



- * **IDAHO WRESTLER MAKES NATIONAL NEWS**
- * **GOOD VS. BAD - Know The Difference**
- * **NCAA "New Academic Requirements"**
- * **22-23 WINTER ACADEMIC CHAMPIONS**
- * **JOIN THE STUDENT ADVISORY COUNCIL**
- * **SPIRIT OF SPORT AWARD**
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**March
2023 ISSUE**



IHSAA EXPRESS

Supporting Education Through Activities



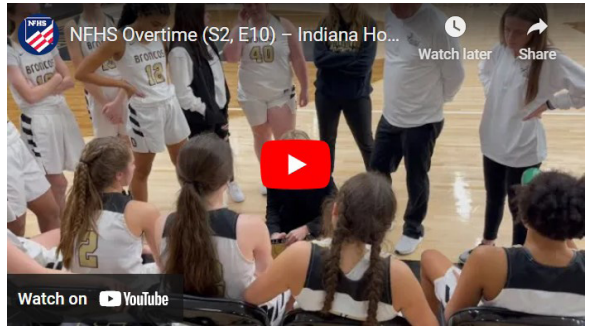
OVERTIME

Idaho Wrestler Makes National News



Kadence Beck
Grangeville HS

The NFHS proudly presents NFHS Overtime, a video series hosted by Nate Perry featuring some of the spectacular performances and outstanding stories from the world of high school activities. In this episode, we showcase a busy Indiana varsity basketball coach pulling double duty, and an **Idaho wrestler who honored her late father with an inspirational tournament championship.**



Mountain View and Deary WIN ANNUAL CONTEST

The "Battle of the Fans" contests is a competition presented by the IHSAA Student Advisory Council. Schools submit a video that introduces their school and shows why they should win the contest. Criteria is based on Sportsmanship, School Spirit, Originality, and Student Section Leadership. There is a Small School (3A/2A/1A) competition as well as a Large School (5A/4A) competition.



WATCH EVERY ENTRY HERE





WE WANT YOU... 

Be a Part of the Idaho High School Activities Association

Interscholastic Star Scholarship



Do you have a “jock” in your dance/cheer program? A student who is a great actor and can also throw strikes on the softball team? If so, this scholarship opportunity may be perfect for him/her. The Idaho High School Activities Association sponsors the Interscholastic Star Scholarship Program.

This award is for juniors that are well-rounded leaders in your school who participate in IHSAA sports and activities.

Six \$1000.00 awards are given (one for each classification) to the recipient’s college of choice. Six \$500.00 awards are given (one for each classification) for each runner-up. Not only do the students receive a scholarship, six schools (each classification Star winner) will also receive \$500.00 from the IHSAA. It is a fantastic opportunity for your school and students.

- * All applicants must be current JUNIORS
- * All applicants must participate in at least one IHSAA sport and one IHSAA sponsored activity
- * All applicants must be confirmed by the school’s Principal
- * On-Line applications are under the “Awards & Honors” tab
- * Or by clicking <https://idhsaa.org/schools-of-excellence>

Identify that deserving student TODAY. If you have questions, please contact the IHSAA

Deadline for applications is April 10th

Spirit of Sport Award



The IHSAA has developed the “Idaho High School Spirit of Sport Award”. Candidates can be nominated by member schools or community members and the recipient can be an individual, player, manager, coach, or a school, group or team.

This award seeks to recognize those individuals or groups who exemplify the ideals of the positives spirit of sport that represents the core mission of education-based participation. The award may be given in recognition of a specific act or for an activity longer in duration.

An example would be an individual who has gone above and beyond the normal everyday expectations of assisting others within the school or community. It could also be someone who has overcome some sort of adversity or challenging circumstances.

The IHSAA seeks to identify worthy award recipients by nominations submitted from anyone from the school or community. All nominations must be forwarded to the IHSAA. A committee of the Board of Directors will review applications and select the Idaho Spirit of Sport Award winner.

If you have a candidate you wish to nominate, please complete electronic submission and return the nomination form to the IHSAA. Julie Hammons at hammonsj@idhsaa.org

Deadline for application is May 1

IHSAA Student Advisory Council

The SAC is a diverse group of students who participate in interscholastic athletics/activities and are focused on providing education and leadership through open and honest communication with IHSAA member schools.

This committee serves as a liaison between students, administrators and the IHSAA Staff and Board of Directors. The Student Advisory Council promotes the ideals of the IHSAA including leadership, sportsmanship and integrity.

Students nominated for the IHSAA Student Advisory Council must:

- Display strong character and commitment to sportsmanship and integrity
- Demonstrate leadership in their school
- Be involved in at least two IHSAA sponsored activities/sports
- Demonstrate a commitment to representing the interest of all students participating in interscholastic activities

The 2023-2024 SAC will consist of multiple students from each activity district. Any IHSAA member school administrator can nominate a current Sophomore for the 23-24 school year.

Two students will be chosen for an all-expense paid trip to attend the National Student Leadership Summit in Indianapolis, Indiana during the summer of 2023

Applications are Due May 10th



ADMINISTRATION CORNER

DATES TO REMEMBER

- 2/28 AD Zoom - Why Attend the IAAA Conference?
- 3/2-4 State BBB - Real Dairy Shootout
- 3/8 1st Competition Spring Sports
- 3/10-11 State Debate
- 3/12 Daylight Savings Time

MARCH CHECKLIST

- ___ Add spring team rosters and pictures to your MaxPreps account
- ___ Send sportsmanship information to parents
- ___ Prepare spring facilities (scoreboards, fields, equipment)
- ___ Sign contracts for 2023-2024 sports seasons
- ___ Turn in concussion survey for winter sports
- ___ Verify Spring Sports Eligibility
- ___ Verify spring coaches requirements
- ___ Nominate a student for the IHSAA Student Advisory Council
- ___ Nominate a student for the Interscholastic Star Scholarship
- ___ Put together a Unified Track Team from your school

Idaho
Athletic Administrators Association
33rd Annual State Conference
April 2-4, 2023
RIVERSIDE HOTEL, Boise



**CLICK
TO
REGISTER**

IHSAA Rule of the Month

RULE 5-12 - SCRIMMAGES/PRACTICES

5-12-1 An organized scrimmage, drill or practice by teams or individual students with or against other member school teams or players is considered a contest, and counts toward the total number of contests a team is allowed.

5-12-2 Member school teams and individuals are prohibited from scrimmaging or practicing with or against nonmember/non-high school teams, non-high school players or coaches in a team sport, except in the followingsituations:

- a. Practice is allowed between 9th and 8th grade in a junior high that has an 8-9 configuration.
- b. In the sport of track, high school teams may practice with junior high/middle school teams in the same school district.
- c. In the sports of volleyball and basketball, 1A Div. II teams may practice with 8th grade students if they cannot field enough athletes to have an intersquad scrimmage in game type conditions. The 8th graders must meet all other IHSAA requirements.
- d. No more than two district-approved coaches may participate, as a player, in practice at one time. 1A schools are exempt from Rule 5-12-2d.
- e. 1A/2A/3A teams may practice together in the pole vault. Proof of insurance/liability must be given to the host school administration by the sending school administration before athletes can vault at the host school.



90+ Courses | 60+ Free

Coaches | Administrators | Officials | Performing Arts | Students | Parents

NFHSLearn.com Provides

- Education & professional development for the interscholastic community
- Tools to monitor course completion
- National credentials programs
- Sport-specific courses for coaches and officials

**17+ Million
Courses
Delivered**

Fundamentals of Coaching



Concussion in Sports/
Concussion for Students



Sudden Cardiac Arrest



Protecting Students from Abuse



First Aid, Health and Safety



The Collapsed Athlete



Heat Illness Prevention



COURSE OF THE MONTH



TAKE THE COURSE

Mental Training for Performance

Elective Course

For Coaches and Administrators

An introduction to fundamental mental skills techniques developed by United States Olympic Committee (USOC) sport psychologists. Learn how to sharpen your athletes mental game to impact performance and gain a competitive edge.

March COACHES EDUCATION PAGE

Good Vs. Bad Comparison

There are good comparisons and bad - and as leaders, it's important we know the difference.

THE DAILY COACH

The cars were impressive - Ferraris, Lamborghinis, Rolls-Royces - and Morgan Housel, like many, dreamed of owning one. Instead, he just parked them while working as a hotel valet.

But his envy of the finest luxury cars on the planet also led to a realization: Very rarely does anyone actually look at the driver and think he/she is cool. Instead, they just believe outsiders would think they're cool if they had one.

With that came a key leadership paradox for Housel, the best-selling author of *The Psychology of Money*, that we might want to keep in mind:

"People tend to want wealth to signal to others that they should be liked and admired," he writes. "But in reality, those other people often bypass admiring you, not because they don't think wealth is admirable, but because they use your wealth as a benchmark for their own desire to be liked and admired."

It's a key reminder for us as coaches, executives and leaders.

We often find arbitrary benchmarks to measure our success against. We look at another coach's age and win total, another executive's resume and net worth, the prestige of a competitor's organization.

Frequently, though, we don't actually admire who they are - just their accolades that we think might improve our self-image.

This mindset is often extremely counterproductive and just adds unnecessary pressure to our already hectic lives.

It's important that we keep in mind that there are good comparisons and bad.

Good comparison:

- Examining a practical strategy that's worked for someone else
- Measuring our progress over a specific period of time
- Analyzing relevant options and coming to a decision based on facts and data

Bad comparison:

- Looking at an individual attribute of another person and wishing we had it
- Broadly viewing ourselves as disappointments because we make less money, work for a less-prestigious organization, etc.
- Focusing on what we don't have and believing we won't be successful unless we get it.

The key to getting to the destination more efficiently isn't staring over our shoulders at the competition and being envious. Frequently, it's just keeping our eyes on the road ahead.



The Psychology of Money with Morgan Housel



If we want to be negative, we can find something to complain about.
If we want to be positive, then we can find something to be thankful for.
Every day we get to choose our attitude and perspective.



Perspective

A COACH'S GUIDE TO ROSENSHINE'S PRINCIPLES

by @inner_drive | www.innerdrive.co.uk

- 01 REVIEW LEARNING AT THE START - AT THE BEGINNING OF TRAINING, ASK ATHLETES WHAT THEY LEARNT LAST TIME.**
- 02 PRESENT NEW INFORMATION IN SMALL STEPS - BREAK DOWN NEW SKILLS INTO STEP-BY-STEP GUIDES.**
- 03 ASK LOTS OF GOOD QUESTIONS - DURING A SESSION, ASK YOUR ATHLETES LOTS OF "WHY" QUESTIONS.**
- 04 PROVIDE MODELS - MODEL DESIRED MOVEMENTS AND THOUGHT PROCESSES.**
- 05 PRACTISE USING THE NEW MATERIAL - ALLOW REPETITION OF NEW SKILLS.**
- 06 CHECK FOR UNDERSTANDING - ASK ATHLETES TO SUMMARISE OR PARAPHRASE WHAT THEY HAVE LEARNT.**
- 07 OBTAIN A HIGH SUCCESS RATE - AIM FOR 80% SUCCESS RATE WHEN LEARNING A NEW SKILL.**
- 08 PROVIDE SCAFFOLDING AND SUPPORT - SLOWLY SHIFT RESPONSIBILITY OF LEARNING FROM YOU TO THEM.**
- 09 ENCOURAGE INDEPENDENT PRACTICE - STRUCTURE SESSIONS SO THAT THERE IS TIME FOR INDEPENDENT PRACTICE.**
- 10 WEEKLY AND MONTHLY REVIEW - ASK ATHLETES TO REFLECT ON WHAT THEY HAVE LEARNT.**

10 WAYS STUDENT ATHLETES CAN BALANCE EXAMS AND SPORT

- 01 MAKE A TIMETABLE AND STAY ORGANISED**
- 02 SET GOALS - WRITE DOWN HOW YOU WILL ACHIEVE THEM**
- 03 STAY POSITIVE AND MOTIVATED**
- 04 STAY CALM - USE YOUR EXPERIENCE FROM SPORT TO MANAGE THE PRESSURE**
- 05 MAKE SURE YOUR COACH KNOWS WHAT DEMANDS YOU ARE FACING**
- 06 DON'T COMPARE YOURSELF WITH OTHERS**
- 07 GIVE YOURSELF A BREAK**
- 08 PRIORITISE WHAT NEEDS TO BE DONE**
- 09 COMMUNICATE WITH YOUR PARENTS AND TEACHERS**
- 10 DON'T BE AFRAID TO SPEAK TO PEOPLE IF YOU ARE STRUGGLING**



4 MISTAKES COACHES MAKE WITH TEAM CAPTAINS

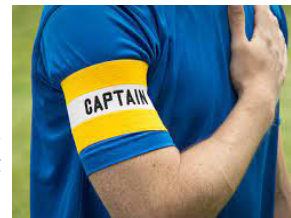
Jason Mejeur

June 23, 2022

MaxOne

As a head coach, you can't be the entire program. You need assistants and you need captains that can help you lead the program towards success.

Great team captains make your job easier as a coach. Everyone knows this, but having strong team leadership is not as simple as a well-meaning wish and a snap of the fingers. Most coaches know what kind of captain and leadership they want, but oftentimes it doesn't play out that way.



UNDERESTIMATING THE SELECTION PROCESS

The position of team captain is a critical role. Yet, many coaches make their selections without much thought or strategy involved. Having the right captain can make all the difference on a team. Conversely, selecting the wrong captain can have long-lasting consequences for a program.

This is not a decision that should be taken lightly. Selecting captains the way you've always done it or the way others want it to be done isn't the best way. There's many questions you and your staff should consider before deciding:

- * What does your program need this year?
- * How will the decision you make this year affect future years?
- * What do you do with the athletes who aren't selected?
- * How do you make sure you assemble the best leadership possible?
- * Are there creative selection methods available?
- * Do you need to select captains at a certain time? Do they have to be selected at once?
- * What kind of administrative and/or parent support do you have?
- * How much will you promote and spotlight your captains during the year?
- * How do you plan on utilizing your captains this year?
- * How would your athletes feel about the various options being selected?
- * For those not selected, what kind of influence will they have on the rest of the team afterwards?
- * Are you concerned about only this year or will you plan ahead for future years (e.g. having a future captains or emerging captains program)?

Most coaches take the easy way out or do what's always been done when it comes to selecting captains. The best coaches approach leadership with an open mind.

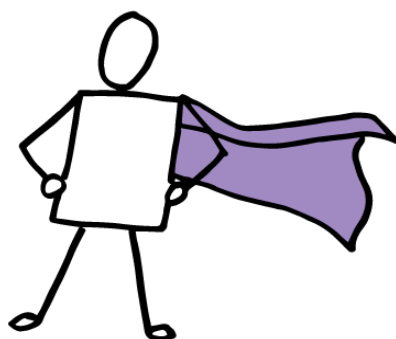
You need captains that not only represent the team well, but also help team members take ownership in the program. They help their teammates become better. They complement what you're doing as a coach.

UNREALISTIC EXPECTATIONS

It would be nice if the captain was a coach on the field. Things would be a lot easier if they were an extension of you on the floor. However, the reality is that they're not. They're young adults. They don't have the same life experiences, maturity levels, or perspective you have as a coach. They don't think the way you do. In fact, your athletes will never think, act, or respond in a way that is similar to you as a coach.

This doesn't mean you can't expect certain things out of your captains, but be weary of putting too much pressure on their shoulders. Captains like Sue Bird, Derek Jeter, Megan Rapinoe, or Tim Tebow are more the exception than the rule. No matter how mature your athlete is, they'll never be perfect. They'll never be as quick to make a good decision as you are. They won't automatically know how to handle the various situations that arise with their friends.

Natural-born leaders don't exist. Unrealistic expectations can lead to a great deal of frustration when they disappoint you. This disappointment can sometimes cause a rift between captain and coach.



LACK OF TRAINING

If you want your captains to deal with issues in the locker room, then teach them how to do it. If you want them to feel free to speak up during a training session, then show them when and how to best do it. If you want them to be a liaison between your coaching staff and their teammates, provide a blueprint for how to make it happen. Help them understand what they need to handle on their own, what needs to be communicated with a coach, and how to balance all of this with their friendships.

If you want your captains to act, speak, think, and respond in a certain way, then you'll need to train them. Never assume they know what it takes to be a good leader. Just because they're a "good kid", are polite, go to class, and stay out of trouble, doesn't mean that they make a good captain.

Whatever responsibilities or roles you have for your captains needs to be identified, addressed, and trained. Equip, empower, and encourage them to be good leaders. Whatever is important to you as a coach, you should be teaching.

PROVIDING A POOR EXAMPLE

It's commonplace for coaches to set the standard. You've probably given your team some rules or guidelines to uphold. Maybe you've even cast a vision for the team to believe in or some goals to achieve. Regardless, there's a standard that you've established as a coach.

You've set the standard, but are you living out that standard? Are you modeling what you expect from a position of leadership? You want them to be positive in how they interact with other team members. Are you? You want them to stay focused, poised, and calm during adversity. Are you? If you want them to be trusted by others, are you also doing things that earn team member's respect?

Yes, you need to train and teach your captains how to act, but it can't be a "do as I say, not as I do" situation if you want to maximize the leadership potential in your program. Don't just set the standard — be the standard so that your captains have a clear example to follow.



The reality is that your team's culture is made up of the decisions and actions of each team member. Every athlete you have should be a good leader and positive influence regardless of what their position, status, age, or talent level.

However, wearing the captain's arm band, having a "C" on your jersey, or the title of captain carries a lot of weight. It means something. Rarely do strong programs have bad captains. A positional leader can make or break a team.

As a coach, you hold the top leadership position in your program, but you aren't always in the locker room, hallways, or back of the bus. Your captains matter. How they lead their teammates matters. Their ability to lead their teammates and invest in the process of developing a strong culture starts with you.



CONGRATULATIONS
22-23
Winter Academic Champions

Academic State Champions are awarded to the team of each classification with the highest team cumulative GPA in all IHSAA sports and activities.

GIRLS WRESTLING

All Classifications Century 3.832

BOYS WRESTLING

5A Highland 3.519
4A Bishop Kelly 3.640
3A Sugar-Salem 3.500
2A/1A Nampa Christian 3.735

DANCE

5A Coeur d'Alene 3.906
4A Bishop Kelly 3.769
3A/2A/1A Malad 3.740

CHEER

5A Highland 3.891
4A Bishop Kelly 3.612
3A Homedale 3.658
2A/1A Bear Lake 3.750

GIRLS BASKETBALL

5A Madison 3.896
4A Idaho Falls 3.854
3A American Falls 3.986
2A North Fremont 3.954
1A DI Prairie 3.934
1A DII Hagerman 3.880

BOYS BASKETBALL

5A Timberline 3.708
4A Bishop Kelly 3.814
3A Marsh Valley 3.723
2A Bear Lake 3.820
1A DI Logos 3.740
1A DII Rockland 3.738

IDAHO HIGH SCHOOL
2023

WRESTLING

STATE CHAMPIONSHIPS



IHSAA *unbottled.*

**2023 Wrestling
STATE CHAMPIONS**

Girls Eagle
5A Meridian
4A Minico
3A South Fremont
2A New Plymouth

IDAHO HIGH SCHOOL
2023
GIRLS

BASKETBALL

STATE CHAMPIONSHIPS



IHSAA *unbottled.*

**2023
Girls Basketball
STATE CHAMPIONS**

5A Coeur d'Alene
4A Sandpoint
3A Snake River
2A Melba
1A DI Raft River
1A DII Council

**2023
Girls Basketball
SPORTSMANSHIP
WINNERS**

5A Timberline
4A Shelley
3A Timberlake
2A Melba
1A DI Greenleaf
1A DII Leadore



PERFORM. REFUEL. RECOVER. REPEAT.

unbottled.com

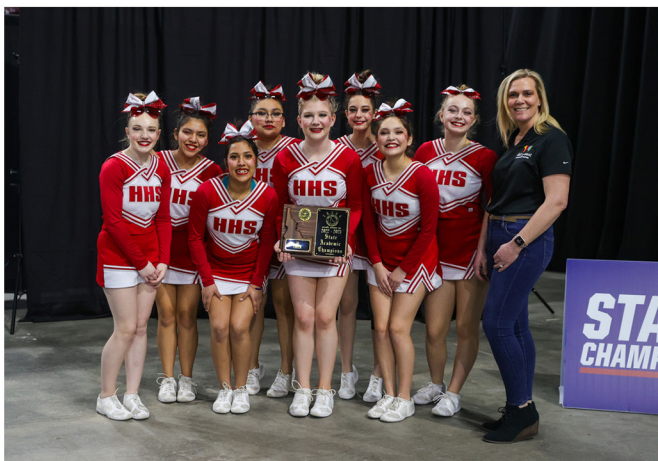



Fuel Your Athletes!

unbottled.

Sign up for a virtual team talk with a Registered Dietitian

REQUEST A TEAM TALK



unbottled.



Leadership in Coaching
March
Book of the Month

BILL WALSH

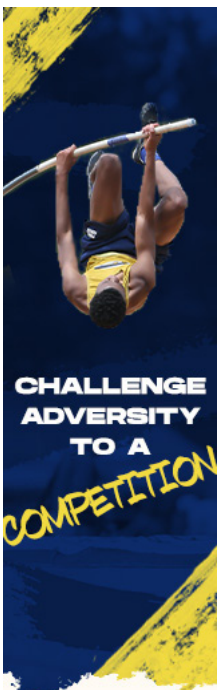
WITH
STEVE JAMISON AND CRAIG WALSH
Foreword by Joe Montana



THE SCORE TAKES CARE OF ITSELF

My Philosophy of Leadership

The Score Takes Care of Itself is the personal map for success for one of the most creative and successful NFL coaches whether in professional football or anywhere else. It's not just about leadership, efficiency, and processes. It's about how to treat people right and how to build a culture where results can be accomplished as a byproduct.



**CHALLENGE
ADVERSITY
TO A
COMPETITION**



**Coaches:
KEEP
YOUR
COOL!**

YOU SET THE TONE!



**BENCH BAD
BEHAVIOR**

Growth Mindset

Believes that intelligence and talent can be improved.



Fixed Mindset

Believes that talent and intelligence are fixed.

Leads to:

Embracing flaws and mistakes as opportunities for growth, accepting setbacks as part of the learning process, and feeling empowered to reach goals.

Leads to:

Hiding flaws and mistakes, feeling ashamed about 'failures', giving up easily, and being unmotivated to strive for, or achieve, goals.

Developed IQ

Sees intelligence as something you can develop over time.



Sees intelligence and talent as fixed.

Innate IQ

Motivation

Willingly embraces challenges and risks possible failure.



Avoids challenges to prevent the possibility of failure.

Resistance

Effort

Believes that effort and practice can lead to mastery.



Believes that talent is innate so effort and practice aren't important.

Inertia

Acceptance

See failures as temporary setbacks and persist in the achievement of goals.



Gives up easily and views temporary setbacks as permanent failures.

Guilt

Inspiration

See other people's success as a source of inspiration.



Sees other people's successes as a threat of a source or jealousy.

Comparisons

Feedback

View feedback as an opportunity to grow and applies constructive criticism.



View feedback as a personal attack and ignores constructive criticism.

Criticism

DIVISION I ACADEMIC REQUIREMENTS

To study and compete at a **Division I school**, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.3 **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

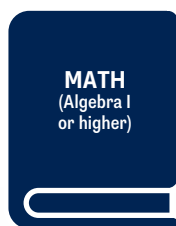
CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:



ENGLISH

4 years



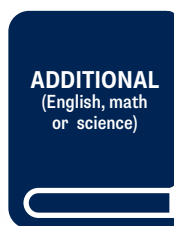
MATH
(Algebra I
or higher)

3 years



SCIENCE
(Including one
year of lab,
if offered)

2 years



ADDITIONAL
(English, math
or science)

1 year



SOCIAL
SCIENCE

2 years



ADDITIONAL
COURSES
(Any area listed
to the left,
world language
or non-doctrinal
religion/philosophy)

4 years

For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

QUALIFIER

As a Division I qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
 - o Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
 - o Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- » Earn a minimum 2.3 **core-course GPA**.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

ACADEMIC REDSHIRT

As a Division I academic redshirt, you may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a minimum 2.0 core-course GPA.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

* More information regarding the impact of COVID-19 can be found at on.ncaa.com/COVID19_Spring2023.



TEST SCORES

In January 2023, NCAA **Divisions I** and **II** adopted legislation to remove standardized test scores from initial-eligibility requirements. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements.

* More information regarding the impact of COVID-19 can be found at on.ncaa.com/COVID19_Spring2023.

CORE-COURSE LIST

Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist. No core-course list means courses taken from that high school will not count for NCAA eligibility. If your high school does not have a list, you risk being ineligible to play in college.

NONTRADITIONAL AND ONLINE COURSES

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

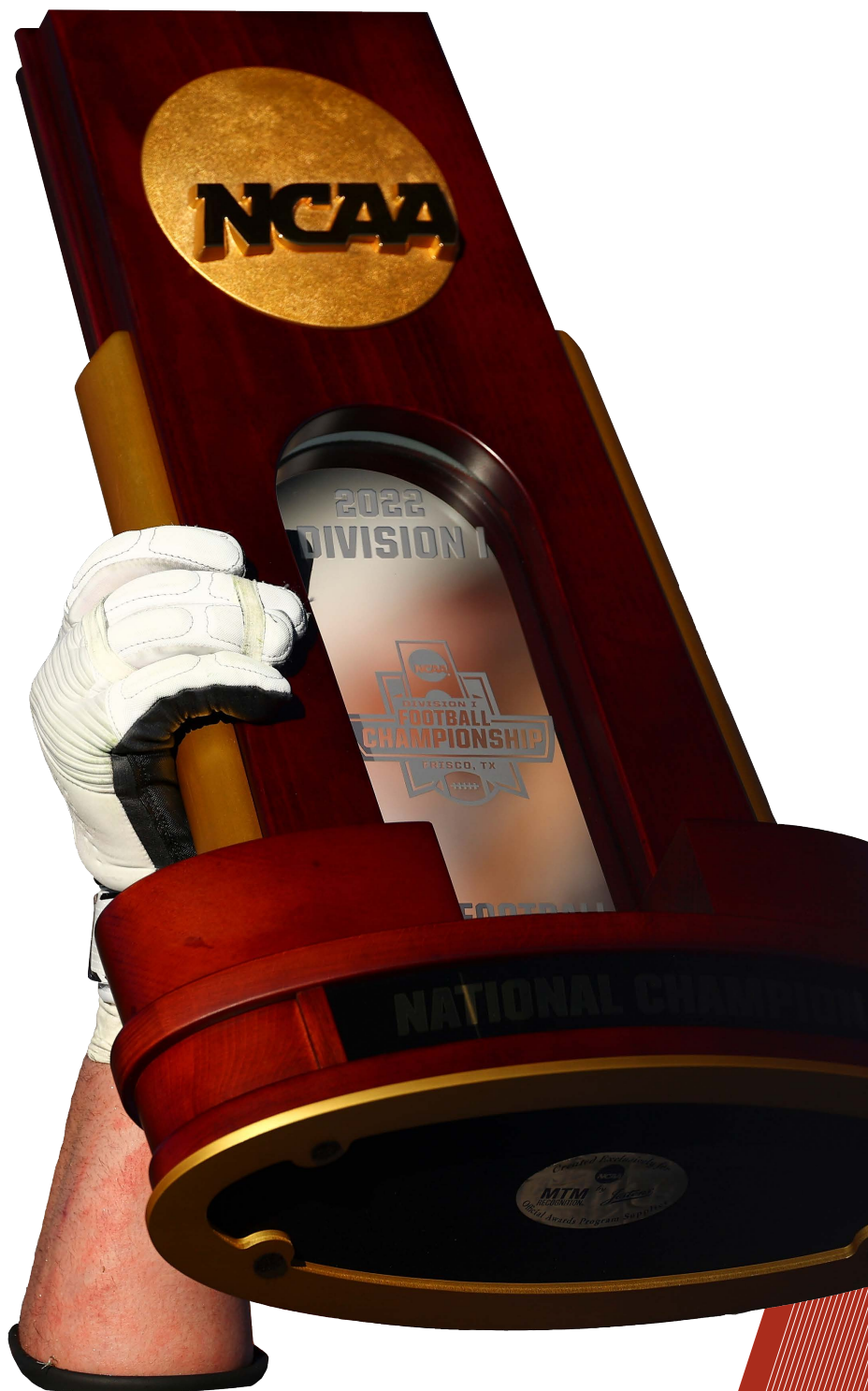
These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on [your school/program's list](#) of NCAA-approved core courses.

BE AHEAD OF THE GAME

- » Plan to register with the NCAA Eligibility Center at eligibilitycenter.org before your freshman year of high school. Visit on.ncaa.com/RegChecklist to help guide you through the registration process.
- » After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

ADDITIONAL RESOURCES

- » [DII Academic Requirements flyer](#).
- » [DIII Amateurism flyer](#).
- » [International Initial-Eligibility flyer](#).



Want more information? Visit ncaa.org/playcollegesports.

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec): 877-262-1492
Monday-Friday, 9 a.m. to 5 p.m. Eastern time

[@ncaaec](https://twitter.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports) [@ncaaec](https://www.facebook.com/ncaaec)



Nicotine found in vapes, cigarettes, and chew can make you addicted. Addiction can change and control your future. It's your life. It's your quit. Project Filter can help teens who want free and confidential help to quit.

Text Start My Quit to 36072 to get started.



February 2023

You decide when – Project Filter will show you how



MAKE THE RIGHT CALL.
BECOME A HIGH SCHOOL OFFICIAL.



A healthier family is a vaccine away.



COVID-19 bivalent boosters available now.

Find yours at [vaccines.gov](https://www.vaccines.gov)



DIVISION II ACADEMIC REQUIREMENTS

To study and compete at a **Division II school**, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.2 **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or non-doctrinal religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

QUALIFIER

As a Division II qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a minimum 2.2 **core-course GPA**.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

PARTIAL QUALIFIER

If you have not met all of the Division II academic standards, you will be deemed a partial qualifier. As a partial qualifier, you may practice and receive an athletics scholarship, but may NOT compete, during your first year of full-time enrollment at an NCAA Division II school.

* More information regarding the impact of COVID-19 can be found at on.ncaa.com/COVID19_Spring2023.

 DIVISION II
MAKE IT YOURS



TEST SCORES

In January 2023, NCAA **Divisions I** and **II** adopted legislation to remove standardized test scores from initial-eligibility requirements. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements.

**More information regarding the impact of COVID-19 can be found at on.ncaa.com/COVID19_Spring2023.*

CORE-COURSE LIST

Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist. No core-course list means courses taken from that high school will not count for NCAA eligibility. If your high school does not have a list, you risk being ineligible to play in college.

NONTRADITIONAL AND ONLINE COURSES

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on **your school/program's list** of NCAA-approved core courses.

BE AHEAD OF THE GAME

- » Plan to register with the NCAA Eligibility Center at eligibilitycenter.org before your freshman year of high school. Visit on.ncaa.com/RegChecklist to help guide you through the registration process.
- » After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
- » For more information on Division II, visit ncaa.org/D2.

ADDITIONAL RESOURCES

- » [DI Academic Requirements flyer](#).
- » [DIII Amateurism flyer](#).
- » [International Initial-Eligibility flyer](#).

Want more information? Visit
ncaa.org/playcollegesports.



CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec): 877-262-1492
Monday-Friday, 9 a.m. to 5 p.m. Eastern time

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