

FORMAN



1930

Planning Guide for the College Bound
Student-Athlete

FORMAN



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Dear Parents,

The college athletic recruiting process is a wonderful and exciting time for students. There are so many great schools from which to choose, and students have the opportunity to begin thinking about how their athletic abilities and passions might translate into playing at the college level. At the same time, athletic recruiting, for both students and parents, can be stressful. The goal of the athletic office, and all of us at Forman, is to support students in the process and to help students find the “right fit.”

The Planning Guide for the College Bound Student-Athlete has been designed to help Forman students who hope to play sports in college. The Forman School Athletic Department, together with the College Counseling Department, is committed to assisting student-athletes with college planning. We will work with students to encourage ownership of the process and to assist them as they manage each step along the way. In addition, please visit Forman’s College Counseling website for information on the athletic recruiting process (www.formanschool.org/college-counseling).

We hope this planning guide will help to answer your questions regarding the athletic recruiting process. We look forward to helping your student-athlete turn his or her college athletic dreams a reality at the right college. If you have any questions, please do not hesitate to contact us.

Sincerely,

Scott McCarty ‘76
Athletic Director
scott.mccarty@formanschool.org

Josh Sands
College Counselor
josh.sands@formanschool.org

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Frequently Asked Questions

Are college visitations considered excused absences?

Students may be excused from academic or athletic obligations for a college visit or recruiting trip. However, the Dean's office and the College Counseling Office must be notified in advance and the proper protocol for students traveling off campus must be followed. Parents should accompany the student, and are responsible for arranging transportation. Students must follow up with their teachers regarding any missed assignments.

How are letters of recommendation (LOR) handled? Can I ask a coach for an LOR?

Recommendations are collected and submitted to colleges by the College Counseling Office. All recommendations by administrators, teachers, and counselors are held in confidence between the school and the colleges. Forman reserves the right to maintain this confidentiality even after graduation.

Does Forman report my ACT/SAT scores to colleges?

Forman does not report individual standardized test scores; each student will need to submit these scores directly from the testing agency to all schools that require them. The college counselors can help to identify schools that require official scores to be sent and can also help to determine which scores should be submitted.

How do I calculate my Grade Point Average for the NCAA? Do I use prior transcripts (grades) when calculating?

The Grade Point Average reported to colleges is calculated using *only* the grades earned at Forman. However, prior transcripts are included in the materials sent to colleges. Forman grades are weighted, and we do not provide a class rank. The NCAA Eligibility Center calculates your core course Grade Point Average based on the grades you earn in NCAA-approved core courses. Only your best grades from the required number of NCAA core courses will be used. Grades from additional core courses will be used only if they improve your grade point average. [Visit page 15 of this handbook for directions on how to calculate your core GPA.](#)

Are sporting events filmed?

The Forman School films a number of sporting events each school year: Football, Boys' and Girls' Soccer, Boys' and Girls' Basketball, and Wrestling. Please note that it is up to the discretion of the coach to determine which games will be filmed. The students will have access to Krossover to view game film. Students and parents may make their own arrangements to film games outside of the sporting events listed above.

How do I register with the NCAA? In order to participate in college athletics at the Division I or Division II level, the student must register with the NCAA Clearinghouse in order to become eligible.

First step: Register with the NCAA: www.eligibilitycenter.org

Choose from two account types to get started.

1. **Certification Account:** You must be certified by the NCAA Eligibility Center in order to compete at an NCAA Division I or II school. You must also be registered with a Certification Account before you can make official visits or sign a National Letter of Intent in Division I or II.
2. **Profile Page:** If you plan to compete at a Division III school or are currently unsure as to which division you want to compete, create a Profile Page. If at any time you wish to pursue a Division I or II path, you will be able to transition to a Certification Account.

What you will need to get started:

- Valid email address
- Basic Student Personal Information
 - *Name, gender, date, address*
- Basic Student Education History
 - *Details about ALL high schools you have attended*
- Student Sports Participation History
 - *Details about awards received and teams you have practiced with or played with outside of the traditional high school team*
- Payment
 - *Nonrefundable registration fee of \$80 for US & Canadian students and \$135 for international students*

First complete the registration: *You need to print out BOTH Transcript Release Authorization forms.*

- There will be two Transcript Release Authorization forms: a Preliminary Copy and Final Graduation Transcript.
- Bring BOTH of these forms signed and completed to the College Counseling Office.
 - We will send out the initial form immediately and will automatically send out your final transcript at the end of the year.

Final Steps:

- Send your test scores.
- Go to www.collegeboard.com (SAT) or www.actstudent.org (ACT) to send your scores to the eligibility center – Eligibility Center Code # 9999.

Timeline for College Bound Student-Athletes

The timeline below serves to guide Forman's student-athletes and their families as they take the initiative to plan ahead and stay on top of the college process.

Freshman and Sophomore Years

- Become familiar with the core course requirements as defined by the *Guide for the College Bound Student-Athlete*. (www.NCAA.org)
- Maintain at least a 2.0 grade point average out of 4.0 in core courses.
- Talk to your coach about opportunities to increase your exposure.
- Attend athletic camps, tournaments, and showcases, preferably those that are hosted on college campuses. Scope out potential colleges, improve your skills, and gauge the skill level of your peers.
- Keep records of your athletic achievements; begin developing an athletic résumé (see enclosed sample on page 12).
- Research colleges' athletics websites. View the team roster, noting how many athletes are in each grade level, physical characteristics, and location of their high school to see from which parts of the country coaches are recruiting. If applicable, look at times or statistics in your sport or event for the current members of their team.

Junior Year

- Reference NCAA's *Guide for the College Bound Student-Athlete* regularly as NCAA's rules and regulations frequently change.
- Meet with your college counselor to map out your standardized testing schedule.
- Send your official test scores to the NCAA.
- Establish an initial list of colleges with your college counselor and your coach.
- Visit colleges.
- Update your athletic résumé.
- Send a letter of introduction with your athletic résumé to coaches. See sample letter on p. 11. Check the college websites to get the names and e-mail addresses for the current coaches.

Junior year continued:

- Correspond with college coaches promptly and professionally.
- Complete recruiting questionnaires as necessary.
- Make arrangements to gain access to Krossover to send game films to colleges.
- Continue to attend athletic camps, showcases and/or tournaments.
- Keep track of communication with college coaches.
- Continue to visit colleges' athletic websites and observe team records.
- Register with the NCAA Eligibility Center.
- Obtain unofficial copies of your transcript to distribute to college coaches.

Senior Year

- Review current version of NCAA's *Guide for the College Bound Student-Athlete*.
- Meet with your college counselor to map out your standardized testing schedule for senior year.
- Complete FAFSA and/or CSS Profile starting October 1st if applying for financial aid.
- Maintain contact with college coaches who have expressed interest in you; respond to all communication, including questionnaires, promptly and professionally.
- Update your athletic résumé.
- Sign and submit your Letter of Intent; send final transcript to NCAA after graduation.

Difference between Divisions I, II, III

* Information from the NCAA.org

Division I

Division I member institutions have to sponsor at least seven sports for men and seven for women (or six for men and eight for women) with two team sports for each gender. Each playing season has to be represented by each gender as well. There are contest and participant minimums for each sport, as well as scheduling criteria. For sports other than football and basketball, Division I schools must play 100 percent of the minimum number of contests against Division I opponents -- anything over the minimum number of games has to be 50 percent Division I. Men's and women's basketball teams have to play all but two games against Division I teams; for men, they must play one-third of all their contests in the home arena. Schools that have football are classified as Football Bowl Subdivision (formerly Division I-A) or NCAA Football Championship Subdivision (formerly Division I-AA). Football Bowl Subdivision schools are usually fairly elaborate programs. Football Bowl Subdivision teams have to meet minimum attendance requirements (average 15,000 people in actual or paid attendance per home game), which must be met once in a rolling two-year period. NCAA Football Championship Subdivision teams do not need to meet minimum attendance requirements. Division I schools must meet minimum financial aid awards for their athletics program, and there are maximum financial aid awards for each sport that a Division I school cannot exceed.

Division II

Division II institutions have to sponsor at least five sports for men and five for women, (or four for men and six for women), with two team sports for each gender, and each playing season represented by each gender. There are contest and participant minimums for each sport, as well as scheduling criteria -- football and men's and women's basketball teams must play at least 50 percent of their games against Division II or Football Bowl Subdivision (formerly Division I-A) or Football Championship Subdivision (formerly Division I-AA) opponents. For sports other than football and basketball there are no scheduling requirements. There are not attendance requirements for football, or arena game requirements for basketball. There are maximum financial aid awards for each sport that a Division II school must not exceed. Division II teams usually feature a number of local or in-state student-athletes. Many Division II student-athletes pay for school through a combination of scholarship money, grants, student loans and employment earnings. Division II athletics programs are financed in the institution's budget like other academic departments on campus. Traditional rivalries with regional institutions dominate schedules of many Division II athletics programs.

Division III

Division III institutions have to sponsor at least five sports for men and five for women, with two team sports for each gender, and each playing season represented by each gender. There are minimum contest and participant minimums for each sport. Division III athletics features student-athletes who receive no financial aid related to their athletic ability and athletic departments are staffed and funded like any other department in the university. Division III athletics departments place special importance on the impact of athletics on the participants rather than on the spectators. The student-athlete's experience is of paramount concern. Division III athletics encourages participation by maximizing the number and variety of athletics opportunities available to students, placing primary emphasis on regional in-season and conference competition.

Communication with Colleges

It is important to remember that coaches receive hundreds of emails and phone calls. There may be thousands of student-athletes in this country who are competing for the same positions. It is the job of the student-athlete to make sure the communication they have with coaches is personalized and sets them apart from other athletes.

Learn all you can about the rules governing recruitment before contacting college coaches or players. Depending on which level of competition you're considering, your relationship with a recruiter must abide by the rules set forth by the NCAA, NAIA, or NJCAA. Violating any of the regulations might result in your being barred from competition. Refer to the NCAA, NAIA, or NJCAA websites (links below) for a list of rules each athlete should understand.

NCAA: <http://www.ncaa.org/>

NAIA: <http://www.naia.org/>

NJCAA: <http://www.njcaa.org/>

General Guidelines when communicating with coaches:

- **Personalize.** An email is a great way to make initial contact, but avoid generic wording. Coaches can tell if a letter/email is not personalized. Instead of starting the email "To Whom it May Concern," use the coach's name, and be sure to spell it correctly!
- **Research each school, coach, and team.** Include personal touches, such as congratulations on a recent win. Include information specific to their team or roster.
- **Don't make assumptions.** Rather than assume that coaches already know what your accomplishments are, take the opportunity to tell them in your own words.
- **Be prepared.** Keep all personal information in an easily accessible place, we recommend on your cell phone. Ensure that your resume, GPA, SAT/ACT scores and any other important information will be accessible for phone calls with coaches.
- Keep your college counselor in the loop.
- **Don't forget the basics when writing an email.** Forman students are accustomed to emailing **informal** messages to teachers, coaches, staff, and other students. Emails to colleges **must** be more **formal**. *Spending the extra time on an email may feel unnecessary, but it makes a big difference! Believe it or not, your email message tells the reader quite a bit about you: Do you care enough about the coach and the school to type their name correctly? Are you organized and professional, or are you careless? Your message should be concise, grammatically correct, and personalized.*
 - Proofread your work for proper grammar and punctuation. Use spellcheck.
 - Introduce yourself and include your basic information including: high school, the position that you play, and events that you compete in.
 - Include athletic stats and academic stats: GPA and SAT/ACT scores (if applicable).
 - Don't forget your contact information: included your street address, phone number, and email address.
 - Talk about your experiences. Include any clubs or camps in which you have participated.
 - Include any recognition you've received like all-conference honors, MVP mentions, and academic awards.
 - Give a *brief* explanation as to why you want to play for that specific college AND coach. ** Remember, you want to stand out – this is a good way to get noticed.*
 - Provide a link to your athletic profile, highlight film, or website.
- If you receive a response, reply to the original email rather than beginning a new message. This allows the coach to follow the thread of correspondence. Do not delete emails!

College Visits: Questions to Ask

Before students commit years of their life to a college or university, it is important that they choose a college that is a good match for them athletically, personally, and academically. Below is a list of potential questions to ask coaches when determining if their athletic program is appropriate for you. Please review the College Counseling Handbook for a list of sample questions to ask when determining if the school is an appropriate fit academically and personally.

- Based on your current team, how many others athletes are competing for my particular position?
- Given my athletic resume and experience, what is the likelihood that I might play the same position on your team?
- Is there a possibility that I will be redshirted my first year?
- What expectations do you have for training and conditioning?
- How would you best describe your coaching style?
- Is the head coach's contract long-term?
- How many walk-ons are members of the team?
- How many walk-ons earn scholarships?
- What academic supports do you have in place for student-athletes?
- How many credit hours does an athlete typically take in a season?
- What is the annual schedule for an athlete on your team?
- What percentage of your players graduate?
- What is the typical schedule for a student-athlete in season?
- Are athletics taken into consideration when choosing housing?
- How does the team travel to away games?

Sample Email to Coach

Dear Coach Doe,

I am currently a junior at Forman School in Litchfield, CT, where I have been a member of the varsity basketball team since my freshman year. [Say a little something about yourself and your basketball experience; what position you play, accomplishments, honors or awards]. I also have been elected as team captain for my senior year and have been awarded the Most Valuable Player Award for both the 2015 & 2016 seasons. Our team is graduating two seniors this year, but we are looking to repeat our conference championship next year. I have included a resume and our schedule (if available) with this email, and I will update you at the end of [the current next year's] season.

Academically, I have a 3.4 grade point average and earned a 900 on the PSAT (share if you feel comfortable) in October of my junior year. I will be taking both the ACT and SAT this coming spring and will update you with those scores as they become available. I have arranged to have my transcript sent to the NCAA Eligibility Center.

My hope is to continue playing basketball at the collegiate level and at James Madison University specifically. I am very interested in attending JMU because of its outstanding academic and social offerings and very strong basketball program. Based on my research, I was very impressed with the Business Administration program at JMU and would love to learn more about it. Additionally, I am a very passionate outdoorsman and JMU offers the James Madison Outdoors Club, which is very appealing to me. I believe that both my academic and athletic skills would qualify me to be considered for JMU.

Thank you for your consideration and I look forward to hearing from you. Please find my contact information below. I would be delighted to receive information about the basketball team and the admissions process at JMU.

Sincerely,

John Forman
12 Norfolk Rd
Litchfield, CT 06759
Cell: (123)456-7980
Email: john.forman@formanschool.org

Sample Athletic Resume

John Forman

Address: 12 Norfolk Rd, Litchfield CT 06759

Date of Birth: 01/01/1930

Cell: 860-567-1854

Email: John.Forman@formanschool.org

Education:

High School: Forman School, 12 Norfolk Rd Litchfield CT 06759

Graduation: 05/20XX

Cumulative GPA: 92.00

SAT Score (if applicable): 1050

ACT Score (if applicable): 24

Player Statistics:

Height: 6'2

Bench Press Max: 360

Weight: 275

Squat Max: 450

Wingspan: 6'5

Broad Jump: 10'2

Position or Event Played in High School: 285 Weight Class

[Statistics vary by sport. You may need to add some information depending on which sport you play.]

Sport Specific Information: See Page 14 for additional sports

*Sample below is for wrestling

Junior year record: 24-5

Number of Pins: 19

Takedowns: 71

Tournament Wins: 6th at National Preps Wrestling, 2nd at New England Prep Tournament

Awards: Most Valuable Player (2016)

Future Events/Competitions:

Event: Western New England Wrestling Tournament, Salisbury School (Feb, 2017)

Event: National Prep Tournament, Lehigh University (Feb, 2017)

References:

Forman School Varsity Wrestling Coach

Name: Josh Sands

Phone: (860) 567-1816

Email: Josh.Sands@formanschool.org

* If applicable, also include travel or club team coach as well

Forman Athletics Contact Information

*Use phone (860) 567-8712 to contact coaches

Athletic Director

Scott McCarty

scott.mccarty@formanschool.org

860-567-6215

Assistant Athletic Director / Trainer

Craig Lombardi

craig.lombardi@formanschool.org

860-567-1819

Head Cross Country Coach

Joe Odell

Joe.odell@formanschool.org

Head Football Coach

Zack Zampaglione

zack.zampaglione@formanschool.org

Head Men's Soccer Coach

Scott McCarty

scott.mccarty@formanschool.org

Head Women's Soccer Coach

Kyle Halloran

Kyle.halloran@formanschool.org

Head Volleyball Coach

Kelly Brennan

Kelly.brennan@formanschool.org

Head White Water Kayaking coach

Wendy Welshans

Wendy.welshans@formanschool.org

Head Men's Basketball Coach

John Strawson

John.strawson@formanschool.org

Head Women's Basketball Coach

Jon Davis

jon.davis@formanschool.org

Head Ice Hockey Coach

Kelly Brennan

Kelly.brennan@formanschool.org

Head Wrestling Coach

Josh Sands

Josh.sands@formanschool.org

Jeoffrey Langill

Head Baseball Coach

Jeoffery.langill@formanschool.org

Kyle Halloran

Head Crew Coach

Kyle.halloran@formanschool.org

Head Golf Coach

Zack Zampaglione

zack.zampaglione@formanschool.org

Head Softball Coach

Amy Sands

amy.sands@formanschool.org

Head Men's Lacrosse Coach

Mike Kowalchick

Mike.kowalchick@formanschool.org

Head Women's Lacrosse Coach

Kelly Brennan

Kelly.brennan@formanschool.org

Head Men's Tennis Coach

Annie Crawford

Annie.crawford@formanschool.org

Head Women's Tennis Coach

Beth Man

beth.man@formanschool.org

Sport Specific Information to Include in Resume

Baseball/Softball

Batting Average:
RBI
ERA
K
Stolen Bases

Basketball

Games Played
Points Per Game
FG%
FT%
3 Point %

Cross-Country

Avg. Time:
Best Time:
Mile Split Time

Football

Games Played
Rushing Yards
Passing Yards
Interceptions
Tackles for Loss

Golf

Score Avg.
Driving Distance
Best Round
Par 3 Average
Par 4 Average

Hockey

Games Played
Goals
Assists
Penalty Min
Points

Lacrosse

Goals Per Game
Goal-Shot Attempts
Shot Percentage
Assists
Faceoff Win/Loss %

Rowing/Crew

Best Time
6k Erg Time
2 k Erg Time
Big Races
1 min Erg at 40 spm
Average Watts

Soccer

Goals
Assists
Shots
Corner Kicks
Saves

Tennis

Serve Rating
Percent of First Serve
First Serve Points Won
Second Serve Points Won
Avg. Aces/Match

Wrestling

Record
Takedowns
Pins
Major Decisions
Big Matches/ Tournament

Determining NCAA Eligibility: How to Calculate your Core Course GPA

** NCAA Worksheet links found on page 19*

Obtain Needed Documents

- Obtain your high school's list of NCAA-Approved Core Courses.
- Request your high school transcript (from each school attended).

List Courses, Grades and Credits

- List the course title.
- Record the grade.
- Record the amount of credit earned.
- Semester unit = .50; Year unit = 1.0

Do the Math

- Determine quality points for each course.
- A = 4; B = 3; C = 2; D = 1
- Multiply the quality points by the amount of credit earned.
- (A year's unit (1.0) grade of "A" equals 4.0 quality points.)
- Pluses and minuses are not used.

Calculate Your GPA

- Calculate your core course grade point average.
- Divide the total quality points by the number of core course units.
- The Eligibility Center will do the final calculation from your final transcript.

Compare

- Monitor status using the appropriate division standard.
- If you are deficient, meet with counselor and plan to enroll in courses before graduation.
- If you complete more than 16 core courses, the Eligibility Center will select the highest grades to calculate toward the GPA.

*Access additional information from the Eligibility Center at www.eligibilitycenter.org or by talking to your college counselor.

Athletic Recruiting Glossary

Application Waiver: A coach's waiver of the fee for applying to an institution.

Coach Contact: Questionnaire, camp brochure, letter, email, phone call, or text message received directly from a member of the coaching staff.

Combine: High-intensity showcases where student-athletes perform a series of grueling tests before coaches, recruiters, and scouts. Combines provide a venue for student athletes to be evaluated individually and in great detail. Attendance is by invitation only, and combines generally consist only of the nation's top players.

Contact: An exchange of information between a coaching staff or admissions department and a prospective student-athlete. Contacts include camp brochures, letters, questionnaires, emails, phone calls, and tape requests.

Core Courses: High school classes required by the NCAA Initial Eligibility Clearinghouse. These include English, Math, Natural/Physical Science, Social Science, Foreign Language, Religion, or Philosophy. Refer to the NCAA Eligibility Center regulations.

Krossover: Used by Forman School for film breakdown. It allows you to watch all of your team's game film and stats from any computer or mobile device. You can create custom highlight reels that you can share with anyone.

Dead Period: Periods of time during which it is not permissible for a coach to make in-person recruiting contacts or evaluating on-or off-campus or permit official or unofficial visits.

Evaluation: A coach's review of a student's athletic or academic ability. A coach typically evaluates a student either at his or her high school or during a showcase, practice, competition, club practice, or camp.

Evaluation Period: The period of time during which a college coach may watch students compete or visit the high school. There is no in-person contact away from the college campus allowed during this time. The coach may call and write during this time.

Game Day Visit: An opportunity for a student to visit a campus to watch a college team play a game.

Gray Shirt: Student is recruited out of high school but delays full-time enrollment.

Highlight Video: Three to five minutes of footage taken from game tape or skills tape.

National Association for Intercollegiate Athletics (NAIA): NAIA is a separate association of colleges who compete in intercollegiate athletics. The NAIA launched the champions of character program in 2000, an educational outreach initiative which emphasizes the tenets of character and integrity, not only for NAIA college students, but for younger students, coaches and parents in our communities.

National Collegiate Athletic Association (NCAA): NCAA is the athletics governing body for more than 1,280 colleges, universities, conferences, and organizations. Their goal is to govern competition in a fair, safe, inclusive and sportsmanlike manner.

NCAA Eligibility Center: The organization responsible for certifying the academic eligibility for practice, competition, and financial aid of all prospective student-athletes for Division I and Division II.

NCAA *Guide for the College Bound Student-Athlete*: An important reference book created by the NCAA for student-athletes interested in competing at the collegiate level. This guide leads the student-athlete through eligibility, amateurism, registration with the NCAA Eligibility Center, financial aid, and recruiting rules. It is available at the NCAA Web site www.ncaa.org.

National Letter of Intent (NLI): A legal, binding contract in which a student agrees to attend a college for one academic year. In return, a college agrees to provide the student with athletics-related financial aid for one year.

Official Visit: Visit to a college campus by a student and/or parent that is paid for by the college.

Quiet Period: A period of time during which a coach cannot have in-person contact with a student or his/her parents off of the college campus. During quiet periods the coach cannot evaluate a student, but can write or telephone.

Recruiting Contact: Face to face interaction between a coach and a student-athlete or his/her parents away from the college campus, including high school competitions.

Recruiting Guidelines: Restrictions set by the NCAA and NAIA regarding when and how a college coach can communicate with a student-athlete.

Recruit List: A list of athletes that the coaches at an institution are actively recruiting. Typically, a student-athlete is not added to this list until the athlete has been evaluated.

Recruiting Materials: Information sent by a member of a coaching staff to a student-athlete. These include camp brochures, questionnaires, and letters.

Red Shirt: A student who does not compete in any competition during a full academic year.

Student-athlete: A high school student who is recruited to attend a particular college to play on one of its athletic teams or a student who reports for practice at a college. Your child becomes a college bound student-athlete the day he or she enters high school, if not sooner. Men's basketball recruiting begins during a student's seventh-grade year.

Title IX: Title IX of the Education Amendments of 1972 specifies that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Verbal Commitment: A student verbally indicating that he/she plans to attend a college or university and play college sports for their school. A verbal commitment is not binding, although it is a generally accepted form of commitment.

Walk-on: A student who does not receive an athletic scholarship, but who is a member of the team.

Useful Resources for the College Bound Student Athlete

[Division I Academic Requirements](#)

[Division II Academic Requirements](#)

[Division I & II Worksheet](#)

[Estimated Probability of Competing in College and Professional Athletics](#)

[NCAA registration Checklist](#)