



GOLF  
CANADA



# PURSUIING

COLLEGIATE GOLF



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## INTRODUCTION

There are several important decisions made throughout the journey of a developing golfer. Among them is whether to pursue collegiate golf as the next step in a junior golfer's pathway. Many current Canadian professionals have gone through the NCAA system, including 2023 RBC Canadian Open champion Nick Taylor who achieved the top ranked position in the World Amateur Golf Ranking while attending the University of Washington.

It should be emphasized that the collegiate system may not be the best route for each golfer, due to several factors including an individual's goals with golf and priorities academically. Especially on the women's side, highly ranked junior players may consider turning professional before pursuing a college degree, which is common amongst current top LPGA players.

Golf Canada believes that there are multiple pathways to success in golf and the goal of this document is to make information on the collegiate system more accessible to players, parents, and coaches across the country.

This document will provide information on several topics including academic requirements, effective recruiting practices, recruiting regulations, and scholarships. Information on how to pursue golf at Canadian institutions is also included, as well as examples throughout that speak to the experience of Canadian golfers in the NCAA.

While embarking on the next step of their golfing journey, we encourage individuals to reach out to a member of the Golf Canada High Performance team with any questions about this resource.

*Note: This document is tailored towards NCAA Division I golf as it is the most predominately chosen route for high level junior players continuing their development. Modifications for Division II or III can be found on the [NCAA's website](#) or through links within this document.*

The following document was prepared by Golf Canada High Performance Staff using a variety of sources including the opinions of athletes, coaches, and other individuals with expertise in competitive golf. Additionally, the following online sources were consulted in the development of this document:

NCAA. (n.d.). NCAA.org - The official site of the NCAA. <https://www.ncaa.org/>

NCSA College Recruiting. (n.d.). NCSA: Next college student athlete. <https://www.ncsasports.org/>

# CANADIAN EXPERIENCE IN THE NCAA

## THE DECISION TO PLAY COLLEGIATE GOLF

Deciding to play golf in the NCAA is a big decision during an important developmental phase of an athlete. With this, it is essential that individuals understand why (and if) NCAA golf is right for them. While the NCAA offers world-class competition and training environments, it also requires a commitment to academics. How an individual balances the priorities of golf development and academics is personal. Being prudent and self-reflective about personal goals while making this decision is essential to ensure the post-secondary success of an individual.

The NCAA has been widely pursued by Canadian golfers. While considering this path, the below are commonly observed strengths and limitations of the NCAA system noted from Canadian student-athletes in recent years:

STRENGTHS	LIMITATIONS
Access to elite competition and exposure to a variety of playing conditions.	Program goals are sometimes prioritized over the long-term development of an individual athlete.
Receive a post-secondary education while developing as an athlete.	Financial costs can be significant depending on scholarship received.
Living away from home allows for emotional and social development.	Possible challenges with coaches or teammates.
World-class training facilities and environment.	Possible irregular access to technical support.

## COLLEGIATE GOLF EXPERIENCE OF CANADIANS ON THE LPGA & PGA TOUR: 2015-2025

### PGA TOUR

**Corey Connors**  
*Kent State University*

**Michael Gligic**  
*N/A (turned pro)*

**Adam Hadwin**  
*University of Louisville*

**Mackenzie Hughes**  
*Kent State University*

**Taylor Pendrith**  
*Kent State University*

**Ben Silverman**  
*Florida Atlantic University*

**Roger Sloan**  
*University of Texas at El Paso*

**Adam Svensson**  
*Barry University*

**Nick Taylor**  
*University of Washington*

### LPGA

**Savannah Grewal**  
*Clemson University*

**Jennifer Ha**  
*Kent State University*

**Brooke Henderson**  
*N/A (verbal commitment to University of Florida)*

**Augusta James**  
*North Carolina State University*

**Sue Kim**  
*University of Denver (turned pro after one semester)*

**Maude-Aimee Leblanc**  
*Purdue University*

**Jaclyn Lee**  
*Ohio State University*

**Rebecca Lee-Bentham**  
*University of Texas (turned pro after freshman year)*

**Brittany Marchand**  
*North Carolina State University*

**Maddie Szeryk**  
*Texas A&M University*

**Anne-Catherine Tanguay**  
*University of Oklahoma*

## PLAYER SPOTLIGHTS – TEAM CANADA

With over one-thousand member schools in the NCAA, it is essential for individuals to understand which school is the best option for them. The following are several Canadians who have pursued collegiate golf in the NCAA and information on their experience:



**Jared du Toit** *Kimberly, BC*  
Team Canada – Men

Jared began his collegiate career at the **University of Idaho** in 2013 where he amassed a 69.61 scoring average over two years with the Vandals. In his third year, Jared transferred to **Arizona State University** where he graduated in 2017. Jared earned medalist honours twice in 2017 at the Amer Ari Invitational and Prestige at PGA West. Jared collected thirteen top ten finishes as a Sun Devil and reached a World Amateur Golf Ranking (WAGR) of 10. Jared has been a professional golfer for nine years and has played on the PGA TOUR Americas, Asian Tour, and Korn Ferry Tour.

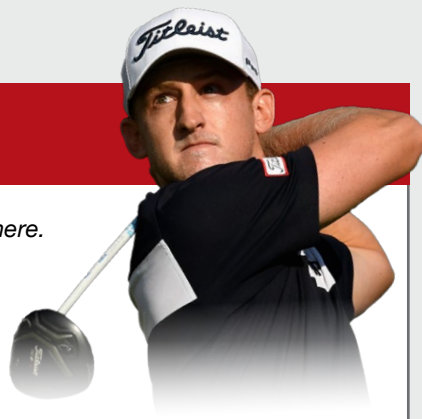
Establishing himself and transferring schools at the right time was critical to Jared's development:

*"Being a late bloomer, I did not have a lot of offers to play NCAA golf and committed to the University of Idaho because I really liked the coach and thought*

*I could get better there. Immediately, I qualified for the team and played a full schedule in my freshman year.*

*Playing strong events in plenty of different conditions, I saw the areas of my game that needed to improve. My time at Idaho was awesome, I learned so much in my two years on that team.*

*Though I did not commit to Idaho with the intent of transferring, there was an opportunity to attend Arizona State University, and I jumped on it. When I began at ASU, I qualified for the lineup right away and continued to have success. Both schools were great to me, and massive in my development!"* – Jared du Toit



**Monet Chun** *Richmond Hill, ON*  
Team Canada – Women

Monet attended the **University of Michigan** (2020-2024). Twice a Big Ten Champion (2022 & 2024), Monet additionally achieved medalist honours at the Lady Buckeye Invitational (2023) and Chattanooga Classic (2024). During a two-week stretch in the summer of 2022, Monet won the 108th Canadian Women's Amateur and finished runner-up at the 2022 U.S. Women's Amateur. Graduating with a degree in Movement Studies, Monet currently competes as a professional on the Epson Tour.

While in Ann Arbor, Monet successfully navigated the rigorous athletic and academic standards

at the University of Michigan.

*"Balancing the demands of golf and academics at Michigan taught me the importance of time management, adaptability, and discipline. I learned to prioritize effectively, manage a full schedule, and make the most of the support system around me. These skills have remained valuable beyond my time at school and have prepared me to navigate a professional career."* – Monet Chun





## Myles Creighton *Digby, NS*

Team Canada – Men

Myles attended **Radford University** (2015-2018). During his NCAA career, Myles earned several top finishes highlighted by medalist honours at the Wexford Plantation Intercollegiate (2017) and Coca-Cola Wofford Invitational (2017). Earning eight top ten finishes his senior year, Myles reached a WAGR of 368 following a productive collegiate career.

Currently in his second season on the Korn Ferry

Tour, Myles reflects on his time as a Highlander:

*“Radford University was the perfect school for me. I was lucky to play all four years which was pivotal for my development. I believe the best way to improve is to compete and find out where your strengths and weaknesses are.” – Myles Creighton*



## Ellie Vorster (née Szeryk) *London, ON*

Team Canada – Women

Beginning her collegiate career at **Texas A&M University** in 2021, Ellie transferred to **Southern Methodist University** after two years. During her time at SMU, Ellie was medalist at the Jim West Challenge (2023) and earned sixteen top ten finishes.

In her professional career, Ellie has won the B.C. Women's Open (2024) and Taco Bell Natchez Classic (2025). Amid her success, Ellie reflects on her time at SMU and the transfer process:

*“Beginning the transfer process was scary at because I had no idea what would be on the other side. I did not know who I would have as a coach, who my*

*teammates would be, or what the next couple of years would look like. Thankfully, the transfer process was the best thing that could have happened to me. I was able to work with coaches who whole-heartedly believed in me and created an environment for me to grow and learn as a player and a person. For the first time in over four years, I felt like I was able to blossom into the player I had been working my entire life to be, I am so thankful for the opportunities my transfer to SMU gave me!” – Ellie Vorster*



## Matthew Anderson *Mississauga, ON*

Team Canada – Men

Matthew attended the **University of San Francisco** (2018-2023). While a Don, Matthew excelled—reaching a WAGR of 110 by the end of his final year. In what would foreshadow his success as a professional, Matthew earned medalist honours at the NCAA Las Vegas Regional and tied for 11th at the NCAA Championship in 2023.

Having finished 3rd on the PGA Tour Americas Fortinet Cup Standings in 2024, Matthew is playing his inaugural season on the Korn Ferry Tour in 2025. Matthew discusses his time at the University of San

Francisco and what led him to the west coast:

*“My time at the University of San Francisco shaped me into who I am today. I wanted to play in a climate where I could compete and get better year-round and learn from teammates on what it takes to be successful and take my career forward into professional golf. The courses we had the ability to play helped me develop and hone my skills to play at the next level.” – Matthew Anderson*



# ACADEMICS & ELIGIBILITY

## THE IMPORTANCE OF ACADEMICS

Regardless of skill-level, individuals will not be eligible to attend an NCAA school if they do not meet academic requirements. Each school has different standards as it pertains to GPA expectations, and it is important to pursue schools that match individual academic capacity. Scholarships will be discussed in a later section, but it is important to understand that most collegiate golfers receive partial athletic scholarship and are eligible for further scholarship through academics.

For this reason, prospective student-athletes who excel in the classroom are an attractive recruit. With this in mind, it is critical to ensure that the below regulations are monitored throughout high school.

The following are the necessary actions that should be taken in high school to ensure compliance with the NCAA's Eligibility Center.

*Note: For an individual beginning this process at a later time, adjust the timeline to accompany a 'gap' year following grade-twelve, or accelerate items as needed.*

### GRADE 9 REQUIREMENTS

**Eligibility Center:** To compete in the NCAA, an individual must create an account with the NCAA's [Eligibility Center](#). For an individual that will compete in Division I, an [Academic and Amateurism Certification](#) account is to be completed. Individuals that are not certain of their NCAA future can begin with a Profile Page that can be transitioned to the necessary account as required. NCAA IDs are attached to an account and may be shared directly with prospective schools.

**NCAA Academic Standards:** The NCAA provides academic standards [HERE](#) and has information specific to Canada within [NCAA - Canada](#) (by province). When choosing high school courses, it is best practice to involve an academic advisor and become familiar with the NCAA standards.

### GRADE 10 REQUIREMENTS

**Eligibility Center:** Throughout the year, individuals should monitor the Task List within their NCAA account and work with an academic advisor to obtain an official transcript for grades nine and ten. This transcript is to be uploaded to their Eligibility Center account at the end of the grade ten academic year.

### GRADE 11 REQUIREMENTS

**Standardized Testing:** Individuals may be required to complete standardized testing depending on their chosen school. The [SAT](#) and [ACT](#) are widely accepted, but there are differences between the tests. When considering which test—or both, or neither—to write, individuals should assess how each test aligns with their academic strengths and the specific testing requirements of their intended school. Test results can be shared directly with the NCAA Eligibility Center as well as schools directly.

**NCAA Academic Standards:** For each NCAA school, admission requirements vary. Individuals should become familiar with academic standards for their schools of interest. Like previously mentioned, the NCAA has minimum academic requirements for admission that are available [HERE](#) as well as information specific to Canada (by province), within [NCAA - Canada](#). Individuals should continue to check-in with an academic advisor to monitor academic progression towards these standards.

**Eligibility Center:** Individuals will select 'Golf' in the Sport Information section of their [Academic and Amateurism Certification](#) account. Additionally, an official transcript will be uploaded to their account following the grade eleven academic year.

## GRADE 12 REQUIREMENTS

**Eligibility Center:** Individuals will request their Final Amateurism Certificate within their NCAA account. For fall enrollees of the following term, this can be completed beginning April 1 of their grade twelve academic year. Like in previous years, an official transcript is to be uploaded alongside proof of graduation following the grade twelve academic year.

**Application:** Having decided on a school to attend, individuals will apply to their chosen school in the fall of their grade twelve academic year. Though times vary, the early intake process for student-athletes will typically begin in November of their grade twelve academic year.

**Delayed Enrollment:** Following their expected high school graduation date, individuals have a twelve-month (specific to golf) grace period to initially enroll at an NCAA school. Should an individual be involved in organized competition without initial enrollment for longer than twelve months, they will generally incur a one-year loss of NCAA eligibility. This penalty can be applied to each year that an individual competes beyond the grace period without completing initial enrollment at an NCAA school (i.e., two-year involvement in organized competition beyond grace period; two-year loss of NCAA eligibility).

**Standardized Testing:** Each school has set benchmarks to be eligible for academic scholarship, some of which may be specific to standardized test scores. Should an individual wish to write a standardized test for the first time, or improve their previous score, they may do so during their grade twelve academic year.

### CONSIDERATIONS FOR GOLFERS FROM QUEBEC

Individuals from Quebec must complete a Collège d'enseignement général et professionnel (CEGEP) or Ontario Secondary School Diploma (OSSD) to meet the NCAA's initial eligibility requirements. Whereas a CEGEP diploma takes two years, an OSSD typically takes one—both beginning in an individual's grade twelve academic year. The decision to attend either of these options should be made early to ensure that schools are aware of the year an individual from Quebec will enroll in the NCAA.

Academic advisors are a good resource for individuals seeking clarity on the requirements mentioned for Quebec—the earlier they are consulted, the more they are able to support.

More information is available within [NCAA - Canada](#) (Quebec).





## RECRUITING



### NARROWING THE SEARCH FOR A SCHOOL

**Playing Ability:** The recruiting process is long, and predicting where a junior golfer will be performing in two to three years is difficult. While researching schools, individuals should analyze current rosters and the results players were achieving at their age. In doing so, individuals can develop an understanding of where they are performing in relation to their goals.

It is imperative that individuals choose a school where they have a realistic opportunity to qualify and compete in the traveling lineup of five players. Often, individuals will attend a school where they are not competing, and development becomes stagnant. Competition is essential for the development of an athlete.

**Location:** The United States has several climates. While some regions offer a year-round outdoor training environment, many schools transition to an indoor facility for the winter months and will utilize training trips to warm weather locations. In addition to the weather, distance from home and the general societal norms of a location are worth considering while deciding on potential schools.

**Academics:** Like in Canada, schools offer varying academic programs. Individuals should be conscious that their eventual school aligns with their academic capabilities and intended area of study.

**Facilities:** While playing NCAA golf, student-athletes will be required to attend practice, qualifying rounds, and workouts during their week. With this, the quality of these facilities and their distance to campus are worthwhile considerations. Whether having a personal vehicle, or carpooling with teammates, reliable transportation is non-negotiable for student-athletes.

**Tournament Schedule:** Each school plays a unique schedule throughout the year. Thinking long-term, it is worthwhile exploring the schedules of prospective schools and how they align with personal goals. This is especially important with the newly introduced PGA Tour U Rankings on the men's side and the LEAP program on the women's side that provide membership opportunities for top-performing student-athletes.

**Coaching:** NCAA coaches have a variety of backgrounds which can influence their approach to coaching as well as their technical involvement with team members. With most student-athletes having a personal coach and support personnel by the time they begin their freshmen year, alignment between these parties and an individual's NCAA coach is critical in their development.

**Feedback:** The collegiate path for Canadians is well-established and past players are a great resource to assist

in understanding what the NCAA, or a specific school, is like. The information provided from Canadian players and parents should not generally be a deciding factor on whether to attend a school—all experiences are unique.

### THE PERSPECTIVE OF A COACH

NCAA coaches are working on their recruiting classes several years in advance and commonly, the most challenging part of being recruited is having the process begin. There are several ways for an individual to introduce themselves and stand out to NCAA coaches:

**Resume:** Coaches are aware that they do not know everyone competing in junior golf—how could they? With this, a standardized resume of accomplishments is important and should be updated regularly. When reaching out to a coach, it is important that individuals write a personalized note to set themselves apart. For a resume and e-mail template, please see Appendices A and B.

**Behavior:** NCAA athletics are part of a large and extremely proud network of institutions and their alumni associations. Seldomly will a coach move forward in the recruiting process if behavioral issues or lack of professionalism are observed during recruiting. From interactions with Tournament Officials, to the body language displayed after a bad shot, behavior makes an impression. Collegiate coaches are generally looking for good team players who will work hard on the course to contribute to their team score and get along with their teammates during the hours spent together off the course. Though this does not necessarily mean that individuals need to be highly extroverted, it is important that they are always respectful.

**Social Media:** Platforms like Instagram or X (Twitter) are a great way for an individual to showcase themselves and their golf game in a positive light. That said, social media should be used responsibly, and no post is worth jeopardizing a place on an NCAA roster.

**Parents:** Coaches recruit parents too, and they are an important consideration when establishing their roster. While parents should be involved in several areas (application deadlines, financial aid, etc.) it is important that they allow their child to lead communication with coaches and establish relationships themselves. Maturity is an appealing character trait and helps coaches trust that an individual will be competent in handling the demanding schedule of a student-athlete when they arrive on campus.



## INITIAL RECRUITING TIMEFRAMES

Specific to the recruiting process, the NCAA has a strict set of measures for what is allowed, and when. From the first contact with a school, to signing a Financial Aid Agreement, understanding this process allows recruits to make an informed and equitable decision on their commitment to an NCAA school. Primarily, it will be coaches that an individual interacts with while being recruited. Each sport in the NCAA has specific recruiting regulations which must be followed. The following are the timeframes in recruiting for NCAA Division I golf:

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### TIMEFRAME A

#### **Prior to June 15th of grade ten academic year.**

There are strict recruitment guidelines during this timeframe to inhibit early recruitment by coaches. Individuals are permitted to receive non-recruiting material from coaches:

- Golf Camp Brochures,
- Institutional Publications (non-athletic),
- NCAA Educational Information (published by the NCAA).

\*Individuals are able to initiate communication during this timeframe, but coaches are not permitted to reply outside of the above regulations.

\*\*Individuals are permitted to take an unofficial visit, but that visit must not be arranged with the athletic department of the school. Additionally, the recruit is not permitted to engage in recruiting conversation with the coach while on an unofficial visit.

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### TIMEFRAME B

#### **Beginning June 15th of grade ten academic year and prior to August 1st entering grade eleven academic year.**

Additional correspondence between coach and recruit becomes permissible during this timeframe. NCAA coaches are permitted to:

- Present a verbal offer (non-binding) to a recruit,
- Call and engage in all other forms of private electronic contact with a recruit,
- Send recruiting information to a recruit,
- Permissible actions in Timeframe A.

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### TIMEFRAME C

#### **Beginning August 1st entering grade eleven academic year.**

The final phase prior to the Recruiting Calendar beginning permits coach and recruit to engage through:

- Official and unofficial visits to NCAA schools,
- Off campus contact,
- Permissible actions in Timeframe's A and B.

## RECRUITING CALENDAR

Beginning August 1st entering grade eleven academic year, all permissible recruiting actions are active, and the recruiting calendar begins for that year's class. The NCAA illustrates the Division I Recruiting Calendar for golf [HERE](#).

## NCAA SCHOOL VISITS

While in high school, there are two types of visits that a recruit can take to a school: unofficial and official. Unofficial visits are paid for by the recruit or their family adhering to the above timeframe restrictions. For an official visit, the school pays for the associated costs of the athlete and adheres to the above timeframe restrictions. More information on visits is available [HERE](#).

While playing junior golf, individuals are often competing near—even on—an NCAA campus. While in the area of a school, individuals should take an unofficial visit. Additionally, an e-mail to notify a coach that they are competing nearby is beneficial in creating a new relationship.





# SCHOLARSHIPS

## ONGOING CHANGES TO THE NCAA: HOUSE VS. NCAA

The House vs. NCAA antitrust lawsuit was passed on June 6, 2025, and with it, there will be several changes in intercollegiate athletics beginning in the 2025-2026 academic year. Heavily focused on Name, Image, and Likeness (NIL)—revenue sharing between schools and student-athletes—the lawsuit also brings significant changes to the athletic scholarship structure of Division I sports.

Formerly, schools were to abide by a scholarship limit specific to each sport. For golf, the scholarship limit was 4.5 for men's programs and 6.0 for women's programs. Moving forward, schools will instead follow a roster limit wherein the permitted amount of athletic scholarship is equivalent to the roster limit of each sport. For golf (Men's and Women's), the roster limit will be nine (9) as of the 2025-2026 season.

Excluding power five conferences (ACC, Big Ten, Big 12, Pac-12 and SEC) and the University of Notre Dame, who must follow the new structure, schools are given the choice to opt-in to the changes that were formed through House vs. NCAA settlement. For a school that does not opt-in, they will operate under the traditional structure with scholarship—not roster—limits and not participate in revenue sharing with their student-athletes. There is not an official list of schools that have chosen to opt-in, but coaches will be truthful about the status of their school during the recruitment process.

The changes to the NCAA are expected to remain fluid as future adjustments are possible. Players and their parents

are encouraged to ask college coaches questions during the recruiting process to obtain as much information as possible on current changes, or the possibility of them in the future.

### EQUIVALENCY MODEL

Full ride (full athletic scholarship) is commonly heard when discussing NCAA scholarship. Though a full athletic scholarship is possible, NCAA golf operates under an equivalency model wherein schools can offer partial scholarship (percentage of a full scholarship), so long as the total athletic scholarships within a team do not exceed the roster (opt-in) or scholarship (opt-out) limits. Partial scholarships are commonly offered in golf—especially for a freshman (1st) year.

### FINANCIAL AID AGREEMENT

The Financial Aid Agreement is a binding one-year agreement between a school and a student-athlete. Expenses eligible under a scholarship include tuition and fees, course-related books, room and board, and living expenses. While being recruited, it is possible that multiple offers are extended to an individual. With consultation from their

family and relevant parties, individuals must decide which offer is best for their athletic, academic, and financial situation. Offers will typically be verbally presented to an individual, and they will receive a Financial Aid Agreement from their chosen school on National Signing Day.

### NATIONAL SIGNING DAY

The NCAA has a National Signing Day for each incoming class of student-athletes. Beginning on this date, individuals can sign and return their Financial Aid Agreement. Effectively, National Signing Day ends the recruiting process. For 2024, National Signing Day was November 13th. While many individuals have finalized their decision on where to attend by this date and thus sign an agreement, the signing period does remain open for those who have not yet been presented with an offer or decided where they will attend by the National Signing Day of their class. For fall 2025 incoming freshman, the final signing day is August 1st, 2025.

## COLLEGIATE OPPORTUNITIES IN CANADA

For individuals with aspirations to play professionally, the United States collegiate system will allow for maximum development in comparison to other post-secondary opportunities. That said, it may not be for everyone and there are several opportunities to compete in post-secondary golf while receiving a quality education within Canada.

### NCAA MEMBER SCHOOL IN CANADA

Simon Fraser University is the sole NCAA member school in Canada, competing in Division II. Because it is a member school of the NCAA, Simon Fraser University is not eligible to compete in the Canadian University/College Championship. Complete information on the Red Leafs program is available [HERE](#).

### NAIA SCHOOLS IN CANADA

The National Association of Intercollegiate Athletics (NAIA) is a governing body of collegiate athletics separate to the NCAA. There are three schools within Canada whose golf programs compete in the NAIA: [University of British Columbia](#), [University of British Columbia – Okanagan](#), and [University of Victoria](#). These schools play more robust tournament schedules in comparison to other Canadian schools and as well provide opportunities to compete against schools in the United States. Schools within Canada competing in the NAIA are eligible to compete in their respective Canadian Conference Championship and the Canadian University/College Championship.

### CANADIAN UNIVERSITY/COLLEGE CHAMPIONSHIP

Each year, Golf Canada hosts the Canadian University/College Championship comprised of qualifying teams from the Canada-West, Ontario University Athletics (OUA), Réseau du sport étudiant du Québec (RSEQ), and Canadian Collegiate Athletic Association (CCAA). The championship is a showcase of the finest post-secondary programs in the country and acts as a qualifier for the World University Golf Championship.

### CANADIAN COLLEGIATE INVITATIONAL

Annually, Golf Canada hosts the Canadian Collegiate Invitational – Men's, and Canadian Collegiate Invitational – Women's featuring top NCAA Division I programs and the Team Champions from the Men's and Women's divisions of the previous-years Canadian University/College Championships. Nationally renowned Övniinbyrd Golf Club (Men) and Beacon Hall Golf Club (Women) were the inaugural hosts of the Canadian Collegiate Invitational. Run concurrently are the Team Canada - NextGen selection camps, offering opportunities for up-and-coming juniors to interact with collegiate programs.



**Chris Crisologo** *Richmond, BC*  
Team Canada – Men

Chris attended **Simon Fraser University** (2015-2018). Throughout his career as a Red Leaf, Chris amassed six individual wins, among several other top finishes. While representing Team Canada – Men, he was a two-time South American Amateur Champion (2018 & 2019). At the 2018 RBC Canadian Open, Chris earned the Gary Cowan medal as the top-finishing amateur, finishing T45 overall in his first PGA TOUR event.

Currently a professional competing on the PGA Tour Americas, Chris talks about his development while at Simon Fraser University and the decision to stay in

Canada for his collegiate career:

*"Attending Simon Fraser University allowed me to progress at my own pace, further developing my skills towards professional golf. I believe choosing the right fit that allows you to be the best version of yourself is essential. The uniqueness of Simon Fraser University competing in the NCAA Division II, while being in Canada, gave me the best opportunity mature both on and off the golf course."*  
– Chris Crisologo



# TRANSFERRING

## TRANSFER PORTAL

Though it is not necessarily in an individual's initial post-secondary plan, it is common in the NCAA for student-athletes to transfer schools. In 2018, fundamental changes were made to the NCAA's transfer regulations with the introduction of the Transfer Portal.

Simplifying what was a labourous process, student-athletes are now able to publicly declare their intent to transfer schools and are eligible to compete the following academic year with their new school. For men's and women's Golf, there is a thirty-day Transfer Window following regular season competition wherein individuals may enter the Transfer Portal.

Inherently, the decision to transfer is personal and is a serious choice that should be carefully considered. Regardless of the reason, the modified process allows individuals a fair chance at success at their new school.



## CLOSING REMARKS

Golf Canada's mission is to better the lives of Canadians through participation and excellence in golf. We believe that having more Canadians represented at the highest levels of our sport will support our standing as a world-class golfing country. The pathway of each Canadian to achieve their maximum potential in golf is different, and for some it may include collegiate golf. The United States collegiate system can be of significant benefit to athletes in ways like providing exposure to better competition, regular facility access, and developing independence by living away from home. That said, the system is not perfect, and the limitations should be understood when deciding whether to pursue collegiate golf in the NCAA. As individuals consider their next step in golf, we hope that this resource provides helpful information, and we wish them the best on their journey.



## ABOUT THE AUTHORS

**Sam Meek** is the Senior Coordinator of High Performance at Golf Canada. He won the Canadian Junior Boys Championship in 2016 and was a member of the Team Canada program in 2020. Sam played Division I collegiate golf at Southern Illinois University and the University of Nevada. Following graduation, he competed professionally before joining Golf Canada in 2023. Sam can be reached at [smeek@golfcanada.ca](mailto:smeek@golfcanada.ca).

**Emily Phoenix** is the High Performance Director at Golf Canada. She played collegiate golf at McGill University and served as the team lead for Team Canada at the 2021 and 2024 Olympic Games. Emily holds a BA in Economics and is currently an Executive MBA candidate in the Smith-Cornell EMBA Americas program. Emily can be reached at [ephoenix@golfcanada.ca](mailto:ephoenix@golfcanada.ca).

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**Tristan Mullally** – National Head of Talent Identification, Golf Canada

**Derek Ingram** – Head Coach, Team Canada – Men

**Salimah Mussani** – Stollery Family Head Coach, Team Canada – Women

**Jeff MacDonald** – Head Coach, Team Canada – NextGen (Girls)

**Benoit Lemieux** – Assistant Coach, Team Canada - Men

**Matthew Scanzano** – Senior Coordinator, High Performance

## ABOUT GOLF CANADA

Golf Canada is the National Sports Federation and governing body for golf in Canada representing over 360,000 golfers and 1,522 member clubs across the country. A proud member of the Canadian Olympic Committee, Golf Canada's mission is to increase Canadian participation and excellence in golf. By investing in the growth of the sport and introducing more participants of all ages to the game, our vision is to be a world leader in golf.

In 2022 Golf Canada announced an enhanced commitment to the Team Canada player development program. Our new stated goal is for Canada to help 30 players secure status on the LPGA and PGA TOUR by 2032, completing our transformation into a truly world-class golfing country where Canadians are regularly in contention on both tours. The pursuit of this ambitious goal is made possible by significant philanthropic support from a group of generous donors who are making major gifts to fund enhancements in the Team Canada player development program through the Golf Canada Foundation.

For more information about what Golf Canada is doing to support golf, visit [www.golfcanada.ca/](http://www.golfcanada.ca/).

# APPENDIX A

## COMPETITIVE GOLF HISTORY SAMPLE

MASON HIGGINS

Toronto, Canada

Class of 2027 (August 1st, 2009)

masonhiggins@gmail.com

(999) 999-9999

WAGR Ranking: **1950**

AJGA Ranking: **85th** (class of 2027)

COMPETITION	DATE	LOCATION	FINISH
Canadian Junior Boys Championship, presented by BDO	August 2025	Gowan Brae Golf & Country Club Bathurst, New Brunswick	<b>T5</b> /156 72-69-74-70 (-3)
Ontario Junior Boys Championship	July 2025	Lindsay Golf & Country Club Lindsay, Ontario	<b>8</b> /156 75-73-68-74 (+2)
Coca-Cola Junior Championship at the Highlands	June 2025	The Highlands – Heather Course Harbor Springs, Michigan	<b>T13</b> /80 71-73-72 (E)
Ontario Men's Amateur Championship	May 2025	Deerhurst Highlands Golf Course Huntsville, Ontario	<b>T22</b> /156 69-78-71-75 (+5)
NextGen Ontario Championship	May 2025	Black Bear Ridge Golf Resort Belleville, Ontario	<b>T9</b> /156 70-77-70 (+1)
NextGen Pacific Championship	November 2025	Ledgeview Golf Club Abbotsford, British Columbia	<b>12</b> /156 72-75-73 (+4)
MJT National Championship presented by adidas Golf (U17)	August 2024	The Legends at Orange Lakes Kissimmee, Florida	<b>1</b> /25 68-74-69 (-5)
Ontario Juvenile Championship	August 2024	Hollinger Golf Club Timmins, Ontario	<b>3</b> /60 73-73-73 (+3)
Canadian Junior Boys Championship, presented by BDO	July 2024	Innisfail Golf Club Innisfail, Alberta	<b>T27</b> /156 77-71-73-72 (+6)
Ontario Junior Boys Championship	July 2024	Otter Creek Golf Club Otterville, Ontario	<b>15</b> /156 78-74-71-73 (+8)
Ontario Junior Boys Spring Classic	May 2024	Wooden Sticks Golf Club Uxbridge, Ontario	<b>T11</b> /60 71-73-73 (+1)
NextGen Ontario Championship	May 2024	FireRock Golf Club Komoka, Ontario	<b>18</b> /156 73-75-72 (+4)
Ontario Juvenile Championship	August 2023	Elmira Golf Club Elmira, Ontario	<b>T20</b> /60 75-71-74 (+10)
Ontario Bantam Championship	August 2023	Sawmill Golf Course Fenwick, Ontario	<b>2</b> /60 71-69 (-2)

# APPENDIX B

## SAMPLE E-MAIL TO NCAA COACH

This note is to be modified in ways that highlight an individual's golf and personal accolades. Each note to a collegiate coach should be unique, polite, and convincing.

Coach [Last Name],

My name is Mason Higgins, and I am in the 2027 class from Toronto, Canada. The past several years, I have steadily developed as a player and accumulated top finishes at each level I have competed. With a goal of being a student-athlete in the NCAA, I am keenly interested in [Insert University Name] and believe I would be a great fit for the [Insert Mascot Name]. Congratulations to [Insert University Name] on a great showing at the [Tournament Name].

From the attached resume, you will see that I recently finished in 5th place at the Canadian Junior Boys Championship where I was the low finisher of the 2027 class. Looking ahead to next year, I am focused on continuing my development with an expanded schedule of AJGA competitions and the addition of more amateur competitions within Canada.

Academics in my family are important, and I am proud to have been on the honour roll each year in high school—an accolade I intend on continually achieving through the remainder of my education. I also have a passion for music and have been a member of my high school garage band club where I play guitar.

This winter, I will be competing in the [Insert Competition Name], which is close to [Insert University Name] campus. While in the area, I would be very interested in taking an unofficial visit and hope to see you at the competition.

During what I know is a busy time for your program, I am grateful for your attention to this note. Best wishes with your upcoming schedule and I look forward to hearing from you!

For your convenience, I have included a link to my [\[Recruiting Video\]](#) (AJGA's [Getting Started With Your Recruiting Video](#)).

Sincerely,

Mason Higgins

