

DEFIANCE COLLEGE



THE COLLEGE RECRUITING PROCESS



The College Recruiting Process

Planning for college should begin at the end of the 8th grade year and continue through high school.

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Player

Freshman Year:

1. Get to know your guidance counselor
2. Set academic goals and develop good study habits
3. Work hard on improving your GPA
4. Explore different careers and areas of interest
5. Evaluate your skills and interests; learn how they relate or could relate to different careers
6. Participate in extracurricular activities
7. Participate in ODP and attend an appropriate college camp. Rely on your coaches to assist you.

Sophomore Year:

1. Register to take your PSAT
2. Maintain and improve your GPA
3. Meet with your coach to discuss soccer development and college opportunities
4. Attend a "College Night" seminar to gather information on the college process
5. Gather information about potential schools, use the internet, college guides, counselors
6. Begin to assemble a list of colleges of possible interest, consider the following:
 - a. Academic Interest
 - b. Size (Enrollment)
 - c. Location
 - d. Tuition & Fees
 - e. Soccer Program
7. Send an email to the coaches stating your interest in their program
 - a. It is highly recommended that a separate email account be set up for this process. Ensure that both players and their parents have access to this account. The email address should be simple and not in any way humorous. That is Player'sname@domainname.com not soccerallstar@domainname.com. This will increase your value to a coaching staff.
8. When coaches you have contacted have seen you play, it is imperative that you send an email and thank them for taking their time to watch you. Request feedback; ask for advice and their impression. Develop a soccer relationship with them.
9. While at events and showcases, take the time to visit nearby campuses
10. Attend college games as much as possible
11. During the summer, schedule visits to colleges of interest
12. Collect college catalogs

Junior Year:

1. September
 - a. Academic
 - i. Register for ACT and SAT as soon as possible
 - ii. Get organized: folders and copies of all of your correspondence, deadlines and important dates.
 - iii. Review your courses with your guidance counselor
 - b. Athletic
 - i. Develop a list of preferred schools (5-10)
 - ii. Be proactive with coaches from these schools with your interests
 - iii. Send coaches your schedule
 - iv. Register for ODP
2. October/November
 - a. Academic
 - i. Search for scholarships and financial aid
 - ii. Familiarize yourself with the federal and private loans
3. December
 - a. Academic
 - i. Review your SAT/ACT results with your counselor

- ii. Communicate with friends, former players from the club and family members about their experiences
 - b. Athletic
 - i. Contact all coaches on your list, discuss their recent season, make sure they are aware of your schedule
- 4. January/February
 - a. Academic
 - i. Arrange Spring & Summer visits
 - ii. Register to retake the ACT/SAT
- 5. April/May
 - a. Academic
 - i. Compare college requirements with your transcripts
 - ii. Select senior year courses
 - b. Athletic
 - i. Register to attend ODP regional camp and college camps at schools on your list
 - ii. Register with the NCAA Clearinghouse; see your counselor for the Student Release from
- 6. Summer
 - a. Academic
 - i. Improve reading and vocabulary skills
 - ii. Search for scholarships and alternative ways to pay for school
 - iii. Begin working on application essays
 - iv. Talk to individuals in careers that interest you
 - v. Decide who will write letters of recommendation for you
 - vi. Begin applications
 - b. Athletic
 - i. Attend Camps

Senior Year:

- 1. August/September
 - a. Continue Application Process
 - b. Evaluate Schools to final visit list
- 2. November/December
 - a. Schedule meeting with Admissions and Financial Aid
 - b. Explore opportunities to know the teams of the schools you have interest
- 3. January/February
 - a. Finalize school choices based upon your decisions
- 4. March
 - a. FAFSA will be due; please consult your schools of choice to ensure they receive this information to help you receive the best package possible.
- 5. April to Freshmen Year of College
 - a. Continue to train
 - b. Receive work outs and begin them from the school you've selected
 - c. Find ways to work with the team during the summer to improve chemistry and ease transition to college program..

Responsibilities

Player:

1. You, along with your parents, should research the schools that you are interested in attending. You should create a list of schools in which you are interested for BOTH soccer and academics. The list should be tiered: use academic reputation, chances of being admitted academically, quality of soccer, chances of playing, location, distance from home, etc.
2. You should make sure that you meet the academic standards of these programs. It is critical that you stay focused academically. Coaches do pass on a player with marginal grades. Soccer alone will not get you in to school nor will it keep you there.
3. Develop a soccer resume and player profile. Once completed this should be sent to those schools that you may have interest. The resume should be completed in three categories: personal, academic and soccer.
4. Most schools have a recruit questionnaire on their website. You should complete this questionnaire for each school and return it as soon as possible. Any unsolicited questionnaires received by mail should be completed and returned (even if you are not interested in that school at that time)
5. Begin generating interest by writing emails and letter as soon as you have your schedule. Keep in mind that some schools receive hundreds of resumes and see just as many players each year. When you write the schools, you need to clearly communicate why you are interested in their program and the school academically.
6. Stay in contact with the coaches via email throughout the year. Update them on tournament schedules, field schedules, game times and etc. as it becomes available.
7. Maintain a high level of fitness during your HS and Club Season. This includes flexibility, your touch on the ball and an aerobic fitness base. Injuries should be dealt with in a proactive manner. If you return to club soccer with an injury, you will not be able to participate in training and this in turn will affect your playing time.

Parent:

1. Parents should follow-up with their child to make sure that they are doing the work that coaches have asked. That is developing a résumé, send out letters & emails, return recruit questionnaires, etc.
2. Parents should help their child develop a system to file the letter to and from schools. They will need to track all correspondence to and from each school. The system should organize by school, interest, location, etc.

Coach:

1. Your coach and the club you represent will demand a high level of commitment in order to develop you as a player and to prepare your team for competitions. By choosing to play on an elite level team, you have made a decision and soccer must be your priority. Understand that missed training sessions hurt the entire team, impact your playing time and may damage your value to a college coach.
2. Your coach will prepare you for the physical, mental and tactical demands of college soccer.
3. Your coach will provide guidance to assist you in setting realistic goals.
4. Your coach will provide feedback on a regular basis during the course of the season to advise you of weaknesses and individual work needed, outside of training, to improve as a player.
5. Your coach will respond to inquiries from college coaches on your behalf.
6. Your DOC of the club should assist the coach and you in all of these areas as well.

These links below will allow you to research all Division I, II & III college soccer programs. From these web pages you will be able to link directly to each school's website.

Division I: <http://web1.ncaa.org/memberlinks/links.jsp?div=1>

Division II: <http://web1.ncaa.org/memberlinks/links.jsp?div=2>

Division III: <http://web1.ncaa.org/memberlinks/links.jsp?div=3>

NCAA Rules

Clearinghouse

All high school athletes who plan to participate in NCAA athletics as a freshman must register with the NCAA Initial Eligibility Clearinghouse. Your high school guidance counselor can provide the registration materials and instructions for registration. A \$25 registration fee is required. It is recommended that you apply for registration after the completion of your junior year in high school. Once filed, coaches and universities that plan to recruit you may request your eligibility status through the NCAA Clearinghouse. You cannot request that your materials be sent to a coach.

Division I & II

A. Telephone calls- a college coach (or faculty member) is allowed to make one call to you per week beginning July 1 after the completion of your junior year in high school.

Exceptions to the one call per week rule include:

1. The five-day period to your official visit to that school.
2. The day of a coach's off-campus contact with you
3. The first three days of the National Letter of Intent signing period.

B. Contacts- This is defined as any off-campus face –to face interactions between a coach and you or members of your family. Coaches are limited to three such contacts.

C. Evaluations- This is any activity used to assess your academic qualifications and/or your athletic ability, including a visit to your high school (even if no contact occurs) or watching you practice or compete at any site. Each school is limited to seven contacts or evaluations combined. This includes three contacts referenced above. Evaluations done over consecutive days at a tournament are considered a single evaluation. However, once you have signed a National Letter of Intent, coaches are free to evaluate you as often as they choose.

D. Official Visits- During your senior year in high school, you may have one expense paid official visit to each school. You may have up to 5 official visits to different schools. Regardless, of the number of sports for which you are being recruited. Prior to an official visit, you must provide the school or NCAA Clearinghouse your ACT/SATE scores and a copy of your transcript. During the official visit, which cannot exceed 48 hours you may receive round trip transportation between your home and the campus. You may receive meals, lodging and complementary admissions to athletic events. Additionally the school may spend up to \$30.00 a day on entertainment for you.

Division III

A. Contacts- Division III coaches may contact you on an unlimited basis anytime after the completion of your junior year in high school.

B. Official Visits – You may visit a college campus any time at your own expense. On such a visit, you may receive three complementary admissions to an athletic event on campus, a tour of off campus practice and competition sites in your sport and other school facilities within 30 miles of campus. You may also receive a meal in the school on-campus dining facilities and housing, if it is available to all prospective students. As a senior, you may make an expense paid visit to any campus. There is no limit to the number of schools you may officially visit as long as you enroll initially in a Division III program. During your official visit, which cannot exceed 48 hours, you may receive round-trip transportation between your home and the campus. You may also receive meals, lodging and complimentary admissions to campus athletic events. All meals provided to you on an official visit must take place in an on campus dining facility that the school's student normally use. If these facilities are closed, your host may take you off -campus and is permitted to spend up to \$20.00 a day.

****Please remember that NCAA rules do change on a yearly basis****

Please remember that our coaches should be there to help and guide you through this process. Getting your self-recruited is something that takes time and requires effort. This is something that does not happen on its own and need you to be proactive.

Samples

Good Correspondence:

Dear Coach _____,

My name is XXXXX XXXXX, and I am very interested in Defiance College. I am currently a junior at _____ (_____, OH). I play both high school soccer and club soccer. I am particularly interested in your Women's Soccer program. I have been playing soccer since I was young, I love the game, and I cannot imagine not playing it. I currently play club soccer for _____ on the _____ team. Our team is very committed to playing at the highest level possible, wanting to learn more about the game, and developing good character along the way.

I've also attached my personal player profile for you to view.

Some upcoming tournaments that our team will be attending will be:

- Disney Soccer Showcase (Orlando, FL)

(Insert Schedule)

In the end, I really want to get a good education and play soccer at a higher level, and I would love to do that at Defiance College.

Thank you for your time,

Name

Email:

Cell Phone:

Parent Email:

Parent Phone:

Poor Correspondence:

Coach,

I was able to attend your game vs. Miami University last Friday. I am sorry that I could not make the entire game. I could only see half of the game because I had practice after school. It was very interesting to watch. It was my first college game not seen on TV. It was good victory for you, but the level of play to me by surprise. I felt that the level of play wasn't as high as I had expected it to be or as intense, it may have been because of the score. At the end of the game I felt that the game got a little more intense after Miami scored a couple of goals.

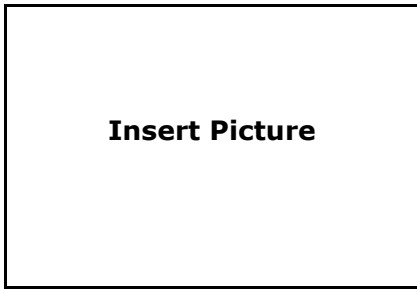
After watching your game, I am confident that I can be a key member of your team. I have previously forwarded you my contact information and my playing schedule. I hope to see you at a game soon. You missed a great game last night. The review of the game, from my coach, is attached below.

Thank you,

Player Name

Phrases to avoid:

1. As I look at your current roster, I see the names of Player A and player B. I have played against both, and fared well. In fact, I out played them.
2. My focus is on soccer, but would entertain playing two sports in college, if possible.



Players Name

Address

Email:

College Major

Jersey Number

Primary Position

Secondary Position

Grad: 2013

GPA:

ACT/SAT:

Height:

Weight:

Birthdate:

Academics:

- 1. Dates Taking ACT/SAT
- 2. Attend ____ High School
- 3. AP Classes
- 4. Awards Received
- 5. Other Academic Achievements relevant to your major



Athletics:

- 1. 2011 Varsity Starter
- 2. 2010 Varsity Starter
- 3. Top Team for Club U8-U15 Club A
- 4. Top Team for Club U16 for Club B
- * Buckeye Premiere League
- *MRL
- 5. Club team Captain

Club Name

Club Coach

Email

Phone

Club Name

Club Director

Email

Phone

ODP:

- 2010 State Pool
- 2011 Sate Pool
- 2012 Super Y ODP Nomination

High School Name

High School Coach

Email

Phone

Activities:

- Volunteer as a teacher assistant for children with developmental needs
- High School orientation volunteer

Summary of Necessary Components to be a Successful Soccer Player at the Highest Levels

Technically:

- Overall comfort level and confidence with the ball under pressure and at speed
- Individual 1v1 ability – to run at and get behind opponents with speed
- Quality First Touch with a purpose (to open up to the field and/or to take space) to allow the player to play quickly when necessary out of pressure when receiving balls on the ground and in the air
- Finishing – composure in and around the goal area to score with a variety of surfaces/options (volleys, headers, inside/instep/outside of either foot, imagination/creativity, etc.)
- Heading – ability and timing to win balls in the air to clear and to attack/possess
- Passing – ability with both feet to accurately play short and long with the correct weight and texture either to teammates or to space, especially the final pass in the attacking third to get behind the last defender(s)
- Defending – Individual defending relative to how/where/when to apply pressure and to engage in order to win possession of the ball

Tactically:

- Movement without the ball especially penetrating runs – the timing and shape to stay onside yet still breaking behind the last line of defense
- Establishing and dictating a rhythm of play based on the area of the field, score, opponents, etc.
- Defending zonal within and between the lines and in each third of the field – establishing a Line of Confrontation
- Recognizing and acting on the best option(s) at the moment of Transition when we gain possession (penetrate or connect) and when we lose possession (to pressure or recover)

Physically:

- Overall strength (core, upper, and lower body) to physically win challenges and maintain possession as well as to extend the overall technical range
- Overall speed/agility with and without the ball

Psychologically:

- Responsibility to have a positive influence on the Game
- Mental Toughness to recover and overcome mistakes/adversity during the Game
- Willingness and ability to communicate/organize players around you on the field
- Attitude and ability to seek constructive criticism/feedback and apply quickly within your game
- Personal Discipline on and off the field to do the right thing

Positional/Functional:

Goalkeepers:

- Technical collection of routine shots in front, laterally, and above
- Footwork both laterally and going forward/backward
- Distribution with hands and with both feet
- Dealing with all types of balls in the air - both technically and tactically
- Game Awareness and Positioning relative to the ball in each third of the field
- Ability to communicate and organize players in the defensive third
- Height/Athletic Ability to increase the range of the goal/field covered
- Confidence and Courage

Defenders:

- Individual Defending technique – when, where, and how to:
a) intercept b) deny turn c) make play predictable d) delay e) separate and win the ball
- Tackling technique – in front, from the side, and from behind to be a ball winner
- Technically able to drive longer passes (over 30 yards) to forward's feet and/or behind the defense
- Tactically aware of options to either penetrate (counter-attack) or to build out of the back (possession)
- Staying connected in the attack to either get forward (OBs) or to provide depth (CBs) and to change the point of attack (switch) from side to side
- Understanding to maintain good defensive shape on the strong side, weak side, and when recovering once the ball is behind

Midfielders:

- Technically clean and quick to keep the ball moving either by dribbling and/or passing to dictate a rhythm
- Tactically must understand when/where to take touches and when/where to play quickly
- Understand how to defend as a group based on the principles of the game - when the ball is wide vs central; in front vs. in behind; strong side vs. weak side
- Combining with the forward(s) to get from the middle third to the attacking third using unbalancing runs out of the midfield - who/when/where
- Finishing balls in front and traveling on the ground and/or in the air coming at you as well as longer shots

Forward(s):

- Ability to play with back to pressure – holding the ball, back passes, spinning out of pressure
- Mobility and willingness to run at the restraining (offside) line to get in behind the last defender(s)
- Quick combinations with the midfielders to get into the attacking third with possession
- Finishing in a variety of ways and surfaces
- Willingness to be selfish in and around the box and to take risks (half chances) to create shots for yourself
- Defensively apply pressure to squeeze play to one side of the field and to make play predictable for teammates behind

System(s) of Play:

1-4-3(2-1)-3:

- Depending on the personnel brought to camp, this is the system of play of choice for the upcoming year since the past year's Pool/Team seemed to have more attacking personalities who did well individually to create scoring opportunities.
 - The goal with this system of play is to provide more space for the attacking personalities to break down the opposition individually and collectively.
 - Possession will remain the core tenet in the attack.
 - Defensively the goal will be to defend better as a collective group by making play more predictable in the manner we pressure the ball and organize behind the ball to intercept passes.
 - Quicker Transition play will be the focus with this age group for the upcoming year.
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- Zonal Back Four – must understand concepts of zonal defending (P-C-B); wing backs must be comfortable to get forward and active in the attack
 - Two Holding (Defensive) Midfielders – must be able to win and/or keep possession
 - One Attacking (Playmaker) Midfielder – must make good decisions with the ball and the vision/ability to play a variety of passes to feet and/or space
 - Two Wing Forwards – must be able to go 1v1 as well as combine to get behind the opposition
 - One Target Striker – must be able to play with back to pressure and to recognize when/where/how to make penetrating runs behind the defense