A Guide To

HOCKEY & EDUCATION



"Make it a positive part of a fulfilling & rewarding life"

By Tom McEvay

Hockey and Education

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Introduction

I often get asked what young hockey players, who aspire to a junior career and then possibly play at the college or university level, and their parents need to be aware of as they enter high school. My initial answer usually centers on why they play hockey in the first place. If for fun and pure joy isn't front and center for them, I suggest they reconsider their priorities. We would then likely enter a discussion about life being too short to pursue things you don't enjoy, the importance of joy in one's life and doing things that develop all facets of a healthy and happy person.

Without going into elaborate detail, the introduction above should give the reader a glimpse of my priorities. You should know that any conversation, seminar, or word I write on the topic of a player's journey in hockey is predicated on this set of values and philosophies. Having made that clear I can present the content of this manual free of any misconceptions and incorrect assumptions that could take the reader down a path paved within the wrong context.

I have been asked to address the topic of education and hockey. As a former teacher, counsellor, and principal and who played hockey at the junior and college level and who has consulted in this field for over twenty years, I feel adequately prepared to contribute something to this discourse. It is important to be clear that this manual was first written in 2022 and edited in the spring of 2025. Policies, legislation, rules, and procedures change regularly so it is wise to check for updates. I intend to place this information on my website for easy access and timely updates.

Check - www.mcevayconsulting.com

The most important variables in all of these are the hopes and goals of the players playing the game. It is inevitable that there will be a wide variance of abilities, potential development, circumstances, and future trajectories. This is in addition to the critical variables of personalities, educational factors and attributes, and desired career aspirations these young people have. It is not my objective to assume anything or to be prescriptive in any way, so I present this material to be used personally, appropriately, and realistically.

Sincerely,



Tom McEvay
Education Consultant

Acknowledgements

I would like to acknowledge the following organizations as references in the development of this guide. Many responded when I contacted them directly and asked them to provide edits or to update information on their organization and its relevant policies and procedures. Every effort was made to ensure the information in this guide is accurate and up to date. It is important that the reader is aware that information changes and they should always do further research when making important decisions.

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

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Section 1 - School and Life

No person, parent, or child 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 you are 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 too 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're preparing for life, not just a few years of hockey.

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 by playing other sports, the physiological and psychological advantages and the pure enjoyment and fun far outweigh 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 them 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 weaknesses.

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

- Don't hide your struggles, ask questions, and find 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, solve problems 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 aspire to go to college or university and pursue hockey, there you will be 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. I will use the BC system as an example of things to consider.

BC Graduation Requirements 2024

The BC Ministry of Education recently did another review of BC's graduation program. The program and its current requirements are ….

Required courses:

- English 10 – select 2, two credit gr 10 English choices
- English 11 – select 1, four credit gr 11 English choice
- English 12 – select 1, four credit gr 12 English choice
- 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/Physiology 12, 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, History 12 is 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 – some schools separate CLC 12A and CLC 12B

Minimum required - 52 credits

Elective courses:

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

Minimum electives - 28 credits

As of 2024 students must have 4 credits of indigenous focused course work.

Numeracy and Literacy Assessments are required in grade 10 and a Literacy Assessment in grade 12

Minimum total for BC Graduation - 80 credits

Post-Secondary Academic Specifics:

- English
    I. This 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. A First Peoples English can count as an English credit and the Indigenous Focus requirement.
    IV. Taking more English courses for additional credits elective is permitted and is advisable if a student enjoys English or wants to explore it further.

- 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 BC for 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 grs 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 prerequisite.

- 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 grs 11 or 12 include Explorations in Social Studies, B.C. First Peoples, Asian Studies, Human Geography, History, Law Studies, Political Studies, Genocide St, and Social Justice.
    III. There are some post-secondary advantages to having grade 12 vs grade 11 courses and gr 12 social studies courses do not have a gr 11 prerequisite.

- 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 administration or counselling department.

4. 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. Check your province's Handbook of Procedures.

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 minimum 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. (research NCAA D1 requirements 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 Centre, it must be found on their Approved Courses List for BC.

8. Canadian post-secondary schools consider only gr 11 – 12 academic courses. (research general Canadian university requirements and check university 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 etc. 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/

B.C. Ministry of Education policies –

- www.bced.gov.bc.ca/policy/policies/

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

- www.workbc.ca
- www.educationplanner.ca
- 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
- 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

Transcripts

- 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 and girls 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, but 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** from 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 must be 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. Life keeps 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. "S….t 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 intransient 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 full-time 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 ridicules 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 – Canadian Hockey Developmental Pathways

Hockey in Canada has come a long way in terms of the awareness and support of the different aspects of players lives. It is no longer ok or acceptable to ignore other needs. Programs to support mental health awareness, substance abuse, 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, 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 hockey career is over.

1. 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 Academies and 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 modified from a model first developed by Hockey Canada. Its goal is to provide young players and their parents with information required to make these decisions and to ensure 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 at www.hockeycanada.ca.

2. Brief History

- 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.
- Most amateur hockey in Canada falls under the auspices of Hockey Canada. The organization is headquartered in Calgary, Alberta. 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 main 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)
- In recent years, several organizations at various levels, have developed or have moved away from the Hockey Canada umbrella. These Independent leagues have no affiliation with the rights and responsibilities of Hockey Canada. They do, however, offer another structure to the overall opportunities of hockey in Canada.
- 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 continue.
- 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 jurisdication. 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. Independent leagues operate outside of Hockey Canada and their Branches jurisdiction.

3. 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 possible for Canada's young elite players to pursue their entire amateur hockey careers in this country, although at some point opportunities in the US may become preferrable.
- 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 the university or college level while also to succeeding in their scholastic pursuits.
- More and more 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
- The growth of sports schools devoted to the sport of hockey but within, or in partnership with, educational institutions accelerated in the early 2000's
- In 2009, five like-minded Hockey Canada Accredited Schools came together to launch the Canadian Sport School Hockey League. Their vision was to establish a league designed specifically for elite level student athletes, give these athletes an opportunity to increase their skills on and off the ice, and provide athletes with a high level of competition as well as exposure. The inaugural 2009-10 season featured five sport schools, and eight total teams spread across two divisions.
- Over the years, the CSSHL has grown to encompass 37 Accredited Schools/Schools with Residence and 125 teams in eight different divisions.
- This new developmental pathway creates additional opportunities for elite young players across Canada, but it has come at a cost to the traditional Minor Hockey routes who have seen their talent pools reduced significantly at the U15, U17 and U18 levels.
- Another source of competition has become the growth of independent U15, U17 and U18 teams and organizations in some communities.
- These approaches now mean that elite hockey pathways across the country have changed and expanded, leading to Junior A and Major Junior hockey and ultimately university and professional hockey.
- The issues of youth leaving home at earlier ages (in some cases as early as U13), increased costs, acceleration of societal stratification, travel, lost school time, early specialization, and youth development being more and more at arm's length from traditional parenting are very real and worrisome.

- Canadian Hockey League (CHL) still produces more NHL players than any other development league in the world, but the NCAA and expansion internationally have seen the fastest and largest growth.
- The CHL is the leading provider of post-secondary scholarships in Canada, however, the NCAA decision to open the door to Major Junior players in August 2025 is predicted to have significant impact on these statistics.
- The underlying principle of the club system is that organizations at all levels compliment, rather than compete with one another, has fundamentally changed. Players have more opportunities and pathways 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 various systems, 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 and American Systems at the Major Junior, Junior A tier 1 and 2, Junior B, and ultimately Canadian and American University and 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.
- It is Canada's 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.

Progression of Players Through Development Stages

Professional Hockey

U-Sport / College Hockey / NCAA

College Clubs in Canada (BCIHL) and the US (ACHA)

Canadian Hockey League (Major Junior)

Top American Junior (USHL, NAHL etc)

Canadian Junior Hockey (and the independent BCHL)

CDN and US Junior A tier 1 and 2

Junior B, C, D Hockey

U18 AAA (Minor Hockey, CCSHL and Independent)

U18 AA (Minor Hockey, CCSHL and Independent)

U15 AAA (Minor Hockey, CCSHL and Independent)

U15 AA (Minor Hockey, CCSHL and Independent)

U13 AAA (Minor Hockey, CCSHL and Independent)

4. Structure within the Canadian System

The following chart outlines the structure of participation within the Canadian system:

Age Levels within each division of hockey

LEVEL/AGE	13	14	15	16	17	18	19	20
Major Jr				✓	✓	✓	✓	✓
Junior A tier 1				✓	✓	✓	✓	✓
Junior A tier 2				✓	✓	✓	✓	✓
Junior B				✓	✓	✓	✓	✓
Junior C/D				✓	✓	✓	✓	✓
U18 AAA			✓	✓	✓			
U18 AA			✓	✓	✓			
U15	✓	✓						

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 and now in American NCAA Division 1 and 3 systems as of August 2025.
- Provide full academic scholarships for players who participate play in Canadian Universities and Colleges as well as maintaining eligibility for NCAA scholarships from D1 schools (Aug 25).
- 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 100 teams in 9 provincial and regional member leagues.
- The BCHL is an Independent Junior A league that is not part of the CJHL.
- Provides additional development for players 16-20 prior to advancing to Major Junior or college hockey.
- 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 CJAHL Program of Excellence including the CJAHL Prospects Game and the World Junior A challenge (except BCHL players).

Junior "A Tier 2 / Junior B

- Provincially, regionally and locally organized and governed leagues
- Tier 2 Junior A and Junior "B" provides additional development for players 16-20 years old prior to advancing to Junior "A", Major Junior, university and/or professional hockey

Junior "C"/"D"/U21

- Provides an opportunity for all Junior age players to play recreationally. It can also be an introduction to junior hockey for many graduating U18 players

U18 "AAA"

- The top level of the U18 category
- Provincially and regionally organized and governed leagues as well as independent leagues.
- One objective is to provide development opportunities for players to advance to Junior and Major Junior hockey programs
- Sanctioned teams can compete for regional championships and Hockey Canada's National Championship and the Telus Cup.

U18 "AA"/"A"

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

U15 "AA"

- The top level of competition for the highest ranked players in U15 age categories (13-14 yrs old)
- One objective is to develop players to advance to U18 AA level

5. Education within the Canadian Hockey System

- 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 should be an environment in which a player can combine high performance athletic development without compromising education.

- During a player's tenure in elite hockey programs, a formalized academic team of professionals should be in place to support him academically. Such personnel can 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
    - Team and community mentors

- All Major Junior and Junior A Clubs are required to provide 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.
    - Promote and facilitate post-secondary school and training opportunities while playing Junior hockey
    - Explore personal interests and career prep opportunities outside of hockey

- 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 should include …..

    - Athletic ability and a high level of physical fitness
    - Personal discipline and self-regulation skills
    - Ability to deal with adversity and pressure and maintain positive mental health
    - Time management in balancing the demands of intense competition, practice times, travel, and maintaining appropriate academic performance
    - A sound understanding of what it means to be part of a team, cooperation, collaboration, problem solving, and getting along.
    - The mental skills required in analyzing and making decisions quickly in stressful situations
    - Understanding the meaning and application of commitment, responsibility, and perseverance.
    - Awareness and utilization of resources, organizations, and people

- 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 and developing a positive life.

- As a result of these inherent qualities, graduates of Major Junior and Junior A hockey are heavily recruited by Canadian Universities, Colleges and NCAA programs in the US. 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 and go on to rewarding careers outside of hockey.

- 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 Quebec Major Jr) offer scholarships which allow players the opportunity to pursue a college or University education in Canada following their graduation from Major Junior hockey. Starting in August 2025 Major Jr players are also eligible for NCAA scholarships which previously we only available to Junior A players or American players outside Major Jr.

Further and more detailed information on Major and Junior A Leagues and Canadian and US university programs can be found on the Websites listed below:

Ontario Hockey League …….. Official Website of the OHL
Best of Both Worlds .....www.bestofbothworlds.ca/hm
Quebec Major Junior Hockey League ..... www.lhjmq.qc.ca
Western Hockey League .....www.whl.ca/education
Canadian U-Sport …… www.usports.ca
National Collegiate Athletic Association …….. www.ncaa.org
Canadian Junior A Hockey League .....www.cjhlhockey.com
British Columbia Hockey League..... www.bchl.bc.ca
Alberta Junior Hockey League..... www.ajhl.ab.ca
Saskatchewan Junior Hockey League..... www.sjhl.sk.ca
Manitoba Junior Hockey League..... www.mjhlhockey.ca
Superior International Junior Hockey League..... www.sijhl.com
Ontario Provincial Junior Hockey League.....www.opjhl.ca
Northern Ontario Junior Hockey League .....www.nojhl.com
Central Junior A Hockey League..... www.cjhl.on.ca
Ligue de hockey junior AAA du Quebec..... www.lhjaaaq.qc.ca
Maritime Junior A Hockey League .....www.mjahl.com

For more information please contact:
Hockey Canada or visit the Hockey Canada website at 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.

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

There are 35 universities which have varsity men's hockey teams, and 35 universities which have women's hockey teams in Canada's U-Sport.

iii) *What U-Sport universities offer men's ice hockey and what are the conferences?*

Canada West (CW)

1) British Columbia
2) Calgary
3) Mount Royal
4) Trinity Western

Canada West East (CWE)

1) Alberta
2) Grant MacEwan
3) Manitoba
4) Regina
5) Saskatchewan

Ontario Far West (OUAW)

1) Guelph
2) Laurier
3) Waterloo
4) Western
5) Windsor
6) Brock
7) Lakehead
8) Toronto Metropolitan
9) Toronto
10) York

Ontario East (OAUE)

1) Nipissing
2) Ontario Tech
3) Queens
4) Royal Military College
5) Carlton
6) Concordia
7) McGill
8) Ottawa
9) 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

iv) What U-Sport universities offer women's ice hockey and what are the conferences?

Canada West (CW)

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

Ontario West (OUAW)

1) Guelph
2) Laurier
3) Waterloo
4) Western
5) Windsor
6) Brock
7) York

Ontario East (OAUE)

1) Toronto
2) Nipissing
3) Ontario Tech
4) Queens
5) Carlton
6) Ottawa

Quebec (RSEQ)

1) Concordia
2) Bishops
3) Montreal
4) McGill

Atlantic University Sport (AUS)

1) Mt Allison
2) St Thomas
3) Dalhousie
4) Moncton
5) New Brunswick
6) Prince Edward Island
7) St. Francis Xavier
8) St. Mary's

b) Costs, Scholarships/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 $25,000 to $30,000. This includes tuition, books, accommodation, and meals.

ii. How does the scholarship money set aside for men 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 league.

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 to be eligible for university financial assistance. An "entering student" is any student who has not yet completed 2 semesters of study at the U-Sport 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 U-Sport 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 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 decided by then. Some students apply early to several 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 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, 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 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 timeclock/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?

Universities can bring prospective student athletes to campus for recruiting trips.

ii) Can a U-Sport university cover prospect 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.

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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 and 6 schools with women'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

v) What schools currently have ACAC women's hockey programs?

1. Lakeland College Rustlers
2. Medicine Hat College Rattlers
3. Olds College Broncos
4. Northern Alberta Institute of Technology Ooks
5. Red Deer Polytechnic Kings
6. 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 ay 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 came). 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.

vi) 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.

e) Transferring to the ACAC

i) Does NCAA and U-Sport 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 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 his/her 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) BC Inter-Collegiate 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 two independent teams with student-athletes enrolled in full time courses at other BC colleges.

ii) What are the teams?

The current teams in the 2024-2025 season are …

1. Okanagan Lakers (Okanagan College and UBC Okanagan)
2. Simon Fraser University Red Leafs
3. Vancouver Island University Mariners
4. University of Victoria Vikes
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) Where do BCIHL players recruited from?

The BCIHL recruits from many different leagues and levels. Some come from Jr A teams in the BCHL, AJHL and SJHL and a few from Major Jr. Many come from Tier 11 Jr A or Junior B. Since 2006 the BCIHL has seen well over 200 Junior B 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 BCICL costs also vary. UVic and SFU have similar costs to U-Sport schools of around $22,000 - $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 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 if 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.

TEAM WEBSITES

Are you ready to take the next step in your hockey career? Our coaches can discuss recruiting opportunities with you and your family.

Okanagan Lakers Hockey Club
www.okanaganlakers.com

Simon Fraser University Hockey Club
www.sfuhockey.com

Vancouver Island University Hockey Club
www.viuha.ca

Logan Lake Miners Hockey Club
www.loganlakeminers.com

University of Victoria Hockey Club
www.vikeshockey.ca

To learn more about the BCIHL, visit their website at www.bcihl.ca

D) National Collegiate Athletic Association Division 1

a) The 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 65 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) How many universities in the NCAA have Division 1 women's ice hockey teams?

There are currently 46 schools with women's hockey in Div 1 spread across 5 conferences.

v) What are the NCAA D1 women's ice hockey teams by conferences?

ATLANTIC – RIT, Robert Morris, Mercyhurst, Lindenwood, Penn St., Syracuse, Delaware
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, Holy Cross, U Conn
NEW ENGLAND WHA – Assumption, Franklin Pierce, Long Is, Post, Sacred Heart, St Anselm, St Michael's, Stonehill
WCHA – Bemidji, Minnesota, St Cloud, Minnesota Duluth, Minnesota St, Ohio St, St Thomas, Wisconsin

vi) 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 in some cases 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 l).
- Salary for participating in athletics (Division I).
- Prize money above actual and necessary expenses (Division l).
- 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 used to consider Major Junior hockey as professional but rescinded that policy in November 2024.

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 or your province/state education ministry. You must have an NCAA Eligibility # for schools to be allowed to bring you in for a fly down.

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://webl.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 $65,000 US. Unless a Canadian player can receive scholarships or financial aid this figure when converted to Canadian funds can range from $50,000 to $90,000 or more with out of state fees.

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 the 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 deny 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) What are the New NCAA Men's Hockey Scholarships Limits?

Starting in the 2025-2026 academic year, the NCAA will eliminate D1 scholarship limits if a proposed settlement is approved, enabling all sports to distribute scholarships more flexibly among athletes. This change is expected to have a significant impact on college hockey recruiting.

x) *How will this change impact men's hockey recruits?*

D1 men's hockey programs will be allowed to offer 26 full scholarships, up from the current limit of 18. D1 men's hockey will have a maximum roster limit of 26. D1 hockey is already an equivalency sport and will continue to offer both partial and full scholarships to recruits. **Note:** These are the maximum scholarship and roster limits set by the NCAA, but schools aren't required to meet these maximums.

xi) How can you get a scholarship for hockey?

There are four different types of offers that a men's ice hockey athlete can receive. Even if a recruit is not awarded a full-ride or partial scholarship, they can still earn a roster spot as a recruited walk-on (preferred) or unrecruited walk-on. Below we briefly describe each of these four different types of offers.

Full-ride scholarship offer: Men's full-ride ice hockey scholarships are reserved for recruits that competed in the top junior hockey leagues. Though, this does not mean that recruits who didn't play for a tier 1 junior hockey league won't receive a full ride.

Partial scholarship offer: With a maximum scholarship and roster limit of 26, coaches can award partial scholarships to all recruits and roster spot holders. Partial scholarships can be used to cover the cost of tuition, books, room and board, and other fees. They can also be combined with academic scholarship, grant and/or other forms of financial aid to cover the cost of college.

Recruited walk-on (preferred): If a recruit is not offered an athletic scholarship, they can still be offered a spot on the roster as a recruited walk-on. This is common when college coaches do not have the scholarship budget to give every recruited athlete financial funding.

Unrecruited walk-on: Some programs will hold walk-on tryouts if they still need to fill roster spots after the recruiting process ends. Student-athletes can try out for an opportunity to impress the coach and make the team.

Note: With the new NCAA scholarship rules and roster limits starting in 2025-2026, the exact impact on walk-ons is uncertain and will vary across different sports and schools. To understand how these changes might affect you, stay in touch with coaches and ask about their plans for walk-ons and redshirts, as this can differ significantly between programs.

xii) Can athletic scholarships be cancelled if I play bad or 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.

xiii) 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.

xiv) 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 postsecondary 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 achieve a minimum 2.3 Grade Point Average. The requirement of writing a standardized test such as the SAT or ACT was rescinded in 2022 but has been reestablished for most IVY League schools. 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 standard is a 2.3 GPA, however, each school determines their own academic standards. Very few schools would accept the NCAA Eligibility Centre's 2.3 minimum. It can range from 2.3 – 4.0 GPA depending on the school. For the IVY League schools using standardized tests as well, their admission is determined based on a sliding scale of the student's GPA and their SAT or ACT score. It is common for IVY schools to only accept athletes with GPA's in the 3.7 – 4.0 range. A high SAT or ACT score may allow them to accept an athlete with a slightly lower GPA. The same principle applied to their overall team academic average, may allow them to recruit an athlete with a lower academic standing.

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 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 Approved 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 or foreign language or nondoctrinal 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 approved core course taken after graduation but only in the year immediately after graduation.

iv) How do I know which courses are approved by the NCAA Eligibility Centre?

The NCAA Eligibility Centre has published a set of Approved courses for each high school in the United States and every province and territory in Canada. These lists can be accessed through the NCAA's High School Portal. The Portal also has lists for other international countries.

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. Some US 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. 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 (M 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 for more information.

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

Go to www.collegeboard.com and follow the directions provided under the SAT tab. Pay the 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, if 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 must 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 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 and the SAT II's are only 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

v) When and where is the ACT offered?

The ACT is offered a few times throughout the year but at fewer locations and dates than the SAT (for dates and times visit http://www.actstudent.org/regist/outside.html

vi) 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. Some say, the ACT test is easier for high school students because it is subject based.

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 using a lengthy questionnaire covering….

- Contracts with a professional team (Major Junior is NO LONGER considered professional by the NCAA)
- 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 no longer considers major junior hockey to be professional hockey (November 2024). Therefore, student-athletes who compete in Major Junior are now eligible to play NCAA D1 or DIII hockey.

iv) 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.

v) Does this rule apply to Division Ill?

No, this rule applies only to Division I.

vi) 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.

vii) 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. Typically, athletes have “family advisors” who are not paid based on an athlete achieving and athletic scholarship.

J) Recruitment

i) Can I use a recruiting service or someone who will 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 university 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 .

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 can only visit each campus once on a paid official visit.

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 must registered 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 and women's ice hockey teams?

There are currently 92 schools with men's hockey and 78 with women's hockey in Div III spread across 12 and 11 conferences respectively.

iv) How many schools in each conference for men and women?

	Men/Women	
1. CNE	9	7
2. Indep	1	2
3. MAC	8	8
4. MASCAC	9	6
5. MIAC	9	10
6. NCHA	10	10
7. NEHC	11	10
8. WECAC	10	9
9. WE-10	6	0
10. SUNYAC	8	7
11. UCHA	6	4
12. WIAC	6	5

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 Only the NCAA Eligibility Center's amateur policy applies 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 $40,000 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 postsecondary 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 postsecondary 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 the 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 full-time 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 in the NEHC.

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

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

iii) 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 (Major Jr no longer professional)*
- *Salary for participating in athletics*
- *Prize money*
- *Play with professionals*
- *Tryouts, practice, or competition with professionals*
- *Benefits from an agent or prospective agent*
- *Agreement to be represented by an agent*

iv) Does the 21 year old rule apply to Division Ill?

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 .

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?

The are currently 461 American colleges or universities who have men's or women'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 in the US.

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 in 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, U18, 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.

c) 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. Student-athletes looking to play for an ACHA will need strong academics to receive any form of financial aid. All aid packages at ACHA schools are academic-based.

d) 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.

e) Recruitment

i) Do ACHA coaches recruit?

Most of the players come from tier I or tier II junior 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 .

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 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 you 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 sc
- 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 decide 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 consisting 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. **Life-Style** – 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 consisting 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. **Life-Style** – 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. McEvay Consulting Introductory Letter

II. BC Graduation Requirements Worksheet

III. Canadian University General Admission Requirements Worksheet

IV. NCAA DI Initial Eligibility Requirements Worksheet

V. NCAA Eligibility Centre Requirements and Process

VI. NCAA Policy re: Education Impacting Disabilities

VII. NCAA DIII Amateurism Certification Bulletin



McEvay Consulting – Integrity and Experience in Education

10288 Bishop Drive, Port Alberni, B.C. V9Y 9A6

Phone 250-724-0577: Email tmcevay@gmail.com

Dear Players, Parents, Coaches and Hockey Organizations,

The purpose of this letter is to give you a little more background on who I am and the work I am doing in education and hockey. I retired in June 2012 after 34 years in public education, 25 of those years as a school Principal. I have an extensive background in hockey that included a Junior Hockey career and a University hockey scholarship. For the past 21 years I have been the Educational Advisor of the BCHL's Alberni Valley Bulldogs Junior A Hockey Team and have accepted similar positions with the Nanaimo Clippers and Coquitlam Express, the North Shore Hockey Academy and the Education Director of the KIJHL Junior League. During the past two decades I have developed a reputation as one of the most knowledgeable people in the country regarding how education and hockey can and should be combined and balanced.

When I retired from public education I quickly determined that this work in hockey and education would be one of the commitments I would pursue because I believe so strongly that it is a field that is terribly misunderstood and neglected. My work in this area is essentially two fold. I am available to organizations such as Minor Hockey Associations, U15 and U18 Teams, Junior B and Junior A clubs, Hockey Academies, Hockey Schools and others. I charge $500 plus expenses for a 90 minute seminar that can be adjusted according to the needs of the audience. The basic topics include ...

A. **What does it take to move onto college hockey?**
B. **The importance of hockey, academics and a player's character in this process.**
C. **The opportunities available to combine education and hockey in Canada and the US.**
D. **Admission requirements to universities and colleges in Canada and the US.**
E. **What is the NCAA Eligibility Centre and what are its rules.**
F. **I clearly lay out the costs and then the realities of scholarships and financial aid.**
G. **I cover the facts including the wide range of pitfalls and misconceptions that are out there.**
H. **My seminars always include time for questions both in the group and privately afterward.**

In addition to my seminars I am also available to individual players and their parents who want some personal guidance and advice. My fees are low in comparison to consultants in other fields as I have wanted to keep my availability affordable to the people who need my assistance. I charge $100 per hour for private consultations that can be done in person, over the phone, by zoom or by email. My process with individual players can include the following.

1. **Starts with me acquiring as much background information as possible about the player's hockey and educational history as well as their character and their hopes and dreams for the future.**
2. **If a client has not attended one of my seminars I will go over as much of the information I cover in my seminars as a client needs.**
3. **I will always request a copy of the player's transcripts starting with grade 9. If they have graduated I ask for grades 9 to 12 marks and transcripts.**
4. **I then complete a transcript analysis as it pertains to US and Canadian post -secondary admissions as well as the requirements of the NCAA Eligibility Center.**
5. **When I complete this analysis I provide them with a summary that includes how they match up with requirements, my general observations and comments and then my recommendations or suggestions moving forward.**
6. **In the case of recommendations such as taking additional high school courses, upgrading, getting tested for learning disabilities, finding SAT prep, having to meet specific NCAA requirements or becoming a transfer student I will help the player and their family navigate this process.**
7. **For some players things get very complicated and I am available to do the research necessary with my extensive contacts and understanding of the education and hockey systems to clarify and come up with a plan of action.**
8. **For players wanting to keep options in the US open I can assist with the registration and submission process for the NCAA Eligibility Centre.**
9. **For most players and families my role then becomes advisement as they have questions.**
10. **Some players ask me to help them develop a self-marketing plan to get their name out to schools.**
11. **As players navigate the recruitment process I often help them with how to evaluate schools and find the best fit for them.**
12. **Once players have committed to a school I am available to assist with the admissions process.**
13. **I am available to assist with program and course selection.**
14. **I can assist players in looking for other scholarships at specific schools that focus on academic and citizenship criteria.**

For most of my individual clients my work focuses on numbers 1-5. This part of the process usually takes 1-3 hours depending on how complicated the player's situation is. I can work with any age of player but it is ideal if I can start with a player when they are still in high school in grades 9-12 where changes can be made if necessary. I can provide ongoing mentorship and personal coaching if requested.

If you would like to learn more about what I do or you want to discuss how I can be of help to your family or organization I am happy to hear from you. My ultimate goal is to raise the level of dialogue and knowledge about the importance of education in young people's lives and how a sport such as hockey can be a positive force in helping them move forward.

Sincerely,



Tom McEvay
McEvay Consulting

Student: .....

BC GRADUATION WORKSHEET

McEvay Consulting

Date: .....

REQUIRED COURSES			
Subject Area	**Course Name**	**Credits**	**Total**
English 10 (2-2credit courses)		4	
English 11		4	
English 12		4	
Social Studies 10		4	
Social Studies 11 or SS 12		4	
Mathematics 10		4	
Mathematics 11 or 12		4	
Science 10		4	
Science 11 or Science 12		4	
FA or App Skill 10, 11 or 12		4	
Physical and Health Education 10		4	
Career Life Education 10		4	
Career Life Connections 12		4	
FOUNDATION STUDIES CREDIT TOTAL		**52**	
ELECTIVE COURSES			
16 credits of courses at the Grade 10, 11, 12 level	l.	4	
	2.	4	
	3.	4	
	4.	4	
12 credits of courses at the Grade 12 level	l.	4	
	2.	4	
	3.	4	
Additional or Extra Course Credits			
ELECTIVE COURSES TOTAL		**28**	
	TOTAL COMBINED FOR GRADUATION		**80**
Required Assessments	**Literacy 10 ____ Numeracy 10 ____ Literacy 12 _____**		
Indigenous Focused Requirement	**One of the above courses must have an Indigenous Focus**		

Canadian University General Admission Requirements

McEvay Consulting Worksheet

Name_____ Team _____ DOB/Age_____

Subject Area	Courses	Percentage/Grade
English 11		
English 12		
Math 11		
Science 11/12		
Second Language 11		
Additional Academic 12's (3-5)		
1.		
2.		
3.		
4.		
5.		
Other:		
	Average:	

McEvay Consulting Worksheet

NCAA D 1 Academic Eligibility Requirements

Name: _____ Affiliation: _____ DOB: _____

4.0 English Required: Total Pts

1._____ Credit _____ Grade _____ Quality Pts _____
2._____ Credit _____ Grade _____ Quality Pts _____
3._____ Credit _____ Grade _____ Quality Pts _____ _____
4._____ Credit _____ Grade _____ Quality Pts _____
_____ Credit _____ Grade _____ Quality Pts _____

3.0 Math Required:

1._____ Credit _____ Grade _____ Quality Pts _____
2._____ Credit _____ Grade _____ Quality Pts _____ _____
3._____ Credit _____ Grade _____ Quality Pts _____
_____ Credit _____ Grade _____ Quality Pts _____

2.0 Natural Sciences Required:

1._____ Credit _____ Grade _____ Quality Pts _____
2._____ Credit _____ Grade _____ Quality Pts _____ _____
_____ Credit _____ Grade _____ Quality Pts _____

2.0 Social Sciences Required:

1._____ Credit _____ Grade _____ Quality Pts _____
2._____ Credit _____ Grade _____ Quality Pts _____ _____
_____ Credit _____ Grade _____ Quality Pts _____

1.0 Additional Eng, Math or Natural Science Required:

1._____ Credit _____ Grade _____ Quality Pts _____ _____

4.0 Additional Academic Courses Required:

1._____ Credit _____ Grade _____ Quality Pts _____
2._____ Credit _____ Grade _____ Quality Pts _____
3._____ Credit _____ Grade _____ Quality Pts _____ _____
4._____ Credit _____ Grade _____ Quality Pts _____
_____ Credit _____ Grade _____ Quality Pts _____

Totals - Quality Points _____ divided / minimum 16 Credits _____ = GPA _____

Extra Courses:

1._____ Credit _____ Grade _____ Quality Pts _____
2._____ Credit _____ Grade _____ Quality Pts _____
3._____ Credit _____ Grade _____ Quality Pts _____ _____
4._____ Credit _____ Grade _____ Quality Pts _____
5._____ Credit _____ Grade _____ Quality Pts _____

CURRENT 2025 NCAA ELIGIBILITY CENTRE REQUIREMENTS AND PROCESS

Provided by McEvay Consulting

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

In order for a player to be eligible to play in NCAA Division 1 athletics they need to …..

- Have graduated from high school on time within 4 yrs of starting grade 9.
- CURRENTLY ONLY REQUIRED BY IVY SCHOOLS - Have an SAT or ACT score. (you register for the SAT at www.collegeboard.com (Eliminated in Feb 2023 but IVY Schools have reinstated it)
- 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, with a minimum GPA of 2.3 (and for IVY schools have 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 . 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 username 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 jurisdiction, school or schools, directly to the Eligibility Centre at NCAA Eligibility Center P.O. Box 7110 Indianapolis, Indiana 46206
3. SAT/ACT NEEDED ONLY BY IVY SCHOOLS - Go online to 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
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.

For further information contact:

Tom McEvay
Educational Consultant
Home – 250-724-0577
Cell – 250-720-7624
Email – tmcevay@gmail.com

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**.

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

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**.

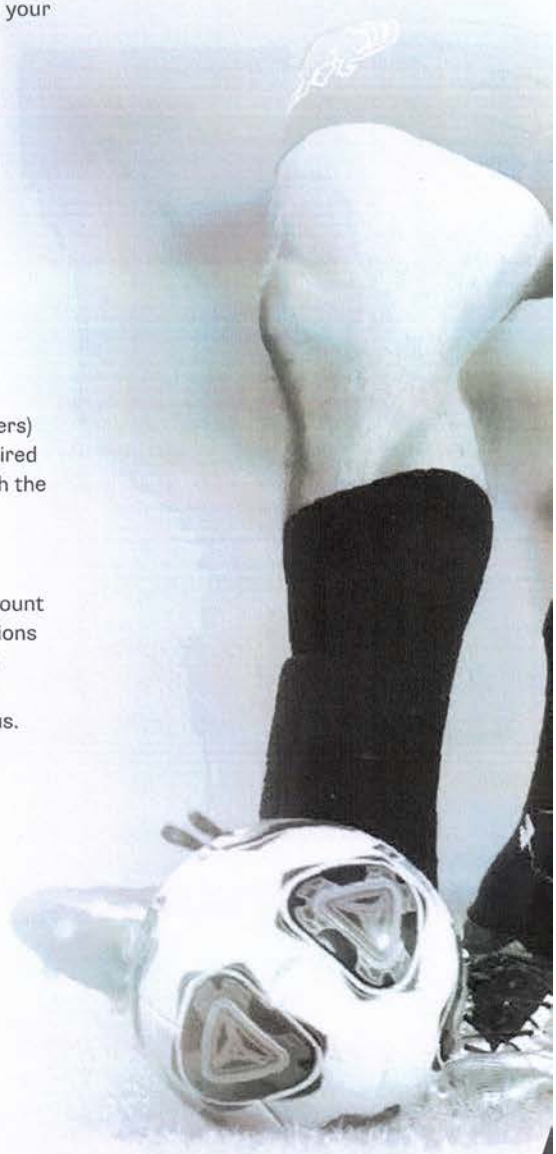
DIVISION III AMATEURISM

CERTIFICATION REQUIREMENTS

International college-bound student-athletes (first-year enrollees and transfers) who initially enroll full time at an NCAA Division III school on or after Aug. 1, 2023, must have their amateur status certified by the NCAA Eligibility Center. (Academic documents may be requested to establish your official graduation timeline for amateurism certification purposes.)

ADDITIONAL INFORMATION

You must be on a Division III school's institutional request list before your certification will be started.



START YOUR AMATEURISM CERTIFICATION IN THREE EASY STEPS!

1 CREATE YOUR ACCOUNT

International student-athletes (first-year enrollees and transfers) planning to study and compete at a Division III school are required to complete an Amateurism-Only Certification account with the Eligibility Center.

2 ENTER YOUR INFORMATION

When you register for an Amateurism-Only Certification account with the Eligibility Center, you will be asked a series of questions about your sports participation to determine your amateur status. In some instances, the Eligibility Center may need to gather additional information to evaluate your amateur status.

3 REQUEST YOUR FINAL AMATEURISM CERTIFICATION

You must request your final amateurism certification through your Eligibility Center account; the Eligibility Center cannot finalize your amateurism certification without your request. You can request your final amateurism certification even if other tasks are still open in your account. When you can request your final amateurism certification depends on when you are initially enrolling full time at a Division III school:

Fall Enrollment: If you are initially enrolling at a Division III school in the fall semester, you may request a final amateurism certification on or after April 1 prior to enrollment.

Winter/Spring Enrollment: If you are initially enrolling at a Division III school in the spring semester, you may request a final amateurism certification on or after Oct. 1 prior to enrollment.

Want more DIII information?
Visit ncaa.org/d3.

CONTACT THE NCAA ELIGIBILITY CENTER

International (including Quebec):
ncaa.org/contactinternational

@ncaaec @playcollegesports @ncaaec

NCAA ELIGIBILITY CENTER

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About The Author . . .

Tom McEvay has always been interested in the education and the development of young people. Growing up in Victoria, British Columbia he was highly involved in school as a student leader and in school and community athletics. Ice hockey became one of his favourite sports where he soon excelled as a goaltender. That eventually led to him playing Junior hockey. Even as a teenager he also seemed drawn to coaching. He witnessed at a young age how sport can be such a powerful developmental tool in people's lives if it was handled properly. Tom was awarded a national hockey scholarship in 1973, and his passions led him to focus on physical education at the University of BC while continuing to play hockey.

Upon graduation from UBC in 1978, Tom moved to Port Alberni BC where he began his teaching career and immediately became totally involved in school and community life. He married Patricia in 1980, and she has been an incredibly tolerant and supportive wife for 45 years. He taught many subjects and coached multiple sports. Olympic wrestling soon became dominant, and this led to 40 years as a coach, manager, director, and leader at the high school, provincial, national, and international levels. When his own sons were of age, they followed their dad into hockey and wrestling, with Tom as their coach. Tom experienced regional championships, provincial Championships, BC Games, National Championships, Canada Games, Commonwealth Games, International events, World Championships, and 3 Olympic Games in wrestling and hockey. He received awards and honors in both sports and at all levels.

Tom honed his leadership abilities by achieving a master's degree in educational leadership from the University of Victoria. After short stints as a high school counsellor and vice-principal he was promoted to his first principalship in 1987 at the age of only 31. During this period, he acquired a deep interest and commitment to high risk and disadvantaged youth. He was fascinated by how the right people could make such a profound difference in these students' lives. In 1998 Tom was named Principal of Alternative Programs, a position he thrived in. This was eventually expanded to a District position. He was meant to do this work and took the District's Alternative Programs to provincial and national prominence. Tom has twice been selected as Port Alberni's "Citizen of the Year" in 2000 and 2008 for his many contributions to our community, and particularly the youth of our community.

In 2012, Tom retired as a Principal in Port Alberni. After 34 years as an educator, it was time to take on new adventures and challenges. He was soon in considerable demand speaking to teachers, school personnel, and others on how best to improve what we do for vulnerable and marginalized students. He developed a course on this topic and has taught it part-time for the past 13 years to teachers and administrators taking post-graduate degrees at Vancouver Island University. For many years he had volunteered as the Education Advisor for the local Junior A team, the Alberni Valley Bulldogs. In retirement he expanded this work as an educational consultant, helping hundreds of young hockey players across North America with their journeys through education, hockey, college hockey and life. He currently advises the players of five junior teams, a hockey academy, and is the Director of Education for the KIJHL. He has worked with BC Hockey, Hockey Canada and spoken to countless teams, hockey camps and organizations across Canada.

This guide to "Hockey and Education" is one product of Tom's experience and knowledge garnered in a lifetime devoted to education and human development through sport. Please use it along with other resources as you navigate, and help others to navigate, their journeys to happy, fulfilling, and rewarding lives.