



Eligibility Center



2015-16 GUIDE TO  
**INTERNATIONAL**  
ACADEMIC STANDARDS FOR  
ATHLETICS ELIGIBILITY



THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

P.O. Box 6222  
Indianapolis, Indiana 46206-6222  
317/917-6222  
[www.NCAA.org](http://www.NCAA.org)

**Manuscript prepared by:** *Elizabeth Sellers, Assitant Director of International Academic Certification and Allie Durben, Coordinator 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 Using the Guide.....	6
3. Best Practices: Visas and I-20s.....	9
4. Alphabetical Listing of Countries and Education Plans.....	10
5. Guide Updates.....	12
6. Country Outlines.....	13
7. Division I Initial-Eligibility Index.....	240
8. Multi-Country References.....	241
9. Credential Evaluation Information.....	241
10. Examination Board Addresses.....	242

# INTRODUCTION

## Purpose

The NCAA International Student Records Committee developed the Guide to International Academic Standards for Athletics Eligibility to provide criteria for reviewing international prospective student-athlete academic credentials in the initial-eligibility certification process.

International educational systems are complex, and this publication is intended to be a guide - not a comprehensive resource. Since many countries have several resource books about their educational systems, it is not possible to include every nuance of each country in an abbreviated resource. If you have 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 or the Eligibility Center.

## Admissions Assistance

This publication is not intended as a guide to international student admissions. 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](http://www.nafsa.org), or the American Association of Collegiate Registrars and Admissions Officers at [www.aacrao.org](http://www.aacrao.org)).

## NCAA Eligibility Center Information

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

Prospective student-athletes will be certified pursuant to the initial-eligibility standards effective when they initially enroll full time at any collegiate institution.

International students must register online at [www.eligibilitycenter.org](http://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)  
317/917-6222 (International callers)**

## What To Send To The Eligibility Center

- Students must register online at [www.eligibilitycenter.org](http://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**

Jennifer Minke, Texas A&M University-Kingsville, chair  
Amy King, University of California, Los Angeles, vice chair  
Ruth Lopez, University of North Florida  
Frank Keenan, Henderson State University  
Meghan Miller, Sacred Heart University  
TBA

# INSTRUCTIONS FOR USING THE GUIDE

This guide has been developed to help make eligibility determinations for international students who wish to participate in inter-collegiate 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 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 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 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 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 timeframe 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 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.**

**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.

**NOTE:** Prescribed educational paths must be completed in their entirety to satisfy proof of graduation and/or advance a prospective student-athlete’s graduation date. Partial completion of multiple prescribed educational paths may not be combined to advance a prospective student-athlete’s graduation date.

## Grade-Point Average Information

- **NOTE: The 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

For category one and category two credentials, 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 and/or examinations, even those in which a failing grade was earned.
2. Identify the core courses and/or examinations (including any failures) and corresponding grades on the document.
3. Convert each core course and/or examination grade to a letter grade based on the scale in the country's profile.
4. Assign the corresponding quality points (4, 3, 2, 1, 0) to each converted grade based on the scale in the country's profile.
5. The quality points are totaled and divided by the number of core courses and/or examinations 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 and/or examinations used to meet the distribution in Bylaw 14.3.1.1.
2. Identify the 16 core courses and/or examinations, including corresponding grades, that were passed by the student and meet core-curriculum distribution requirements.
3. Convert each core course and/or examination grade to a letter grade based on the scale 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 divided by 16. 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 international students, must achieve a minimum SAT combined score (critical reading and math) or ACT sum score (English, math, reading, science) on a test administered on an official testing date under standard testing conditions. Prospective student-athletes should contact the appropriate testing agency ([www.SAT.collebeboard.org](http://www.SAT.collebeboard.org); [www.actstudent.org](http://www.actstudent.org)) for more information regarding the procedures for registering to take the test on an official testing date in an international country.
- NCAA Division I: See the initial-eligibility index for minimum test-score requirements.
- NCAA Division II: Minimum 820 SAT combined score (critical reading and math), or a minimum sum score of 68 on the ACT (English, math, reading, science).
  - **Effective August 1, 2018, see qualifier and partial-qualifier sliding-scale index.**
- 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 for NCAA initial-eligibility purposes: 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 certified as domestic students [e.g., American schools overseas, Department of Defense Dependents Schools (DODDS)] for NCAA initial-eligibility purposes.
- 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 are advised to send any different academic credentials or grading scales to the Eligibility Center.
- 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 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 NCAA initial-eligibility requirements. (See page 10 for best practices.)

**Please contact the Eligibility Center international academic certification staff (317/917-6222 or [ec-international@ncaa.org](mailto:ec-international@ncaa.org)) with questions regarding the Guide.**

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

# ALPHABETICAL LISTING OF COUNTRIES AND EDUCATION PLANS

Albania .....	13	Bulgaria .....	50
Algeria .....	14	Burkina Faso.....	51
Argentina.....	16	Burundi .....	54
Armenia.....	17	Cameroon.....	56
Aruba.....	19	Canada .....	60
Australia.....	20	Central African Republic.....	69
Austria .....	25	Chad.....	72
Azerbaijan.....	26	Chile.....	74
Bahamas .....	27	China, People's Republic of.....	75
Bangladesh.....	28	Colombia.....	76
Belarus.....	30	Congo, Democratic Republic of the .....	78
Belgium .....	31	Congo, Republic of the.....	79
Benin .....	32	Costa Rica .....	81
Bermuda.....	34	Croatia.....	83
Bolivia.....	36	Cuba.....	84
Bosnia and Herzegovina.....	37	Cyprus.....	85
Brazil.....	38	Czech Republic.....	86
British-Patterned Education in Africa .....	40	Denmark .....	87
Botswana.....	40	Djibouti.....	89
The Gambia.....	40	Dominican Republic.....	91
Malawi .....	40	Ecuador .....	92
Namibia .....	40	Egypt .....	94
Sierra Leone .....	40	El Salvador.....	95
Sudan .....	40	Estonia.....	96
Swaziland .....	40	Ethiopia.....	97
Uganda.....	40	European Baccalaureate.....	98
Zambia.....	40	Finland .....	99
British-Patterned Education in the Caribbean .....	46	France .....	101
Anguilla.....	46	Gabon.....	104
Antigua .....	46	Georgia.....	106
Bahamas.....	46	Germany.....	107
Barbados.....	46	Ghana.....	109
Belize.....	46	Greece.....	111
Cayman Islands.....	46	Guatemala .....	112
Dominica .....	48	Guinea (Guinea-Conakry) .....	113
Grenada.....	46	Haiti .....	115
Guyana.....	46	Honduras.....	116
Montserrat .....	46	Hong Kong .....	117
St. Kitts-Nevis.....	46	Hungary .....	119
St. Lucia .....	46	Iceland.....	121
St. Vincent .....	46	India .....	122
Trinidad-Tobago.....	46	Indonesia .....	124
Turks and Caicos Islands.....	46	International Baccalaureate.....	126
British Virgin Islands .....	46	Iran .....	127
British-Patterned Education (Other).....	49	Iraq .....	128
		Ireland .....	129
		Israel .....	130
		Italy.....	132
		Ivory Coast (Cote d'Ivoire).....	134
		Jamaica .....	136
		Japan.....	138

Jordan .....	139	Switzerland .....	216
Kazakhstan .....	140	Syria.....	218
Kenya.....	142	Taiwan .....	219
Korea, Republic of.....	143	Tajikistan .....	220
Kosovo.....	144	Tanzania .....	221
Kuwait .....	145	Thailand.....	222
Kyrgyzstan .....	146	Tonga.....	223
Latvia.....	147	Tunisia.....	225
Lebanon.....	148	Turkey .....	227
Liberia .....	150	Turkmenistan .....	228
Lithuania .....	151	Ukraine.....	229
Luxembourg .....	152	United Arab Emirates.....	230
Macedonia.....	154	United Kingdom.....	231
Madagascar.....	155	Uruguay.....	234
Malaysia.....	157	Uzbekistan.....	235
Mali .....	159	Venezuela.....	236
Mexico.....	162	Vietnam.....	237
Moldova .....	164	Zimbabwe.....	238
Morocco .....	165		
Netherlands .....	166		
Netherlands Antilles .....	168		
New Zealand .....	169		
Nicaragua .....	171		
Niger.....	172		
Nigeria.....	174		
Northern Ireland .....	176		
Norway.....	179		
Pakistan .....	181		
Panama .....	182		
Paraguay .....	183		
Peru .....	184		
Philippines.....	185		
Poland.....	186		
Portugal .....	188		
Romania .....	190		
Russian Federation .....	191		
Rwanda.....	192		
Samoa.....	194		
Saudi Arabia .....	196		
Scotland.....	197		
Senegal.....	199		
Serbia and Montenegro .....	201		
Singapore.....	203		
Slovakia.....	205		
Slovenia .....	206		
South Africa, Republic of.....	207		
Somalia.....	209		
Spain.....	210		
Sri Lanka .....	212		
Suriname .....	213		
Sweden .....	214		

**NOTICE: NEW INITIAL-ELIGIBILITY STANDARDS ARE EFFECTIVE FOR DIVISION I ON AUGUST 1, 2016, AND DIVISION II ON AUGUST 1, 2018 (FOR ADDITIONAL INFORMATION, SEE INSTRUCTIONS FOR USING THE GUIDE).**

# GUIDE UPDATES

The following countries were updated October 2015:

- Albania (updated country profile)
- Alberta, Canada (updated grading scales)
- Austria (updated grading scale)
- Brazil (new credential)
- Bosnia and Herzegovina (new credential)
- Chad (updated country profile)
- Ecuador (updated grading scale)
- Germany (updated credentials)
- Haiti (updated country profile)
- Indonesia (updated country profile)
- Iraq (new credential)
- Malaysia (updated country profile)
- Manitoba, Canada (updated grading scale)
- Mexico (new credential)
- Poland (updated country profile)
- Russia (updated country profile)
- Scotland (new credential)
- Spain (updated country profile)
- Syria (updated country profile)
- Sweden (new credentials)
- Tasmania, Australia (updated country profile)
- Venezuela (new credential)
- United Kingdom (new credential)

The following countries were updated April 2014:

- Albania (updated country profile)
- Algeria (new country profile) - Benin (new country profile)
- Burkina Faso (new country profile)
- Cameroon (updated country profile)
- Central African Republic (new country profile)
- Djibouti (new country profile)
- Gabon (new country profile)
- Guinea (new country profile)
- Madagascar (new country profile)
- Mali (new country profile)
- Mexico (new credential)
- Niger (new country profile)
- Senegal (updated country profile)
- Sweden (new credential)
- Tunisia (updated country profile)
- United Kingdom (new credential)

The following countries were updated in January 2013:

- Armenia (added grading scales)
- Australia, Victoria (added category two and three credentials)
- Bahamas (added country profile)
- Burundi (added country profile)
- Chile (updated country profile)
- Colombia (updated grading scale)
- Congo, Republic of the (added country profile)

- Congo, Democratic Republic of the (added country profile)
- India (added category two and three credentials; added grading scales)
- Ivory Coast (added country profile)
- Northern Ireland (added country profile)
- Portugal (updated country profile)
- Rwanda (added country profile)
- Samoa (added country profile)
- Singapore (updated country profile)
- Somalia (added country profile)
- Sweden (added grading scale)
- Tonga (added country profile)
- United Kingdom (updated country profile)

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)

# Albania

---

The academic year runs from September to June. Education is compulsory from ages six to 15. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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.

**NOTICE:** Due to the unique nature of the educational system in the Albania, all official annual grade reports/transcripts from year nine and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

## Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

a. *Dëftesë Pjekurie* (certificate of maturity) from a Gjimnazi (academic high school).

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters from the initial enrollment in year nine. The core-course grade-point average is calculated by using all core courses that appear on the documents above, regardless of grades earned.

## Category Two

a. *Deftese Pjekurie* from a specialized secondary school (shkolle profesionale, teknike, pedagogjike, artistike, gjuheve te huaja, sportive / professional, technical, pedagogical, artistic, foreign language, sports).

b. *Dëftesë e përfundimit dhe Certifikatë e adhtësive profesionale për punëtor të Kualifikuar* (final certificate and statement of vocational abilities) from a Shkollë Teknike (technical high school). This is a dual academic and vocational program designed for students to see postsecondary education as well as employment in a designated field of study.

c. *Maturës Shtetërore* (State Matura) and the Level 3 Vocational Training Certificate (technician level).

The core-course grade-point average is calculated by using passing grades for core courses that appear on the document. When transcripts are needed because of a missing (not failed) core course requirement, 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** – up to 15 consecutive trimesters or 10 consecutive semesters from the initial enrollment in year nine. Yearly marks will need to be reviewed to determine the initial start of year nine and the curriculum length of program studies. The core-curriculum time limitation may vary between three and five years from the initial start of year nine, depending on curriculum.

**DISCLAIMER:** These credential are vocational and satisfy proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on these credentials.

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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

## 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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Deftese Lirimi* (leaving certificate) [received after completion of year nine].
- b. *Title of Punetor i Kualifikuar from a shkollë e ulte profesionale* (lower vocational school).
- c. *Arsimim Profesional Bazë në Nivelin 1* (Basic Vocational Training Certificate Level 1. Level 1 of professional education).
- d. *Arsimim Profesional në Nivelin 2* (Level 2 of professional education).

Grading Scale (May not be all inclusive):

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

#### Category Four

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

- a. Universiteti (university).
- b. Akademia Ushtarake (military academy – postsecondary only).
- c. Shkolla (institute - postsecondary only).
- d. Kolegjet Profesionale (professional college - postsecondary only).
- e. Qendra (center - postsecondary only).

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

#### References

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Volume 2, PageLink, Los Angeles, California, 2011.

NAFSA Web site: [www.nafsa.org/](http://www.nafsa.org/) Last accessed January 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.

Internet source: Albania Ministry of Education: <http://www.mash.gov.al/faqe.php?id1=3&lang=en>

<http://www.arsimi.gov.al/al/arsimi/shkolla>

See Multi-Country References.

## Algeria

The academic year runs from September to July. Education is compulsory from ages six to 15. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Troisième (3eme) year is year nine, Deuxième (2eme) year is year 10, Première (1ere) year is year 11 and Terminale (Ter) year is year 12.

**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 the Algeria, all official annual grade reports/transcripts from year nine and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

#### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. *Baccalauréat/Baccalauréat de l'Enseignement Secondaire* (secondary education baccalaureate).

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

## Category Two

a. *Baccalauréat Technique/Baccalauréat de Technicien* (technical baccalaureate).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

## 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 Item No. 2 above to meet the core-curriculum requirements:

a. *Brevet d'Enseignement Fondamental* (BEF) (certificate of basic education) [received after completion of year nine].

**Grading Scale** (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Très Bien	Very Good	16.0 - 20.0	A	4
Bien	Good	14.0 - 15.9	A	4
Assez Bien	Fairly Good	12.0 – 13.9	B	3
Passable	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
Ajourné	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Université (university).
- École (school – postsecondary only).

- c. Institut (institute - postsecondary only).
- d. Teacher Training School (postsecondary only).
- e. Centre (postsecondary only).

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

## References

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.  
*International Education Research Foundation, The New Country Index: Making Sense of International Credentials*, Volume 2, PageLink, Los Angeles, California, 2011.  
 NAFSA Web site: [www.nafsa.org/](http://www.nafsa.org/) Last accessed January 2014.  
 NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.  
 Multi-Country References.

# 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):
  - a. *Certificado de Técnico* (technician certificate).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- b. *Perito Mercantil* (business/commercial expert).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- c. *Certificado de Educación Polimodal* (certificate of polimodal education).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. 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):
  - a. *Universidad* (university).
  - b. *Escuela normal* (teacher training school).
  - c. *Escuela superior* (higher school).
  - d. *Escuela universitaria* (university school).
  - e. *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](http://www.unesco.org/iau/whed.html). Last accessed October 2004.

See Multi-Country References.

## Armenia

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

20-point scale:

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Գերազանց	Excellent	18.00 - 20.00	A	4
Լավ	Good	13.00 - 17.99	B	3
Բավարար	Satisfactory	8.00 - 12.99	C	2 (lowest passing grade)
անբավարար	Fail	0.00 - 7.99	F	0

10-point scale:

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
դերագանց	Excellent	9.00 - 10.00	A	4
լավ	Good	7.00 - 8.99	B	3
Բավարար	Satisfactory	5.00 - 6.99	C	2 (lowest passing grade)
անբավարար	Fail	0.00 - 4.99	F	0

5-point scale:

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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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).
- Istitut* (institute).
- Konservatoriia* (conservatory).
- Pedagogicheskii* institute (pedagogical institute).
- Politekhmiceskii* 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

- 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.

## Aruba

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. *Diploma Hoger Algemeen Voortgezet Onderwijs/HAVO* (diploma of higher general secondary education).
  - b. *Diploma Voorbereidend Wetenschappelijk Onderwijs/VWO* (diploma of university preparatory education).
  - c. *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).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
    - *Economico* (business studies, formerly *MAO/Middelbaar administratief onderwijs*/secondary administrative education).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
    - *Hospitalidad et Turismo* (hospitality and tourism, formerly AHS/Aruba Hotel School).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
    - *Salubridad et Servicio* (human services, formerly *CPS/Colegio Paso Sigur/Paso Sigurschooll*/school for specialized training in human services).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 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.

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 (list may not be all-inclusive):
  - a. *Diploma Middelbaar Algemeen Voortgezet Onderwijs*/MAVO (diploma of intermediate general secondary education).
  - b. *Diploma Lager Beroepsonderwijs* (diploma of lower secondary vocational education) that includes the following *Educacion Profesional Basico* (basic vocational education) *beroepsyclus* (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:
  - a. *Instituto Pedagogico Arubano*/IPA (Aruba Pedagogical Institute).
  - b. *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.

# 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 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 initial-eligibility requirements.

1. The following documents meet **both** high school graduation requirements **and** core-curriculum requirements:  
There are no documents.
2. 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.

a. 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 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”, “Major Minor” and “Double 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

## 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)	-	-	-

- b. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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.*

Awarded prior to 2009: The grade-point average will be calculated by averaging the grades of core courses listed on the leaving certificate and designated with all of the following: coded as “5C,” credited as achieving 150 “Nominal Hours” and posted in the “TCE Senior Secondary 5” section of the certificate.

Awarded 2009 and beyond: The grade-point average will be calculated by averaging the grades of all passing core courses that are listed under TQA Level 2 and Level 3 with a Size 15 designation. All courses will be weighted equally.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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:

a. *Victorian Certificate of Education/VCE and Statement of Results.*

b. *Victorian Certificate of Applied Learning Senior Level/VCAL and Statement of Results.* **DISCLAIMER:** The VCAL Senior Level credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).
- Australian Capital Territory:
    - Year 10 Certificate.
  - New South Wales:
    - School Certificate.
    - Record of Achievement (years 9-10).
  - Northern Territory:
    - Junior Secondary Studies Certificate.*
  - Queensland
    - Junior Certificate.
    - Year 10 Certificate
    - Exit Statement.
  - Victoria:
    - Victorian Certificate of Applied Learning Intermediate/VCAL.*
    - Victorian Certificate of Applied Learning Foundation/VCAL.*
  - Western Australia:
    - Certificate of Lower Secondary Studies.*
    - 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):
- University.
  - College.
  - Australian Defense Forces Academy.
  - College of advanced education.
  - Institute of advanced education.
  - Institute of higher education.
  - Institute of technology.
  - 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](http://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](http://www.unesco.org/iau/whed.html). Last accessed October 2004.
- See Multi-Country References.

## Austria

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
  - Reifeprüfungszeugnis* (maturity examination certificate); also referred to as the *Matura* or *Reifezeugnis*.
  - Zeugnis über die Berufsreifeprüfung*, also *Berufsreifeprüfungszeugnis* (certificate of vocational maturity examination).
  - Reife- und Diplomprüfungszeugnis* (maturity and diploma examination certificate).
  - Externistenreifeprüfungszeugnis* (External Maturity 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	B	3
<i>Genügend</i>	Sufficient	4	C	2 (lowest passing grade)
<i>Nicht Genügend</i>	Insufficient	5	F	0

- The documents below meet high school graduation requirements (may not be all inclusive):
  - Abschlussprüfungszeugnis der berufsbildende mittlere Schule* (vocational intermediate school); also called *Fachschule* (trade or vocational school).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
  - Studienberechtigungsprüfung* or *Studienberechtigungszeugnis* (study qualifying examination or certificate).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers). Applicable grading scale:

See above.

- 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:
  - 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](http://www.bmbwk.gv.at). Last accessed October 2004.  
 See Multi-Country References.

## 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):
  - a. Certificate of Complete Secondary Education from a professional lyceum in a vocational/technical track.  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
  - b. Junior Specialist from a technical secondary school.  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).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 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. *Politekhmiceskii* institute (polytechnic institute).
- g. *Vysshie Uchilishche* (higher school).
- h. *Uchilishche* (completed program).
- i. *Tekhmikum* (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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## Bahamas

The academic year runs from September to June. Primary education begins at age five and continues through age 11. Secondary education begins at age 11 and continues through ages 16 to 18 depending on the type of leaving credential achieved by the student. Form 3 is equivalent to year nine and Form 4 is equivalent to year 10. 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 on 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 the Bahamas, all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. There are no documents.

### Category Two

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

- a. *Bahamas General Certificate of Education/BGCSE* (must pass five BGCSE examinations by completion of Form 5 [equivalent to year 11]).
- b. *General Certificate of Education, Ordinary Level/GCE O-Level* examinations (must pass five O-Level examinations by completion of Form 5 [equivalent to year 11]).
- c. *General Certificate of Education, Advanced Level/GCE A-Level* examination (must enroll at first opportunity and pass two A-Level examinations within two years from completion of the BGCSE examinations/O-Level examinations).

The aforementioned prescribed educational paths must be completed in their entirety to satisfy proof of graduation and/or advance a prospective student-athlete's graduation date. Please note that partial completion of multiple prescribed educational paths may not be combined to advance a prospective student-athlete's graduation date.

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 subject passes that appear on the document(s) above per the core-curriculum distribution. 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.

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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**NOTE:** If the BGCSE exams are completed after Form 5 (year 11) and the student stays at the same school the exams are completed and graduates after year 12 - the expected date of high school graduation will advance one year to the end of year 12.

### 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. *Bahamas Junior Certificate of Education*/BJC (achieved after year nine [Form 3]).

**Grading Scale** (May not be all inclusive):

#### BGCSE/GCE O-Level/BJC examinations:

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

#### Advanced-Level (A-Level/A2 Level) 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)
N, O	F	0
U	F	0

### Category Four

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

- a. University of the West Indies.
- b. College of the Bahamas.
- c. Bahamas Hotel Training College.

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

### References

Internet Source: *International Comparisons. UK NARIC ECCTIS Ltd.*, Gloucestershire, United Kingdom: [www.internationalcomparisons.org.uk](http://www.internationalcomparisons.org.uk). Last accessed March, 2013.

Internet Source: *AACRAO Electronic Database for Global Education*. Last accessed March, 2013.

Internet Source: *NARIC Web site: www.naric.org.uk/*. Last accessed March, 2013.

Ganerie, Melissa, *Online Guide to Educational Systems Around the World-Bahamas U. S.*

*Education Information Center, NAFSA*, Washington, D.C., 2008.

See Multi-Country References.

## Bangladesh

**NOTICE:** To obtain verification of secondary education, have all documents sent directly to the 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:
  - a. *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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

Internet Source: World Education Database Web site: [www.wes.org](http://www.wes.org). Last accessed October 2004.

See Multi-Country References.

# 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 *tekhnikum* (four years).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
  - b. Diploma of Vocational Education from a Vocational School (three years).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. *Politekhmiceskii* institute (polytechnic institute).
  - g. *Vyssbie 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](http://www.unesco.org/iau/iau/onlinedatabases/index.html). Last accessed October 2004.

## Belgium

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. *Certificat d'Enseignement Secondaire Supérieur/CESS* (certificate of higher secondary education).
  - b. *Diploma von Hoger Secundaire Onderwijs* (previously *Getuigschrift von Secundaire Onderwijs*) [diploma of higher secondary education (previously certificate of higher secondary education)].
  - c. *Certificat de Qualification 6* (Wallonia) (orientation certificate).
  - d. *Getuigschrift 6* (Flanders) (certificate).
  - e. *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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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.

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. *Attestation d'Orientation* (orientation certificate).
  - b. *Orienteringsattest* (orientation certificate).
  - c. *Certificat de l'Enseignement Secondaire Inférieur* (certificate of lower secondary education).
  - d. *Getuigschrift van Lager Secundair Onderwijs* (certificate of lower secondary education).
  - e. *Certificat de Qualification* (certificate of qualification).
  - f. *Kwalificatiegetuigschrift* (qualification 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. *Conservatoires* (conservatory).
  - b. *Ecoles Supérieures* (higher school).
  - c. *Enseignement Supérieur* or *Hoger Onderwijs* (higher education).
  - d. *Faculté* (faculty).
  - e. *Hautes Ecoles* (higher school).
  - f. *Hogeschool* (higher school).

- g. *Institutes d'Architecture/Arts; Academies* (institute of architecture/arts academies).
- h. *Instituts Supérieurs* (higher institutes).
- i. *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.
- Phillippart, 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](http://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](http://www.internationalcomparisons.org.uk). Last accessed October 2004.
- See Multi-Country References.

## Benin

The academic year runs from October to July. Education is compulsory between the ages of six and 12. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Quatrieme (4eme) year is year nine, Troisième (3eme) year is year 10, Deuxieme (2eme) year is year 11, Première (1ere) year is year 12 and Terminale (Ter) year is year 13.

**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 Benin, all official annual grade reports/transcripts from year nine (quatrieme) and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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.

- a. *Baccalauréat/Baccalauréat de Enseignement Secondaire* (secondary education baccalaureate).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of year nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

- a. *Baccalauréat de Technicien* (technical baccalaureate).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Baccalauréat de l'Enseignement Secondaire Technique* (technical baccalaureate).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Diplôme de Technicien Industriel / DTI* (industrial technician diploma).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index). Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Brevet d'Études du Premier Cycle (BEPC)* (certificate of first cycle studies) [received after completion of year 10 in the College d'Enseignement General/General Lower Secondary School].
- b. *Certificat d'Aptitude Professionnelle (CAP)* (certificate of professional competency) [received after completion of year nine in the College Technique/Vocational Lower Secondary School].

**Grading Scale** (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Très Bien	Very Good	16.0 - 20.0	A	4
Bien	Good	14.0 - 15.9	A	4
Assez Bien	Fairly Good	12.0 – 13.9	B	3
Passable	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
Ajourné	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. Université (university).
- b. École (school – postsecondary only).
- c. Institut (institute – postsecondary only).
- d. Higher Teacher Training School (higher-educational institution).
- e. Lycée Technique (postsecondary only).
- f. Centre (center – postsecondary only).

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

#### References:

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.

Embassy of the United States: Cotonou, Benin Web site: <https://cotonou.usembassy.gov/>. Last accessed January 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.

Multi-Country References.

## 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 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 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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 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 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 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) **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/](http://www.moe.bm/). Last accessed October 2004.

## 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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](http://www.unesco.org/iau/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

# 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).
  - c. *Diploma O Završenoj Gimnaziji* (Diploma of Completed 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	Translation	Numeric 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.).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. *Svjedocanstvo Svjedodzba o Završenom Obrazovanju (II Stepen)* (certificate of completion of education II level).
  - b. *Svjedocanstvo Svjedodzba o Završenom Obrazovanju (III Stepen)* (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):
  - a. *Univerzitet* (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, 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.

# 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 Medio (secondary school).

- a. *Certificado de Conclusão de Segundo Grau* (certificate of graduation from upper secondary school). Used before 1996.
- b. *Certificado de Conclusão de Ensino Medio* (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 units 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### Category Two

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

- a. *Certificado de Conclusão de Segundo Grau com Habilitação Básica Profissional* (certificate of graduation from upper secondary school with basic vocational training).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- b. *Certificado de Auxiliar Técnico* (certificate of technical assistant).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- c. *Diploma de Técnico de Segundo Grau, Diploma de Técnico de Nivel Medio* (diploma of technician of secondary level).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- d. *Certificado de Conclusão de Segundo Grau com Habilitação do Magistério do Segundo Grau* (certificate of graduation from secondary school with concentration in teacher training).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- e. *Diploma de Professor do Ensino Primário* (diploma of primary school teacher).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- f. *Diploma de Conclusão de Curso Supletivo* (high school diploma equivalency studies).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- g. *Certificado* (certificate of completion of high school) issued by ENEM (Exame Nacional do Ensino Medio).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will

rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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 Medio, 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>Excelente / Superior Superior</i>	Higher Superior	9-10	A	4
<i>Bom / Média Superior</i>	Average Superior	7-8.9	B	3
<i>Aceptable / Média Média</i>	Average Average	5-6.9	C	2
<i>Insuficiente / Média Inferior</i>	Low Average	3-4.9	D	1 (lowest passing grade)
<i>Deficiente / 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 Ensino Fundamental/Certificado de Conclusão de Primeiro Grau* (certificate of graduation from lower secondary school - may represent the conclusion of year eight or year nine). [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.
- Nuñez, 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](http://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](http://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.

## British-Patterned Education in Africa

---

(Includes Botswana, The Gambia, 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 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.
- Internet Source: Botswana Ministry of Education: [www.gov.bw/moe/information/index.html](http://www.gov.bw/moe/information/index.html). Last accessed October 2004.
- See Multi-Country References.

## British-Patterned Education in the Caribbean

(Includes Anguilla, Antigua, Bahamas [see separate entry], 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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*/BJC (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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.  
 Internet Source: Caribbean Examinations Council Web site: [www.cxc.org](http://www.cxc.org). Last accessed October 2004.  
 Internet Source: University of Cambridge International Examinations Online Web site: [www.cie.org.uk](http://www.cie.org.uk). Last accessed October 2004.  
 See Multi-Country References.

## 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 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 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 achieve five subject passes by Form 5).
- General Certificate of Secondary Education/GCSE* (must achieve five subject passes by Form 5).
- International General Certificate of Secondary Education/IGCSE* (must achieve five subject passes by Form 5).
- Advanced International Certificate of Education/AICE*.
- Higher International General Certificate of Secondary Education/HIGCSE*.
- 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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	2	
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	U.S. 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.

## Bulgaria

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

a. *Diploma za Zavrsheno Sredno Obrazovanie* (diploma of completion of secondary education) from a *gimnazial/redno 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

2. The documents below meet high school graduation requirements:

- Diploma za Zavrsheno Sredno Obrazovanie* (diploma of completed secondary education) from a three-year program or from a four-year *tekhnikum*.
- Kvalifikatsinan Rabotnik* (qualified worker).
- Udostoverenie za Poluwishha 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.

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).
- Bulgarska Darzavna Konservatoria* (Bulgarian state conservatory).
- Poluwishh Institut* (semi-higher institute).
- Vissh Tehnicesko Ucilisce* (high school of technology).
- Vissh Institut* (higher institute).

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

## References

Aldrich-Langen, Caroline and Alisaukas, 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](http://www.euroeducation.net/prof/bulgaco.htm). Last accessed October 2004.

See Multi-Country References.

## Burkina Faso

The academic year runs from October to June. Education is compulsory between the ages of six and 16. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Quatrieme (4eme) year is year nine, Troisième (3eme) year is year 10, Deuxième (2eme) year is year 11, Première (1ere) year is year 12 and Terminale (Ter) year is year 13.

**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 Burkina Faso, all official annual grade reports/transcripts from year nine (quatrieme) and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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.

- a. *Baccalauréat/Diplome de Bachelier de l'Enseignement du Second Degre* (secondary education baccalaureate).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of year nine (Quatrieme [4eme]). The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

- a. *Baccalauréat Technique* (technical baccalaureate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year nine if the student achieves the Brevet d'Études du Premier Cycle (BEPC) after year 10. If the student achieves the Certificat d'Aptitude Professionnelle (CAP) after year nine, then the graduation timeline will be 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Baccalauréat de Technicien* (technical baccalaureate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year nine if the student achieves the Brevet d'Études du Premier Cycle (BEPC) after year 10. If the student achieves the Certificat d'Aptitude Professionnelle (CAP) after year nine, then the graduation timeline will be 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- c. *Diplôme de Bachelier de Technicien* (technician diploma).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year nine if the student achieves the *Brevet d'Études du Premier Cycle* (BEPC) after year 10. If the student achieves the *Certificat d'Aptitude Professionnelle* (CAP) after year nine, then the graduation timeline will be 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

d. *Brevet d'Études Professionnelles* (BEP) (certificate of professional studies).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year nine if the student achieves the *Brevet d'Études du Premier Cycle* (BEPC) after year 10. If the student achieves the *Certificat d'Aptitude Professionnelle* (CAP) after year nine, then the graduation timeline will be 9 consecutive trimesters or 6 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

a. *Brevet d'Études du Premier Cycle* (BEPC) (certificate of first cycle studies) [received after completion of year 10 in the *Collège d'Enseignement Général/General Lower Secondary School*].

b. *Certificat d'Aptitude Professionnelle* (CAP) (certificate of professional competency) [received after completion of year nine in the *Collège Technique/Vocational Lower Secondary School*].

c. *Diplôme de Fin d'Études des Ecoles Nationales d'Enseignants du Primaire* (ENEP) [end of studies diploma from National Schools for Teachers of Primary received after completion of one year of primary education teacher training; year 11].

**Grading Scale** (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Très Bien	Very Good	16.0 - 20.0	A	4
Bien	Good	14.0 - 15.9	A	4
Assez Bien	Fairly Good	12.0 – 13.9	B	3
Passable	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
Ajourné	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Université (university).
- École (school – postsecondary only).
- Institut (institute – postsecondary only).
- School of Management (post-secondary institution).
- Lycée Technique (postsecondary only).

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

#### References

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.

NAFSA Web site. [www.nafsa.org/](http://www.nafsa.org/). Last accessed January 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.

Multi-Country References.

## Burundi

The academic year runs from October to June. Education is compulsory beginning at age six. Students study six years at the primary level of education. High school is segmented into Lower Secondary (4 years) and Upper Secondary (3 years). Burundi's educational system is primarily French-based. 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 on 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 the Burundi, all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

#### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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.

- Diplôme d'Etat* (State Diploma which gives access to university education).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of grade nine. The core-course grade-point average is calculated by using all core courses that appear on the documents above, regardless of grades earned. If coefficients appear on the credential, grades are weighted in the calculation based on the credit (commonly labeled coefficient) awarded.

#### Category Two

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

- Technicien A2* (Completion of upper secondary technical education).

**Graduation timeline** — 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of grade nine.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- Technicien A3* (Completion of lower level technical secondary education).

**Graduation timeline** — Nine consecutive trimesters or six consecutive semesters after initial enrollment in the first semester of grade nine.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated 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	Excellent	90-100	A	4
La plus grande distinction	The Highest Distinction	80-89	A	4
Grande distinction	High Distinction	70-79	B	3
Distinction	Distinction	60-69	C	2
Satisfaction/Pass	Satisfactory	50-59	C	2 (lowest passing grade)
Fail	Fail	Below 50	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:

- a. *Certificat du Tronc Commun* (Common Track Certificate awarded after completion of year 10).

### Category Four

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

- a. Université (university).
- b. École (school – postsecondary only).
- c. Institut (institute – postsecondary only).
- d. Lycée Technique (postsecondary only).

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

### References

AACRAO Edge website: <http://www.edge.aacrao.org/>. Last accessed October 2013.

NARIC website: <http://www.naric.org.uk/>. Last accessed October 2013.

See Multi-Country References.

# Cameroon

---

The academic year runs from September to June. Education is compulsory up to age 12. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note for Francophone education, quatrieme (4eme) year is year nine, Troisième (3eme) year is year 10, Deuxieme (2eme) year is year 11, Première (1ere) year is year 12 and Terminale (Ter) year is year 13. Please note Anglophone education is a multi-tiered educational system.

**The prescribed educational paths must be completed in their entirety to satisfy proof of graduation and/or advance a prospective student-athlete's graduation date. Please note that partial completion of multiple prescribed educational paths may not be combined to advance a prospective student-athlete's graduation date.**

**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 the Cameroon, all official annual grade reports/transcripts from year nine and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

## Category One (Francophone system)

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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.

- a. *Baccalauréat/Baccalauréat de l'Enseignement Secondaire/Baccalauréat General* (secondary education baccalaureate).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of year nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

## Category Two (Francophone system)

- a. *Baccalauréat de l'Enseignement Secondaire Technique/Baccalauréat Technique/ Diplôme de Bachelier de Technicien* (technical baccalaureate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Brevet de Technicien* (technician diploma).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Brevet Professionnel (BP)* (professional certificate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

d. *Brevet d'Etudes Professionnelles (BEP)* (certificate of professional studies).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

e. *Certificat de Probation* (certificate of probation) also known as Probatoire.

The core-course 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** – 12 consecutive trimesters or 8 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

f. *Certificat d'Aptitude Pédagogique d'Instituteur de l'Enseignement Maternel et Primaire (CAPIEMP)* (pre-primary and primary teacher certificate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year nine for Brevet d'Etudes du Premier Cycle (BEPC) holders, 3 trimesters or 2 semesters after on-time achievement of the Baccalauréat and 6 trimesters or 4 semesters after on-time achievement of the Cameroon General Certificate of Education Ordinary Level examination (GCE O-Level) holders (see Anglophone system). 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### **Category Three (Francophone system)**

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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Brevet d'Etudes du Premier Cycle* (BEPC) du Second Degré (certificate of first cycle studies) earned after year 10.
- b. *Certificat d'Aptitude Professionnelle* (CAP) (certificate of professional competency) earned after year 10.

**Grading Scale (Francophone system)** (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Très Bien	Very Good	16.0 - 20.0	A	4
Bien	Good	14.0 - 15.9	A	4
Assez Bien	Fairly Good	12.0 – 13.9	B	3
Passable	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
Ajourné	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 One (Anglophone system)

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. There are no documents.

### Category Two (Anglophone system)

- a. Cameroon General Certificate of Education Ordinary Level (GCE O-Level) [must pass five GCE O-Level examinations by completion of Form 5 (equivalent to year 11)].
- b. Cameroon General Certificate of Education Advanced Level (GCE A-Level) [must enroll at first opportunity and pass two A-level examinations within two years from completion of the GCE O-Level examinations].

**The aforementioned prescribed educational paths must be completed in their entirety to satisfy proof of graduation and/or advance a prospective student-athlete's graduation date. Please note that partial completion of multiple prescribed educational paths may not be combined to advance a prospective student-athlete's graduation date.**

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 subject passes that appear on the document(s) above per the core-curriculum distribution. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale prior to calculating quality points and core-course grade-point averages.

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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### Category Three (Anglophone system)

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 Item No. 2 above to meet the core-curriculum requirements:

- a. Completion of Forms Three, Four and/or Five (equivalent to year nine, 10 and 11).

### Grading Scale (Anglophone system) (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

#### Category Four

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

- Université (university).
- École (school – postsecondary only).
- Institut (postsecondary only).
- Teacher Training Institutes (postsecondary only).
- Centre (center – postsecondary only).

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

#### References

AACRAO EDGE (Electronic Database for Global Education). Last accessed February 2014.

International Education Research Foundation, The New Country Index: Making Sense of International Credentials, Volume 2, PageLink, Los Angeles, California, 2011.

NAFSA Web site: <https://www.nafsa.org/>. Last accessed February 2014.

NARIC Web site: <https://www.naric.org.uk/>. Last accessed February 2014.

NUFFIC Web site: <https://www.nuffic.nl/>. Last accessed February 2014.

Multi-Country References.

## 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 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 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.

## 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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
D	40-49	D	1 (lowest passing grade)
F	0-39	F	0

### b. British Columbia

- 1) *Senior Secondary Graduation Diploma or Certificate* (Dogwood Diploma).
- 2) *Diplôme de fin d'études 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.

Courses labeled as co-op, enriched, challenge, mini, starworks or SW can be utilized in the core-course evaluation.

### 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	60-69	C	2
D	50-59	D	1 (lowest passing grade)
F	0-49	F	0

d. New Brunswick

- 1) *New Brunswick High School Diploma* (Anglophone).
- 2) *Diplome 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 1. 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 1. 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" or "Acc" 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 before initial full-time collegiate enrollment, the graduation date will advance two years/four semesters (three years/six semesters for career programs) from the on-time completion date of the DES.
- 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 Units	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

#### I. 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](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](http://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](http://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](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.

## Central African Republic

The academic year runs from mid-September to June. Education is compulsory between the ages of six and 12. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Quatrieme (4eme) year is year nine, Trosieme (3eme) year is year 10, Deuxieme (2eme) year is year 11, Premiere (1ere) year is year 12 and Terminale (Ter) year is year 13.

**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 the Central African Republic, all official annual grade reports/transcripts from year nine (quatrième) and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

a. *Baccalauréat/Diplôme de Bachelier de l'Enseignement de Second Degré* (secondary education baccalaureate).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of year nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

a. *Baccalauréat de Technicien* (technical baccalaureate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Baccalauréat Technique* (technical baccalaureate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Diplôme de Technicien d'Agriculture Tropicale* (agricultural technician diploma).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

d. *Certificat d'Aptitude Professionnelle* (CAP) (certificate of professional competency).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. Brevet d'Etudes Fondamentales 2 (BEF 2) (certificate of basic studies 2) formerly known as Brevet d'Etudes du Premier Cycle (certificate of first cycle studies) earned after year 10.

**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>	Fairly Good	12.0 – 13.9	B	3
<i>Passable</i>	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
<i>Ajourné</i>	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Université (university).
- École (school – postsecondary only).
- Institut (institute – postsecondary only).
- Lycée Technique (postsecondary only).
- Centre (center – postsecondary only).

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

#### References

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.

NAFSA Web site: <https://www.nafsa.org/>. Last accessed January 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.

Multi-Country References.

## Chad

The academic year runs from October to June. Primary school begins at age six and lasts six years. Lower Secondary school lasts four years (concluding at year 10). Upper secondary school lasts for three years (concluding with graduation upon completion of year 13). The ninth year of education is referred to as Quatrième (4ème). The Troisième (3ème) year is year 10. The Deuxième (2ème) year is year 11. The Première (1ère) year is year 12 and the Terminale (Ter) year is year 13. 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:

- Baccalauréat* (baccalaureate of secondary education).

**Graduation timeline** – Fifteen consecutive trimesters or ten consecutive semesters (five years) from the initial enrollment in year nine (quatrième year- 4ème).

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 are weighted in the calculation based upon the credit (commonly labeled coefficient) awarded.

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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- Brevet de Technicien* (Technician Certificate).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

**Graduation timeline** – Fifteen consecutive trimesters or ten consecutive semesters (five years) from the initial enrollment in year nine (quatrième year - 4ème).

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. Grades are weighted in the calculation based upon the credit (commonly labeled coefficient) awarded.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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) awarded upon the completion of year ten (troisième year-3ème).
- 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 November 2014.  
 Internet source: NARIC Web site: <http://www.eccctis.co.uk/naric/default.aspx>  
 NAFSA Online Guide to Educational Systems; Chad; Kathleen Freeman; November 2011.

# Chile

The academic year runs from March to December. Education is compulsory beginning at age six. Students complete four years of lower primary education, four years of upper primary education and four years of secondary education. Secondary education is divided into two streams (science and humanities; technical and professional) during years 11 and 12. Spanish is the medium of instruction at all levels of education. 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 on 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 Chile, all official annual grade reports/transcripts from year nine and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

## Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course grade-point average is calculated by averaging the grades of all core courses (both exams and coursework) listed on the certificate for the **final two years**, regardless of grades earned. All grades are equally weighted in the core-course grade-point average calculation.

### Category One

- a. *Licencia de Enseñanza Media Humanístico Científica* (Certificate of Secondary Education).

**Graduation timeline** – eight consecutive semesters after initial enrollment in the first semester of year nine.

### Category Two

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

- a. *Licencia de Enseñanza Media Técnico-Profesional* (Certificate of Technical Vocational Secondary School).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited. Students may not satisfy core-curriculum requirements solely based on this credential.

**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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. There are no documents.

**Grading Scale** (May not be all inclusive):

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

### Category Four

A student will be considered a transfer if the student 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

AACRAO Edge website: <http://www.edge.aacrao.org/>. Last accessed March 2013.

NARIC website: <http://www.naric.org.uk/>. Last accessed March 2013.

See Multi-Country References.

## 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 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
  - b. Graduation Certificate from a specialized secondary school.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
  - c. Graduation Certificate from a skilled workers school.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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 (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:
  - 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.

## 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).
- c. *Bachiller en Ciencias Versión Internacional* (academic secondary school diploma = use the International Baccalaureate grading scale).

**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):

- a. *Bachillerato Pedagógico* (primary teacher training secondary school diploma).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
- b. *Bachillerato Comercial* (commercial secondary school diploma).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
- c. *Bachiller Industrial* (industrial secondary school diploma).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
- d. *Título de Maestro/Maestro Superior/Normalista Superior* (title/diploma of teacher/advanced teacher/advanced educator).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
- e. *Título de Bachiller Técnico* (title/diploma of vocational education).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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. *Certificado de Aptitud Profesional* (certificate of professional aptitude).
- b. *Certificado de Equivalencia del Grado de Bachiller* (certificate of equivalence to the *Bachiller* diploma).
- c. *Diploma de Experto* (diploma of expert) from a secondary-level commercial, industrial or technical school.
- d. *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	4.5 - 5.0 (9.0 - 10.0)	A	4
<i>Bueno/ Sobresaliente</i>	Outstanding	4.0 - 4.49 (8.0 - 8.9)	B	3
<i>Aceptable</i>	Acceptable	3.0 - 3.99 (6.0 - 7.9)	C	2 (lowest passing grade)
<i>Deficiente</i>	Deficient	0.0 - 2.99 (0.0 - 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):

- a. *Universidad Pública* (public university).
- b. *Universidad Privada* (private university).
- c. *Instituto Técnico Profesional* (professional technical institute).
- d. *Academia Militar* (military academy).
- e. *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](http://www.unesco.org/iau/iau/onlinedatabases/index.html). Last accessed October 2004.  
Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.  
See Multi-Country References.

## Congo, Democratic Republic of the

The academic year runs from October to June. Primary education begins at age and lasts six years. Long-cycle secondary education lasts another six years. Credentials are issued in French. 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 on 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 the Democratic Republic of the Congo, all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

a. *Diplôme d'État d'Études Secondaires du Cycle Long* (State Diploma of Long-Cycle Secondary Education) [Academic Track].

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine. The core-course grade-point average is calculated by using all core courses that appear on the documents above, regardless of grades earned. If coefficients are listed, grades are weighted in the calculation based on the credit (commonly labeled coefficient) awarded.

### Category 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 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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

a. *Diplôme d'État d'Études Secondaires du Cycle Long* (State Diploma of Long-Cycle Secondary Education) [Vocational Track].

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine. The core-course grade-point average is calculated by using all core courses that appear on the documents above, regardless of grades earned. If coefficients are listed, grades are weighted in the calculation based on the credit (commonly labeled coefficient) awarded.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Brevet d'Instituteur* (Lower Primary School Teacher Certificate).

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine. The core-course 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 on the credit awarded.

**DISCLAIMER:** This credential satisfies proof of graduation; however, core may be limited. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Diplôme d'État Section Pédagogique* (State Diploma for Teaching in Upper Primary Schools).

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine. The core-course 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 on the credit awarded.

**DISCLAIMER:** This credential satisfies proof of graduation; however, core may be limited. Students may not satisfy core-curriculum requirements solely based on this credential.

### 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. *Brevet de Fin d'Études Secondaires* (Certificate of Completion of Secondary Studies) in vocational fields [received after completion of year nine].
- b. *Certificat/Brevet* (Certificate) in technical subjects [received after completion of year nine].

### Grading Scale (May not be all inclusive):

Grade	Translation	U.S. Grade Equivalent	Quality Points
90 – 100	La plus grande distinction (with highest distinction)	A	4.0
80 – 89.9	Grande distinction (high distinction)	A	4.0
70 – 79.9	Distinction (distinction)	B	3.0
50 – 69.9	Satisfaction (satisfactory)	C	2.0 (lowest passing grade)
0 – 49	Fail	F	0.0

### Category Four

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

- a. Académie des Beaux-Arts Université.
- b. Centre Universitaire.
- c. Faculté.
- d. Institut / Institut Supérieur Pédagogique / Institut Supérieur / Institut Universitaire.
- e. Université.

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

### References

AACRAO Edge website: <http://www.edge.aacrao.org/>. Last accessed October 2013.

UK NARIC website: <http://www.naric.org.uk/>. Last accessed August 2013.

See Multi-Country References.

## Congo, Republic of the

The academic year runs from October to June. Primary education (beginning at age six) is six years, lower secondary education is four years, and upper secondary is two to four years. Credentials are issued in French. 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 on 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 Congo (Republic of the), all official annual grade reports/transcripts from year nine and up should be forwarded to the Eligibility Center along with the documents 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 the core-curriculum requirement has not been satisfied. **NOTE:** Quatrieme year is year nine, Troisième year is year 10, Deuxieme year is year 11, Première year is year 12 and Terminale year is year 13.

## Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

### a. *Baccalauréat* (Baccalaureate)

Graduation timeline – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of grade nine. The core-course grade-point average is calculated by using all core courses that appear on the documents above, regardless of grades earned. If coefficients appear on the credential, grades are weighted in the calculation based on the credit (commonly labeled coefficient) awarded.

## Category Two

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

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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### a. *Certificat de Fin d'Etudes Secondaires* (Secondary School Leaving Certificate).

The core-course 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 10 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. *Baccalauréat Technique* (Technical Baccalaureate).

The core-course 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** – 5 to 18 consecutive trimesters or 10 to 12 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Brevet de Technicien* (Technician Certificate).

The core-course 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 10 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited. Students may not satisfy core-curriculum requirements solely based on this credential.

**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. *Brevet d'Études du Premier Cycle* (BEPC) (certificate of lower secondary studies) [received after completion of year 10].

**Grading Scale** (May not be all inclusive):

Grade	Translation	U.S. Grade Equivalent	Quality Points
16 – 20.0	Très bien (very good)	A	4.0
14 – 15.9	Bien (good)	A	4.0
12 – 13.9	Assez bien (quite good)	B	3.0
10 – 11.9	Passable (average)	C	2.0 (lowest passing grade)
0 – 9.9*	Ajourné (fail)	D/F	1.0/0.0

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

**Category Four**

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

- a. Université Marien Ngouabi.
- b. Université Marien Ngouabi.
- c. Université Libre du Congo.
- d. Ecole Supérieur / Ecole Normale Supérieur.
- e. Institut / Institut Supérieur.

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

**References**

AACRAO Edge website: <http://www.edge.aacrao.org/>. Last accessed August 2013.  
 UK NARIC website: <http://www.naric.org.uk/>. Last accessed August 2013.  
 See Multi-Country References.

**Costa Rica**

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
  - a. *Bachillerato/Bachiller* (secondary school diploma).
  - b. *Diploma de Conclusión de Estudios de Educación Diversificada* (diploma of conclusion of studies of diversified education).

c. *Bachiller en Educacion 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:

a. *Certificado de Conclusión de Estudios de Educación Media en a specialized area* (secondary school certificate in a specialized area).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Técnico en el Nivel Medio* (mid-level technician).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

c. *Bachiller en la Enseñanza Media* (primary/middle teaching qualification).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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 Conclusión de Estudios de Educación General Básica* (certificate of completion of general basic education studies).

b. *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):

a. *Universidad Pública* (public university).

b. *Universidad Privada* (private university).

c. *Instituto Tecnológico* (technological institute).

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

## References

Aldrich-Langen, Caroline, and Sellow, 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.

National Office of Overseas Skills Recognition, *Country Educational Profiles: Costa Rica*, Australian Government Printing Office, Canberra, Australia, 1993.

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

See Multi-Country References.

# 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].

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

## 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/](http://www.naric.org.uk/). Last accessed October 2009.

See Multi-Country References.

---

**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 (E)</i>	Excellent	90-100	A	4
<i>Muy Bueno (MB)</i>	Very good	80-89	B	3
<i>Bueno (B)</i>	Good	70-79	C	2 (lowest passing grade)
<i>Insuficiente (I)</i>	Insufficient	60-69	F	0
<i>Deficiente (D)</i>	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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- b. *Perito* (non-technical expert).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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](http://www.unesco.org/iau/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

#### **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. Certificate of Completion from a lower secondary school after completion of year nine.

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.

## **Czech Republic**

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

a. *Vysvedčení o Maturitní Zkoušce* (maturity certificate).

Please note that for the *Vysvedčení o Maturitní Zkoušce*, 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'borny'</i>	Excellent	1	A	4
<i>Chvalitebny'</i>	Very good	2	B	3
<i>Dobry'</i>	Good	3	B	3
<i>Dostatecny'</i>	Satisfactory	4	C	2 (lowest passing grade)
<i>Nedostatecny'</i>	Unsatisfactory	5	F	0

- The documents below meet high school graduation requirements:  
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:
  - Vysvedcení* (report card) from year nine of a basic school (completion of lower-secondary education).
  - Vy'ucni list: Vy'svedcení o Závěrečné Zkoušce* (completion certificate from an apprentice school).
- 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):
  - Univerzita* (university).
  - Vysoké Skola* (higher educational institution).
  - Vysoké Učení Technické* (technical university).
  - Akademie* (postsecondary academy).
  - Pedagogická Fakulta* (pedagogical faculty).
  - Bohoslovecká 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.

## Denmark

- The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
  - Bevis for Studentereksamen/STX* (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 "Vaegt" (Weighting).
  - Bevis for Hojere Forberedelseksamen/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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Højere Teknisk Eksamen/HTX* (higher technical examination).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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 Jordmoderskole* (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: *Folkehojskole*).

h. *Ingeniorakademi* (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](http://www.unesco.org/iau/iau/onlinedatabases/index.html). Last accessed October 2004.
- See Multi-Country References.

## Djibouti

---

The academic year runs from September to June. Education is compulsory between the ages of six and 15. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Quatrieme (4eme) year is year nine, Troisième (3eme) year is year 10, Deuxieme (2eme) year is year 11, Premiere (1ere) year is year 12 and Terminale (Ter) year is year 13.

**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 the Djibouti, all official annual grade reports/transcripts from year nine (quatrieme) and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. *Baccalauréat Général/Baccalauréat de l'Enseignement Secondaire* (secondary education baccalaureate).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of year nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

- a. *Baccalauréat Technologique* (BT) (technical baccalaureate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Baccalauréat Professionnel* (BP) (technical baccalaureate).

The core-course 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** – 12 consecutive trimesters or 8 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Brevet d'Etudes Professionnelles* (BEP) (certificate of professional studies).

The core-course 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** – 12 consecutive trimesters or 8 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Brevet d'Etudes Fondamentales* (BEF) (certificate of fundamental studies) earned after year 10 from a *Collège d'Enseignement Moyen* or General Lower Secondary School.
- b. *Certificat d'Apprentissage et de Perfectionnement* (CAP) (certificate of apprenticeship and improvement) earned after year 10 from a *Centre d'Apprentissage* or Vocational Lower Secondary School.

**Grading Scale** (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Très Bien	Very Good	16.0 - 20.0	A	4
Bien	Good	14.0 - 15.9	A	4
Assez Bien	Fairly Good	12.0 – 13.9	B	3
Passable	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
Ajourné	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Université (university).
- Institut (institute – postsecondary only).
- Lycée Technique (postsecondary only).

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

#### References

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.

NAFSA Web site: <https://www.nafsa.org/>. Last accessed January 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.

Multi-Country References.

## 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

b. *Maestro Normal/Maestro Normal Primario* (primary school teacher).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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](http://www.unesco.org/iau/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- b. *Bachillerato en Artes Industriales* (industrial arts secondary school diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- c. *Bachillerato Técnico* (technical secondary school diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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
18-20	75-80	A	4
15-17.99	65-74	B	3
12-14.99	55-64	C	2
10-11.99	45-54	D	1 (lowest passing grade)
0-9.99	0-44	F	0

Grade	U.S. Grade Equivalent	Quality Points
10	A	4
9-9.99	A	4
8-8.99	B	3
7-7.99	C	2 (lowest passing grade)
0-6.99	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):

- a. *Universidad* (university).
- b. *Escuela Politécnica* (polytechnic school).
- c. *Instituto Pedagógico* (pedagogical institute).
- d. *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](http://www.unesco.org/iau/iau/onlinedatabases/index.html). Last accessed October 2004.

Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.

See Multi-Country References.

## Egypt

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

- a. Certificate of Completion of General Secondary Education science and math tracks.
- b. *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	

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

- a. Certificate of Completion of General Secondary Education (*shehaadat itmaam el-diraasa el-thaanawiya el-'aama*) (arts track).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Al-Azhar* Secondary Education Certificate (arts track).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- c. Technical Secondary School Diploma in Commercial Preparation.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- d. Technical Secondary School Diploma in Agricultural Preparation.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- e. Technical Secondary School Diploma in Industrial Preparation.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- f. Armed Forces Vocational Training Diploma.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- g. Teacher's Diploma.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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

Nuho, 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.

## 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).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
  - b. *Bachiller Industrial* (industrial studies).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
  - c. *Bachillerato Vocacional* (vocational studies).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

d. *Diploma de Educación Media* (diploma of secondary school education).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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](http://www.unesco.org/iau/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## Estonia

---

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

a. *Gumnaasiumi Loputunnistus* (upper secondary school leaving certificate).

Please note that for the *Gumnaasiumi 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. Do not weight grades if weights or hours are listed on the document.

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>Nörk</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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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):

- Ulikooli* (university).
- Akadeemia* (academy).
- Instituut* (institute).
- 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](http://www.euroeducation.net/prof/estonco.htm). Last accessed October 2004.

See Multi-Country References.

## 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 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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.

## 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.eursc.org. Last accessed October 2004.  
See Multi-Country References.

## 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.

**NOTE:** Students may present Finnish credentials with Swedish language (e.g., *Dismissionsbetyg, Studentsexamensbetyg*). For these credentials, the grading scales below will be used for NCAA initial-eligibility purposes.

### 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/Dismissionsbetyg* (upper secondary school leaving certificate) [grades are not weighted].

### 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/Studentsexamensbetyg* (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):

a. *Teknikko (technician) or Teknillisen Koulun Päästötodistus* (vocational secondary school diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

b. *Ammatillinen Perustutkinto* (initial vocational qualification).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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](http://www.unesco.org/iau/iau/onlinedatabases/index.html). Last accessed October 2004.  
Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.  
See Multi-Country References.

## 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:** Troisième year is year nine, Deuxième year is year 10, Première year is year 11 and Terminale year is year 12.

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

- 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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:

- a. *Brevet des Collèges* (certificate of lower secondary education).
- b. *Certificat de Formation Générale/CFG* (certificate of general instruction).
- c. *Certificat d’Aptitude Professionnelle/CAP* (certificate of professional competence).
- d. *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):

- a. *Université* (university).
- b. *Ecole* (school – postsecondary only).
- c. *Institut* (institute – postsecondary only).
- d. *Grande Ecole* (higher-educational institution).
- e. *Lycée* (Classe préparatoires — post high school preparatory classes).
- f. *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](http://www.internationalcomparisons.org.uk). Last accessed October 2004.
- Internet Source: Transfac Web site: [www.transfac.fr](http://www.transfac.fr) [French]. Last accessed October 2004.
- Internet Source: Agence EduFrance Web site: [213.11.49.249/fr/d-catalogue/n\\_langens.asp](http://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](http://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](http://www.educnet.education.fr/documentation/guide/siglesA.htm) [French]. Last accessed October 2004.
- Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009. See multi-country references, page (?). See Multi-Country References.

## Gabon

The academic year runs from October to July. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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.

**NOTICE:** Due to the unique nature of the educational system in the Gabon, all official annual grade reports/transcripts from year nine (Troisième [3ème]) and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. *Baccalauréat* (baccalaureate).

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year nine (Troisième year [3ème]). The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

- a. *Baccalauréat Technique/Baccalauréat Technologique* (technical baccalaureate).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year nine (troisième year). 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Brevet de Technicien* (BT) (technician certificate).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year nine (troisième year). 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Certificat d'Aptitude Pédagogique* (certificate of pedagogical aptitude).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Brevet d'Études du Premier Cycle* (BEPC) (first cycle studies diploma) earned after year nine from a Collège d'Enseignement Général or General Lower Secondary School.

**Grading Scale** (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Très Bien	Very Good	16.0 - 20.0	A	4
Bien	Good	14.0 - 15.9	A	4
Assez Bien	Fairly Good	12.0 – 13.9	B	3
Passable	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
Ajourné	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Université (university).
- École (school – postsecondary only).
- Institut (postsecondary only).

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

**References**

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.

NAFSA Web site: [www.nafsa.org/](http://www.nafsa.org/) Last accessed January 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.

Multi-Country References.

## Georgia

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

- Sashualo Skolis Atesti* (secondary school certificate).
- Sashualo Specialuri Satsavleblis 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 Satsavleblis 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 Satsavleblis Diplomi* (diploma from vocational-technical school).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- Prophesiul-Teknikuri Satsavleblis Diplomi Danartit* (diploma from vocational-technical school with supplement).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. *Arasruli sashaulo Ganatieblis Motsmoba* (Certificate of Incomplete Secondary Education) [Completion of 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. *Universitet* (university).
  - b. *Akademiia* (academy).
  - c. *Institut* (institute).
  - d. *Konservatoriia* (conservatory).
  - e. *Pedagogicheskii institute* (pedagogical institute).
  - f. *Politekhniceskii 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*, Ten Speed Press, Berkeley, Calif., 2004.

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

See Multi-Country References.

---

## 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.

## 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- d. *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 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

## 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/](http://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 Eligibility Center [ec-international@ncaa.org](mailto: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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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/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	E8	8	D	1 (lowest passing grade)
Fail	F9	9	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.

## 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.

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

## 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Maestro de Educación* (completion of technical/vocational education in teaching).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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.

## Guinea (Guinea-Conakry)

---

The academic year runs from October to July. Education is compulsory for six years beginning at the age of seven, although the beginning age can vary between urban and rural areas. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Quatrieme (4eme) year is year nine, Troisième (3eme) year is year 10, Deuxième (2eme) year is year 11, Première (1ere) year is year 12 and Terminale (Ter) year is year 13.

**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 the Guinea, all official annual grade reports/transcripts from year nine (Quatrieme [4eme]) and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

a. *Baccalauréat Deuxième Partie* (baccalaureate second part).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of year nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

a. *Baccalauréat Première Partie* (baccalaureate first part).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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. *Brevet d'Etudes Professionnelles* (BEP) (certificate of professional studies).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Brevet d'Etudes du Premier Cycle* (BEPC) (first cycle studies diploma) earned after year 10 from a College d'Enseignement General or General Lower Secondary School.

**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>	Fairly Good	12.0 – 13.9	B	3
<i>Passable</i>	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
<i>Ajourné</i>	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. Université (university).
- b. Institut (institute – postsecondary only).
- c. Lycée Technique (postsecondary only).
- d. Centre (postsecondary only).
- e. École (school – postsecondary only).
- f. Colleges (postsecondary only).

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

### References

- AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.  
NAFSA Web site: <https://www.nafsa.org/>. Last accessed January 2014.  
NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.  
Multi-Country References.

# 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 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 II).

Graduation timeline - fifteen consecutive trimesters or ten consecutive semesters (five years) from the initial enrollment in year nine.

b. *Baccalauréat* (secondary school leaving certificate).

Graduation timeline - twelve consecutive trimesters or eight consecutive semesters (four years) from the initial enrollment in year nine.

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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Diplôme de Technicien* (technician's diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

d. *Diplôme d'Instituteur* (teacher's diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

e. *Diplôme d'Enseignement Secondaire* (diploma of secondary instruction).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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 a l'Enseignement Professionnel/CAEP* or *Diplome 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, premiere 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 Seminaire Notre Dame* (Notre Dame Seminary).
  - g. *Instituit des Hautes Études Commerciales et Economiques* (Institute of Advanced Business and Economic Studies).
  - h. *Ecole Nationale des Arts/ENARTS* (National School of the Arts).
  - i. *Instituit Supérieur Technique d'Haïti* (Higher Technical Institute of Haiti).
  - j. *Instituit 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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.
- See Multi-Country References.

## 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- b. *Perito Mercantil y Contador Publico/Contador Privado* (accounting).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- c. *Bachiller en Ciencias Agrícolas* (diploma in agriculture).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- d. *Bachiller Tecnico Pecuario* (diploma in animal husbandry).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- e. *Bachiller Tecnico en...* (diploma in an area of specialization).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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 Final de Ciclo Comun General* (access to next phase of secondary education).
  - Secretaria Taquimecanografica* (secretarial studies).
  - Auxiliar de Enfermal/Enfermera Practica* (nurse's aide/practical nurse).
  - 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):
- Universidad* (university).
  - 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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## 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 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 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):
  - Hong Kong Advanced Level Examination/HKALE*.
  - Hong Kong Advanced Supplementary Level Examination/HKASLE*.
  - 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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):
  - a. University.
  - b. Polytechnic university.
  - c. Open university.
  - d. Institute of education.
  - e. Academy of performing arts.
  - f. 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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## 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).

**Graduation timeline** — eight consecutive semesters after initial enrollment in the first semester of grade nine.

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).

**Graduation timeline** — eight consecutive semesters after initial enrollment in the first semester of grade nine.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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. *Bizonyítvány (certificate) from Gépíró és Gyorsíró Szakiskola* (training school for shorthand and typing) or other similar types of special-training schools.  
b. *Egészségügyi Szakiskolai Bizonyítvány* (vocational health school certificate).  
c. *Szakközépiskolai Technikusképesítő Bizonyítvány* (technical secondary school technician's certificate).  
d. *Szakmunkás Bizonyítvány* (skilled worker's certificate).  
e. *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>Elégéséges</i>	Sufficient	2	D	1 (lowest passing grade)
<i>Elégtelen</i>	Insufficient	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 (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/](http://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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- Verslunarpróf* (business diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- Verslunarmenntapróf* (applied business studies diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. *Landspróf* (upper secondary school admissions examination).
  - b. *Framhaldsdeildir* (continuation classes).
  - c. *Grunnskólaþróf* (year 10 certificate).
  - d. *Unglingaþróf* (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):
  - a. *Haskóli Íslands* (University of Iceland).
  - b. *Kennarahaskóli Íslands* (Iceland University College of Teacher Training).
  - c. *Tækniskóli Íslands* (Technical College of Iceland).
  - d. 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## India

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
  - a. *Higher Secondary Certificate/HSC* (arts or sciences group) earned after standard XII (grade 12).
  - b. *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):
  - a. Indian school certificate with statement of marks.
  - b. Pre-degree certificate.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- c. Pre-professional certificate (pre-dental, pre-engineering, pre-medical, pre-agriculture).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- d. Pre-university certificate earned after standard XII (grade 12).
- e. *Senior Secondary School Certificate* (National Institute of Open Schooling).
- f. Higher Secondary School Certificate in all streams other than arts and sciences.
- g. Intermediate Certificate for Goa.
- h. Intermediate Certificate for Andhra Pradesh.
- i. *Indian School Certificate* (Year-12).
- j. Certificate of Vocational Education Examination (CVE - 12).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

Applicable grading scale below for categories two and three (may not be all inclusive):

**Indian School Certificate (Year-12 and Year-10):**

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

**Central Board of Secondary Education's (CBSE) Secondary School Examination Continuous and Comprehensive Evaluation (CCE):**

Grade	U.S. Grade Equivalent	Quality Points
A1	A	4
A2	A	4
B1	B	3
B2	B	3
C1	C	2
C2	C	2
D	D	1 (lowest passing grade)
E1	F	0
E2	F	0

**General grading scale (unless credential is otherwise noted):**

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:
  - a. All-India higher secondary certificate (earned after standard XI [grade 11]).

- b. All-India secondary school certificate.
  - c. Diploma in education where admission is based on the 10-year secondary school certificate.
  - d. Health visitor or multipurpose diploma.
  - e. High school leaving certificate/HSLC.
  - f. Higher secondary certificate earned or intermediate school certificate after fewer than 12 years of schooling.
  - g. Indian certificate of secondary education.
  - h. Matriculation certificate.
  - i. Pre-university certificate earned after standard XI (grade 11).
  - j. Secondary school certificate/SSC.
  - k. Secondary school leaving certificate/SSLC.
  - l. Secondary school certificate (National Institute of Open Schooling).
  - m. Central Board of Secondary Education's (CBSE) Secondary School Examination Continuous and Comprehensive Evaluation (CCE).
  - n. *Indian Certificate of Secondary Education* (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 (*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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

Internet Source: World Education Services Web site: [www.wes.org/ca/wedb/india/infacts.htm](http://www.wes.org/ca/wedb/india/infacts.htm). Last accessed October 2004.

See Multi-Country References.

## Indonesia

The school education system consisting of six years of primary education followed by three years of lower secondary and three years of upper secondary. The academic year lasts two semesters from July to December and January to June.

### Category One:

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).

**NOTE:** SMA also referred to as *Ijazah Paket C*.

- b. *Surat Tanda Tamat Belajar – Madrasah Aliyah (Madrasah Menengah Tingkat Atas)/STTB MA* (certificate of completion – Islamic general/academic upper secondary school).

c. Ijazah - Sekolah Menengah Atas/Madrasah Aliyah/ SMA MA (Certificate of Graduation from Academic/Islamic Secondary School)

Graduation timeline –The expected on time completion of the documents listed above is four consecutive years (eight semesters) from the initial enrollment in year nine.

GPA calculation: The core-course grade-point average will be calculated using only the National Exam results – Ujian Nasional (UN) in core areas presented on the documents listed above, regardless of grade(s) earned. 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).

**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

**Category Two:**

The documents below meet high school graduation requirements; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential. (may not be all inclusive):

- a. *Surat Tanda Tamat Belajar – Sekolah Menengah Ekonomi Atas/STTB SMEA* (certificate of completion – commercial upper secondary school).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
- b. *Surat Tanda Tamat Belajar – Sekolah Menengah Kejuruan/STTB SMK* (certificate of completion – vocational upper secondary school).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
- c. *Surat Tanda Tamat Belajar – Sekolah Menengah Kesejahteraan Keluarga/STTB SMKK* (certificate of completion – home economics upper secondary school).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
- d. *Surat Tanda Tamat Belajar – Sekolah Teknik Menengah/STTB STM* (certificate of completion – technical upper secondary school).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
- e. *Surat Tanda Tamat Belajar - Sekolah Pendidikan Guru/STTB SPG* (certificate of completion - teacher training education).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
- f. *Ijazah - Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan / SMK MAK* (Certificate of Graduation from Vocational/Islamic Secondary School)  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

Graduation timeline –The expected on time completion of the documents listed above is eight semesters (four years) from the initial enrollment in year 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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). Awarded upon completion of year nine.
  - b. *Surat Tanda Tamat Belajar – Madrasah Tsanawiyah/STTB MT* (certificate of completion – Islamic lower secondary school). Awarded upon completion of year nine.
  - c. *Ijazah - Sekolah Menengah Pertama/Madrasah Tsanawiyah/ SMP MT* (Certificate of Graduation from Junior Secondary School) Awarded upon completion of year nine.

**Crediting Policy:** When any of the documents listed above are required to be used in conjunction with a category two credential (in order to satisfy the core distribution requirements specified in Divisions I and II Bylaw 14.3.1.1) each passed national exam presented on a document listed above (and not attempted on a category two credential presented) is worth one year of credit (one credit unit). Year nine marks not appearing on the STTB may also be reviewed provided the subject was not failed on the national exam.

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.  
 Internet source: The Ministry of National Education site: <http://www.microsofttranslator.com/BV.aspx?ref=IE8Activity&a=http%3A%2F%2Fwww.kemdikbud.go.id%2Fkemdikbud%2F>  
 Indonesian Embassy-UK [http://www.indonesianembassy.org.uk/education/education\\_system1.html](http://www.indonesianembassy.org.uk/education/education_system1.html)  
 Internet source: NARIC Web site: <http://www.ecctis.co.uk/naric/default.aspx>  
 Internet source: AACRAO/EDGE: <http://edge.aacrao.org/>  
 International Education Research Foundation (IERF) New Country Index, Berkeley, Ten Speed Press, Volume 1, 2004  
 See Multi-Country References.

## 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).

**NOTE:** Please utilize <https://candidates.ibo.org/index.cfm?event=authnHandler.showLoginForm> to verify results online.

**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 (May be achieved after year nine or 10). If achieved after year 10, core exams will be awarded individually at two years of credit. If achieved after year nine, core exams will be awarded individually at one year of credit.

**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.

## 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## Iraq

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
  - a. *Adadiyah* (Sixth Form Baccalaureate).
  - b. 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):

- a. Vocational Baccalaureate (last issued in 2003).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. Vocational Secondary School Certificate

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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:
  - a. Certificate of Technician.
  - b. Third Form Baccalaureate.
  - c. 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):
  - a. University.
  - b. College.
  - c. 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## 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 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. Senior Certificate.
  - c. Leaving Certificate Applied.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- d. Leaving Certificate Vocational Program/LCVP.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- e. Further Education and Training Awards Council (FETAC) Level 5 Certificate.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

**NOTE:** Please utilize <http://www.examinations.ie/index.php?l=en&mc=ca&sc=sor> to verify examination results online.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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) - core exams passed on this document are awarded one unit of credit each.
  
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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.  
 See Multi-Country References.

---

## 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

The document below meets both high school graduation requirements and core-curriculum requirements when a prospective student-athlete 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).

a. *Teudat Bagrut* (matriculation certificate).

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 Masmam* (final diploma from secondary/vocational track).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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. Grade report confirming completion of fewer than 12 years of elementary and secondary education.
- b. Professional worker certificate.
- c. *Teudat Gemer Masmam* (final diploma from the practical technical/vocational track).
- d. 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):

- a. University.
- b. Academy.
- c. Institute.
- d. *Michlalah* (postsecondary college or seminar).
- e. School of nursing in registered nursing program.
- f. School of physical therapy.
- g. 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.

Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.

See Multi-Country References.

## 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, Della Scienze Umane]/Diploma di Maturità [Classica, Scientifico, Linguistica, Human Sciences]* (diploma of state examination [classics, sciences, linguistics, human sciences secondary school]/diploma of maturity [classics, sciences, linguistics, human sciences]).
- 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>sex</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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- b. *Diploma di Esame di Stato/Diploma di Maturità Artistica* (diploma of state examination/diploma of artistic maturity).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will

rarely satisfy core-curriculum requirements solely based on this credential.

- c. *Diploma di Esame di Stato/Diploma di Maturità Professionale* (diploma of state examination/diploma of professional maturity).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- d. *Attestato di Idoneità* (affidavit of equivalence).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- e. *Diploma di Maturità Musicale* (diploma of musical maturity).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- f. *Diploma di Licenza di Danzatore* (dancer's graduation diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- g. *Diploma di Maturità Artistica* (diploma of artistic maturity).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- h. *Diploma di Maturità Tecnica* (technical maturity diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- i. *Diploma di Infermiera Professionale* (diploma of professional nurse).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- j. *Diploma di Abilitazione all'Insegnamento nelle Scuole del Grado Preparatorio* (diploma of qualification for teaching in preparatory-level schools).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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:
- Diploma di Qualifica Professionale* (diploma of vocational training).
  - Diploma di Maestro d'Arte* (diploma of master of art).
  - Diploma di Abilitazione all'Insegnamento nelle Suole del Grado Preparatorio* (diploma of competence in pre-school teaching).
  - Ginnasio* (junior high school).
  - 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](http://www.mur.st.it). Last accessed October 2004.
- Internet Source: University of Milan, Student and Professional Center Web site: [www.cosp.unimi.it](http://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](http://www.internationalcomparisons.org.uk). Last accessed October 2004.
- See Multi-Country References.

## Ivory Coast (Cote d'Ivoire)

---

The academic year runs from mid-September/October to June. Education is compulsory for 10 years beginning at age six. High school graduates are assessed based on completion of leaving examinations 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.

**NOTICE:** Due to the unique nature of the educational system in the Ivory Coast all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. *Baccalauréat* (baccalaureate).
- b. *Diplôme de Bachelier de l'Enseignement du Second Degré* (diploma of bachelor of secondary education).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of grade nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

- a. *Baccalauréat Technique* (technical baccalaureate).

The core-course 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 10 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. *Certificat d'Aptitude Professionnelle* (CAP) (certificate of professional competency).

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 10 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.

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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

a. *Brevet d'Études du Premier Cycle* (BEPC) (certificate of first cycle studies) [received after completion of year 10].

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S Grade Equivalent	Quality Points
Très Bien	Very Good	16-20	A	4
Bien	Good	14-15.9	A	4
Assez Bien	Fairly Good	12-13.9	B	3
Passable	Satisfactory	10-11.9	C	2 (lowest passing grade)
Ajourné	Fail	0-9.9	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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Université (university).
- École (school – postsecondary only).
- Institut (institute – postsecondary only).
- Grande Ecole (higher-educational institution).
- Lycée Technique (postsecondary only).
- Centre (center – postsecondary only).
- Académie (academy – postsecondary only).

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

## References

AACRAO EDGE (Electronic Database for Global Education). Last accessed March 2013.

EducationUSA Web site: <https://www.educationusa.info/>. Last accessed September 2013.

Ministère de l'Enseignement Supérieur et de la Recherche Scientifique de Côte d'Ivoire Web site: <http://www.enseignement.gouv.ci/>. Last accessed March 2013.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed March 2013.

Multi-Country References.

## 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 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):

- a. *General Certificate of Education/GCE.*
- b. *General Certificate of Secondary Education/GCSE.*
- c. *Caribbean Examination Council (CXC) Secondary Education Certificate/CSEC.*
- d. *Caribbean Examination Council (CXC) Advanced Proficiency Examinations/CAPE. \**
- e. *International General Certificate of Secondary Education/IGCSE.*
- f. *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 core exams 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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):

<b>GCSE/IGCSE:</b>			
<b>Grade</b>	<b>U.S. Grade</b>	<b>Quality Points</b>	
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:**

<b>Grade</b>	<b>U.S. Grade</b>	<b>Quality Points</b>	
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:**

<b>Grade</b>	<b>U.S. Grade</b>	<b>Quality Points</b>	
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:

<b>Grade</b>	<b>Subject Points</b>	<b>U.S. Grade</b>	<b>Quality Points</b>	
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):

- Universities.
- 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](http://www.moec.gov.jm). Last accessed October 2004. Internet Source: Caribbean Examinations Council Web site: [www.cxc.org](http://www.cxc.org). Last accessed October 2004. Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.

See Multi-Country References.

## Japan

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

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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](http://www.unesco.org/iau/onlinebases/index.html). Last accessed October 2004.

See Multi-Country References.

## 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/academic).
  - b. *Tawjhi* (general secondary education certificate/vocational).

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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/globaled/wwcu/background/jo.rtf](http://www.lmu.edu/globaled/wwcu/background/jo.rtf). Last accessed October 2004.

See Multi-Country References.

## Kazakhstan

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
  - a. *Attestat o Srednem Obrazovanii* (certificate of complete secondary education).
2. The documents below meet high school graduation requirements (may not be all inclusive):
  - a. *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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. Basic education (although the last year may be considered 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. *Universitet* (university).
  - b. *Institut* (institute).
  - c. Academy.
  - d. 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.
- Internet Source: [www.tempus.europahouse.uz/uzbhes.html](http://www.tempus.europahouse.uz/uzbhes.html). Last accessed October 2004.
- See Multi-Country References.

# 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 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).

## 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):

- a. University.
- b. College.
- c. Institute.
- d. Teachers College.
- e. 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/online-databases/index.html](http://www.unesco.org/iau/online-databases/index.html). Last accessed October 2004. Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.

See Multi-Country References.

## Republic of Korea

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

- a. 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>Gal/Ka</i>	0-59 (1)	D	1 (lowest passing grade)

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

- a. Certification of Graduation from a senior vocational/technical high school.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. Certification of Graduation from a higher trade school (from a three-year program only).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.
- See Multi-Country References.

## 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)
Pamjftueshem	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).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
  - b. *Diplomë për Kryerjen e Shkollës së Mesme Profesionale* (Diploma for Completion of Secondary Professional School).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Diplomë për Kryerjen e Shkollës së Mesme* (Diploma of Completion of Secondary School).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

d. *Diplomë awarded by Gjinnazit* (diploma of completion of Gymnasium).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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.

---

## 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).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## 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 Izglitiba* (diploma of secondary vocational education) from an *Arodvidusskola* (vocational secondary school) or *Arodgimnasija* (vocational gymnasium).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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 Arodpmatizglitibu* (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](http://www.euroeducation.net/prof/latviaco.htm). Last accessed October 2004.

See Multi-Country References.

## 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*.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. Teaching *Baccalauréat*.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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.  
 Schmida, 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.

# 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 Eligibility Center ([ec-international@ncaa.org](mailto: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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. NAFSA: 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](http://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).
 

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
  - b. Qualifications obtained after successful completion of vocational school if “secondary education obtained” (*igijo vidurini issilavinima*) is inscribed.
 

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. *Paragrindinio Issilavinimo Paztmejimo* (year 10 basic education certificate).
  - b. *Pagrindines Mokyklos Baigimo Pazymejimas/PMP* (certificate of completion of basic education school).
  - c. 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](http://www.euroeducation.net/prof/lithuaco.htm). Last accessed October 2004.

See Multi-Country References.

## 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 (cinquieme year) 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 (cinquieme year) 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.

- a. *Diplôme de technicien/DT* (Technician Diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Diplôme d'aptitude professionnelle/DAP* (Diploma of Vocational Proficiency).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- c. *Certificat de capacité professionnelle/CCP* (Certificate of Vocational Proficiency).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- d. *Certificat d'aptitude technique et professionnelle/CATP* (Certificate of Technical and Vocational Proficiency).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- e. *Certificat de capacité manuelle/CCM* (Certificate of Manual Proficiency).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

For *Diplôme de technicien/DT* credentials, the graduation timeline is five years after initial enrollment in the first semester of year nine (cinquieme year) 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 (cinquieme year) 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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. Certificate documenting completion of grade nine.
- b. *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
Trés 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.

#### 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 Zavrsheno Sredno Obrazovanie* (certificate of completion of secondary education).
  - Svidetelstvo za Polozen Maturski 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
Zadovolitelno (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].

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not

satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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 *Rabunicki 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.

## Madagascar

---

The academic year runs from September to July. Education is compulsory from ages six to 14. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Troisième (3eme) year is year nine, Deuxième (2eme) year is year 10, Première (1ere) year is year 11 and Terminale (Ter) year is year 12.

**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 the Madagascar, all official annual grade reports/transcripts from year nine and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

a. *Baccalauréat/Baccalauréat de l'Enseignement Secondaire* (secondary education baccalaureate).

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

a. *Baccalauréat Technique/Baccalauréat de l'Enseignement Technique* (technical baccalaureate).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Brevet d'Etudes du Premier Cycle* (BEPC) (certificate of first cycle studies) [received after completion of year nine].
- b. *Diplôme d'Instituteur* (primary school teacher diploma) [received after completion of year 11].

**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>	Fairly Good	12.0 – 13.9	B	3
<i>Passable</i>	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
<i>Ajourné</i>	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. Université (university).
- b. École (school – postsecondary only).
- c. Institut (institute - postsecondary only).
- d. Centre (postsecondary only).

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

#### References

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.  
 NAFSA Web site: [www.nafsa.org/](http://www.nafsa.org/) Last accessed January 2014.  
 NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/) Last accessed January 2014.  
 Multi-Country References.

## Malaysia

The academic year runs from January to November. The ninth year of education is referred to as “form three.” Primary education begins at age seven, and the combined duration of primary and lower secondary education is nine years. The duration of upper secondary school varies from two to four years, depending on the track/program. See expected timeline below for each document. Credentials are issued in either Malaysian or English depending on the language of instruction at school.

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 / SPM* (Malaysian certificate of education).  
 Graduation timeline -- six consecutive semesters, or three years, from the initial enrollment in year nine.
  - b. *Sijil Tinggi Pelajaran Malaysia / STPM* (Malaysian high school certificate).  
 Graduation timeline -- ten consecutive semesters, or five years, from the initial enrollment in year nine.
  - c. *Malaysian Independent Chinese Secondary School Unified Examination/MICSSUE*.  
 Graduation timeline -- eight consecutive semesters, or four years, from the initial enrollment in year nine.
  - d. *Sijil Pelajaran Malaysia Vokesyenal / SPMV* (Malaysian certificate of education for vocational schools).  
 Graduation timeline -- six consecutive semesters, or three years, from the initial enrollment in year nine.  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
  - e. *Sijil Pelajaran Malaysia / SPM* (Malaysian certificate of education for technical schools).  
 Graduation timeline -- six consecutive semesters, or three years, from the initial enrollment in year nine.  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
  - f. *Sijil Matrikulasi* (Matriculation Certificate Vocational Unified Examination ‘VUE’)  
 Graduation timeline -- two consecutive semesters from the successful on time completion of the MICSSUE or Vocational Unified Examination).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
  - g. Vocational Unified Examination / VUE  
 Graduation timeline -- eight consecutive semesters, or four years, from the initial enrollment in year nine.  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

Note: The Pendidikan Moral (Social Studies) exam does satisfy social science core requirement.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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 (lowest passing grade)
E	F	0
F	F	0

Senior Middle and Vocational Unified Examination (UEC):

Grade	Description	U.S. Grade Equivalent	Quality Points
A1/ A2	Distinction	A	4
B3/B4/B5/B6	Credit	B	3
Credit	Pass	C	2 (lowest passing grade)
F9	Fail	F	1

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).
- b. The *Unified Examination Certificate* (Junior Middle Level)

*Penilaian Menengah Rendah* (PMR) and The *Unified Examination Certificate* (UEC) Lower Secondary Assessment (LSA):

Grade	Description	U.S. Grade Equivalent	Quality Points
A	Distinction	A	4
B	Credit	B	3
C	Good	C	2
D	Pass (minimum competence)	D	1 (lowest passing grade)
F	Fail	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):

- 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

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.

*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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

Malaysia Ministry of Education: <http://www.moe.gov.my>

NAFSA Web site: [www.nafsa.org/](http://www.nafsa.org/) Last accessed January 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.

See Multi-Country References.

---

## Mali

The academic year runs from October to July. Education is compulsory for six years from ages seven to 13. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Troisième (3eme) year is year nine, Deuxième (2eme) year is year 10, Première (1ere) year is year 11 and Terminale (Ter) year is year 12.

**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 the Mali, all official annual grade reports/transcripts from year nine and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

a. *Baccalauréat Malien* (senior secondary education baccalaureate).

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

a. *Baccalauréat Technique* (technical baccalaureate).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Diplôme d'Infirmier d'Etat* (state nursing diploma).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Diplôme de Technicien de Laboratoire* (lab technician diploma).

The core-course 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 – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

d. *Diplôme de Sage-Femme d'Etat* (state midwife diploma).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

e. *Diplôme des Etudes Normales Secondaires* (secondary teacher training school diploma).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

f. *Brevet de Technicien* (BT) (technician certificate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded or if a core-course examination has been failed.

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Diplôme d'Etudes Fondamentales* (DEF) (diploma of basic studies) [received after completion of year nine].
- b. *Certificat d'Aptitude Professionnelle* (CAP) (certificate of professional ability) [received after completion of year 11 from the Centres de Formation Professionnelle].

**Grading Scale** (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
<i>Très Bien</i>	Very Good	16.0 - 20.0	A	4
<i>Bien</i>	Good	14.0 - 15.9	A	4
<i>Assez Bien</i>	Fairly Good	12.0 - 13.9	B	3
<i>Passable</i>	Satisfactory	10.0 - 11.9	C	2 (lowest passing grade)
<i>Ajourné</i>	Fail, Adjourned	0.0 - 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. Université (university).
- b. École (school – postsecondary only).
- c. Institut (postsecondary only).

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

#### References

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.

International Education Research Foundation, The New Country Index: Making Sense of International Credentials, Volume 2, PageLink, Los Angeles, California, 2011.

NAFSA Web site: [www.nafsa.org/](http://www.nafsa.org/) Last accessed January 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.

Multi-Country References.

## 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. Tercer year is 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.

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 Tecnológico* (certificate of technological secondary school diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Diploma/Título/Técnico* (diploma/title/technician).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- c. *Diploma de Bachiller* (High School Diploma) from Prep@net (a Ministry approved online school program)

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

**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.

- c. *Certificado de Estudios* (Certificate of Completion of Studies).

**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 passing grades for all core-course examinations that appear on the document 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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:

- a. *Carreras Cortas* (short courses).
- b. *Certificado de Estudios Preparatorios* (secondary school leaving certificate similar to the *Bachillerato*, but after the final three years in a specialized institution).
- c. *Egresado Pasante* (certificate issued on completion of course work requirements, but other requirements for graduation have not been met).
- d. *Preparatoria Técnica* (upper secondary-level technical program designed to feed into tertiary level).
- e. *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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004. Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.
- See Multi-Country References.

## 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).
  - c. *Diploma de Baccalaureate* with professional qualifications.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. *Politekhniceskii* institute (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.

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](http://www.unesco.org/iau/onlinebases/index.html). Last accessed October 2004.

See Multi-Country References.

## 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- c. *Brevet de Technicien Supérieur* (higher technician's diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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](http://www.internationalcomparisons.org.uk). Last accessed October 2004.

Internet Source: International Association of Universities Web site: [www.unesco.org/iau/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/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](http://www.dfc.gov.ma). Last accessed October 2004.

See Multi-Country References.

---

## 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 von Hoger Algemeen Voortgezet Onderwijs/HAVO* (diploma of higher general secondary education).
- b. *Diploma von 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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. *Brugperiode* (transitional period) completion.
- b. *Diploma Middelbaar Algemeen Voortgezet Onderwijs/MAVO* (diploma of middle level general secondary education).
- c. *Leerlingwezen* (apprenticeship training) completion.
- d. *Voorbereidend Beroepsonderwijs/VBO* (preparatory vocational education) completion.
- e. *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>	Amplly 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](http://www.ovdb.nl/internationalisering.pho?sid=7). Last accessed October 2004.

Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.

See Multi-Country References.

## 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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/VSB*O (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/](http://www.minoc.an/). Last accessed September 2005.

Internet Source: UNESCO Web site: [www.unesco.org/iau/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed June 2005.

See Multi-Country References.

## 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 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.

**NOTE:** Please utilize <https://secure.nzqa.govt.nz/for-learners/records/login.do> to verify official NZQA results online.

### 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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. National Certificate of Educational Achievement/NCEA Level 1 (replaces School Certificate). Achieved by the conclusion of year 11.
- b. 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):

- a. University.
- b. Community college.
- c. Institute (post-secondary only).
- d. Polytechnic programs that require for entrance one of the qualifications in category two above.
- e. 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October, 2004.

Internet Source: [www.kiwiquals.govt.nz](http://www.kiwiquals.govt.nz). Last accessed October 2004.

Internet Source: New Zealand Qualification Authority Web site: [www.nzqa.govt.nz](http://www.nzqa.govt.nz). Last accessed October 2004. Internet Source: New Zealand Ministry of Education: [www.minedu.govt.nz](http://www.minedu.govt.nz). Last accessed October 2004.

Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.

See Multi-Country References.

## Nicaragua

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

a. *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

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

a. *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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Maestro de Educación Primaria* (teacher of primary education): three-year primary school teacher training program; admission based on completion of grade nine.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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

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. *Diploma de Conclusión de Educación General Básica* (diploma of completion of general basic education; as of 1995).

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).
  - 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 Sellev, 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.
- See Multi-Country References.

## Niger

The academic year runs from October to June. Education is compulsory for six years beginning at age six. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Quatrieme (4eme) year is year nine, Troisième (3eme) year is year 10, Deuxieme (2eme) year is year 11, Premiere (1ere) year is year 12 and Terminale (Ter) year is year 13.

**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 the Niger, all official annual grade reports/transcripts from year nine (Quatrieme [4eme]) and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- Baccalauréat/Diplôme de Bachelier de l'Enseignement de Second Degré* (secondary education baccalaureate).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of year nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

- Baccalauréat Technique* (technical baccalaureate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Diplôme de Fin d'Etudes Normales* (DFEN) (Diploma of End of Teacher Training Studies).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Diplôme de Fin d'Etudes Nigériens* (DFEN) (Diploma of End of Nigerian Studies)

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of year nine. This document will be reviewed on a case-by-case basis as it is awarded to students who have completed the final year of upper secondary school, but did not sit for or pass the Baccalauréat (baccalaureate) or Baccalauréat Technique (technical baccalaureate) examinations.

d. *Diplôme d'Aptitude Professionnelle* (diploma of professional competency).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

e. *Brevet d'Aptitude Professionnelle* (diploma of professional competency).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Brevet d'Études du Premier Cycle* (BEPC) (certificate of first cycle studies) [received after completion of year 10 in the College d'Enseignement General/General Lower Secondary School].
- b. *Diplôme de Fin d'Études de Base* (DFEB) (end of basic studies) [received after completion of year 10].

**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>	Fairly Good	12.0 – 13.9	B	3
<i>Passable</i>	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
<i>Ajourné</i>	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. Université (university).
- b. École (school – postsecondary only).
- c. Institut (institute – postsecondary only).
- d. Centre (center – postsecondary only).

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

### References

AACRAO EDGE (Electronic Database for Global Education). Last accessed January 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed January 2014.

Multi-Country References.

## 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.

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 be sent directly from the examination body).
- b. *Senior School Certificate Examination/WASSCE*.

Students presenting the WASSCE must send an email to the Eligibility Center ([ec-international@ncaa.org](mailto:ec-international@ncaa.org)) with the following information: (a) your WASSCE Examination Number; (b) the four digits of your Examination Year (e.g., 2014); (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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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	E8	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.

## Northern Ireland

---

The academic year runs from September to June. Primary education begins at age four (one year earlier than England and Wales) and is mandatory through age 16. Secondary education continues through ages 15 or 16 to age 18 depending on the type of leaving credential achieved by the student. The educational path/timeline is explained below:

- Foundation – Primary 1-2 (school years 1-2)
- Key Stage 1 – Primary 3-4 (school years 3-4)
- Key Stage 2 – Primary 5-7 (school years 5-7)
- Key Stage 3 – Form 1-3 (school years 8-10)
- Key Stage 4 – Form 4-5 (school years 11-12)

The information provided below addresses the most common courses of study presented to the NCAA Eligibility Center, and the criteria used to evaluate a student based on 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 the Northern Ireland, all official annual grade reports/transcripts from year nine and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. There are no documents.

### Category Two

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

- a. General Certificate of Secondary Education/GCSE [must pass five GCSE examinations by completion of Form 5 (equivalent to year 11)].
- b. General Certificate of Education (GCE) Ordinary Level (O-Level) examinations (must pass five O-Level examinations by completion of Form 5).
- c. General Certificate of Education, Advanced Subsidiary Level/GCE AS-Level examinations (must enroll at first opportunity and pass two AS-Level examinations within one year from completion of GCSE examinations).
- d. General Certificate of Education, Advanced Level/GCE A-Level examinations (must enroll at first opportunity and pass two A-Level examinations within two years from completion of the GCSE examinations).
- e. General National Vocational Qualifications/GNVQ or NVQ Intermediate Level [Level 2].

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- f. General National Vocational Qualification/GNVQ or NVQ Advanced Level [Level 3] (must enroll at first opportunity and earn the qualification within two years from completion of the GCSE examinations).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- g. 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 from completion of the GCSE examinations).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- h. Business and Technology Education Council's/BTEC Level 3 Diploma (formerly National Certificate) (must enroll at first opportunity and earn the certificate within one year from completion of the GCSE examinations).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- i. Cambridge Pre-University Diploma/Pre-U Diploma (must enroll at first opportunity and earn the diploma within two years from completion of the GCSE examinations).

The aforementioned prescribed educational paths must be completed in their entirety to satisfy proof of graduation and/or advance a prospective student-athlete's graduation date. Please note that partial completion of multiple prescribed educational paths may not be combined to advance a prospective student-athlete's graduation date.

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 subject passes that appear on the document(s) above per the core-curriculum distribution. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale prior to calculating quality points and core-course grade-point averages.

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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**NOTE:** GCSE Applied Science, GCSE Additional Applied Science, BTEC Applied Science, GCSE Applications in Mathematics and GCSE short courses are not approved for use in the final academic certification.

**NOTE:** It is not required for students in the United Kingdom to sit for a GCSE exam in social science, however; social science is a requirement to become academically eligible for Divisions I and II.

Grading Scale (May not be all inclusive):

The applicable grading scales for the documents listed are as follows (may not be all inclusive).

**GCSE:**

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) 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)
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)

**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 Item No. 2 above to meet the core-curriculum requirements:

- Colleges of Further Education.
- Completion of Form Five without required GCSE attainment.
- National Vocational Qualification/NVQ Foundation Level.
- Pitman Qualifications.
- Vocational Certificate of Education (VCE).
- Business and Technology Education Council's/BTEC Level 3 Subsidiary Diploma (formerly National Award).
- Business and Technology Education Council's/BTEC Foundation Diploma.
- Business and Technology Education Council's/BTEC First Diploma.
- Business and Technology Education Council's/BTEC First Certificate.
- Business and Technology Education Council's/BTEC Introductory Diploma.
- Business and Technology Education Council's/BTEC Introductory Certificate.
- Cambridge Pre-University Certificate/Pre-U Certificate.

**Category Four**

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

- Business and Technology Education Council's/BTEC Higher National Diploma program.
- Business and Technology Education Council's/BTEC Higher National Certificate program.
- Most programs leading to professional qualifications, such as accounting, agriculture, architecture, art and design, commerce, engineering and technology, law and administration, medicine and auxiliary health fields, science, surveying, or town planning.

- d. Teacher training programs.
- e. Universities.

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

## References

See Multi-Country References.

AACRAO Edge website: <http://www.edge.aacrao.org/>. Last accessed October 2013.

NARIC website: <http://www.naric.org.uk/>. Last accessed October 2013.

## 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).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.
- 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- 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)

**DISCLAIMER:** The credentials above are vocational and satisfy proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on these credentials.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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) (completion of year 10).
- d. *Laerlingskole* (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>Saerdeles 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):

- a. *Universitetet* (university).
- b. *Høgskole* (university level college; exceptions: *Folkehøgskole*, *Balletthøgskole* and *Teaterhøgskole*).
- c. *Det Teologiske Menighetsfakultet* (Norwegian Lutheran School of Theology).
- d. *Laererskole* (teachers college).
- e. *Økonomisk College* (college of business).
- f. *Barnevernsakademiet* (pre-school teachers college).
- g. *Musikkonservatorium* (music conservatory).

- h. *Det Medisinske Fakultet* (faculty of medicine).
- i. *Statens Handverks- og Kunstindustriskole* (National College of Art and Design).
- j. *Luftkrigsskolen* (Air Force Academy).
- k. *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](http://www.unesco.org/iau/whed.html). Last accessed October 2004. Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.
- See Multi-Country References.

## Pakistan

1. The documents below meet **both** high school graduation requirements **and** core-curriculum requirements:
  - a. Higher Secondary Certificate (arts or sciences group).
  - b. 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- b. Intermediate Certificate (commerce group).

(Note that the documents bear the same title as No. 1 but that the subject group is different.)

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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](http://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](http://www.wes.org/ca/wedb/pakistan/pkupsec.htm). Last accessed October 2004.
- See Multi-Country References.

## 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
  - b. *Bachiller Agropecuario* (agricultural bachelor) and *Bachiller Industrial* (industrial bachelor): technical education lasting two to three years.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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 Sellev, 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.
- See Multi-Country References.

## Paraguay

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

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

a. *Bachiller/Bachillerato Comercio, Técnico-Industrial, Agropecuario* (secondary school graduation diploma in commerce, technical-industrial, agricultural education).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

Applicable grading scales:

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. *Diploma* (diploma) issued by *Educación Escolar Básica/EEB*.

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 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## Peru

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

a. *Bachillerato/Bachiller Profesional* (professional bachelor with specialization stated) from an *Escuela Superior de Educacion Profesional/ ESEP, Ciclo I* (higher school of professional education, cycle I).

b. *Certificado Oficial de Estudios de Educación Secundaria Comun (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 for the **last three years of schooling**, 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not

satisfy core-curriculum requirements solely based on this credential.

- b. *Diploma de Aptitud Profesional* (diploma of professional competency).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- c. *Bachiller Profesional en...* (professional diploma in specialized area).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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):
- Universidad* (university).
  - Centro Superior de Post-Grado* (higher postgraduate centre).
  - Instituto Superior Tecnológico/IST* (higher technical institute).
  - Instituto Superior Pedagógico/ISP* (higher pedagogical institute).
  - 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## Philippines

---

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

- High school diploma (academic track).
- 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 for the last three years of schooling, 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)

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

a. High school diploma (vocational/technical track).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. High school diploma (high school for the arts).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. 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):

a. University.

b. College.

c. 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## 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.

For students earning both the category one and category two leaving credentials in the same academic school year, either credential may be used to academically certify the student.

### 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *S'wiadectwo Ukon'czenia Liceum Zawodowego* (certificate of completion of vocational lyceum).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 ukonczenia gimnazjum* (completion of year nine).

### 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):

- a. *Akademia* (academy).
- b. *Uniwersytet* (university).
- c. *Instytut* (institute).
- d. *Kolegia* (college).
- e. *Politechnika* (technical university).
- f. *Szkola* (school)—postsecondary only.
- g. *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/](http://www.naric.org.uk/). Last accessed October 2009.

See Multi-Country References.

## Portugal

---

The academic year runs from September to June or July for primary and secondary schools. Education is compulsory for nine years beginning at age six. Secondary school graduates are assessed based on completion of leaving examinations. 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 on 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 the Portugal, all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

#### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. Diploma de Ensino Secundário (diploma/certificate of secondary education; first awarded in mid 2000s).

**Graduation timeline** – eight consecutive semesters after initial enrollment in the first semester of grade nine.

#### Category Two

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

- a. *Certificado Nivel Secundário de Educacao* (diploma accepted but not required).

Graduation timeline – eight consecutive semesters after initial enrollment in the first semester of grade nine.

- b. *Certificado de Fim de Estudos Secundários* (certificate of completion of secondary studies; last awarded in mid 2000s).

Graduation timeline – eight consecutive semesters after initial enrollment in the first semester of grade nine.

- c. *Diploma de Formação Profissional de Nivel III/Certificado de Qualificação Profissional de Nivel III* (diploma of third level professional training/certificate of third level professional qualification – certificate is only awarded along with the diploma).

**Graduation timeline** – eight consecutive semesters after initial enrollment in the first semester of grade nine.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

d. *Diploma de Estudos Profissionais* (diploma of professional studies).

**Graduation timeline** – eight consecutive semesters after initial enrollment in the first semester of grade nine.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the documents above and transcripts from years nine and up.

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.

**NOTE:** For the Certificado Nivel Secundario de Educacao, completion of core examinations listed on the credential will represent a subject pass. Core courses listed on the credential may represent one year of credit for year 12. If a core examination and a core course are presented in the same subject, the core examination will be used. This process will be conducted on a case-by-case basis and will not allow for use of coursework redundant with examination credit awarded or if a core-course examination has been failed. Additional transcripts for years nine and up will likely be used to satisfy core-curriculum requirements and calculate the core-course grade-point average in the final academic certification.

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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

Grading Scale (May not be all inclusive):

Grade	Translation	Numeric Grade	U.S. Grade Equivalent	Quality Points
Muito Bom	Very good	18-20	A	4
Bom	Good	14-17	B	3
Suficiente	Sufficient	10-13	C	2 (lowest passing grade)
Mediocre	Mediocre	5-9	F	0
Mau	Bad	0-4	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:

- Diploma do Ensino Básico* (diploma of basic education [achieved after completing year nine]). This is an examination document. Core-course examinations that are passed are valued at one unit of credit per year.
- Certidão do Curso Geral Nocturno* (certificate of general evening course).

Year nine 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

### Category Four

A student will be considered a transfer if the student 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).
- Instituto Superior (higher institute).

e. Instituto Universitário (university institute).

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

## References

Internet Source: NARIC website: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed March 2013.

Internet Source: AACRAO EDGE website: <http://edge.aacrao.org>. Last accessed March 2013.

Internet Source: NAFSA website: [www.nafsa.org](http://www.nafsa.org). Last accessed March 2013.

See Multi-Country References.

## Romania

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

a. *Diploma de Bacalaureat* (baccalaureate diploma).

b. *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):

a. *Certificat de Absolvire a Liceului* (certificate of secondary school completion).

b. *Certificat de Absolvire a Cursului de Calificare* (certificate of completion of a [vocational] qualification program).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

c. *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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. *Diploma de Absolvire a Scolii Profesionale* (diploma of completion of a vocational school).

b. *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):

a. *Universitatea* (university).

b. *Institutul* (institute).

c. *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.

## 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 (and/or category three credentials listed below) during the four-year period immediately after initial enrollment in year nine.

### Category One

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

a. *Attestat o Srednom (Polnom) Obschem Obrazovanii* (certificate of secondary [complete] general education).

Graduation timeline -- six consecutive semesters after the initial enrollment in year nine

GPA 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 (this would include failing grade(s) in a core 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).

### Category Two

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

a. *Diplom o Srednom Professionalnom Obrazanii* (Diploma of Basic Vocational Education).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Diplom o Nachalnom Professionalnom Obrazovanii s Polucheniem Srednego (Polnogo) Obshchego Obrazovanija* (Diploma of vocational education and secondary [complete] general education).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Diplom o srednem professional'nom obrazovanii (bazovyj uroven')* (Diploma of Secondary Vocational Education (basic level))

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

d. *Diplom o srednem professional'nom obrazovanii (novyshennyj uroven')* (Diploma of Secondary Vocational Education (advanced level))

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

e. *Diplom o srednem spetsial'nom obrazovanii* (Diploma of Completed Specialized Secondary Education)

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

The grade-point average is calculated by using those core course examinations with passing grades that appear on the documents above. All core course grades are weighted in the GPA calculation according to distribution requirements outlined 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.

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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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 Obrazovannii* (certificate of [incomplete] general education) (can be issued at end of eighth or ninth grade).

**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.

**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**

Internet source: AACRAO/EDGE: <http://edge.aacrao.org/>  
 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](http://www.euroeducation.net/prof/russco.htm). Last accessed October 2004.  
 Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.  
 Foley, Chris J, editor *The Educational System of Russian Federation*, AACRAO, 2008  
 Russian Ministry of Education: <http://eng.mon.gov.ru/>  
 See Multi-Country References.

**Rwanda**

The academic year runs from September to June. The educational system consists of six years of primary education, three years of junior (lower secondary) education and three years of senior (upper) secondary education. 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 on 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 the Rwanda, all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. There are no documents.

### Category Two

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

- a. *Diplome A2* (A2 Diploma) [Technical Certificate of Secondary Education Level A2 (Diplome d'Etudes Secondaires Techniques A2); Professional Certificate of Secondary Education level A2 (Diplome d'Etudes Secondaires Professionnelles A2).

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Certificat du Cycle Supérieur de l'Enseignement Secondaire* (Advanced Level National Examination Certificate); Rwanda National Examinations Council (RNEC).

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine.

**DISCLAIMER:** This credential satisfies proof of graduation; however, core may be limited. Students may not satisfy core-curriculum requirements solely based on this credential.

- c. *Diplome des Humanités Complètes* (Diploma of Complete Humanities).

**Graduation timeline** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of grade nine.

**DISCLAIMER:** This credential satisfies proof of graduation; however, core may be limited. Students may not satisfy core-curriculum requirements solely based on this credential.

The core-course grade-point average is calculated by using passing grades for all core-course examinations that appear on the document(s) above per the core-curriculum distribution. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale prior to calculating quality points and core-course grade-point averages.

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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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. *Certificat de Fin de Tronc Commun* (Certificate of End of Common Track) [received after completion of year nine].
- b. *Ordinary Level National Examination Certificate*; Rwanda National Examinations Council (RNEC) [received after completion of year nine].
- c. *Diplome A3* (A3 Diploma).

### Grading Scale (May not be all inclusive):

Percentage marks	Grade	Grade Scale	Scale Boundary	Performance	Suggested U.S. Equivalent
85-100	A	11	10.5 – 11	Excellent	A
80-84	A	10	9.5 – 10.4		A
75-79	B	9	8.5 - 9.4	Very Good	B
70-74	B	8	7.5 - 8.4		B
65-69	B	7	6.5 - 7.4		B
60-64	C	6	5.5 - 6.4	Merit	C
55-59	C	5	4.5 - 5.4		C
50-54	C	4	3.5 – 4.4		C
40-49	D	3 and 2	1.5 – 2.5	Pass	D (lowest passing grade)
0-39	F	1,2	0 – 1.4	Fail	F

#### Category Four

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

- Universite (University).
- Ecole (School [postsecondary]).
- Faculte (Faculty).
- Institut (Institute).
- College (postsecondary).

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

#### References

AACRAO Edge; website: <http://aacraoedge.aacrao.org/overview.php>

Education USA; website: [www.EducationUSA.state.gov](http://www.EducationUSA.state.gov)

Embassy of the United States Kigali, Rwanda; website: [http://rwanda.usembassy.gov/rwandan\\_education\\_system.html](http://rwanda.usembassy.gov/rwandan_education_system.html)

See Multi-Country References.

## Samoa

The academic year runs from March to December. Education is compulsory for eight years beginning at age five. After year eight, students receive the Samoa Primary Education Certification Assessment/SPECA/National Examination. Students are taught in English and Samoan. High school graduates are assessed based on completion of regional or national 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 on 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 the Samoa, all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

#### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average.

- a. There are no documents.

### Category Two

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

- a. *Pacific Senior Secondary Certificate/PSSC*.
- b. *South Pacific Form Seven Certificate/SPFSC* (first awarded in 2004).
- c. *Samoa Secondary Leaving Certificate/SSLC* (replaces Pacific Senior Secondary Certificate/PSSC, first awarded in 2013).

**Graduation timeline** – 10 consecutive semesters after initial enrollment in the first semester of year nine.

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 subject passes that appear on the document(s) above per the core-curriculum distribution. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale prior to calculating quality points and core-course grade-point averages.

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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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. *Samoa School Certificate* (received upon completion of the National Examination for year 12).
- b. Year 11 Certificate (awarded at the end of year 11; discontinued).

### Grading Scales (May not be all inclusive): Pacific Senior Secondary Certificate/PSSC:

Grade	Description	U.S. Grade Equivalent	Quality Points
1	Excellent standard of achievement	A	4
2	Very high standard of achievement	A	4
3	High standard of achievement	B	3
4	Good standard of achievement	B	3
5	Satisfactory standard of achievement	C	2
6	Adequate	C	2
7	Some achievement	C	2
8	Lower level of achievement	D	1 (lowest passing grade)
9	Little level of achievement	F	0

### South Pacific Form Seven Certificate/SPFSC: Grading Scale (May not be all inclusive):

Grade	Description	U.S. Grade Equivalent	Quality Points
80-100	A	A	4
66-79	A	A	4
56-65	B	B	3
45-55	C	C	2
30-44	D	D	1 (lowest passing grade)
0-29	F	F	0

#### Category Four

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

- Inunivesite (university).
- National University of Samoa.
- University of the South Pacific.

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

#### References

- Ministry of Education, Sports & Culture/MESC Web site: [www.mesc.gov.ws](http://www.mesc.gov.ws). Last accessed October 2013.  
 Secretariat of the Pacific Board for Educational Assessment/SPBEA Web site: [www.spbea.org.fj](http://www.spbea.org.fj). Last accessed October 2013.  
 NAFSA Web site: [www.nafsa.org](http://www.nafsa.org). Last accessed October 2013.  
 NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed March 2013.  
 AACRAO EDGE Web site: <http://edge.aacrao.org>. Last accessed March 2013.  
 See Multi-Country References.

## Saudi Arabia

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

- 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:
  - Certificate from an intermediate religious institute.
  - College preparatory program (should be evaluated on the basis of underlying credentials).
  - Secondary Commercial School Diploma.
  - Secondary Agricultural School Diploma.
  - Secondary Vocational School Diploma.
  - Health Institute Diploma.
  - Secondary Teacher Training Institute Certificate.
  - Intermediate School Certificate.
  - 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.

## 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 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) (issued August 2015 and beyond).
    - i. National 5 [must pass five National 5 examinations by the on-time completion of Secondary Four (S4)/ year 11].  
Graduation timeline -- six consecutive semesters from the initial enrollment in Secondary Two (S2)/year 9.
    - ii. Higher [must pass two Higher examinations one year from the on-time completion of National 5s].  
Graduation timeline -- eight consecutive semesters from the initial enrollment in Secondary Two (S2)/year 9.
    - ii. Advanced Higher (First issued in August 2016). [Must pass two Advanced Higher examinations one year from the on-time completion of Highers or two years from the on-time completion of National 5s].  
Graduation timeline -- ten consecutive semesters from the initial enrollment in Secondary Two (S2)/year 9.
  - b. *Scottish Qualification Certificate* (SQC) and Summary of Attainment from the Scottish Qualification Authority (SQA) (issued prior to August 2015).
    - i. Standard [must pass five Standard examinations (at Level four or higher) by the on-time completion of Secondary Four (S4)/ year 11].  
Graduation timeline -- six consecutive semesters from the initial enrollment in Secondary Two (S2)/year 9.

- ii. Intermediate 1/ Intermediate 2 [must pass two Intermediate examinations one year from the on-time completion of Standards].

Graduation timeline -- eight consecutive semesters from the initial enrollment in Secondary Two (S2)/year 9.

- ii. Higher/ Advanced Higher. [Must pass two Higher/ Advanced Higher examinations one year from the on-time completion of Intermediates or two years from the on-time completion of Standards.

Graduation timeline -- ten consecutive semesters from the initial enrollment in Secondary Two (S2)/year 9.

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. 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 those core-course examinations that appear on the document(s) above and weighted according to the core course distribution per 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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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 Qualifications Authority (SQA) National 4- Completed in Secondary Three (S3)/ year 10.
  - b. Scottish Vocational Qualifications (SVQ) Levels 1, 2 and 3.
  - c. Completion of Secondary Four (S4).
  - d. Scottish Vocational Education Council’s (SCOTVEC) National Diploma Program.
  - e. General Scottish Vocational Qualifications (GSVQ) Levels 1, 2 and 3.
  - f. 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

Internet Source: Admission to UK schools and colleges: [www.ucas.com/candq](http://www.ucas.com/candq). Last accessed October 2004.

Internet Source: Scottish Credit and Qualifications Framework (SCQF): [www.scqf.org.uk](http://www.scqf.org.uk). Last accessed October 2004.

Internet Source: Scottish Qualification Authority: [www.sqa.org.uk](http://www.sqa.org.uk). Last accessed October 2004.

Internet Source: Scottish Executive Education Department: [www.scotland.gov.uk](http://www.scotland.gov.uk). Last accessed October 2004.

See Multi-Country References.

## Senegal

---

The academic year runs from October to July. Education is compulsory up to age 16. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Quatrieme (4eme) year is year nine, Troisième (3eme) year is year 10, Deuxieme (2eme) year is year 11, Premiere (1ere) year is year 12 and Terminale (Ter) year is year 13.

**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 the Senegal, all official annual grade reports/transcripts from year nine (Quatrieme [4eme]) and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

a. *Baccalauréat/Diplôme de Bachelier de l'Enseignement de Second Degré* (secondary education baccalaureate).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of year nine. The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

a. *Diplôme de Bachelier Technicien/Baccalauréat Technique* (technical baccalaureate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. *Brevet de Technicien* (technician diploma).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Brevet Professionnel* (professional certificate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

d. *Brevet d'Etudes Professionnelles* (BEP) (certificate of professional studies).

The core-course 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** – 12 consecutive trimesters or eight consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Brevet d'Etudes du Premier Cycle* (BEPC) (certificate of first cycle studies) earned after year nine.
- b. *Brevet de Fin d'Etudes Moyennes* (BFEM) (certificate of completion of basic studies) earned after year 10.
- c. *Certificat d'Aptitude Professionnelle* (CAP) (certificate of professional competency) earned after year nine or 10.
- d. *Diplôme d'Agent Technique de l'Agriculture* (ATA) (certificate of agricultural techniques) earned after year 10.
- e. *Certificat Elementaire d'Aptitude Pedagogique* (CEAP) (certificate of elementary teaching ability) earned after year 11.

**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>	Fairly Good	12.0 – 13.9	B	3
<i>Passable</i>	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
<i>Ajourné</i>	Fail, Adjourned	0.0 – 9.9	D/F	1/0

**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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- a. Université (university).
- b. École (school – postsecondary only).
- c. Institut (postsecondary only).
- d. College (postsecondary only).
- e. Centre (center – postsecondary only).

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

### References

AACRAO EDGE (Electronic Database for Global Education). Last accessed February 2014.

International Education Research Foundation, *The New Country Index: Making Sense of International Credentials*, Volume 2, PageLink, Los Angeles, California, 2011.

NAFSA Web site: <https://www.nafsa.org/>. Last accessed February 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed February 2014.

Multi-Country References.

## 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 Vasptanju* (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).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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/](http://www.naric.org.uk/). Last accessed October 2009.
- See Multi-Country References.

## Singapore

---

The academic year runs from July to April. Education is compulsory for 10 years and 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 grade nine.

**NOTICE:** Due to the unique nature of the educational system in the United Kingdom, all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. There are no documents.

### Category Two

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 (must pass five O-Level examinations by completion of Form 5 [equivalent to year 11]).

**NOTE:** Some students are eligible to sit for O-Level examinations after completing year 10.

- 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.

**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.

**NOTE:** Students completing an Integrated Program must pass two A Level examinations by the completion of the program. In these programs, students will often proceed to A Level examinations without taking GCE O Level examinations.

The aforementioned prescribed educational paths must be completed in their entirety to satisfy proof of graduation and/or advance a prospective student-athlete's graduation date. Please note that partial completion of multiple prescribed educational paths may not be combined to advance a prospective student-athlete's graduation date.

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 all core-course examinations that appear on the document(s) above, regardless of grades earned.

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.

**Grading Scale (May not be all inclusive):**

**General Certificate of Education – Ordinary Level/O-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

**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. 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.

**Category Four**

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

- a. University.
- b. Polytechnic.
- c. 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 for Higher Education*, UCAS, Gloucestershire, United Kingdom, 2013, page 55.  
*Kaylor, Karen, Online Guide to Educational Systems Around the World-Singapore*, U. S. Education Information Center, NAFSA, Washington, D.C., 2008.  
*International Education Research Foundation, Inc., The New Country Index: Making Sense of International Credentials*, Ten Speed Press, Berkeley, Calif., 2004.  
*NARIC website: www.naric.org.uk/*. Last accessed March 2013.  
*AACRAO Edge website: http://www.edge.aacrao.org/*. Last accessed October 2013.  
 See Multi-Country References.

# 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 in the **oral form column**, 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 'borny'</i>	Excellent	1	A	4
<i>Chváľitebny'</i>	Praiseworthy	2	B	3
<i>Dobry'</i>	Good	3	B	3
<i>Dostatocny'</i>	Satisfactory	4	C	2 (lowest passing grade)
<i>Nedostatocny'</i>	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).

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. *Vy '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. *Boboslovecká 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.



# 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- b. *Spricevalo o Poklicni Maturi* (certificate of vocational maturity).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- c. *Spricevalo o Zakljucnem Izpitu* (certificate of final examinations) from a 2-3 year vocational program.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. *Spricevalo o Koncani Osnovni Soli* (certificate of completion of compulsory school) earned after completion of 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. *Univerza* (university).
- b. *Fakulteta* (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.
- See Multi-Country References.

## 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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/](http://www.naric.org.uk/). Last accessed October 2009.

See Multi-Country References.

# Somalia

---

Two autonomous regions exist within Somalia -- Puntland and Somaliland (which has declared independence from the Republic of Somalia). Compulsory education begins at age six. Students complete compulsory education after year eight and are awarded the Shahaadada Dugsiga Dhexe (Intermediate School Leaving Certificate). Students then earn the Shahaadada Dugsiga Sare (i) (Secondary School Leaving Certificate [vocational]) or the Shahaadada Dugsiga Sare (ii) (Secondary School Leaving Certificate [academic]) after year 12.

Please note that students in Somaliland may earn the Somaliland Secondary School Leaving Certificate after completing 12 years of primary and secondary education.

**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 Somalia, all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

## Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

a. There are no documents.

## Category Two

a. *Shahaadada Dugsiga Sare* (i) (Secondary School Leaving Certificate awarded after completion of 4 years of technical secondary school study).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

**Graduation timeline** — eight consecutive semesters after initial enrollment in the first semester of year nine.

b. *Shahaadada Dugsiga Sare* (ii) (Secondary School Leaving Certificate awarded after completion of 4 years of general secondary school (dugsi sare)) (scientific or literary streams).

**Graduation timeline** — eight consecutive semesters after initial enrollment in the first semester of year nine.

c. *Somaliland Secondary School Leaving Certificate*.

**Graduation timeline** — eight consecutive semesters after initial enrollment in the first semester of year nine.

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 subject passes that appear on the document(s) above per the core-curriculum distribution. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale prior to calculating quality points and core-course grade-point averages.

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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

## 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. There are no documents.

**Grading Scale (May not be all inclusive)**

Numeric Grade	Description	U.S. Grade Equivalent	Quality Points
90-100	Excellent	A	4
80-89	Very Good/Very High Standard	B	3
70-79	Good/High Standard	C	2
60-69	Highly Satisfactory/Good	C	2 (lowest passing grade)
0-59	Satisfactory	F	0

#### Category Four

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

- College.
- Polytechnic.
- University.

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

#### References

Internet Source: *NARIC Web site: www.naric.org.uk/*. Last accessed March 2013.

Internet Source: *AACRAO EDGE Web site: http://edge.aacrao.org*. Last accessed March 2013.

See Multi-Country References.

## Spain

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. 3eso is year nine and 4eso is year 10.

#### Category One

- 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 (four years) from the initial enrollment in year nine (3 ESO). The grade-point average is calculated by averaging all core courses from the final two years of coursework (Bachillerato 1- year 11 and Bachillerato 2 - year 12), regardless of grades earned. All grades are equally weighted.

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):

- Título de Técnico Superior* (title/diploma of secondary school technician).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- Título de Técnico Especialista* (title/diploma of specialized technician).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- Bachillerato* (upper secondary school leaving certificate) for completion of concentration in other than natural and health sciences, social sciences or humanities streams.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

**Graduation timeline** – eight consecutive semesters (four years) from the initial enrollment in year nine (3 ESO).

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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. *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.

### 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. *Universidades* (university).
- b. *Academias Universitarias de Derecho* (University Academies of Law).
- c. *Colegios Universitarios* (university colleges).
- d. *Tercer Grado, Nivel Superior Centro de Formación Profesional Industrial* (Center of Industrial Vocational Training, Third Grade, Higher Level).
- e. *Escuelas de Ingeniería Técnica* (schools of technical engineering).
- f. *Escuelas Superiores* (higher schools).
- g. *Escuelas Técnicas Superiores* (higher technical schools).
- h. *Escuelas Universitarias* (university schools).
- i. *Estudios Universitarios y Técnicos* (university and technical studies).
- j. *Facultades de Ciencias Económicas y Empresariales* (School of Economic and Business Sciences).
- k. *Institutos* (postsecondary).
- l. *Institutos de Ciencias de la Educación* (institutes of sciences of education).
- m. *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*, 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.

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](http://www.unesco.org/iau/onlinebases/index.html). Last accessed October 2004.

Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.

Internet source: AACRAO/EDGE. <http://edge.aacrao.org/>

Internet source: Spain Ministry of Education: <http://www.mecd.gob.es/portada-mecd/> Last accessed September 2014.

Internet source: Eurodyce site:  
[https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Spain:Secondary\\_and\\_Post-Secondary\\_Non-Tertiary\\_Education](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Spain:Secondary_and_Post-Secondary_Non-Tertiary_Education) Last accessed September 2014.

See Multi-Country References.

## 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 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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.

## 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.  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
  - d. *Natuurtechnisch Instituut/NATIN* (technical institute) diploma.  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.
  - e. *Surinaamse Middelbare Handelsschool/MHS* (Suriname Intermediate Business School) diploma.  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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):
- Anton de Kom Universiteit van Suriname* (University of Suriname).
  - Academie voor Hoger Kunst en Cultuuronderwijs/AHKCO* (academy for higher art and culture education).
  - 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## 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

- Slutbetyg* (leaving certificate) from *Gymnasieskolan* (upper secondary school) for completion of a three-year line of studies in a full program in natural/physical science or social science.
- Högskoleförberedande Examen* from a *Gymnasieskolan* (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 / Utdrag ur Betygskatalog*. The *Samlat Betygdokument / Utdrag ur Betygskatalog* 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):

- Slutbetyg* (leaving certificate) from *Gymnasieskola* (upper secondary school) for completion of a three-year line of studies in programs other than those listed above.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- Slutbetyg* (leaving certificate) from a technical program for completion of a four-year line of studies in programs other than those listed above.  
**NOTE:** the four-year line of studies must include a one year technical non-athletics based internship (e.g., Industrial Technology Program, Substance Chemistry Program) that must be completed without suspending enrollment at any point prior to achieving the leaving credential.

In addition, if the prospective student-athlete does not complete the technical internship while enrolled in the upper *Slutbetyg* program, the prospective student-athlete's graduation date will not be advanced, and the credential will be evaluated as a standard three-year upper *Slutbetyg*.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- c. *Avångsbetyg* (leaving certificate) from *Kommunal Vuxenutbildning* (municipal adult education), also called *Slutbetyg från Kommvux*.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- d. *Studieomdöme från Folkhögskola* (study assessment from adult education high school).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- e. *Intyg om Genomgangen* (certificate of completion) from a *Folkhögskola* (adult education high school) for the two- or three-year program.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- f. *Intyg om Allmän Behörighet* (certificate from general program) from *Folkhögskola* (adult education high school).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

**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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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:

- Samlad Betygsdokument / Utdrag ur Betygskatalog* (transcript of yearly grades) from a gymnasieskolan (upper secondary school).
- Slutbetyg* from a Grundskola (grade 9 leaving certificate).

**Grading Scales** (May not be all inclusive):

Grade	Translation	U.S. Grade Equivalent	Quality Points
A	Excellent	A	4
B	Very Good	A	4
C	Good	B	3
D	Satisfactory	C	2
E	Sufficient	C	2 (lowest passing grade)
F	Fail	F	0

Prior to 2012:

Grade	Translation	U.S. Grade Equivalent	Quality Points
<i>Mycket Val Godkänd (MVG)</i>	Very Good Pass	A	4
<i>Val Godkänd (VG)</i>	Good Pass	B	3
<i>Godkänd (G)</i>	Good	C	2 (lowest passing grade)
<i>Icke Godkänd (IG)</i>	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):

- a. *Universitet* (university; exception: Folkuniversitetet).
- b. *Högskolan* (university-level college; exception: Folkhögskolan).
- c. *Institutet* (professional institute).
- d. *Sjuksköterskeskola* (school of nursing).
- e. *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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

Internet Source: NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed October 2009.

See Multi-Country References.

## 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.

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

- a. *Schweizerische Eidgenössisches Maturitätszeugnis / Confédération Suisse certificate de maturité / Confederazione Svizzera attestato di maturità (Swiss Federal Maturity Certificate).*
- b. *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).*

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Fachmaturitätszeugnis / Certificat de maturité spécialisée / Attestato di maturità specializzata (Specialized maturity certificate).*

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- c. *Eidgenössisches Fähigkeitszeugnis / Certificat fédérale de capacité / Attestato federale di capacità (Federal Certificate of Proficiency).*

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- d. *Eidgenössisches Berufsattest / Attestation fédérale de formation professionnelle / Certificato federale di formazione pratica* (Federal Vocational Certificate).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- 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)

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- 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)

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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/](http://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 Shabada Al Thanawiyal/Baccalauréat* (secondary school leaving certificate) in either the science or literary stream. Graduation timeline -- eight consecutive semesters (four years) from the initial enrollment in year nine.

GPA 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).

**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	

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

a. Technical Secondary Certificate

DISCLAIMER: This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

Graduation timeline- four consecutive years (eight semesters) from the initial enrollment in year nine.

b. Religious Secondary Certificate

DISCLAIMER: This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

Graduation timeline- four consecutive years (eight semesters) from the initial enrollment in year nine.

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. Preparatory School Leaving Certificate (awarded upon completion of year 9).

b. Professional Secondary Certificate (awarded at the completion of year 11)

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. Higher institute of political science.

c. Intermediate institute.

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

## References

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.

Internet source: The Ministry of Education site: <http://www.syrianeducation.org.sy/site/>

Internet source: NARIC Web site: <http://www.ecctis.co.uk/naric/default.aspx>

Internet source: AACRAO/EDGE: <http://edge.aacrao.org/>

Internet source: UNESCO: <http://www.ibe.unesco.org/en/worldwide/unesco-regions/arab-states/syrian-arab-republic/profile-of-education.html>

International Education Research Foundation (IERF) New Country Index, Los Angeles, Page Link. Volume 2, 2011

NAFSA online Guide to Educational Systems; Syria; Kurt Baumbach; December 2011

See Multi-Country References.

## Taiwan

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

a. 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	

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

a. Certificate of graduation from a senior vocational school.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

b. Certificate of withdraw/transfer indicating successful completion of the first three years of a five-year junior college program.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

---

## 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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)
<i>Bad</i>	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. *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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed February 2007.  
 See Multi-Country References.

---

## 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 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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.

## 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 (4.0)	A	4

Superior	65 - 74 (3.0 - 3.99)	B	3
Satisfactory	55 - 64 (2.0 - 2.99)	C	2
Pass	50 - 54 (1.0 - 1.99)	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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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):

- University.
- Technical institute.
- College.
- Vocational college.
- 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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## Tonga

The academic year runs from February to December. Education is compulsory and begins at age six. Secondary education lasts seven years and is split into two cycles. The first cycle culminates in the completion of the Tonga School Certificate after six years of study. The second cycle culminates in the Pacific Senior Secondary Certificate after an additional year of study. Students are then able to continue into the Tonga National Form Seven and complete the Higher School Certificate. 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 on 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 the Tonga, all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. There are no documents.

### Category Two

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

- a. *Pacific Senior Secondary Examination/Form 6* (12 years).

**Graduation timeline** — eight consecutive semesters after initial enrollment in the first semester of year nine.

- b. *Higher School Certificate/Form 7* (13 years).

**Graduation timeline** — 10 consecutive semesters after initial enrollment in the first semester of year nine.

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 subject passes that appear on the document(s) above per the core-curriculum distribution. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale prior to calculating quality points and core-course grade-point averages.

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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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. Tonga School Certificate (awarded at the end of year 11).

Grading Scale (May not be all inclusive):

Grade	Description	U.S. Grade Equivalent	Quality Points
1	Excellent standard of achievement	A	4
2	Very high standard of achievement	A	4
3	High standard of achievement	B	3
4	Good standard of achievement	B	3
5	Satisfactory standard of achievement	C	2
6	Adequate	C	2
7	Some achievement	C	2
8	Lower level of achievement	D	1 (lowest passing grade)
9	Little level of achievement	F	0

### Category Four

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

- a. Institute

- b. Professional school
- c. University of South Pacific
- d. Polytechnic Institute

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

#### References

AACRAO Edge website: <http://www.edge.aacrao.org/>. Last accessed October 2013.  
NARIC website: <http://www.naric.org.uk/>. Last accessed October 2013.  
See Multi-Country References.

## Tunisia

---

The academic year runs from September to June. Education is compulsory between the ages of six and 16. High school graduates are assessed based on completion of leaving examinations for evaluation of preparation for tertiary study. The information provided below addresses the most common courses of study presented to the NCAA 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. Please note Quatrieme (4eme) year is year nine, Troisième (3eme) year is year 10, Deuxieme (2eme) year is year 11, Premiere (1ere) year is year 12 and Terminale (Ter) year is year 13.

**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 Tunisia, all official annual grade reports/transcripts from year nine (quatrieme) and up must be forwarded to the NCAA Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. *Diplôme du Baccalauréat/Baccalauréat de l'Enseignement Secondaire* (secondary education baccalaureate).

**Graduation timeline** – 15 consecutive trimesters or 10 consecutive semesters after initial enrollment in the first semester of year nine (quatrieme). The core-course 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 on the credit (commonly labeled coefficient) awarded.

### Category Two

- a. *Baccalauréat Professionnel* (technical baccalaureate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Brevet de Technicien Professionnelle* (BTP) (professional technician certificate).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

c. *Diplôme de Fin d'Etudes Techniques Agricoles* (diploma of end of technical agricultural studies).

The core-course 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 10 consecutive semesters after initial enrollment in the first semester of year 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.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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 Item No. 2 above to meet the core-curriculum requirements:

- a. *Certificat d'Aptitude Professionnelle* (CAP) (certificate of professional competency) achieved after completion of year 11 of vocational upper secondary school.
- b. *Diplôme de Fin d'Etude de l'Enseignement de Base* (diploma of end of lower secondary studies) achieved after completion of year nine.

**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>	Fairly Good	12.0 – 13.9	B	3
<i>Passable</i>	Satisfactory	10.0 – 11.9	C	2 (lowest passing grade)
<i>Ajourné</i>	Fail, Adjourned	0.0 – 9.9	D/F	1/0

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 enrolled as a regular full-time student in one of the following (may not be all inclusive):

- Université (university).
- École (school – postsecondary only).
- Institut (institute – postsecondary only).
- Faculte (post-secondary institution).

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

#### References

AACRAO EDGE (Electronic Database for Global Education). Last accessed February 2014.

International Education Research Foundation, The New Country Index: Making Sense of International Credentials, Volume 2, PageLink, Los Angeles, California, 2011.

NAFSA Web site: [www.nafsa.org/](http://www.nafsa.org/). Last accessed February 2014.

NARIC Web site: [www.naric.org.uk/](http://www.naric.org.uk/). Last accessed February 2014.

Multi-Country References.

## Turkey

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

- Lise Diploması* (secondary school diploma).
- 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. If present, grades are weighted in the calculation according to credits assigned on the document.

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>Yi</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):

- Meslek Lise Diploması* (vocational secondary school diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- Teknik Lise Diploması* (technical secondary school diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. 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. *Universitesi* (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.

## 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).  
**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

### 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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

Embassy of Turkmenistan.

See Multi-Country References.

## 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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 institute* (pedagogical institute).
  - f. *Politekhnikeskii institute* (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](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.
- See Multi-Country References.

## United Arab Emirates

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
  - a. *Tawjihyya* (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. *Tawjihyya* (secondary school certificate), arts section.
- b. Secondary Technical School Diploma.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- c. Secondary Agricultural School Diploma.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- d. Secondary Commercial School Diploma.

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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.

## United Kingdom (England and Wales)

---

\*See separate entries for Northern Ireland and Scotland.

The academic year runs from September to June. Primary education begins at age five and continues through age 11. Secondary education begins at age 11 and continues through ages 16 to 18 depending on the type of leaving credential achieved by the student. Form 3 is equivalent to year nine and Form 10 is equivalent to year 10. 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 on 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 the United Kingdom, all official annual grade reports/transcripts from year nine and up must be forwarded to the Eligibility Center with the category two documents specified below. The official annual grade reports/transcripts from year nine and up may be reviewed with the official documents in category two below if the core-curriculum requirement has not been satisfied.

### Category One

The documents below meet both high school graduation requirements and core-curriculum requirements when a prospective student-athlete graduates within the expected number of years after initial enrollment in year nine. The core-course grade-point average must be at least 2.000 to 3.550 or higher on the U.S. 4.0 (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 core-course grade-point averages. The core-course 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 core-course grade-point average calculation.

- a. There are no documents.

### Category Two

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

- a. General Certificate of Secondary Education/GCSE [must pass five GCSE examinations by completion of Form 5 (year 11)].
- b. International General Certificate of Secondary Education/IGCSE [must pass five IGCSE examinations by completion of Form 5 (year 11)].
- c. Level 1/Level 2 Certificates [must pass five Level 1/ Level 2 examinations by completion of Form 5 (year 11)].
- d. General Certificate of Education (GCE) Ordinary Level (O-Level) examinations (must pass five O-Level examinations by completion of Form 5 [equivalent to year 11]).
- e. General Certificate of Education, Advanced Subsidiary Level/GCE AS-Level examinations (must enroll at first opportunity and pass two AS-Level examinations within one year from completion of GCSE examinations).
- f. International Advanced Subsidiary Level/AS-Level examinations (must enroll at first opportunity and pass two AS-Level examinations within one year from completion of GCSE examinations).\*\*

- g. General Certificate of Education, Advanced Level/GCE A-Level examinations (must enroll at first opportunity and pass two A-Level examinations within two years from completion of the GCSE examinations).\*\*
- h. International Advanced Level/A-Level examinations (must enroll at first opportunity and pass two A-Level examinations within two years from completion of GCSE examinations).
- i. General National Vocational Qualifications/GNVQ or NVQ Intermediate Level [Level 2].

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- j. General National Vocational Qualification/GNVQ or NVQ Advanced Level [Level 3] (must enroll at first opportunity and earn the qualification within two years from completion of the GCSE examinations).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- k. 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 from completion of the GCSE examinations).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- l. Business and Technology Education Council's/BTEC Level 3 Diploma (formerly National Certificate) (must enroll at first opportunity and earn the certificate within one year from completion of the GCSE examinations).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- m. Oxford Cambridge and RSA Examinations (OCR) Level 3 Cambridge/National Technical Diploma (must enroll at first opportunity and earn the diploma within one year from completion of the GCSE examinations).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- n. Oxford Cambridge and RSA Examinations (OCR) Level 3 Cambridge/National Technical Extended Diploma (must enroll at first opportunity and earn the diploma within two years from completion of the GCSE examinations).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- o. Cambridge Pre-University Diploma/Pre-U Diploma (must enroll at first opportunity and earn the diploma within two years from completion of the GCSE examinations).

\*\*For students presenting one AS (Advanced Subsidiary) and one A (Advanced) level exam pass in two differing subjects (i.e. Physics and History) the expected date of high school graduation will advance one year from the on-time completion of GCSEs (General Certificate of Secondary Education).

The aforementioned prescribed educational paths must be completed in their entirety to satisfy proof of graduation and/or advance a prospective student-athlete's graduation date. Please note that partial completion of multiple prescribed educational paths may not be combined to advance a prospective student-athlete's graduation date.

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 subject passes that appear on the document(s) above per the core-curriculum distribution. Grades reported on international documents will be converted to U.S. equivalents on a 4.0 scale prior to calculating quality points and core-course grade-point averages.

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 Divisions I and II Bylaw 14.3.1.1. The international academic certification 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 awarded 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 updated Division I initial-eligibility index).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**NOTE:** GCSE Applied Science, GCSE Additional Applied Science, BTEC Applied Science, GCSE Applications in Mathematics and GCSE short courses are not approved for use in the final academic certification.

**NOTE:** It is not required for students in the United Kingdom to sit for a GCSE exam in social science, however; social science is a requirement to become academically eligible for Divisions I and II.

Grading Scale (May not be all inclusive):

The applicable grading scales for the documents listed are as follows (may not be all inclusive).

**GCSE:**

Grad	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) 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)
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)

**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 Item No. 2 above to meet the core-curriculum requirements:

- a. GCSE Short Courses (can be awarded a maximum of two credits per short course exam subject pass).
- b. Colleges of Further Education.

- c. Completion of Form Five without required GCSE attainment.
- d. National Vocational Qualification/NVQ Foundation Level.
- e. Pitman Qualifications.
- f. Vocational Certificate of Education (VCE).
- g. Business and Technology Education Council's/BTEC Level 3 Subsidiary Diploma (formerly National Award).
- h. Business and Technology Education Council's/BTEC Foundation Diploma.
- i. Business and Technology Education Council's/BTEC First Diploma.
- j. Business and Technology Education Council's/BTEC First Certificate.
- k. Business and Technology Education Council's/BTEC Introductory Diploma.
- l. Business and Technology Education Council's/BTEC Introductory Certificate.
- m. Cambridge Pre-University Certificate/Pre-U Certificate.

#### Category Four

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

- a. Business and Technology Education Council's/BTEC Higher National Diploma program.
- b. Business and Technology Education Council's/BTEC Higher National Certificate program.
- c. Most programs leading to professional qualifications, such as accounting, agriculture, architecture, art and design, commerce, engineering and technology, law and administration, medicine and auxiliary health fields, science, surveying, or town planning.
- d. Teacher training programs.
- e. Universities.

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

#### References

AACRAO Edge website: <http://www.edge.aacrao.org/>. Last accessed October 2013.

NARIC website: <http://www.naric.org.uk/>. Last accessed October 2013.

See Multi-Country References.

## 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 Tecnico* (technical secondary school graduation diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004.

See Multi-Country References.

## Uzbekistan

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

- a. *Attestat O'rta 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).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this credential.

- b. *Diplom* from an *uchilishche* (diploma from a specialized vocational school).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students may not satisfy core-curriculum requirements solely based on this 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. 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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):
- Universitet* (university).
  - Institut* (institute).

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

## References

Internet Source: [www.tempus.europahouse.uz/uzbhes.htm](http://www.tempus.europahouse.uz/uzbhes.htm). Last accessed October 2004.

See Multi-Country References.

## Venezuela

1. 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).
- Titulo de Educacion Media General en Ciencias* (Title of Upper Secondary Education in 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 **for the last two years of schooling**, 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

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

- Bachiller Industrial* (industrial diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- Bachiller Comercial* (commercial diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- Bachiller en Agropecuario* (agriculture diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- Bachiller Asistencial* (social work diploma).

**DISCLAIMER:** This credential is vocational and satisfies proof of graduation; however, core may be limited or nonexistent. Students will rarely satisfy core-curriculum requirements solely based on this credential.

- 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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 Educacion Basica* (certificate of basic education).
  - b. *Certificado de Educacion Secundaria* (certificate of lower 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. *Universidad* (university).
  - b. *Universidad Abierta* (open university).
  - c. *Instituto Universitario* (university institute).
  - d. *Colegio Universitario* (university college).
  - e. *Instituto Universitario Tecnologico* (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/onlinedatabases/index.html](http://www.unesco.org/iau/onlinedatabases/index.html). Last accessed October 2004. See Multi-Country References.

## Vietnam

1. The document below meets **both** high school graduation requirements **and** core-curriculum requirements:
  - a. *Bang Tốt Nghiệp Phó 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>Goi</i>	Excellent	36-40	9.0-10	4
<i>Kha</i>	Good	28-35	7.0-8.9	3
<i>Trung binh</i>	Average, Fair	20-27	5.0-6.9	2 (lowest passing grade)
<i>Kem</i>	Poor	0-19	0.0-4.9	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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

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. *Ky Thi Tuyen Vao Cap II* (selective entrance examination for basic education level 2).
  - b. *Ky Thi Tuyen Vao Cap III* (selective entrance examination for basic education level 3).
  - c. *Bang Tốt Nghiệp Phó 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](http://www.internationalcomparisons.org.uk). Last accessed October 2004.
- Internet Source: International Association of Universities Web site: [www.unesco.org/iau/onlinebases/index.html](http://www.unesco.org/iau/onlinebases/index.html). Last accessed October 2004.
- See Multi-Country References.

## 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 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).

Students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.200 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to compete at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for competition).

Please note that students who initially enroll full time in a collegiate institution on or after August 1, 2018 must present a 2.000 or higher core-course grade-point average on a 4.000 (4 high) scale to be eligible to practice and receive athletically related financial aid at a Division II institution in the initial year of full-time enrollment (see Division II initial-eligibility index for partial qualifiers).

**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:
- Grade 7 Certificate.
  - Zimbabwe Junior Certificate.
  - Completion of Form IV.
  - National Foundation Certificate.
  - 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):
- University.
  - Polytechnic.
  - Technical College.
  - Agricultural College.
  - Natural Resources College.
  - School of Social Work.
  - Zimbabwe College of Forestry (diploma programs only).
  - Public Health Laboratories.
  - 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](http://harare.usembassy.gov/services/edu_advising/zim_edu_profile.html). Last accessed October 2004.
- See Multi-Country References.

# NCAA DIVISION I INITIAL-ELIGIBILITY INDEX

The following Division I initial-eligibility index is used to determine the core-course grade-point average (GPA) that must correspond with the prospective student-athlete's ACT sum score (English, math, reading, science) or SAT combined score (critical reading and math), pursuant to Bylaw 14.3.1.1.1 (initial-eligibility index). The far left column lists the corresponding U.S. core-course GPA and 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](http://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](http://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



**Each year, more than 460,000  
NCAA student-athletes gain skills  
to succeed on the field,  
in the classroom and in life.**

**[www.eligibilitycenter.org](http://www.eligibilitycenter.org)**