REPORT OF THE
NCAA INTERNATIONAL STUDENT RECORDS COMMITTEE
MARCH 4, 2014, MEETING

ACTION ITEMS.

• None.

INFORMATIONAL ITEMS.


The committee approved the report from its October 29-30, 2013, meeting.


The committee categorized the Certificado de Estudios (Certificate of Completion of Studies) as a category two examination-based subject-pass credential. The committee noted that while the credential is not equivalent to the category one Bachillerato, the summative curriculum is examination based, represents proof of graduation and allows for university entrance. Further, the committee noted that the grading scale in the NCAA Guide to International Academic Standards for Athletics Eligibility (International Guide) shall apply to the Certificado de Estudios credential and the International Guide shall be updated accordingly.

3. Swedish Vocational Program.

The committee approved the four-year upper Slutbetyg from a technical program as a category two credential only if the upper-secondary school requires the prospective student-athlete to complete a one-year work requirement to achieve the credential. The committee noted that the work requirement is consistent with non-athletics based vocational/technical programs offered in other countries (e.g., Austria, Germany).

Further, the committee noted that the graduation date may be advanced up to two semesters only if the prospective student-athlete is required to pursue and successfully completes the technical internship (without suspending enrollment at any point) to achieve the four-year upper Slutbetyg. 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. Finally, the committee noted that the International Guide shall be updated accordingly.
4. **Oxford Cambridge and RSA Examinations (OCR) Level 3 Technical Diplomas.**

The committee categorized the OCR Level 3 Cambridge Technical Diploma and the OCR Level 3 Cambridge Technical Extended Diploma as category two documents. In categorizing the credentials, the committee noted that they present the same credits, guiding learning hours and tariff points as the United Kingdom Business and Technology Educational Council’s (BTEC) Level 3 Diploma and Level 3 Extended Diploma offered by the Pearson Edexcel examination board.

Further, the committee noted that prospective student-athletes achieving the OCR Level 3 Cambridge Technical Diploma must enroll at the first opportunity and earn the certificate within one year from completion of the General Certificate of Secondary Education (GCSE) examinations to advance the expected date of graduation by one year.

The committee also noted that prospective student-athletes achieving the OCR Level 3 Cambridge Technical Extended Diploma must enroll at the first opportunity and earn the certificate within two years from completion of the GCSE examinations to advance the expected date of graduation by two years.

Finally, the committee noted that the International Guide shall be updated accordingly.

5. **Vocational Credentials.**

The committee approved a list of vocational credentials for which the following disclaimer language shall be added to the International Guide:

"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 committee noted the importance of communicating to member institutions and prospective student-athletes that individual vocational credentials rarely satisfy core-curriculum requirements. Finally, the committee noted that the list of vocational credentials will be reviewed and amended as necessary.

6. **Regulatory Review.**

The committee received an update regarding the outside review of regulatory functions conducted by the NCAA national office, including potential reform proposals that relate to Eligibility Center operations. The committee did not support proposals that would
deregulate initial-eligibility requirements (Eligibility Center Proposal No. 1) or establish a "no brainer" initial-eligibility standard for international prospective student-athletes based solely on standardized test scores (Eligibility Center Proposal No. 6). The committee noted that these proposals are contrary to recently-adopted initial-eligibility legislation by NCAA Divisions I and II and would require membership action.

The committee also reviewed a proposal to provide earlier academic evaluations for international prospective student-athletes and thus enable member institutions to make better-informed decisions in the recruiting process (Eligibility Center Proposal No. 3). The committee recognized challenges created by the lack of compatibility between international and United States-based educational systems, including the increased risks (e.g., lack of predictability, timing of leaving examinations and final academic certifications) associated with recruiting international prospective student-athletes from countries that administer leaving examinations. However, the committee affirmed longstanding policy and current legislation that require category one (e.g., French Baccalaureate) and two (e.g., United Kingdom GCSEs) leaving examinations (almost always taken to graduate) to be used for core curriculum and core-course grade-point average purposes in final academic certifications. As a result, this proposal (i.e., earlier academic evaluations that are relevant, accurate and reliable) cannot be implemented for all international prospective student-athletes.

The committee noted that university admission in countries that administer standardized leaving examinations is based on leaving examination results (e.g., French Baccalaureate), thus rendering secondary-school transcripts (which may be unofficial assessments, unavailable or nonexistent, based on non-standardized grading systems or exclude alpha or numeric grades) irrelevant. As a result, standard admissions practice in the United States places corresponding importance on leaving examinations, as international students are generally not admitted until official leaving examination results are received. As such, the committee places critical importance on leaving examinations in the initial-eligibility process and noted that failure to do so would not only disregard standardized leaving examinations implemented by a country's Ministry of Education, but also overturn longstanding committee policy, contradict legislation regarding leaving examinations and compromise standard admissions practices used by Divisions I and II member institutions for an athletics purpose, contrary to the Association's emphasis on academic preparedness and education as a core value.

As a result, earlier academic evaluations based on core courses, grades and credits that appear on official transcripts will not be relevant to the final academic certification when category one (e.g., French Baccalaureate) or two (e.g., Ireland Senior Certificate) leaving examinations are administered during or after the terminal year of secondary school and results are reflected in a subsequently-issued official academic credential. Thus, the committee did not support providing earlier academic evaluations based on year-to-year transcripts for prospective student-athletes whose educational path will culminate in
category one or two leaving examinations that render transcripts irrelevant for final academic certification purposes. The committee noted that doing so would provide immaterial information that ultimately could be misleading or detrimental to the recruiting process. Further, the committee noted that the domestic equivalent would be conducting preliminary evaluations based on progress reports or midterm grades.

However, the committee supported providing earlier academic evaluations for international prospective student-athletes based on official academic documents that will be used in the final academic certification, provided the prospective student-athlete's prescribed academic track or educational path remains unchanged (e.g., transcript-based countries [year 10 from Colombian category one Bachillerato], examinations prior to the terminal year [Spain's year 11 Bachiller/Bachillerato]). The committee reviewed a concept document [Attachment] that distinguished between credential categories (i.e., one, two, three, four) and types (i.e., examinations, transcripts) to identify applicable scenarios, and noted that this approach is the only viable solution to accomplish the intent of this proposal (i.e., earlier academic evaluations that are relevant, accurate and reliable) given current policy and legislation regarding leaving examinations. However, the committee noted that earlier academic evaluations would be based on available information and official academic documentation and recognized that any subsequent changes (e.g., educational path, academic tracks) may adversely impact the final academic certification.

Finally, the committee directed NCAA staff to develop a comprehensive list of credentials, countries and scenarios for which earlier academic evaluations may be conducted, provided the prospective student-athlete's prescribed academic track or educational path remains unchanged. The committee will review the list at its October 2014 meeting.

7. **Grading Scale Chart.**

The committee reviewed grading scales for the top countries (based on the number of final academic certifications) and confirmed the accuracy of the grading scales (based on the information provided) that currently appear in the International Guide.

8. **International Guide Country Profiles.**

The committee approved new country profiles for Algeria, Benin, Burkina Faso, Central African Republic, Djibouti, Gabon, Guinea, Madagascar, Mali and Niger. In addition, the committee approved amended country profiles for Albania, Cameroon, Senegal and Tunisia. The committee noted that the new and amended country profiles shall be effective immediately and the International Guide shall be updated accordingly.
9. **Review of Future Meeting Dates.**

a. **Tuesday and Wednesday, October 28-29, 2014; Indianapolis, Indiana.**
   - Monday, October 27: Travel to meeting.
   - Tuesday, October 28: Full committee meeting in morning and afternoon.
   - Wednesday, October 29: Full committee meeting in morning.
   - Wednesday, October 29: Return travel after noon Eastern Time.

b. **Tuesday and Wednesday, March 2-4, 2015; Indianapolis, Indiana.**
   - Monday, March 2: Travel to meeting.
   - Tuesday, March 3: Full committee meeting in morning and afternoon.
   - Wednesday, March 4: Full committee meeting in morning.
   - Wednesday, March 4: Return travel after noon Eastern Time.

**Committee Chair:** Chris Foley, Indiana University-Purdue University Indianapolis, The Summit League

**Committee Liaisons:** Doug Healey, Eligibility Center
                    Holly Smith, Eligibility Center

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<tr>
<td><strong>Attendees</strong></td>
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<tr>
<td>Chris Foley, Indiana University-Purdue University Indianapolis</td>
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<td>Eileen McDonough, Barry University</td>
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<td>Ted McKown, Kent State University</td>
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<td>Jennifer Minke, Texas A&amp;M University-Kingsville</td>
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<td>Amy King, University of California, Los Angeles</td>
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<td>Finley Woodard, Western Kentucky University (via videoconference)</td>
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<td><strong>Absentees</strong></td>
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**Other Participants**

Jane Beall, Eligibility Center
Kara Carlson, Eligibility Center
Mike Donahue, Eligibility Center Contractor
Dan Grady, Eligibility Center
Scott Johnson, Eligibility Center
Karen Lukas, NCAA Consultant
Anne Rohlman, Academic and Membership Affairs
Elizabeth Sellers, Eligibility Center
Maureen Snow, Eligibility Center
International Academic Certification
Earlier Academic Evaluations

1. Category One.
   a. Exams. If exams are taken to graduate, an earlier academic evaluation based on core courses, grades and credits that appear on official transcripts will not be relevant to the final academic certification.
      - *Common Examples* (not exhaustive): Cameroon, Croatia, Denmark, European Baccalaureate, Finland, France, Germany, International Baccalaureate, Israel, Italy, Poland, Russia, Senegal, Serbia and Montenegro.

      If exams are taken over multiple years (e.g., Spain), an earlier academic evaluation may be provided based on official core exam results taken prior to the terminal year (e.g., year 11, *Bachillerato* 1).

   b. Transcripts. An earlier academic evaluation may be provided based on official transcripts prior to the terminal year.
      - *Common Examples* (not exhaustive): Brazil (first and second year, *Ensino Medio*), China (years 10-11), Colombia (year 10), Japan (years 10-11), Korea (years 10-11), Mexico (years 10-11), Panama (years 10-11), Peru (years 10-11), Sweden (years 10-11) and Uruguay (years 10-11).

2. Category Two.
   a. Exams. If exams are taken to graduate, an earlier academic evaluation based on core courses, grades and credits that appear on official transcripts will not be relevant to the final academic certification.

   b. Transcripts. An earlier academic evaluation may be provided based on core courses, grades and credits that appear on official transcripts prior to the terminal year.
      - *Common Examples* (not exhaustive): Canada and New Zealand (NZQA Level 1).
c. Hybrid. An earlier academic evaluation to determine the core-curriculum distribution may be provided based on official transcripts; however, core-course grade-point average is based on the official leaving certificate, which will not be available until the completion of leaving exams.

- **Common Example** (not exhaustive): Australia (years 9-11 [core-curriculum distribution only]).

3. **Category Three.**

a. **Exams.** Only used with category two documents when needed; thus, the value to an earlier academic evaluation is limited given that applicability may hinge on category two leaving exams (e.g., Ireland Senior Certificate).

- **Common Examples** (not exhaustive): If prospective student-athletes lack a category two core subject-pass exam requirement, official category three exam documents (e.g., Bahamas Junior Certificate, Ireland Junior Certificate, Nigerian Junior School Certificate) may be used to meet the missing core subject-pass requirement.

b. **Transcripts.** With the exception of Canada, only used with category two documents when needed; thus, the value to an earlier academic evaluation is limited given that applicability may hinge on category two leaving exams (e.g., South Africa Senior Certificate).

- **Common Examples** (not exhaustive): If prospective student-athletes are missing a category two core subject-pass exam requirement, official category three transcripts (e.g., year nine transcript from South Africa) may be used to meet the missing core subject-pass exam requirement.

4. **Category Four.**

- May indicate transfer status (not relevant to earlier academic evaluations).