

#### *ii) Can ACAC institutions offer financial awards or scholarships to its student-athletes?*

Yes, ACAC institutions can offer financial assistance to its athletes provided that





any aid granted specifically to participate in sports cannot exceed tuition and enrollment fees.

*iii) What is the definition of financial assistance?*

Financial assistance includes scholarships, bursaries, grants and financial awards.

*iv) Who is eligible for an athletic financial assistance?*

Any student who competes in athletics and meets the requirements for financial assistance can receive financial assistance. Each institution sets its own eligibility requirements for athletic assistance.

*v) Is there a maximum amount of assistance that individual student-athletes can receive?*

Yes. Financial assistance or awards cannot exceed the total cost of the student-athlete's tuition and enrollment fees.

*vi) What is the definition of "enrollment fees"?*

Enrollment fees shall include all required fees including application fees, recreation fees, Student Association fees, library fees, technology fees etc.

**c) Admission and Academic Eligibility**

*i) What are the academic entrance requirements for the ACAC?*

Each individual institution sets their entrance requirements based on the program a student is applying for.

*ii) What are the minimum high school academic requirements to compete in ACAC athletics?*

There are no minimum high school requirements set out by the CCAA or the ACAC to determine initial athletic eligibility. If a student is admitted to an institution then that student is eligible to compete in the ACAC. Therefore, initial academic requirements will vary depending on the program of study and institution to which you are applying.

*iii) What are the academic requirements to be eligible to continue competing in the ACAC?*



Once attending an ACAC institution and competing in athletics, a student-athlete must maintain "full-time" status and achieve a passing GPA each semester to be eligible to compete in the following semester. The ACAC recently created a minimum GPA standard of 1.7 for an academic year (in addition to full time status credit completion)

*iv) What is the definition of fulltime student in the ACAC?*

A student shall be considered full-time if he/she is officially registered in a minimum of 60% of a full course load in an accredited program of study as defined by the relevant institution.

*v) Who determines what is fulltime and what constitutes a passing GPA?*

Each individual institution shall determine what constitutes a full-time student. The ACAC requires a 1.7 GPA over the academic year, to remain academically eligible. Each Institution is permitted to have a GPA requirement that is higher than the ACAC 1.7 minimum.

**d) Athletic Eligibility**

*i) How many years of athletic eligibility do I have to compete in ACAC athletics?*

You have 5 years to compete in the ACAC.

*ii) What is considered "a year of competition"?*

You will be considered to have used one year of eligibility if you have participated in one scheduled ACAC contest (your name appears on one (1) official game sheet for a league game). This does not include preseason contests.

*iii) Can I attend two ACAC institutions and still take part in the athletics programs?*

Yes, you have two options ...

- a) Attend an Institution (or Institutions) that have a declared Collaborative Program, approved by the ACAC, and participate for one of those Institutions in the ACAC



- b) Attend two Institutions however at least 9 credits (enough credits to be deemed full-time) must be provided by the one ACAC Institution for which the athlete participates

iv) *Do I lose ACAC athletic eligibility if I compete for a professional team, play in a professional league or get paid to play hockey?*

No, in men's hockey, a student-athlete does not lose eligibility for any years of participation as a professional athlete. This includes Major Junior which unlike the NCAA the ACAC does not consider professional.

v) *Do I lose ACAC athletic eligibility if I try out for a professional team?*

No, hockey players are allowed to try out for professional hockey teams without jeopardizing their ACAC eligibility. This includes Major Junior which unlike the NCAA the ACAC does not consider professional.

**e) Transferring to the ACAC**

i) *Does NCAA and CIS participation count towards the four (4) years of my ACAC eligibility?*

Yes, participation in the NCAA or U-Sport will be considered equivalent to and deducted from your five years of ACAC eligibility. The NCAA and U-Sport definitions of competition, "participation" and "eligibility" will be respected in determining loss of ACAC eligibility. As an example, if you entered the NCAA and played 10 games in your first season then according to NCAA definitions, you would have "competed" and as such used one (1) year of NCAA "eligibility". Therefore, if you transfer to the ACAC you would have only four (4) years of ACAC eligibility remaining.

ii) *Can I transfer from another post-secondary institution to another ACAC institution and still play?*

If you transfer between seasons of your sport (i.e. during the summer) you will be eligible to compete immediately if you would have been deemed eligible for participation in the coming season at/by the previous institution. If you are not deemed eligible you may reinstate academic eligibility by a) passing 9 credits during a semester of non-participation with a minimum 1.7 GPA or b) sit out a full academic year/season of ACAC participation (b can only be used once in a career).



If you transfer from an ACAC institution for which you competed in at least one hockey game during the same season, you will be deemed ineligible to compete in ACAC hockey at a different ACAC Institution for the remainder of that sport year.

Transferring back-to-back from one ACAC Institution to another is limited. You may transfer between two ACAC Institutions back-to-back (i.e. season 2021-22 at Institution A and 2022-23 at Institution B). However, if you choose to transfer back to Institution A or to new Institution C then you must sit out 12 months from your last date of participation at Institution B.

### **a) Recruiting Guidelines**

#### *i) Do ACAC institutions provide for recruiting trips?*

Students are free to visit the campus of an ACAC institution at any time.

#### *ii) How many official visits can I make?*

There are no restrictions on the number of times you can visit an ACAC campus. Funding of liaison/recruiting trips for prospective student athletes is acceptable, however the ACAC limits a member's institution or its delegates to finance only one visit on campus. The expenses covered by the institution are limited to transportation, meals and accommodation incurred by the prospective student athlete.

#### *iii) Can an ACAC institution cover prospect expenses for recruiting trips?*

The expenses covered by the institution are limited to transportation, meals and accommodation incurred by the prospective student athlete for one visit. Moreover, no institution shall finance, arrange, or permit entertainment of any prospective student-athletes. A prospective student-athletes who receives funding for a recruiting trip that takes place on or after December 1st is not eligible to participate in the winter semester immediately following the visit. . A prospective student-athletes who receives funding for a recruiting trip that takes place on or after August 1st is not eligible to participate in the fall semester immediately following the visit.

#### *iv) Can ACAC universities pay for my parents to visit the campus?*

No institution shall finance transportation costs incurred by hi family or friends.



v) *Can I receive free apparel or other products while on a recruiting trip?*

Gifts are limited to “when recruiting student-athletes an ACAC member may provide the prospective recruit with one piece of institutional or athletic department branded apparel that does not exceed \$100 (CAD).”



## **C) B.C. Intercollegiate Hockey League (BCIHL)**

### **a) The BCIHL**

#### *i) What is the BCIHL?*

The BCIHL is a League involving non-varsity or club teams from around BC communities, universities, and colleges. The league currently involves three of the top universities in BC and arguably Canada and one independent team with student-athletes enrolled in full time courses at other BC colleges.

#### *ii) What are the teams?*

The current teams in the 2022-2023 season are ...

1. Okanagan Lakers (Okanagan College)
2. Simon Fraser University
3. Vancouver Island University Mariners
4. University of Victoria
5. Logan Lake Miners (Thompson Rivers and Nicola Valley)

#### *iii) Will the BCIHL continue to expand?*

We'll evaluate every opportunity to tap into this interest and accept new teams, but we are focused on the ones that align with our values and enhance the future of the BCIHL. We'll continue to work closely with U-Sports programs to enhance our exhibition tournament schedule and promote university/college hockey across BC.

#### *iv) Why choose the BCIHL?*

Over 800 Canadian junior hockey graduates have continued their competitive career while earning post-secondary education in the BCIHL since 2006. The BCIHL promotes academic success, health and safety, and a highly competitive brand of hockey. The BCIHL looks within the deep talent pool of graduating junior hockey players across BC and Alberta, many of whom are looking for opportunities to compete and study closer to home rather than the traditional American university hockey routes many Canadians take.

#### *v) What is the BCIHL doing for KIJHL alumni?*

The BCIHL has a long history of successful KIJHL alumni who continued their competitive careers at the college level. Since 2006 the BCIHL has seen well over



100 KIJHL graduates enter the league, helping establish and grow the collegiate game in BC.

## **b) Cost and Financial Assistance**

### *i) What does it cost to attend a BCIHL school?*

Since there is a variety of post-secondary schools participating in the BCIHL costs also vary. UVic and SFU have similar costs to U-Sport schools of around \$20,000 - \$25,000 per school year all inclusive. VIU is slightly lower as would Thompson Rivers primarily due to lower accommodation cost in those communities. Community colleges such as Okanagan and NVIT will have lower tuition and accommodations costs.

### *ii) What financial assistance is available?*

This is a league involving non-varsity or club teams so there is no assistance for participating in hockey. There is, however, academic and citizenship scholarships one can apply for as well as both local and school bursaries.

### *iii) What about hockey expenses?*

Most teams incorporate various elements of player fees ranging from \$1,500 - \$3,500 to cover expenses for ice time, travel and coaching. Expenses for personal equipment are the responsibility of each player.

## **c) Admission and Academic Eligibility**

### *i) What are the admission requirements for BCIHL schools?*

There are no standard league admission requirements as each institution sets their own requirements. UVic and VIU are similar to other U-Sport schools and SFU is the only Canadian school who is a member of the NCAA Division 2 so its admission requirements are different. Teams affiliated with other colleges must follow their admission requirements.

### *ii) What are the academic requirements for participation in the BCIHL?*

Players must be enrolled in a member institution to participate in BCIHL hockey and as long as they remain a student in good standing of that school, they can continue their participation in the BCIHL.



## d) Athletic Eligibility

### i) *How many years of playing eligibility are there in the BCIHL?*

All BCIHL student-athletes have 5 years of eligibility.

### ii) *What are the academic requirements to be athletically eligible?*

Athletes must be enrolled full-time in at least 9 credits or 3 courses per semester and be in academic good standing.

## e) BCIHL Transfers

### i) *What is the BCIHL transfer policy?*

Student-athletes who transfer from one BCIHL institution to another are not eligible to compete for their new school for 1 full year.

### ii) *Can this waiting period be waived?*

This waiting period can be waived when the transfer is approved by the previous team or when the BCIHL Executive approved immediate transfer due to natural academic progression.

### iii) *What about transfers from non-BCIHL institutions?*

A student-athlete who transfers to a BCIHL institution from a non-BCIHL institution where they participated as a hockey player must be eligible to play in the conference or league they are coming from.

## f) Team Recruiting Contacts

| Team                        | Contact        | Email  | Website  |
|-----------------------------|----------------|--|--|
| Okanagan Lakers             | Kevin Bathurst | <a href="mailto:kbathurst@okanganlakers.com">kbathurst@okanganlakers.com</a> | <a href="http://www.okanaganlakers.com">www.okanaganlakers.com</a>   |
| Simon Fraser University     | Mark Coletta   | <a href="mailto:coletta@sfuhockey.com">coletta@sfuhockey.com</a>             | <a href="http://www.sfuhockey.com">www.sfuhockey.com</a>             |
| Vancouver Island University | Myles Parsons  | <a href="mailto:president@viuha.ca">president@viuha.ca</a>                   | <a href="http://www.viuha.ca">www.viuha.ca</a>                       |
| Logan Lake Miners           | Mike Carlsen   | <a href="mailto:carlsen3@shaw.ca">carlsen3@shaw.ca</a>                       | <a href="http://www.loganlakeminers.com">www.loganlakeminers.com</a> |
| University of Victoria      | Alec Dillon    | <a href="mailto:adillon96@shaw.ca">adillon96@shaw.ca</a>                     | <a href="http://www.vikeshockey.ca">www.vikeshockey.ca</a>           |





## **D) National Collegiate Athletic Association Division 1**

### **a) NCAA Division 1**

#### *i) What is the NCAA?*

The National Collegiate Athletic Association (NCAA) is a voluntary organization through which American colleges and universities govern their athletics programs. It is comprised of more than 1,300 institutions, conferences, organizations, and individuals.

#### *ii) How many universities in the NCAA have Division 1 men's ice hockey teams?*

There are currently 59 schools with men's hockey in Div 1 spread across 7 conferences.

#### *iii) What are the NCAA D1 men's ice hockey teams by conferences?*

ATLANTIC – Army, RIT, Robert Morris, Mercyhurst, AIC, Bentley, Holy Cross, Sacred Heart, Air Force, Canisius, Niagara  
BIG TEN – Michigan, Penn State, Wisconsin, Minnesota, Ohio St, Michigan St, Notre Dame  
ECAC – Brown, Cornell, RPI, Harvard, Princeton, Yale, Dartmouth, Union, Quinnipiac, Clarkson, Colgate, St Lawrence  
HOCKEY EAST – Bost College, Maine, Bost U, N Eastern, New Hamp, Vermont, Merrimack, Providence, U Mass, Lowell, U Conn  
NCHA - Colorado, Denver, Miami, North Dakota, Western Mich, Omaha Neb, St Cloud, Minnesota Duluth  
CCHA – Bemidji, Ferris St, N Michigan, Bowling Green, Mich Tech, Minnesota St, Lake Superior, St Thomas  
INDEPENDENT – Arizona, Alaska, Long Island

#### *iv) What is Division 1?*

Division I is the highest level of athletic competition in the NCAA. Athletic programs at Division I universities can offer financial aid or athletic scholarships based solely on athletic ability.

### **b) The NCAA Eligibility Center**

#### *i) What is the NCAA Eligibility Center?*

The NCAA Eligibility Center is an agency that determines whether an athlete is eligible to participate in NCAA Division I or Division II athletics (does not apply to Division III). There are two components to the eligibility determination: (1) the academic certification process, which determines whether you are academically eligible, and (2) the



amateurism certification process, which determines whether you are athletically eligible. It used to be called the Clearinghouse and sometimes I will refer to as the Gatekeeper.

It is important to note that academic and/or amateurism certification from the Eligibility Center does not guarantee you admission to any Division I or II university. You must apply for college admission separately. The Eligibility Center only determines whether you meet minimum NCAA requirements. as an incoming student-athlete in a Division I or II college to be able to practice and compete in NCAA athletics and to receive an athletic scholarship.

*ii) How does the NCAA Eligibility Center determine academic certification?*

To determine academic certification the Eligibility Center evaluates the types of high school courses taken, the grades achieved in those high school courses and standardized test scores. The Eligibility Center then provides the athlete's initial-eligibility certification results to all universities that request this information. Please see later for a more detailed discussion of academic requirements.

*iii) How does the NCAA Eligibility Center determine amateurism certification?*

To participate in NCAA athletics, athletes must be certified as an "amateur". Amateurism certification is a process to determine the amateur status of incoming student-athletes initially enrolling at NCAA Divisions I and II member institutions. Amateurism certification will consider a student-athlete's:

- Contracts with a professional team (Division I).
- Salary for participating in athletics (Division I).
- Prize money above actual and necessary expenses (Division I).
- Play with professionals
- Tryouts, practice, or competition with a professional team
- Benefits from an agent or prospective agent
- Agreement to be represented by an agent
- Organized-competition rule

The unique factor with men's ice hockey is that the NCAA considers Major Junior hockey as professional.

*iv) When should I register for the Eligibility Center?*



In most sports you should register with the Eligibility Center sometime during Grade 11 but in men's ice hockey athletes play junior hockey for 1-3 years after high school so there is not the same urgency. I suggest after you graduate from high school then register. A transcript that includes grade 9 – 12 grades should be sent to the Eligibility Center from your high school. Additionally, you should request all SAT or ACT test scores be forwarded directly to the Eligibility Center. This can be done at the time of registration for the SAT by entering code "9999" as a reporting selection

v) *How do I register for the Eligibility Center?*

Go to: <https://web1.ncaa.org/eligibilitycenter/common/index.html> .

vi) *How do I contact the Eligibility Center?*

Go to: <https://web1.ncaa.org/eligibilitycenter/common/index.html>

**c) Costs and Athletic Scholarships**

i) *What are the costs to attend an NCAA DI school?*

All NCAA DI schools are in the US so costs are in American dollars. This can be a heavy financial load for Canadian players and their families. Costs can range from \$35,000 US to \$60,000 US. Unless a Canadian player can receive scholarships or financial aid this figure when converted to Canadian funds can range from \$45,000 to \$80,000.

ii) *What are "athletic scholarships"?*

An athletic scholarship is a grant from a university or college based in any degree on the athletic ability of the student-athlete or the participation of the athlete on a university team (as opposed to "financial aid", which is usually based on financial need and not on athletic ability or participation). Athletic scholarships are formalized by entering into an agreement called a "National Letters of Intent", which is a written agreement between the institution and the student-athlete.

iii) *What is a "National Letter of Intent"?*

The National Letter of Intent (NLI) is the name of the document that formalizes an athletic scholarship. It is a binding agreement between a student-athlete and a university. Under an NLI the university agrees to provide financial aid for one



academic year in exchange for student-athlete's agreement to attend the university for one academic year.

- iv) *Can I make a verbal commitment to a school and sign a National Letter of Intent with a different school or can an institution make a verbal commitment to me and then offer my scholarship to another player?*

The National Letter of Intent program does not recognize verbal commitments (or even stating publicly one's intentions to attend a certain institution). You may verbally commit to one institution and subsequently sign a National Letter of Intent with another institution. Conversely, an institution may accept your verbal commitment and later offer the scholarship to another student-athlete.

- v) *What is covered by an athletic scholarship?*

Funds for tuition and fees, books, room and board, and certain other expenses.

- vi) *Is it possible to get a 4-year scholarship?*

Athletic scholarships cannot be awarded for greater than one academic year. At the end of that academic year the institution must notify the student-athlete in writing on or before July 1, whether the athletic scholarship has been renewed, reduced, or not renewed for the coming academic year. This written notification comes from the institution's financial aid authority and not from the athletics department.

- vii) *Are scholarships guaranteed?*

*The National Letter of Intent is guaranteed for one year. All athletic scholarships must be renewed on a yearly basis.*

- viii) *Who decides if I get a scholarship?*

Although the admissions office of a university can refuse the admission of any student, thereby effectively refusing any athletic scholarship, university athletic programs have considerable influence with their respective admissions office. This allows coaches to scout and recruit players and offer scholarships to those players they want for their programs.

- ix) *Does every student-athlete receive a 100% or "full" scholarship?*



Universities are permitted to grant eighteen "full" scholarships — meaning that the university can provide 18 scholarships each of which covers the full amount of the eligible expenses of the athlete. However, university hockey teams typically carry 25-30 players. Therefore, it is most often the case that the eighteen "full" scholarships are distributed among the 25-30 players on the roster. As a result, it is typical for the eighteen full scholarships to be divided into a mix of partial athletic scholarships (covering less than 100% of the athlete's expenses) and full athletic scholarships. In other words, most NCAA hockey teams have players who receive a portion of their expenses in athletic scholarship and some players who receive all their expenses in the scholarship.

x) *Can scholarships be cancelled if I play bad/the coach doesn't like me?*

Athletic scholarships may not be reduced, cancelled, or increased during the one-year term of the National Letter of Intent for performance or injury factors.

xi) *If you are receiving an athletic scholarship, the scholarship may be reduced or cancelled during the year only if you:*

Render yourself ineligible for NCAA competition by ...

- misrepresented any information on your application, letter of intent or financial aid agreement
- commit serious misconduct which warrant a substantial disciplinary penalty; or
- voluntarily quit the team for personal reasons.

xii) *What universities offer athletic scholarships?*

Athletes can receive athletic scholarships from Division I and II universities or colleges only. However, not all Division I and Division II institutions offer athletics scholarships (e.g. Ivy League institutions and a few others).

## **d) Financial Aid**

i) *What is financial aid?*

Financial aid is a grant from the university that is typically based on financial need or financial capacity to pay for post-secondary education (as opposed to an "athletic scholarship" which is usually based solely on athletic ability and participation on a university team).

ii) *What is covered by financial aid?*

Financial aid can be granted for tuition and fees, room and board, books, and transportation.



*iii) How do universities determine the amount of financial aid?*

Although determining financial aid varies between universities, it is typically calculated based on the student and his parent's ability to contribute to the cost of post-secondary education. This is determined by evaluating the current savings and expected earnings of the student over the summer and the student's parents' overall wealth (i.e. earnings, savings, investments etc). Based on these types of criteria, the institution makes a judgment on the amount that the student and parents can contribute towards a university education. In theory, any shortfall between the expected contribution and the expected university expenses (e.g. tuition, room and board, books, and transportation) is covered by financial aid.

*iv) Can I keep my financial aid if I am not playing on the team?*

Since financial aid is not based on athletic ability, you cannot lose your financial aid simply because you are no longer on the hockey team. However, if you are released from the team for disciplinary reasons or for failing to meet academic standards, the school may rescind future financial aid or continued enrollment.

*v) What universities offer financial aid?*

Financial aid is offered at a variety of universities. Most Division III universities offer financial aid, as do many universities in Division I such as those in the Ivy League (e.g. Princeton, Harvard, Yale, Dartmouth, Cornell, Brown).

**e) Academic Eligibility**

*i) What is needed to determine academic eligibility?*

To compete in the NCAA student-athletes must graduate from high school and write a standardized test such as the SAT or ACT. Prospective Division I and II student-athletes must then register with the NCAA Eligibility Center and be declared academically and athletically eligible to compete in university athletics.

*ii) How does the NCAA determine overall academic eligibility?*

The NCAA determines academic eligibility through the NCAA Eligibility Center (discussed above). The minimum academic standards are determined based on a sliding scale of the student's GPA and their SAT or ACT score such as shown in the following partial scale.



| GPA  | SAT | ACT |
|------|-----|-----|
| 3.00 | 620 | 52  |
| 2.75 | 720 | 59  |
| 2.50 | 820 | 68  |

- iii) *How do my high school grades translate to GPA for the purpose of NCAA Eligibility?*

The high school average corresponding to a specific GPA and SAT will vary slightly from province to province. In Alberta and British Columbia a specific grade in a particular course translates to grade points as follows:

| Alberta   |          |              | British Columbia |          |              |
|-----------|----------|--------------|------------------|----------|--------------|
| Grade     | US Grade | Grade Points | Grade            | US Grade | Grade Points |
| 80%- 100% | A        | 4.0          | 86%- 100%        | A        | 4.0          |
| 65% - 79% | B        | 3.0          | 73% - 85%        | B        | 3.0          |
| 50% - 64% | C        | 2.0          | 50% - 72%        | C        | 2.0          |

- iv) *How is the NCAA core grade-point average different from a student's overall grade-point average?*

Your high school average generally includes grades from most or all the courses you attempted in Grade 10 through Grade 12. However, the NCAA calculates GPA by using only NCAA approved courses (also known as "core courses") for Grade 9 – 12.

## f) High School

- i) *What courses are required by Canadians to be academically eligible for the NCAA?*

The NCAA specifies the number and subject area of core course that are required. These core course requirements must be completed no later than the date on which you should have graduated from high school (i.e. 8 semesters after the commencement of Grade 9). The core courses that are required to be eligible to compete in Division I of the NCAA are as follows ...



### **Core Courses & Subject Areas (16 Core Courses)**

- 4** years of English.
- 3** years of Mathematics
- 2** years of Natural/Physical Science.
- 1** year of additional English or Math or Science.
- 2** years of Social Science (Social Studies).
- 4** years of additional courses  
(From any area above, foreign language or non doctrinal religion)

*ii) What high school average is required to be academically eligible for NCAA?*

A Canadian student-athlete will be considered to have satisfied the high school average requirements based on criteria for each province. For British Columbia — graduation and an average of at least 2.3 or higher in all core-course areas.

*iii) Do upgraded courses count in determining NCAA academic eligibility?*

In Division I, all core courses must be completed in the first eight semesters of high school, based on when a student first started Grade 9. If a student graduates on time with his or her class (i.e. in eight semesters), the student may use one core course taken after graduation but only in the year immediately after graduation.

### **g) The SAT Exam**

*i) What is the SAT?*

The SAT is a 3 hour and 45 min exam that tests reading and math and an optional writing section. Many colleges and universities use the SAT as one indicator of a student's readiness to perform college-level work. SAT scores are compared with the scores of other applicants and the accepted scores at an institution. For online sample questions and preparation materials, visit [www.collegeboard.com](http://www.collegeboard.com). It is important to note that once you enroll "full-time" in college or university you can no longer write the SAT.

*ii) How is the SAT scored?*

The SAT has two scores, each on the scale of 200-800. Your score includes mathematics (N 200-800), and critical reading (CR 200-800). You can write the SAT more than once, the highest math score and the highest reading score will be combined to create the highest overall score out of 1600.





iii) *Will the NCAA be using the writing section to determine NCAA eligibility?*

The NCAA will continue to use only the math and critical reading sections in determining NCAA academic eligibility. However, it is important to note that although the NCAA may not be using the writing section in determining academic eligibility, member universities are free to use it in assessing student-athlete applicants.

iv) *Where and when is the SAT offered?*

The SAT is offered at many locations throughout Canada and in all major cities. The dates are set worldwide and are usually in late August, early October, early December, early March and early May. Visit [www.collegeboard.com](http://www.collegeboard.com) for more information.

v) *How do I register for the SAT?*

Go to [www.collegeboard.com](http://www.collegeboard.com) and follow the directions provided under the SAT tab. Pay your fee and pick your location and date.

vi) *How many times can I write the SAT?*

There is no limit to the number of times that a student can write the SAT, however only 6 scores will appear on the SAT score report. I suggest 2-3 times should be enough.

Prior experience writing and studying for the test will help you perform better on subsequent attempts. Also, because you can combine your highest math and critical reading sections from all tests, the more tests that you write the more likely it is that you will perform better.

vii) *How do I study for the SAT?*

The most effective way to prepare for the SAT is to purchase an SAT study guide available at most bookstores. These study aids are extremely useful for learning how to write the test and in becoming familiar with the exam format and question types. There are professional centers that offer SAT prep or some teams hire a tutor who is familiar with the exam.

viii) *Can I write the SAT while attending university or college?*

Yes, as long as you are not classified as a "full-time" student as per that institution's definition of "full-time". You must be classified as a "part-time" student.



## **h) The SAT II Subject Tests**

### *i) What is the SAT II?*

The SAT II's are one-hour, mostly multiple-choice, individual tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. A few colleges require or recommend one or more of the subject tests for admission such as the IVY league schools. Student-athletes will be advised as to whether they have to write them or not.

### *ii) What subjects do SAT II's cover?*

The SAT II includes the following subjects:

- English Literature
- U.S. History
- World History
- Math Level 1
- Math Level 2
- Biology
- Chemistry
- Physics
- Various Languages

### *iii) Which SAT II's should I take?*

Remember only a few schools require them. Before deciding which test to take, review the school catalog of the college that you are considering. If the college requires specific SAT II's, then you must take the ones required. If the college does not specify which SAT II's you must take, choose the tests based on your subject strengths and the amount of time since you studied that particular subject.

### *iv) What's the difference between the SAT and Subject Tests?*

The SAT tests general aptitude in math and English whereas the SAT II's test knowledge in specific subject areas. The SAT is required to compete in the NCAA while the SAT II's are required at the discretion of individual universities.

## **i) The ACT Exam**

### *i) What is the ACT Exam?*

The ACT is (1) a set of four multiple-choice tests which cover English, mathematics, reading, and science and an optional writing section.



ii) *What subjects does the ACT cover?*

The ACT covers the following subjects:

- English, 75 questions, 45 minutes
- Math, 60 questions, 60 minutes
- Reading, 40 questions, 35 minutes
- Science, 40 questions, 35 minutes
- Writing, 1 question, 30 minutes

iv) *When and where is the ACT offered?*

The ACT is offered a number of times throughout the year but at fewer locations than the SAT (for dates and times visit

<http://www.actstudent.org/regist/outside.html>

v) *What is the difference between the ACT and SAT?*

The ACT is an achievement test, measuring what a student has learned in school. The SAT is more of an aptitude test, testing general reading, and math skills. The ACT has up to 5 components: English, Mathematics, Reading, Science, and an optional Writing Test. The SAT has only 2 components: critical reading, and math, and optional writing. Math makes up 50% of SAT's test score and only 25% of ACT's test score.

**j) Athletic Eligibility**

i) *What is amateurism certification?*

To compete in the NCAA a student-athlete must receive amateurism certification from the NCAA Eligibility Center. In determining amateurism status, the NCAA Eligibility Center will review:

- Contracts with a professional team (for hockey this refers to Major Jr)
- Salary for participating in athletics
- Prize money
- Play with professionals
- Tryouts, practice, or competition with a professionals
- Benefits from an agent or prospective agent
- Agreement to be represented by an agent
- Delayed initial full-time collegiate enrollment to participate in organized sports competition (see 21-year old rule below)

ii) *How many years of athletic eligibility do I have to compete in NCAA athletics?*



You have 4 years of athletic eligibility in the NCAA. However, you must complete those 4 years of athletic eligibility within 5 years of first enrolling full-time in a post-secondary institution.

iii) *Can I play games in Major Junior and still be eligible to compete in the NCAA?*

The NCAA considers major junior hockey to be professional hockey. Therefore student-athletes who competes in Major Junior jeopardize some or all of their NCAA athletic eligibility because they fail to remain "amateurs" as per NCAA regulations.

Student-athletes will lose athletic eligibility to compete in NCAA Division I hockey if they compete in any major junior game after their expected date of high school graduation, or sign a contract (e.g. WHL Player Agreement) with a major junior team. Student athletes will lose some athletic eligibility to compete in NCAA Division I hockey if they compete in any major junior game before their expected date of high school graduation, sign a contract, or attend a major junior training camp for more than 48 hours while having their expenses covered by the major junior team.

iv) *Is there any scenario where an athlete could play a game in Major Jr?*

The only scenario in what a player can compete in major junior and still retain NCAA athletic eligibility is if he plays an exhibition game before graduating from high school without ever having signed a player agreement. Any other competition in major junior will lead to the loss of all NCAA athletic eligibility.

v) *Can I try out for teams in major junior and still be eligible to compete in the NCAA?*

Before enrollment in a NCAA university, you can try out for any length of time with a professional or major junior hockey team at your own expense but not compete in a game with that team. Receive one expense paid tryout with a professional or major junior team if it does not exceed 48 hours. (Note: You can only receive 1 expense paid tryout from each team.) Note that during a tryout, an individual loses NCAA athletic eligibility if he takes part in any outside competition as a representative of that major junior team (games, scrimmages, 3-on-3 tournaments, etc.).

vi) *Does the major junior rule apply to Division III?*

Although the rule varies slightly between divisions, competition at the major junior level may jeopardize eligibility to compete in all NCAA divisions. For more specific information concerning how the rule is applied to Division II and III visit [www.ncaa.org](http://www.ncaa.org).



*vii) What happens if I turn 21 years old during the junior hockey season?*

If you play a junior hockey game after your 21st birthday you will lose one (1) year of NCAA athletic eligibility, leaving you with three (3) years remaining.

*viii) Does this rule apply to Division III?*

No, this rule applies only to Division I.

*ix) How can I turn 21 years old, continue playing junior hockey and still retain NCAA eligibility?*

Using the NCAA "transfer rules" you can continue playing junior hockey after your 21st birthday and retain 4 years of athletic eligibility if, prior to your 21st birthday you enroll full-time at a post-secondary institution that does not sponsor a hockey program. However, you must satisfy the NCAA academic eligibility requirements (discussed above) prior to enrolling in the post-secondary institution that does not sponsor a hockey program. Also, please note that the NCAA will not accept SAT scores obtained from tests taken after enrolling full-time in a post-secondary institution.

*x) Can I use an agent to help me get to the NCAA?*

An individual shall be ineligible for participation in an intercollegiate sport if he or she ever has agreed (orally or in writing) to be represented by an agent for the purpose of marketing his athletics ability or reputation in that sport.

## **J) Recruitment**

*i) Can I use a recruiting service or someone to promote me to the NCAA?*

Yes, however, the compensation paid to the recruiting service or individual cannot be based on you receiving an athletic scholarship or financial aid.

*ii) What do coaches look for when they recruit student-athletes?*

In making decisions on prospective players universities will consider the entire profile of the student-athlete. That profile includes academic qualities such as high school marks, SAT or ACT scores, as well as athletic and personal qualities such as skill, attitude, character, and work ethic. What qualities are most important depends on the needs of the individual university and hockey program.



iii) *How do I best promote myself to NCAA hockey programs?*

The most effective way to promote yourself is to develop a well-rounded student-athlete profile. Start by taking and performing well in proper high school classes, studying for and achieving a high score on the SAT or ACT and working hard on developing as an athlete. Extra-curricular activities, such as volunteering or internships, are also valuable for a college application.

v) *Can I contact NCAA hockey programs and coaches?*

Yes, you can contact university coaches at any point and there are no restrictions on the time or content of the contact. There is no down-side to sending a resume and brief cover letter to college coaches beginning when you start junior. At the very least this will help you get your name in front of them. Keep in mind, however, that college coaches are very busy so do not be concerned if you do not hear back from any of the programs in response to your resume. If you decide to send a student-athlete resume make sure that it is no longer than 1 page and includes only relevant information such as SAT, high school average and hockey statistics. Be sure to address the resume to one of the assistant coaches, not the head coach. For more information on each program, visit [www.uscho.com](http://www.uscho.com).

vi) *When can universities start contacting and recruiting?*

After June 15 at the conclusion of Grade 10, college coaches can call you once a month through to July 31 after Grade 11. Beginning on July 31 following Grade 11, college coaches can call you once per week. You may call any coach at your expense at any time.

A coach may take calls from you. However, a college coach cannot return a call if a message is left on their voice mail unless that call satisfies the restrictions set out above.

In addition, you may have unlimited contact via email beginning on July 1 following Grade 10. Coaches cannot respond to emails while a player is in Grade 10.

Recruiting material may be provided to the prospect on or after June 15 at the conclusion of Grade 11.

vii) *What is an "official visit" or "fly-down"?*

An "official visit" or "fly-down" is a visit to a university campus paid for by the university or hockey program. Fly-downs are used by athletic programs to introduce you to the university and members of the team, give you a flavor for the campus and induce you to attend their university.



*viii) How many official visits can I make?*

You can receive a maximum of 5 official visits while in high school and a maximum of 5 official visits post-graduation. However, you only visit each campus once.

*ix) What are the rules concerning official visits?*

To make an official visit you must have started classes in grade 12. Also, before a university can bring you to campus on a visit you must provide high school transcripts and a completed SAT or ACT score and must register with the NCAA Eligibility Center. Each official visit may last no longer than 48 hours and can cover food, entertainment, lodging and transportation.



## **E) National Collegiate Athletic Association Division III**

### **a) The NCAA Division III**

#### *i) What is the NCAA?*

The National Collegiate Athletic Association (NCAA) is a voluntary organization through which American colleges and universities govern their athletics programs. It is comprised of more than 1,300 institutions, conferences, organizations, and individuals.

#### *ii) What is Division III?*

The NCAA Division III (DIII) is a division of the National Collegiate Athletic Association (NCAA) in the United States. DIII consists of athletic programs at colleges and universities that choose not to offer athletic scholarships to their student-athletes.

#### *iii) How many universities in the NCAA have Division III men's ice hockey teams?*

There are currently 83 schools with men's hockey in Div III spread across 10 conferences.

#### *iv) What are top 25 NCAA DIII men's ice hockey teams by ranking in 2021-2022?*

|                    |        |
|--------------------|--------|
| 1. Adrian          | NCHA   |
| 2. Utica           | UCHC   |
| 3. Augsburg        | MIAC   |
| 4. Geneseo         | SUNYAC |
| 5. St. Norbert     | NCHA   |
| 6. Babson          | NEHC   |
| 7. Hobart          | NEHC   |
| 8. Elmira          | NEHC   |
| 9. Wilkes          | UCHC   |
| 10. New England    | CCC    |
| 11. Wis-Stevens Pt | WIAC   |
| 12. Oswego         | SUNYAC |
| 13. Endicott       | CCC    |
| 14. Trine          | NCHA   |
| 15. UMass Boston   | NEHC   |
| 16. Norwich        | NEHC   |
| 17. Skidmore       | NEHC   |
| 18. Cortland       | SUNYAC |





|                  |        |
|------------------|--------|
| 19. Colby        | NESCAC |
| 20. Aurora       | NCHA   |
| 21. Plymouth St  | MASCA  |
| 22. Curry        | CCC    |
| 23. Saint John's | MIAC   |
| 24. Salve Regina | CCC    |
| 25. Stevenson    | UHC    |

## **b) Eligibility Center**

### *i) What is the NCAA Eligibility Center?*

The NCAA Eligibility Center is an agency that determines whether an athlete is eligible to participate in NCAA Division I or Division II athletics. The NCAA Eligibility Center does not apply to Division III.

## **c) Costs and Financial Aid**

### *i) What are the costs to attend an NCAA DIII school?*

All NCAA DIII schools are in the US so costs are in American dollars. This can be a heavy financial load for Canadian players and their families. Costs can range from \$25,000 US to \$60,000 US. Unless a Canadian player can receive financial aid this figure when converted to Canadian funds can range from \$35,000 to \$80,000.

### *i) What is financial aid?*

Financial aid is a grant from the university that is typically based on financial need or financial capacity to pay for post-secondary education (as opposed to an "athletic scholarship" which is usually based solely on athletic ability and participation on a university team).

### *ii) What is covered by financial aid?*

Financial aid can be granted for tuition and fees, room and board, books, and transportation.

### *iii) How do universities determine the amount of financial aid?*

Although determining financial aid varies between universities, it is typically calculated based on the student and his parent's ability to contribute to the cost of post-secondary education. This is determined by evaluating the current savings and expected earnings of the student over the summer and the student's parents' overall wealth (i.e. earnings, savings, investments etc). Based on these types of criteria, the institution makes a judgment on the amount that the student and parents can contribute towards a university education. In



theory, any shortfall between the expected contribution and the expected university expenses (e.g. tuition, room and board, books, and transportation) is covered by financial aid.

*iv) Can I keep my financial aid if I am not playing on the team?*

Since financial aid is not based on athletic ability, you cannot lose your financial aid simply because you are no longer on the hockey team. However, if you are released from the team for disciplinary reasons or for failing to meet academic standards, the school may rescind future financial aid or continued enrollment.

*v) What universities offer financial aid?*

Financial aid is offered at a variety of universities. Division III universities offer financial aid, as do many universities in Division I such as those in the Ivy League (e.g. Princeton, Harvard, Yale, Dartmouth, Cornell, Brown).

**d) Admissions and Academic Eligibility**

*i) What are the admissions standards to enter a DIII school?*

In Division III, athletes must meet the admissions standards set by the school as opposed to first meeting divisional standards as in Divisions I and II. The standards vary according to the size and focus of the school. There are many schools with very high academic standards like the Ivy schools in D1. Other D3 schools may have programs requiring less rigorous academic requirements.

*ii) What is the balance between academics and athletics?*

Academics are the primary focus for Division III student-athletes. Participation in athletics is a way to enhance this priority, as it provides valuable life lessons for student-athletes such as teamwork, discipline, perseverance, and leadership, which often translate into becoming a better student and more responsible citizen.

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.



iii) *What does it mean to be academically eligible?*

To be academically eligible for DIII athletics a student must be registered fulltime and be a student in good standing. Individual institutions may set other academic requirements.

iv) *Is an SAT or ACT exam required for DIII?*

There is no Division III requirement for the SAT or ACT exam, however, individual institutions may require it, particularly the higher academic schools.

v) *Have there been academic exemptions or flexibility due to Covid?*

The Division III Management Council extended the 2021-22 academic year blanket waiver for the 2022-23 academic year, allowing student-athletes to participate while enrolled less than full time, under specific conditions.

"Providing flexibility for student-athletes to utilize their full athletics eligibility is more important than ever," said Jason Fein, chair of the Management Council and Bates College director of athletics. "The committee recognizes the ongoing challenges of learning and competing during the COVID pandemic, and extending this blanket waiver provides student-athletes with another important option in terms of eligibility."

If student-athletes have graduated prior to the 2022-23 academic year, they must be enrolled in a minimum of six credit hours each term.

If student-athletes will graduate during the 2022-23 academic year, they must enroll in the classes necessary to complete their degree per the final term exception for one term and at least six hours of credit in the other terms.

**e) Athletic Eligibility**

i) *How many years of athletic eligibility do I have to compete in NCAA DIII athletics?*

You have 4 years of athletic eligibility in the NCAA. However, you must complete those 4 years of athletic eligibility within 5 years of first enrolling full-time in a post-secondary institution.

ii) *What is the difference between Division 1 and Division 2 & 3 extra eligibility?*



As of October 2021, all three Division levels have granted fall and winter sport athletes an extra year of eligibility, whether they compete in the 2020-21 season or not. The Division 3 committee took this ruling a step further and announced that 2020-21 spring sport athletes are also eligible for an extra year of eligibility.

*iii) How do athletes stay athletically eligible from one year to the next?*

Athletes must maintain a fulltime course load and remain a student in good standing with their school and sport.

*iv) What is amateurism certification?*

To compete in the NCAA III a student-athlete must receive amateurism certification from Div III who review will whether they received:

- *Contracts with a professional team (this refers to Major Jr)*
- *Salary for participating in athletics*
- *Prize money*
- *Play with professionals*
- *Tryouts, practice, or competition with a professionals*
- *Benefits from an agent or prospective agent*
- *Agreement to be represented by an agent*

*v) Does the major junior rule apply to Division III?*

Although the rule varies slightly between divisions, competition at the major junior level may jeopardize eligibility to compete in all NCAA divisions. For more specific information concerning how the rule is applied to Division II and III visit.

*vi) Does the 21 year old rule apply to Division III?*

No, this rule applies only to Division I.

**f) Recruitment**

*i) Can I use a recruiting service or someone who will promote me?*

Yes, however, the compensation paid to the recruiting service or individual cannot be based on you receiving an athletic scholarship or financial aid.

*ii) What do university coaches look for when they recruit?*

In making decisions on prospective players universities will consider the entire profile of the student-athlete. That profile includes academic qualities such as



high school marks, SAT or ACT scores, as well as athletic and personal qualities such as skill, attitude, character, and work ethic. What qualities are most important depends on the needs of the individual university and hockey program.

*iii) How do I best promote myself to NCAA hockey programs?*

The most effective way to promote yourself is to develop a well-rounded student-athlete profile. Start by taking and performing well in proper high school classes, studying for and achieving a high score on the SAT or ACT and working hard on developing as an athlete. Extra-curricular activities, such as volunteering or internships, are also valuable for a college application.

*iii) Can I contact NCAA hockey programs and coaches?*

Yes, you can contact university coaches at any point and there are no restrictions on the time or content of the contact. There is no down-side to sending a resume and brief cover letter to college coaches beginning when you start junior. At the very least this will help you get your name in front of them. Keep in mind, however, that college coaches are very busy so do not be concerned if you do not hear back from any of the programs in response to your resume. If you decide to send a student-athlete resume make sure that it is no longer than 1 page and includes only relevant information such as SAT, high school average and hockey statistics. Be sure to address the resume to one of the assistant coaches, not the head coach. For more information on each program, visit [www.uscho.com](http://www.uscho.com).

*iv) When can universities start contacting and recruiting?*

After June 15 at the conclusion of Grade 10, college coaches can call you once a month through to July 31 after Grade 11. Beginning on July 31 following Grade 11, college coaches can call you once per week. You may call any coach at your expense at any time. A coach may take calls from you. However, a college coach cannot return a call if a message is left on their voice mail unless that call satisfies the restrictions set out above. In addition, you may have unlimited contact via email beginning on July 1 following Grade 10. Coaches cannot respond to emails while a player is in Grade 10. Recruiting material may be provided to the prospect on or after June 15 at the conclusion of Grade 11.

*v) What is an "official visit" or "fly-down"?*

An "official visit" or "fly-down" is a visit to a university campus paid for by the university or hockey program. Fly-downs are used by athletic programs to introduce you to the university and members of the team, give you a flavor for the campus and induce you to attend their university.



vi) *How many official visits can I make?*

You can receive a maximum of 5 official visits while in high school and a maximum of 5 official visits post-graduation. However, you only visit each campus once



## **F) The American Collegiate Hockey Association (ACHA)**

### **a) The ACHA**

#### *i) What is the ACHA?*

The ACHA was established on April 20, 1991, as a non-varsity option for college students to be able to play hockey at the collegiate level. The Charter Members had existed prior as club programs but by starting this association it allowed for standardization of procedures as well as raise the level of play and organization of the club hockey at the college level. During the last three decades, the ACHA has seen explosive growth.

#### *ii) How many universities in the US have ACHA men's ice hockey?*

There are currently 461 American colleges or universities who have men's hockey teams. They are spread across three Men's Divisions. There are two Women's Divisions as well. They represent 48 states and 2 Canadian provinces and provide a structure, regulates operations, and promotes the sport of Hockey nationwide.

#### *iii) Why do athletes choose the ACHA?*

With approximately 13,000 players and coaches as well as countless volunteers and game officials, the ACHA has experienced tremendous growth over the past decade and continues to be a viable option for college bound student-athletes to continue playing competitive hockey nationwide. The primary mission of the ACHA is to support the growth of Collegiate Hockey while emphasizing academic performance, personal development, and opportunities for regional, national, and international competition.

The ACHA offers a great alternative to NCAA D1 and D3 college hockey for both men and woman. As you near decision time, choose wisely. If you are good enough to play NCAA hockey, then go for it. ACHA hockey is competitive, rewarding, and fun. It allows you to continue playing, create new and lasting friendships, and enough time to concentrate on the most important part of college, your education.

#### *iv) Why was the ACHA level created?*

The ACHA's primary mission is to support the growth of two-year and four-year collegiate hockey programs nationwide. The ACHA identifies standards that serve to unite and regulate teams at the collegiate level. The ACHA emphasizes



academic performance, institutional sanction, eligibility criteria, standards of play and opportunities for national competition. The ACHA promotes all aspects of collegiate hockey, stressing the personal development of individual athletes, as well as national recognition for member organizations.

## **b) The ACHA vs NCAA**

### *i) What is the relationship between the ACHA and the NCAA?*

There are currently 75 schools in ACHA men's hockey that also have an NCAA team, Division I or Division III. In fact, two teams currently in the NCAA, the Arizona State University Sun Devils (D1) and the SUNY-Canton Kangaroos (D3) were both in the ACHA at one time, with ASU still employing two teams in it. There is even a rumour circulating that the University of Illinois Fighting Illini may come to the NCAA someday. Additionally, a further 32 ACHA schools are former members of the NCAA. Even more impressively, out of the 21 current ACHA schools that were once in NCAA Division I, four had NHL graduates.

### *ii) What are the differences?*

Apart from the level of play and skill of the athletes, two of the other significant differences between NCAA college hockey and ACHA college hockey is time and cost. Most NCAA programs are on the ice every day, doing dry land training and all costs are covered. ACHA hockey is more equivalent from a cost perspective to, but not as much as, Midget hockey, AAA, or Tier 3 Juniors – all of which you pay to play. There are some ACHA schools that do not charge, but the majority do.

## **b) Costs, Athletic Scholarships and Financial Assistance**

### *i) What are the costs to attend an ACHA school?*

All but two ACHA schools are in the US so costs are in American dollars. This can be a heavy financial load for Canadian players and their families. Costs can range from \$20,000 US to \$50,000 US. Unless a Canadian player can receive scholarships or financial aid this figure when converted to Canadian funds can range from \$30,000 to \$70,000.

### *ii) What are "athletic scholarships"?*

Some ACHA schools do offer athletic scholarships. Athletic scholarship is a grant from a university or college based in any degree on the athletic ability of the student-athlete or the participation of the athlete on a ACHA team.





*iii) What is Financial Aid?*

Financial aid is usually based on financial need and not on athletic ability or participation. Financial aid can be granted for tuition and fees, room and board, books, and transportation. Not all schools provide financial aid, particularly for international students like Canadians.

**c) Admissions and Academic Eligibility**

*i) What are the admissions standards to enter an ACHA school?*

The standards of school admissions vary depending on the University. The average standards expected would be a GPA in the range of 2.5 – 3.0. Some schools are higher and some require an SAT of 1000 or an ACT of 22 to 25.

*ii) What is the balance between academics and athletics?*

Academics are the primary focus for ACHA student-athletes. Participation in athletics is a way to enhance this priority, as it provides valuable life lessons for student-athletes such as teamwork, discipline, perseverance, and leadership, which often translate into becoming a better student and more responsible citizen.

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

*iii) What does it mean to be academically eligible?*

To be academically eligible for ACHA athletics a student must be registered fulltime and be a student in good standing. Individual institutions may set other academic requirements. The ACHA has a minimum grade requirement of a 2.0 to play according to their website but you know what I say about minimums – “they’ll get you no where fast.”

*iv) Is an SAT or ACT exam required for the ACHA?*

There is no ACHA requirement for the SAT or ACT exam, however, individual institutions may require it, particularly the higher academic schools.



## d) Recruitment

### i) *Do ACHA coaches recruit?*

Most of the players come from junior (A & B) hockey in the US and Canada. Some come from AAA hockey and a few from high schools. The main US junior leagues that the ACHA pulls from are NAHL, MNJHL, WSHL and NAHL. The D3 Division of ACHA consists of high school players, AA and a few junior players. They are actively recruiting players at all levels. Recruitment, however, does not have much funding.

### ii) *Can I use a recruiting service or someone who will promote me?*

Yes, however, the compensation paid to the recruiting service or individual cannot be based on you receiving an athletic scholarship or financial aid. I suggest interested players do some self-marketing to get their name out there.

### iii) *What do university coaches look for when they recruit the ACHA?*

In making decisions on prospective players universities will consider the entire profile of the student-athlete. That profile includes academic qualities such as high school marks, as well as athletic and personal qualities such as skill, attitude, character, and work ethic. What qualities are most important depends on the needs of the individual university and hockey program.

### v) *How do I best promote myself to ACHA hockey programs?*

The most effective way to promote yourself is self-market. Develop a well-rounded student-athlete profile. Start by taking and performing well in proper high school classes, studying for and achieving a high score on the SAT or ACT and working hard on developing as an athlete. Extra-curricular activities, such as volunteering or internships, are also valuable for a college application.

### v) *Can I contact ACHA hockey programs and coaches?*

Yes, you can contact university coaches at any point and there are no restrictions on the time or content of the contact. There is no down-side to sending a resume and brief cover letter to college coaches beginning when you start junior. At the very least this will help you get your name in front of them. Keep in mind, however, that college coaches are very busy so do not be concerned if you do not hear back from any of the programs in response to your resume. If you decide to send a student-athlete resume make sure that it is no longer than 1 page and includes only relevant information such as SAT, high school average and hockey statistics. Be sure to address the resume to one of



the assistant coaches, not the head coach. For more information on each program, visit [www.uscho.com](http://www.uscho.com) .

vi) *Do ACHA schools offer "official visits" or "fly-downs"?*

There is no funding for "official visits" or "fly-downs". Players are welcome to make unofficial visits at their own expense.



## **Section 6 – Self-Marketing and Making Decisions**

Too often young hockey players feel as though they have no control in the recruitment process, whether it be too junior or college hockey. They have more control than they think. Essentially what matters is controlling the aspects that they can control and not focusing on those that they can't. Players can control their fitness level, skill development, work ethic, character, effort, attention to their education, communication, seeking help, who they listen to, decisions they make, nutrition, sleep, and most of all aspects of their lives. This includes what they do to market themselves.

Self-marketing does not guarantee success, but it does guarantee that you have done something. It can only help and will not be seen as a negative. What is it? Simply it is reaching out and letting coaches and hockey organizations know you exist and would like an opportunity to compete for a spot. It is a process of getting noticed and working to at least get your foot in the door. It is no different than applying for a job or sending an employer your resume. That process won't get you the job, but it inches you further up the ladder. When you persist and send more info or follow up with another contact it sends a critical message about your character and interest.

The secret, never give up! When you don't receive a message back or when you are told they aren't looking for a player right now you don't fold the tent. You don't feel sorry for yourself, you don't make excuses, and you don't give up. They don't know you so how can they make any informed decision? You work even harder at helping them learn some things about you. Something may catch their interest. Your persistence, determination, ability to organize, problem solve, communicate, your work ethic and any number of personal qualities must be put out there. These are attributes coaches and employers are looking for.

You must be strategic as well. Don't just send them the same information. Do your research about their organization or school. Show them your interest by what you know about them. What are their coaches' philosophies, what do they need, and how do you see fitting a niche? Learn what you can about who their players are, who is coming back, and who is leaving or graduating. What is their school known for, what programs do they have, how do they fit with your interests and what you want to follow academically and career wise? Send them transcripts, what are your academic strengths, and make it clear you could get admitted to their school.

I have worked with hundreds of players, and I know one thing for sure, only about 5 - 10% of them will follow this advice. Some won't believe it is worthwhile, some will not have the drive and the perseverance necessary, and some are stuck in the belief that if they want me, they'll find me. However, I know another truth, the ones who do something, the ones who don't just sit and wait, the ones who make a habit of stepping up and making things happen are far more likely to achieve their goals and ambitions.

The next couple of pages outline a suggested progression of self-marketing. It is not the answer it is merely a guide. Do what works for you but do something.



## **Suggested Self-Marketing Progression**

This list is in no way prescriptive or complete. These are merely suggestions from practical experience. Add, change, or delete as you go but don't just sit there – do something!

### **Step # 1:**

- Make a list of schools that you want to contact. You can add and delete as you go.
- Find their coaches names and emails. (websites)
- Check various sources on the internet
- <http://collegehockeyinc.com/coaches>
- Do some research on the schools.
- Use a booklet or computer spreadsheet to track your process.

### **Step # 2:**

- Draft a short introductory email to send to coaches
- Introduce yourself, where you play, your interest in their team, your high school GPA and SAT score
- Tell them that you will follow up in the next few weeks by sending them a complete package
- Ask them if the email address you have is correct or if they prefer a different person.
- Send only a few at a time, record it in your book or spreadsheet

### **Step #3:**

- Monitor and record the replies in your booklet or on your chart
- Don't expect too many replies to this initial email.
- If you do get a reply make sure you respond even if their email is not encouraging.
- Always be positive
- Don't burn any bridges
- Remember – things change!

### **Step #4:**

- Prepare and send your package to a few at a time, including ....
- Cover letter
- Hockey resume or profile
- Grade 9-12 high school transcript
- SAT or ACT report if NCAA.
- Ask them if they would like to receive any letters of reference from coaches
- Ask them if they want game video

### **Step #5:**

- Monitor and record the replies.
- Make sure you reply as soon as they reply.
- Ask coaches (current and past) to prepare a letter of reference for you.
- Prepare to have game tape available (links)



Step #6:

- Send additional information as available, spread them out, not all at once
- Coach's letters
- Links to game film
- Updated SAT or ACT scores
- Updated school marks or college courses
- Accomplishments or achievements
- Media reports
- Offer your congratulations to the coach on something their team has done

Step #7:

- Continue to monitor, record, and reply to any responses from schools.
- Continue to send additional information as available
- Add and delete schools as necessary and repeat process

Step #8:

- As you narrow the list down ask coaches to make phone calls to top prospective schools.
- Make it easy for your coach by providing names and contact numbers
- Get back to your coach within days to ask about their calls
- Follow up with schools called
- Continue to send additional information as available

Step #9

- Narrow down the list by looking at criteria including
- Relevant educational programs and quality
- Hockey related variables
- Financial opportunities and realities
- Location and size of the school
- Factors that determine life experiences at each school
- Create a rubric to give a numerical score to each

Step #10

- Try not to make a decision without visiting the school
- Don't visit schools if you have no interest or intention
- Make good use of your time on a visit
- Talk to players and other students
- Make notes based on questions above
- Be prepared that offers can get made on a visit
- Do a quick follow up with a school when home



## **Comparing, Evaluating and Deciding!**

Many people struggle with making decisions. Many adults, let alone young people, do not know where to start. By following a process like the one described in the previous pages you have already started the decision-making process. You have defined your goal, established a plan, started your research, gathered information, and looked at many alternatives. Throughout the process you have evaluated options, found some to be unrealistic, others not for you, and some who clearly have no interest in you. You have eliminated some and added others. Gradually you have narrowed your list to ones who you have definite interest in, are realistic opportunities, and have show real interest in you.

At this stage you may pause and take stock of the information you have. Perhaps you need some face-to-face time with the coaches and an advisor from each team or school. A visit to the teams or schools is advisable if possible. Prepare some questions you need answered. Be very deliberate and straightforward. Now is not the time for mixed messages and vagueness. I have found it helpful to categorize your questions.

### **When evaluating junior teams:**

1. **Education** - How is their education program structured? Is there a dedicated team Education Advisor? What do they do to support and facilitate your education? What opportunities are there for taking courses, work experience, and for you to grow outside of hockey. Is help or tutoring available? Is there dedicated study time at home and on the road? When are their practices and how do they deal with conflicts with classes?
2. **Hockey** - Who are the coaches and what is their philosophy? Where do they see you fitting in their line up? What role do they want you to play? Do they anticipate you playing regularly? What is their off-ice training consist of? Do they have access to fitness facilities? What athletic therapy and medical support is there? How is insurance and medical costs handled? What about equipment, what is provided and what do I have to provide?
3. **Accommodation** - Where will you live? Will you have a private room? Who are the billet families? What type of vetting do they go through to select billets? How do they match billets with players? Are allergies and diet requirements considered? If you don't have a car, how do you get around? How much are billets given for food and can families supplement that?
4. **Costs** – What is covered by the team and what is not? What are the team and league fees? How are expenses for team transportation, meals on the road, extra medical assistance, equipment, sticks, etc covered? How much spending money are players expected to need/have?
5. **Lifestyle** – What would my daily schedule look like? How much free time do players have? What are my responsibilities in the billets home? What activities are available in the community? What if a player must work to earn some money? What opportunities are there for work? Do players have team responsibilities in the community?



## When evaluating colleges or universities:

1. **Education** - How many classes is a player expected/required to have each term? Do they offer programs or courses I am interested in? Do these relate to the careers I plan to pursue? What is the quality of their programs and courses? Is there a team academic advisor? What do they do to support and facilitate your education? Is help or tutoring available? Is there dedicated study time at home and on the road? When are their practices and how do they deal with conflicts with classes?
2. **Hockey** - Who are the coaches and what is their philosophy? Where do they see you fitting in their line up? Who is ahead of you in the line up? What role do they want you to play? Do they anticipate you playing regularly in your first year? Do they plan to red shirt you in first year? Is the rink on campus? What is their off-ice training consist of? Do they have access to fitness facilities? What athletic therapy and medical support is there? What about equipment, what is provided and what do I have to provide?
3. **Accommodation and Meals** – Do they have university residences? Are the residences on campus? Are all first-year players required to live in the dorms? Will you have a private room or do players share? Are meals provided in the dorms? Are allergies and diet requirements considered? How are these costs covered? Do most players move to off campus living at some point? If you don't have a car, how do you get around?
4. **Costs** – What are the total expenses per year? Do they offer athletic scholarships? How much are you offering me? What does this cover? Are expenses for team transportation, meals on the road, extra medical insurance or assistance, equipment, sticks, etc covered? Is there financial aid available? Are there academic and other merit scholarships I can apply for? How much spending money do student-athletes need per year at their school?
5. **Lifestyle** – Where is the university located? What is its proximity to where I am from? How would someone travel there? What would my daily schedule look like? How much free time do players have? What activities are available at the university or in the community? What size is the university? Is the community a large urban city or a smaller rural setting? Where do players shop for food or other supplies? Would you enjoy living here?

If you want to get clinical in how you compare teams or schools, you can give each of these factors a score from 1 to 5 for each team or school. Add them up and see what the results are. This may not be how you make your final decision, but it will help you narrow things down. It will become evident which factors are most important to you.





# APPENDICES

- I. KIJHL Introductory Education Letter
- II. KIJHL Education Contacts
- III. BC Graduation Plan
- IV. General Canadian University Admission Requirements
- V. Major Junior Camps and NCAA Eligibility Implications
- VI. NCAA DI Eligibility Centre Initial Requirements
- VII. NCAA Eligibility Centre Process
- VIII. NCAA Worksheet
- IX. NCAA Policy re: Education Impacting Disabilities
- X. NCAA Athletic Scholarships Questions and Answers



**Education Director**  
***Tom McEvay, Educational Advisor and Consultant***

Dear Advisors, Coaches, Student Athletes and Parents,

I am writing to introduce myself and to make sure that students and their parents are aware of the high priority the KIJHL places on education and education planning.

My name is Tom McEvay and I am a retired school Principal in Port Alberni. I have been an educator for more than 42 years. Over 46 years ago I was a young junior hockey player in Victoria who went on to university on a hockey scholarship and pursued my dreams. I know that my own experiences as a player who combined education and hockey and my many years as an educator give me the unique opportunity to help teams with their educational planning. I am currently the Education Advisor for 3 BCHL teams, numerous other organizations, and clients all over North America including now the KIJHL.

My role with the KIJHL will be to provide educational leadership, information and guidance and work with each team in enhancing how they handle education related needs. Since I can't be everywhere I will be focusing on training and working with the educational advisor of each team.

- What can Junior teams do to improve educational support and guidance for their players
- How to do an educational analysis of a player's current transcripts and situation.
- How can advisors develop an education plan for interested players.
- Information and advice on expectations for advancement in hockey.
- How to provide short term education planning and direction on navigating high school.
- Information on post-secondary education and hockey opportunities.
- Long term education planning including meeting the requirements for Canadian and American Universities and Colleges.
- Assist with NCAA Eligibility Centre procedures and requirements.
- Information on the whole recruitment process, including self-marketing strategies.
- Information about SAT and ACT exams.
- Ongoing communication and assistance with team advisors.

This fall I will be conducting three zoom seminars for advisors, coaches, players, and parents. Watch for the links to the following.

1. October – Introduction to Education and Junior Hockey
2. November – How to navigate the path to college hockey?
3. December – The keys to self-marketing.

I will also be developing resources for teams to share with players and writing a guide for teams and players on educational planning for junior hockey. I welcome your input on what is needed. Send me an email with your questions and ideas.

I look forward to further conversations with you all.

Sincerely,

A handwritten signature in black ink that reads "Tom McEvay". The signature is fluid and cursive, with the first name "Tom" being more prominent than the last name "McEvay".

Tom McEvay  
KIJHL Education Director  
Home 250-724-0577  
Cell 250-720-7624  
Email: [tmcevay@shaw.ca](mailto:tmcevay@shaw.ca)





**KIJHL EDUCATION CONTACTS**  
**Tom McEvay - Education Director**  
[education@kijhl.ca](mailto:education@kijhl.ca) or 250-724-0577

| TEAM                      | EDUCATION CONTACTS | EMAIL  | PHONE        |
|---------------------------|--------------------|--|--------------|
| Beaver Valley Nitehawks   | Terry Jones        | <a href="mailto:terryjones@sd20.bc.ca">terryjones@sd20.bc.ca</a>               | 250-921-5137 |
|                           |                    |  |              |
| Castlegar Rebels          | Carter Duffin      | <a href="mailto:Carter.duffin@gmail.com">Carter.duffin@gmail.com</a>           | 403-872-2264 |
|                           |                    |  |              |
| Chase Heat                | Brad Fox           | <a href="mailto:bfox@chaseheat.com">bfox@chaseheat.com</a>                     | 250-540-9907 |
|                           |                    |  |              |
| Columbia Valley Rockets   | Wade Dubielewicz   | <a href="mailto:cvrockies.gm@gmail.com">cvrockies.gm@gmail.com</a>             | 250-341-5801 |
|                           |                    |  |              |
| Creston Thunder Cats      | Bill Rotheisler    | <a href="mailto:tcats@telus.net">tcats@telus.net</a>                           | 250-681-3773 |
|                           |                    |  |              |
| Fernie Ghostriders        | Thomas Skelton     | <a href="mailto:thomas.skelton@sd5.bc.ca">thomas.skelton@sd5.bc.ca</a>         | 250-278-4653 |
|                           |                    |  |              |
| Golden Rockets            | Mike Archibald     | <a href="mailto:gssarch@gmail.com">gssarch@gmail.com</a>                       | 250-272-2094 |
|                           |                    |  |              |
| Grand Forks Border Bruins | Dave Hnatiuk       | <a href="mailto:dave.hnatiuk@hotmail.com">dave.hnatiuk@hotmail.com</a>         | 306-540-9675 |
|                           |                    |  |              |
| 100 Mile House Wranglers  | Tammy Mikkelsen    | <a href="mailto:tammymikkelsen80@gmail.com">tammymikkelsen80@gmail.com</a>     | 250-706-3344 |
|                           |                    |  |              |
| Kamloops Storm            | Steve Gainey       | <a href="mailto:steve@kamloopsstorm.com">steve@kamloopsstorm.com</a>           | 778-220-9648 |
|                           |                    |  |              |
| Kelowna Chiefs            | Travers Rebman     | <a href="mailto:travers@kelownachiefs.com">travers@kelownachiefs.com</a>       | 250-640-1035 |
|                           |                    |  |              |
| Kimberley Dynamiters      | Derek Stuart       | <a href="mailto:nitrosheadcoach@gmail.com">nitrosheadcoach@gmail.com</a>       | 250-520-0450 |
|                           |                    |  |              |
| Nelson Leafs              | Jeff Wright        | <a href="mailto:ajwright@telus.net">ajwright@telus.net</a>                     |              |
|                           |                    |  |              |
| North Okanagan Knights    | Dean McAmmond      | <a href="mailto:dean@northokanagaknights.org">dean@northokanagaknights.org</a> | 250-540-9137 |
|                           |                    |  |              |
| Osoyoos Coyotes           | Scott Tremblay     |  |              |
|                           |                    |  |              |
| Princeton Posse           | Mark Readman       | <a href="mailto:coach@princetonposse.org">coach@princetonposse.org</a>         | 250-219-6987 |
|                           |                    |  |              |
| Revelstoke Grizzlies      | Ryan Parent        | <a href="mailto:gm@revelstokegrizzlies.com">gm@revelstokegrizzlies.com</a>     | 250-309-1671 |
|                           |                    |  |              |
| Sicamous Eagles           | Gerald Bouchard    | <a href="mailto:GeraldBouchard91@gmail.com">GeraldBouchard91@gmail.com</a>     | 778-212-4222 |
|                           |                    |  |              |
| Spokane Braves            | Darin Schumacher   | <a href="mailto:schumadj19@gmail.com">schumadj19@gmail.com</a>                 | 701-213-0951 |
|                           |                    |  |              |
| Summerland Steam          | Mark MacMillan     | <a href="mailto:coach@summerlandsteam.com">coach@summerlandsteam.com</a>       |              |

# 2018 Graduation Program: Requirements

Student: .....

Date: .....

## REQUIRED COURSES

| Subject Area                                  | Course Name | Credits | Total |
|---|-------------|---------|-------|
| English 10 (completion of 2-2 credit courses) |             | 4       |       |
| English 11                                    |             | 4       |       |
| English 12                                    |             | 4       |       |
| Social Studies 10                             |             | 4       |       |
| Social Studies 11 or Social Studies 12        |             | 4       |       |
| Mathematics 10                                |             | 4       |       |
| Mathematics 11 or 12                          |             | 4       |       |
| Science 10                                    |             | 4       |       |
| Science 11 or Science 12                      |             | 4       |       |
| Fine Arts or Applied Skills 10, 11 or 12      |             | 4       |       |
| Physical and Health Education 10              |             | 4       |       |
| Career Life Education                         |             | 4       |       |
| Career Life Connections                       |             | 4       |       |
| FOUNDATION STUDIES CREDIT TOTAL               |             | 52      | 52    |

## ELECTIVE COURSES

|   |    |    |    |
|---|----|----|----|
| 16 credits of courses at the Grade 10, 11, 12 level             | 1. | 4  | -- |
|   | 2. | 4  | -- |
|   | 3. | 4  | -- |
|   | 4. | 4  | -- |
|   |    |    |    |
| 12 credits of courses at the 12 level                           | 1. | 4  | -- |
|   | 2. | 4  | -- |
|   | 3. | 4  | -- |
|   |    |    |    |
| Additional Course Credits                                       | 1. | -- | -- |
|   | 2. | -- | -- |
|   | 3. | -- | -- |
|   |    |    |    |
| TOTAL REQUIRED AND ELECTIVE COURSES:<br>(minimum of 80 credits) |    | 28 | 80 |



## Canadian University Admission Requirements (U-Sport)

### General Requirements:

***Please remember these are minimum requirements and used as an example. Specific universities, faculties and programs may have additional requirements. Minimum grade requirements will vary from school to school. The reality is that approval goes to the students with top grades and then they work down. In most years the lowest accepted grades once spaces are filled is usually in the 75% to 85% range.***

- English 11
- An Academic Math 11
- An Academic Science 11
- Some universities require a Second Language 11
- English 12
- Depending upon the university they require 3-5 additional academic 12 courses from their list of approved grade 12 courses. Examples are ...

BC First Nations Studies 12, Calculus 12, Comparative Civilization 12, Economics 12, English Literature 12, Foundations of Math 12, French 12 or français langue seconde 12, German 12, History 12, Japanese 12, Law 12, Mandarin 12, Principles of Math 12 or Pre-Calculus 12, Philosophy 12, Punjabi 12, Social Justice 12, Genocide Studies 12, Spanish 12, Sustainable Resources 12, Biology 12, Chemistry 12, Geography 12, Geology 12, Physics 12

For further information contact the specific school.

Tom McEvay  
Educational Consultant  
Home 250-724-0577 or Cell 250-720-7624  
Email: [tmcevay@shaw.ca](mailto:tmcevay@shaw.ca)



## CHL Camp Eligibility Checklist

### **What to be aware of if you plan to attend a Canadian Hockey League camp and want to maintain your NCAA eligibility.**

While playing in a CHL game will cost a prospect his NCAA eligibility, there is still the opportunity to attend a camp to learn more about a CHL team while retaining amateur status.

What comes into play is often called the "48-hour rule," and can be easy to misinterpret. The full language in the NCAA Manual is pasted at the bottom of this article and, as you'll see, can be a bit unwieldy. In plain English, any player who wants to consider the U.S. college hockey option and the opportunity to get your education paid for while pursuing an NHL career needs to remember a few things before attending:

***1. You may have a team cover the cost of one tryout/or up to 48 hours.***

A CHL team may cover necessary expenses for you to attend a tryout for up to 48 hours (including transportation, lodging, meals, etc.). The 48-hour period begins when you arrive at the tryout location. This is a one-time allowance per team and can be used for a training camp or rookie camp.

***2. You may attend for more than 48 hours, but need to cover costs***

Should you wish to extend your stay at a CHL training camp beyond 48 hours, you need to be prepared to cover costs from that point on (including transportation home).

***3. Do not compete in scrimmages or games against other teams.***

While attending CHL camps prospects may participate in practices and intrasquad scrimmages, but may not face off against players or prospects representing another CHL team, even in an exhibition game.

***4. Don't rush into any decisions.***

If you were drafted in the CHL in the spring and are attending camp as a 15- or 16-year-old, your chances of earning a regular spot in the CHL are likely slim. Maintaining your NCAA eligibility for another year will give you more time to evaluate your options and make a well-informed decision



for your future while likely not affecting your plans for this season at all.

**5. *Do not sign a contract with a CHL team.***

A contract with a CHL team is considered a professional contract by the NCAA and therefore jeopardizes a prospect's eligibility. It's best not to sign any agreement with a CHL team; an exception is filling out a simple tryout form with basic information.

**6. *Do not interpret a lack of calls from colleges as a lack of interest.***

Colleges, by NCAA rule, cannot contact student-athletes prior to Jan. 1 of their grade 10 year of high school. Unless you have visited a coach on campus or reached out to them on your own, you may be drafted into the CHL without ever talking to a college coach - but that doesn't mean they won't be interested. College coaches want to attract the best players from both the U.S. and Canada, typically many of the same players that OHL, WHL and QMJHL teams select in their drafts.

**7. *Do not violate NCAA rules by accepting gifts from CHL teams.***

If a CHL team gives you a jersey or other gifts you should be prepared to either return those items, compensate the team appropriately or donate them to charity. Being invited to a CHL training camp can be a great validation of your skills as a hockey player and a good sign of things to come in your hockey career. That career will include several choices along the way - we would encourage you to keep your options open so that you can make the best choices for you.

If you have any questions about attending a CHL camp and maintaining your NCAA eligibility, feel free to contact College Hockey, Inc.

**From the NCAA Manual**

12.2.1.1 – Tryout Before Enrollment-Men's Ice Hockey and Skiing. In men's ice hockey and skiing, a student-athlete remains eligible in a sport even though, prior to enrollment in a collegiate institution, the student-athlete may have tried out with a professional athletics team in a sport or received not more than one expense-paid visit from each professional team (or a combine including that team), provided such a visit did not exceed 48 hours and any payment or compensation in connection with the visit was not in excess of actual and necessary expenses. The 48-hour tryout period begins at the time the individual arrives at the tryout location. At the completion of the 48-hour period, the individual must depart the location of the tryout immediately in order to receive return transportation expenses. A tryout may extend beyond 48 hours if the individual self-finances additional expenses, including return transportation. A self-financed tryout may be for any length of time.

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

## NCAA Division I Initial-Eligibility Requirements

### Core Courses: (16)

- **Initial full-time collegiate enrollment before August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

### Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

### Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment before August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

#### DIVISION I

##### Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

#### DIVISION I – 2016

##### Qualifier Requirements

*\*Athletics aid, practice, and competition*

- 16 core courses
  - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
    - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

#### DIVISION I – 2016

##### Academic Redshirt Requirements

*\*Athletics aid and practice (no competition)*

- 16 core courses
  - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.



| Sliding Scale A                                   |                             |         |
|---|-----------------------------|---------|
| Use for Division I <i>prior to August 1, 2016</i> |                             |         |
| NCAA DIVISION I SLIDING SCALE                     |                             |         |
| Core GPA  | SAT<br>Verbal and Math ONLY | ACT Sum |
| 3.550 & above                                     | 400                         | 37      |
| 3.525   | 410                         | 38      |
| 3.500   | 420                         | 39      |
| 3.475   | 430                         | 40      |
| 3.450   | 440                         | 41      |
| 3.425   | 450                         | 41      |
| 3.400   | 460                         | 42      |
| 3.375   | 470                         | 42      |
| 3.350   | 480                         | 43      |
| 3.325   | 490                         | 44      |
| 3.300   | 500                         | 44      |
| 3.275   | 510                         | 45      |
| 3.250   | 520                         | 46      |
| 3.225   | 530                         | 46      |
| 3.200   | 540                         | 47      |
| 3.175   | 550                         | 47      |
| 3.150   | 560                         | 48      |
| 3.125   | 570                         | 49      |
| 3.100   | 580                         | 49      |
| 3.075   | 590                         | 50      |
| 3.050   | 600                         | 50      |
| 3.025   | 610                         | 51      |
| 3.000   | 620                         | 52      |
| 2.975   | 630                         | 52      |
| 2.950   | 640                         | 53      |
| 2.925   | 650                         | 53      |
| 2.900   | 660                         | 54      |
| 2.875   | 670                         | 55      |
| 2.850   | 680                         | 56      |
| 2.825   | 690                         | 56      |
| 2.800   | 700                         | 57      |
| 2.775   | 710                         | 58      |
| 2.750   | 720                         | 59      |
| 2.725   | 730                         | 59      |
| 2.700   | 730                         | 60      |
| 2.675   | 740-750                     | 61      |
| 2.650   | 760                         | 62      |
| 2.625   | 770                         | 63      |
| 2.600   | 780                         | 64      |
| 2.575   | 790                         | 65      |
| 2.550   | 800                         | 66      |
| 2.525   | 810                         | 67      |
| 2.500   | 820                         | 68      |
| 2.475   | 830                         | 69      |
| 2.450   | 840-850                     | 70      |
| 2.425   | 860                         | 70      |
| 2.400   | 860                         | 71      |
| 2.375   | 870                         | 72      |
| 2.350   | 880                         | 73      |
| 2.325   | 890                         | 74      |
| 2.300   | 900                         | 75      |
| 2.275   | 910                         | 76      |
| 2.250   | 920                         | 77      |
| 2.225   | 930                         | 78      |
| 2.200   | 940                         | 79      |
| 2.175   | 950                         | 80      |
| 2.150   | 960                         | 80      |
| 2.125   | 960                         | 81      |
| 2.100   | 970                         | 82      |
| 2.075   | 980                         | 83      |
| 2.050   | 990                         | 84      |
| 2.025   | 1000                        | 85      |
| 2.000   | 1010                        | 86      |

| Sliding Scale B                                    |                             |         |
|--|-----------------------------|---------|
| Use for Division I <i>beginning August 1, 2016</i> |                             |         |
| NCAA DIVISION I SLIDING SCALE                      |                             |         |
| Core GPA   | SAT<br>Verbal and Math ONLY | ACT Sum |
| 3.550  | 400                         | 37      |
| 3.525  | 410                         | 38      |
| 3.500  | 420                         | 39      |
| 3.475  | 430                         | 40      |
| 3.450  | 440                         | 41      |
| 3.425  | 450                         | 41      |
| 3.400  | 460                         | 42      |
| 3.375  | 470                         | 42      |
| 3.350  | 480                         | 43      |
| 3.325  | 490                         | 44      |
| 3.300  | 500                         | 44      |
| 3.275  | 510                         | 45      |
| 3.250  | 520                         | 46      |
| 3.225  | 530                         | 46      |
| 3.200  | 540                         | 47      |
| 3.175  | 550                         | 47      |
| 3.150  | 560                         | 48      |
| 3.125  | 570                         | 49      |
| 3.100  | 580                         | 49      |
| 3.075  | 590                         | 50      |
| 3.050  | 600                         | 50      |
| 3.025  | 610                         | 51      |
| 3.000  | 620                         | 52      |
| 2.975  | 630                         | 52      |
| 2.950  | 640                         | 53      |
| 2.925  | 650                         | 53      |
| 2.900  | 660                         | 54      |
| 2.875  | 670                         | 55      |
| 2.850  | 680                         | 56      |
| 2.825  | 690                         | 56      |
| 2.800  | 700                         | 57      |
| 2.775  | 710                         | 58      |
| 2.750  | 720                         | 59      |
| 2.725  | 730                         | 60      |
| 2.700  | 740                         | 61      |
| 2.675  | 750                         | 61      |
| 2.650  | 760                         | 62      |
| 2.625  | 770                         | 63      |
| 2.600  | 780                         | 64      |
| 2.575  | 790                         | 65      |
| 2.550  | 800                         | 66      |
| 2.525  | 810                         | 67      |
| 2.500  | 820                         | 68      |
| 2.475  | 830                         | 69      |
| 2.450  | 840                         | 70      |
| 2.425  | 850                         | 70      |
| 2.400  | 860                         | 71      |
| 2.375  | 870                         | 72      |
| 2.350  | 880                         | 73      |
| 2.325  | 890                         | 74      |
| 2.300  | 900                         | 75      |
| 2.299  | 910                         | 76      |
| 2.275  | 910                         | 76      |
| 2.250  | 920                         | 77      |
| 2.225  | 930                         | 78      |
| 2.200  | 940                         | 79      |
| 2.175  | 950                         | 80      |
| 2.150  | 960                         | 81      |
| 2.125  | 970                         | 82      |
| 2.100  | 980                         | 83      |
| 2.075  | 990                         | 84      |
| 2.050  | 1000                        | 85      |
| 2.025  | 1010                        | 86      |
| 2.000  | 1020                        | 86      |

For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3.org](http://www.2point3.org).

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

## Division II Initial-Eligibility Requirements

### Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

### Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

### Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

#### **DIVISION II 16 Core Courses**

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

| DIVISION II<br>COMPETITION SLIDING SCALE            |                             |            |
|---|-----------------------------|------------|
| <i>Use for Division II beginning August 1, 2018</i> |                             |            |
| Core GPA  | SAT<br>Verbal and Math ONLY | ACT Sum    |
| 3.300 & above                                       | 400                         | 37         |
| 3.275   | 410                         | 38         |
| 3.250   | 420                         | 39         |
| 3.225   | 430                         | 40         |
| 3.200   | 440                         | 41         |
| 3.175   | 450                         | 41         |
| 3.150   | 460                         | 42         |
| 3.125   | 470                         | 42         |
| 3.100   | 480                         | 43         |
| 3.075   | 490                         | 44         |
| 3.050   | 500                         | 44         |
| 3.025   | 510                         | 45         |
| 3.000   | 520                         | 46         |
| 2.975   | 530                         | 46         |
| 2.950   | 540                         | 47         |
| 2.925   | 550                         | 47         |
| 2.900   | 560                         | 48         |
| 2.875   | 570                         | 49         |
| 2.850   | 580                         | 49         |
| 2.825   | 590                         | 50         |
| 2.800   | 600                         | 50         |
| 2.775   | 610                         | 51         |
| 2.750   | 620                         | 52         |
| 2.725   | 630                         | 52         |
| 2.700   | 640                         | 53         |
| 2.675   | 650                         | 53         |
| 2.650   | 660                         | 54         |
| 2.625   | 670                         | 55         |
| 2.600   | 680                         | 56         |
| 2.575   | 690                         | 56         |
| 2.550   | 700                         | 57         |
| 2.525   | 710                         | 58         |
| 2.500   | 720                         | 59         |
| 2.475   | 730                         | 60         |
| 2.450   | 740                         | 61         |
| 2.425   | 750                         | 61         |
| 2.400   | 760                         | 62         |
| 2.375   | 770                         | 63         |
| 2.350   | 780                         | 64         |
| 2.325   | 790                         | 65         |
| 2.300   | 800                         | 66         |
| 2.275   | 810                         | 67         |
| 2.250   | 820                         | 68         |
| 2.225   | 830                         | 69         |
| 2.200   | 840 & above                 | 70 & above |

| DIVISION II<br>PARTIAL QUALIFIER SLIDING SCALE      |                             |            |
|---|-----------------------------|------------|
| <i>Use for Division II beginning August 1, 2018</i> |                             |            |
| Core GPA  | SAT<br>Verbal and Math ONLY | ACT Sum    |
| 3.050 & above                                       | 400                         | 37         |
| 3.025   | 410                         | 38         |
| 3.000   | 420                         | 39         |
| 2.975   | 430                         | 40         |
| 2.950   | 440                         | 41         |
| 2.925   | 450                         | 41         |
| 2.900   | 460                         | 42         |
| 2.875   | 470                         | 42         |
| 2.850   | 480                         | 43         |
| 2.825   | 490                         | 44         |
| 2.800   | 500                         | 44         |
| 2.775   | 510                         | 45         |
| 2.750   | 520                         | 46         |
| 2.725   | 530                         | 46         |
| 2.700   | 540                         | 47         |
| 2.675   | 550                         | 47         |
| 2.650   | 560                         | 48         |
| 2.625   | 570                         | 49         |
| 2.600   | 580                         | 49         |
| 2.575   | 590                         | 50         |
| 2.550   | 600                         | 50         |
| 2.525   | 610                         | 51         |
| 2.500   | 620                         | 52         |
| 2.475   | 630                         | 52         |
| 2.450   | 640                         | 53         |
| 2.425   | 650                         | 53         |
| 2.400   | 660                         | 54         |
| 2.375   | 670                         | 55         |
| 2.350   | 680                         | 56         |
| 2.325   | 690                         | 56         |
| 2.300   | 700                         | 57         |
| 2.275   | 710                         | 58         |
| 2.250   | 720                         | 59         |
| 2.225   | 730                         | 60         |
| 2.200   | 740                         | 61         |
| 2.175   | 750                         | 61         |
| 2.150   | 760                         | 62         |
| 2.125   | 770                         | 63         |
| 2.100   | 780                         | 64         |
| 2.075   | 790                         | 65         |
| 2.050   | 800                         | 66         |
| 2.025   | 810                         | 67         |
| 2.000   | 820 & above                 | 68 & above |

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).



## **CURRENT NCAA ELIGIBILITY CENTRE REQUIREMENTS AND PROCESS**

For players and parents wanting information on the process for NCAA Division 1 eligibility:

For a player to be eligible to play in NCAA Division 1 athletics they need to:

- Have graduated from high school.
- Have an SAT or ACT score. (you register for the SAT at [www.collegeboard.com](http://www.collegeboard.com) (deferred to 2022))
- Register with the NCAA Eligibility Centre. (see below)
- Meet the academic standards laid out by the Eligibility Centre. ( 16 core course credits in grades 9-12, overall minimum GPA of 2.3 and an SAT or ACT score that matches their high school GPA on a sliding scale)
- Meet the academic admission requirements of the college or university they chose to attend.
- Maintain academic and Athletic eligibility at the school they attend each year.

The NCAA Eligibility Centre is the gatekeeper for all NCAA athletics. It is the step before a player can apply for admission to an NCAA school. The NCAA Eligibility Centre was formally the NCAA Clearinghouse. The website is [www.eligibilitycentre.org](http://www.eligibilitycentre.org) . Athletes must be registered through the Centre before an NCAA Division 1 school can officially recruit them and bring them in for a visit. An athlete must ultimately be cleared or approved before they can be admitted to the school to compete in athletics. The process for going through the Eligibility Centre is .....

1. Set up a registration on the website for the athlete – the athlete needs to create a user name and password and pay the fee online (write your ID and password down somewhere.)
2. Request to have official transcripts sent by your grade 9-12 school or schools directly to the Eligibility Centre at NCAA Eligibility Center P.O. Box 7110 Indianapolis, Indiana 46206
3. Go online to [www.collegeboard.com](http://www.collegeboard.com) , enter your name and College Board password and request to have SAT scores sent directly to the Eligibility Centre ( go to section that asks what schools do you want these sent to and you will find the Eligibility Centre listed).
4. Complete the Amateurism questionnaire online at [www.eligibilitycentre.org](http://www.eligibilitycentre.org).
5. Periodically check the site to see where your file is at in the process. It can take some time to be cleared and this will not happen until all the steps are completed and approved and likely not before a school requests final approval.
6. Schools recruiting a player will need to know the Eligibility Centre number that an athlete is assigned

# NCAA DIVISION I WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

| ENGLISH (4 YEARS REQUIRED) |                     |        |   |       |   |   |
|----------------------------|---------------------|--------|---|-------|---|---|
| 10/7                       | COURSE TITLE        | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
|                            | Example: English 9  | .50    |   | A     |   | .5 x 4 = 2                                |
|                            |                     |        |   |       |   |   |
|                            |                     |        |   |       |   |   |
|                            |                     |        |   |       |   |   |
|                            | TOTAL ENGLISH UNITS |        |   |       |   | TOTAL QUALITY POINTS                      |

| MATHEMATICS (3 YEARS REQUIRED) |                         |        |   |       |   |   |
|--------------------------------|-------------------------|--------|---|-------|---|---|
| 10/7                           | COURSE TITLE            | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
|                                | Example: Algebra I      | 1.0    |   | B     |   | 1.0 x 3 = 3                               |
|                                |                         |        |   |       |   |   |
|                                |                         |        |   |       |   |   |
|                                | TOTAL MATHEMATICS UNITS |        |   |       |   | TOTAL QUALITY POINTS                      |

| NATURAL/PHYSICAL SCIENCE (2 YEARS REQUIRED) |                                      |        |   |       |   |   |
|---|--------------------------------------|--------|---|-------|---|---|
| 10/7  | COURSE TITLE                         | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
|   |                                      |        |   |       |   |   |
|   |                                      |        |   |       |   |   |
|   | TOTAL NATURAL/PHYSICAL SCIENCE UNITS |        |   |       |   | TOTAL QUALITY POINTS                      |

| ADDITIONAL YEAR IN ENGLISH, MATHEMATICS OR NATURAL/PHYSICAL SCIENCE (1 YEAR REQUIRED) |                        |        |   |       |   |   |
|---|------------------------|--------|---|-------|---|---|
| 10/7  | COURSE TITLE           | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
|   |                        |        |   |       |   |   |
|   | TOTAL ADDITIONAL UNITS |        |   |       |   | TOTAL QUALITY POINTS                      |

| SOCIAL SCIENCE (2 YEARS REQUIRED) |                            |        |   |       |   |   |
|-----------------------------------|----------------------------|--------|---|-------|---|---|
| 10/7                              | COURSE TITLE               | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
|                                   |                            |        |   |       |   |   |
|                                   |                            |        |   |       |   |   |
|                                   | TOTAL SOCIAL SCIENCE UNITS |        |   |       |   | TOTAL QUALITY POINTS                      |

| ADDITIONAL ACADEMIC COURSES (4 YEARS REQUIRED) |                                 |        |   |       |   |   |
|--|---------------------------------|--------|---|-------|---|---|
| 10/7   | COURSE TITLE                    | CREDIT | X | GRADE | = | QUALITY POINTS (MULTIPLY CREDIT BY GRADE) |
|  |                                 |        |   |       |   |   |
|  |                                 |        |   |       |   |   |
|  |                                 |        |   |       |   |   |
|  | TOTAL ADDITIONAL ACADEMIC UNITS |        |   |       |   | TOTAL QUALITY POINTS                      |

|   |  |   |  |   |  |
|---|--|---|--|---|--|
| TOTAL QUALITY POINTS FROM EACH SUBJECT AREA/ TOTAL CREDITS= CORE-COURSE GPA |  | 1 |  | = |  |
|---|--|---|--|---|--|



Quality Points

1

Credits

Core-Course GPA

Sixteen core courses are required for your core-course GPA. Ten core courses must be completed before the seventh semester; seven of the 10 must be a combination of English, math or natural or physical science.



# EDUCATION-IMPACTING DISABILITIES

For academic eligibility purposes, the NCAA defines an education-impacting disability as a current impairment that has a substantial educational impact on a student's academic performance and requires accommodation.

Some of the most common EIDs include:

- » Learning disabilities.
- » Attention-deficit/hyperactivity disorder.
- » Mental health disorders.
- » Medical conditions.
- » Deaf or hard of hearing.
- » Autism spectrum disorder.

If you have a documented EID, you must meet the same initial-eligibility standards as other students but may be provided certain accommodations to help meet those standards. For instance, if you have a documented EID, you may be allowed to take classes designed for students with EIDs if the classes appear on your school's list of NCAA-approved courses.

## Submitting Your EID Documentation

If you are a student with a documented EID, you only need to alert the NCAA Eligibility Center about your disability if you plan to enroll full time at a Division I or II school and would like to take additional core courses after you graduate high school.

If your EID documentation is approved by the Eligibility Center and you plan to attend a **Division I** school:

- » You may take up to three additional core courses after graduating high school but before enrolling full time at a Division I school – as long as you graduate from high school in eight consecutive semesters after starting ninth grade.

If your EID documentation is approved by the Eligibility Center and you plan to attend a **Division II** school:

- » You may take an unlimited number of core courses after starting ninth grade but before enrolling full time at a Division II school.

Information submitted to the NCAA about your EID is **not** released to colleges unless the student-athlete makes a specific written request.

To document your EID with the Eligibility Center, you must submit the following materials:

1. A complete NCAA **EID cover sheet**.
2. Your NCAA ID, high school graduation year, permanent address and phone number.
3. Current, signed documentation of your diagnosis (including test data) and/or recommendations from the treating professional (e.g., medical doctor, clinical psychologist or other qualified individual).

4. Current copy of your Individualized Education Program (IEP) or Section 504 Plan. If your high school did not provide an IEP or 504 Plan, the high school must submit documentation describing the available accommodations or an explanation of why accommodations were not provided.
5. A signed Buckley Statement form allowing certain individuals to review your EID information and speak on your behalf to the NCAA. A parent or guardian who would like to discuss your EID request with the NCAA must be listed on the Buckley Statement.

The cover sheet and Buckley Statement can be found at [ncaa.org/student-athletes/future/education-impacting-disabilities](https://ncaa.org/student-athletes/future/education-impacting-disabilities).

## Where to Send Your EID Documents

NCAA Eligibility Center  
EID Services  
P.O. Box 7110  
Indianapolis, IN 46207-7110

Fax: 317-968-5100

Email: [ec-processing@ncaa.org](mailto:ec-processing@ncaa.org)

If approved, you will be notified in writing and provided with additional information about available accommodations.

## SAT/ACT Exam with Accommodations

If you have a documented EID, you may also request to take an SAT or ACT exam with accommodations to satisfy test-score requirements by:

- » Registering for accommodations using the directions provided by the SAT or ACT.
- » Following procedures governed by SAT or ACT. The test may not be administered by a member of your high school athletics department or any NCAA school's athletics department.

If you take an SAT or ACT exam with accommodations, you may take the test on a date other than a national testing date, but you still must achieve the required test score.

Your high school counselor can help you register to take an SAT or ACT exam with accommodations. More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Fall2022](https://on.ncaa.com/COVID19_Fall2022).



## **NCAA Athletic Scholarships – Common Questions:**

### **Q: What are athletic scholarships?**

A: An athletic scholarship is financial aid from a university or college based in any degree on the athletic ability of the student-athlete. Athletic scholarships are formalized by entering into agreements called "National Letters of Intent," which is a written agreement between the institution and the student-athlete.

### **Q: What is a "National Letter of Intent"?**

A: The National Letter of Intent (NLI) is the name of the document that formalizes an athletic scholarship. It is a binding agreement between a student-athlete and a university in which the university agrees to provide athletic aid in exchange for the student-athlete's agreement to attend the university.

### **Q: What is a verbal commitment?**

A: A verbal commitment is a non-binding agreement between a prospect and a coach to attend that coach's institution.

### **Q: What is covered by an athletic scholarship?**

A: Funds for tuition and fees, books, room and board, and certain other expenses. The only required expense that a full athletic scholarship cannot cover is transportation to and from campus. Not all hockey scholarships are full scholarships - some may cover half or some other portion of expenses.

### **Q: Are scholarships guaranteed for four years?**

A: Thanks to a change in NCAA rules in 2011, scholarship agreements may be made for anywhere from one to five years. Signing a National Letter of Intent, even for a scholarship promised for four years, commits a student-athlete to that school for one year. Even those scholarship agreements made for one season are almost always renewed annually; they are very rarely cancelled and never for on-ice performance.

### **Q: Can athletic scholarships be cancelled if I play badly or the coach doesn't like me?**

A: Athletic scholarships may not be reduced or cancelled year-to-year based on your ability or performance, because an injury prevents you from participating or for any other athletic reason.



If you are receiving an athletic scholarship, the scholarship may be reduced or cancelled only if you:

- render yourself ineligible for NCAA competition;
- misrepresented any information on your application, letter of intent or financial aid agreement;
- commit serious misconduct which warrants a substantial disciplinary penalty; or
- voluntarily quit the team for personal reasons.

**Q: Who decides if I get an athletic scholarship?**

A: Coaches. Although admissions offices can refuse the admission of any student, thereby effectively refusing an athletic scholarship, coaches and athletic departments typically have a good sense of what to expect from their admissions office. This allows coaches to scout and recruit players who they can reasonably expect to earn admission.

**Q: Does every student-athlete receive a 100% or "full" scholarship?**

A: Universities are permitted to grant 18 "full" scholarships and typically carry around 26 – 28 players, so not all are on full scholarships. In other words, most NCAA teams have some players who receive only a portion of their expenses in athletic scholarship (i.e. partial scholarship) and some players who receive all of their expenses in scholarship (i.e. full scholarship).