
INTERNATIONAL STANDARDS

Guide to International Academic Standards for Athletics Eligibility



*2013-14 Academic Year
Updated July 2013*

NOTICE: STUDENTS WHO INITIALLY ENROLL FULL TIME IN A COLLEGIATE INSTITUTION ON OR AFTER AUGUST 1, 2016, MUST PRESENT 16 CORE COURSES, A 2.300 OR HIGHER CORE-COURSE GRADE-POINT AVERAGE ON A 4.000 (4 HIGH) SCALE AND A CORRESPONDING TEST SCORE TO BE ELIGIBLE TO COMPETE AT A DIVISION I INSTITUTION IN THE INITIAL YEAR OF FULL-TIME COLLEGIATE ENROLLMENT (SEE DIVISION I INITIAL-ELIGIBILITY INDEX).

www.eligibilitycenter.org



THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

P.O. Box 6222
Indianapolis, Indiana 46206-6222
317/917-6222
www.NCAA.org

Manuscript prepared by: *Doug Healey, Associate Director of Academic Review; and Holly Smith, Assistant Director of International Academic Certification.*

NCAA, NCAA logo and NATIONAL COLLEGIATE ATHLETIC ASSOCIATION are registered marks of the Association and use in any manner is prohibited unless prior approval is obtained from the Association.

TABLE OF CONTENTS

1. Introduction.....	4
2. Instructions for Use of Guide	6
3. Best Practices: Visas and I-20s.....	10
4. Alphabetical Listing of Countries and Education Plans	11
5. Country Outlines	14
6. Division I Initial-Eligibility Index.....	183
7. Multi-Country References.....	184
8. Credential Evaluation Information.....	184
9. Examination Board Addresses.....	185

INTRODUCTION

Purpose and Mission

The NCAA Guide to International Academic Standards for Athletics Eligibility has been prepared to provide specific criteria to be used as a guide in reviewing the initial eligibility (graduation, core curriculum, grade-point average and ACT/SAT test scores) of students who have completed any portion of their secondary-school education in a non-United States educational system for intercollegiate athletics participation.

Because of the extraordinary complexity of international educational systems, this publication is intended to be a guide - not a comprehensive resource. Since many countries have several books written about their educational systems, it is not possible to include every nuance of each country in an abbreviated resource. If you have any questions about the information in this Guide, please consult the references listed in the country profiles, the multi-country references, your institution's international admissions office, the NCAA Eligibility Center or the NCAA national office.

The mission of the NCAA International Student Records Committee, which has authored this Guide, is to establish and update minimum academic standards of eligibility for internationally-educated student-athletes to participate in NCAA intercollegiate athletics in the United States.

Admissions Assistance

This publication is not intended as a guide to the academic admissibility of international students, a matter that is subject to the regular published entrance requirements of each member institution. Recommendations regarding academic admissibility under international academic standards are available elsewhere (e.g., in the series of admissions workshop reports published by NAFSA: Association of International Educators at www.nafsa.org, or the American Association of Collegiate Registrars and Admissions Officers at www.aacrao.org).

NCAA Eligibility Center Information

In accordance with NCAA academic requirements, the Eligibility Center will certify all student-athletes who wish to participate in NCAA Division I or II athletics.

Regardless of when a student graduated from secondary school, that student will be held to the initial-eligibility standards in place at the time of the student's initial enrollment at any collegiate institution.

International students must register online at www.eligibilitycenter.org.

Student Records Must Be Sent To:

NCAA Eligibility Center
Certification Processing
P.O. Box 7136
Indianapolis, Indiana 46207-7136
877/262-1492 (Domestic callers only)
317/223-0700 (International callers)

What To Send To The Eligibility Center

- Students must register online at www.eligibilitycenter.org;
 - The student's original official academic records in the language of issue or true copies as certified by an appropriate educational authority (international and United States). **All documents (transcripts, annual grade reports, certificates, statement of marks) representative of secondary-school education should be sent to the Eligibility Center. If in doubt, include the documents; and**
 - A copy of the student's SAT or ACT scores (must be sent directly from the testing agency).
- Failure to include any of these items will delay review of the student's records.

NOTE: Complete, literal word-for-word, line-by-line certified English translations for all documents in the same format as the original documents are required.

- English translations must be provided by a person not related to OR associated with the student or the athletics department at the institution the college-bound student-athlete plans to attend.
- The English translator must provide a letter, including any appropriate stamps or seals, explaining his or her qualifications as a translator.
- The English translator must provide full name, mailing address, telephone number, e-mail address, or any other means by which the authenticity of the translation can be verified.
- It is recommended that English translations be performed by a college or university instructor of the language or a professionally certified English translator.

- English translations must accompany the original documents written in the native language.
- English translations not in accordance with the above specifications will not be accepted.

NCAA International Student Records Committee

Christopher Foley, Indiana University-Purdue University Indianapolis, chair
Eileen McDonough, Barry University, vice chair
Ted McKown II, Kent State University
Jennifer Minke, Texas A&M University-Kingsville
Amy Schlueck, University of California, Los Angeles
Finley Woodard, Western Kentucky University

INSTRUCTIONS FOR USING THE GUIDE

This guide has been developed to help make eligibility determinations for international students who wish to participate in intercollegiate athletics. Each country is divided into four sections or “categories.” The following is an explanation of what each of the categories means.

Category One

- The documents listed in category one meet high school graduation requirements.
- The documents listed in category one also meet core-curriculum requirements. If a student presents a document in category one, the NCAA Eligibility Center does not do a course-by-course analysis. The document represents the kind of education that would meet or exceed the minimum required number of core courses specified in NCAA Bylaw 14.3.1.1.

Category Two

- The documents listed in category two meet high school graduation requirements.
- The documents will be evaluated by the NCAA Eligibility Center to determine if the student has completed the core-curriculum requirements as specified in Bylaw 14.3.1.1 (e.g., four years of English). In order for the eligibility center to use a course or subject pass in the student’s evaluation, the course or subject pass must meet the definition of a core course as specified in Bylaw 14.3.1.2.

Category Three

- The documents listed in category three do NOT meet high school graduation requirements.
- These documents are usually representative of grade levels that occur before high school. In rare instances, one of the documents may be representative of the first year of high school and, therefore, may be used by the NCAA Eligibility Center in the evaluation of core-curriculum requirements. .

Category Four

If a student has attended any kind of institution listed in category four as a full-time student, the student will be considered to be a transfer student, NOT an incoming freshman. That student will have started his or her five-year period of eligibility, and will have to be certified as a transfer student under Bylaw 14.5. Institutions will need to determine if the student attended one of these postsecondary opportunities as a full-time student.

Core-Course Information

- Some country outlines indicate that the particular certificate and “any official academic records” will be used by the NCAA Eligibility Center in its evaluation. The supporting academic documents may include transcripts or statements of results that show courses and grades that led the student to the completion of the senior or leaving certificate.
- In order for the Eligibility Center to use a particular course or subject pass, the course or subject pass must meet the definition of a core course as defined in Bylaw 14.3.1.2.
- In NCAA Division I, a student from an international country is subject to the core-curriculum time limitation as specified in Bylaw 14.3.1.2.1. A student who graduates from an international educational system within the prescribed time frame may use one core course or one subject pass (but not both) completed in the year after graduation (summer or academic year), but not later than the end of the academic year immediately after the high school graduation date of the prospective student-athlete’s class. An international prospective student-athlete may complete the one core course or one subject pass at a location other than the high school from which the prospective student-athlete graduated and is not required to remain within his or her home system.

When specific core-course credits are not indicated on (a) category two and category three transcript-based documents and cumulative-based documents, (b) category one transcript-based documents when the prospective student-athlete’s graduation has been delayed, and (c) split files, the NCAA Eligibility Center will credit based on the Carnegie unit system (weeks of attendance multiplied by hours of study per week) and provide one credit per year in each of the following courses: English, native language and mathematics, with a half-credit per year in the following courses: physical and natural science, social science and additional core courses. This policy will be used for documents presenting more than seven courses completed per year.

NOTE: Students from many countries select a course or track of studies in early secondary school and may not be required to continue the study of a specific subject such as social studies, science or mathematics. This fact does not excuse the student-athlete from meeting NCAA initial-eligibility requirements.

Grade-Point Average Information

- **IMPORTANT NOTE:** The NCAA Eligibility Center calculates the core-course grade-point average based on the grades on the senior or leaving certificate, not on the transcripts, annual grade reports or statement of results, unless otherwise noted.
- Most country outlines will specify the lowest passing grade that the Eligibility Center will use in the evaluation. If the guide does not list a particular grade as a passing grade, the grade is not passing. For example, if the guide lists passing grades as A-E, a grade of F is not an acceptable passing grade.

Grade-Point Average Calculation

The NCAA International Student Records Committee has amended the methodology used to determine the grade-point average of international prospective student-athletes, effective August 1, 2008 (applicable to individuals who initially enroll full time at a collegiate institution on or after August 1, 2008). For category one and category two documents, the numerical grade ranges for each country have been converted to a letter grade based on the four-point scale, and the core-course grade-point average is calculated by using the letter grade and its quality points rather than using an average of the grades. The following grading-scale conversion steps are to be used when determining the grade-point average for international prospective student-athletes.

For Category One Documents:

1. The grade-point average for a student presenting a category one document is calculated by using the grades of all core courses, even those in which a failing grade was earned.
2. Identify the core courses (including any failed core courses) and corresponding grades on the document.
3. Convert each core-course grade to a letter grade based on the scale provided in the country's outline.
4. Assign the corresponding quality points (4, 3, 2, 1, 0) to each converted grade based on the scale provided in the country's outline.
5. The quality points are totaled and the total is divided by the number of core courses presented on the category one document. The calculation results in the student's core-course grade-point average, which must fall within the limits specified in the applicable country outline.

Example (Division I and Division II):

A student from the Czech Republic obtains a *Maturity Certificate* with the following subjects and grades:

Subject	Grade
English Language	C
Geography	B
Mathematics	C
Biology	C

Grading Scale and Conversion for the Czech Republic:

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Výborný</i>	Excellent	1	A	4
<i>Chvalitebný</i>	Praiseworthy	2	B	3
<i>Dobrý</i>	Good	3	B	3
<i>Dostatečný</i>	Satisfactory	4	C	2 (lowest passing grade)
<i>Nedostatečný</i>	Unsatisfactory	5	F	0

Calculation of grade-point average:

$$\text{GPA} = \frac{2+3+2+2}{4} = \frac{9}{4} = 2.25 \text{ GPA}$$

For Category Two Documents:

1. The grade-point average for a student presenting a category two document is calculated by using only the passing grades of the core courses used to meet the distribution in Bylaw 14.3.1.1.
2. Identify the 16 core courses (14 core courses in Division II but will change to 16 in 2013) that were passed by the student and corresponding grades on the document that meet the core-course distribution.
3. Convert each core-course grade to a letter grade based on the scale provided in the country's outline.

- Assign the corresponding quality points (4, 3, 2, 1, 0) to each converted grade based on the scale provided in the country's outline.
- The quality points are totaled and the total is divided by 16 (14 in Division II but will change to 16 in 2013). The calculation results in the student's core-course grade-point average, which must fall within the limits specified in the applicable country outline.

Example (Division I):

A student from Ontario, Canada obtains the *Ontario Secondary School Diploma* with the following subjects and grades:

Subject	Grade	Subject	Grade
French 9	75	Geometry	67
French 10	72	Calculus	65
French 11	80	Physical Science	85
English I	82	Biology	82
English II	68	Chemistry	50
English III	74	Canadian History	70
English IV	62	Government	81
Algebra	86	Philosophy	58

Grade Scale and Conversion for Ontario, Canada:

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	80-100	A	4
B	70-79	B	3
C	60-69	C	2
D	50-59	D	1
F	0-49	F	0

Calculation of grade-point average:

$$\text{GPA} = \frac{3+3+4+4+2+3+2+4+2+2+4+4+1+3+4+1}{16} = \frac{46}{16} = 2.875 \text{ GPA}$$

Test-Score Information

- All prospective student-athletes, including natives of international countries, must achieve a minimum SAT or ACT score on a test administered on an official testing date under standard testing conditions. Prospective student-athletes should contact the appropriate testing agency for more information regarding the procedures for registering to take the test on an official testing date in an international country.
- NCAA Division I: Please see the initial-eligibility index for minimum test-score requirements.
- NCAA Division II: A minimum 820 combined score on the SAT verbal and math sections, or a minimum sum score of 68 on the ACT English, math, reading and science sections.
- All qualifying SAT and ACT examinations must be taken in English.
- The Test of Standard Written English (TSWE) and the Test of English as a Foreign Language (TOEFL) cannot be used as a substitute for the SAT or ACT.

Other Information

- The following are not international countries, and students from these countries will be treated as domestic students: American Samoa, Guam, Puerto Rico and the U.S. Virgin Islands.
- Students enrolled in schools abroad that are under U.S. sponsorship and offer the standard U.S. curriculum, including those that serve both U.S. and non-U.S. citizens, will be treated as domestic students [e.g., American schools overseas, Department of Defense Dependents Schools (DODDS)].
- Unpublicized changes in state or national grading scales may occur after publication of the most recent edition of the guide. In addition, you may receive academic credentials not included in the guide. Member institutions should forward to the NCAA Eligibility Center staff any academic credentials or grading scales different from those listed in the guide.
- When a particular document or grading scale is no longer in use by an international educational system, the document or grading scale will be removed from the guide five years after the discontinuation of the document or grading scale.
- Due to the nature of education systems around the world, it is possible for a prospective student-athlete to obtain a General Certificate of Education (GCE), General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE), or Higher International General Certificate of Secondary Education (HIGCSE) in almost any country. Generally, the information in the United Kingdom entry or the British-Patterned Education (Other) would apply.

Other Helpful Hints

- The NCAA Eligibility Center does not perform preliminary evaluations on international student records (except for Canadian credentials) because the evaluation is performed primarily on documents issued after completion of secondary school (e.g., senior or leaving certificate).
- Institutions should not issue a SEVIS Form I-20 until the student is certified as a final qualifier by the Eligibility Center. There have been numerous instances in which institutions have had to send students home because they have not met initial-eligibility requirements. (See page 10 for best practices.)

If your institution has questions about the information contained in the guide, please contact the NCAA Eligibility Center international academic certification staff (317/223-0700 or ec-international@ncaa.org).

BEST PRACTICES

F-1 Visa and Issuance of SEVIS Form I-20

Introduction

International student-athletes who require an F-1 student visa are subject to specific requirements regarding their admissions eligibility, financial ability and academic status. Failure of students to follow appropriate regulations and guidelines can result in severe difficulties with their immigration status with the U.S. Department of Homeland Security. To avoid difficulties, the NCAA strongly recommends that athletics staff meet with appropriate school officials (e.g., international admissions officers, international student advisors) to gain an understanding of the school's policies and procedures that are in place to protect international students and to maintain compliance with all immigration regulations.

IMPORTANT NOTE FOR ATHLETICS ADMINISTRATORS AND ADMISSIONS OFFICERS

Under no circumstances should an international student-athlete be issued a Form I-20 with the expectation of financial support from the athletics office before the student has been certified as a final qualifier by the NCAA Eligibility Center or is determined to be a partial qualifier in Division II.

Doing so opens the possibility for an international student who might not be eligible for financial aid to obtain a visa and enter the United States without having the sufficient funds to cover tuition and living expenses, as required by immigration laws.

Financial Ability

- All F-1 visa students must submit appropriate documentation of financial support before the school can issue the SEVIS Form I-20 [certificate of eligibility for nonimmigrant (F-1) student status].

- Generally, the school's international admissions office will have information as to what constitutes appropriate documentation of financial support.
- Athletics department staff members must understand that withdrawal of athletically related financial aid for an international student-athlete could result in severe economic hardship for the student and could result in a violation of the student's immigration status.

What Athletics Administrators Should Tell Student-Athletes

- Student-athletes who will be receiving financial aid from the athletics department must understand that if the amount of aid is less than the amount required for issuance of the I-20, then the student will need to provide additional documentation of financial support.
- Student-athletes should be informed of the true costs of attending the school and must understand the financial implications in the event of the loss of financial support from athletics.
- Student-athletes must understand that if their scholarship is made unavailable for any reason (e.g., because the student-athlete did not meet initial-eligibility requirements as certified by the NCAA Eligibility Center), they must have other means of financial support. If sufficient finances are not available from other sources, the student risks violation of immigration status and possible deportation.

Helpful Web Sites

www.travel.state.gov/visa (U.S. Department of State) www.ice.gov/sevis (Department of Homeland Security, SEVIS information page)

ALPHABETICAL LISTING OF COUNTRIES AND EDUCATION PLANS

Albania	14	Cameroon.....	46
Argentina.....	14	Canada	48
Armenia.....	16	Chad.....	57
Aruba.....	17	Chile.....	58
Australia.....	18	China, People's Republic of.....	59
Austria	22	Colombia.....	60
Azerbaijan.....	23	Costa Rica	62
Bangladesh.....	24	Croatia.....	63
Belarus.....	26	Cuba.....	64
Belgium	27	Cyprus	65
Bermuda.....	28	Czech Republic.....	66
Bolivia.....	29	Denmark	67
Bosnia and Herzegovina.....	30	Dominican Republic.....	68
Brazil.....	31	Ecuador	70
British-Patterned Education in Africa	34	Egypt	71
Botswana.....	34	El Salvador.....	72
The Gambia	34	Estonia.....	73
Lesotho.....	34	Ethiopia	74
Malawi	34	European Baccalaureate.....	75
Namibia	34	Finland	76
Sierra Leone	34	France.....	77
Sudan	34	Georgia.....	80
Swaziland	34	Germany.....	82
Uganda.....	34	Ghana.....	84
Zambia.....	34	Greece.....	85
British-Patterned Education in the Caribbean	39	Guatemala	86
Anguilla.....	39	Haiti	87
Antigua	39	Honduras.....	88
Bahamas.....	39	Hong Kong	89
Barbados.....	39	Hungary	91
Belize.....	39	Iceland	92
Cayman Islands.....	39	India	93
Dominica	39	Indonesia	95
Grenada.....	39	International Baccalaureate.....	96
Guyana.....	39	Iran	97
Montserrat	39	Iraq	98
St. Kitts-Nevis	39	Ireland	99
St. Lucia	39	Israel	100
St. Vincent	39	Italy.....	102
Trinidad-Tobago.....	39	Jamaica	103
Turks and Caicos Islands.....	39	Japan.....	106
British Virgin Islands	39	Jordan	107
British-Patterned Education (Other).....	42	Kazakhstan	108
Bulgaria	44	Kenya.....	108
		Korea, Republic of.....	110
		Kosovo.....	111
		Kuwait	112
		Kyrgyzstan	113
		Latvia.....	114
		Lebanon.....	115

Liberia	117	Singapore.....	152
Lithuania	118	Slovakia.....	153
Luxembourg.....	119	Slovenia	155
Macedonia.....	121	South Africa, Republic of.....	156
Malaysia.....	122	Spain.....	157
Mexico.....	123	Sri Lanka	160
Moldova	125	Suriname	160
Morocco	126	Sweden	162
Netherlands	127	Switzerland	163
Netherlands Antilles	129	Syria.....	165
New Zealand	130	Taiwan	166
Nicaragua	132	Tajikistan	167
Nigeria.....	133	Tanzania	168
Norway.....	134	Thailand	169
Pakistan	136	Tunisia.....	170
Panama	138	Turkey	171
Paraguay	139	Turkmenistan	172
Peru	139	Ukraine.....	173
Philippines.....	140	United Arab Emirates.....	174
Poland.....	142	United Kingdom	175
Portugal	143	Uruguay.....	177
Romania	144	Uzbekistan.....	178
Russian Federation	145	Venezuela.....	179
Saudi Arabia	147	Vietnam.....	180
Scotland.....	148	Zimbabwe.....	181
Senegal.....	149		
Serbia and Montenegro	150		

NOTICE: STUDENTS WHO INITIALLY ENROLL FULL TIME IN A COLLEGIATE INSTITUTION ON OR AFTER AUGUST 1, 2016, MUST PRESENT 16 CORE COURSES, A 2.300 OR HIGHER CORE-COURSE GRADE-POINT AVERAGE ON A 4.000 (4 HIGH) SCALE AND A CORRESPONDING TEST SCORE TO BE ELIGIBLE TO COMPETE AT A DIVISION I INSTITUTION IN THE INITIAL YEAR OF FULL-TIME COLLEGIATE ENROLLMENT (SEE DIVISION I INITIAL-ELIGIBILITY INDEX).

GUIDE UPDATES

The following countries were updated in March 2013:

- Singapore (recategorized credential)
- Sri Lanka (added category two credential)
- Switzerland (updated grading scale)

The following countries were updated in November 2012:

- Denmark (updated grading scale)
- Kazakhstan (recategorized credential)
- Kyrgyzstan (recategorized credential)
- Spain (updated grading scale)
- Tajikistan (recategorized credential)
- Uzbekistan (recategorized credential)

The following countries were updated in March 2012:

- Croatia (updated grading scale)
- Czech Republic (updated grading scale)
- The Gambia (added Scratch Card language)
- Ghana (added Scratch Card language)
- International Baccalaureate (added category three document)
- Kosovo (added Guide entry)
- Liberia (added Scratch Card language)
- Macedonia (updated grading scale)
- Nigeria (added Scratch Card language)
- Serbia/Montenegro (updated grading scale)
- Sierra Leone (added Scratch Card Language)
- Slovakia (updated grading scale)
- Slovenia (updated grading scale)

The following countries were updated in November 2011:

- China (CQV report now required; see Notice section)
- Denmark (grading scales [fall 2012])
- Hong Kong (new credential and grading scales)
- Ireland (new credential and grading scale)
- Italy (added Certifica to category one)
- Kenya (official transcripts now required)
- Liberia (new country entry)
- Nigeria (grading scale)
- Philippines (grading scale)

The following countries were updated in April 2011:

- Chad
- Ghana
- Luxembourg
- Namibia

The following countries were updated in November 2010:

- Argentina
- Western Australia
- British Patterned Education (Other)
- Netherlands
- Romania
- Singapore
- United Kingdom

Albania

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

- a. *Dëftesë Pjekurie* (certificate of maturity) from a *shkolle e mesme e pergjithsme* (general middle school).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Dhjetë</i>	Excellent	10	A	4
<i>Nëntë</i>	Very Good	9	A	4
<i>Tetë</i>	Good	8	B	3
<i>Shtatë</i>	Average	7	B	3
<i>Gjashtë</i>	Satisfactory	6	C	2
<i>Pesë</i>	Lowest Passing Grade	5	C	2 (lowest passing grade)

2. The document below meets high school graduation requirements (may not be all inclusive):

- a. Maturity Certificate from technical school.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. Workers Certificate.

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Universitet* (university).
- b. *Institut i lartë* (higher institute).
- c. *Akademi* (academy).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Koenig, Ann M., *An Overview of the Educational System of Albania*, Educational Credentials Evaluators, Inc., 1993.

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

Internet Source: EuroEducation.net: www.euroeducation.net/prof/albanco.htm. Last accessed October 2004.

See Multi-Country References, page 184.

Argentina

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- a. *Bachiller/Bachillerato* (secondary school graduation certificate).
- b. *Bachillerato Especializado* (secondary school graduation certificate with specialization).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive)

NOTE: Secondary school grading scales may vary and may contain a lowest passing grade of four or six. Therefore, please take caution in determining the appropriate grading scale.

6 Minimum Pass scale

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Sobresaliente</i>	Outstanding	10	A	4
<i>Muy Bueno</i>	Very Good	8-9.99	A	4
<i>Bueno</i>	Good	7-7.99	B	3
<i>Aprobado/Regular</i>	Pass/Fair	6-6.99	C	2 (lowest passing grade)
<i>Reprobado</i>	Fail	1-5.99	F	0

4 Minimum Pass scale

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Sobresaliente</i>	Outstanding	10	A	4
<i>Muy Bueno</i>	Very Good	8-9.99	A	4
<i>Bueno</i>	Good	6-7.99	B	3
<i>Aprobado/Regular</i>	Pass/Fair	4-5.99	C	2 (lowest passing grade)
<i>Reprobado</i>	Fail	0-3.99	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

- Certificado de Técnico* (technician certificate).
- Perito Mercantil* (business/commercial expert).
- Certificado de Educación Polimodal* (certificate of polimodal education).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Completion of *ciclo básico* (basic cycle) of *enseñanza secundaria* (secondary education).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universidad* (university).
- Escuela normal* (teacher training school).
- Escuela superior* (higher school).
- Escuela universitaria* (university school).
- Instituto superior* (higher institute).

See pages 6-9 for instructions for use of this guide and application procedures.

References

National Office of Overseas Skills Recognition, *Country Education Profiles: Argentina*, Australian Government Printing Office, Canberra, Australia, 1999.

Reisberg, Liz A., *Argentina*, World Education Series, AACRAO/NAFSA, Washington, D.C., 1993.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/whed.html. Last accessed October 2004.

See Multi-Country References, page 184.

Armenia

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Mijnakarg Krutytyan Attestat* (certificate of complete secondary education).
 - b. *Hasunutian Vkaiakan* (certificate of maturity).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	5	A	4
Good	4	B	3
Satisfactory	3	C	2 (lowest passing grade)
Unsatisfactory	2	F	0
Total unsatisfactory	1	F	0

2. The document below meets high school graduation requirements (may not be all inclusive):
 - a. *Krtser Masnaget* (junior specialist) of middle professional education.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

There are no documents.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universitet* (university).
 - b. *Akademiia* (academy).
 - c. *Istitut* (institute).
 - d. *Konservatoriia* (conservatory).
 - e. *Pedagogicheskii* institute (pedagogical institute).
 - f. *Politekhnikeskii* institute (polytechnic institute).
 - g. *Vysshie Uchilishche* (higher school).
 - h. *Uchilishche* (completed program).
 - i. *Tekhnikum* (completed program).

See pages 6-9 for instructions for use of this guide and application procedures.

References

- Feagles, Shelly M., ed., *A Guide to Educational Systems Around the World*, NAFSA: Association of International Educators, Washington, D.C., 1999.
- Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.
- International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
- Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.
- See Multi-Country References, page 184.

Aruba

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
- The documents below meet high school graduation requirements (may not be all inclusive):
 - Diploma Hoger Algemeen Voortgezet Onderwijs/HAVO* (diploma of higher general secondary education).
 - Diploma Voorbereidend Wetenschappelijk Onderwijs/VWO* (diploma of university preparatory education).
 - Diploma Middelbaar Beroepsonderwijs/MBO* (diploma of intermediate vocational education) that includes the following *Educacion Profesional Intermedio/EPI* (intermediate vocational education) units:
 - Ciencia et Tecnologia* (engineering technology, formerly *MTO/Middelbaar technisch onderwijs*/intermediate technical education).
 - Economico* (business studies, formerly *MAO/Middelbaar administratief onderwijs*/secondary administrative education).
 - Hospitalidad et Turismo* (hospitality and tourism, formerly *AHS/Aruba Hotel School*).
 - Salubridad et Servicio* (human services, formerly *CPS/Colegio Paso Sigur/Paso Sigurschool*/school for specialized training in human services).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Uitmuntend</i>	Excellent	10	A	4
<i>Zeer Goed</i>	Very Good	9	A	4
<i>Goed</i>	Good	8	A	4
<i>Ruim voldoende</i>	Ample Sufficient	7	B	3
<i>Voldoende</i>	Sufficient	6	C	2
<i>Bijna voldoende</i>	Almost Sufficient	5	D	1 (lowest passing grade)
<i>Onvoldoende</i>	Insufficient	4	F	0
<i>Zeeronvoldoende</i>	Very Insufficient	3	F	0
<i>Slecht</i>	Bad	2	F	0
<i>Zeer Slecht</i>	Very Bad	1	F	0

NOTE: Both the International School of Aruba and the Ibero-American High School are private non-government aided schools in Aruba that follow the educational pattern of a U.S. high school.

- The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used in combination with documents listed in category two above to meet the core-curriculum requirements (list may not be all-inclusive):
 - Diploma Middelbaar Algemeen Voortgezet Onderwijs/MAVO* (diploma of intermediate general secondary education).
 - Diploma Lager Beroepsonderwijs* (diploma of lower secondary vocational education) that includes the following *Educacion Profesional Basico* (basic vocational education) *beroeppscylus* (upper division) sectors:

- *Economie* (administrative education, formerly *ETAO/Economisch, toeristisch en administratief onderwijs*/commerce, tourist trades and clerical work education).
- *Techniek* (technical education, formerly *LTO/Lager Technisch Onderwijs*/lower technical education).
- *Verzorging* (human services education, formerly *LHNO/Lager Huishoud- en Nijverheidsonderwijs*/lower home economics and domestic science education).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following:

- Instituto Pedagógico Arubano*/IPA (Aruba Pedagogical Institute).
- Universiteit van Aruba*/UA (University of Aruba).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Directie Onderwijs (Department of Education), Frankrijkstraat 3, Eagle, Aruba.

See Multi-Country References, page 184.

Australia

NOTICE: Due to the unique nature of the Australian educational system, all semester-by-semester reports from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below for each state and territory. These documents may be reviewed with the documents in category two below in cases in which core has not been satisfied. Additionally, many Australian students select a course or track of studies in grade 10 and may not be required to continue the study of a specific subject such as social science, natural/physical science or mathematics. This fact does not excuse the student-athlete from meeting NCAA initial-eligibility requirements.

- The following documents meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
- The following documents, listed by state or territory, meet high school graduation requirements when a prospective student-athlete graduates within four years (eight semesters) after initial enrollment in grade nine. Please note this list may not be all inclusive. Certificates received, other than those listed below, may be evaluated on a case-by-case basis.

The grade-point average will be calculated in a manner specific to the certificate earned. The method of calculation used for each state/territory has been listed below. However, in all cases, the grade-point average must be at least 2.000 to 3.550 or higher on a U.S. 4.0 (4 high) scale. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale before calculating quality points and grade-point averages.

- Australian Capital Territory:

Australian Capital Territory/ACT Year 12 Certificate (the tertiary entrance certificate alone is not sufficient).

The grade-point average will be calculated by averaging the highest grades earned in core courses achieved by the timely completion of year 12 and coded as “T” or “H” on the certificate. Each grade will be weighted based upon units awarded on the certificate. Courses labeled “Major” will be credited at a standard of one full credit. Courses labeled as “Minor” will be credited at a standard of 0.5 credits.

Achievement of the core-course requirement will be determined by reviewing the distribution of course work listed on the leaving certificate and semester-by-semester reports from years nine and 10. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of D or higher to be used. A course receiving a grade of “S” or “status” will be evaluated on a case-by-case basis.

NOTE: Grades from semester reports or tertiary certificates will not be used in the grade-point average calculation.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	Very High Standard of Achievement	5	A	4
B	High Standard of Achievement	4	B	3
C	Sound Standard of Achievement	3	C	2
D	Limited Standard of Achievement	2	D	1 (lowest passing grade)
E	Very Limited Standard of Achievement	1/0	F	0
S	Status (indicates transfer)	-	-	-

- New South Wales:

Higher School Certificate/HSC and Record of Achievement.

The grade-point average will be calculated by averaging the grades of core courses achieved by the timely completion of year 12 and noted as

“Board Developed” courses on the certificate. NOTE: Only scores listed in the “HSC Mark” column will be used.

Achievement of the core-course requirement will be determined by reviewing the distribution of course work listed on the semester-by-semester reports. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of D or higher to be used. However, grades from the semester-by-semester reports and tertiary certificates will not be used in the grade-point average calculation.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale - (HSC marks; may not be all inclusive):

Numeric Grade	U.S. Grade Equivalent	Quality Points
90-100	A	4
70-89	B	3
50-69	C	2
30-49	D	1 (lowest passing grade)
0-29	F	0

c. Northern Territory:

Northern Territory Certificate of Education/NTCE and Record of Achievement.

South Australian Certificate of Education/SACE and Record of Achievement (see South Australia guide entry)

The grade-point average will be calculated by averaging the grades of core courses listed on the leaving certificate achieved by the timely completion of year 12 and noted as “Stage 2” courses.

Achievement of the core-course requirement will be determined by reviewing the distribution of course work listed on the semester-by-semester reports. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of D or higher to be used. However, grades from the semester-by-semester reports and tertiary certificates will not be used in the grade-point average calculation.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive).

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	17-20	A	4
B	14-16	B	3
C	11-13	C	2
D	8-10	D	1 (lowest passing grade)
E	0-7	F	0

d. Queensland:

Queensland Senior Certificate.

The grade-point average will be calculated by averaging the “Level of Achievement” weighted by the “Number of Units” for each core course recorded under the “Authority Subject” heading listed on the leaving certificate and achieved by the timely completion of year 12. The quality points generated by these calculations will be totaled and divided by the total number of units achieved in all core courses recorded under the “Authority Subject” heading achieved by the timely completion of year 12. NOTE: Courses labeled “Authority Registered Subjects” will not be used in the grade-point average calculation.

Achievement of the core-course requirement will be determined by reviewing the distribution of course work listed on semester-by-semester reports. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of D or higher to be used. However, grades from the semester-by-semester reports and tertiary certificates will not be used in the grade-point average calculation.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	Very High Achievement	5	A	4
B	High Achievement	4	B	3
C	Sound Achievement	3	C	2
D	Limited Achievement	2	D	1 (lowest passing grade)
E	Very Limited Achievement	1/0	F	0

e. South Australia:

South Australian Certificate of Education/SACE and Record of Achievement.

The grade-point average will be calculated by averaging the grades of core courses listed on the leaving certificate achieved by the timely completion of year 12 and noted as “Stage 2” courses.

Achievement of the core-course requirement will be determined by reviewing the distribution of course work listed on the semester-by-semester reports. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of D or higher to be used. However, grades from the semester-by-semester reports and tertiary certificates will not be used in the grade-point average calculation.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	Outstanding Achievement	20	A	4
A	Very High Achievement	17-19	A	4
B	High Achievement	14-16	B	3
C	Competent Achievement	11-13	C	2
D	Marginal Achievement	8-10	D	1 (lowest passing grade)
E	Low Achievement	3-7	F	0
	Requirements Not Met	0-2	F	0

f. Tasmania:

Tasmanian Certificate of Education/TCE and Statement of Marks.

The grade-point average will be calculated by averaging the grades of core courses listed on the leaving certificate achieved by the timely completion of year 12 and will include ALL of the following: coded as “5C,” credited as achieving 150 “Nominal Hours” (or “Size 15”) and posted in the “TCE Senior Secondary 5” (or “TQA Level 3”) section of the certificate.

Achievement of the core-course requirement will be determined by reviewing the distribution of course work listed on the semester-by-semester reports. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of D or higher to be used. However, grades from the semester-by-semester reports and tertiary certificates will not be used in the grade-point average calculation.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Before 2003:

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
OA	Outstanding Achievement	4	A	4
HA	High Achievement	3	B	3
SA	Satisfactory Achievement	2	C	2 (lowest passing grade)

Since 2003:

Grade	Translation	Numeric Grade	U.S Grade Equivalent	Quality Points	
EA	Exceptional Achievement	4	A	4	
HA	High Achievement	3.5	A	4	
CA	Commendable Achievement	3	B	3	
SA	Satisfactory Achievement	2.5	C	2	
PA	Preliminary Achievement	2	D	1	(lowest passing grade)

g. Victoria:

Victorian Certificate of Education/VCE and Statement of Results.

The grade-point average will be calculated by averaging the grades of core courses listed on the leaving certificate achieved by the timely completion of year 12 and coded as “3/4” under the “Unit” column. NOTE: All alpha scores for core courses listed under the heading “Grades” will be used and weighted equally. This includes columns “1”, “2” and “3.” Grades listed under the heading “Study Score” will not be used in the grade-point average calculation.

Achievement of the core-course requirement will be determined by reviewing the distribution of course work listed on the semester-by-semester reports. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of D or higher to be used. However, grades from the semester-by-semester reports and tertiary certificates will not be used in the grade-point average calculation.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	U.S. Grade Equivalent	Quality Points	
A	A	4	
B	B	3	
C	B	3	
D	C	2	
E	D	1	(lowest passing grade)
F, G, H	F	0	
UG	F	0	

h. Western Australia:

Western Australia Certificate of Education/WACE Statement of Results.

The grade-point average will be calculated by averaging the grades of core courses listed on the leaving certificate achieved by the timely completion of year 12 and listed under the heading “School Achievement Subjects (formerly Curriculum Council Subject Results).” NOTE: Courses used are coded with the letters D or E at the beginning of the course number.

Achievement of the core-course requirement will be determined by reviewing the distribution of course work listed on the semester-by-semester reports. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of D or higher to be used. However, grades from the semester-by-semester reports and tertiary certificates will NOT be used in the grade-point average calculation.

For WACE Statement of Results earned 2010 and beyond, the grade-point average will be calculated by averaging the grades of core courses listed on the leaving certificate achieved by the timely completion of year 12 and listed under the heading “School achievement in course units.”

NOTE: Only core courses from stages one, two or three will be used in calculating the core-course grade-point average.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	Excellent Achievement	5	A	4
B	High Achievement	4	B	3
C	Sound Achievement	3	C	2
D	Limited Achievement	2	D	1 (lowest passing grade)
E	Inadequate Achievement	0	F	0

3. The following documents, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements (may not be all inclusive).
 - a. Australian Capital Territory:
Year 10 Certificate.
 - b. New South Wales:
(1) School Certificate.
(2) Record of Achievement (years 9-10).
 - c. Northern Territory:
Junior Secondary Studies Certificate.
 - d. Queensland
(1) Junior Certificate.
(2) Year 10 Certificate
(3) Exit Statement.
 - e. Western Australia:
(1) Certificate of Lower Secondary Studies.
(2) Technical and Further Education/TAFE college programs requiring less than completion of Year 12 for admission (includes pre-employment/pre-apprenticeship, trade and certificate programs).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. College.
 - c. Australian Defense Forces Academy.
 - d. College of advanced education.
 - e. Institute of advanced education.
 - f. Institute of higher education.
 - g. Institute of technology.
 - h. Technical and Further Education (TAFE) college programs requiring completion of Year 12 for admission.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Aldrich-Langen, Caroline, *The Educational System of Australia - A Special Report*, AACRAO, Washington, D.C., 1990.
 Devlin, Edward, *Australia: Education and Training*, AACRAO, Washington, D.C., 2004.
 International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
 Internet Source: Leaving School in Australia - Year 12 State by State 2004, Board of Studies NSW for the Australian Curriculum, Assessment and Certification Authorities (ACACA): www.boardofstudies.nsw.edu.au/acaca/index.html. Last accessed October 2004.
 Internet Source: International Association of Universities Web site: www.unesco.org/iau/whed.html. Last accessed October 2004.
 See Multi-Country References, page 184.

Austria

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Reifeprüfungszeugnis* (maturity examination certificate); also referred to as the *Matura* or *Reifezeugnis*.
 - b. *Zeugnis über die Berufsreifeprüfung*, also *Berufsreifeprüfungszeugnis* (certificate of vocational maturity examination).
 - c. *Reife- und Diplomprüfungszeugnis* (maturity and diploma examination certificate).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Sehr Gut</i>	Very Good	1	A	4
<i>Gut</i>	Good	2	B	3
<i>Befriedigend</i>	Satisfactory	3	C	2
<i>Genügend</i>	Sufficient	4	D	1 (lowest passing grade)
<i>Nicht Genügend</i>	Insufficient	5	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Abschlussprüfungszeugnis der berufsbildende mittlere Schule* (vocational intermediate school); also called *Fachschule* (trade or vocational school).
 - b. *Studienberechtigungsprüfung* or *Studienberechtigungszeugnis* (study qualifying examination or certificate).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. An *Abschlusszeugnis* (completion certificate), by itself, from the types of schools listed below does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two to meet the core-curriculum requirements:
 - a. *Berufsschule* (vocational school) plus *Lehrabschlussprüfungszeugnis* (apprenticeship examination certificate) from the dual system of vocational training.
 - b. *Polytechnische Schule/PTS* (pre-vocational school).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universität* (university).
 - b. *Hochschule* (college or university).
 - c. *Fachhochschule* (postsecondary special-subject colleges).
 - d. *Akademie* (academy; postsecondary only).

See pages 6-9 for instructions for use of this guide and application procedures.

References

European Glossary on Education, EURYDICE (Vol. I), Brussels, Belgium, 1999.

Lukas, Karen, *Austria*, World Education Series, AACRAO, Washington, D.C., 1987.

Internet Source: Austrian Federal Ministry of Education, Science and Culture: www.bmbwk.gv.at. Last accessed October 2004.

See Multi-Country References, page 184.

Azerbaijan

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. Certificate of Complete Secondary Education from a professional lyceum general education track.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	5	A	4
Good	4	B	3
Satisfactory	3	C	2 (lowest passing grade)
Unsatisfactory	2	F	0
Totally Unsatisfactory	1	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
- Certificate of Complete Secondary Education from a professional lyceum in a vocational/technical track.
 - Junior Specialist from a technical secondary school.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
- Certificate of Basic Education.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
- Universitet* (university).
 - Akademiia* (academy).
 - Institut* (institute).
 - Konservatoriia* (conservatory).
 - Pedagogicheskii* institute (pedagogical institute).
 - Politekhnicheskii* institute (polytechnic institute).
 - Vysshie Uchilishche* (higher school).
 - Uchilishche* (completed program).
 - Tekhnikum* (completed program).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.
See Multi-Country References, page 184.

Bangladesh

NOTICE: To obtain verification of secondary education, have all documents sent directly to the NCAA Eligibility Center by the regional Boards of Intermediate and Secondary Education. If the problem involves university transcripts or records from teacher training colleges, polytechnics, or other schools or institutions, a letter with photocopies of all documents should be sent to the registrar of the institution concerned for verification.

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
- Higher Secondary Certificate/HSC.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Numeric Grade	U.S. Grade Equivalent	Quality Points
60-100	A	4
50-59	B	3
40-49	C	2
33-39	D	1 (lowest passing grade)
0-32	F	0

2. The document below meets high school graduation requirements (may not be all inclusive):

- a. Diploma in technology.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
- Certificate in education from a primary training institute.
 - Diploma in commerce from a commercial institute.
 - Nurses training center, first and second year of the registered nurse program.
 - Secondary school certificate/SSC.
 - Technical certificate.
 - Technical diploma.
 - Trade certificate.
 - Vocational training institute certificate.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
- University.
 - Nurses training center, third and fourth year of the registered nurse program.
 - Teacher training college for secondary teachers.
 - Technical teachers training college.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Sweeney, Leo J. and Woolston, Valerie, eds., *The Admission and Academic Placement of Students From South Asia: Bangladesh, India, Pakistan, Sri Lanka* (Workshop Report), AACRAO/NAFSA, 1986.

University and Colleges Admission Service. *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

Internet Source: World Education Database Web site: www.wes.org. Last accessed October 2004.

See Multi-Country References, page 184.

Belarus

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Attestat O Srednom Obrazovanii* (diploma of secondary education) from a *gimnazial/lyceum* (gymnasium/academic secondary school).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	9-10	A	4
Good	7-8	B	3
Satisfactory	4-6	C	2 (lowest passing grade)
Unsatisfactory	0-3	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Attestat O Srednom Spetsialnom Obrazovanii* (diploma of specialized secondary education) from a *technikum* (four years).
 - b. Diploma of Vocational Education from a Vocational School (three years).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index). In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Svidetel'stvo o Bazovom Obrazovanii* (certificate of basic education).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universitet* (university).
 - b. *Akademiia* (academy).
 - c. *Institut* (institute).
 - d. *Konservatoriia* (conservatory).
 - e. *Pedagogicheskii* institute (pedagogical institute).
 - f. *Politekhnicheskii* institute (polytechnic institute).
 - g. *Vysshie Uchilishche* (higher school).
 - h. *Uchilishche* (completed program).
 - i. *Tekhnikum* (completed program).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Belgium

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
- The documents below meet high school graduation requirements (may not be all inclusive):
 - Certificat d'Enseignement Secondaire Supérieur/CESS* (certificate of higher secondary education).
 - Diploma von Hoger Secundaire Onderwijs* (previously *Getuigschrift von Secundaire Onderwijs*) [diploma of higher secondary education (previously certificate of higher secondary education)].
 - Certificat de Qualification 6* (Wallonia) (orientation certificate).
 - Getuigschrift 6* (Flanders) (certificate).
 - Abschlusszeugnis der Oberstufe des Sekundarunterrichts* (leaving certificate of the higher level of secondary instruction).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Avec Plus Grande Distinction/</i> <i>Met Grootste Onderscheiding</i>	Highest Distinction	18-20 (90-100)	A	4
<i>Avec Grande Distinction/</i> <i>Met Grote Onderscheiding</i>	Great Distinction	16-17 (80-89)	A	4
<i>Avec Distinction/</i> <i>Met Onderscheiding</i>	Distinction	14-15 (70-79)	B	3
<i>Suffisant/</i> <i>Met Voldoening</i>	Sufficient	10-13 (50-69)	C	2 (lowest passing grade)
<i>Ajourné/NA</i>	Failed	0-9 (0-49)	D/F	0/0

NOTE: Grades 8 to 9.9 are considered passing (equivalent to a U.S. grade D) when the overall average is 10.0 or higher.

- The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - Attestation d'Orientation* (orientation certificate).
 - Orienteringsattest* (orientation certificate).
 - Certificat de l'Enseignement Secondaire Inférieur* (certificate of lower secondary education).
 - Getuigschrift van Lager Secundair Onderwijs* (certificate of lower secondary education).
 - Certificat de Qualification* (certificate of qualification).
 - Kwalificatiegetuigschrift* (qualification certificate).
- A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - Conservatoires* (conservatory).
 - Ecoles Supérieures* (higher school).
 - Enseignement Supérieur* or *Hoger Onderwijs* (higher education).
 - Faculté* (faculty).
 - Hautes Ecoles* (higher school).
 - Hogeschool* (higher school).
 - Institutes d'Architecture/Arts; Academies* (institute of architecture/arts academies).
 - Instituts Supérieurs* (higher institutes).
 - Université, Universitaire* or *Universiteit* (university).

See pages 6-9 for instructions for use of this guide and application procedures.

References

- Feagles, Shelley M., ed. *A Guide to Educational Systems Around the World*, NAFSA, Association of International Educators, Washington, D.C., 1999.
- International Association of Universities, *The International Handbook of Universities*, IAU/UNESCO Information Centre on Higher Education, Paris, 2000.
- National Academic Recognition Center for the United Kingdom, *International Guide to Qualifications in Education*, Fourth Edition, London, 1996.
- National Office of Overseas Skills Recognition. *Country Education Profiles: Belgium*, Australian Government Publishing Service, Canberra, Australia, 1992.
- Phillipart, A. *Belgium. International Encyclopedia of National Systems of Education. Second Edition*, Ed. T. Neville Postlethwaite. Elsevier Science Ltd., Oxford, 1995.
- Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.
- Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.
- Internet Source: International Comparisons. UK NARIC ECCTIS Ltd., Gloucestershire, United Kingdom: www.internationalcomparisons.org.uk. Last accessed October 2004.
- See Multi-Country References, page 184.

Bermuda

NOTICE: Due to the unique nature of Bermuda's educational systems, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The following documents meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
2. The following documents meet high school graduation requirements (may not be all inclusive):
 - a. *General Certificate of Education/GCE*.
 - b. *General Certificate of Secondary Education/GCSE*.
 - c. *Bermuda Secondary School Certificate/BSSC* (last year of issuance 2002).
 - d. *Bermuda School Certificate/BSC*.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

NOTE: It is possible to combine subject passes from a combination of GCE and GCSE documents in order to determine if the student-athlete has five academic subject passes.

NOTE: The BSSC and BSC meet core-curriculum requirements **only** if the coursework represented satisfies the core-curriculum distribution as specified in Bylaw 14.3.1.1. The grade-point average as it appears on the BSSC or BSC must be at least 2.000 to 3.550 or higher on a 4.0 (4 high) scale. The grade-point average is calculated by using the grades of the core courses with passing grades in levels 2-5 (BSSC) or levels 100-400 (BSC) on the above documents. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

Grading Scale (May not be all inclusive):

GCE:

Ordinary Level (O-Level) examination:

(1) Alphabetical grading scale:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	C	2
D	D	1
E	D	1 (lowest passing grade)
F, G, H	F	0

(2) Advanced Level (A-Level and AS-Level) examination:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
O	F	0

GCSE:

(1) Alphabetical grading scale:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2
F	D	1
G	D	1 (lowest passing grade)
UG (Ungraded)	F	0

(2) BSSC and BSC:

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	Outstanding	4.0	A	4
B	Very Good	3.0	B	3
C	Good	2.0	C	2
D	Satisfactory	1.0	D	1 (lowest passing grade)
E	Unsatisfactory	0.0	F	0

3. The following documents, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

There are no documents.

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in the following (may not be all inclusive):
a. Bermuda College.

See pages 6-9 for instructions for use of this guide and application procedures.

References:

Internet Source: Bermuda Ministry of Education: www.moe.bm/. Last accessed October 2004.

See Multi-Country References, page 184.

Bolivia

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

a. *Bachiller en Humanidades* (secondary school graduation diploma).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	Equivalent	U.S. Grade	Quality Points
<i>Excelente</i>	Excellent	7	(60-70)	A	4
<i>Muy Bueno</i>	Very Good	6	(60-70)	A	4
<i>Bueno</i>	Good	5	(50-59)	B	3
<i>Regular</i>	Average	4	(40-49)	C	2
-	(minimum for promotion)	3.6	(36-39)	D	1 (lowest passing grade)
<i>Deficiente/Insuficiente</i>	Deficient	3	(0-35)	F	0
<i>Malo</i>	Bad	2	(0-35)	F	0
<i>Pesimo/Muy Malo</i>	Very Poor	1		F	0

2. The document below meets high school graduation requirements (may not be all inclusive):
 - a. *Bachillerato Técnico* (diploma from technical secondary school).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Certificado de Egreso* (completion of coursework requirements, but other requirements have not been met; also called *Egresado*).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universidad* (university).
 - b. *Escuela/Instituto Normal Superior* (teacher training college).
 - c. *Instituto Técnico Superior* (technical college).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Foreign Educational Credentials Required, Fifth Edition, AACRAO, Washington, D.C., 2003.
 National Office of Overseas Skills Recognition, *Country Education Profiles: Bolivia*, Australian Government Printing Office, Canberra, Australia, 1993.
 Feagles, Shelly, ed., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.
 Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.
 See Multi-Country References, page 184.

Bosnia and Herzegovina

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Svjedocanstvo Svjedodzba o Završnom Ispitu (IV Stepen)* (certificate of final examination IV level).
 - b. *Svjedodzba o Završenom Obrazovanju (IV Stepen)* (certificate of final examination IV level).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade	Equivalent	Quality Points
<i>Odilican</i>	Excellent	5	A	4	
<i>Vrlo Doba</i>	Very good	4	B	3	
<i>Dobar</i>	Good	3	B	3	
<i>Dovoljan</i>	Satisfactory	2	C	2	(lowest passing grade)
<i>Nedovoljan</i>	Unsatisfactory	1	F	0	

2. The documents below meet high school graduation requirements (may not be all inclusive):

a. Any diploma listed above in a vocational program from *Tehnicka Skola*, *Medicinska Skola*, etc. (technical school, medical school, etc.).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Svjedocanstvo Svjedodzba o* from *Osnovna Skola* (certificate from elementary school).
- Svjedocanstvo Svjedodzba o Završenom Obrazovanju (II Step)* (certificate of completion of education II level).
- Svjedocanstvo Svjedodzba o Završenom Obrazovanju (III Step)* (certificate of completion of education III level).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Univerzitet* (university).
- Fakultet* (faculty).
- Umjetnička Akademija* (art academy).
- Visa Skola* (higher school).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Dickey, Karlene, ed., *The New Country Index*, International Research Foundation, Los Angeles, 2003.

Dickey, Karlene, dir., *The Admission and Academic Placement of Students from Yugoslavia* (Workshop Report), AACRAO/NAFSA, 1990.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

National Office of Overseas Skills Recognition, Country Education Profiles, *The Republics of the Former Yugoslavia*, Canberra, Australia, 1992.

See Multi-Country References, page 184.

Brazil

The academic year runs from March to December. Education is compulsory for eight years beginning at age seven. Primary Education (1-8) is identified as Ensino Fundamental. Assessment is conducted at the school level. There is no national assessment. The information provided below addresses the most common courses of study presented to the Eligibility Center and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all-inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately subsequent to initial enrollment in grade nine.

Common Documents

Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete (PSA) graduates within three years after initial enrollment in the first year of Ensino Médio (secondary school).

- Certificado de Conclusão de Segundo Grau* (certificate of graduation from upper secondary school). Used before 1996.
- Certificado de Conclusão de Ensino Médio* (completion of secondary studies/instruction).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale before calculating quality points and grade-point averages.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all-inclusive):

- Certificado de Conclusão de Segundo Grau com Habilitação Básica Profissional* (certificate of graduation from upper secondary school with basic vocational training).
- Certificado de Auxiliar Técnico* (certificate of technical assistant).
- Diploma de Técnico de Segundo Grau, Diploma de Técnico de Nivel Médio* (diploma of technician of secondary level).
- Certificado de Conclusão de Segundo Grau com Habilitação do Magistério do Segundo Grau* (certificate of graduation from secondary school with concentration in teacher training).
- Diploma de Professor do Ensino Primário* (diploma of primary school teacher).
- Diploma de Conclusão de Curso Supletivo* (high school diploma equivalency studies).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

NOTE: Coursework from grade eight listed on a category three document may be used if the coursework is deemed to be taught at the secondary school level by the Eligibility Center's High School Review staff.

NOTE: Students are expected to graduate at the conclusion of the third consecutive year after initial enrollment in year one of Ensino Médio. Post Ensino Médio study from the first two years of Nivel Técnico may be used to advance the graduation date of a PSA if the course of study was continuous, the Ensino Médio coursework was completed within three years after initial enrollment in year one of Ensino Médio, and the PSA received a seminal certificate from the Nivel Técnico. If post-Ensino Médio coursework from a Nivel Técnico is used to calculate the grade-point average, eighth-grade coursework will not be used in the calculation. For all other delays, the graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points	
<i>Superior Superior</i>	Higher Superior	9-10	A	4	
<i>Média Superior</i>	Average Superior	7-8.9	B	3	
<i>Média Média</i>	Average Average	5-6.9	C	2	
<i>Média Inferior</i>	Low Average	3-4.9	D	1	(lowest passing grade)
<i>Inferior Inferior</i>	Inferior/Fail	0-2.9	F	0	

Unit Credits

When specific course credits are indicated on credentials, courses are weighted by the hours of study credited by the school/region. Before calculating the grade-point average, staff will convert Brazilian study hours to the equivalent Carnegie unit applicable for each course used in the calculation of quality points. The conversion standard is listed below.

Brazilian Units	U.S. Units
120 +	1
90-119	0.75
80-89	0.67
60-79	0.5
40-59	0.34
30-39	0.25

Category Three

The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Certificado de Conclusão de Primeiro Grau* (certificate of graduation from lower secondary school). [Year eight courses may be used if the courses meet the core-course description depicted in Bylaw 14.3.1.1.]

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (list may not be all inclusive): Coursework will not be used for certification purposes from category four institutions.

- a. *Universidade* (university).
- b. *Faculdade Integrada* (integrated faculty).
- c. *Instituto Superior* (higher institute).
- d. *Fundacao Universitaria* (university foundation).
- e. *Centro Universitario* (university center).

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system (weeks of attendance multiplied by hours of study per week). Credits will be assessed in the following manner:

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a PSA. The crediting system must be applicable to all courses and all students attending the PSA's secondary school during the PSA's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

References

- Feagles, Shelley M., Ed. A Guide to Educational Systems Around the World, NAFSA: Association of International Educators, Washington, D.C., 1999.
- International Association of Universities, The International Handbook of Universities, IAU/UNESCO Information Centre on Higher Education, Paris, 2000.
- International Education Research Foundation, Inc., The New Country Index: Making Sense of International Credentials, Ten Speed Press, Berkeley, Calif., 2004.
- National Academic Recognition Center for the United Kingdom (NARIC-UK). International Guide to Qualifications in Education, Fourth Edition, London, 1996.
- Núñez, Lou, Draft of the PIER Publication on Brazil, unpublished 2000.
- Sepmeyer, Inez H., ed. The Country Index, Revised edition. International Education Research Foundation, Frank Severy Publishing, Alhambra, 1986.
- Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.
- Internet Source: International Comparisons. UK NARIC ECCTIS Ltd., Gloucestershire, United Kingdom: www.internationalcomparisons.org.uk. Last accessed October 2004. See Multi-Country References, page 139.
- Internet Source: NARIC Web site: <http://www.naric.org.uk/>. Last accessed October 2009
- See Multi-Country References, page 184.

British-Patterned Education in Africa

(Includes Botswana, The Gambia, Lesotho, Malawi, Namibia, Sierra Leone, Sudan, Swaziland, Uganda and Zambia)

NOTICE: Due to the unique nature of the British-patterned educational system, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below for each state and territory. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The following documents meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.

2. The following documents meet high school graduation requirements:

a. *Botswana General Certificate of Secondary Education/BGCSE.*

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	1-2	A	4
B	3-4	B	3
C	5-6	C	2
D, E	7-8	D	1 (lowest passing grade)
F, G	9	F	0

- b. *West African Examinations Council Senior Secondary School Leaving Certificate/SSSLC* (The Gambia).

Students presenting the SSSLC must send an email to the NCAA Eligibility Center (ec-international@ncaa.org) with the following information: (a) your SSSLC Examination Number; (b) the four digits of your Examination Year (e.g., 2012); (c) type of Examination; (d) the Card Serial Number found on the reverse side of your Scratch card; and (e) the Personal Identification Number (PIN) on your Scratch card.

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
86-100	Excellent	1	A	4
71-85	Very Good	2	A	4
61-70	Good	3	B	3
51-60	Credit	4	B	3
46-50	Credit	5	C	2
40-45	Credit	6	C	2
	Pass	7, 8	D	1 (lowest passing grade)
	Fail	9	F	0

c. *Malawi School Certificate of Education/MSCE.*

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Distinction	1-2	A	4
Pass-with-Credit	3-4	B	3
Pass-with-Credit	5-6	C	2
Pass	7-8	D	1 (lowest passing grade)
Fail	9	F	0

d. *Namibia Senior Secondary Certificate (Ordinary Level)/NSSC O Level*

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (may not be all inclusive):

Ordinary Level (O-Level) examination:

- (1) Alphabetical grading scale:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2
F, G	D	1 (lowest passing grade)
H or ungraded	F	0

e. *Namibia Senior Secondary Certificate* (Higher Level)

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (may not be all inclusive):

Grade	U.S. Grade Equivalent	Quality Points
1	A	4
2	B	3
3	B	3
4	C	2 (lowest passing grade)

f. *Senior School Certificate Examination/SSCE* for Sierra Leone.

Students presenting the SSCE must send an email to the NCAA Eligibility Center (ec-international@ncaa.org) with the following information: (a) your SSCE Examination Number; (b) the four digits of your Examination Year (e.g., 2012); (c) type of Examination; (d) the Card Serial Number found on the reverse side of your Scratch card; and (e) the Personal Identification Number (PIN) on your Scratch card.

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Distinction	1-2	A	4
Pass-with-Credit	3-4	B	3
Pass-with-Credit	5-6	C	2
Pass	7-8	D	1 (lowest passing grade)
Fail	9	F	0

g. *Sudan Secondary School Certificate/SSSC.*

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Distinction	80-100	A	4
Good	70-79	B	3
Above Average	60-69	C	2
Average/Pass	50-59	D	1 (lowest passing grade)
Fail	0-49	F	0

h. *General Certificate of Education/GCE for Swaziland.*

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Distinction	1-2	A	4
Pass-with-Credit	3-4	B	3
Pass-with-Credit	5-6	C	2
Pass	7-8	D	1 (lowest passing grade)
Fail	9	F	0

i. *Uganda Certificate of Education/UCE.*

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Distinction	1-2	A	4
Pass-with-Credit	3-4	B	3
Pass-with-Credit	5-6	C	2
Pass	7-8	D	1 (lowest passing grade)
Fail	9	F	0

j. *Uganda Advanced Certificate of Education/UACE.*

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
F	F	0
O	F	0

k. *Zambian School Certificate Examination/ZSCE.*

The above document meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Distinction	1-2	A	4
Pass-with-Credit	3-4	B	3
Pass-with-Credit	5-6	C	2
Pass	7-8	D	1 (lowest passing grade)
Fail	9	F	0

3. The following documents, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Junior Certificate Examination (Botswana, Lesotho, Malawi, Swaziland, Zambia).
 - b. Individual subject passes from Upper Basic School (The Gambia).
 - c. Basic Education Certificate Examination (Sierra Leone, Sudan).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. National teachers college (Uganda).
 - c. National teacher training college (advanced primary or secondary teacher's certificate program [Lesotho]).
 - d. Secondary teacher training college (Zambia, Swaziland).
 - e. T2 teacher training college (Malawi).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Cranmer, David, and Woolston, Valerie, *Southern Africa*, World Education Series, AACRAO, Washington, D.C. 1980.
 Feagles, Shelley M., ed., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.
International Guide to Qualifications in Education, Fourth Edition, National Academic Recognition Information Centre, The British Council, Mansell Publishing Limited, London, 1996.
 O'Neill, Holly A., A Country Guide Series Report from the AACRAO-AID Project, *Sudan*, AACRAO, Washington, D.C., 1996.
 Internet Source: International Association of Universities, Higher Education Systems: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.
 Internet Source: Botswana Ministry of Education: www.gov.bw/moe/information/index.html. Last accessed October 2004.
 See Multi-Country References, page 184.

British-Patterned Education in the Caribbean

(Includes Anguilla, Antigua, Bahamas, Barbados, Belize, Cayman Islands, Dominica, Grenada, Guyana, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent, Trinidad-Tobago, Turks and Caicos Islands, and British Virgin Islands.)

NOTICE: Due to the unique nature of the educational system in the Caribbean, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 There are no documents.
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *General Certificate of Education/GCE* (must achieve five subject passes by Form 5).
 - b. *General Certificate of Secondary Education/GCSE* (must achieve five subject passes by Form 5).
 - c. *Caribbean Examination Council (CXC) Secondary Education Certificate/CSEC* (must achieve five subject passes by Form 5).
 - d. *Caribbean Examination Council (CXC) Advanced Proficiency Examinations/CAPE* (must enroll at first opportunity and pass two CAPE examinations within two years).
 - e. *International General Certificate of Secondary Education/IGCSE* (must achieve five subject passes by Form 5).

- f. *Advanced International Certificate of Education/AICE.*
g. *Bahamas General Certificate of Secondary Education/BGCSE.*

The documents above meet core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

GCE:

Ordinary Level (O-Level) examination:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	C	2
D	D	1
E	D	1 (lowest passing grade)
F, G, H	F	0

Advanced Level (A-Level and AS-Level) examination:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
O	F	0

GCSE and BGCSE:

Ordinary Level (O-Level) examination:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2
F, G	D	1 (lowest passing grade)
H or ungraded	F	0

IGCSE:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2
F	D	1
G	D	1 (lowest passing grade)
Ungraded	F	0

AICE:

For half-credit, full-credit (AS-Level equivalent) and double-credit (A-Level equivalent) courses:

Grade	Subject Points	Half-Subject Points	U.S. Grade Equivalent	Quality Points
A	10	5	A	4
B	8	4	B	3
C	6	3	B	3
D	4	2	C	2
E	2	1	C	2 (lowest passing grade)

CXC documents:

Caribbean Secondary Education Certificate/CSEC:

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	Outstanding	I	A	4
B	Good	II	B	3
C	Fairly Good	III	C	2
D	Moderate	IV	D	1
E	Weak	V	D	1 (lowest passing grade)
F	Poor	VI	F	0

Caribbean Advanced Proficiency Examinations/CAPE:

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	Excellent	I	A	4
B	Very Good	II	A	4
C	Good	III	B	3
D	Satisfactory	IV	C	2
E	Acceptable	V	C	2
F	Weak	VI	D	1 (lowest passing grade)
G	Unsatisfactory	VII	F	0

NOTE: It is possible to combine subject passes from a combination of the documents above in order to determine if the student-athlete has five different subject passes.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Bahamas Junior Certificate (ninth grade only).
 - b. Barbados Secondary School Certificate Part I.
 - c. Belize High School Diploma (vocational).
 - d. First Class Teacher's Certificate (Belize).
 - e. Hotel School (craft programs) (Trinidad-Tobago).
 - f. Junior Secondary School Diploma (Belize).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in a program that required for entrance one of the qualifications in category two above. Examples include the following (may not be all inclusive):
 - a. University of the West Indies.
 - b. University of Technology (U-Tech).

- c. College of Agriculture, Science and Education (CASE) Multidisciplinary.
- d. Edna Manley College.
- e. Moneague College.
- f. Teachers' Colleges.
- g. Region Community Colleges.
- h. Belize community colleges.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Fisher, Stephen, *Commonwealth Caribbean*, World Education Series, AACRAO, Washington, D.C., 1979.
 Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.
 Internet Source: Caribbean Examinations Council Web site: www.cxc.org. Last accessed October 2004.
 Internet Source: University of Cambridge International Examinations Online Web site: www.cie.org.uk. Last accessed October 2004.
 See Multi-Country References, page 184.

British-Patterned Education (Other)

NOTICE: Due to the unique nature of the British-patterned educational system, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 There are no documents.
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *General Certificate of Education/GCE* (must achieve five subject passes by Form 5).
 - b. *General Certificate of Secondary Education/GCSE* (must achieve five subject passes by Form 5).
 - c. *International General Certificate of Secondary Education/IGCSE* (must achieve five subject passes by Form 5).
 - d. *Advanced International Certificate of Education/AICE*.
 - e. *Higher International General Certificate of Secondary Education/HIGCSE*.
 - f. *Cambridge Pre-University Diploma/Pre-U Diploma* (must enroll at first opportunity and earn the diploma within two years).

The documents above meet core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

GCE:

Ordinary Level (O-Level) examination:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	C	2
D	D	1
E	D	1 (lowest passing grade)
F	F	0

Advanced Level (A-Level and AS-Level) examination:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
O	F	0

GCSE:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	1
F	D	1
G	D	1 (lowest passing grade)
Ungraded	F	0

IGCSE:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2
F	D	1
G	D	1 (lowest passing grade)
Ungraded	F	0

AICE:

For half-credit, full-credit (AS-Level equivalent) and double-credit (A-Level equivalent) courses:

Grade	Subject Points	Half-Subject Points	U.S. Grade Equivalent	Quality Points
A	10	5	A	4
B	8	4	B	3
C	6	3	B	3
D	4	2	C	2
E	2	1	C	2 (lowest passing grade)

HIGCSE:

Grade	U.S. Grade Equivalent	Quality Points
1	A	4
2	B	3
3	B	3
4	C	2 (lowest passing grade)

Cambridge Pre-University Diploma/Pre-U Diploma

Grade	US Grade Equivalent	Quality Points
Distinction	A	4
Merit	B	3
Pass	C	2 (lowest passing grade)

NOTE: It is possible to combine subject passes from a combination of the above documents in order to determine if the student-athlete has five different academic subject passes.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Internet Source: University of Cambridge International Examinations Online Web site: www.cie.org.uk. Last accessed October 2004.

See Multi-Country References, page 184.

Bulgaria

- The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

- Diploma za Zavarsheno Sredno Obrazovanie* (diploma of completion of secondary education) from a *gimnazial/sredno obshtoo obrazovatelno uchilishte* (gymnasium/academic secondary school), four- or five-year programs only.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S Grade Equivalent	Quality Points
<i>Otlichen</i>	Excellent	5.50-6.00	A	4
<i>Mnogo Dobur</i>	Very good	4.50-5.49	B	3
<i>Dobur</i>	Good	3.50-4.49	B	3
<i>Sreden</i>	Average	2.50-3.49	C	2 (lowest passing grade)
<i>Slab</i>	Poor	2-2.49	F	0

- The documents below meet high school graduation requirements:

- Diploma za Zavarsheno Sredno Obrazovanie* (diploma of completed secondary education) from a three-year program or from a four-year *tehnikum*.
- Kvalifikatsiran Rabotnik* (qualified worker).
- Udostoverenie za Poluvishsha Tehnicheska Praktika* (qualification for technicians).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

- The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
There are no documents.
- A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Universitet* (university).
- b. *Bulgarska Darzavna Konservatoria* (Bulgarian state conservatory).
- c. *Poluvish Institut* (semi-higher institute).
- d. *Vishh Tehnicesko Ucilisce* (high school of technology).
- e. *Vishh Institut* (higher institute).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Aldrich-Langen, Caroline and Alisauskas, Arunas, eds., *Bulgaria*, PIER World Education Systems (Workshop Report), AACRAO/NAFSA, Washington, D.C., 1995.

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

International Education Research Foundation, Inc., *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: EuroEducation.net: www.euroeducation.net/prof/bulgaco.htm. Last accessed October 2004.

See Multi-Country References, page 184.

Cameroon

NOTICE: Due to the unique nature of the educational system in Cameroon, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. Documents must be sent directly from the issuing institutions and/or bodies to the eligibility center. These documents may be reviewed with the documents in category two below in cases in which core has not been completed. **NOTE:** Quatrieme year is year nine, Troisième year is year 10, Deuxieme year is year 11, Premiere year is year 12 and Terminale year is year 13.

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

- a. *Diplôme de Baccalauréat* (baccalaureate diploma).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Très Bien</i>	Very Good	16-20	A	4
<i>Bien</i>	Good	14-15.9	A	4
<i>Assez Bien</i>	Good Enough	12-13.9	B	3
<i>Passable</i>	Passable	10-11.9	C	2 (lowest passing grade)
<i>Echec</i>	Fail	0-9.9	D/F	0/0

See above. Note that grades 8-9.9 are considered passing when the overall grade-point average is a 10.0 or greater. If the grade-point average is below 10.0, then the lowest passing grade is 10.

2. The documents below meets high school graduation requirements (may not be all inclusive):

- a. *Cameroon General Certificate of Education/Cameroon GCE*.

The document above meets core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Cameroon GCE:

Ordinary Level (O-Level) examination:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	C	2
D	D	1
E	D	1 (lowest passing grade)
F	F	0

Advanced Level (A-Level) examination:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
F	F	0
O	F	0

- b. *Clasé terminale* (certificate of high school graduation).
- c. *Diplôme de Baccalauréat de Technicien/Diplôme de Baccalauréat Technologique* (diploma of technical baccalaureate).
- d. *Diplôme de Baccalauréat Professionnel* (diploma of professional baccalaureate).
- e. *Brevet de Technicien* (technician's certificate).
- f. *Certificat de Fin d'Études Secondaires* (certificate of completion of secondary studies).

The documents in items 2-b through 2-f above meet core-curriculum requirements **only** if the coursework represented satisfies the core-curriculum distribution as specified in Bylaw 14.3.1.1. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale (items 2-b through 2-f above):
See Category One.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Brevet d'Études du Premier Cycle/BEPC* (certificate of first-cycle studies).
 - b. *Certificat de Formation Général/CFG* (certificate of general instruction).
 - c. *Certificat d'Aptitude Professionnelle/CAP* (certificate of professional competence).
 - d. First School Leaving Certificate Examination.
 - e. Government Common Entrance Examination.
 - f. City and Guilds of London Institute/CLGI qualifications.
 - g. Royal Society of Arts qualifications.
 - h. *Concours d'Entrée en Sixième* (entrance examination for the sixth class).
 - i. *Brevet de Technicien* (technician's certificate).
 - j. *Certificat d'Aptitude de Maître d'Enseignement Général* (certificate of qualification as a general education teacher).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Université* (university).
 - b. *Ecole* (postsecondary only).
 - c. *Institut* (postsecondary only).
 - d. *Grande Ecole* (higher educational institution).
 - e. *Centre Universitaire* (university center).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelley M., ed., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.

Internet Source: International Comparisons. UK NARIC ECCTIS Ltd., Gloucestershire, United Kingdom:
www.internationalcomparisons.org.uk. Last accessed October 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Canada

NOTICE: Due to the unique nature of the educational system in Canada, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

The academic year runs from August to June. Education is compulsory for eight to 10 years beginning at age six or seven. High school graduates are assessed based upon various criteria, dependent upon the province or territory from which students graduate. The information provided below addresses each province's/territory's educational system and the criteria used to evaluate a student based upon the type of credential. The list of documents may not be all-inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

The list of approved core courses for each province and territory of Canada is contained within the "Resources" tab on the NCAA Eligibility Center website. The core course code for each province/territory follows:

Course Code	Province/Territory
998001	Quebec
998002	Saskatchewan
998003	Ontario
998004	Alberta
998005	British Columbia
998006	Manitoba
998007	Newfoundland and Labrador
998008	Prince Edward Island
998009	Nova Scotia
998010	New Brunswick
998011	Yukon Territory
998012	Northwest Territories
998013	Nunavut

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

Common Documents:

Category One

There are no documents that meet both high school graduation requirements and core-curriculum requirements.

Category Two

The documents below, listed by province/territory, meet high school graduation requirements when a prospective student-athlete (PSA) graduates within four years (eight semesters) after initial enrollment in grade nine, with the exception of the province of Quebec (see Quebec entry for details). Please note that the list may not be all inclusive. Certificates/diplomas and transcripts received other than those listed below will be evaluated on a case-by-case basis.

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) below. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

a. Alberta

- 1) *Alberta High School Diploma* (General or Advanced).
- 2) *Diplôme d'études secondaires de L'Alberta* (Diploma of Secondary Education).
- 3) *Certificate of Achievement*.

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Marks for grade nine will be forwarded on a separate transcript from the grades 10 through 12 transcript distributed by the Ministry of Education. The grade-point average is calculated by using those approved core courses with passing grades that appear on the documents above and transcripts for grades nine through 12. Core courses designated by the S2 or S3 Course Series will be used for certification purposes. S1 Course Series courses will not be used in the certification process. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1. Grades of "P" are always awarded the lowest passing grade of 50 percent.

The following explains the course sequences set forth by the province that must be used when reviewing a transcript for certification purposes. Core courses with the course sequences of 10, 20 and 30, 10-1, 20-1 and 30-1, 13, 23 and 33, and 10-2, 20-2 and 30-2 will be used in the certification process. Course sequences of 14 and 24, 16, 26 and 36, 10-4, 20-4 and 30-4 will not be used in the certification process. The locally developed course sequence of 15, 25 and 35 will be reviewed on a case-by-case basis.

Crediting

All core courses successfully passed in grade nine will be awarded 0.75 units, with the exception of Language Arts/English 9, which is awarded one unit. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. Unit credits for grades 10-12 will be awarded as follows:

Grades 10-12 Core Course Credits	U.S. Equivalent	Course Series
5 Credits	1 Unit	S2 or S3
3 Credits	0.50 Units	S2 or S3
1 Credit	0.25 Units	S2 or S3

In the event that a prospective student-athlete delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	80-100	A	4
B	65-79	B	3
C	50-64	C	2 (lowest passing grade)
D	40-49	F	0
F	0-39	F	0

b. British Columbia

- 1) *Senior Secondary Graduation Diploma or Certificate* (Dogwood Diploma).
- 2) *Diplome de fin d'etudes secondaires en Colombie-Britannique* (French Dogwood Diploma).
- 3) *Provincial Senior Secondary School Certificate*.

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Marks for grade nine will be forwarded on a separate transcript from the grades 10 through 12 transcript distributed by the Ministry of Education. The grade-point average is calculated by using those approved core courses with passing grades that appear on the documents above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1. British Columbia Permanent Student Records may also list grades nine through 12, but may not include proof of graduation.

Crediting

All core courses successfully passed in grade nine will be awarded one unit. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. Unit credits for grades 10-12 will be awarded as follows:

Grades 10-12 Core Course Credits	U.S. Equivalent
4 Credits	1 Unit
3 Credits	0.75 Units
2 Credits	0.50 Units
1 Credit	0.25 Units

In the event that a PSA delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S Grade Equivalent	Quality Points
A	86-100	A	4
B	73-85	B	3
C	50-72	C	2 (lowest passing grade)
F	0-49	F	0

c. Manitoba

- 1) *High School Graduation Diploma*.
- 2) *Diplôme d'Études Secondaires/DES* (diploma of secondary education).
- 3) *Provincial Senior Secondary School Certificate*.

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. The grade-point average is calculated by using those approved core courses with passing grades that appear on the documents above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

The following explains the coding system set forth by the province that must be used when reviewing a transcript for certification purposes. The first character in the course code will state the grade the course is developed for (e.g., 1 = ninth grade, 2 = 10th grade, 3 = 11th grade and 4 = 12th grade). The second character in the course code states who developed the course and how much credit it is awarded (see chart below). The third character in the course code states the academic level the course is awarded. F (Foundation), S (Specialized), G (General) and U (University-based) core courses will be used in the certification process. M (Modified), I (Individualized), C (College-based) courses will not be used in the certification process. E (ESL) courses are evaluated on a case-by-case basis.

Crediting

Unit credits for grades 9-12 will be awarded as follows:

Course Designation Characters	Classification Second Character:
0	Developed/approved by Ministry of Education for 1 credit.
5	Developed/approved by Ministry of Education for 0.5 credits.
1	Developed by a school/division/district and approved by the Ministry of Education (credit value awarded on a case-by-case basis).
2	Developed elsewhere and approved or registered by the Ministry of Education (credit value awarded on a case-by-case basis).

In the event that a PSA delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	80-100	A	4
B	70-79	B	3
C	56-69	C	2
D	50-55	D	1 (lowest passing grade)
F	0-49	F	0

d. New Brunswick

- 1) *New Brunswick High School Diploma* (Anglophone).
- 2) *Diplôme d'Fin d'Etude* (Francophone)

New Brunswick offers a bilingual educational system. Both forms of education are treated equally. The language of instruction is the only differential that exists.

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Generally, marks for grade nine and 10 will be forwarded on a separate transcript from the grades 11 through 12 transcript distributed by the Ministry of Education. In rare instances, grades 10 through 12 will be listed on the final transcript and the grade nine transcript will be a separate document. The grade-point average is calculated by using those approved core courses with passing grades that appear on the documents above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

The following explains the coding system set forth by the province that must be used when reviewing a transcript for certification purposes. Core courses completed in grades 11 and 12 are named by subject, and each is assigned a three-digit numerical code. The first two numbers designate the year of the courses (e.g., 11 or 12). The third number designates the level of difficulty. Core courses completed in grades 11 and 12 must be taught at the Enriched or Regular level, satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 60 percent or higher to be used.

Crediting

All core courses successfully passed in grades nine through 12 will be awarded one unit.

In the event that a prospective student-athlete delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	86-100	A	4
B	73-85	B	3
C	60-72	C	2 (lowest passing grade)
F	0-59	F	0

e. Newfoundland and Labrador

- 1) *Provincial High School Graduation Certificate* (Honours, Academic or General).
- 2) *High School Graduation Diploma or Senior High School Graduation Diploma*.

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Marks for grade nine will be forwarded on a separate transcript from the grades 10 through 12 transcript distributed by the Ministry of Education. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. The grade-point average is calculated by using those approved core courses with passing grades that appear on the documents above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

The following explains the coding system set forth by the province that must be used when reviewing a transcript for certification purposes. The first two characters in the numerical course code for grades 10 through 12 states the subject studied (e.g., 06 indicates French). The third character in the numerical course code for grades 10 through 12 states the course level (e.g., 1, 2 and 3 designate secondary level courses. Number 4 usually indicates Advanced Placement courses). The fourth character indicates the credit value of the course. The fifth character indicates the type of course completed. Courses designated with a 6 or 7 will not be used in the certification process. The sixth character in the numerical course code is a digit between 0 and 9 distinguishing courses in a subject area having the same level, credit value and type.

Crediting

Ninth-grade core courses are awarded units of credit as follows:

Grade 9 Core Courses	Grade 9 Core Course Crediting
English 9	1 Unit
Mathematics 9	1 Unit
Social Studies 9	0.67 Units
Science 9	0.67 Units
French 9	0.50 Units

Unit credits for grades 10-12 will be awarded as follows:

Grades 10-12 Core Course Credits	U.S. Equivalent
2 Credits	1 Unit
1 Credit	0.5 Units

In the event that a prospective student-athlete delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	80-100	A	4
B	70-79	B	3
C	60-69	C	2
D	50-59	D	1 (lowest passing grade)
F	0-59	F	0

f. Northwest Territories

- 1) *Senior Secondary School Graduation Diploma*.
- 2) *General High School Diploma*.

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Marks for grade nine will be forwarded on a separate transcript from the grades 10 through 12 transcript distributed by the Ministry of Education. The grade-point average is calculated by using those approved core courses with passing grades that appear on the documents above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

The following explains the course sequences set forth by the province that must be used when reviewing a transcript for certification purposes. Core courses with the course sequences of 10, 20 and 30, 10-1, 20-1 and 30-1, 13, 23 and 33, and 10-2, 20-2 and 30-2 will be used in the certification process. Course sequences of 16, 26 and 36 and 15, 25 and 35 will not be used in the certification process. Course sequences of 14 and 24 are no longer offered.

Crediting

All core courses successfully passed in grade nine will be awarded 0.75 units, with the exception of Language Arts/English 9 and Mathematics, which are awarded one unit. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. Unit credits for grades 10-12 will be awarded as follows:

Grades 10-12 Core Course Credits	U.S. Equivalent
5 Credits	1 Unit
3 Credits	0.50 Units
1 Credit	0.25 Units

In the event that a prospective student-athlete delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	80-100	A	4
B	70-79	B	3
C	60-69	C	2
D	50-59	D	1 (lowest passing grade)
F	0-49	F	0

g. Nova Scotia

1) *Nova Scotia High School Graduation Diploma*.

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Marks for grade nine will be forwarded on a separate transcript from the grades 10 through 12 transcript distributed by the Ministry of Education. The grade-point average is calculated by using those approved core courses with passing grades that appear on the document above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

The following explains the credit type set forth by the province that must be used when reviewing a transcript for certification purposes. Core courses completed in grades 10-12 with the credit types of ACAD (Academic) and ADV (Advanced) will be used in the certification process. GRAD (Graduation) will be reviewed on a case-by-case basis. OPEN (Open) will not be used in the certification process.

Crediting

Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. All core courses successfully passed in grades nine through 12 will be awarded one unit, with the exception of those courses that are designated 0.5 credits (0.5 units) by the Ministry of Education.

In the event that a prospective student-athlete delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	85-100	A	4
B	70-84	B	3
C	60-69	C	2
D	50-59	D	1 (lowest passing grade)
F	0-49	F	0

h. Nunavut

1) *High School Diploma* (General or Advanced).

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Marks for grade nine will be forwarded on a separate transcript from the grades 10 through 12 transcript distributed by the Ministry of Education. The grade-point average is calculated by using those approved core courses with passing grades that appear on the document above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

The following explains the course sequences set forth by the province that must be used when reviewing a transcript for certification purposes. Core courses with the course sequences of 10, 20 and 30, 10-1, 20-1 and 30-1, 13, 23 and 33, and 10-2, 20-2 and 30-2 will be used in the certification process. Course sequences of 16, 26 and 36 will not be used in the certification process. Locally developed course sequences of 10, 11 and 12 will be reviewed on a case-by-case basis.

Crediting

All core courses successfully passed in grade nine will be awarded 0.75 units, with the exception of Language Arts/English 9 and Mathematics, which are awarded one unit. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. Unit credits for grades 10-12 will be awarded as follows:

Grades 10-12 Core Course Credits	U.S. Equivalent
5 Credits	1 Unit
3 Credits	0.50 Units
1 Credit	0.25 Units

In the event that a PSA delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	80-100	A	4
B	65-79	B	3
C	50-64	C	2 (lowest passing grade)
F	0-49	F	0

i. Ontario

- 1) *Ontario Secondary School Diploma* (OSSD).
- 2) *Diplôme d'Études Secondaires/DES* (diploma of secondary education).

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Grades nine through 12 are listed on one Ministry of Education transcript. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. The grade-point average is calculated by using those approved core courses with passing grades that appear on the documents above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

The following explains the coding system set forth by the province that must be used when reviewing a transcript for certification purposes. The first three characters of the course code indicate the subject of the course (e.g., ENG = English). The fourth character of the course code indicates the grade of the course (1 = Grade 9, 2 = Grade 10, 3 = Grade 11 and 4 = Grade 12). The fourth character for ESL, classical/native languages and Native Language only is indicated by letters (A = Level 1, B = Level 2, C = Level 3, D = Level 4 and E = Level 5). The fifth character indicates the type of course [D (academic), P (applied), O (open), E (workplace preparation), C (college preparation), U (university preparation), M (college/university preparation) and L (locally developed courses)]. Core courses coded with an M, U or D for the fifth character will be used in the certification process. Core courses coded with an L for the fifth character will be reviewed on a case-by-case basis. Core courses coded with a C, O, P or E for the fifth character will not be used in the certification process, with the exception of Civics (CHV20).

Crediting

All core courses successfully passed in grades nine through 12 will be awarded one unit, with the exception of Civics (CHV20), which is awarded 0.50 units by the Ministry of Education.

In the event that a prospective student-athlete delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	80-100	A	4
B	70-79	B	3
C	60-69	C	2
D	50-59	D	1 (lowest passing grade)
F	0-49	F	0

j. Prince Edward Island

- 1) *Provincial Senior High School Graduation Certificate*.

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Marks for grade nine will be forwarded on a separate transcript from the grades 10 through 12 transcript distributed by the Ministry of Education. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. The grade-point average is calculated by using those approved core courses with passing grades that appear on the documents above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

The following explains the coding system set forth by the province that must be used when reviewing a transcript for certification purposes. The first three letters of the course code indicate the subject of study (e.g., MAT is Mathematics). The first digit in the course code indicates the grade level (4 = Grade 10, 5 = Grade 11, 6 = Grade 12, 7 = Grade 10/11 and 8 = Grade 11/12). The second digit indicates the level of difficulty (0 = Open, 1 = Advanced Level, 2 = Academic Level, 3 = General Level, 4 = Vocational, 5 = Practical Level and 6 = Modified). The third digit indicates the credit value (1-4 credits are awarded 1 unit, 5 = 0.5 credits/units). Advanced and Academic Level core courses will be used in the certification process. Open and General core courses will be reviewed on a case-by-case basis. Vocational, Practical Level and Modified core courses will not be used in the certification process.

Crediting

All core courses successfully passed in grades nine through 12 will be awarded one unit, with the exception of those courses that are designated 0.5 credits (0.5 units) by the Ministry of Education.

In the event that a prospective student-athlete delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	80-100	A	4
B	70-79	B	3
C	60-69	C	2
D	50-59	D	1 (lowest passing grade)
F	0-49	F	0

k. Quebec

- 1) *Diplôme d'Études Secondaires/DES* (secondary school diploma).
- 2) *Diplôme d'Études Professionnelles/DEP* (diploma of vocational studies).
- 3) *Attestation de Spécialisation Professionnelle/ASP* (attestation of vocational specialization).
- 4) *Attestation de Formation Professionnelle/AFP* (attestation of vocational education).
- 5) *Attestation d'Études Collegiales/AEC* (attestation of collegial studies) from a *College d'Enseignement Général et Professionnel/CEGEP*.
- 6) *Diplôme d'Études Collegiales/DEC* (diploma of collegial studies) from a *College d'Enseignement Général et Professionnel/CEGEP*.
- 7) *Diplôme d'Études Collegiales/DEC* (diploma of collegial studies) from a *College d'Enseignement Général et Professionnel/CEGEP* passing 14 courses during the first year in the fall and spring semester.
- 8) Pre-University Grade 12 Certificate.

Graduation timeline — six consecutive semesters after initial enrollment in the first semester of Secondary III (Grade 9). The Secondary III report card must be submitted for a certification to be rendered. This document is distributed by the student's high school. Secondary IV and V report cards may also be submitted, but are not usually required. The Relevé de Note is also required for a certification to be rendered. This document lists Secondary IV (Grade 10) and Secondary V (Grade 11) results, as well as the *Diplôme d'Études Secondaires/DES* (proof of high school graduation), and is distributed by the Ministry of Education. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 60 percent or higher to be used. The grade-point average is calculated by using those approved core courses with passing grades that appear on the documents above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1. Core courses that are awarded "Equ" will be awarded the lowest passing grade of 60 percent.

After graduating on time with the *Diplôme d'Études Secondaires/DES* in June 2007 or later, a student may enroll in and successfully complete either the one-year Pre-University Grade 12 program or the *Diplôme d'Études Collegiales/DEC* (diploma of collegial studies) from a *College d'Enseignement Général et Professionnel/CEGEP*. Enrollment must occur at the first opportunity to enroll after receiving the DES. There are three programs of study that will allow students to advance their graduation date:

- 1) If the student graduates on time with the Pre-University Grade 12 Certificate, the graduation date will be advanced one year from the date of the *Diplôme d'Études Secondaires/DES*.
- 2) If the student completes the DEC within two years/four semesters for academic programs (three years/six semesters for career programs), the graduation date will be advanced two years from the date the DES was issued.
- 3) If the student completes the first year of the DEC option, successfully passing 14 courses, the graduation date will be advanced one year from the date the DES was issued. Please note, summer school courses completed after the first year of enrollment in a DEC program will not be considered as part of the 14-course requirement in the certification process.

Crediting

Unit credits for Secondary 3-5/Grades 9-11 will be awarded as follows:

DES Units of Credit (Secondary 3-5/ Grades 9-11)	U.S. Equivalent
6 Units	1 Unit
4 Units	0.75 Units
3 Units	0.50 Units
2 Units	0.34 Units
1 Unit	0.25 Units

Unit credits for DEC/CEGEP will be awarded as follows:

DEC/CEGEP Units of Credit	U.S. Equivalent
1 CEGEP Unit	0.34 Units
1.33 – 1.66 Units	0.50 Units
2 CEGEP Units	0.75 Units
2.25 CEGEP Units or more	1 Unit

Unit credits for Pre-University Grade 12 will be awarded as follows:

Pre-University Grade 12 Units of Credit	U.S. Equivalent
1 Unit	1 Unit

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	80-100	A	4
B	70-79	B	3
C	60-69	C	2 (lowest passing grade)
F	0-59	F	0

l. Saskatchewan

- 1) *Official transcript, issued by Saskatchewan Learning, showing that the student has graduated.*

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Marks for grade nine will be forwarded on a separate transcript from the grades 10 through 12 transcript distributed by Saskatchewan Ministry of Education. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. The grade-point average is calculated by using those approved core courses with passing grades that appear on the documents above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

The following explains the course sequences set forth by the province that must be used when reviewing a transcript for certification purposes. Core courses that are taught at the regular (10, 20, 30 designation) course of study or at the advanced (10A, 20A, 30A) level will be used for certification purposes. International Baccalaureate core courses (10IB, 20IB, 30IB) will also be used for certification purposes. Core courses taught at the modified (11, 21, 31) or alternative education (18, 28, 38) level will not be utilized in the certification process.

Crediting

All core courses successfully passed in grade 9 will be awarded 0.75 units, with the exception of English 9, Mathematics 9, Mathematics Plus 9 and French 9, which are awarded one unit. All core courses successfully passed in grades 10 through 12 that receive one credit by Saskatchewan Learning are awarded 0.75 units by the Eligibility Center.

In the event that a prospective student-athlete delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	80-100	A	4
B	70-79	B	3
C	60-69	C	2
D	50-59	D	1 (lowest passing grade)
F	0-49	F	0

m. Yukon Territory

- 1) *Yukon Certificate of Graduation.*

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Marks for grade nine will be forwarded on a separate transcript from the grades 10 through 12 transcript distributed by the Ministry of Education. The grade-point average is calculated by using those approved core courses with passing grades that appear on the document above and transcripts for grades nine through 12. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1. Yukon Territory Permanent Student Records may also list grades nine through 12, but may not include proof of graduation.

Crediting

All core courses successfully passed in grade nine will be awarded one unit. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2 and be awarded a grade of 50 percent or higher to be used. Unit credits for grades 10-12 will be awarded as follows:

Grades 10-12 Core Course Credits	U.S. Equivalent
4 Credits	1 Unit
3 Credits	0.75 Units
2 Credits	0.50 Units
1 Credit	0.25 Units

In the event that a prospective student-athlete delays graduation, grades reported on the transcripts from the first four years of attendance will be used to determine the grade-point average for Division I. The graduation date will remain set at the original expected date of graduation for both divisions.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade Equivalent	U.S. Grade	Quality Points
A	86-100	A	4
B	73-85	B	3
C	50-72	C	2 (lowest passing grade)
F	0-49	F	0

Category Three

The documents listed below, by themselves, from the types of schools listed below, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

a. British Columbia:

Secondary School Adjusted Program Certificate of British Columbia Institute of Technology programs requiring only Grade 10 for admission.

b. Northwest Territories:

Junior High School Diploma or Arctic College programs requiring less than completion of Grade 12 for admission.

c. Ontario:

Certificate of Education or Nursing Assistant Certificate.

d. Quebec:

1) *Diplôme d'Études Secondaires/Enseignement Professionnel Court* [secondary school short vocational education diploma grade 10; also known as *Certificat d'études Professionnelles* (certificate of vocational studies; since 1988)].

2) *Diplôme d'Études Secondaires/Enseignement Professionnel Long* [secondary school long vocational education diploma grade 11; also known as *Diplôme d'Études Professionnelles* (secondary diploma of vocational studies; since 1988)].

e. Saskatchewan:

Grade 10 standing or Grade 11 standing.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (list may not be all inclusive):

a. *Université* (university).

b. College (post secondary only; excluding CEGEPS).

c. Community College.

d. Junior College.

e. *Institut* (institute; postsecondary only).

f. *Ecole* (school; postsecondary only).

Coursework will not be used for certification purposes from category four institutions.

Unit Credit

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a PSA. The crediting system must be applicable to all students attending the PSA's secondary school during the PSA's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a PSA's behalf will not be accepted.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Secondary Education in Canada, A Student Transfer Guide, Ninth Edition, Council of Ministers of Education, Canada, 2004-2005.

Internet Source: British Columbia Ministry of Education: <http://www.gov.bc.ca/bced/>. Last accessed December 2008.

Internet Source: <http://www.cmec.ca/tguide/2004/index.en.html>. Last accessed December 2008.

Internet Source: <http://www.cmec.ca/educmin.en.stm>. Last accessed December 2008.

Internet Source: Alberta Ministry of Education: <http://education.alberta.ca/>. Last accessed December 2008.

Internet Source: Ontario Ministry of Education: <http://www.edu.gov.on.ca/eng/>. Last accessed December 2008.

Internet Source: Manitoba Department of Education, Citizenship and Youth: <http://www.edu.gov.mb.ca/k12/cur/index.html>. Last accessed December 2008.

Internet Source: Nunavut Ministry of Education: http://www.gov.nu.ca/education/eng/css/progstudies7_12.htm. Last accessed December 2008.

Internet Source: Quebec Ministry of Education: www.meq.gouv.qc.ca. Last accessed December 2008.

Internet Source: New Brunswick Department of Education: <http://www.gnb.ca/0000/anglophone-e.asp#cd>. Last accessed December 2008.

Internet Source: Government of Newfoundland Department of Education: <http://www.ed.gov.nl.ca/edu/k12/pdf/gr9handbook.pdf>. Last accessed December 2008.

Internet Source: Government of Northwest Territories Department of Education, Culture and Employment: www.ece.gov.nt.ca. Last accessed December 2008.

Internet Source: Prince Edward Island Department of Education: <http://www.gov.pe.ca/educ/index.php3?number=74883&lang=E>. Last accessed December 2008.

Internet Source: Nova Scotia Public School Programs: http://www.ednet.ns.ca/pdfdocs/psp/psp_03_04_full.pdf. Last accessed December 2008.

Internet Source: Government of Saskatchewan Curriculum Guide and Learning Resources by Subject: <http://www.education.gov.sk.ca/Default.aspx?DN=2b044064-cdad-4c40-94d9-b51b70baa0fe>. (last accessed December 2008)

See Multi-Country References, page 184.

Chad

The academic year runs from October to June. Primary school begins at age six. High school graduates are assessed based upon review of leaving exams. The information provided below addresses the criteria utilized to evaluate a student based upon type of credential received. The list of documents may not be all-inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling but leave the home country prior to enrolling in the final year of study to finish high school in the United States will be evaluated by reviewing semester-by-semester grades during the four-year period immediately subsequent to initial enrollment in grade nine.

Category One

The document below meets both high school graduation requirements and core-curriculum requirements:

a. *Baccalauréat* (baccalaureate of secondary education).

Graduation timeline – Five years after initial enrollment in grade nine. Delayed graduates will be evaluated by utilizing the grades earned in coursework pursued during the aforementioned five-year timeframe.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- Baccalauréat de Technicien* (technical baccalaureate)
- Diplôme d'Instituteur Adjoint* (Diploma of Adjunct Primary School Teacher).
- Diplôme d'Instituteur* (Diploma of Primary School Teacher)

Graduation timeline – Five years after initial enrollment in grade nine, except for the *Diplôme d'Instituteur Adjoint*, which is four years after initial enrollment in grade nine.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scales:

Grading Scale

The applicable grading scale for the documents listed above follows (may not be all inclusive):

Grade	Description	Translation	U.S. Grade Equivalent	Quality Points
16 – 20	Très bien	Very Good	A	4
14 – 15.9	Bien	Good	A	3
12 – 13.9	Assez bien	Good Enough	B	3
10 – 11.9	Passable	Passing	C	2 (lowest passing grade)
0 – 9.9	Ajourné	Fail	D/F	0

Note: Grades of 8 to 9.9 are considered passing (equivalent to U.S. grade D) when the overall average grade is 10.0 or higher.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Brevet d'Etudes du Premier Cycle /BEPC* (Certificate of First Cycle Studies).
- Certificat d'Aptitude Professionnelle /CAP* (Certificate of Professional Aptitude).

Unit Credits

When specific course credits are not indicated on credentials and courses listed on transcripts must be used, courses will be credited based upon the Carnegie unit system (weeks of attendance multiplied by hours of study per week). Credits will be attributed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

*Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Université (university).
- Ecole (school – postsecondary only).
- Institut Supérieur des Sciences de Education, N'Djaména (N'Djaména Higher Institute of Education Sciences).
- Institut (institute – postsecondary only)

See pages 5-8 for instructions for use of this guide and application procedures.

References

Feagles, Shelley M. ed., A Guide to Educational Systems Around the World, NAFSA, Washington, D.C., 1999.

Internet Source: AACRAO EDGE (Electronic Database for Global Education) v.1.0. Last accessed February 2011.

Chile

- The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

- Licencia de Educación Media/Licencia de Enseñanza Media* (certificate of secondary education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations for years 11 and 12 that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Muy Bueno</i>	Very good	6-7	A	4
<i>Bueno</i>	Good	5-5.9	B	3
<i>Suficiente</i>	Sufficient	4-4.9	C	2 (lowest passing grade)
<i>Insuficiente</i>	Insufficient	0-3.9	F	0

- The document below meets high school graduation requirements (may not be all inclusive):

a. *Licencia de Educación Media Técnico-Profesional* (certificate of technical vocational secondary school).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
There are no documents.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. Universidad (university).
 - b. Instituto Profesional (professional institute).
 - c. Centro de Formación Técnica (technical training center).

See pages 6-9 for instructions for use of this guide and application procedures.

References

National Office of Overseas Skills Recognition, *Country Education Profiles: Chile, Second Edition*, Australian Government Printing Office, Canberra, Australia, 1999.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

People's Republic of China

NOTICE: A serious problem of errors in translation exists with records from China. Evaluations of eligibility should be based on original documentation and qualified translations. Students must submit a China Qualifications Verification (CQV) report along with their official academic record. Students from provinces that do not offer the Certificate or Results of General Examination for High School Graduates (HUIKAO) must submit official high school transcripts to the NCAA Eligibility Center, which will evaluate the academic record on a case-by-case basis and may request additional documentation, if necessary.

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. Graduation Certificate from a senior (upper) middle school (academic track) and the official upper middle school graduation examination results.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	90-100	A	4
Good	80-89	B	3
Average/Fair	70-79	C	2
Pass/Satisfactory	60-69	D	1 (lowest passing grade)
Unsatisfactory/Fail	0-59	F	0

2. The following documents meet high school graduation requirements (may not be all inclusive):
 - a. Graduation Certificate from a senior (upper) vocational school.
 - b. Graduation Certificate from a specialized secondary school.
 - c. Graduation Certificate from a skilled workers school.

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Graduation certificate from a junior (lower) middle school and official transcript.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following:
 - a. University.
 - b. Academy (postsecondary only).
 - c. College/Conservatory institutions (postsecondary only).
 - d. Institute.
 - e. Specialized postsecondary school.

See pages 6-9 for instructions for use of this guide and application procedures.

References

World Guide to Higher Education, Higher Education Press, Beijing, 1998.

The British Council. *International Guide to Qualifications in Education, Fourth Edition*, The Bath Press, 1996.

Surowski, David; Zhou, Muriel M., et. al., *The People's Republic of China* (Workshop Report), A PIER World Education Series Special Report, AACRAO/NAFSA, Washington, D.C., 1999.

See Multi-Country References, page 184.

Colombia

The academic year runs from January to November for most schools. However, a few schools follow the “Calendar B” schedule which runs from September to June. After one year of pre-primary education, primary education begins at age six. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in year nine.

Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete (PSA) graduates within the expected number of years after initial enrollment. The grade-point average must be at least 2.000 to 3.550 or higher on a U.S. 4.0 (4 high) scale. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale before calculating quality points and grade-point averages.

- a. *Bachillerato/Bachiller Académico* (academic secondary school diploma).
- b. *Bachillerato/Bachiller Clásico* (classical secondary school diploma).

Graduation timeline — six consecutive semesters after initial enrollment in the first semester of year nine. The grade-point average is calculated by averaging all core courses from the final two years of coursework, regardless of grades earned. Grades are weighted in the calculation according to credits assigned on the document.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- Bachillerato Pedagógico* (primary teacher training secondary school diploma).
- Bachillerato Comercial* (commercial secondary school diploma).
- Bachiller Industrial* (industrial secondary school diploma).
- Título de Maestro/Maestro Superior/Normalista Superior* (title/diploma of teacher/advanced teacher/advanced educator).
- Título de Bachiller Técnico* (title/diploma of vocational education).

Graduation timeline — six consecutive semesters after initial enrollment in the first semester of year nine. Grades are weighted in the calculation according to credits assigned on the document. Courses weighted at four hours and above will be credited at one full credit. Courses weighted at three hours will be credited at .75 credits. Courses weighted at two hours will be credited at .5 credits. Courses weighted at one hour will be credited at .25 credits.

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Certificado de Aptitud Profesional* (certificate of professional aptitude).
- Certificado de Equivalencia del Grado de Bachiller* (certificate of equivalence to the *Bachiller* diploma).
- Diploma de Experto* (diploma of expert) from a secondary-level commercial, industrial or technical school.
- Certificado de Conclusión del Ciclo Básico* (certificate of completion of lower secondary school).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric U.S. Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente</i>	Excellent	4.6-5.0 (9.5-10.0)	A	4
<i>Bueno/ Sobresaliente</i>	Outstanding	4.0-4.59 (8.5-9.4)	B	3
<i>Aceptable</i>	Acceptable	3.5-3.99 (7.5-8.4)	C	2
<i>Insuficiente</i>	Insufficient	3.0-3.49 (6.0-7.4)	D	1
<i>Deficiente</i>	Deficient	0-2.99 (1.0-5.9)	F	0

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athletes. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athletes period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universidad Pública* (public university).
- Universidad Privada* (private university).
- Instituto Técnico Profesional* (professional technical institute).
- Academia Militar* (military academy).
- Instituto Tecnológico* (technological institute).

See pages 6-9 for instructions for use of this guide and application procedures.

References

National Office of Overseas Skills Recognition, Country Education Profiles: Colombia, Australian Government Printing Office, Canberra, Australia, 1993.

Wellington, Stanley, Colombia, World Education Series, AACRAO, Washington, D.C., 1984. International Education Research Foundation, The New Country Index: Making Sense of International Credentials, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 139.

Costa Rica

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Bachillerato/Bachiller* (secondary school diploma).
- Diploma de Conclusión de Estudios de Educación Diversificada* (diploma of conclusion of studies of diversified education).
- Bachiller en Educación Media* (secondary school diploma).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Numeric Grade	U.S Grade Equivalent	Quality Points
9.0-10	A	4
8.0-8.9	B	3
7.0-7.9	C	2
6.5-6.9	D	1 (lowest passing grade)
0.0-6.4	F	0

2. The documents below meet high school graduation requirements:

- Certificado de Conclusión de Estudios de Educación Media en* a specialized area (secondary school certificate in a specialized area).
- Técnico en el Nivel Medio* (mid-level technician).
- Bachiller en la Enseñanza Media* (primary/middle teaching qualification).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Certificado de Conclusión de Estudios de Educación General Básica* (certificate of completion of general basic education studies).
- Certificado de Conclusión de Estudios Básicos por Suficiencia* (certificate of completion of basic studies by competency).

4. A student will be considered a transfer if he or she is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universidad Pública* (public university).
- Universidad Privada* (private university).
- Instituto Tecnológico* (technological institute).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Aldrich-Langen, Caroline, and Selless, Kathleen, eds., *The Admissions and Academic Placement of Students From Central America* (Workshop Report), AACRAO/NAFSA, 1987.

Marcus, Jane E., *Central America Update*, PIER, Annapolis Junction, Md., 1996.

Croatia

The academic year runs from September to June. Education is compulsory from age six through 14. High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete (PSA) graduates within the expected number of years after initial enrollment and are earned in one of the academic branches of education (i.e., humanities, social science, mathematics and natural/physical science).

- Svjedodzba o Završnom Ispitu* (certificate of final examination).
- Svjedodzba o Završnom Srednjem Obrazovanju* (certificate of completion of secondary education).
- Maturalna Svjedodzba or Matura* (maturity certificate).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The document below meets high school graduation requirements (may not be all inclusive):

- Any credential listed in Category One that is from a vocational program (e.g., *Strucna Skola, Strukovna Skola, etc.*) [vocation-oriented schools or other types of secondary schools].

The core-course grade-point average is calculated by using core-course units with passing grades in years nine through 12 and examinations that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Svjedodzba o Završenom Obrazovanju* (certificate of completion of education) two-year program from Industrijska/Obrtnicka Skola (industrial/craftsman school).
- Svjedodzba o Završenom Obrazovanju* (certificate of completion of education) three-year program from Industrijska/Obrtnicka Skola (industrial/craftsman school).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Odličan</i>	Excellent	5 (10)	A	4
<i>Vrlo Dobar</i>	Very Good	4 (9)	B	3
<i>Dobar</i>	Good	3 (8)	B	3
<i>Dovoljan</i>	Sufficient	2 (6-7)	C	2 (lowest passing grade)
<i>Nedovoljan</i>	Insufficient	1 (0-5)	F	0

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine. Students who delay graduation and receive a category one leaving certificate will be required to submit semester-by-semester transcripts beginning with year nine marks for Division I certification purposes. The graduation date will be set based upon the graduation timeline listed above.

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a PSA. The crediting system must be applicable to all courses and all students attending the PSA’s secondary school during the PSA’s period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student’s behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Sveuciliste* (university).
- b. *Fakultet* (faculty).
- c. *Umjetnicka Akademija* (art academy).
- d. *Visa Skola* (higher school).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Dickey, Karlene, ed., *The New Country Index*, International Research Foundation, Los Angeles, Calif., 2003.
Dickey, Karlene, dir., *The Admission and Academic Placement of Students from Yugoslavia (Workshop Report)*, AACRAO/NAFSA, 1990.
National Office of Overseas Skills Recognition, *Country Education Profiles, The Republics of the Former Yugoslavia*, Canberra, Australia, 1992.
International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.
See Multi-Country References, page 139.

Cuba

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
- a. *Bachillerato* (secondary school leaving certificate).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive)

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente</i> (E)	Excellent	90-100	A	4
<i>Muy Bueno</i> (MB)	Very good	80-89	B	3
<i>Bueno</i> (B)	Good	70-79	C	2 (lowest passing grade)
<i>Insuficiente</i> (I)	Insufficient	60-69	F	0
<i>Deficiente</i> (D)	Deficient	0-59	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
- a. *Técnico Medio* (intermediate-level technician).
 - b. *Perito* (non-technical expert).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Normal de Jardín de la Infancia* (kindergarten teacher certification).
 - b. *Maestro de Educación Primaria* or *Maestro Primaria* (primary school teacher certification).
4. A student will be considered a transfer if he or she is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universidad* (university).
 - b. *Centro Universitario* (university center).
 - c. *Instituto Superior Politécnico* (polytechnic).
 - d. *Centro de Educación Superior* (higher institute).
 - e. *Instituto* (institute).
 - f. *Instituto Superior Pedagógico* (higher pedagogical institute).

See pages 6-9 for instructions for use of this guide and application procedures.

References

National Office of Overseas Skills Recognition, *Country Education Profiles: Cuba*, Australian Government Printing Office, Canberra, Australia, 1993.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Cyprus

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Apolyterion* (certificate of completion) from a *Lykion* (lyceum), evening *gymnasia* or technical/vocational school – Greek-Cypriot system.
 - b. *Pistopyitico isodinamias* (equivalency certificate) from students who attended a private upper secondary school – Greek-Cypriot system.
 - c. *Lise Diplomasi* (diploma) – Turkish-Cypriot system.

In the Greek-Cypriot system, the grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The grade-point average is calculated by using all core courses that appear on documents 1-a and 1-b, regardless of grades earned.

In the Turkish-Cypriot system, the grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The grade-point average is calculated by using all core courses on document 1-c, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grading in Greek-Cypriot system:

Grade	Translation	Numeric Grade	U.S Grade Equivalent	Quality Points
95-100	Excellent	19-20	A	4
80-94	Very Good	16-18	B	3
65-79	Average	13-15	C	2
50-64	Below Average	10-12	D	1 (lowest passing grade)
0-49	Fail	0-9	F	0

Grading in Turkish-Cypriot system:

Translation	Numeric Grade	U.S Grade Equivalent	Quality Points
Very Good	9-10	A	4
Good	7-8	B	3
Average	5-6	C	2 (lowest passing grade)
Weak/Deficient and Fail	0-4	F	0

NOTE: Cypriot students sometimes choose to take the examination that leads to the secondary educational qualification of another country. The most commonly sought foreign qualifications are the *Apolyterio* (see section on Greece) or the GCSE or GCE Advanced Levels (see section on United Kingdom).

2. The document below meets high school graduation requirements (may not be all inclusive):
 - a. *Diplomasi* (diploma) from a vocational/technical school – Turkish-Cypriot system.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See Turkish-Cypriot system above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Apolyterion* (certificate of completion) from a *Gymnasium* after completion of year nine – Greek-Cypriot system.
 - b. *Ortaokul diplomasi* (middle school diploma) after year nine – Turkish-Cypriot system.
 - c. *Bitirme belgesi* (completion certificate) – Turkish-Cypriot system.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University of Cyprus.
 - b. Eastern Mediterranean University.
 - c. Recognized postsecondary college.
 - d. Recognized postsecondary institute.
 - e. Recognized postsecondary school.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Schatzman, Margit A., *Education on the Island of Cyprus*, AACRAO, Washington, D.C., 1990.

Universities and Colleges Admission Service, *International Qualifications for Entry to Higher Education*, Gloucestershire, United Kingdom, 2004.

UNESCO International Bureau of Education, *World Data on Education, Fourth Edition*, 2001.

See Multi-Country References, page 184.

Czech Republic

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Vysvedčení o Maturitní Zkouse* (maturity certificate).

Please note that for the *Vysvedčení o Maturitní Zkouse*, only leaving exam results that accompany the certificate are used.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Vy 'borný</i>	Excellent	1	A	4
<i>Chvalitebný</i>	Very good	2	B	3
<i>Dobry</i>	Good	3	B	3
<i>Dostatecný</i>	Satisfactory	4	C	2 (lowest passing grade)
<i>Nedostatecný</i>	Unsatisfactory	5	F	0

2. The documents below meet high school graduation requirements:
There are no documents.
3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Vysvedčení* (report card) from year nine of a basic school (completion of lower-secondary education).
 - b. *Vý'ucní list: Vý'svedčení o Závěrečné Zkoušce* (completion certificate from an apprentice school).
4. A student will be considered a transfer if he or she is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Univerzita* (university).
 - b. *Vysoké Skola* (higher educational institution).
 - c. *Vysoké Učení Technické* (technical university).
 - d. *Akademie* (postsecondary academy).
 - e. *Pedagogická Fakulta* (pedagogical faculty).
 - f. *Boboslovecká Fakulta* (theological faculty).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Devlin, Edward, ed., *The Admission and Academic Placement of Students from the Czech and Slovak Federal Republic* (Workshop Report), AACRAO/NAFSA, 1992.

See Multi-Country References, page 184.

Denmark

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Bevis for Studentereksamen* (certificate of student examination).
Use all core grades in the Provekarakterer section under the column heading "Karakter" (Mark). Please note that the core grades under the column heading "Karakter" are weighted by using the weights listed under the column heading "Vægt" (Weighting).
 - b. *Bevis for Højere Forberedelseseksamen/HF* (higher preparatory examination).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned. Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Ten-Point Scale:

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Exceptionally Independent and Excellent Performance	13	A	4
Independent and Excellent Performance	11	A	4
Excellent, but not Particularly Independent Performance	10	A	4
Good Performance, a Little Above Average	9	B	3
Average Performance	8	C	2
Mediocre Performance, Slightly Below Average	7	C	2
Just Acceptable Performance	6	D	1 (lowest passing grade)
Hesitant and Not Satisfactory Performance	5	F	0
Very Hesitant, Very Insufficient and Unsatisfactory Performance	3	F	0
Completely Unacceptable Performance	0	F	0

Seven-Point Scale:

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent Performance	12	A	4
Very Good Performance	10	B	3
Good Performance	7	B	3
Fair Performance	4	C	2
Minimum Acceptable Performance	02	D	1 (lowest passing grade)
Inadequate Performance	00	F	0
Unacceptable Performance	-3	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Højere Handelseksamen/HHX* (higher commercial examination).
- b. *Højere Teknisk Eksamen/HTX* (higher technical examination).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Afgangsbrev* (leaving certificate after grades nine or 10).
- b. *Afgangsbrev* from a *Folkeskole* (lower secondary school leaving certificate).
- c. *Afgangsprøve* (leaving examination after grades nine or 10).
- d. *Højere Grunduddannelser* (basic commercial or technical vocational course).
- e. *Landbrugsskole Grønt Brev* (agricultural school green certificate).
- f. *Social-og Sundheds Assistent* (health science assistant).
- g. *Social-og Sundheds Hjoelper* (health science helper).
- h. *Svendebrev* (journeyman's certificate).
- i. *Udvidede Afgangsbrev* from a *Folkeskole* (lower secondary extended school leaving certificate).
- j. *Udvidede Afgangsprøve* (advanced leaving examination after grade 10).

4. A student will be considered a transfer if he or she is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Arkitektskole* (architectural school).
- b. *Danmarks Biblioteksskole* (The Royal Danish School of Librarianship).
- c. *Danmarks Jordemoderskole* (Denmark Midwifery School).
- d. *Det Kongelige Danske Musikkonservatorie* (Royal Danish Academy of Music).
- e. *Ergoterapeut-og Fysioterapeutskole* (occupational and physical therapy school).
- f. *Haerens Officersskole* (military officers school).
- g. *Højskole* (higher-school exception: *Folkehøjskole*).
- h. *Ingeniørakademi* (engineering academy).
- i. *Musikkonservatorium* (music conservatory).
- j. *Seminarium/Seminarier/Statsseminarium* (colleges of education).
- k. *Skovskolen* (Danish School of Forestry – programs for skilled forest worker and forest engineer only).
- l. *Sygeplejeskole* (nursing school).
- m. *Teknikum* (technical college).
- n. *Universitet/Universitetscenter* (university/university center).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Woolston, Valerie A., and Dickey, Karlene N., eds., *Denmark* (Country Report), PIER World Education Series, AACRAO/NAFSA, Washington, D.C., 1995.

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Dominican Republic

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

a. *Bachiller/Bachillerato en Ciencias y Letras; en Ciencias Físicas y Matemáticas; en Ciencias Físicas y Naturales; or en Filosofía y Letras* (secondary school diploma in science and letters; physics and mathematics; physical and natural sciences; or philosophy and letters).

b. *Bachiller/Bachillerato General*.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente</i>	Excellent	90-100	A	4
<i>Muy Bueno</i>	Very good	80-89	B	3
<i>Bueno</i>	Good	70-79	C	2 (lowest passing grade)
<i>Deficiente</i>	Deficient	0-69	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Bachiller*, *Bachillerato Técnico-Profesional* or *Perito* (vocational-technical secondary exit credential).
 - b. *Maestro Normal/Maestro Normal Primario* (primary school teacher).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Certificado de Estudios Intermedios* (certificate of intermediate school studies).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universidad Pública* (public university).
 - b. *Universidad Privada* (private university).
 - c. *Universidad Tecnológica* (technological university).
 - d. *Instituto* (institute).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Sellew, Kathleen Troxell, ed., *Dominican Republic*, World Education Series, AACRAO, Washington, D.C., 1987.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Ecuador

The academic year runs from September to June in the mountain region and April to December in the coastal region. Education begins at age six. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in year nine.

Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete (PSA) graduates within the expected number of years after initial enrollment.

- a. *Bachillerato/Bachiller en Ciencias* (secondary school diploma in sciences).
- b. *Bachillerato/Bachiller en Humanidades Clásicas or Modernas* (secondary school diploma in modern or classical humanities).

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of year nine. The grade-point average is calculated by averaging all core courses from the final three years of coursework, regardless of grades earned. Grades are weighted in the calculation according to credits assigned on the document.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Bachillerato en Agropecuaria* (agricultural secondary school diploma).
- b. *Bachillerato en Artes Industriales* (industrial arts secondary school diploma).
- c. *Bachillerato Técnico* (technical secondary school diploma).

The documents above meet core-curriculum requirements only if the coursework represented satisfies the core-curriculum distribution a

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of year nine. Grades are weighted in the calculation according to credits assigned on the document.

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The document below, by itself, does not satisfy the graduation requirements of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Certificado del Ciclo Básico* (certificate from basic or first cycle of secondary education).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
10 (18-20)	75-80	A	4
9 (15-17)	65-74	B	3
8 (12-14)	55-64	C	2
7 (10-11)	45-54	D	1 (lowest passing grade)
0-6 (0-9)	0-44	F	0

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universidad* (university).
- Escuela Politécnica* (polytechnic school).
- Instituto Pedagógico* (pedagogical institute).
- Instituto Técnico Superior* (higher technical institute).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Foreign Educational Credentials Required, Fifth Edition, AACRAO, Washington, D.C., 2003.

International Education Research Foundation, Inc., The New Country Index: Making Sense of International Credentials, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 139.

Egypt

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Certificate of Completion of General Secondary Education science and math tracks.
- Al-Azhar* Secondary Education Certificate science and math tracks.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Numeric Grade	U.S. Grade Equivalent	Quality Points
80-100	A	4
65-79	B	3
50-64	C	2
40-49	D	1 (lowest passing grade)
0-39	F	0

- The documents below meet high school graduation requirements (may not be all inclusive):

- Certificate of Completion of General Secondary Education (*shehaadat itmaam el-diraasa el-thaanawiya el-'aama*) (arts track).
- Al-Azhar* Secondary Education Certificate (arts track).
- Technical Secondary School Diploma in Commercial Preparation.
- Technical Secondary School Diploma in Agricultural Preparation.
- Technical Secondary School Diploma in Industrial Preparation.
- Armed Forces Vocational Training Diploma.
- Teacher's Diploma.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
- a. *Al-Azhar* Primary Education Certificate.
 - b. Basic Education Completion Certificate.
 - c. *Al-Azhar* Preparatory Education Certificate.
 - d. Completion of only three years of a five-year program from technical school.
 - e. Certificate of completion of the compulsory period of study.
 - f. Certificate of Completion of Basic Education/Vocational Preparation.
 - g. Vocational Certificate.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
- a. University.
 - b. Academy (postsecondary).
 - c. Institute (postsecondary).
 - d. Technical school (grade 13 or higher).
 - e. Military academy (postsecondary).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Nucho, Leslie S., ed., *Education in the Arab World, Volume I, Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Morocco*, AMIDEAST, Washington, D.C., 1994.

Wilcox, Lee, *Arab Republic of Egypt*, World Education Series, AACRAO, Washington, D.C., 1988.

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

See Multi-Country References, page 184.

El Salvador

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
- a. *Bachiller/Bachillerato Academico* (academic secondary school graduation diploma).
 - b. *Bachiller General*.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente (E)</i>	Excellent	9-10	A	4
<i>Muy Bueno (MB)</i>	Very good	7-8	B	3
<i>Bueno (B)</i>	Good	6	C	2
<i>Bueno</i>	Good	5	D	1 (lowest passing grade)
<i>Regular</i>	Regular	3-4	F	0
<i>Necesita Mejorar (NM)</i>	Needs Improvement	1-2	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Bachiller en Comercio y Administración* (commerce and administration).
- b. *Bachiller Industrial* (industrial studies).
- c. *Bachillerato Vocacional* (vocational studies).
- d. *Diploma de Educación Media* (diploma of secondary school education).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Ciclo III* (ninth-year primary school cycle).
- b. *Diploma de Educación Básica* (diploma of basic [primary/lower secondary school] education).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Universidad Pública* (public university).
- b. *Universidad Privada* (private university).
- c. *Instituto Tecnológico* (technological institute).
- d. *Escuela* (school).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelley M., ed., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.

Marcus, Jane E., *Central America Update*, PIER, Annapolis Junction, Md., 1996.

National Office of Overseas Skills Recognition, *El Salvador: A Comparative Study*, Australian Government Department of Education, Science and Training, Canberra, Australia, 1993.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Estonia

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

- a. *Gümnaasiumi Loputunnistus* (upper secondary school leaving certificate).

Please note that for the *Gümnaasiumi Loputunnistus*, all core-course grades appearing on the *Hinneteleht* (supplement) are used in calculating the core-course grade-point average. All documents, including the *Riigieksamitunnistus* (national exam), must be presented for a certification to be rendered.

The grade-point average must be at least 2.000 to 3.550 or higher on a 4-0 (4 high) scale. The grade-point average is calculated by using all core courses that appear on the *Hinneteleht*, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Applicable grading scale for the *Hinneteleht* (supplement) (may not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Vaga Hea</i>	Very good	5	A	4
<i>Hea</i>	Good	4	B	3
<i>Rahuldav</i>	Satisfactory	3	C	2 (lowest passing grade)
<i>Puudulik</i>	Poor/Fail	2	F	0
<i>Nõrk</i>	Weak/Fail	1	F	0

2. The document below meets high school graduation requirements (may not be all inclusive):

- a. *Loputunnistus Pohihariduse Basil Kutsekeskhariduse Omandamise Kohta* (certificate on acquiring vocational secondary education based on basic education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with the document listed in category two above to meet the core-curriculum requirements:

- a. *Pohikooli Loputunnistus* (certificate of basic school).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Ulikooli* (university).
- b. *Akadeemia* (academy).
- c. *Instituut* (institute).
- d. *Kolledz* (college).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Internet Source: www.euroeducation.net/prof/estonco.htm. Last accessed October 2004.

See Multi-Country References, page 184.

Ethiopia

NOTICE: Due to the unique nature of the educational system in Ethiopia, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

There are no documents.

2. The document below meets high school graduation requirements (may not be all inclusive):

- a. *Ethiopian General Education Certificate Examination/Ethiopian Higher Education Entrance Examination*.

The document above meets core-curriculum requirements **only** if at least five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	90-100	A	4
B	80-89	B	3
C	60-79	C	2
D	50-59	D	1 (lowest passing grade)
F	0-49	F	0

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with the document listed in category two above to meet the core-curriculum requirements:
 - a. Ethiopian School Leaving Certificate.
 - b. Ethiopian General Secondary Education Certificate (Year 10).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. College of teacher education.
 - c. Commercial School of Addis Ababa (final year only).
 - d. *Ecole Normale Supérieure* (higher teacher training school).
 - e. Institute.
 - f. Junior college.
 - g. Municipal technical college.
 - h. Polytechnic institute – *Bahir Dar* (final two years only).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Wise, Cynthia, ed., *The Admissions and Academic Placement of Students from Selected Sub-Saharan African Countries* (Workshop Report), AACRAO/NAFSA, 1973.

See Multi-Country References, page 184.

European Baccalaureate

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

NOTE: Documentation must consist of a Category One European Baccalaureate certificate.

Numeric Grade	U.S. Grade Equivalent	Quality Points
10	A	4
9	A	4
8	A	4
7	B	3
6	C	2 (lowest passing grade)
1-5	F	0

See pages 6-9 for instructions for use of this guide and application procedures.

References

Internet Source: Schola Europaea Web site: www.eursec.org. Last accessed October 2004.

See Multi-Country References, page 184.

Finland

The academic year runs from September to June. Education is compulsory for nine years beginning at age seven. High school graduates are assessed based upon completion of leaving exams. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

Category One

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of year nine for on-time graduates. Students must submit semester-by-semester transcripts beginning with year nine marks. **NOTE:** If a student pursues the optional grade 10 in lower secondary school, the timeline shall be extended to 10 consecutive semesters after enrolling in grade nine.

a. *Lukion Päästötodistus* (secondary school leaving certificate).

Grading Scale:

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Erinomainen</i>	Outstanding, Excellent	10	A	4
<i>Kiitettävä</i>	Very Good	9	A	4
<i>Hyvä</i>	Good	8	B	3
<i>Tyydyttävä</i>	Acceptable, Satisfactory	7	B	3
<i>Kohtalainen</i>	Fair	6	C	2
<i>Välttävä Just</i>	Adequate, Sufficient	5	D	1 (lowest passing grade)
<i>Heikko, Hylätty</i>	Weak, Fail	4	F	0

b. *Ylioppilastutkintotodistus* (matriculation examination certificate) [this document can be earned after attainment of the secondary school leaving certificate].

Grading Scale:

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Laudatar</i>	Praiseworthy	7	A	4
<i>Eximia cum laude approbatur</i>	Approved with Exceptional Honors	6	A	4
<i>Magna cum laude Approbatur</i>	Approved with Great Honors	5	B	3
<i>Cum laude Approbatur</i>	Approved with Honors	4	B	3
<i>Lubenter Approbatur</i>	Approved with Satisfaction	3	C	2
<i>Approbatur</i>	Approved	2	D	1 (lowest passing grade)
<i>Improbatur</i>	Not Approved	1	F	0

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- Teknikko (technician) or Teknillisen Koulun Päästötodistus* (vocational secondary school diploma).
- Ammatillinen Perustutkinto* (initial vocational qualification).

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine.

NOTE: If student pursues the optional grade 10 in lower secondary school, the timeline shall be extended to 10 consecutive semesters after enrolling in grade nine.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in Category Two above to meet the core-curriculum requirements:

- a. *Kauppakoulu* (vocational school).
- b. *Peruskoulun Päästötodistus* (basic school graduation certificate/year nine).

Unit Credits

When specific course credits are not indicated on transcripts, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if he or she is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Yliopisto* (university).
- b. *Farmasian Laitos* (institute of pharmacy).
- c. *Helsingin Käsityönopettajaopisto* (Helsinki Training College for Handicraft Teachers).
- d. *Helsingin Kotitalousopettajaopisto* (Helsinki Training College of Teachers in Home Economics).
- e. *Kauppaopisto* (commercial college).
- f. *Korkeakoulu* (university-level institution of higher education).
- g. *Lastentarha Seminaari* (training college of nursery school teachers).
- h. *Maatalousopisto* (agricultural college).
- i. *Opettajakorkeakoulu* (teacher training college).
- j. *Sibelius-Akatemia* (Sibelius Music Academy).
- k. *Ammattikorkeakoulu/AMK* (polytechnic institutions).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelly, ed., A Guide to Educational Systems Around the World, NAFSA, Washington, D.C., 1999.

Warren, Kenneth, The Educational System of Finland, Educational Credential Evaluators, Inc., 1999.

Universities and Colleges Admissions Services, International Qualifications for Entry to Higher Education, UCAS, Gloucestershire, United Kingdom, 2003.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 139.

France

The academic year runs from September to June. Education is compulsory for 10 years beginning at age six. High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

Category One

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) below, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

- a. *Diplôme de Bachelier de l'Enseignement du Second Degré* (diploma of bachelor of secondary education).
- b. *Diplôme de Baccalauréat de l'Enseignement Secondaire* (diploma of baccalaureate of secondary education).
- c. *Diplôme de Baccalauréat Général* (diploma of general baccalaureate).

NOTE: Grades 8 to 9.9 are considered passing (equivalent to U.S. grade D) when the overall average grade is 10.0 or higher.

Graduation timeline — twelve consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine. The grade-point average is calculated by using all core courses that appear on the documents above, regardless of grades earned. Grades are weighted in the calculation based upon the credit (commonly labeled coefficient) awarded.

Category Two

Grades 8 to 9.9 are acceptable as passing grades only if the overall core-course average is 10 or higher. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) below.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

- a. *Diplôme de Baccalauréat de Technicien/Diplôme de Baccalauréat Technologique* (diploma of technical baccalaureate). The grade-point average is calculated by using passing grades for core courses that appear on the document. Grades are weighted in the calculation based upon the credit (commonly labeled coefficient) awarded. Coefficients of 4 or higher will be equated to a complete subject pass in a subject area. Coefficients of 3 will be equated to completion of .75 subject passes in a subject area. Coefficients of 2 will be equated to completion of .5 subject passes in a subject area. Coefficients of 1 will be equated to completion of .25 subject passes in a subject area. Students who do not earn a full subject pass in a subject area will be required to submit trimester-by-trimester transcripts. The staff will review the transcripts to determine whether coursework can be reviewed for certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with exam credit provided.

Graduation timeline — twelve consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine. If trimester-by-trimester transcripts are required to complete the academic certification, the following crediting will apply: coefficients of 4 will be equated to completion of one unit of credit, coefficients of 3 will be equated to completion of .75 units of credit, coefficients of 2 will be equated to completion of .5 units of credit, and coefficients of 1 will be equated to completion of .25 units of credit. When credits coefficients are not displayed on transcripts, courses will be assessed credit in the following manner during the certification process:

English, native language, mathematics – 1 credit per year, .5 credits per half year, .34 credits per trimester

Physical and natural science, social science, additional core courses - .5 credits per year and .25 credits per semester. Transcripts reporting grades on a trimester basis will be credited by averaging the three trimester grades reported and credited at a .5 credit value for three trimesters of coursework reported or at a .34 credit value when two out of three trimesters of successfully completed coursework is reported. Credit will not be awarded for coursework in these subject areas when only one trimester of coursework is reported.

b. *Diplôme de Baccalauréat Professionnel* (diploma of professional baccalaureate). The grade-point average is calculated by using passing grades for core courses that appear on the document. Grades are weighted in the calculation based upon the credit (commonly labeled coefficient) awarded. Coefficients of 4 or higher will be equated to a complete subject pass in a subject area. Coefficients of 3 will be equated to completion of .75 subject passes in a subject area. Coefficients of 2 will be equated to completion of .5 subject passes in a subject area. Coefficients of 1 will be equated to completion of .25 subject passes in a subject area. Students who do not earn a full subject pass in a subject area will be required to submit trimester by trimester transcripts. The staff will review the transcripts to determine whether coursework can be reviewed for certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with exam credit provided.

Graduation timeline — 15 consecutive trimesters or ten consecutive semesters after initial enrollment in the first semester of grade nine. If trimester-by-trimester transcripts are required to complete the academic certification, the following crediting will apply: coefficients of 4 will be equated to completion of one unit of credit, coefficients of 3 will be equated to completion of .75 units of credit, coefficients of 2 will be equated to completion of .5 units of credit, and coefficients of 1 will be equated to completion of .25 units of credit. When credits coefficients are not displayed on transcripts, courses will be assessed credit in the following manner during the certification process:

English, native language, mathematics – 1 credit per year, .5 credits per half year, .34 credits per trimester

Physical and natural science, social science, additional core courses - .5 credits per year and .25 credits per semester. Transcripts reporting grades on a trimester basis will be credited by averaging the three trimester grades reported and credited at a .5 credit value for three trimesters of coursework reported or at a .34 credit value when two out of three trimesters of successfully completed coursework is reported. Credit will not be awarded for coursework in these subject areas when only one trimester of coursework is reported.

c. *Brevet de Technicien* (technician's certificate). The grade-point average is calculated by using passing grades for core courses that appear on the document. Grades are weighted in the calculation based upon the credit (commonly labeled coefficient) awarded. Coefficients of 4 or higher will be equated to a complete subject pass in a subject area. Coefficients of 3 will be equated to completion of .75 subject passes in a subject area. Coefficients of 2 will be equated to completion of .5 subject passes in a subject area. Coefficients of 1 will be equated to completion of .25 subject passes in a subject area. Students who do not earn a full subject pass in a subject area will be required to submit trimester-by-trimester transcripts. The staff will review the transcripts to determine whether coursework can be reviewed for certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with exam credit provided.

Graduation timeline — twelve consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine. If trimester-by-trimester transcripts are required to complete the academic certification, the following crediting will apply: coefficients of 4 will be equated to completion of one unit of credit, coefficients of 3 will be equated to completion of .75 units of credit, coefficients of 2 will be equated to completion of .5 units of credit, and coefficients of 1 will be equated to completion of .25 units of credit. When credits coefficients are not displayed on transcripts, courses will be assessed credit in the following manner during the certification process:

English, native language, mathematics – 1 credit per year, .5 credits per half year, .34 credits per trimester

Physical and natural science, social science, additional core courses - .5 credits per year and .25 credits per semester. Transcripts reporting grades on a trimester basis will be credited by averaging the three trimester grades reported and credited at a .5 credit value for three trimesters of coursework reported or at a .34 credit value when two out of three trimesters of successfully completed coursework is reported. Credit will not be awarded for coursework in these subject areas when only one trimester of coursework is reported.

d. *Certificat de Fin d'Études Secondaires* (certificate of completion of secondary studies).

If this document is awarded when a student fails the *Diplôme de Baccalauréat Général* (diploma of general baccalaureate), the document will be used to credit the student with proof of graduation, but the coursework will not be used to determine the grade-point average as coursework may not replace failed examinations or certificates. If this document is issued as recognition of completion of high school graduation when the student has not attempted to pass the *Diplôme de Baccalauréat Général* (diploma of general baccalaureate), coursework will be reviewed to calculate the grade-point average. Courses must satisfy the core-curriculum distribution specified in Bylaw 14.3.1.1.

Graduation timeline – twelve consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine. The grade-point average is calculated by using passing grades for core courses that appear on the document above. For years nine and 10, grades are weighted in the calculation based upon the credit awarded (commonly labeled coefficient). Coefficients of 4 or higher will be equated to one credit awarded in a subject area annually. Coefficients of 3 will be equated to completion of .75 credits awarded in a subject area annually. Coefficients of 2 will be equated to completion of .5 credits awarded in a subject area annually. Coefficients of 1 will be equated to completion of .25 credits awarded in a subject area annually. In the event that coefficients are not recorded on the transcript, courses will be attributed annual credit in the following manner:

English, native language, mathematics - 1 credit per year, .5 credits per half year, .34 credits per trimester

Physical and natural science, social science, additional core courses - .5 credits per year and .25 credits per semester. Transcripts reporting grades on a trimester basis will be credited by averaging the three trimester grades reported and credited at a .5 credit value for three trimesters of coursework reported or at a .34 credit value when two out of three trimesters of successfully completed coursework is reported. Credit will not be awarded for coursework in these subject areas when only one trimester of coursework is reported.

For years 11 and 12 grades are weighted in the calculation based upon the concentration or major indicated on the document if the concentration can be determined. The crediting for each concentration tends to vary by school and student. As a result, the weighting of grades will be determined on a case-by-case basis. However, the crediting pattern above will be altered as the hours of study participated in by a student are not standardized in the same manner as years nine and 10. Frequently, the crediting pattern will require a student to be credited at .5 credits or less per year for math, English or native language, while allowing a student to be credited at higher credit values for science, social science and the additional subject areas.

Courses credited on a 40-point scale will be awarded 1 credit on the U.S. scale. Courses credited on a 20-point scale will be awarded .5 credit on the U.S. scale.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Brevet des Collèges* (certificate of lower secondary education).
- Certificat de Formation Générale/CFG* (certificate of general instruction).
- Certificat d'Aptitude Professionnelle/CAP* (certificate of professional competence).
- Brevet de d'Études Professionnelle*.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Très Bien</i>	Very Good	16-20	A	4
<i>Bien</i>	Good	14-15.9	A	4
<i>Assez Bien</i>	Quite good	12-13.9	B	3
<i>Passable</i>	Satisfactory	10-11.9	C	2 (lowest passing grade)
<i>Ajourné</i>	Fail	0-9.9	D/F	0

NOTE: Grades 8 to 9.9 are considered passing (equivalent to U.S. grade D) when the overall average grade is 10.0 or higher.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Université* (university).
- Ecole* (school – postsecondary only).
- Institut* (institute – postsecondary only).
- Grande Ecole* (higher-educational institution).
- Lycée* (Classe préparatoires — post high school preparatory classes).
- Brevet De Technicien Supérieur*

See pages 6-9 for instructions for use of this guide and application procedures.

References

- Assefa, Mariam, France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States, AACRAO, Washington, D.C., 1988. Feagles, Shelley M. ed., A Guide to Educational Systems Around the World, NAFSA, Washington, D.C., 1999.
- International Education Research Foundation, Inc., The New Country Index: Making Sense of International Credentials, Ten Speed Press, Berkeley, Calif., 2004.
- L'Enseignement Supérieur en France, French Ministry of Education, 2002. Wanner, Raymond E., France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions in the United States, AACRAO, Washington, D.C., 1975.
- Internet Source: International Comparisons. UK NARIC ECCTIS Ltd., Gloucestershire, United Kingdom: www.internationalcomparisons.org.uk. Last accessed October 2004.
- Internet Source: Transfac Web site: www.transfac.fr [French]. Last accessed October 2004.
- Internet Source: Agence EduFrance Web site: 213.11.49.249/fr/d-catalogue/n_langens.asp [French]. Last accessed October 2004.
- Internet Source: Le site des métiers et des formations. ONISEP, 2003 Web site: www.onisep.fr/national/accueil/html/accueil.htm [French and English]. Last accessed October 2004. Internet Source: Ministère de la Jeunesse, de l'Éducation nationale et de la Recherche Direction de la technologie-SDTICE EducNe Web site: www.educnet.education.fr/documentation/guide/siglesA.htm [French]. Last accessed October 2004.
- Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009. See multi-country references, page (?).
- See Multi-Country References, page 184.

Georgia

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Sashualo Skolis Atesti* (secondary school certificate).
- Sashualo Specialuri Sastsavleblis Diplomi* (diploma from special secondary school).
- Sashualo Ganatlebis Atestati* (certificate of secondary school education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

NOTE: for the *Sashualo Skolis Atesti*, the *Sashualo Specialuri Sastsavleblis Diplomi* and the *Sashualo Ganatlebis Atestati*, only leaving exam results that accompany the certificate are used.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	5 (10-9)	A	4
Good	4 (8-7)	B	3
Satisfactory	3 (6-5)	C	2 (lowest passing grade)
Unsatisfactory	2 (4-2)	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

- Prophesiul-Teknikuri Sastsavleblis Diplomi* (diploma from vocational-technical school).
- Prophesiul-Teknikuri Sastsavleblis Diplomi Danartit* (diploma from vocational-technical school with supplement).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

There are no documents.

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universitet* (university).
- Akademiia* (academy).
- Institut* (institute).
- Konservatoriia* (conservatory).
- Pedagogicheskii institute* (pedagogical institute).
- Politekhnikeskii institute* (polytechnic institute).
- Vysshie Uchilishche* (higher school).
- Uchilishche* (completed program).
- Tekhnikum* (completed program).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Germany

The academic year runs from August to July. Education is compulsory for nine or 10 years beginning at age six. High school graduates are assessed based upon various criteria, including completion of leaving exams for evaluation of preparation for tertiary study and a review of coursework from one, two or four years of study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

Category One

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) below, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

- a. *Zeugnis der allgemeinen Hochschulreife* (certificate of general higher educational maturity) – verbally referred to as an *Abitur*.

Graduation timeline – eight or 10 consecutive semesters after initial enrollment in the first semester of grade nine, dependent upon the prescribed academic program in each state. Please note that each state has set its own timetable for transitioning from 10 semesters to eight semesters of study. All states will offer eight-semester courses of study by the end of June 2016.

The grade-point average is calculated by averaging all core courses from the final two years of coursework listed under the heading *Leistungen in der Qualifikationsphase* and the written and oral exams listed under the heading *Leistungen in der Abiturprüfung*, regardless of grades earned. All grades are equally weighted in the calculation.

- b. *Zeugnis der fachgebundenen Hochschulreife* (certificate of subject-restricted higher educational maturity).

Graduation timeline – eight consecutive semesters after initial enrollment in the first semester of grade nine.

The grade-point average is calculated by using all core courses that appear on the document above, regardless of grades earned. All grades are equally weighted in the calculation.

- c. *Zeugnis der Fachhochschulreife* (certificate of maturity for a university of applied sciences).

Graduation timeline – eight consecutive semesters after initial enrollment in the first semester of grade nine. (The graduation date will be advanced up to two semesters after the date the *Fachhochschulreife* is achieved if the student pursues the vocational internship requirement after achieving the academic credential without suspending enrollment at any point from the time the academic credential was achieved. If a student wishes to extend the graduation date beyond two semesters for this purpose, he or she must provide documentation demonstrating he or she was required to remain in his or her internship beyond two semesters and he or she pursued the internship without suspending enrollment at any point from the time the academic credential was achieved.)

The grade-point average is calculated by using all core courses from year 12, listed under the heading the *Leistungen*, regardless of grades earned. All grades are equally weighted in the calculation.

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Abschlusszeugnis* (completion certificate) from a *Fachschule* (technical school).

Graduation timeline —eight consecutive semesters after initial enrollment in the first semester of grade nine.

- b. *Zeugnis* (certificate) from a *Krankenpflegeschule* (nursing school), *Schule für technische Assistenten in der Medizin* (school for medical technical assistants), *Schule für Physiotherapeuten* (school for physical therapists) or other type of school for medical paraprofessionals.

Graduation timeline — eight or 10 consecutive semesters after initial enrollment in the first semester of grade nine.

- c. *Secondary Stage II Berufsfachschule* (school leaving certificate of full-time vocational school).

Graduation timeline -- (six consecutive semesters after initial enrollment in the first semester of grade nine).

The grade-point average is calculated by using those core courses with passing grades that appear on the following documents from grades nine through 12: *Jahrzeugnis* (annual transcript) or the *Zeugnis* with the subheading *Schulhalbjahr* (semester transcripts). The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

An *Abschlusszeugnis* (completion certificate), *Zeugnis* (certificate) or *Abgangszeugnis* (leaving certificate for those who failed the final examination), by themselves, from the types of schools listed below, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Berufsaufbauschule* (extended vocational school).
- b. *Berufsfachschule* (vocational technical school).
- c. *Berufsgrundbildungsjahr/BGJ* (vocational basic education year).
- d. *Berufsschule* (vocational school).
- e. *Berufsschule Berufsgrundbildungsjahr/BGJ* (vocational basic education year).
- f. *Berufsschule Berufsvorbereitungsjahr/BVJ* (vocational preparation year).
- g. *Gesamtschule* (comprehensive school), except when an Item No. 1 credential is awarded.
- h. *Hauptschule* (main [lower secondary] school).
- i. *Mittelschule* (middle school).
- j. *Realschule* (intermediate or middle school).
- k. *Regelschule* (norm school).
- l. *Regionale Schule* (regional school).
- m. *Sekundarschule* (secondary school).
- n. *Wirtschaftsschule* (commercial school).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Sehr Gut</i>	Very good	13-15 (1)	A	4
<i>Gut</i>	Good	10-12 (2)	B	3
<i>Befriedigend</i>	Satisfactory	7-9 (3)	B	3
<i>Ausreichend</i>	Sufficient	4-6 (4)	C	2
<i>Mangelhaft</i>	Unsatisfactory/Poor	1-3 (5)	D	1 (lowest passing grade)
<i>Ungenügend</i>	Insufficient/Fail	0 (6)	F	0

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (list may not be all inclusive):

- a. *Fachhochschule* (university of applied sciences).
- b. *Hochschule* (college or university).
- c. *Universität* (university).

Coursework will not be used for certification purposes from category four institutions.

References

European Glossary on Education, EURYDICE (Vol. I), Brussels, 1999.

Lukas, Karen, The Educational System of the Federal Republic of Germany: A Guide for Evaluating Educational Credentials, International Education Research Foundation, Culver City, Calif., 2002.

Porter, Georgeanne, Federal Republic of Germany, World Education Series, AACRAO, Washington, D.C., 1986.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 139.

Ghana

NOTICE: Due to the unique nature of the educational system in Ghana, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the eligibility center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.

2. The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Senior Secondary School Certificate Examination/SSSCE.*
- b. *West Africa Senior School Certificate Examination/WASSCE.*

Students presenting the WASSCE must send an email to the NCAA Eligibility Center ec-international@ncaa.org with the following information: (a) your WASSCE Examination Number; (b) the four digits of your Examination Year (e.g., 2012); (c) type of Examination; (d) the Card Serial Number found on the reverse side of your Scratch card; and (e) the Personal Identification Number (PIN) on your Scratch card.

The documents above meet core-curriculum requirements **only** if at least five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	A	1	A	4
Very Good	A	2	A	4
Good	B	3	B	3
Credit	B	4	B	3
Credit	E	5-6	C	2
Pass	F	7-8	D	1 (lowest passing grade)
Fail	F	9	F	0

West African Examinations Council:

Grade	Translation	U.S. Grade Equivalent	Quality Points
Excellent	A	A	4
Very Good	B	A	4
Good	C	B	3
Credit	D	C	2
Pass	E	D	1 (lowest passing grade)
Fail	F	F	0

General Certificate of Education – Advanced Level:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Auxiliary Grade Nurses Certificate*.
 - b. *Certificate B* (teacher education).
 - c. *Common Entrance Examination*.
 - d. *Middle School Leaving Certificate*.
 - e. *Nurses and Midwives Certificate*.
 - f. *Basic Education Certificate of Junior Secondary School*.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
- a. University.
 - b. Academy.
 - c. College (postsecondary only).
 - d. Polytechnic.
 - e. Technical institute.
 - f. Teacher training institute.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

Barry, Stan, *Ghana*, World Education Series, AACRAO, Washington, D.C., 1976.

Wise, Cynthia, ed., *The Admissions and Academic Placement of Students from Selected Sub-Saharan African Countries* (Workshop Report), AACRAO/NAFSA, 1973.

See Multi-Country References, page 184.

Greece

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Apolyterio* (apolyterion or certificate of completion) awarded by a general, classical, comprehensive, or technical/vocational *Lykeio* (lyceum or upper secondary school).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	18.0-20.0	A	4
Very good	16.0-17.9	B	3
Good	13.0-15.9	B	3
Pass	10.0-12.9	C	2 (lowest passing grade)
Fail	0-9.9	D/F	1/0

See above. Note that grades 8-9.9 are considered passing when the overall grade-point average is 10.0 or greater. If the grade-point average is below 10.0, then the lowest passing grade is 10.

2. The documents below meet high school graduation requirements:

There are no documents.
3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Apolyterio* (apolyterion or certificate of completion) awarded by a *Gymnasium* (lower secondary school).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Anotati Scholi* (highest school or college).
 - b. *Panepistimion* (university).
 - c. *Polytechnico* or *Polytechnion* (technical university).
 - d. *Technologiko Ekpaideutiko Idrima/TEI* (technological education institution).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Oliver, Eugene E., *Greece*, World Education Series, AACRAO, Washington, D.C., 1982.

Guatemala

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Bachillerato/Bachiller en Ciencias y Letras* (secondary school diploma in sciences or letters).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente</i>	Excellent	90-100	A	4
<i>Muy Bueno</i>	Very good	80-89	B	3
<i>Bueno</i>	Good	70-79	C	2
<i>Mínimo</i>	Minimum	60-69	D	1 (lowest passing grade)
<i>Reprobado</i>	Fail	0-59	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Perito Comercial, Industrial, Agrícola, Técnico* (certificate/diploma – completion of technical/vocational secondary education).
 - b. *Maestro de Educación* (completion of technical/vocational education in teaching).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Diplomado* (diploma).
 - b. *Ciclo de cultura general* (lower secondary school).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universidad* (university).
 - b. *Escuela* (school).

See pages 6-9 for instructions for use of this guide and application procedures.

References

- Feagles, Shelley M., ed., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.
- International Educational Research Foundation, Inc., *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
- National Office of Overseas Skills Recognition, *Guatemala: A Comparative Study*, Australian Government Department of Education, Science and Training, Canberra, Australia, 1993.
- Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.
- See Multi-Country References, page 184.

Haiti

NOTICE: Secondary education documents must be verified by writing to *Direction Générale de l'Éducation Nationale, Bureau National Des Examens d'Etat, 1, Rue de Houx, Port-au-Prince, Haïti*. All documents must be sent to the NCAA Eligibility Center directly from the state exams bureau. They will then be validated by the eligibility center through the use of independent consultants.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Baccalauréat, Deuxième Partie* (secondary school leaving certificate, part two).
 - b. *Baccalauréat* (secondary school leaving certificate).
 - c. *Certificat de Fin d'Études Secondaires Classiques, Deuxième Partie* (certificate of completion of classical secondary studies, part two).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Numeric Grade	U.S Grade Equivalent	Quality Points
17-20	A	4
14-16.9	B	3
12-13.9	C	2
10-11.9	D	1 (lowest passing grade)
0-9.9	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Baccalauréat I* (secondary leaving certificate, part I).
 - b. *Brevet Supérieur* (advanced certificate).
 - c. *Diplôme de Technicien* (technician's diploma).
 - d. *Diplôme d'Instituteur* (teacher's diploma).
 - e. *Diplôme d'Enseignement Secondaire* (diploma of secondary instruction).
 - f. *Diplôme de Fin d'Études Normales* (normal school completion diploma).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Brevet de Technicien* (certificate of technician).
 - b. *Brevet Simple* or *Élémentaire* (basic certificate).
 - c. *Brevet Supérieur* (higher certificate-grade II).
 - d. *Brevet d'Aptitude Professionnelle* (certificate of professional competency).
 - e. *Certificat d'Aptitude à l'Enseignement Professionnel/CAEP* or *Diplôme d'Enseignement Professionnel* (certificate of aptitude for vocational teaching or diploma of vocational teaching).
 - f. *Certificat d'Aptitude Professionnelle* (certificate of vocational competency).
 - g. *Certificat d'Études Primaires/CEP* (certification of primary studies).
 - h. *Diplôme d'Enseignement Agricole* (diploma of agricultural education).
 - i. *Diplôme d'Infirmière Auxiliaire* (diploma of auxiliary nurse).
 - j. *Certificat de Fin d'Études Secondaires Classiques, Première Partie* (certificate of completion of classical secondary studies, (part I)).
 - k. *Diplôme D'Études Secondaires, première partie, (part I)*.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Université d'Etat d'Haïti* (State University of Haiti).

- b. *Centre Universitaire Internationale d'Haïti* (International University Center of Haiti).
- c. *Centre Universitaire Roi Henri Christophe* (King Henri Christopher University Center).
- d. *Ecole de Technologie Laboratoire* (School for Laboratory Technology).
- e. *Ecole Nationale d'Infirmière* (National School of Nursing).
- f. *Grand Séminaire Notre Dame* (Notre Dame Seminary).
- g. *Institut des Hautes Études Commerciales et Économiques* (Institute of Advanced Business and Economic Studies).
- h. *Ecole Nationale des Arts/ENARTS* (National School of the Arts).
- i. *Institut Supérieur Technique d'Haïti* (Higher Technical Institute of Haiti).
- j. *Institut de Technologie Electronique d'Haïti* (Haitian Institute of Electronic Technology).

See pages 6-9 for instructions for use of this guide and application procedures.

References

- Clark, Burton R. and Guy Neave, eds., *The Encyclopedia of Higher Education*, vol. 1, Pergamon Press, Oxford, 1992.
- Feagles, Shelley M., ed., *A Guide to Educational Systems Around the World*, NAFSA, Association of International Educators, Washington, D.C., 1999.
- International Education Research Foundation, Inc., *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
- Kurian, George Thomas, ed. *World Education Encyclopedia*, vol. 1, Facts on File Publications, New York, 1988.
- National Academic Recognition Center for the United Kingdom, *International Guide to Qualifications in Education*. Fourth Edition, London, 1996.
- Simmons, Ruth J., *Haïti: A Study of the Educational System of Haïti and a Guide to the Academic Placement of Students from Haïti in Educational Institutions of the United States*. World Education Series Country Report, AACRAO, Washington, D.C., 1985.
- Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.
- See Multi-Country References, page 184.

Honduras

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

- a. *Bachillerato/Bachiller en Ciencias y Letras* (secondary school diploma in sciences and letters).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Sobrasaliente</i>	Excellent	5 (91-100)	A	4
<i>Muy Bueno</i>	Very good	4 (81-90)	B	3
<i>Bueno</i>	Good	3 (60-80)	C	2 (lowest passing grade)
<i>Aplazado</i>	Conditional pass	2 (40-59)	F	0
<i>Insuficiente</i>	Fail	1 (0-39)	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Bachiller en Administracion de Empresas* (business administration).
- b. *Perito Mercantil y Contador Publico/Contador Privado* (accounting).
- c. *Bachiller en Ciencias Agrícolas* (diploma in agriculture).
- d. *Bachiller Técnico Pecuário* (diploma in animal husbandry).
- e. *Bachiller Técnico en...* (diploma in an area of specialization).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Certificado Final de Ciclo Comun General* (access to next phase of secondary education).
 - b. *Secretaria Taquimecanografica* (secretarial studies).
 - c. *Auxiliar de Enfermal/Enfermera Practica* (nurse's aide/practical nurse).
 - d. *Ciclo Diversificado* (diversified cycle).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universidad* (university).
 - b. *Escuela Nacional* (national school).

See pages 6-9 for instructions for use of this guide and application procedures.

References

National Office of Overseas Skills Recognition, *Honduras: A Comparative Study*, Australian Government Department of Education, Science and Training, Canberra, Australia, 1993.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Hong Kong

NOTICE: Due to the unique nature of the educational system in Hong Kong, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Hong Kong Advanced Level Examination/HKALE*.
 - b. *Hong Kong Advanced Supplementary Level Examination/HKASLE*.
 - c. *Hong Kong Certificate of Education Examination/HKCEE* (Academic).
 - d. *Hong Kong Certificate of Education Examination/HKCEE* (Technical).
 - e. *Hong Kong Diploma of Secondary Education/HKDSE*.

The documents above meet core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Hong Kong Certificate of Education (HKCEE):

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2
F	D	1 (lowest passing grade)
H	F	0

Hong Kong Certificate of Education (HKCEE) (For English and Chinese Language subjects):

Grade	U.S. Grade Equivalent	Quality Points
5	A	4
4	B	3
3	C	2
2	D	1
1	D	1 (lowest passing grade)
0/ungraded	F	0

Hong Kong Advanced Level Examination (HKALE):

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2
F	D	1 (lowest passing grade)
U	F	0

Hong Kong Advanced Supplementary Level Examination (HKASLE):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	4	A	4
B	3	B	3
C	2	C	2
D	1	D	1
E	1	D	1 (lowest passing grade)

Hong Kong Diploma of Secondary Education (HKDSE)

Category A Examinations:

Grade	U.S. Grade Equivalent	Quality Points
5	A	4
4	B	3
3	C	2
2	D	1
1	D	1 (lowest passing grade)
0/Ungraded	F	0

Category B Examinations:

Grade	U.S. Grade Equivalent	Quality Points
Attained with Distinction	C	2
Attained	D	1 (lowest passing grade)
Unattained	F	0

Category C Examinations:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
U	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
There are no documents.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
- University.
 - Polytechnic university.
 - Open university.
 - Institute of education.
 - Academy of performing arts.
 - Institute of vocational education.

See pages 6-9 for instructions for use of this guide and application procedures.

References

International Guide to Qualifications in Education, Fourth Edition, NARIC, 1998.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Hungary

The academic year runs from September to June. Education begins at age six. High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

Category One

- a. *Gimnáziumi Érettségi Bizonyítvány* (gymnasium maturity certificate).

The document meets both high school graduation requirements and core-curriculum requirements when a prospective student-athlete (PSA) graduates within the expected number of years after initial enrollment and are earned in one of the academic branches of education (i.e., humanities, social science, mathematics and natural/physical science).

The grade-point average is calculated by averaging only final exam grades achieved in core subject areas as listed on the certificate, regardless of grades earned. All grades are equally weighted in the calculation. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The document below meets high school graduation requirements (may not be all inclusive):

- a. *Szakközépiskolai Érettségi-Képesítő Bizonyítvány* (technical secondary school maturity certificate).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Bizonyítvány (certificate) from Gépíró és Gyorsíró Szakiskola* (training school for shorthand and typing) or other similar types of special-training schools.
- Egészségügyi Szakiskolai Bizonyítvány* (vocational health school certificate).
- Szakközépiskolai Technikusképesítő Bizonyítvány* (technical secondary school technician's certificate).
- Szakmunkás Bizonyítvány* (skilled worker's certificate).
- Technikus* (title of "technician").

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Jeles</i>	Excellent	5	A	4
<i>Jó</i>	Good	4	B	3
<i>Közepes</i>	Average	3	C	2
<i>Elégséges</i>	Sufficient	2	D	1 (lowest passing grade)
<i>Elégtelen</i>	Insufficient	1	F	0

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine.

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Egyetem* (university) or institutions ending in -egyetem.
- Foiskola* (college).
- Intézet* (institute) or institutions ending in -intézet.
- Akadémia* (academy-postsecondary only).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Dickey, Karlene N., et al., The Admission and Academic Placement of Students from the Republic of Hungary (Workshop Report), AACRAO/NAFSA, 1990.

UNESCO International Bureau of Education, World Data on Education, Fourth Edition, 2001.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 139.

Iceland

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

- Studentspróf* (university matriculation examination).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	8-10	A	4
Good	6-7	B	3
Satisfactory	4-5	C	2
Pass	3	D	1 (lowest passing grade)
Fail	0-2	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

- Sveinspróf* (technical secondary school diploma).
- Verslunarpróf* (business diploma).
- Verslunarmenntapróf* (applied business studies diploma).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Landspróf* (upper secondary school admissions examination).
- Framhaldsdeildir* (continuation classes).
- Idnskoli* (vocational training school).
- Unglingapróf* (lower secondary school leaving examination).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Haskoli Islands* (University of Iceland).
- Kennarahaskoli Islands* (Iceland University College of Teacher Training).
- Tækniskoli Islands* (Technical College of Iceland).
- Technical and vocational schools attended beyond the level stated above in Item No. 1.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

India

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Higher Secondary Certificate/HSC* (arts or sciences group) earned after standard XII (grade 12).
- All-India Senior School Certificate/(AISSC)*.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Higher Secondary Certificate/HSC (arts or sciences group) earned after standard XII (grade 12):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	60-100	A	4
B	50-59	B	3
C	40-49	C	2
D	35-39	D	1 (lowest passing grade)
F	0-34	F	0

All-India Senior School Certificate/AISSC:

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	60-100	A	4
B	50-59	B	3
C	40-49	C	2 (lowest passing grade)
D	33-39	D	1
F	0-32	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
- Indian school certificate with statement of marks.
 - Pre-degree certificate.
 - Pre-professional certificate (pre-dental, pre-engineering, pre-medical, pre-agriculture).
 - Pre-university certificate earned after standard XII (grade 12).
 - Senior Secondary School Certificate (National Institute of Open Schooling).
 - Higher Secondary School Certificate in all streams other than arts and sciences.
 - Intermediate Certificate for Goa.
 - Intermediate Certificate for Andhra Pradesh

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale below for categories two and three (may not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	60-100	A	4
B	50-59	B	3
C	40-49	C	2
D	35-39	D	1 (lowest passing grade)
F	0-34	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
- All-India higher secondary certificate (earned after standard XI [grade 11]).
 - All-India secondary school certificate.
 - Diploma in education where admission is based on the 10-year secondary school certificate.
 - Health visitor or multipurpose diploma.
 - High school leaving certificate/HSLC.
 - Higher secondary certificate earned or intermediate school certificate after fewer than 12 years of schooling.
 - Indian certificate of secondary education.
 - Matriculation certificate.
 - Pre-university certificate earned after standard XI (grade 11).
 - Secondary school certificate/SSC.
 - Secondary school leaving certificate/SSLC.
 - Secondary school certificate (National Institute of Open Schooling).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University (*Vidyapith/Vidyapeeth/Vishwavidyalaya*) or “deemed” university.
 - b. Indian Institute of Technology.
 - c. All-India Institute of Medical Sciences.
 - d. Registered nursing/basic nursing diploma programs where admission requires standard XII.
 - e. *Birla* Institute of Technology and Science.
 - f. Central Institute of English and Foreign Languages.
 - g. *Dakshina Bharat Hindi Prachar Sabha*.
 - h. *Dayalbagh* Educational Institute.
 - i. *Gandhigram* Rural Institute.
 - j. Indian Agricultural Research Institute.
 - k. Indian Institute of Science.
 - l. Indian School of Mines.
 - m. Indian Statistical Institute.
 - n. Indian Veterinary Research Institute.
 - o. International Institute for Population Sciences.
 - p. *Jamia Millia Islamia*.
 - q. Postgraduate Institute of Medical Education and Research.
 - r. School of Planning and Architecture.
 - s. Sree Chitra Tirunal Institute for Medical Sciences and Technology.
 - t. *Sri Sathya Sai* Institute of Higher Learning.
 - u. *Tata* Institute of Social Sciences.
 - v. *Visva Bharati*.

See pages 6-9 for instructions for use of this guide and application procedures.

References

- Sweeney, Leo, and Woolston, Valerie, eds., *The Admission and Academic Placement of Students From South Asia: Bangladesh, India, Pakistan, Sri Lanka* (Workshop Report), AACRAO/NAFSA, 1986.
- Universities Handbook*, Association of Indian Universities, New Delhi (printed annually).
- Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.
- Internet Source: World Education Services Web site: www.wes.org/ca/wedb/india/infacts.htm. Last accessed October 2004.
- See Multi-Country References, page 184.

Indonesia

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Surat Tanda Tamat Belajar – Sekolah Menengah Umum Tingkat Atas/STTB SMA* (certificate of completion – general/academic upper secondary school).
 - b. *Surat Tanda Tamat Belajar – Madrasah Aliyah (Madrasah Menengah Tingkat Atas)/STTB MA* (certificate of completion – Islamic general/academic upper secondary school).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

NOTE: Please note that for the *Surat Tanda Tamat Belajar – Sekolah Menengah Umum Tingkat Atas/STTB SMA* and the *Surat Tanda Tamat Belajar – Madrasah Aliyah (Madrasah Menengah Tingkat Atas)/STTB MA*, only national exam results appearing on the certificate are used.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S Grade Equivalent	Quality Points
<i>Istimewa</i>	Excellent	10 (<i>sepuluh</i>)	A	4
<i>Sangat baik/Baik sekali</i>	Very good	9-9.9 (<i>sembilan</i>)	A	4
<i>Baik</i>	Good	8-8.9 (<i>delapan</i>)	B	3
<i>Lebih dari cukup</i>	Above average	7-7.9 (<i>tujuh</i>)	B	3
<i>Cukup</i>	Average	6-6.9 (<i>enam</i>)	C	2
<i>Hampir cukup</i>	Below average	5-5.9 (<i>lima</i>)	D	1 (lowest passing grade)
<i>Kurang</i>	Fail	4-4.9 (<i>empat</i>)	F	0
<i>Kurang sekali</i>	Fail	3-3.9 (<i>tiga</i>)	F	0
<i>Buruk</i>	Fail	2-2.9 (<i>dua</i>)	F	0
<i>Buruk sekali</i>	Fail	1-1.9 (<i>satu</i>)	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Surat Tanda Tamat Belajar – Sekolah Menengah Ekonomi Atas/STTB SMEA* (certificate of completion – commercial upper secondary school).
 - b. *Surat Tanda Tamat Belajar – Sekolah Menengah Kejuruan/STTB SMK* (certificate of completion – vocational upper secondary school).
 - c. *Surat Tanda Tamat Belajar – Sekolah Menengah Kesejahteraan Keluarga/STTB SMKK* (certificate of completion – home economics upper secondary school).
 - d. *Surat Tanda Tamat Belajar – Sekolah Teknik Menengah/STTB STM* (certificate of completion – technical upper secondary school).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Surat Tanda Tamat Belajar – Sekolah Menengah Tingkat Pertama/STTB SMTP* (certificate of completion – lower secondary school).
 - b. *Surat Tanda Tamat Belajar – Madrasah Tsanawiyah/STTB MT* (certificate of completion – Islamic lower secondary school).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Akademi* (academy).
 - b. *Institut* (institute).
 - c. *Politeknik* (polytechnic).
 - d. *Sekolah tinggi* (advanced school).
 - e. *Universitas* (university).

See pages 6-9 for instructions for use of this guide and application procedures.

References

Johnson, Karin, Waylord, Wendy, Chamberland, Gerald, *Indonesia*, World Education Series, AACRAO, Washington, D.C., 1993.

UNESCO International Bureau of Education, *World Data on Education, Fourth Edition*, 2001.

See Multi-Country References, page 184.

International Baccalaureate

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. International Baccalaureate Diploma and accompanying certificate.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	7	A	4
Very good	6	A	4
Good	5	B	3
Satisfactory	4	C	2
Mediocre	3	D	1 (lowest passing grade)
Poor	2	F	0
Very poor	1	F	0

2. The documents below meet high school graduation requirements:

There are no documents.

3. Due to the worldwide nature of the International Baccalaureate, International Baccalaureate exam results absent of diploma may be used in combination with other courses from any other country to meet the core-curriculum requirements. The exam grades by themselves do not satisfy graduation.

a. International Baccalaureate Middle Years Programme Certificate.

NOTE: Documentation must consist of a diploma from an international baccalaureate office.

See pages 6-9 for instructions for use of this guide and application procedures.

References

University Guide to the IB Diploma Programme, Spring 2003, Fifth Edition, International Baccalaureate North America, 2003.

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

See Multi-Country References, page 184.

Iran

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

a. Pre-University Certificate.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Numeric Grade	U.S. Grade Equivalent	Quality Points
17.0-20.0	A	4
14.0-16.9	B	3
12.0-13.9	C	2
10.0-11.9	D	1 (lowest passing grade)
0.0-9.9	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

a. Technicians Certificate.

b. *Metevaseth*/National High School Diploma.

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

a. Trade Certificate.

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

a. University.

b. Specialized university.

c. University of technology.

d. Medical university.

e. Open university.

f. Teacher training centre.

g. College.

h. Institute.

See pages 6-9 for instructions for use of this guide and application procedures.

References

International Guide to Qualifications in Education, Fourth Edition, NARIC, 1998.

World Guide to Higher Education: A Comparative Survey of Systems, Degrees and Qualifications, UNESCO, Paris, 1996.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Iraq

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Adadiyah* (Sixth Form Baccalaureate).
- Certificate of Preparatory Studies.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	90-100	A	4
Very good	80-89	A	4
Good	70-79	B	3
Average	60-69	C	2
Fair/Pass	50-59	D	1 (lowest passing grade)
Fail	0-49	F	0

2. The document below meets high school graduation requirements (may not be all inclusive):

- Vocational Baccalaureate.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with the document listed in category two above to meet the core-curriculum requirements:

- Certificate of Technician.
- Third Form Baccalaureate.
- Certificate of Intermediate Studies (ninth grade only).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- University.
- College.
- Technical institute.

See pages 6-9 for instructions for use of this guide and application procedures.

References

International Guide to Qualifications in Education, Fourth Edition, NARIC, 1998.

World Guide to Higher Education: A Comparative Survey of Systems, Degrees and Qualifications, UNESCO, Paris, 1996.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Ireland

NOTICE: Due to the unique nature of the educational system in Ireland, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Ardteistmeireacht*/Leaving Certificate (passes at ordinary or higher levels only).
 - b. Matriculation Certificate (National University of Ireland) (earned only upon attainment of the leaving certificate).
 - c. Senior Certificate.
 - d. Leaving Certificate Vocational Program/LCVP (applied).
 - e. Further Education and Training Awards Council (FETAC) Level 5 Certificate.

The documents above meet core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. Foundation-level courses are not acceptable.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A1	90-higher	A	4
A2	85-89	A	4
B1	80-84	B	3
B2	75-79	B	3
B3	70-74	B	3
C1	65-69	C	2
C2	60-64	C	2
C3	55-59	C	2
D1	50-54	D	1
D2	45-49	D	1
D3	40-44	D	1 (lowest passing grade)
E	25-39	F	0
F	10-24	F	0
F	0-9	F	0

FETAC Level 5 Certificate Grading Scale:

Grade	U.S. Grade Equivalent	Quality Points
Distinction	A	4
Merit	B	3
Pass	C	2 (lowest passing grade)

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. High school transcript (upon completion of fewer than four years of high school curriculum).
 - b. Junior Certificate (Year Nine).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. College.
 - c. Institute.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelley M., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.

World Guide to Higher Education: A Comparative Survey of Systems, Degrees and Qualifications, UNESCO, Paris, 1996.

The British Council, *International Guide to Qualifications in Education, Fourth Edition*, NARIC, United Kingdom, 2001.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Israel

The academic year runs from September to June. Education is compulsory from age six through 15. High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in year nine.

Category One

- a. *Teudat Bagrut* (matriculation certificate).

The document meets both high school graduation requirements and core-curriculum requirements when a prospective student-athlete (PSA) graduates within the expected number of years after initial enrollment and are earned in one of the academic branches of education (i.e., humanities, social science, mathematics and natural/physical science).

The grade-point average is calculated by averaging the grades achieved on state examinations issued by the Ministry of Education, using all core courses listed on the certificate, regardless of grades earned. Grades are weighted based upon credits awarded on the credential. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Teudat Gemer Tichonit* or *Teudat Hagamar Hatichonit* (certificate of completion of secondary studies).
- b. *Teudat Gemer Masmot* (final diploma from secondary/vocational track).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in Category Two above to meet the core-curriculum requirements:

- Grade report confirming completion of fewer than 12 years of elementary and secondary education.
- Professional worker certificate.
- Teudat Gemer Masmam* (final diploma from the practical technical/vocational track).
- Title of practical nurse from a hospital nursing program.

Grading Scale (May not be all inclusive)::

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	10 (95-100)	A	4
Very Good	9 (85-94)	A	4
Good	8 (75-84)	B	3
Almost Good	7 (65-74)	B	3
Satisfactory	6 (55-64)	C	2
Almost Satisfactory	5 (45-54)	D	1 (lowest passing grade)
Fail	0-4 (0-44)	F	0

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of year nine.

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- University.
- Academy.
- Institute.
- Michlalah* (postsecondary college or seminar).
- School of nursing in registered nursing program.
- School of physical therapy.
- Teacher training college.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Franks, Lynn R., *Israel and the Occupied Territories*, World Education Series, AACRAO, Washington, D.C., 1987.

Italy

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- a. *Diploma/Certifica di Esame di Stato [Classica, Scientifico, Linguistica]/Diploma di Maturità [Classica, Scientifico, Linguistica]* (diploma of state examination [classics, sciences, linguistics]/diploma of maturity [classics, sciences, linguistics]).
- b. *Attestato di Idoneità* (affidavit of equivalence).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Overall Grade	Subject Grade	U.S. Grade Equivalent	Quality Points
90-100	9-10 <i>nove-dieci</i>	A	4
70-89	7-8 <i>sette-otto</i>	B	3
60-69	6 <i>sei</i>	C	2 (lowest passing grade)
0-59	0-5 <i>zero-cinque</i>	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Diploma di Maturità Magistrale* (teacher training maturity certificate).
- b. *Diploma di Esame di Stato/Diploma di Maturità Artistica* (diploma of state examination/diploma of artistic maturity).
- c. *Diploma di Esame di Stato/Diploma di Maturità Professionale* (diploma of state examination/diploma of professional maturity).
- d. *Attestato di Idoneità* (affidavit of equivalence).
- e. *Diploma di Maturità Musicale* (diploma of musical maturity).
- f. *Diploma di Licenza di Danzatore* (dancer's graduation diploma).
- g. *Diploma di Maturità Artistica* (diploma of artistic maturity).
- h. *Diploma di Maturità Tecnica* (technical maturity diploma).
- i. *Diploma di Infermiera Professionale* (diploma of professional nurse).
- j. *Diploma di Abilitazione all'Insegnamento nelle Scuole del Grado Preparatorio* (diploma of qualification for teaching in preparatory-level schools).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Diploma di Qualifica Professionale* (diploma of vocational training).
- b. *Diploma di Maestro d'Arte* (diploma of master of art).
- c. *Diploma di Abilitazione all'Insegnamento nelle Scuole del Grado Preparatorio* (diploma of competence in pre-school teaching).
- d. *Ginnasio* (junior high school).
- e. *Conservatorio* (Conservatory of Music).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
- Università degli studi* (university).
 - Accademia di Belle Arti* (academy of fine arts).
 - Istituto superiore* (higher institute).
 - Istituto universitario* (university institute).
 - Politecnico* (polytechnic).
 - Scuola superiore* (higher school).

See pages 6-9 for instructions for use of this guide and application procedures.

References

- American Association of Collegiate Registrars and Admission Officers, *International Academic Credential Handbook*, Volume I, 1988.
- Capobianco, P Joseph, *Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States*, World Education Series Country Report, AACRAO, Washington, D.C., 1981.
- International Association of Universities, *The International Handbook of Universities*, IAU/UNESCO, Information Centre on Higher Education, Paris, 2000.
- International Association of Universities, *World Higher Education Data Base (CD)*, IAU/UNESCO Information Centre on Higher Education, Paris, 2000.
- International Education Research Foundation, Inc., *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
- National Academic Recognition Center for the United Kingdom, *International Guide to Qualifications in Education, Fourth Edition*, London, 1996.
- National Office of Overseas Skills Recognition, *Country Education Profiles on Italy*. Canberra, Australia, 1992.
- Sepmeyer, Inez Hopkins, ed., *The Country Index, Revised Edition*. International Education Research Foundation, Frank Severy Publishing, Alhambra, 1986.
- Zanetti, Kristin M., *The Educational System in Italy*, Educational Credential Evaluators, Milwaukee, 1996.
- Internet Source: Italian ministry of university and scientific research Web site: www.mur.st.it. Last accessed October 2004.
- Internet Source: University of Milan, Student and Professional Center Web site: www.cosp.unimi.it. Last accessed October 2004 (Italian only).
- Internet Source: International Comparisons. UK NARIC ECCTIS Ltd., Gloucestershire, United Kingdom: www.internationalcomparisons.org.uk. Last accessed October 2004.
- See Multi-Country References, page 184.

Jamaica

The academic year runs from September to June. Education begins at age six. High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in year nine.

NOTICE: Due to the unique nature of the Jamaican educational system, all annual grade reports/transcripts from Form 3 (year nine) and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the category two documents listed below in cases in which core has not been completed.

Category One

There are no documents.

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- General Certificate of Education/GCE*.
- General Certificate of Secondary Education/GCSE*.
- Caribbean Examination Council (CXC) Secondary Education Certificate/CSEC*.
- Caribbean Examination Council (CXC) Advanced Proficiency Examinations/CAPE*. *
- International General Certificate of Secondary Education/IGCSE*.
- Advanced International Certificate of Education/AICE*.

*The CAPE is generally earned after the CSEC and advances the graduation date two years if two exams are completed successfully after achieving the CSEC. NOTE: Only courses completed at the general proficiency level are acceptable on the CSEC and the CAPE.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

When five subject passes in the core subject areas are presented, the grade-point average is calculated by determining the total quality points for the applicable subject passes displaying the highest grades in each subject area. The total is then divided by the total number of exams used in the calculation. In rare instances, additional subject passes will be used to enhance the grade-point average. This is done to reflect the benefit of grade-point average enhancement afforded automatically by the computerized calculation methods implemented when certifying domestic students.

When five subject passes in the core subject areas are not presented [(and the student has not failed the subject pass exam in the core subject area(s) absent from the record)], the grade-point average is calculated by reviewing high school transcripts in combination with the exams presented, substituting coursework for the deficient academic subject area(s). When crediting applicable exams in the calculation taken in core-course subject areas, the staff will credit the applicable exam displaying the highest grade for each subject pass. The exam to be used in each subject area will be credited as equivalent to the number of core courses delineated in Bylaw 14.3.1.1 [native language, English - 4 units (DI) 3 units (DII), math - 3 units (DI) 2 units (DII), science - 2 units, social science - 2 units, additional academic subject - 4 units (DI) 3 units (DII), additional English, math or science - if both math and science subject passes are presented, the higher grade will be utilized adding 1 unit (DI) or 2 units (DII) of credit to the calculation].

If the student has failed a core exam, the staff will not review the high school transcript to determine whether the core course requirement has been met for the missing subject area. The student will be certified as not having achieved coursework in the relevant subject area.

Graduation timeline — Students are expected to achieve five subject passes by the completion of Form Five (year 11), which shall occur within six semesters after initial enrollment in Form Three (year 9).

Grading Scale (May not be all inclusive):

GCSE/IGCSE:		
Grade	U.S. Grade	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2
F	D	1
G	D	1 (lowest passing grade)
Ungraded	F	0

GCE Ordinary Level (O-Level) examination:		
Grade	U.S. Grade	Quality Points
A	A	4
B	B	3
C	C	2
D	D	1
E	D	1 (lowest passing grade)
F, G, H	F	0

GCE Advanced Level (A-Level and AS-Level) examination:

Grade	U.S. Grade	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
N, O	F	0
U	F	0

AICE:

For half-credit, full-credit (AS-Level equivalent) and double-credit (A-Level equivalent) courses:

Grade	Subject Points	U.S. Grade	Quality Points
A	10	A	4
B	8	B	3
C	6	B	3
D	4	C	2
E	2	C	2 (lowest passing grade)

CXC documents:**Caribbean Secondary Education Certificate/CSEC:**

Grade	Translation	Numeric Grade	U.S Grade Equivalent	Quality Points
A	Outstanding	I	A	4
B	Good	II	B	3
C	Fairly Good	III	C	2
D	Moderate	IV	D	1
E	Weak	V	D	1 (lowest passing grade)
F	Poor	VI	F	0

Caribbean Advanced Proficiency Exam/CAPE:

Grade	Translation	Numeric Grade	U.S Grade Equivalent	Quality Points
A	Excellent	I	A	4
B	Very Good	II	A	4
C	Good	III	B	3
D	Satisfactory	IV	C	2
E	Acceptable	V	C	2
F	Weak	VI	D	1 (lowest passing grade)
G	Unsatisfactory	VII	F	0

NOTE: It is possible to combine subject passes from a combination of the documents above in order to determine if the student-athlete has five different subject passes.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used in combination with documents listed in category two above to meet the core-curriculum requirements:

- Secondary School certificate (Awarded after year 10)
- Jamaican School Certificate. (Awarded after year 11)

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in a program that required for entrance one of the qualifications in category two above. Examples include the following (may not be all inclusive):

- a. Universities.
- b. Colleges, Institutes and Schools (post-secondary).

References

Fisher, Stephen, *Commonwealth Caribbean*, World Education Series, AACRAO, Washington, D.C., 1979. Internet Source: Jamaica Ministry of Education, Youth and Culture Web site: www.moec.gov.jm. Last accessed October 2004. Internet Source: Caribbean Examinations Council Web site: www.cxc.org. Last accessed October 2004. Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009. See Multi-Country References, page 184.

Japan

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. Upper Secondary School Graduation Certificate (general or academic track).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Numeric Grade	U.S Grade Equivalent	Quality Points
5	A	4
4	B	3
3	C	2
2	D	1 (lowest passing grade)
1	F	0

2. The documents below meet high school graduation requirements (may not be all-inclusive):
 - a. Upper Secondary School Graduation Certificate (specialized or vocational track).
 - b. Special Training School Upper Secondary Course Diploma.
 - c. Certificate of Completion (awarded after successful completion of the first three years of a five-year technical college program).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Lower Secondary School Certificate of Completion.
 - b. Special Training School General Course Certificate of Completion - adult education.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. College.
 - c. Technical college (in the fourth or fifth year of a five-year program).
 - d. Junior college.
 - e. Institute.
 - f. Special training school.
 - g. Miscellaneous school.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelley M., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.
Mashiko, Ellen E., *Japan: A Study of the Educational System of Japan and a Guide to the Academic Placement of Students in Educational Institutions of the United States*, AACRAO, Washington, D.C., 1989.
World Guide to Higher Education: A Comparative Survey of Systems, Degrees and Qualifications, UNESCO, Paris, 1996.
The British Council, *International Guide to Qualifications in Education, Fourth Edition*, NARIC, United Kingdom, 1998.
International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.
See Multi-Country References, page 184.

Jordan

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
2. The document below meets high school graduation requirements (may not be all inclusive):
 - a. *Tawjhi* (general secondary education certificate).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Numeric Grade	U.S Grade Equivalent	Quality Points
80-100	A	4
70-79	B	3
60-69	C	2
50-59	D	1 (lowest passing grade)
0-49	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Technical Secondary Certificate.
 - b. Industrial/Vocational Training School.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. Community college.
 - c. Teacher training institute.

See pages 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.
Brusick, Kathleen, ed., *The Admission and Academic Placement of Students from Selected Arab Countries: Egypt, Jordan, Kuwait, Saudi Arabia* (Workshop Report), AACRAO/NAFSA, 1975.
Nucho, Leslie, S., ed., *Education in the Arab World, Volume I, Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Morocco*, AMIDEAST, Washington, D.C., 1994.
Schmida, Leslie C., ed., *Directory of Academic and Technical Training Programs in Selected Middle Eastern and North African Countries*, AMIDEAST, Washington, D.C., 1985.
Internet Source: www.lmu.edu/global/wwcu/background/jo.rtf. Last accessed October 2004.
See Multi-Country References, page 184.

Kazakhstan

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Attestat o Srednem Obrazovanii* (certificate of complete secondary education).

- The documents below meet high school graduation requirements (may not be all inclusive):

- Diplom o Srednem Spetsialnom Obrazovanii* (diploma of secondary specialized/vocational/technical education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	5	A	4
Good	4	B	3
Satisfactory	3	C	2 (lowest passing grade)
Unsatisfactory	2	F	0
Fail	1	F	0

- The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Basic education (although the last year may be considered ninth grade).

- A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universitet* (university).
- Institut* (institute).
- Academy.
- Conservatory.

See page 6-9 for instructions for use of this guide and application procedures.

References

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

Internet Source: www.tempus.europahouse.uz/uzbhes.html. Last accessed October 2004.

See Multi-Country References, page 184.

Kenya

The academic year runs from January through December. Primary school begins at age six. High school graduates are assessed based upon review of the leaving certificate. The information provided below addresses the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

NOTICE: The Kenya National Examinations Council must send the Kenya Certificate of Secondary Education (KSCE) directly to the NCAA Eligibility Center. In addition, due to the unique nature of the Kenyan educational system, all annual grade reports/transcripts from year nine and up must be sent to the NCAA Eligibility Center along with the documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

Category One

There are no documents.

Category Two

The document below meets high school graduation requirements (may not be all inclusive):

a. *Kenya Certificate of Secondary Education (KCSE)*.

Generally, the document above meets high school graduation requirements and core-curriculum requirements only if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

When five subject passes in the core subject areas are presented, the grade-point average is calculated by determining the total quality points for the applicable subject passes displaying the highest grades in each subject area. The total is then divided by the total number of exams used in the calculation. In rare instances, additional subject passes will be used to enhance the grade-point average. This is done to reflect the benefit of grade-point average enhancement afforded automatically by the computerized calculation methods implemented when certifying domestic students.

When five subject passes in the core subject areas are not presented [(and the student has not failed the subject pass exam in the core subject area(s) absent from the record)], the grade-point average is calculated by reviewing high school transcripts beginning with Form 1/Year 9 in combination with the exams presented, substituting coursework for the deficient academic subject area(s). When crediting applicable exams in the calculation taken in core course subject areas, the staff will credit the applicable exam displaying the highest grade for each subject pass. The exam to be used in each subject area will be credited as equivalent to the number of core courses delineated in Bylaw 14.3.1.1 [native language, English - 4 units (DI) 3 units (DII), math - 3 units (DI) 2 units (DII), science - 2 units, social science - 2 units, additional academic subject - 4 units (DI) 3 units (DII), additional English, math or science - if both math and science subject passes are presented, the higher grade will be used adding 1 unit (DI) or 2 units (DII) of credit to the calculation].

If the student has failed a core exam, the staff will not review the high school transcript to determine whether the core course requirement has been met for the missing subject area. The student will be certified as not having achieved coursework in the relevant subject area.

Graduation timeline — Students are expected to achieve five subject passes within eight semesters after initial enrollment in grade nine.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale

The applicable grading scale for the document listed above follows:

Grade	U.S. Grade Equivalent	Quality Points
A, A-	A	4
B+, B, B-	B	3
C+, C, C-, D+	C	2
D, D-	D	1 (lowest passing grade)
E	F	0

Category Three

The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with the document listed in category two above to meet the core-curriculum requirements:

a. Secondary School Grade Report (transcripts).

Unit Credits

Credits will be assessed in the following manner when evaluating category three documents for coursework completed during Forms 1 and 2:

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

Credits will be assessed in the following manner when evaluating category three documents for coursework completed during Forms 3 and 4:

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, additional core courses - .5 credits per year, .25 credits per semester

Social science - .5 credits per year, .25 credits per semester if completing nine exam track; .75 credits per year, .34 credits per semester if completing seven or eight-exam track.

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- University.
- College.
- Institute.
- Teachers College.
- Polytechnic.

See page 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004. Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 184.

Republic of Korea

- The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

- Certification of Graduation from a senior general high school.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Su</i>	90-100 (5)	A	4
<i>Wu/U</i>	80-89 (4)	A	4
<i>Mi</i>	70-79 (3)	B	3
<i>Yang</i>	60-69 (2)	C	2
<i>Ga/Ka</i>	0-59 (1)	D	1 (lowest passing grade)

- The documents below meet high school graduation requirements (may not be all inclusive):

- Certification of Graduation from a senior vocational/technical high school.
- Certification of Graduation from a higher trade school (from a three-year program only).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Certification of graduation from a junior high school.
 - b. Certification of graduation from a higher civil school (three-year program only).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. Colleges and universities.
 - b. Junior colleges.
 - c. Technical colleges.
 - d. Miscellaneous schools.

See page 6-9 for instructions for use of this guide and application procedures.

References

Education in Korea, 2000-2001, Ministry of Education of the Republic of Korea, Seoul.
 Feagles, Shelley M., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.
International Guide to Qualifications in Education, Fourth Edition, The British Council, NARIC, United Kingdom, 1998.
World Guide to Higher Education: A Comparative Survey of Systems, Degrees and Qualifications, UNESCO, Paris, 1996.
 Internet Source: International Association of Universities Web site: www.unesco.org/iau/online_databases/index.html. Last accessed October 2004.
 See Multi-Country References, page 184.

Kosovo

1. The documents below meet both high school graduation requirements and core-curriculum requirements:
 - a. *Diplomë për Kryerjen E Shkollës së Mesmet të Përgjithshme-Gjimnazit* (diploma of Completion of General Secondary School-Gymnasium).
 - b. *Diplomë për Kryerjen e Shkollës së Mesme të Lartë-Gjimnazit* (Diploma for Completion of Middle and High School).

The documents above must be earned in one of the academic branches of education (i.e., humanities, social science, mathematics, natural/physical sciences). The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Applicable grading scale (may not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Shkelqyeshem	Excellent	5	A	4
Shume Mire	Very Good	4	B	3
Mire	Good	3	B	3
Mjaftueshem	Satisfactory	2	C	2 (lowest passing grade)
Pamjeftueshem	Unsatisfactory	1	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Diplomë për shkollës së mesme profesionale* (diploma of Completion of Professional Secondary School).

- b. *Diplomë për Kryerjen e Shkollës së Mesme Profesionale* (Diploma for Completion of Secondary Professional School).
- c. *Diplomë për Kryerjen e Shkollës së Mesme* (Diploma of Completion of Secondary School).
- d. *Diplomë awarded by Gjinnazit* (diploma of completion of Gymnasium).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

- 3. The documents below, by themselves, do not satisfy the graduation requirements of Bylaw 14:3 however, they may be used (in rare instances) in combination with documents in item 2 above to meet core-curriculum requirements:
 - a. *Diplomë / Svjedocanstvo* (Diploma/Certificate) with technician or skilled worker qualification.
- 4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University of Prishtines
 - b. University of Mitrovica

See pages 6-9 for instructions for use of this guide and application procedures.

References

Kadriu, Ereblir. Online Guide to Educational Systems Around the World-Kosovo. NAFSA: Association of International Educators. October, 2008.

Koenig, Ann M. Regional Director, International Education Services, Southwest. American Association of Collegiate Registrars and Admissions Officers.

Kuwait

- 1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. General Secondary Education Certificate, science track.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	85-100	A	4
Very Good	70-84	B	3
Good	60-69	C	2
Pass	50-59	D	1 (lowest passing grade)
Fail	0-49	F	0

- 2. The document below meets high school graduation requirements (may not be all inclusive):
 - a. General Secondary Education Certificate, arts track.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Intermediate School Certificate.
 - b. Noncommissioned Officer's Institute.
 - c. Lieutenant Training Institute.
 - d. Police Academy.
 - e. Military Academy.
 - f. Ground Forces Institute.
 - g. Air Forces Institute.
 - h. Vocational Education.
 - i. Nursing Institute.
 - j. Technical Training Center Assistant Technician Studies.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. Kuwait University.
 - b. College of Basic Education.
 - c. College of Business Studies.
 - d. College of Health Sciences.
 - e. College of Technological Studies.
 - f. Cadet Academy.
 - g. Technical Training Center Technician Studies.

See page 6-9 for instructions for use of this guide and application procedures.

References

Nucho, Leslie S., ed., *Education in the Arab World, Volume I, Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Morocco*, AMIDEAST, Washington, D.C., 1994.

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

See Multi-Country References, page 184.

Kyrgyzstan

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Attestat o Srednem (Polnom) Obshchem Obrazovanii* (certificate of secondary/completed general education).
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Diplom o Srednem Professionalnom Obrazovanii* (diploma of secondary professional/vocational education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	5	A	4
Good	4	B	3
Satisfactory	3	C	2 (lowest passing grade)
Unsatisfactory	2	F	0
Unsatisfactory	1	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Svidetel Stvo o Nepolnom Srednem Obrazovanii* (certificate of incomplete/lower secondary education).
 - b. *Svidetel Stvo* (certificate).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. College.
 - c. Institute.
 - d. Academy.

See page 6-9 for instructions for use of this guide and application procedures.

References

Foley, Christopher, *The Educational System of Kyrgyzstan*, AACRAO, 2004.
 International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
 Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.
 See Multi-Country References, page 184.

Latvia

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Atestats par Visparejo Videjo Izglitiba* (certificate of general secondary education) and results extract annex.

Please note that for the *Atestats par Visparejo Videjo Izglitiba*, exam results appearing on the *Sekmju Izraksts* (secondary certificate) are used in calculating the core-course grade-point average. All documents must be presented for a certification to be rendered. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index)

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Olzcili</i>	With distinction	10	A	4
<i>Teicami</i>	Excellent	9	A	4
<i>Loti Labi</i>	Very good	8	B	3
<i>Labi</i>	Good	7	B	3
<i>Grandriz Labi</i>	Almost good	6	C	2
<i>Viduveji</i>	Satisfactory	5	C	2
<i>Grandriz Viduveji</i>	Almost satisfactory	4	D	1 (lowest passing grade)
<i>Neapmierinosi</i>	Unsatisfactory	1-3	F	0

2. The document below meets high school graduation requirements (may not be all inclusive):

a. *Diploms par Profesionalo Videjo Izglitibu* (diploma of secondary vocational education) from an *Arodividusskola* (vocational secondary school) or *Arodividusskola* (vocational gymnasium).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirements of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Atestas par Pamatizglitibu* (basic education certificate).
 - b. *Aplieciba par Profesionalo Pamatizglitibu* (certificate of basic vocational education).
 - c. *Diploma par Arodividusskola* (diploma of basic vocational education).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Tehnikums** (technical college; postsecondary program only).
 - b. *Coledza** (college; postsecondary program only).
 - c. *Universitate* (university).
 - d. *Augstskola* (higher school).
 - e. *Akodemija* (academy).
 - f. *Instituts* (institute).

*High school graduation may not have been completed.

See page 6-9 for instructions for use of this guide and application procedures.

References

Rauhvargers, Andrejs, *Description of Latvia's Secondary Education Establishments and Secondary Education Documents*, Ministry of Education, Culture and Science, 1994.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: Euroeducation.net Web site: www.euroeducation.net/prof/latviaco.htm. Last accessed October 2004.

See Multi-Country References, page 184.

Lebanon

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Baccalauréat* (certificate of secondary education).
 - b. *Attestation de Candidature* (attestation of candidacy for Baccalaureate) – issued by the Ministry of National Education and Fine Arts when the *Baccalauréat* Examination is not given for that year.
 - c. General Secondary Certificate.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
16-20	80-100	A	4
14-15	70-79	A	4
12-13	60-69	B	3
10-11	50-59	C	2 (lowest passing grade)
8.5-9	40-49	D/F	0
0-8.4	0-39	F	0

Note that grades 8.5-9.9 are considered passing when the overall grade-point average is 10.0 or greater. If the grade-point average is below 10.0, then the lowest passing grade is 10.

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. Technical *Baccalauréat*.
 - b. Teaching *Baccalauréat*.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Brevet* from an *ecole professionnelle* (certificate from a vocational school).
 - b. *Brevet* from an *ecole technique professionnelle* (certificate from a technical vocational school).
 - c. *Brevet Professionnelle/BP* (vocational certificate).
 - d. Three-year program at teacher training school or primary teacher training institute.
 - e. Higher Primary Certificate.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Université* (university).
 - b. *Académie* (postsecondary academy).
 - c. *Centre* (postsecondary center).
 - d. *Institut* (postsecondary institute).
 - e. *Ecole* (postsecondary school).
 - f. *Technicien supérieur* (higher technician program).

See page 6-9 for instructions for use of this guide and application procedures.

References

Griff, Ernest R., *A Guide for the Evaluation of Academic Credentials from Lebanon*, AACRAO, Monograph #33, 1987.

Nucho, Leslie S., ed., *Education in the Arab World, Volume I, Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Morocco*, AMIDEAST, Washington, D.C., 1994.

Schmid, Leslie C., ed., *Directory of Academic and Technical Training Programs in Selected Middle Eastern and North African Countries*, AMIDEAST, Washington, D.C., 1985.

See Multi-Country References, page 184.

Liberia

The academic year runs from March to December. Primary school begins at age six. High school graduates are assessed based on success in upper secondary classes (30 percent) and on the exam grades in that same subject (70 percent). Students must have completed grade 12 as they take the Liberia Senior High School Certificate (LSHSC) exam administered by the West African Examinations Council (WAEC). Students must take at least eight subjects on the exam and no more than nine subjects. In order to obtain the LSHSC, examinees must pass at least six subjects, including compulsory subjects (English and mathematics), and two each from the general group (economics, geography, history, literature-in-English) and the science group (biology, chemistry, physics).

The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a course-by-course basis.

Category One

There are no documents.

Category Two

The document below meets high school graduation requirements (may not be all inclusive):

a. *Liberia Senior High School Certificate/LSHSC* (issued by WAEC).

Students presenting the LSHSC must send an email to the NCAA Eligibility Center (ec-international@ncaa.org) with the following information: (a) your LSHSC Examination Number; (b) the four digits of your Examination Year (e.g., 2012); (c) type of Examination; (d) the Card Serial Number found on the reverse side of your Scratch card; and (e) the Personal Identification Number (PIN) on your Scratch card.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

The document above meets core-curriculum requirements only if five academic subject passes are present. Four of the five must be English, mathematics, natural or physical science and social science. When five subject passes in the core subject areas are presented, the grade-point average is calculated by determining the total quality points for the applicable subject passes displaying the highest grades in each subject area. The total is then divided by the total number of exams used in the calculation. In rare instances, additional subject passes will be used to enhance the grade-point average. This is done to reflect the benefit of grade-point average enhancement afforded automatically by the computerized calculation methods implemented when certifying domestic students.

When five subject passes in the core subject area are not presented (and the student has not failed the subject pass exam in the core subject area(s) absent from the record), the grade-point average is calculated by reviewing high school transcripts beginning with grade nine in combination with exams presented, substituting coursework for the deficient subject area(s). When crediting applicable exams in the calculation taken in core-course subject areas, the staff will credit the applicable exam displaying the highest grade for each subject pass. The exam to be used in each subject area will be credited as equivalent to the number of core courses delineated in Bylaw 14.3.1.1 [native language, English – four units (NCAA Division I), three units (NCAA Division II); math – three units (Division I), two units (Division II); science – two units; social science – two units; additional academic subject – four units (Division I), three units (Division II); additional English, math or science – if both math and science subject passes are presented, the higher grade will be used adding one unit (Division I) or two units (Division II) of credit calculation].

If the student has failed a core exam, the staff will not review the high school transcript to determine whether the core-course requirement has been met for the missing subject area. The student will be certified as not having achieved coursework in the relevant subject area.

Grading scale – The applicable grading scale for the document listed above follows:

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	1	A	4
Very Good	2	A	4
Good	3	B	3
Credit	4	B	3
Credit	5-6	C	2
Pass	7-8	D	1 (lowest passing grade)
Fail	9	F	0

Category Three

The document below, by itself, does not satisfy the graduation requirement under Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. Liberia Junior High School Certificate/LJHSC (issued by WAEC)

Category Four

A student will be considered a transfer if the student was enrolled as a regular full-time student in one of the following (list may not be all inclusive):

- a. University.
- b. Junior College.
- c. College of Technology.
- d. Polytechnic.
- e. Seminary.

Graduation timeline – Students are expected to achieve five subject passes within eight semesters after initial enrollment in grade nine to meet core, and the one additional subject needed to achieve the LSHSC as per WAEC requirements.

References

1. Print.
 - a. The British Council, International Guide to Qualifications Education, 1991, pp. 465-67.
 - b. NAESA: Association of International Educators, A Guide to Educational Systems Around the World, edited by Shelley Feagles, 1999, pp. 225-26.
 - c. International Association of Universities and Association of African Universities, Guide to Higher Education in Africa, Fourth Edition, 2007, pp. 273-76.
 - d. International Education Research Foundation (IERF), The New Country Index, Volume 2, 2011, pp. 330-34.
2. Electronic.
 - a. American Association of Collegiate Registrars/AACRAO, EDGE (Electronic Database for Global Education), LIBERIA, (author) Kate Trayte Freeman, 2009, <http://aacraoedge.aacrao.org>.
 - b. The West African Examinations Council, Corporate website, Liberia, www.liberiawaec.org.

Lithuania

1. The document below meets **both** high school graduation **and** core-curriculum requirements:
 - a. *Brandos Atestatas* (maturity certificate).

Please note that for the *Brandos Atestatas* (maturity certificate), high school results appearing on the credential supplement are used in calculating the core-course grade-point average. Both the certificate and the supplement must be presented for a certification to be rendered. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Applicable grading scale for high school results (may not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Labai gerai</i>	Very good	9-10	A	4
<i>Gerai</i>	Good	7-8	B	3
<i>Patekinamai</i>	Satisfactory	4-6	C	2 (lowest passing grade)
<i>Neislaikyle</i>	Fail	1-3	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Taikomuju mokslu vidurines mokyklos brandos atestatas* (maturity certificate of applied sciences secondary school).
 - b. Qualifications obtained after successful completion of vocational school if “secondary education obtained” (*igijo vidurini issilavinima*) is inscribed.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3, however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Pagrindines Mokyklos Baigimo Pazymejimas/PMP* (certificate of completion of basic education school).
 - b. Eleven *Metu Profesines Vidurines Mokyklos Kolegijos Atestatas* (certificate of vocational secondary school [11 years]).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universitetas* (university).
 - b. *Kolegija* (college).

See page 6-9 for instructions for use of this guide and application procedures.

References

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: Euroeducation.net Web site: www.euroeducation.net/prof/lithuaco.htm. Last accessed October 2004.

See Multi-Country References, page 184.

Luxembourg

The academic year runs from September to July. The educational system consists of six years of primary education, followed by three years of lower secondary and three to five years of upper secondary education. Primary education begins at age six (after two years of compulsory pre-primary education beginning at age four). High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately subsequent to initial enrollment in grade nine.

Category One

- a. *Diplôme de fin d'études secondaires* (Diploma of Secondary Education Completion).
- b. *Diplôme de fin d'études secondaires techniques* (Diploma of Technical Secondary Education Completion).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Graduation Timelines:

For *Diplôme de fin d'études secondaires* credentials, the graduation timeline is five years after initial enrollment in the first semester of year nine for on-time graduates.

For *Diplôme de fin d'études secondaires techniques* credentials, the graduation timeline is five or six years after initial enrollment in the first semester of year nine for on-time graduates.

NOTE: Some students may take the International Baccalaureate examination.

Category Two

The documents below meet core-curriculum requirements only if the coursework represented satisfies the core-curriculum distribution as specified in Bylaw 14.3.1.1. The grade-point average must be at least 2.000 to 3.550 or higher on a U.S. 4.000 (4 high) scale. Grades reported on international documents will be converted to U.S. equivalents on a 4.000 scale prior to calculating quality points and grade-point averages. The grade-point average is calculated by using those core courses with passing grades that appear on the documents above and grade nine records. All grades are equally weighted in the calculation.

- Diplôme de technicien/DT* (Technician Diploma).
- Diplôme d'aptitude professionnelle/DAP* (Diploma of Vocational Proficiency).
- Certificat de capacité professionnelle/CCP* (Certificate of Vocational Proficiency).
- Certificat d'aptitude technique et professionnelle/CATP* (Certificate of Technical and Vocational Proficiency).
- Certificat de capacité manuelle/CCM* (Certificate of Manual Proficiency).

For *Diplôme de technicien/DT* credentials, the graduation timeline is five years after initial enrollment in the first semester of year nine for on-time graduates.

For *Diplôme d'aptitude professionnelle/DAP*, *Certificat de capacité professionnelle/CCP*, *Certificat d'aptitude technique et professionnelle/CATP*, and *Certificat de capacité manuelle/CCM* credentials, the graduation timeline is four years after initial enrollment in the first semester of year nine for on-time graduates.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Certificate documenting completion of grade nine.
- Certificat d'initiation technique et professionnelle/CITP* (Certificate of Preliminary Technical and Vocational Certificate).

Grading Scale

The applicable grading scale for the documents listed above follows (may not be all inclusive):

The current grading scale is a scale of 1-60 (maximum) with a pass mark of 30.

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	Excellent	52-60	A	4
Très bien	Very Good	48-51	A	4
Bien	Good	40-47	B	3
Assez bien	Fairly good	36-39	B	3
Passable	Pass	30-35	C	2 (lowest passing grade)
	Fail	1-29	F	0

The previous grading scale is as follows:

Marks	Comment	Comment
50-60	Tres bien	Very good
40-49	Bien	Good
30-39	Satisfaisant	Satisfactory
20-29	Insuffisant	Unsatisfactory
10-19	Mauvais	Bad
1-9	Tres mauvais	Very bad

The people of Luxembourg are bilingual in French and German. Therefore, information about the educational system is available in both French and German.

One chart below is written in French and shows the educational system before the reforms. The other chart is in German and shows the educational system after the educational reforms that began in 2010 and 2011. Since the educational credentials are issued in French, below are official French translations (as well as English translations) of the German credential names on this chart.

German	French	English
Abitur	Diplome de fin d'études secondaires	Diploma of Secondary Education Completion
Technisches Abitur	Diplome de fin d'études secondaires techniques	Diploma of Technical Secondary Education Completion
Techniker-Diplom	Diplome de technicien – DT	Technician Diploma
Beruflicher Eignungsnachweis	Diplome d'aptitude professionnelle – DAP	Diploma of Vocational Proficiency
Berufsbefähigungszeugnis	Certificat de capacité professionnelle – CCP	Certificate of Vocational Proficiency

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (list may not be all inclusive):

- Université du Luxembourg.
- Institut Universitaire International.
- Lycée Technique pour Professions Educatives et Sociales.

References

Le Gouvernement du Grand-Duché de Luxembourg Ministère de l'Éducation nationale et de la Formation professionnelle, "Was tun nach dem 4. Zyklus der Grundschule?", December 2009.

See *Multi-Country References*, page 139.

Internet Sources:

Le Gouvernement du Grand-Duché de Luxembourg Ministère de l'Éducation nationale et de la Formation professionnelle website: <http://www.men.public.lu/>. Last accessed 2/10/2011.

NARIC website: <http://www.naric.org.uk/>. Last accessed February 2011.

Macedonia

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - Svidetelstvo za Završeno Sredno Obrazovanje* (certificate of completion of secondary education).
 - Svidetelstvo za Položen Maturški Ispit* (certificate of passed maturity examination; this document can be earned only on attainment of the secondary school leaving certificate).

The documents above must be achieved in one of the academic branches of education (i.e., humanities, social science, mathematics and natural/physical science). The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Otlichno (Excellent)	5	A	4
Mnogo Dobre (Very good)	4	B	3
Dobre (Good)	3	B	3
Zadovoljetelno (Fair)	2	C	2 (lowest passing grade)
Bezuspeshno (Unsatisfactory/Insufficient)	1	F	0

- The documents below meet high school graduation requirements (may not be all inclusive):
 - Any diploma listed above in vocational programs from *Technico/Ekonomsko Uciliste [Cetrigodisnil]* (technical/economic school) [two years].

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Svietelstvo za Završen Sredno Obrazovanje za Zanimanje* (certificate of completion of secondary education for vocation) from *Tehnicko Uciliste/Uciliste za Zanimanja [Dvogodisnil]* (technical/vocational school [two years]).
 - b. *Svietelstvo za Završen Sredno Obrazovanje za Zanimanje* (certificate of completion of secondary education for vocation) from *Tehnicko Uciliste/Uciliste za Zanimanja [Trigodisnil]* (technical/vocational school [three years]).
 - c. *Uverenje Potvrda* (certificate) from *Rabutnicki Univerzitet* (workers university).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Univerzitet* (university).
 - b. *Fakultet* (faculty).
 - c. *Umetnicka Akademija* (art academy).
 - d. *Visa Skola* (higher school).

See page 6-9 for instructions for use of this guide and application procedures.

References

Dickey, Karlene, ed., *The New Country Index*, International Research Foundation, Los Angeles, 2003.
Dickey, Karlene, dir., *The Admission and Academic Placement of Students from Yugoslavia* (Workshop Report), AACRAO/NAFSA, 1990.
National Office of Overseas Skills Recognition, *Country Education Profiles: The Republics of the Former Yugoslavia*, Canberra, Australia, 1992.
International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

See Multi-Country References, page 184.

Malaysia

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Sijil Pelajaran Malaysia* (Malaysian certificate of education).
 - b. *Sijil Tinggi Pelajaran Malaysia* (Malaysian high school certificate).
 - c. Malaysian Independent Chinese Secondary School Unified Examination/MICSSUE.
 - d. *Sijil Pelajaran Malaysia Vokesyenal* (Malaysian certificate of education for vocational schools).
 - e. *Sijil Pelajaran Malaysia* (Malaysian certificate of education for technical schools).

The documents above meet core-curriculum requirements **only** if five different academic subject passes are present. Four of the five academic passes must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scales (May not be all inclusive):

***Sijil Pelajaran Malaysia* (Malaysian Certificate of Education):**

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	A	1-2	A	4
Credit	B	3-4	B	3
Credit	C	5-6	C	2
Pass	D, E	7-8	D	1 (lowest passing grade)
Fail	G	9	F	0

***Sijil Tinggi Pelajaran Malaysia* (Malaysian Advanced Certificate of Education):**

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
F	F	0

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in Category Two above to meet the core-curriculum requirements:
 - a. *Penilaian Menengah Rendah* (lower certificate of education; includes ninth grade).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. Polytechnic.
 - c. College.
 - d. Teacher Training College.

See page 6-9 for instructions for use of this guide and application procedures.

References

International Guide to Qualifications in Education, Fourth Edition, NARIC, 1998.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Mexico

The academic year runs from October to July. Education begins at age five with a year equivalent to kindergarten in the United States. High school graduates are assessed based upon annual progress reflected on high school transcripts. There is no national assessment or leaving exam. The information provided below addresses the most common courses of study presented to the Eligibility Center and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all-inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in year nine.

Category One

- a. *Bachillerato/Bachiller* (secondary school diploma, academic track only).

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of year nine. Grade-point averages will be calculated using marks noted from the six semesters (years 10 through 12) of coursework listed on the document above. Each core grade will be equally weighted in the calculation unless otherwise noted.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- Bachillerato Tecnológico* (certificate of technological secondary school diploma).
- Diploma/Título/Técnico* (diploma/title/technician).

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of year nine. Grade-point averages will be calculated using marks noted from the eight semesters (years nine through 12) of coursework listed on the documents above. Each passing core grade will be equally weighted in the calculation unless otherwise noted.

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet core-curriculum requirements:

- Carreras Cortas* (short courses).
- Certificado de Estudios Preparatorios* (secondary school leaving certificate similar to the *Bachillerato*, but after the final three years in a specialized institution).
- Egresado Pasante* (certificate issued on completion of course work requirements, but other requirements for graduation have not been met).
- Preparatoria Técnica* (upper secondary-level technical program designed to feed into tertiary level).
- Certificado de Educación Secundaria* (completion of lower secondary school; includes ninth grade).

Grading Scale (May not be all inclusive):

NOTE: Secondary school grading scales may vary and may contain a lowest passing grade of six or seven. Therefore, care must be taken in determining the appropriate grading scale to be used.

7 Minimum Pass scale

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Muy Bien</i>	Very Good	9.0-10	A	4
<i>Bien</i>	Good	8.0-8.9	B	3
<i>Suficiente</i>	Sufficient	7.0-7.9	C	2 (lowest passing grade)
<i>No Suficiente</i>	Insufficient	0.0-6.9	F	0

6 Minimum Pass scale

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Muy Bien</i>	Very Good	9.0-10	A	4
<i>Bien</i>	Good	8.0-8.9	B	3
<i>Regular</i>	Average	7.0-7.9	C	2
<i>Suficiente</i>	Sufficient	6.0-6.9	C	2 (lowest passing grade)
<i>No Suficiente</i>	Insufficient	0.0-5.9	F	0

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of year nine.

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Universidad* (university; except bachillerato programs).
- b. *Universidad Tecnológico* (technological university).
- c. *Instituto Tecnológico* (technological institute).
- d. *Escuela Militar Superior* (higher military school).
- e. *Escuela Normal* (teacher training college).
- f. *Instituto Agropecuario* (agricultural institute).
- g. *Instituto Pesquero* (fisheries institute).
- h. *Instituto Forestal* (forestry institute).
- i. *Instituto Politécnico* (polytechnic institute).

See page 6-9 for instructions for use of this guide and application procedures.

References

International Educational Research Foundation, Inc., *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

National Office of Overseas Skills Recognition, *Country Education Profiles: Mexico*, Australian Government Printing Service, Canberra, Australia, 1993.

Villa, Kitty M., Mexico, World Education Series, AACRAO, Washington, D.C., 1982. Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004. Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 184.

Moldova

- 1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Diploma de Baccalauréat* (secondary school diploma) from a lyceum.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Exelent</i>	Excellent	10	A	4
<i>Foarte Bun</i>	Very good	9	A	4
<i>Bine</i>	Good	7-8	B	3
<i>Satisfacator</i>	Satisfactory	5-6	C	2 (lowest passing grade)
<i>Nesatisfacator</i>	Not Satisfactory	1-4	F	0

- 2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Atestat de Studi Medii de Cultura Generala* (certificate of general secondary education).
 - b. *Atestat de Maturitate* (maturity certificate) from a *scoala medie de cultura generala* (school of general secondary education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Certificat di Studii Gimnaziale* (certificate of secondary studies).
 - b. *Adeverinta* (certificate of professional qualification).
 - c. *Certificat de Studii Secundare Professionale* (certificate of vocational secondary education).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universitet* (university).
 - b. *Akademiia* (academy).
 - c. *Institut* (institute).
 - d. *Konservatoriia* (conservatory).
 - e. *Pedagogicheskii* institute (pedagogical institute).
 - f. *Politekhnikeskii* institute (polytechnic institute).
 - g. *Vysshe Uchilishche* (higher school).
 - h. *Uchilishche* (completed program).
 - i. *Tekhnikum* (completed program).

See page 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelly M., ed., *A Guide to Educational Systems Around the World*, NAFSA: Association of International Educators, Washington, D.C., 1999.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Morocco

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Diplôme de Baccalauréat Marocain* (Moroccan baccalaureate diploma).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points	
<i>Très Bien</i>	Very Good	16.0-20.0	A	4	
<i>Bien</i>	Good	14.0-15.9	A	4	
<i>Assez Bien</i>	Good	12.0-13.9	B	3	
<i>Passable</i>	Pass	10.0-11.9	C	2	(lowest passing grade)
<i>Mal</i>	Fail	0-9.9	D/F	0	

Note that grades 8-9.9 are considered passing when the overall grade-point average is 10.0 or greater. If the grade-point average is below 10.0, then the lowest passing grade is 10.

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Baccalauréat Lettres Originelles* (baccalaureate of original letters – from a theological institute).
 - b. *Baccalauréat Technique* (technical baccalaureate).
 - c. *Brevet de Technicien Supérieur* (higher technician's diploma).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed. Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Certificat d'Enseignement Secondaires* (certificate of completion of secondary studies).
 - b. *Brevet d'Etudes du Premier Cycle/BEPC* (certificate of first cycle studies; ninth grade only).
 - c. *Capacité en Droit* (aptitude in law).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Université* (university).
 - b. *Ecole normale supérieure* (higher teacher training college).
 - c. *Etablissement de Formation des Cadres* (training institution for executives).
 - d. *Centre Universitaire* (university center).

See page 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelley M. ed., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.

Internet Source: International Comparisons. UK NARIC ECCTIS Ltd., Gloucestershire, United Kingdom:
www.internationalcomparisons.org.uk. Last accessed October 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.

Internet Source: *Ministère de l'Enseignement Supérieur, de la Formation des Cadres et de la Recherche Scientifique – Direction de la Formation des Cadres*: www.dfc.gov.ma. Last accessed October 2004.

See Multi-Country References, page 184.

Netherlands

The academic year runs from September to June. Education is compulsory from age five through 16. High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in year nine.

Category One

- a. *Diploma van Hoger Algemeen Voortgezet Onderwijs/HAVO* (diploma of higher general secondary education).
- b. *Diploma van Voorbereidend Wetenschappelijk Onderwijs/VWO* (diploma of university preparatory education).

Please note that only the marks listed under the heading *Eindcijfers* from the final year of schooling will be used to calculate the core-course grade-point average. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The document below meets high school graduation requirements (may not be all inclusive):

a. *Diploma Middelbaar Beroepsonderwijs/MBO* (diploma of middle level vocational education) Levels 1-4 [i.e., MBO1, MBO2, MBO3 or MBO4].

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Brugperiode* (transitional period) completion.
- Diploma Middelbaar Algemeen Voortgezet Onderwijs/MAVO* (diploma of middle level general secondary education).
- Leerlingwezen* (apprenticeship training) completion.
- Voorbereidend Beroepsonderwijs/VBO* (preparatory vocational education) completion.
- Voorbereidend Middelbaar Beroepsonderwijs/VMBO* (preparatory middle level vocational education) completion.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Uitmuntend</i>	Excellent	10	A	4
<i>Zeer goed</i>	Very Good	9	A	4
<i>Goed</i>	Good	8	A	4
<i>Ruim voldoende</i>	Ample Satisfactory	7	B	3
<i>Voldoende</i>	Satisfactory	6	C	2
<i>Binja Voldoende</i>	Almost Satisfactory	5	D	1 (lowest passing grade)
<i>Onvoldoende</i>	Insufficient	4	F	0
<i>Gering</i>	Very Insufficient	3	F	0
<i>Slecht</i>	Bad	2	F	0
<i>Zeer slecht</i>	Very Bad	1	F	0

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (list may not be all inclusive):

- a. *Universiteit* (university).
- b. *Hogeschool or Akademie* (i.e., a school that is part of the system of Hoger Beroepsonderwijs/HBO [higher professional education]).

See page 6-9 for instructions for use of this guide and application procedures.

References

Schuler, Peter, The Netherlands, World Education Series, AACRAO, Washington, D.C., 1984.

Schuler, Peter, Stannard, Jessica and Warmenhoven, Robert, The Education System of the Netherlands, PIER World Education Systems, NUFFIC, The Hague, The Netherlands, 1996.

Internet Source: OVDB Landelijk Orgaan Beroepsonderwijs; Web site: www.ovdb.nl/internationalisering.pho?sid=7. Last accessed October 2004.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 184.

Netherlands Antilles

(Includes Bonair, Curaçao, Saba, Sint Eustatius and Sint Maarten)

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Diploma Voorbereidend Wetenschappelijk Onderwijs/VWO* (diploma of university preparatory education), including both a new-style VWO (awarded starting in 2004) and an old-style VWO (awarded before 2004).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

NOTE: that for the *Diploma Voorbereidend Wetenschappelijk Onderwijs/VWO*, only *eindcijfers* results from the final year are used.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Uitmuntend</i>	Excellent	10	A	4
<i>Zeer goed</i>	Very good	9	A	4
<i>Goed</i>	Good	8	A	4
<i>Ruim voldoende</i>	Amplly satisfactory	7	B	3
<i>Voldoende</i>	Satisfactory	6	C	2
<i>Bijna voldoende</i>	Almost satisfactory	5	D	1 (lowest passing grade)
<i>Onvoldoende</i>	Insufficient	4	F	0
<i>Gering</i>	Very insufficient	3	F	0
<i>Slecht</i>	Bad	2	F	0
<i>Zeer slecht</i>	Very bad	1	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Diploma Hoger Algemeen Voortgezet Onderwijs/HAVO* (diploma of higher general secondary education) that includes both a new-style HAVO (awarded starting in 2003) and an old-style HAVO (awarded before 2003).
 - b. *Diploma Secundair Beroeps Onderwijs/SBO* (diploma of secondary vocational education) (awarded since 2004), formerly *Diploma Middelbaar Beroepsonderwijs/MBO* (diploma of intermediate vocational education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Diploma Voorbereidend Secundair Beroeps Onderwijs/VSBO* (diploma of preparatory secondary vocational education) (awarded since 2004).
 - b. *Diploma Middelbaar Algemeen Voortgezet Onderwijs/MAVO* (diploma of intermediate general secondary education) (awarded before 2004).
 - c. *Diploma Beroepsvoorbereidend Onderwijs/BVO* (diploma of vocational preparatory education) (awarded before 2004).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in the following (list may not be all inclusive):
 - a. *Universitat Nashonal di Antia Universiteit van de Nederlandse Antillen* (University of the Netherlands Antilles).

See page 6-9 for instructions for use of this guide and application procedures.

References

Ministerie van Onderwijs en Cultuur (Minister of Education and Culture) of the Netherlands Antilles (by phone) and Web site: www.minoc.an/. Last accessed September 2005.

Internet Source: UNESCO Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed June 2005.

See Multi-Country References, page 184.

New Zealand

NOTICE: Due to the unique nature of the New Zealand educational systems, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

The academic year runs from January through December. Education is compulsory from age six to 16. Some students may complete an optional kindergarten year at age five. High school graduates are assessed based upon completion of a cumulative leaving certificate composed of examinations, coursework, and other assignments in preparation for tertiary study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in year nine.

Category One

There are no documents.

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- a. National Certificate of Educational Achievement/NCEA Level 2.
- b. National Certificate of Educational Achievement/NCEA Level 3.

NOTE: Only courses that appear on the Record of Achievement (ROA), listing NCEA completion dates, the Record of Learning (ROL), or School Results Summary are acceptable. (Students must achieve 80 total NZ credits to achieve each NCEA level credential, 60 of which must be earned at or above the NCEA level being achieved for the certificate to be earned.)

Documents (a) and (b) above meet high school graduation requirements and core-curriculum requirements when 15 NZ credits have been successfully completed in each of the five core subject areas at NCEA Level 1 or higher, provided the student has achieved at least a NCEA Level 2 certificate. Four of the five must be English, mathematics, natural/physical science and social science. Courses must satisfy the definition of a core course as specified in Bylaw 14.3.1.2. The grade-point average must be at least 2.000 to 3.550 or higher on a U.S. 4.0 (4 high) scale. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale before calculating quality points and grade-point averages.

When 15 NZ credits have been successfully completed in each of the five core subject areas as listed above, the grade-point average is calculated by determining an aggregate grade for the 15 NZ credits awarded the highest grades in each subject as listed on the Record of Learning (ROL)/Record of Achievement (ROA)/School Results Summary. Each aggregate grade will be used as the grade assigned for the corresponding subject. After determining a grade for each of the five core subject areas, the quality points for each of the resultant five grades will be totaled and divided by five. The quotient generated will be the grade-point average and the core-course requirement will be satisfied.

When 15 NZ credits have not been successfully completed in each of the five core subject areas as listed above and the ROL does not indicate the student has failed the missing coursework, the grade-point average is calculated by reviewing high school transcripts in combination with marks presented on the ROL, substituting coursework for the deficient academic subject area(s). When crediting marks from the ROL in the calculation, the staff will credit the applicable aggregate ROL marks as equivalent to the number of core courses delineated in Bylaw 14.3.1.1 for each subject area [native language or English - 4 units (DI), 3 units (DII), math - 3 units (DI), 2 units (DII), science - 2 units, social science - 2 units, and additional academic subject - 4 units (DI), 3 units (DII). To satisfy the additional English, math or science requirement, if both math and science subject passes are presented, the higher grade will be used adding 1 unit (DI), or 2 units (DII) of credit to the calculation].

If the student has failed coursework listed on the ROL, the staff will not review the high school transcript to determine whether the core course requirement has been met for the missing subject area. The student will be certified as not having achieved coursework in the relevant subject area.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- National Certificate of Educational Achievement/NCEA Level 1 (replaces School Certificate).
- Vocational units completed through Levels 1, 2 and 3.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric	U.S. Grade Equivalent	Quality Points
E	Excellent	9-10	A	4
M	Merit	7-8	B	3
Blank/NG/A	Standard Achieved	5-6	C	2 (lowest passing grade)
NA	Standard Not Achieved	0-4	F	0

Graduation timeline — Students are expected to achieve NCEA Level 2 by the conclusion of year 12, or NCEA Level 3 by the conclusion of year 13, which shall occur within eight (NCEA Level 2) or 10 (NCEA Level 3) semesters after initial enrollment in year nine.

Unit Credits

When specific course credits are not indicated on transcripts and they must be utilized in the certification, courses will be credited based upon the Carnegie unit system. Credits will be attributed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- University.
- Community college.
- Institute (post-secondary only).
- Polytechnic programs that require for entrance one of the qualifications in category two above.
- Teachers college.

See page 6-9 for instructions for use of this guide and application procedures.

References

International Education Research Foundation, Inc., The New Country Index: Making Sense of International Credentials, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October, 2004.

Internet Source: www.kiwiqual.govt.nz. Last accessed October 2004.

Internet Source: New Zealand Qualification Authority Web site: www.nzqa.govt.nz. Last accessed October 2004. Internet Source: New Zealand Ministry of Education: www.minedu.govt.nz. Last accessed October 2004.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 184.

Nicaragua

- The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - Diploma de Conclusión de Estudios del Ciclo Diversificado del Bachillerato en Ciencias, Letras y Filosofía* (secondary school graduation diploma in science, letters and philosophy).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente</i>	Excellent	90-100	A	4
<i>Muy Bueno</i>	Very good	80-89	A	4
<i>Bueno</i>	Good	70-79	B	3
<i>Regular</i>	Pass	60-69	C	2 (lowest passing grade)
<i>Deficiente</i>	Deficient	0-59	F	0

- The documents below meet high school graduation requirements (may not be all inclusive):
 - Bachiller Técnico* (technical bachelor), *Técnico Medio* (mid-level technician), *Enfermero Técnico Medio* (mid-level technician-nurse): three-year technical-vocational program; admissions based on completion of grade nine.
 - Maestro de Educación Primaria* (teacher of primary education): three-year primary school teacher training program; admission based on completion of grade nine.

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente</i>	Excellent	90-100	A	4
<i>Muy Bueno</i>	Very good	80-89	A	4
<i>Bueno</i>	Good	70-79	B	3
<i>Regular</i>	Pass	60-69	C	2 (lowest passing grade)
<i>Deficiente</i>	Deficient	0-59	F	0

- The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - Diploma de Conclusión de Educación General Básica* (diploma of completion of general basic education; as of 1995).
- A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - Universidad* (university).
 - Instituto* (institute).
 - Centro Técnico Superior* (higher technical center).
 - Centro de Investigación y de Capacitación* (research center).

See page 6-9 for instructions for use of this guide and application procedures.

References

Aldrich-Langen, Caroline, and Kathleen Sellew, eds., *The Admission and Placement of Students from Central America: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama*, PIER, Annapolis Junction, Md., 1987.

Marcus, Jane E., *Central America Update. Special Report 1996*, PIER, Annapolis Junction, Md., 1996.

Feagles, Shelly M., ed., *A Guide to Educational Systems Around the World*, NAFSA: Association of International Educators, Washington, D.C., 1999.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Nigeria

NOTICE: Due to the unique nature of the educational system in Nigeria, all annual grade reports/transcripts from year nine (Junior Secondary School 3 [JSS 3]) and up should be obtained and forwarded to the Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in Category Two below in cases in which core has not been completed. Please note that Senior Secondary 1 (SS 1) is year 10, Senior Secondary 2 (SS 2) is year 11 and Senior Secondary 3 (SS 3) is year 12.

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
- The documents below meet high school graduation requirements (may not be all inclusive):
 - General Certificate of Education/GCE* (must be sent directly from the examination body).
 - Senior School Certificate Examination/WASSCE*.

Students presenting the WASSCE must send an email to the NCAA Eligibility Center (ec-international@ncaa.org) with the following information: (a) your WASSCE Examination Number; (b) the four digits of your Examination Year (e.g., 2012); (c) type of Examination; (d) the Card Serial Number found on the reverse side of your Scratch card; and (e) the Personal Identification Number (PIN) on your Scratch card.

The documents above meet core-curriculum requirements **only** if at least five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

SSCE and WAEC:

Description	Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	A1	1	A	4
Very Good	B2	2	A	4
Good	B3	3	B	3
Credit	C4	4	B	3
Credit	C5	5	C	2
Credit	C6	6	C	2
Pass	D7	7	D	1
Pass	D8	8	D	1 (lowest passing grade)
Fail	F9	9	F	0

GCE:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Polytechnic (secondary level).
 - b. Junior School Certificate.
 - c. Teacher’s Certificate Grade III.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. College (postsecondary only).
 - c. Institute.
 - d. Polytechnic (postsecondary only).
 - e. Teacher training college (only Teacher’s Certificate Grade I).

See page 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

Margolis, Alan, *Nigeria*, World Education Series, AACRAO, Washington, D.C., 1977.

Wise, Cynthia, ed., *The Admissions and Academic Placement of Students from Selected Sub-Saharan African Countries* (Workshop Report), AACRAO/NAFSA, 1973.

See Multi-Country References, page 184.

Norway

The academic year runs from August to June. Education begins at age six. High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in year nine.

Category One

- a. *Vitnemål fra den Videregående Skolen* (certificate from upper secondary school), provided it is for completion of a *videregående kurs II* (advanced course II) in *allmenne fag* (general subjects).
- b. *Vitnemål fra den Videregående Skolen* (certificate from upper secondary school), provided it is for a three-year *utdanningsprogram* (study program) in one of the following subject areas:

Realfag (natural science and mathematics)
Sprak, samfunnsfag og økonomi (languages, social sciences and economics)
Formgivingsfag (arts, crafts and design)
Idrettsfag (sports and physical education)
Musikk, dans og drama (music, dance and drama)

The grade-point average is calculated by averaging the grades of all core courses (both exams and coursework) listed on the certificate, regardless of grades earned. All grades are equally weighted in the calculation. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

- a. *Vitnemål fra den Videregående Skolen* (certificate from upper secondary school) for completion of a *videregående kurs I* (advanced course I), after two-year grunnkurs (basic course).
- b. *Vitnemål fra den Videregående Skolen* (certificate from upper secondary school), provided it is for completion of a line of study other than general lines.
- c. *Vitnemål fra den Videregående Skolen* (certificate from upper secondary school), provided it is for a three-year *yrkesfaglige utdanningsprogram* (vocational training program) in one of the following subject areas:

Bygg- og anleggsteknikk (building and construction)
Design og handverk (design, arts and crafts)
Elektrofag (electricity and electronics)
Helse- og sosialfag (health and social care)
Medier og kommunikasjon (media and communication)
Naturbruk (agriculture, fishing and forestry)
Restaurant- og matfag (restaurant and food processing)
Service og samferdsel (service and transport)
Teknikk og industriell produksjon (technical and industrial production)

The grade-point average is calculated by using those core courses with passing grades that appear on the documents above and grade nine records. All grades are equally weighted in the calculation. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Fagbrev* (craft certificate).
- b. *Svennebrev* (trade certificate).
- c. *Vitnemål* (certificate) from *Grunnskolen* (basic school) (could be eighth or ninth grade).
- d. *Laeringskole* (apprentice school).
- e. *Vitnemål fra den Videregående Skolen* (certificate from upper secondary school), but only for completion of *Grunnkurs* (basic course).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Særdeles Tilfredsstillende</i>	Exceptionally Satisfactory	6 (<i>seks</i>)	A	4
<i>Meget Tilfredsstillende</i>	Very Satisfactory	5 (<i>fem</i>)	A	4
<i>Tilfredsstillende Godt</i>	Satisfactory Enough	4 (<i>fire</i>)	B	3
<i>Noenlunde Tilfredsstillende</i>	Fairly Satisfactory	3 (<i>tre</i>)	C	2
<i>Måtelig</i>	Mediocre	2 (<i>to</i>)	D	1 (lowest passing grade)
<i>Ikke Tilfredsstillende</i>	Not Satisfactory	1 (<i>en</i>)	F	0

Graduation timeline — 10 consecutive semesters after initial enrollment in the first semester of year nine for on-time graduates.

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (list may not be all inclusive):

- Universitetet* (university).
- Høgskole* (university level college; exceptions: *Folkehøgskole*, *Balletthøgskole* and *Teaterhøgskole*).
- Det Teologiske Menighetsfakultet* (Norwegian Lutheran School of Theology).
- Laererskole* (teachers college).
- Økonomisk College* (college of business).
- Barnevernsakademiet* (pre-school teachers college).
- Musikkonservatorium* (music conservatory).
- Det Medisinske Fakultet* (faculty of medicine).
- Statens Håndverks- og Kunstindustriskole* (National College of Art and Design).
- Luftrigsskolen* (Air Force Academy).
- Sjøkrigsskolen* (Naval Academy).

See page 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelley A. and Dickey, Karlene N., eds., Norway (Country Report), PIER World Education Series, AACRAO/NAFSA, Washington, D.C., 1994.

Sjogren, Cliff, and Kerr, Lornie, eds., *Norway: A Guide to the Admission and Academic Placement of Norwegian Students in North American Colleges and Universities* (Workshop Report), AACRAO/NAFSA, 1985.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/whed.html. Last accessed October 2004. Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 184.

Pakistan

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Higher Secondary Certificate (arts or sciences group).
- Intermediate Certificate (arts or sciences group).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points	
Exceptional	A-1	80-100	A	4	
Excellent	A	70-79	A	4	
Very Good	B	60-69	A	4	
Good	C	50-59	B	3	
Fair	D	40-49	C	2	
Satisfactory	E	33-39	D	1	(lowest passing grade)
Fail	Fail	0-32	F	0	

2. The documents below meet high school graduation requirements (may not be all inclusive):

a. Higher Secondary Certificate (commerce group).

b. Intermediate Certificate (commerce group).

(Note that the documents bear the same title as No. 1 but that the subject group is different.)

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

a. Certificate in Commerce.

b. Certificate in Fine Arts.

c. Certificate in Language.

d. Certificate in Library Science.

e. Certificate in Mathematics.

f. Certificate in Technology.

g. First year intermediate college.

h. Matriculation Certificate.

i. Middle Standard Examination.

j. Primary Teaching Certificate.

k. Secondary School Certificate.

l. Vocational Teaching Training Diploma.

m. Vocational Training Diploma.

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

a. University.

b. College (for which admission requires Item No. 1-a or 1-b).

c. Institute (for which admission requires Item No. 1-a or 1-b).

See page 6-9 for instructions for use of this guide and application procedures.

References

Sweeney, Leo J., and Woolston, Valerie, eds., *The Admission and Academic Placement of Students From South Asia: Bangladesh, India, Pakistan, Sri Lanka* (Workshop Report), AACRAO/NAFSA, 1986.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

Internet Source: World Education Services Web site: www.wes.org/ca/wedb/pakistan/pkupsec.htm. Last accessed October 2004.

See Multi-Country References, page 184.

Panama

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Bachillerato/Bachiller en Letras* (secondary school graduation diploma with an emphasis in humanities).
 - b. *Bachillerato/Bachiller en Ciencias* (secondary school graduation diploma with an emphasis in sciences).
 - c. *Bachillerato/Bachiller en Ciencias y Letras* (secondary school graduation diploma with emphases in sciences and humanities).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
5.0-4.5	5.0-4.5	A	4
4.4-4.0	4.4-4.0	B	3
3.9-3.0	3.9-3.5	C	2
-	3.4-3.0	C	2 (lowest passing grade)
2.9-1.0	2.9-1.0	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Bachillerato de Comercio* (secondary school graduation diploma with an emphasis in commercial studies).
 - b. *Bachiller Agropecuario* (agricultural bachelor) and *Bachiller Industrial* (industrial bachelor): technical education lasting two to three years.

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Certificado de Terminación de Estudios Correspondientes al Primer Ciclo de Educación Secundaria* (certificate of completion of studies corresponding to the first cycle of secondary education) - awarded after completion of the *ciclo básico* (basic cycle) or *ciclo común* (common cycle).
 - b. *Certificado de Maestro Normal/Maestro de Enseñanza Primaria* (certificate of primary teacher) - teacher training program lasting three years.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universidad* (university).
 - b. *Instituto Superior* (higher institute).
 - c. *Escuela Superior* (higher school).

See page 6-9 for instructions for use of this guide and application procedures.

References

Aldrich-Langen, Caroline, and Kathleen Sellew, eds., *The Admission and Placement of Students from Central America: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama*. PIER, Annapolis Junction, Md., 1987.
Foreign Educational Credentials Required, Fifth Edition. AACRAO, Washington, D.C., 2003.
 Marcus, Jane E., *Central America Update*. PIER, Annapolis Junction, Md., 1996.
 Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Paraguay

- The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - Bachillerato/Bachiller en Humanística Científica/en Ciencias y Letras* (secondary school graduation diploma).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente</i>	Excellent	10	A	4
<i>Distinguido</i>	Distinguished	9	A	4
<i>Muy Bueno</i>	Very Good	8	A	4
<i>Bueno</i>	Good	6-7	B	3
<i>Regular</i>	Pass	4-5	C	2 (lowest passing grade)
<i>Aplazado</i>	Fail	3	F	0

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente</i>	Excellent	5	A	4
<i>Muy Bueno</i>	Very Good	4	A	4
<i>Bueno</i>	Good	3	B	3
<i>Aceptable</i>	Acceptable	2	C	2 (lowest passing grade)
<i>Insuficiente</i>	Insufficient	1	F	0

- The document below meets high school graduation requirements (may not be all inclusive):

- Bachiller/Bachillerato Comercio, Técnico-Industrial, Agropecuario* (secondary school graduation diploma in commerce, technical-industrial, agricultural education).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scales:
See above.

- The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - Diploma* (diploma) issued by *Educación Escolar Básica/EEB*.
- A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - Universidad* (university).
 - Instituto de Formación Docente* (teacher training college).

See page 6-9 for instructions for use of this guide and application procedures.

References

Foreign Educational Credentials Required, Fifth Edition. AACRAO, Washington, D.C., 2003.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Peru

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Bachillerato/Bachiller Profesional* (professional bachelor with specialization stated) from an *Escuela Superior de Educación Profesional*

ESEP, *Ciclo I* (higher school of professional education, cycle I).

- b. *Certificado Oficial de Estudios de Educación Secundaria Común (quinto año)* [official certificate of studies of common secondary education (fifth year)].

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente</i>	Excellent	14-20	A	4
<i>Muy Bueno</i>	Very good	12-13	B	3
<i>Aprobado</i>	Pass	11	C	2 (lowest passing grade)
<i>Aplazado/Malo/Reprobado</i>	Fail	0-10	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Bachillerato Técnico* (technical diploma).
- b. *Diploma de Aptitud Profesional* (diploma of professional competency).
- c. *Bachiller Profesional en...* (professional diploma in specialized area).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

There are no documents.

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Universidad* (university).
- b. *Centro Superior de Post-Grado* (higher postgraduate centre).
- c. *Instituto Superior Tecnológico/IST* (higher technical institute).
- d. *Instituto Superior Pedagógico/ISP* (higher pedagogical institute).
- e. *Escuela Superior* (higher school).

See page 6-9 for instructions for use of this guide and application procedures.

References

Foreign Educational Credentials Required, Fifth Edition. AACRAO, Washington, D.C., 2003.

Gray, Collen, Peru, World Education Series, AACRAO, Washington, D.C., 1983.

International Education Research Foundation, Inc., *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

National Office of Overseas Skills Recognition, *Peru: A Comparative Study*, Australian Government Department of Education, Science and Training, Canberra, Australia, 1993.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Philippines

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- a. High school diploma (academic track).

b. High school diploma (science high schools).

A prospective student-athlete will be certified using coursework from the final four years of schooling. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Numeric Grade	U.S. Grade Equivalent	Quality Points
95-100	A	4
85-94	B	3
75-84	C	2 (lowest passing grade)
0-74	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

- High school diploma (vocational/technical track).
- High school diploma (high school for the arts).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- High school transcript (upon completion of fewer than four years of high school curriculum).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- University.
- College.
- Institute.

See page 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelly M., ed., *A Guide to Educational Systems Around the World*, NAFSA: Association of International Educators, Washington, D.C., 1999.

Vorderstrasse, Jason, et al., *Philippines* (Workshop Report), AACRAO/NAFSA, Washington, D.C., 2001.

World Guide to Higher Education: A Comparative Survey of Systems, Degrees and Qualifications, UNESCO, Paris, 1996.

The British Council, *International Guide to Qualifications in Education, Fourth Edition*, NARIC, United Kingdom, 1998.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Poland

The academic year runs from September to March. Education is compulsory from age seven through 18. High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study. The examination results are issued as a separate document in July after the student receives the high school diploma. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in year nine.

Category One

a. *S'wiadectwo D'ojrzalosci* (maturity certificate).

The grade-point average is calculated by averaging the grades achieved in examinations using all core courses listed on the certificate, regardless of grades earned. All grades are equally weighted in the calculation. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- a. *S'wiadectwo Ukon'czenia Liceum Ogólnokształcącego* (certificate of completion of general secondary school).
- b. *S'wiadectwo Ukon'czenia Liceum Technicznego* (certificate of completion of technical secondary school).
- c. *S'wiadectwo Ukon'czenia Liceum Zawodowego* (certificate of completion of vocational lyceum).
- d. *S'wiadectwo Ukon'czenia Szkoły Średniej* (certificate of completion of secondary school).
- e. *S'wiadectwo Ukon'czenia Technikum Zawodowego* (certificate of completion of technical secondary school).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *S'wiadectwo Szkolne* (annual school certificate).
- b. *S'wiadectwo Ukon'czenia Szkoły Podstawowej/SUSP* (certificate of completion of elementary school).

Grading Scale

The applicable grading scale for the documents listed above follows:

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Celujacy</i>	Excellent	6 (95-100)	A	4
<i>Bardzo Dobry</i>	Very Good	5 (90-94)	A	4
<i>Dobry</i>	Good	4 (80-89)	B	3
<i>Dostateczny</i>	Satisfactory	3 (50-79)	C	2
<i>Miernyl</i>	Barely passing	2 (30-49)	D	1 (lowest passing grade)
<i>Dopuszczajacy</i>				
<i>Niedostateczny</i>	Unsatisfactory	1 (0-29)	F	0

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of year nine for on-time graduates.

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Akademia* (academy).
- Uniwersytet* (university).
- Instytut* (institute).
- Kolegia* (college).
- Politechnika* (technical university).
- Szkola* (school)—postsecondary only.
- Wyzsza Szkola* (higher school or college).

See page 6-9 for instructions for use of this guide and application procedures.

References

European Glossary on Education, EURYDICE (Vol. I), Brussels, 1999. Silny, Josef, ed., *The Admission and Placement of Students from the Republic of Poland* (Workshop Report), AACRAO/NAFSA, 1992.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 184.

Portugal

- The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

- Diploma de Ensino Secundário* (certificate of secondary education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

- The documents below meet high school graduation requirements (may not be all inclusive):

- Certidão do Curso Complementar* (certificate of complementary course).
- Certificado de Fin de Estudos Secundários* (certificate of completion of secondary studies).
- Diploma Nivel Secundario de Educacao* (diploma of secondary education).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Muito Bom</i>	Very good	18-20	A	4
<i>Bom</i>	Good	14-17	B	3
<i>Suficiente</i>	Sufficient	10-13	C	2 (lowest passing grade)
<i>Mediocre</i>	Mediocre	5-9	F	0
<i>Mau</i>	Bad	0-4	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Certidão de Curso de Ensino Unificado* (certificate of unified education course).
- Certidão de Curso Geral de Ensino Secundario* (certificate of general course of secondary education).
- Certidão de Curso Geral Nocturno* (certificate of general evening).
- Certidão de Segundo Ano de Ensino Preparatorio* (certificate of second year of preparatory education).

Grade 9 grading scale:

Numeric Grade	U.S. Grade Equivalent	Quality Points
5	A	4
4	B	3
3	C	2 (lowest passing grade)
2	F	0
1	F	0

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universidade* (university).
- Instituto Politécnico* (polytechnic institute).
- Escola Superior* (higher school).
- Faculdade* (faculty).

See page 6-9 for instructions for use of this guide and application procedures.

References

International Association of Universities, *The International Handbook of Universities*, IAU/UNESCO, Information Centre on Higher Education, Paris, 2000.

National Academic Recognition Center for the United Kingdom, *International Guide to Qualifications in Education, Fourth Edition*, London, 1996.

National Office of Overseas Skills Recognition, *Country Education Profiles on Italy*, Canberra, Australia, 1992.

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

Internet Source: International Comparisons, UK NARIC ECCTIS Ltd., Gloucestershire, United Kingdom: www.internationalcomparisons.org.uk. Last accessed October 2004.

See Multi-Country References, page 184.

Romania

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Diploma de Bacalaureat* (baccalaureate diploma).
- Diploma de Merit* (merit diploma; for those achieving the highest grades).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelent</i>	Excellent	10 <i>Zece</i>	A	4
<i>Excelent</i>	Excellent	9-9.99 <i>Noua</i>	A	4
<i>Bine</i>	Good	8-8.99 <i>Opta</i>	B	3
<i>Bine</i>	Good	7-7.99 <i>Sapte</i>	B	3
<i>Suficient</i>	Sufficient	6-6.99 <i>Sase</i>	C	2
<i>Suficient</i>	Sufficient	5-5.99 <i>Cinci</i>	C	2 (lowest passing grade)
		0-4.99	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):

- Certificat de Absolvire a Liceului* (certificate of secondary school completion).
- Certificat de Absolvire a Cursului de Calificare* (certificate of completion of a [vocational] qualification program).
- Atestat* (certification).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Diploma de Absolvire a Scolii Profesionale* (diploma of completion of a vocational school).
- Certificat De Absolvire A Ciclului Inferior Al Liceului* (diploma of junior/lower secondary school).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universitatea* (university).
- Institutul* (institute).
- Academia* (academy).

See page 6-9 for instructions for use of this guide and application procedures.

References

European Glossary on Education, EURYDICE (Vol. I), Brussels, 1999.

Ismail, Margery, et. al., *Romania: A Workshop Report on the Educational System of Romania and Guide to the Academic Placement of Students in Educational Institutions in the United States*, PIER World Education Series, Washington, D.C., 1995.

See Multi-Country References, page 184.

Russian Federation

The academic year runs from September through the end of May. Primary school begins at age six. High school graduates are assessed based upon review of the leaving certificate. The information provided below addresses the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

Category One

The document below meets both high school graduation requirements and core-curriculum requirements:

- a. *Attestat o Srednom* (Polnom) *Obschem Obrazovanii* (certificate of secondary [complete] general education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Diplom o Srednom Professionalnom Obrazovanii* (diploma of secondary vocational education).
- b. *Diplom o Nachalnom Professionalnom Obrazovanii s Polucheniem Srednego* (Polnogo) *Obschego Obrazovanija* (diploma of vocational education and secondary [complete] general education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Otlichno</i>	Excellent	5	A	4
<i>Khorosho</i>	Good	4	B	3
<i>Udovletvoritelno</i>	Satisfactory	3	C	2 (lowest passing grade)
<i>Neudovletvoritelno</i>	Unsatisfactory/Poor	2	F	0

Category Three

The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Attestat ob Osnovnom Obschem Obrazovanii* (certificate of [incomplete] general education) (can be issued at end of eighth or ninth grade).

Graduation timeline — six consecutive semesters after initial enrollment in the first semester of grade nine.

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Universitet* (university).
- b. *Akademiia* (academy).
- c. *Institut* (institute).
- d. *Konservatoriia* (conservatory).
- e. *Pedagogicheskii institut* (pedagogical institute).
- f. *Politekhnikeskii institut* (polytechnical institute).
- g. *Vysshie Uchilishche* (higher school).
- h. *Uchilishche* (completed program).
- i. *Tekhnikum* (completed program).

See page 6-9 for instructions for use of this guide and application procedures.

References

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: Euroeducation Web site: www.euroeducation.net/prof/russco.htm. Last accessed October 2004.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 184.

Saudi Arabia

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- a. Secondary Education Certificate.
- b. New Comprehensive Secondary School Certificate.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	85-100	A	4
Very good	75-84	A	4
Good	65-74	B	3
Satisfactory	50-64	C	2 (lowest passing grade)
Fail	0-49	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
There are no documents.
3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Certificate from an intermediate religious institute.
 - b. College preparatory program (should be evaluated on the basis of underlying credentials).
 - c. Secondary Commercial School Diploma.
 - d. Secondary Agricultural School Diploma.
 - e. Secondary Vocational School Diploma.
 - f. Health Institute Diploma.
 - g. Secondary Teacher Training Institute Certificate.
 - h. Intermediate School Certificate.
 - i. Religious Institute Secondary Education Certificate. j. Koranic Secondary School Certificate.
 - k. Comprehensive Secondary School Certificate.
 - l. Secondary Certificate of Art Education.
 - m. Secondary Certificate of Physical Education.
 - n. Vocational Training Certificate.
 - o. Certificate of Technical Nursing.
 - p. Literary Certificate.
 - q. Certificate of the Technical Assistants Institute.
 - r. Certificate of the Institute for Instructor Training and Curriculum Development.

- s. Certificate of the Teacher Upgrading Center.
- 4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University (**NOTE:** A student who was enrolled in or completed a university preliminary or preparatory year only, is not to be considered a transfer student).
 - b. English language teachers center.
 - c. Girls college.
 - d. Higher institute for financial and commercial sciences.
 - e. Higher technical institute.
 - f. Institute of public administration.
 - g. Junior college.
 - h. Military academy.
 - i. Science and mathematics center.
 - j. Technical college.

See page 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

Brusick, Kathleen, ed., *The Admission and Academic Placement of Students from Selected Arab Countries: Egypt, Jordan, Kuwait, Saudi Arabia* (Workshop Report), AACRAO/NAFSA, 1975.

Oliver, E. Eugene, ed., *Saudi Arabia*, World Education Series, AACRAO, Washington, D.C., 1987.

See Multi-Country References, page 184.

Scotland

NOTICE: Due to the nature of the educational system in Scotland, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center with those documents specified below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

There are no documents.

2. The document below meets high school graduation requirements:

- a. *Scottish Qualification Certificate* (SQC) and Summary of Attainment from the Scottish Qualification Authority (SQA).

The document above meets core-curriculum requirements only if at least five academic subject passes are present at level four or higher. Four of the five must be English, mathematics, natural/physical science and social science. Only Standard Grade Credit, General, Intermediate 1 (two Intermediate 1 subject passes will advance the expected date of upper secondary school graduation by one year after on-time completion of the Standard grade examination), Intermediate 2 (two Intermediate 2 subject passes will advance the expected date of upper secondary school graduation by one year after on-time completion of the Standard grade examination), Higher (two Higher subject passes will advance the expected date of upper secondary school graduation by two years after on-time completion of the Standard grade examination) and Advanced Higher (two Advanced Higher subject passes will advance the expected date of upper secondary school graduation by two years after on-time completion of the Standard grade examination) level passes are acceptable. Foundation and Access levels do not meet core-course standards. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Scottish Qualification Certificate, Standard Grade:

Numeric Grade	U.S. Grade Equivalent	Quality Points
1	A	4
2	A	4
3	B	3
4	B	3
5	C	2
6	C	2 (lowest passing grade)
7	F	0

Scottish Qualification Certificate, Intermediate 1, Intermediate 2, Higher and Advanced Higher Grades:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	C	2
D	D	1 (lowest passing grade)
O	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet core-curriculum requirements.
 - a. Scottish Vocational Qualifications (SVQ) Levels 1, 2 and 3.
 - b. Completion of Secondary Four (S4).
 - c. Scottish Vocational Education Council's (SCOTVEC) National Diploma Program.
 - d. General Scottish Vocational Qualifications (GSVQ) Levels 1, 2 and 3.
 - e. Scottish Group Awards.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University first degree program.
 - b. Teacher training program.
 - c. Higher National Certificate program.
 - d. Higher National Diploma program.

See page 6-9 for instructions for use of this guide and application procedures.

References

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

Internet Source: Admission to UK schools and colleges: www.ucas.com/candq. Last accessed October 2004.

Internet Source: Scottish Credit and Qualifications Framework (SCQF): www.scqf.org.uk. Last accessed October 2004.

Internet Source: Scottish Qualification Authority: www.sqa.org.uk. Last accessed October 2004.

Internet Source: Scottish Executive Education Department: www.scotland.gov.uk. Last accessed October 2004.

See Multi-Country References, page 184.

Senegal

NOTE: To obtain verification of secondary education, all documents sent to the Eligibility Center will be forwarded to an outside verification office. Quatrieme year is year nine, Trosieme year is year 10, Deuxieme year is year 11, Premiere year is year 12 and Terminale year is year 13.

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Diplôme de Bachelier de l'Enseignement du Second Degré/Baccalauréat* (diploma of bachelor of secondary education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Très Bien</i>	Very good	16-20	A	4
<i>Bien</i>	Good	14-15.9	A	4
<i>Assez Bien</i>	Quite good	12-13.9	B	3
<i>Passable</i>	Satisfactory	10-11.9	C	2 (lowest passing grade)
<i>Ajourné</i>	Fail, Adjourned	0-9.9	D/F	1/0

NOTE: grades 8-9.9 are considered passing when the overall grade-point average is 10.0 or greater. If the grade-point average is below 10.0, then the lowest passing grade is 10.

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Diplôme de Bachelier Technicien/Baccalauréat Technique* (technical diploma).
 - b. Completion of *classe terminale* (Completion of *classe terminale* constitutes high school graduation).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *College d'Enseignement Général* (general teachers college certificate).
 - b. *College d'Enseignement Moyen* (basic teachers college certificate).
 - c. *Certificat d'Aptitude Professionnelle/CAP* (certificate of professional aptitude).
 - d. *Brevet d'Études Professionnelle/BEP* (professional studies certificate).
 - e. *Brevet de Fin d'Études Moyennes/BFEM* (certificate of completion of basic studies).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Université* (university).
 - b. *Ecole* (college).
 - c. *Institute* (institute).

See page 6-9 for instructions for use of this guide and application procedures.

References

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.
See Multi-Country References, page 184.

Serbia and Montenegro

The academic year runs from September to June. Education is compulsory from age seven through 15. High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

Category One

The grade-point average is calculated by averaging the grades achieved in all core courses listed on the certificate, regardless of grades earned. All grades are equally weighted in the calculation.

- Svedocanstvo o Završenoj Srednjem Vaspitanju* (certificate of completion of secondary education).
- Diploma o Završenoj Srednjoj Skoli* (diploma of completion of secondary education).
- Diploma o Stecenom Srednjem Obrazovanju* – [academic track only] (diploma of professional secondary education).
- Diploma Položenom Maturskom Ispitu* (Montenegrin hybrid issued in border towns).

The documents above meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete (PSA) graduates within the expected number of years after initial enrollment and are earned in one of the academic branches of education (i.e., humanities, social science, mathematics and natural/physical science). The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- Diploma o Stecenom Pozivnouslymerenom Obrazovanju I Vaspitanju Srednjeg Stupnja* (diploma of acquired directional education and secondary level education).
- Diploma o Stecenom Srednjem Obrazovanju* – [business, vocational and other non-academic tracks] (diploma of professional secondary education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

There are no documents.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Odlican</i>	Excellent	5 (10)	A	4
<i>Vrlo Dobar</i>	Very Good	4 (9)	B	3
<i>Dobar</i>	Good	3 (8)	B	3
<i>Dovoljan</i>	Sufficient	2 (6-7)	C	2 (lowest passing grade)
<i>Nedovoljan</i>	Insufficient	1 (0-5)	F	0

Graduation timeline — eight consecutive semesters after initial enrollment in the first semester of grade nine.

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Univerza* (university).
- b. *Fakultet* (faculty).
- c. *Umetnicka Akademija* (art academy).
- d. *Visja Skola* (higher school).

See page 6-9 for instructions for use of this guide and application procedures.

References

Dickey, Karlene, ed., *The New Country Index*, International Research Foundation, Los Angeles, 2003.
Dickey, Karlene, dir., *The Admission and Academic Placement of Students from Yugoslavia* (Workshop Report), AACRAO/NAFSA, 1990.
National Office of Overseas Skills Recognition, Country Education Profiles: *The Republics of the Former Yugoslavia*, Canberra, Australia, 1992.
International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.
See Multi-Country References, page 184.

Singapore

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. Singapore-Cambridge General Certificate of Education (GCE) 'Ordinary' ('O') level examination.
 - b. Singapore-Cambridge General Certificate of Education (GCE) 'Advanced' ('A') level examination
 - Two GCE A-Level examinations earned at the **H1** Level will advance the expected date of upper secondary school graduation by one year after on-time completion of GCE O-Level examinations.
 - Two GCE A-Level examinations earned at **H2** or **H3** Level will advance the expected date of upper secondary graduation by two years after on-time completion of the GCE O-Level examinations.

The documents above meet core curriculum requirements only if at least five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

NOTE: Prospective student-athletes who attend schools that only offer Singapore-Cambridge General Certificate of Education (GCE) Advanced (A) Level Examinations may use the General Paper to satisfy the English/Native Language subject pass requirement.

Grading Scale (May not be all inclusive):

General Certificate of Education – Ordinary Level:

Numeric Grade	U.S. Grade Equivalent	Quality Points
1-2	A	4
3-4	B	3
5-6	C	2
7-8	D	1 (lowest passing grade)

General Certificate of Education – Advanced Level (H1, H2, H3):

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
O	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet core-curriculum requirements:
 - a. Certificate awarded by Institute of Technical Education (ITE).
 - b. National Technical Certificate Grade 2 (NTC-2).
 - c. Singapore-Cambridge General Certificate of Education (GCE) 'Normal' ('N') level examination.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. Polytechnic.
 - c. Institute.

See page 6-9 for instructions for use of this guide and application procedures.

References

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2004.

See Multi-Country References, page 184.

Slovakia

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Vysvedcenie o Maturitnej Skúske* (certificate of maturity examination) from a gymnasium or specialized secondary school.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Vy'borny'	Excellent	1	A	4
Chválitebný'	Praiseworthy	2	B	3
Dobry'	Good	3	B	3
Dostatočný'	Satisfactory	4	C	2 (lowest passing grade)
Nedostatočný'	Unsatisfactory	5	F	0

2. The document below meets high school graduation requirements:

- a. *Vysvedcenie o Maturitnej Skúske* (certificate of maturity examination) from a four-year secondary apprentice school or program.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Vysvedcenie* (report card) after year nine of basic school.
b. *Vý 'ucny' list* (apprentice certificate).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Akadémia* (academy).
b. *Bohoslovecká fakulta* (theological faculty).
c. *Pedagogická fakulta* (pedagogical faculty).
d. *Univerzita* (university).
e. *Vysoká škola* (higher educational institution).

See page 6-9 for instructions for use of this guide and application procedures.

References

Devlin, Edward, ed., *The Admission and Placement of Students from the Czech and Slovak Federal Republic* (Workshop Report), AACRAO/NAFSA, Association of International Educators, 1992.

See Multi-Country References, page 184.

Slovenia

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Maturitetno Spricevalo* (maturity certificate).

The document above must be earned in one of the academic branches of education (i.e., humanities, social science, mathematics and natural/physical science). The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points	
<i>Odlično</i>	Excellent	5 (10)	A	4	
<i>Prav dobro</i>	Very Good	4 (9)	B	3	
<i>Dobro</i>	Good	3 (8)	B	3	
<i>Zadostno/Zadovoljava</i>	Sufficient/Satisfactory	2 (6-7)	C	2	(lowest passing grade)
<i>Nezadostno/Nezadovoljava</i>	Insufficient/Unsatisfactory	1 (0-5)	F	0	

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. Any diploma listed above in a vocational program.
 - b. *Spricevalo o Poklicni Maturi* (certificate of vocational maturity).
 - c. *Spricevalo o Zaključnem Izpitu* (certificate of final examinations) from a 2-3 year vocational program.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
There are no documents.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Univerza* (university).
 - b. *Fakulteta* (faculty).
 - c. *Umetniška Akademija* (art academy).
 - d. *Visja Škola* (higher school).

See page 6-9 for instructions for use of this guide and application procedures.

References

- Dickey, Karlene, ed., *The New Country Index*, International Research Foundation, Los Angeles, 2003.
- Dickey, Karlene, dir., *The Admission and Academic Placement of Students from Yugoslavia* (Workshop Report), AACRAO/NAFSA, 1990.
- National Office of Overseas Skills Recognition, Country Education Profiles: *The Republics of the Former Yugoslavia*, Canberra, Australia, 1992.
- International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
- See Multi-Country References, page 184.

Republic of South Africa

The academic year runs from January through December. Primary school begins at age six. High school graduates are assessed based upon review of the leaving certificate. The information provided below addresses the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

NOTICE: Due to the unique nature of the educational system in South Africa, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed. Also note that many South African students select a course or track of studies in grade 10 and may not be required to continue the study of a specific subject such as social studies, science or mathematics. This fact does not excuse the student-athlete from meeting NCAA initial-eligibility requirements. Also, documents issued by UMALUSI are acceptable for NCAA initial-eligibility purposes.

Category One

There are no documents.

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- a. National Senior Certificate.
- b. Senior Certificate.
- c. Senior Certificate with Matriculation Exemption.
- d. Secondary School Senior Certificate of the Department of Public Education, Western Cape.
- e. Gauteng Secondary School Certificate.
- f. Gauteng University Entrance Certificate.
- g. Accelerated Christian Education (ACE) College Entrance Certificate.

The documents above meet high school graduation requirements and core-curriculum requirements only if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above. **Please note that Mathematics Literacy and Economics and Management Science are not core examinations.**

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

When five subject passes in the core subject areas are presented, the grade-point average is calculated by determining the total quality points for the applicable subject passes displaying the highest grades in each subject area. The total is then divided by the total number of exams used in the calculation. In rare instances, additional subject passes will be used to enhance the grade-point average. This is done to reflect the benefit of grade-point average enhancement afforded automatically by the computerized calculation methods implemented when certifying domestic students.

When five subject passes in the core subject areas are not presented [(and the student has not failed the subject pass exam in the core subject area(s) absent from the record)], the grade-point average is calculated by reviewing high school transcripts beginning with grade nine in combination with the exams presented, substituting coursework for the deficient academic subject area(s). When crediting applicable exams in the calculation taken in core course subject areas, the staff will credit the applicable exam displaying the highest grade for each subject pass. The exam to be used in each subject area will be credited as equivalent to the number of core courses delineated in Bylaw 14.3.1.1. [native language, English - 4 units (DI) 3 units (DII), math - 3 units (DI) 2 units (DII), science - 2 units, social science - 2 units, additional academic subject - 4 units (DI) 3 units (DII), additional English, math or science - if both math and science subject passes are presented, the higher grade will be used adding 1 unit (DI) or 2 units (DII) of credit to the calculation].

If the student has failed a core exam, the staff will not review the high school transcript to determine whether the core course requirement has been met for the missing subject area. The student will be certified as not having achieved coursework in the relevant subject area.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Graduation timeline — Students are expected to achieve five subject passes within eight semesters after initial enrollment in grade nine.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	80-100	A	4
B	70-79	B	3
C	60-69	B	3
D	50-59	C	2
E	40-49	D	1 (lowest passing grade)
F, FF	33-39	F	0
G, GG	20-32	F	0
H	0-19	F	0

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Common entrance examination.
- Junior secondary/middle school leaving certificate.
- Lower Primary/Teacher's Certificate (Department of Education and Training).
- National Certificate**.
- National Technical Certificate.

** This refers to pre-collegiate certificates. Please note that there are also national certificates that are offered both at the secondary and postsecondary levels.

Unit Credits

When specific course credits are not indicated on credentials and courses listed on transcripts must be used, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- University.
- Teacher training college.
- Technikon* (technical college).

See page 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003. Crammer, David J. and Woolston, Valerie A., *Southern Africa*, World Education Series, AACRAO, Washington, D.C., 1980.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 184.

Spain

The academic year runs from October to July. Education begins at age six. High school graduates are assessed based upon completion of leaving exams for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the Eligibility Center, and the criteria used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in year nine.

Category One

- a. *Bachiller/Bachillerato Unificado y Polivalente/BUP* (upper secondary school leaving certificate).

Graduation timeline – eight consecutive semesters after initial enrollment in the first semester of year nine. The grade-point average is calculated by averaging all core courses from the final two years of coursework, regardless of grades earned. Grades are weighted in the calculation according to credits assigned on the document.

- b. *Curso de Orientacion Universitaria/COU* (university orientation course).

Graduation timeline – eight consecutive semesters after initial enrollment in the first semester of year nine. The grade-point average is calculated by averaging all core courses from the final two years of coursework, regardless of grades earned. Grades are weighted in the calculation according to credits assigned on the document.

- c. *Bachillerato* (upper secondary school leaving certificate) for completion of concentration in natural and health sciences, social sciences or humanities streams.

Graduation timeline – eight consecutive semesters after initial enrollment in the first semester of year nine. The grade-point average is calculated by averaging all core courses from the final two years of coursework, regardless of grades earned. Grades are weighted in the calculation according to credits assigned on the document. Please be aware that some documents list coursework achieved in the final two years by year. Others list coursework cumulatively, expressing a cumulative grade for each subject pursued during the final two years of coursework. Thus, in some cases, a summary grade is issued for the final two years on the year 12 certificate weighted by summative credits. In these instances, only the year 12 document will be used in the grade-point average calculation.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Título de Técnico Superior* (title/diploma of secondary school technician).
- b. *Título de Técnico Especialista* (title/diploma of specialized technician).
- c. *Perito Mercantil* (commercial secondary school graduate).
- d. *Título de Maestro* (title/diploma of teacher).
- e. *Bachillerato* (upper secondary school leaving certificate) for completion of concentration in other than natural and health sciences, social sciences or humanities streams.

Graduation timeline – eight consecutive semesters after initial enrollment in the first semester of year nine.

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Título de Graduado en Educación Secundaria* (title/diploma of graduate in secondary education).
- b. *Bachillerato de Grado Superior* (secondary school diploma; 10th grade).
- c. *Título de Técnico Auxiliar* (title/diploma of auxiliary technician).
- d. *Título de Técnico de Grado Medio* (title/diploma of technician, middle level).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points	
<i>Sobresaliente</i>	Outstanding	8.5 - 10.0	A	4	
<i>Notable</i>	Notable	7.0 - 8.4	B	3	
<i>Bien</i>	Good	6.0 - 6.9	B	3	
<i>Suficiente</i>	Sufficient	5.0 - 5.9	C	2	(lowest passing grade)
<i>Insuficiente</i>	Insufficient	0.0 - 4.9	F	0	

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be attributed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universidades* (university).
- Academias Universitarias de Derecho* (University Academies of Law).
- Colegios Universitarios* (university colleges).
- Tercer Grado, Nivel Superior Centro de Formación Profesional Industrial* (Center of Industrial Vocational Training, Third Grade, Higher Level).
- Escuelas de Ingeniería Técnica* (schools of technical engineering).
- Escuelas Superiores* (higher schools).
- Escuelas Técnicas Superiores* (higher technical schools).
- Escuelas Universitarias* (university schools).
- Estudios Universitarios y Técnicos* (university and technical studies).
- Facultades de Ciencias Económicas y Empresariales* (School of Economic and Business Sciences).
- Institutos* (postsecondary).
- Institutos de Ciencias de la Educación* (institutes of sciences of education).
- Universidad Politécnica* (polytechnic university).

See page 6-9 for instructions for use of this guide and application procedures.

References

- Bachman, Jane E., McCarty, Maxine R., Mihalyi, David H., *The Educational System of Spain*, Educational Credential Evaluators, Inc., Milwaukee, Wis., 1997.
- Feagles, Shelley M., ed., *A Guide to Educational Systems Around the World*, NAESA: Association of International Educators, Washington, D.C., 1999.
- International Education Research Foundation, Inc., *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
- National Academic Recognition Information Centre for the United Kingdom (UK NARIC). *International Comparisons* CD. London, 2004. National Office of Overseas Skills Recognition National Office of Overseas Skills Recognition. *Country Education Profiles. Spain*. Canberra, Australia, 1992.
- Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004. Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.
- See Multi-Country References, page 184.

Sri Lanka

NOTICE: Due to the nature of the educational system in Sri Lanka, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.

2. The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Sri Lankan General Certificate of Education/GCE Advanced Level.*
- b. *University of London General Certificate of Education/GCE* at ordinary level.

The documents above meet core-curriculum requirements **only** if at least five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Distinction (D)	75-100	A	4
Very Good Pass (B)	65-74	B	3
Credit (C)	50-64	B	3
Ordinary Pass (S)	35-49	C	2 (lowest passing grade)
Weak (W)	0-34	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. National certificate.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. National diploma program (if Sri Lankan A levels are required for entry).
 - c. Sir John Kotalawela Defense Academy.
 - d. Teacher training college (if based on completion of grade 12).

See page 6-9 for instructions for use of this guide and application procedures.

References

Sweeney, Leo J., and Woolston, Valerie, eds., *The Admission and Academic Placement of Students from South Asia: Bangladesh, India, Pakistan, Sri Lanka* (Workshop Report), AACRAO/NAFSA, 1986.

See Multi-Country References, page 184.

Suriname

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.

2. The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Hoger Algemeen Voortgezet Onderwijs/HAVO* (upper general secondary education) diploma.
- b. *Voorbereidend Wetenschappelijk Onderwijs/VWO* (university preparatory education) diploma.
- c. *Instituut Middelbaar Economisch en Administratief Onderwijs/IMEO* (Institute of Intermediate Economic and Administrative Education) diploma.

- d. *Natuurtechnisch Instituut/NATIN* (technical institute) diploma.
- e. *Surinaamse Middlebare Handelsschool/MHS* (Suriname Intermediate Business School) diploma.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Uitmundend</i>	Excellent	10	A	4
<i>Zeer Goed</i>	Very good	9	A	4
<i>Goed</i>	Good	8	B	3
<i>Ruim Voldoende</i>	Quite good	7	B	3
<i>Voldoende</i>	Satisfactory	6	C	2 (lowest passing grade)
<i>Bijna Voldoende</i>	Not quite satisfactory	5	F	0
<i>Onvoldoende</i>	Unsatisfactory	4	F	0
<i>Gering</i>	Low	3	F	0
<i>Slecht</i>	Poor	2	F	0
<i>Zeer Slecht</i>	Very poor	1	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Lager Beroepsgericht Onderwijs/LBGO* (lower vocational education) diploma.
 - b. *Lager Nijverheids Onderwijs/LNO* (lower home economics education) diploma.
 - c. *Lager Technisch Onderwijs/LTO* (lower technical education) diploma.
 - d. *Meer Uitgebreid Lager Onderwijs/MULO* (lower secondary education) diploma, known as *MULO-A* (emphasis on commercial subjects) and *MULO-B* (emphasis on mathematics and physics).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Anton de Kom Universiteit van Suriname* (University of Suriname).
 - b. *Academie voor Hoger Kunst en Cultuuronderwijs/AHKCO* (academy for higher art and culture education).
 - c. *Instituut voor de Opleiding an Leraren/IOL* (institute for advanced training of teachers).

See page 6-9 for instructions for use of this guide and application procedures.

References

Educational Development in the Republic of Suriname 1984-1986: A report prepared for the 40th meeting of the International Conference on Education, Ministry of Education, Sciences and Culture, 1986.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Sweden

The academic year runs from August/September to May/June. Education is compulsory for nine years beginning at age seven. Primary and lower secondary schooling (*Grundskola*) comprises nine years. Upon completion of *Grundskola*, students are issued a *Slutbetyg*. All students take physics, chemistry, and biology in grades 7 to 9. In upper secondary school, students take one of 17 national programs. Each has the same eight core subjects - English, mathematics, natural sciences, physical and health education, religious education, Swedish, and the arts. Regardless of the program, students must earn 2,500 Swedish secondary school credits to be awarded the upper secondary school leaving certificate (*Slutbetyg*).

The information provided below addresses the most common courses of study used to evaluate a student based upon the type of credential received. The list of documents may not be all inclusive. Documents presented other than those listed below will be evaluated on a case-by-case basis.

NOTE: Students who attend high school in an international country during a portion of their schooling, but leave the country before enrolling in the final year of study to finish high school in the United States, will be evaluated by reviewing semester-by-semester grades during the four-year period immediately after initial enrollment in grade nine.

Category One

- a. *Slutbetyg* (leaving certificate) from *Gymnasieskola* (upper secondary school) for completion of a three-year line of studies in a full program in natural/physical science or social science.

The program description must be read carefully. If the program specialization chosen by the student is noted as specially designed, similar to, modified, augmented, extended, amended or enhanced, the document will be compared to the curriculum requirements for the national program for the student's chosen specialization as set forth by the Swedish Ministry of Education. If the modification to the standard curriculum meets or exceeds the Ministry's basic requirements, the document will be treated as a category one document. However, if the modification to the standard curriculum does not meet all of the Ministry's basic requirements, the document will be treated as a category two document and submission of the *Slutbetyg* (leaving certificate) from *Grundskola* will also be required.

The grade-point average is calculated by using all core courses that appear on the document above, regardless of grades earned. Grades are weighed by credits awarded on the document.

Graduation timeline — four years after initial enrollment in the final year of *Grundskola* (year nine).

For Division I certification purposes, students who delay graduation and receive a Category One leaving certificate will be required to submit a *Samlat Betygdokument*. The *Samlat Betygdokument* lists each course taken and the date of completion. In these instances, the staff will render the certification after category two processes, assuring the core course distribution requirements has been met.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Category Two

The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Slutbetyg* (leaving certificate) from *Gymnasieskola* (upper secondary school) for completion of a three-year line of studies in programs other than those listed above.
- b. *Avångsbetyg* (leaving certificate) from *Kommunal Vuxenutbildning* (municipal adult education), also called *Slutbetyg från Komvux*.
- c. *Studieomdöme från Folkshögskola* (study assessment from adult education high school).
- d. *Intyg om Genomgangen* (certificate of completion) from a *Folkhögskola* (adult education high school) for the two- or three-year program.
- e. *Intyg om Allmän Behörighet* (certificate from general program) from *Folkhögskola* (adult education high school).

Graduation timeline — four years after initial enrollment in the final year of *Grundskola* (year nine).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

NOTE: In most cases, the category three document will also be used to locate core courses.

Category Three

The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Grundskola* (compulsory/elementary school).
- Slutbetyg* (grade 9 leaving certificate).

Grading Scale (May not be all inclusive)

Grade	Translation	U.S. Grade Equivalent	Quality Points
<i>Mycket Val Godkänd</i> (MVG)	Very Good Pass	A	4
<i>Val Godkänd</i> (VG)	Good Pass	B	3
<i>Godkänd</i> (G)	Good	C	2 (lowest passing grade)
<i>Icke Godkänd</i> (IG)	No Pass/Fail	F	0

Unit Credits

The staff will credit courses with one unit of credit annually for each course denoted as receiving 100 units or greater. Courses noted as receiving 50 units of credit will be awarded .5 units of credit annually. Exception: Math B will always be awarded one unit of credit despite the award of 50 poang on the transcript when reviewing category two or three documents.

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system.

English, native language, mathematics – 1 credit per year, .5 credits per half year

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester.

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

Category Four

A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universitet* (university; exception: Folkuniversitetet).
- Högskolan* (university-level college; exception: Folkhögskolan).
- Institutet* (professional institute).
- Sjuksköterskeskola* (school of nursing).
- Konstfack* (university of college of arts, crafts and design).

Coursework will not be used for certification purposes from category four institutions.

See page 6-9 for instructions for use of this guide and application procedures.

References:

Zanotti, Kathleen T., and Dickey, Karlene N., eds., *Sweden* (Country Report), PIER World Education Series, AACRAO/NAFSA, Washington, D.C., 1995.

Sweden: A Country Report, and the Swedish National Agency for Education, memo March 12, 1997.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.

Internet Source: NARIC Web site: www.naric.org.uk/. Last accessed October 2009.

See Multi-Country References, page 184.

Switzerland

The academic year runs from September to June. Primary education begins at age six, and the combined duration of primary and lower secondary education is nine years. Upper secondary education lasts two to four years. Switzerland has four official languages, but credentials are issued in German, French or Italian.

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Schweizerische Eidgenössisches Maturitätszeugnis / Confédération Suiss certificate de maturité / Confederazione Svizzera attestato di maturità* (Swiss Federal Maturity Certificate).
- Eidgenössisch anerkanntes kantonale Maturitätszeugnis / Certificat de maturité cantonal reconnu par la Confédération / Attestato di maturità cantonale riconosciuta dalla Confederazione* (Federally Recognized Cantonal Maturity Certificate).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Grades reported on international documents will be converted to U.S. equivalents on a 4.000 scale prior to calculating quality points and grade-point averages. The grade-point average is calculated by averaging the grades of all core examinations listed on the certificate, regardless of grades earned. All grades are equally weighted in the calculation.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

NOTE: for the Schweizerische Eidgenössisches Maturitätszeugnis / Confédération Suisse certificate de maturité / Confederazione Svizzera attestato di maturità and the Eidgenössisch anerkanntes kantonale Maturitätszeugnis / Certificat de maturité cantonal reconnu par la Confédération / Attestato di maturità cantonale riconosciuta dalla Confederazione, only final examination results are used.

Graduation timeline - for category one credentials, the graduation timeline is eight, nine or ten consecutive semesters (depending on the educational structure of the canton) after initial enrollment in the first semester of year nine.

2. The documents below meet high school graduation requirements (may not be all inclusive):

- a. *Eidgenössisches Berufsmaturitätszeugnis / Certificat fédéral de maturité professionnelle / Attestato federale di maturità professionale* (Federal Vocational Maturity Certificate).
- b. *Fachmaturitätszeugnis / Certificat de maturité spécialisée / Attestato di maturità specializzata* (Specialized maturity certificate).
- c. *Eidgenössisches Fähigkeitszeugnis / Certificat fédéral de capacité / Attestato federale di capacità* (Federal Certificate of Proficiency).
- d. *Eidgenössisches Berufsattest / Attestation fédérale de formation professionnelle / Certificato federale di formazione pratica* (Federal Vocational Certificate).
- e. *Höhere Berufsbildung / formation professionnelle supérieure / formazione professionale superior* (higher vocational education) leading to *Eidgenössische Diplom / Eidgenössische Fachausweis / Diplôme fédéral / Brevet fédéral / Diploma federale / Attestato professionale federale* (federal advanced or higher vocational diploma). (**Note:** The actual name of the credential may vary from these generic terms and probably will include the name of the vocation)
- f. *Höhere Fachschule (HF) / école supérieures (ES) / scuole specializzate superiori (SSS) (advanced or higher vocational school) leading to Diplom HF, Diplôme ES, Diploma SSS* (Diploma from an advanced or higher vocational school). (**Note:** The actual name of the credential may vary from these generic terms and probably will include the name of the vocation, e.g., Höheres Wirtschaftsdiplom [higher economics diploma]. The name of the school also may vary from these generic school terms)

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale prior to calculating quality points and grade-point averages. The grade-point average is calculated by using those core courses with passing grades that appear on the documents above and grade nine records. All grades are equally weighted in the calculation.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Graduation timeline - for category two credentials, the graduation timeline is six, seven, eight, nine or ten consecutive semesters (depending on the educational structure of the canton) after initial enrollment in the first semester of year nine.

Grading Scale (May not be all inclusive):

Grade	Translation	U.S. Grade Equivalent	Quality Points
6	6	A	4
5.5	5-6	A	4
5	5	B	3
4.5	4-5	B	3
4	4	C	2 (lowest passing grade)
3.5	3-4	D/F	1/0
3	3	F	0
2.5	2-3	F	0
2	2	F	0
1.5	1-2	F	0
1	1	F	0

Note that grades 3.5-4 are considered passing when the overall grade-point average is 4.0 or greater. If the grade-point average is below 4.0, then the lowest passing grade is 4.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Certificat d'Études* (certificate of studies)/*Certificat Secondaire* (lower secondary certificate).
 - b. Completion of *Sekundärschule/École Secondaire/Scuola Media* (lower secondary school).
 - c. *Diplom/Diplôme/Diploma* from a *Diplommittelschule* (middle school diploma) or *Ecole de Culture Générale/Scuola Cultura Generale* (school of general studies).
 - e. *Berufsmittelschuldiplom/Baccalauréat Technique* (diploma from vocational middle school).

Unit Credits

When specific course credits are not indicated on credentials, courses will be credited based upon the Carnegie unit system. Credits will be assessed in the following manner when evaluating category two and three documents.

English, native language, mathematics – 1 credit per year, .5 credits per half year.

Physical and natural science, social science, additional core courses - .5 credits per year, .25 credits per semester.

NOTE: Documentation demonstrating a different crediting system than that listed above will be reviewed and considered during the certification review process if the documentation is submitted by a member institution on behalf of a prospective student-athlete. The crediting system must be applicable to all courses and all students attending the prospective student-athlete's secondary school during the prospective student-athlete's period of enrollment. Acceptable documentation includes information presented on Websites and in school publications maintained by schools or ministries of education. Letters from school or ministry officials written on a student's behalf will not be accepted.

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universität / université / università* (university).
 - b. *Eidgenössische Technische Hochschule Zürich / Ecole polytechnique fédérale de Lausanne* (Federal Institute of Technology in Zürich and Lausanne, respectively).
 - c. *Fachhochschule / Hochschule / haute école spécialisée / scuola universitaria professionale* (university of applied sciences).
 - d. *Pädagogische Hochschule / hautes écoles pédagogiques / scuola pedagogica* (university of teacher education).
 - e. *Kunsthochschule / Hochschule für Kunst / (hautes) école (supérieure) d'art* (art university).
 - f. *Musikhochschule / Hochschule für Musik / hautes école de musique / conservatorio* (music university).
 - g. *Eidgenössisches Hochschulinstitut für Berufsbildung (EHB) / Institut Fédéral des Hautes Etudes en Formation Professionnelle (IFFP) / Istituto Universitario Federale per la Formazione Professionale (IUFPF)* (Swiss Federal Institute for Vocational Education and Training).
 - h. *Institut universitaire / institut de hautes études / institut universitaire* (university institutions).
 - i. *Theologische Hochschule / facoltà di teologia* (theological university).
 - j. Franklin College.

See page 6-9 for instructions for use of this guide and application procedures.

References

See Multi-Country References.

Internet Sources:

Swiss Federal Department of Economic Affairs, Education and Research website: www.sbf.admin.ch/. Last accessed January 2013.

UK NARIC website: <http://www.naric.org.uk/>. Last accessed January 2013.

Syria

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Al Shahada Al Thanawiya/Baccalauréat* (secondary school leaving certificate) in either the science or literary stream.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Numeric Grade	U.S. Grade Equivalent	Quality Points
80-100	A	4
65-79	B	3
50-64	C	2
40-49	D	1 (lowest passing grade)
0-39	F	0

- The documents below meet high school graduation requirements (may not be all inclusive):
There are no documents.
- The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - Preparatory School Leaving Certificate.
 - Technical Baccalaureate.
- A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - University.
 - Higher institute of political science.
 - Intermediate institute.

See page 6-9 for instructions for use of this guide and application procedures.

References

Parker, Garland G., *Syria* World Education Series, AACRAO, Washington, D.C., 1978.
 Schmida, Leslie C., *Education in the Middle East*, AMIDEAST, Washington, D.C., 1983.
 Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.
 See Multi-Country References, page 184.

Taiwan

- The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - Certificate of graduation from a senior high school (academic track).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Numeric Grade	U.S. Grade Equivalent	Quality Points
80-100	A	4
70-79	B	3
60-69	C	2
50-59	D	1 (lowest passing grade)
0-49	F	0

- The documents below meet high school graduation requirements (may not be all inclusive):
 - Certificate of graduation from a senior vocational school.
 - Certificate of withdraw/transfer indicating successful completion of the first three years of a five-year junior college program.
 - Certificate of graduation from a comprehensive or bilateral high school.

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Certificate of graduation from a junior high school.
 - b. Completion of the first and second years of a five-year junior college program.
 - c. Joint five-year junior college entrance examination results.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. Academy.
 - c. College.
 - d. Junior college (in the fourth or fifth year of a five-year program).
 - e. Institute.

See page 6-9 for instructions for use of this guide and application procedures.

References

World Guide to Higher Education: A Comparative Survey of Systems, Degrees and Qualifications, UNESCO, Paris, 1996.
 Feagles, Shelley M., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.
 Hu, Julie and Zhou, Muriel M., *Education in Taiwan*, AACRAO, Washington, D.C., 2004.
International Guide to Qualifications in Education, Fourth Edition, The British Council, NARIC, United Kingdom, 1988.
 Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.
 See Multi-Country References, page 184.

Tajikistan

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Attestat Dar Borai Malimati Miyona* (certificate of completed secondary education).
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Diplomi ma "lumoti miënai mahsus* (diploma of complete vocational technical education).
 - b. *Diplomi ma "lumoti miënai mahsus* (diploma of complete specialized secondary education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points	
<i>Alo</i>	Excellent	5	A	4	
<i>Khub</i>	Good	4	B	3	
<i>Kanoatbakhsh/Miena</i>	Satisfactory	3	C	2	(lowest passing grade)

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Attestat da borai Malumoti Miyonai Nopura* [certificate of incomplete secondary school (ninth grade)].
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Donishgoh* (university).
 - b. *Institut* (institute).
 - c. *Akademiya* (academy).

See page 6-9 for instructions for use of this guide and application procedures.

References

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed February 2007.

See Multi-Country References, page 184.

Tanzania

NOTICE: Due to the unique nature of the educational system in Tanzania, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center along with those documents specifically listed below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. Certificate of Secondary Education/CSE.
 - b. Advanced Certificate of Secondary Education/ACSE.

The documents above meet core-curriculum requirements **only** if at least five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scales (may not be all inclusive):

Certificate of Secondary Education:		
Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	C	2
D	D	1 (lowest passing grade)
F	F	0

Advanced Certificate of Secondary Education:		
Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
F	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
There are no documents.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. College.
 - c. Grade A teacher's certificate.
 - d. Institute.

See page 6-9 for instructions for use of this guide and application procedures.

References

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

Wise, Cynthia, ed., *The Admission and Academic Placement of Students from Selected Sub-Saharan African Countries* (Workshop Report), AACRAO/NAFSA, 1973.

See Multi-Country References, page 184.

Thailand

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Mathayom Suksa 6 /Matayom VI* Certificate (higher secondary school certificate).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	75-100 (4)	A	4
Superior	65-74 (3)	B	3
Satisfactory	55-64 (2)	C	2
Pass	50-54 (1)	D	1 (lowest passing grade)
Fail	0-49 (0)	F	0

2. The document below meets high school graduation requirements (may not be all inclusive):
 - a. *Paw War Chaw* (certificate of vocational education).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Matayom III* (certificate of lower secondary education; only coursework completed in the last year of *Matayom III*).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. Technical institute.
 - c. College.
 - d. Vocational college.
 - e. Teacher college.

See page 6-9 for instructions for use of this guide and application procedures.

References

International Guide to Qualifications in Education, Fourth Edition, NARIC, United Kingdom, 1998.
Thailand Country Report, AACRAO/NAFSA, Washington, D.C., 2000.
 Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.
 Internet Source: International Association of Universities Web site: www.unesco.org/iau/online/databases/index.html. Last accessed October 2004.
 See Multi-Country References, page 184.

Tunisia

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Baccalauréat/Diplôme de Bachelier de l'Enseignement du Second Degré* (diploma of bachelor of secondary education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points	
<i>Très Bien</i>	Very good	16-20	A	4	
<i>Bien</i>	Good	14-15.9	A	4	
<i>Assez Bien</i>	Quite good	12-13.9	B	3	
<i>Passable</i>	Satisfactory	10-11.9	C	2	(lowest passing grade)
<i>Ajourné</i>	Fail	0-9.9	D/F	1/0	

NOTE: grades 8-9.9 are considered passing when the overall grade-point average is 10.0 or greater. If the grade-point average is below 10.0, then the lowest passing grade is 10.

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Brevet de Technicien* (certificate of technician).
 - b. *Diplôme de Fin d'Etudes Secondaires* (certificate of end of secondary studies).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:
See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Certificat d'Enseignement Secondaires* (certificate of completion of secondary studies).
 - b. *Brevet d'Etudes du Premier Cycle/BEPC* (certificate of first cycle studies).
 - c. *Certificat d'Aptitude Professionnel* (certificate of professional competence).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Université* (university).
 - b. *Institut supérieur* (higher institute).
 - c. *Ecole supérieure* (higher school).
 - d. *Institut supérieur des Etudes technologiques* (higher technological institute).

See page 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelley M. ed., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999

Wenger, Margaret L., *The Educational System of Tunisia*, Educational Credential Evaluators, Inc., Milwaukee, Wis., 2002.

Internet Source: International Comparisons. UK NARIC ECCTIS Ltd., Gloucestershire, United Kingdom:
www.internationalcomparisons.org.uk. Last accessed October 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Turkey

1. The following documents meet **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Lise Diploması* (secondary school diploma).
 - b. *Lise Bitirme Diploması* (secondary school completion diploma).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Pek iyi</i>	Very good	9-10 (5)	A	4
<i>İyi</i>	Good	7-8 (4)	B	3
<i>Orta</i>	Average	5-6 (3)	C	2
		(2)	D	1 (lowest passing grade)
<i>Geçmez</i>	Fail	1-4 (1)	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Meslek Lise Diploması* (vocational secondary school diploma).
 - b. *Teknik Lise Diploması* (technical secondary school diploma).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. *Ilkogretim Diploması* (primary education diploma).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all-inclusive):
 - a. *Üniversitesi* (university).
 - b. *Yüksek Teknoloji Enstitüsü* (higher technology institute).

See page 6-9 for instructions for use of this guide and application procedures.

References

Frey, James S., *Turkey: Update on Education 1997-2004*, ECE, Milwaukee, 2004.
 Frey, James S., *The Educational System of Turkey*, ECE, Milwaukee, 1992.
 Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2004.
 See Multi-Country References, page 184.

Turkmenistan

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
 There are no documents.
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Attestat o Srednem Obrazovanii* (attestation of completed secondary education).
 - b. *Diplom o Srednem Professionalnom Obrazovanii* (diploma of vocational secondary education).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	5	A	4
Good	4	B	3
Satisfactory	3	C	2 (lowest passing grade)
Unsatisfactory	2	F	0
Fail	1	F	0

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. General secondary education (ninth grade only).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Universitet* (university).
- b. *Institut* (institute).

See page 6-9 for instructions for use of this guide and application procedures.

References

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

Embassy of Turkmenistan.

See Multi-Country References, page 184.

Ukraine

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Atestat* (certificate of complete general secondary education) from a *Gimnazia*, *Licei* or a *Starsha Serednia Shkola* (upper secondary schools).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	5 (10-12)	A	4
Good	4 (7-9)	B	3
Satisfactory	3 (4-6)	C	2 (lowest passing grade)
Unsatisfactory	2 (1-3)	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Atestat* (certificate of maturity)/*Diplom Technika* (junior specialist) from a *Technikum* (vocational secondary school).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Certificate of Incomplete General Secondary Education (lower secondary certificate) from an *Osnovna Serednia Shkola* (lower secondary school).
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universitet* (university).
 - b. *Akademiia* (academy).
 - c. *Institut* (institute).
 - d. *Konservatoriia* (conservatory).
 - e. *Pedagogicheskii institut* (pedagogical institute).
 - f. *Politekhnikeskii institut* (polytechnic institute).
 - g. *Vysshie Uchilishche* (higher school).

- h. *Uchilishche* (completed program).
- i. *Tekhnikum* (completed program).

See page 6-9 for instructions for use of this guide and application procedures.

References

Feagles, Shelly M., ed., *A Guide to Educational Systems Around the World*, NAFSA: Association of International Educators, Washington, D.C., 1999.

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

United Arab Emirates

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Tawjihiyya* (secondary school certificate), science section.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Applicable grading scale - science section (may not be all inclusive):

Grade	U.S. Grade Equivalent	Quality Points
80-100	A	4
70-79	B	3
50-69	C	2
40-49	D	1 (lowest passing grade)
0-39	F	0

2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. *Tawjihiyya* (secondary school certificate), arts section.
 - b. Secondary Technical School Diploma.
 - c. Secondary Agricultural School Diploma.
 - d. Secondary Commercial School Diploma.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Intermediate Certificate.

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. United Arab Emirates University.
 - b. Abu Dhabi Men's College.
 - c. Abu Dhabi Women's College.
 - d. Al Ain Community College.
 - e. Ajman University College of Science and Technology.
 - f. Aviation College.
 - g. Higher College of Technology.
 - h. Teacher Training Center.

See page 6-9 for instructions for use of this guide and application procedures.

References

Johnson, J.K., ed., *The Admission and Academic Placement of Students from Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic* (Workshop Report), AACRAO/NAFSA, 1983.

Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.

See Multi-Country References, page 184.

United Kingdom

NOTICE: Due to the unique nature of the educational system in the United Kingdom, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center with those documents specified below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. General Certificate of Secondary Education/GCSE.
 - b. General Certificate of Education, Advanced Level/GCE (must enroll at first opportunity and pass two A levels within two years).
 - c. General Certificate of Education, Advanced Subsidiary Level/GCE AS (must enroll at first opportunity and pass two AS levels within one year).
 - d. General National Vocational Qualification/GNVQ Intermediate Level.
 - e. General National Vocational Qualification/GNVQ Advanced Level (must enroll at first opportunity and earn the qualification within two years).
 - f. Business and Technology Education Council's/BTEC Level 3 Extended Diploma (formerly National Diploma Program) (must enroll at first opportunity and earn the diploma within two years).
 - g. Business and Technology Education Council's/BTEC Level 3 Diploma (formerly National Certificate) (must enroll at first opportunity and earn the certificate in one year).
 - h. Cambridge Pre-University Diploma/Pre-U Diploma (must enroll at first opportunity and earn the diploma within two years).

The documents above meet core-curriculum requirements **only** if at least five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

GCSE:

(1) Alphabetical grading scale:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2
F	D	1
G	D	1 (lowest passing grade)
Ungraded	F	0

GCE:

Ordinary Level (O-Level) examination:

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	1	A	4
B	2	B	3
C	3	C	2
D	4	D	1
E	5	D	1 (lowest passing grade)
F, G, H	-	F	0

Advanced Level (AS-Level and A-Level/A2-Level) examination:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
N, O	F	0
U	F	0

Advanced Level (Modular Scheme) examination:

Numeric Grade	U.S. Grade Equivalent	Quality Points
1	A	4
2	B	3
3	C	2 (lowest passing grade)

Business and Technology Education Council/BTEC and Cambridge Pre-University Diploma:

Grade	U.S. Grade Equivalent	Quality Points
Distinction	A	4
Merit	B	3
Pass	C	2 (lowest passing grade)

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet core-curriculum requirements.
 - a. Colleges of Further Education.
 - b. Completion of Form Five.
 - c. National Vocational Qualification/NVQ Foundation Level.
 - d. Pittman qualifications.
 - e. Vocational Certificate of Education (VCE)
 - f. Business and Technology Education Council's/BTEC National Award.

- g. Business and Technology Education Council's/BTEC Foundation Diploma in Art and Design.
 - h. Business and Technology Education Council's/BTEC First Diploma.
 - i. Business and Technology Education Council's/BTEC First Certificate.
 - j. Business and Technology Education Council's/BTEC Introductory Diploma.
 - k. Business and Technology Education Council's/BTEC Introductory Certificate.
 - i. Cambridge Pre-University Certificate/Pre-U Certificate.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
- a. University first degree program.
 - b. Teacher training program.
 - c. Most programs leading to professional qualifications, such as in accounting, agriculture, architecture, art and design, commerce, engineering and technology, law and administration, medicine and auxiliary health fields, science, surveying, or town planning.
 - d. Business and Technology Education Council's/BTEC Higher National diploma program (Level 4-8).
 - e. Business and Technology Education Council's/BTEC Higher National Certificate program.

See page 6-9 for instructions for use of this guide and application procedures.

References

Fisher, Stephen H., *United Kingdom*, World Education Series, AACRAO, Washington, D.C., 1976.

Higashi, Sylvia K., Margolis, Alan and Weaver, Richard, *The Admission and Academic Placement of Students from the United Kingdom* (Workshop Report), AACRAO/NAFSA, 1991.

Internet Source: www.regions.edexcel.org.uk.

See Multi-Country References, page 184.

Uruguay

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
 - a. *Bachillerato/Bachiller* (secondary school graduation diploma) in biology, humanities or science from an academic secondary school.

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Sobresaliente</i>	Outstanding	11-12	A	4
<i>Bueno</i>	Good	8-10	A	4
<i>Aprobado</i>	Average	5-7	B	3
<i>Deficiente</i>	Deficient	3-4	C	2 (lowest passing grade)
<i>Fracaso</i>	Fail	1-2	F	0

2. The document below meets high school graduation requirements (may not be all inclusive):
 - a. *Bachillerato Técnico* (technical secondary school graduation diploma).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

There are no documents.

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. *Universidad* (university).
 - b. *Instituto Unversitario* (university institute).
 - c. *Institucion de Formacion Docente* (teacher training institution).

See page 6-9 for instructions for use of this guide and application procedures.

References

Foreign Educational Credentials Required, Fifth Edition, AACRAO, Washington D.C., 2003.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Uzbekistan

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- a. *Attestat O'rita Ma'lumot To'g'risia Shahodtnoma* (certificate of completed upper secondary education).

2. The documents below meet high school graduation requirements (may not be all inclusive).

- a. *Diplom o Srednem Obrazovanii* (diploma of vocational secondary education).

- b. *Diplom* from an *uchilishche* (diploma from a specialized vocational school).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	5	A	4
Good	4	B	3
Satisfactory	3	C	2 (lowest passing grade)
Unsatisfactory	2	F	0

3. The document below, by itself, does not satisfy the graduation requirement of Bylaw 14.3; however, it may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. General secondary education (ninth grade only).

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. *Universitet* (university).

- b. *Institut* (institute).

See page 6-9 for instructions for use of this guide and application procedures.

References

Internet Source: www.tempus.europahouse.uz/uzbhesh.htm. Last accessed October 2004.

See Multi-Country References, page 184.

Venezuela

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:

- Bachiller en Ciencias* (secondary school science diploma).
- Bachiller en Humanidades* (secondary school humanities diploma).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Excelente</i>	Excellent	16-20	A	4
<i>Bueno</i>	Good	13-15	B	3
<i>Satisfactorio</i>	Satisfactory	10-12	C	2 (lowest passing grade)
<i>Deficiente</i>	Fail	1-9	F	0

- The documents below meet high school graduation requirements (may not be all inclusive):

- Bachiller Industrial* (industrial diploma).
- Bachiller Comercial* (commercial diploma).
- Bachiller en Agropecuario* (agriculture diploma).
- Bachiller Asistencial* (social work diploma).
- Bachiller en Arte* (art diploma).
- Tecnico/Tecnico Medio* (technical diploma in a specialized field).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

- The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- Certificado de Educacion Basica* (certificate of basic education).
- Certificado de Educacion Secundaria* (certificate of lower secondary education).

- A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Universidad* (university).
- Universidad Abierta* (open university).
- Instituto Universitario* (university institute).
- Colegio Universitario* (university college).
- Instituto Universitario Tecnológico* (technological university institute).

See page 6-9 for instructions for use of this guide and application procedures.

References

Foreign Educational Credentials, Fifth Edition, AACRAO, Washington, D.C., 2003.

International Education Research Foundation, Inc., *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.

National Office of Overseas Skills Recognition, *Country Educational Profiles: Venezuela*. Australian Government Printing Office, Canberra, Australia, 1993.

Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinebases/index.html. Last accessed October 2004.

See Multi-Country References, page 184.

Vietnam

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:

- a. *Bang Tốt Nghiệp Phổ Thông* (diploma of completion of secondary school [upper]).

The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using all core-course examinations that appear on the document(s) above, regardless of grades earned.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Giỏi</i>	Excellent	36-40	9.0-10	A 4
<i>Khá</i>	Good	28-35	7.0-8.9	B 3
<i>Trung bình</i>	Average, Fair	20-27	5.0-6.9	C 2 (lowest passing grade)
<i>Kém</i>	Poor	0-19	0.0-4.9	F 0

2. The document below meets high school graduation requirements (may not be all inclusive):

- a. *Bang Tốt Nghiệp Trung Học Chuyên Nghiệp* (diploma of completion of technical education).

The core-course grade-point average is calculated by using core-course units with passing grades that appear on the document(s) above. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. Core-course units must satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Applicable grading scale:

See above.

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:

- a. *Kỳ Thi Tuyển Vao Cap II* (selective entrance examination for basic education level 2).
- b. *Kỳ Thi Tuyển Vao Cap III* (selective entrance examination for basic education level 3).
- c. *Bang Tốt Nghiệp Phổ Thông Cơ Sở/Bang Trung Học Cơ Sở* (diploma of completion of secondary school [lower]).
- d. Completion of Basic General Education Level 1 or Level 2.
- e. Completion of Primary School.

4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. Public university.
- b. Private university.
- c. Teacher training college.
- d. Junior college.
- e. Community college.
- f. Specialized college.

See page 6-9 for instructions for use of this guide and application procedures.

References

- Dean, Michael, *Vietnam: A Study of the Educational System of Vietnam and Guide to the Academic Placement of Students in Educational Institutions in the United States*. World Education Series, AACRAO/NAFSA, Association of International Educators: Association of Educators, and The College Board, Washington, D.C., 2000.
- Feagles, Shelley M. ed., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.
- International Education Research Foundation, Inc., *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.
- Ministry of Education and Training Socialist Republic of Vietnam, *Vietnam Education and Training Directory*, Education Publishing House, Hanoi, Vietnam, 1995.
- National Office of Overseas Skills Recognition, *Vietnam: A Comparative Study*. Australian Government Department of Education, Science, and Training, Canberra, Australia, 1992.
- Internet Source: International Comparisons. UK NARIC ECCTIS Ltd., Gloucestershire, United Kingdom: www.internationalcomparisons.org.uk. Last accessed October 2004.
- Internet Source: International Association of Universities Web site: www.unesco.org/iau/onlinedatabases/index.html. Last accessed October 2004.

Zimbabwe

NOTICE: Due to the unique nature of the educational system in Zimbabwe, all annual grade reports/transcripts from year nine and up should be obtained and forwarded to the NCAA Eligibility Center with those documents specified below. These documents may be reviewed with the documents in category two below in cases in which core has not been completed.

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
There are no documents.
2. The documents below meet high school graduation requirements (may not be all inclusive):
 - a. Certificate of Secondary Education/CSE.
 - b. Advanced Certificate of Secondary Education/ACSE.
 - c. General Certificate of Education/GCE.
 - d. Cambridge Overseas School Certificate.

The documents above meet core-curriculum requirements **only** if five academic subject passes are present. Four of the five must be English, mathematics, natural/physical science and social science. The core-course grade-point average must be at least 2.000 to 3.550 or higher on a 4.000 (4 high) scale. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above.

Students who do not satisfy the core-curriculum distribution in a core subject will be required to submit term-by-term transcripts for years nine and up in order to satisfy the core-curriculum distribution specified in Division I and II Bylaw 14.3.1.1. The staff will review the transcripts to determine whether coursework can be reviewed for initial-eligibility certification purposes. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit provided or if a core-course examination has been failed.

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2016, must present a 2.300 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division I institution in the initial year of full-time enrollment (see Division I initial-eligibility index).

In addition, students who initially enroll full time in a collegiate institution on or after August 1, 2013, and do not satisfy the core-curriculum distribution in a core subject must present 16 core-course units to be eligible to compete at a Division II institution in the initial year of full-time enrollment.

Grading Scale (May not be all inclusive):

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
A	2-1	A	4
B	4-3	B	3
C	6-5	C	2
D, E	8-7	D	1 (lowest passing grade)
Ungraded	9	F	0

3. The documents below, by themselves, do not satisfy the graduation requirement of Bylaw 14.3; however, they may be used (in rare instances) in combination with documents listed in category two above to meet the core-curriculum requirements:
 - a. Grade 7 Certificate.
 - b. Zimbabwe Junior Certificate.
 - c. Completion of Form IV.
 - d. National Foundation Certificate.
 - e. City Guilds of London Institute craft qualifications.
4. A student will be considered a transfer if the student is or was enrolled as a regular full-time student in one of the following (may not be all inclusive):
 - a. University.
 - b. Polytechnic.
 - c. Technical College.
 - d. Agricultural College.
 - e. Natural Resources College.
 - f. School of Social Work.
 - g. Zimbabwe College of Forestry (diploma programs only).
 - h. Public Health Laboratories.
 - i. Teacher Training College.

See page 6-9 for instructions for use of this guide and application procedures.

References

- National Office of Overseas Skills Recognition, *Country Education Profiles: Zimbabwe, A Comparative Study*, Australian Government Publishing Service, Canberra, Australia, 1993.
- Universities and Colleges Admissions Services, *International Qualifications for Entry to Higher Education*, UCAS, Gloucestershire, United Kingdom, 2003.
- Internet Source: harare.usembassy.gov/services/edu_advising/zim_edu_profile.html. Last accessed October 2004.
- See Multi-Country References, page 184.

NCAA DIVISION I INITIAL-ELIGIBILITY INDEX

The following is the initial-eligibility index to be used for each of the country outlines in the guide. The index will be used to determine the core-course grade-point average that must correspond with the international prospective student-athlete's ACT or SAT test score, pursuant to Bylaw 14.3.1.1.1 (initial-eligibility index). The far left column lists the corresponding U.S. core-course grade-point average. The remaining columns list the required corresponding ACT sum score and SAT combined score.

NOTICE: STUDENTS WHO INITIALLY ENROLL FULL TIME IN A COLLEGIATE INSTITUTION ON OR AFTER AUGUST 1, 2016, MUST PRESENT 16 CORE COURSES, A 2.300 OR HIGHER CORE-COURSE GRADE-POINT AVERAGE ON A 4.000 (4 HIGH) SCALE AND A CORRESPONDING TEST SCORE TO BE ELIGIBLE TO COMPETE AT A DIVISION I INSTITUTION IN THE INITIAL YEAR OF FULL-TIME ENROLLMENT.

NCAA Division I Sliding Scale
Use for Division I prior to August 1, 2016

Core GPA	SAT	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

NCAA Division I Sliding Scale
Use for Division I beginning August 1, 2016

Core GPA	SAT	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

MULTI-COUNTRY REFERENCES

1. Aitken, D.J., ed., *International Handbook of Universities and Other Institutions of Higher Education*, The International Association of Universities, Stockton Press, New York, published every three years.
2. Craig, T., ed., *Commonwealth Universities Yearbook*, Association of Commonwealth Universities, London, published annually.
3. *The Graduate Handbook*, NAFSA, 1989.
4. Haas, G. James, ed., *Foreign Educational Credentials Required for Consideration for Admissions to Universities and Colleges in the United States*, Fourth Edition, AACRAO/AID, 1994.
5. Halls, W.D., ed., *World Guide to Higher Education: A Comparative Study of Systems, Degrees and Qualifications*, Second Edition, Bowker Publishing Company Limited, England, 1982.
6. *International Guide to Qualifications in Education*, Third Edition, National Equivalence Information Centre, The British Council, Mansell Publishing Limited London, 1991.
7. Paver, William J., *Handbook on the Placement of Foreign Graduate Students*, NAFSA, Washington, D.C., 1990.
8. Sepmeyer, Inez, ed., *The Country Index: Interpretations for Use in the Evaluation of Foreign Educational Credentials*, Revised Edition, vol. 1, International Education Research Foundation, Frank Severy Publishing, Alhambra, 1986.
9. *World Academic Database CD-ROM*.
10. Feagles, Shelley, M., ed., *A Guide to Educational Systems Around the World*, NAFSA, Washington, D.C., 1999.
11. International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, California, 2004.
12. International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, vol. 2, PageLink, Los Angeles, California, 2011.

FOR MORE INFORMATION ON CREDENTIAL EVALUATIONS, CONTACT

1. Your institution's international admissions office.
2. American Association of Collegiate Registrars and Admissions Officers (AACRAO)
One Dupont Circle, NW
Suite 520
Washington, D.C. 20036
Telephone: 202/293-9161
Fax: 202/872-8857
www.aacrao.org
3. NAFSA: Association of International Educators
1307 New York Avenue, NW
Eighth Floor
Washington, D.C. 20005
Telephone: 202/773-3699
Fax: 202/737-3657
www.nafsa.org

EXAMINATION BOARD ADDRESSES

Caribbean Examinations Council
The Garrison
St. Michael 20
Barbados
West Indies

Examinations Council of Zambia
P.O. Box 504432
Lusaka, Zambia

Examinations Council of Zambia
200 Madison Avenue
Suite 2703
New York, N.Y. 10016

Malawi National Examinations Board
MANEB
P.O. Box 191
Zomba, Malawi

West African Examinations Council
P.O. Box 125
Accra, Ghana

GCE Examining Groups in England, Wales and
Northern Ireland:
Joint Forum for the GCE and GCSE
1 Regent Street
Cambridge CB2 1GG

Midland Examining Group (MEG)
Mill Wharf
Mill Street
Birmingham B6 4BU

Northern Examinations and Assessment Board (NEAB)
Devas Street
Manchester M15 6EX

Northern Ireland Council for the Curriculum, Examinations and Assessment (NICCEA)
Clarendon Docks
29 Clarendon Road
Belfast BT1 3BG

Southern Examining Group (SEG)
Central Administration Office
Stag Hill House
Guilford, Surrey GU2 5XJ

Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Welsh Joint Education Committee (WJEC)
245 Western Avenue
Cardiff CF5 2YX

The NCAA salutes the more than
450,000 student-athletes
participating in **23 sports** at
more than **1,100** member institutions



www.eligibilitycenter.org