



IB and Higher Education:
Developing policy for the IB Diploma programme examinations

(Version 3, December 2009)

Founded in 1968, the International Baccalaureate is a not-for-profit, international education organization primarily engaged in the development and delivery of educational programmes (including student assessment services) to nearly 2800 schools around the world. It promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

For further information about the IB, visit www.ibo.org

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Recognizing the IB Diploma in Higher Education Institutions

Introduction

The International Baccalaureate (IB) offers three quality and challenging educational programmes for a worldwide community of schools. Over 40 years, the programmes have gained a reputation for their high academic standards and rigorous assessment for preparing students for life in a globalized 21st century, and for helping to develop the future citizens who will create a better, more peaceful world.

Three self-contained programmes comprise a continuum of international education from kindergarten to pre-university: 1) the Primary Years programme (PYP); 2) the Middle Years programme (MYP); and 3) the Diploma programme (DP). All three programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge, and social skills to live, learn and work in a rapidly globalizing world. There are more than 701,000 IB students at 2,585 schools in 134 countries.

The IB is unique in that:

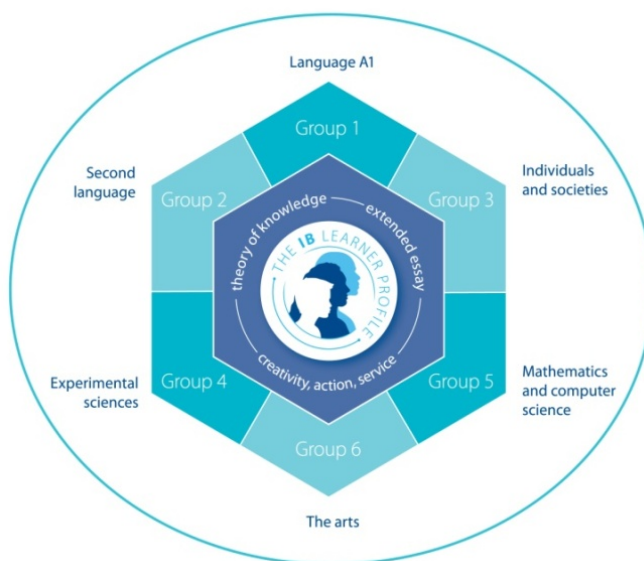
- It offers a **continuum of education**, consisting of three individual programmes. We span the years from kindergarten to a pre-university diploma. While we are traditionally known for the Diploma Programme, IB World Schools increasingly offer all three programmes.
- It has a reputation for **high-quality education** sustained for over 40 years. The curriculum represents the best from many different countries rather than the exported national system of any one. The challenging Diploma Programme assessment is recognized by the world's leading universities. High standards are maintained by actively training and supporting teachers, by implementation of a robust authorization and review process for IB World Schools, and a rigorous quality assurance protocol for all aspects of the implementation and delivery process of the curricula.
- It encourages **international-mindedness** in IB students. The journey to this mindset begins as students first developing an understanding of their own cultural and national identity. All IB students must learn a second language and the skills to live and work with others internationally—essential tools for life in the 21st century.
- It espouses the development of a **positive attitude to learning** by encouraging students to ask challenging questions, to critically reflect, to develop research skills, and to learn how to learn. It encourages community service because we believe that there is more to learning than academic studies alone.
- It strives to ensure that programmes are **accessible** to students in a wide variety of schools—national, international, public and private—in 136 countries. These IB World Schools form a worldwide community in which there is no such thing as a “typical” school (more than 50% of IB students are in state-funded schools). IB World Schools cooperate in curriculum development, student assessment and the governance of the IB, making this a unique international collaboration.

An **IB Learner Profile** (see Appendix 1) is the IBO mission statement translated into a set of learning outcomes for the 21st century. It represents ten aspirational qualities of the IB learner that inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by “international-mindedness”.

The IB Diploma programme curriculum model, assessment and examinations

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 – 19, for success at university and life beyond

Students study subjects from six different groups, maintaining both breadth and depth of study. In addition, three core elements – the extended essay, theory of knowledge and creativity, action, service – are compulsory and central to the philosophy of the programme.



Students study concurrently

- Three subjects at higher level (240 hours each).
- Three subjects at standard level (150 hours each).
- All three components of the core
 - Theory of Knowledge (TOK)
 - Creativity, action, service (CAS)
 - Extended Essay (EE)

The IB Learner Profile and the core are central to the philosophy of the Diploma Programme.

Assessment

The International Baccalaureate (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses.

The Diploma Programme goals provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analyzing and presenting information;
- evaluating and constructing arguments; and
- solving problems creatively.

IB scores are criterion referenced rather than norm referenced. IB assessment is rigorous, consistent and differentiating of student ability. Criteria are set out in course guides by subject and year and are available to download through the IB secure site for those with valid accounts. Universities may register for secure access of these documents at <http://www.ibo.org/university-registration/>

A detailed review of Diploma programme assessment may be found in the monograph, *Diploma Programme assessment: principles and practice* available on line at http://www.ibo.org/diploma/assessment/documents/d_x_dpvy ass_0409_1_e.pdf

In addition to academic skills,

- Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.
- Assessment tasks are designed to support and encourage good classroom teaching and learning.
- Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Grading

Diploma Programme students follow six courses at higher level or standard level. A candidate's examination performance for individual subjects is graded according to the following scale:

7. Excellent
6. Very Good
5. Good
4. Satisfactory
3. Mediocre
2. Poor
1. Very poor

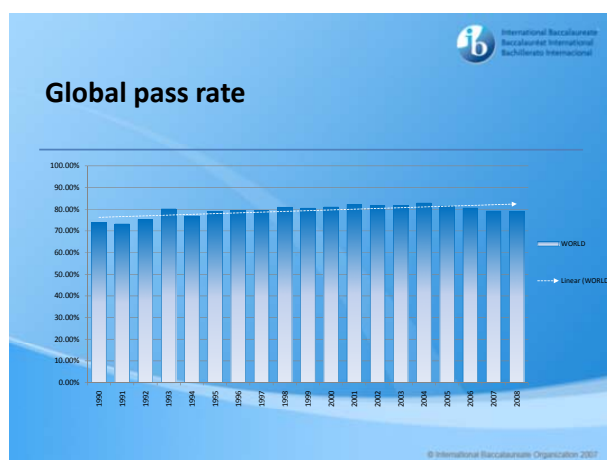
Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. Therefore, the highest total that a Diploma Programme student can be awarded is 45 points.

The theory of knowledge (TOK) and extended essay (EE) are graded according to the following scale:

- A. Excellent
- B. Good
- C. Satisfactory
- D. Mediocre
- E. Elementary
- N. No grade

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole diploma and to satisfactory participation in creativity, action and service (CAS).

Pass rates



Generally about 80% of Diploma Programme students are awarded the diploma each examination session. Fewer than 1% of students gain 45 points.

Statistical bulletins, by examination session

Summary statistics of the last Diploma Programme examination session, and comparisons with previous years, may be found in the latest statistical bulletin, which is accessible at

<http://www.ibo.org/facts/statbulletin/index.cfm>

Research in support of the IB

Please see **Appendix 3** for a brief review of research on the IB in Higher Education, with an emphasis on the United States.

A framework for developing an IB Diploma recognition policy

If your institution is interested in attracting IB Diploma students, you will need to develop an IB recognition policy that indicates your understanding of and appreciation for the rigor of the Diploma programme. This includes acknowledgment of the skills, content knowledge and habits of mind developed during the course that prepare students for success at the post secondary level.

Because the IB is taught and examined globally, the development of a recognition policy can assist you in

- Targeted recruitment of IB Diploma students, who are prepared to enter university with the skills and content knowledge necessary for success in university
- Strategic expansion of your institution's international recruitment goals, which may include diversifying your student population

First, you will need to need to have your **faculty review the IB subject content**. Once you have registered for secure access, you will have access to the Course Guide for each subject. Included in each guide is a detailed course syllabus and the assessment criteria for each IB subject and level. The IB subject list for 2009 is included (see **Appendix 2**).

The **second** step in developing an institutional policy is to understand the difference between the IB Diploma and the IB Certificate. The IB Diploma candidate, who has made full commitment to the goals of the IB Diploma program, and the IB Certificate student, who presents individual subject examinations seeking subject credit, represent two distinctly different individuals. An understanding of these differences/distinctions is essential to the development of meaningful policy that will discriminate fairly the levels of work involved.

Once you have completed these tasks, you are ready to begin asking a series of questions that may be useful in guiding you through the policy development process. Below are some questions to consider in developing an institutional or system-wide IB recognition policy for earning the IB Diploma as well as a policy for IB certificates:

- Admission considerations
 - Is the Diploma accepted for admission?
 - Is early admission offered to Diploma candidates/holders in advance of the general applicant pool?
 - Is 2nd year/sophomore status possible upon admission for Diploma holders?
 - Are TOK/EE additional points considered in admissions decisions?
 - Are anticipated and or predicted grades accepted or considered?
- Diploma Placement and Credit
 - Are students accepted and/or placed at 2nd year/sophomore status with Diploma?
 - Are students placed out of introductory courses into second year courses?
 - Is credit worked out in conjunction with a placement policy?
 - Is there assigned credit for both SL and HL courses with minimum scores based on faculty review of subject detailed syllabus and assessment criteria?
 - Is there credit, assigned or unassigned, for Hexagon Core – Theory of Knowledge (TOK) and Extended Essay (EE)?

- Scholarships/Awards
 - Are there awards designated specifically for IB Diploma students?

- Out of the box considerations
 - Is there access to the honors program?
 - Is early course registration offered to IB Diploma holders?
 - Are there dedicated advisors for IB Diploma holders?
 - Is there enhanced access to student housing for Diploma holders?
 - Is there enhanced access to a parking space?
 - Are there other possible non-cost incentives?

- Certificates
 - Is credit and/or placement awarded to IB certificate holders?

Examples of policies on the IB website may be found in the compilations of some existing policies found in universities in Canada and in US States at the following location <http://www.ibo.org/diploma/recognition/recognitionpolicy/>.

The compilations are voluntary and do not represent all policies on the IB website, which are accessible through the country pages at <http://www.ibo.org/country/index.cfm>

Participating institutions have responded to questions in five broad categories:

- Admission
- Diplomas credit and placement
- Awards
- Other considerations
- Certificates

The recognition summary definitions document that follows provides phrases for possible use and an explanation of their meaning. This will assist you making a clear policy statement.

IB Diploma Programme

Recognition policy summary definitions

Policy survey phrase	Definition
<p>Total minimum IB diploma score needed for admission **</p>	<p>Refers to the total score of points on an IB diploma. The IB requires a minimum of 24 points to award the diploma and certain conditions must also be met. Some educational institutions or faculties may require more than 24 points for admissions purposes.</p>
<p>IB diploma accepted as a “credential” for admission *</p>	<p>Students may qualify for admission simply because they have completed the requirements of the IB diploma.</p>
<p>Early admission offered to IB diploma holders /candidates *</p>	<p>IB diploma students are offered admission in advance of the general pool of applicants.</p>
<p>2nd year status upon admission for IB diploma holders *</p>	<p>Students are admitted with second year standing, having been awarded sufficient credit or placement to enter year two of a two to four-year post-secondary school program.</p>
<p>TOK and EE additional points included in admissions decisions</p>	<p>The assessment scheme of the IB Diploma provides for a maximum of three additional points to recognize the level of achievement on the work submitted for assessment in the Theory of Knowledge (TOK) class and the Extended Essay (EE). These points are “in addition” to the points received for the six subjects studied. These additional points are only available to diploma students and are marks achieved for required work.</p>
<p>Anticipated and/or predicted grades accepted or may be considered</p>	<p>If ONLY final high school grades are considered, then anticipated or predicted grades are not accepted for consideration. Many post-secondary institutions will accept anticipated or predicted IB grades for admission purposes.</p>
<p>Credit awarded on a course-by-course basis</p>	<p>“Credit” implies that students will not have to take a similar college or university course and can move on to a second year course in the same subject area. These credit hours may apply toward a diploma or degree.</p> <p>“Placement” implies registration of students into a college or university course beyond introductory or first year, but credit hours are not awarded. If yes to this category, credit and/or placement for university courses are made available for the successful completion of IB courses (whether SL, HL or both).</p>
<p>Minimum score for HL course-by-course credit</p>	<p>Students can receive a score of 1 (poor or elementary) to 7 (excellent) for each subject studied. Universities and colleges typically expect individual HL subject scores to be a minimum of 4 (satisfactory) or sometimes 5 (good) for credit considerations.</p>

<p>Specific credit or placement awarded for TOK</p>	<p>If successful completion of the TOK component results in 1st year credit for philosophy (for example), then credit is awarded for TOK. If the student has the option to skip a 1st year course and take a 2nd year course (such as philosophy), then placement is awarded for TOK.</p>
<p>Credit and/or placement may be awarded for one or more SL courses *</p>	<p>“Credit” implies that students will not have to take a similar college or university course and can move on to a second year course in the same subject area. These credit hours apply toward a diploma or degree. If only HL courses are eligible for credit, then credit is not awarded for SL courses. <i>An exemplary policy would provide recognition for the SL courses that form a part of the Diploma. Diploma students would thus be given some recognition for their commitment to the entire programme.</i></p> <p>“Placement” implies registration of students into a college or university course beyond introductory or first year. If only HL courses are eligible for placement, then placement is not offered for SL courses. <i>An exemplary policy would provide recognition for the SL courses that form a part of the Diploma. Diploma students would thus be given some recognition for their commitment to the entire programme.</i></p>
<p>Student has the option to forego credit</p>	<p>An IB student can take equivalent post-secondary courses for credit.</p>
<p>Scholarship available specifically for IB students *</p>	<p>Particular scholarships are targeted for IB students. Amount of scholarship may or may not be based on IB scores and points.</p>
<p>Early registration offered to IB diploma holders *</p>	<p>IB diploma holders are eligible to register for courses in advance of other students.</p>
<p>Enhanced access to student housing for IB diploma holders</p>	<p>If all students have the same access to student housing (no preferential treatment for IB students), then IB students do not have enhanced access.</p>
<p>Dedicated advisors for IB diploma holders</p>	<p>An institution has one or more staff with intimate knowledge of the IB programme that can act as advisors for IB diploma holders.</p>
<p>Credit and/or placement may be awarded to IB certificate holders *</p>	<p>IB students are awarded a certificate for courses completed if (a) the diploma was not earned; or (b) extra courses beyond the diploma were taken. If credit and/or placement is awarded at your institution based on individual courses (and student is not required to complete the entire diploma), then this category applies to your institution.</p>

TOK = theory of knowledge **EE** = extended essay **HL** = higher level **SL** = standard level

* **Conditions may apply** - Such as, scores of x amount, applicable to HL courses only, must take a placement exam, etc. Students should contact the college or university for more information.

** **Diploma holders only** - Does not apply to certificate holders.

Examples of IB recognition policies:

When your institution is prepared to actively recruit IB Diploma students to its annual cohorts, you will need to develop an IB recognition policy that reflects your understanding of and appreciation for rigor of the Diploma programme and acknowledgment of the skills, content knowledge and habits of mind developed during the 2 years of study that prepare students for success in the post secondary level.

That policy should include an attractive (and competitive) policy for those students who have earned the IB Diploma, that is, who have completed the 6 subject requirement as well as the Diploma core – Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Action and Service (CAS).

In addition, you should have a policy statement for students who have not completed the full programme but come to you with IB Certificates indicating the individual subject exams they have taken.

Your IB policy will fall between two extremes: a ‘model’ policy and a ‘typical’.

- The optimal components of a ‘model’ policy might offer the following to the IB Diploma holder who has earned a university specified point total:
 - Statement acknowledging rigor of the IB Diploma curriculum
 - Guaranteed admission to the institution
 - Award of a designated, renewable, 4 year scholarship award with automatic consideration for other institutional scholarships
 - Sophomore standing
 - Admission to an honors program
 - Admission to special, interdisciplinary first year programs
 - Access to rigorous research opportunities
 - Priority placement in residence halls
 - Advisement on study abroad and international internships
 - Mentored support with applications to prestigious awards such as the Fulbright Student Program, the Rhodes Scholarship, etc

- A ‘typical’ policy would generally **only offer credit for higher level (HL) courses**

The twelve policies that follow provide examples for your review.

Example 1: Drury University

Drury University affirms the intellectual rigor of the International Baccalaureate diploma program in distinct and tangible ways. The program's depth and breadth of focus, commitment to serious scholarship, and global perspective mirrors the values central to the mission of Drury University.

In recognition of the challenging character of the IB Diploma program, successful baccalaureate recipients receive both an IB Scholarship and college credit according to the following guidelines:

- Score of 28.....30 credit hours
- Score of 27.....25 credit hours
- Score of 26.....20 credit hours
- Score of 25.....15 credit hours
- Score of 24.....10 credit hours

Credit will initially be awarded as elective credit, with specific course equivalents designated in consultation with department chairs and university registrar. In more cases, a mark of 4 (HL) or 5 (SL) on a subject test area will warrant credit for specific equivalencies.

For those not completing the Diploma program, credit may still be awarded for satisfactory scores on individual subject tests.

Example 2: Oregon State University

Oregon State recognizes IB achievement by awarding credit to students who score 5 or above on higher level IB exams. OSU also grants additional benefits for students who complete the full IB diploma with a score of 30 or higher, as follows:

Sophomore Standing, and IB Scholarships are available. Students with a total score on IB exams of 30 or higher may choose to accept the annual, renewable scholarship award of at least \$2000 OR may compete for more substantial awards.

Students must indicate that they would like official test scores sent to OSU. OSU will grant credit only for "higher" level subjects (not standard), unless an exception is noted below. For scores of 5, 6 and 7 OSU will award one year of credit in that subject. The official International Baccalaureate Certificate is required in order to award credit.

For more information, and to view the [guidelines for awarding credit](#), please visit the Oregon State University website.

Example 3: Western Oregon University

Students completing the full IB Diploma with a score of 30 or higher receive the following:

- 1) Guaranteed Admission to WOU.** Students are required to submit ACT (including writing) or SAT scores for placement purposes.
- 2) Provost's Achievement Scholarship.** A renewable four-year award of \$2,500 per year will be awarded. Students will also automatically be considered for other WOU scholarships provided they meet application deadlines. The combination of WOU scholarships and need-based campus-based aid may not exceed the total cost of tuition and fees.
- 3) Sophomore Standing.** Students with a full IB Diploma and a score of 30 or higher will be granted sophomore standing.

4) Honors Program. The WOU Honors Program will automatically accept students with a full IB Diploma.

5) Priority Housing. Students who submit their housing application by June 25 will receive priority placement in the residence halls.

6) Study Abroad and International Internship Programs. WOU will provide IB Diploma recipients with customized workshops focused on their international interests and needs and help match them with a WOU study abroad program or international internship. IB Diploma recipients will also receive personalized advising and support in preparing applications for prestigious awards such as the Fulbright Student Program, the Rhodes Scholarship and the Harry S. Truman Scholarship. For a list of WOU international study opportunities, visit <http://wou.edu/studyabroad> or contact Study Abroad and International Exchanges Office at 503-838-8905, email: studyabroad@wou.edu.

Example 4: University of Wisconsin - Madison

UW-Madison recognizes International Baccalaureate (IB) Higher Level examinations when awarding credit and course exemptions. Details about specific requirements, credit awards, and course exemptions are listed below. If you would like credit information for an IB exam in a subject area not listed, please contact the Office of Admissions.

Note: (1) Students who receive the full IB Diploma with a minimum score of 28 are eligible for 3 additional elective credits. (2) Students who earn a qualifying score on both AP and IB exams for the same subject will receive credit once.

IB HL Exam	Min. Score	UW-Madison Course Equivalent
Biology	4	5 credits - zoology electives (Biological Science, elem.) Zoo 151 by dept. recommendation
Chemistry	4	9 credits - 4 cr. Chemistry 103 & 5 cr. Chemistry 104
Computer Science	4	6 credits - 3 cr. Computer Science 302 & 3 cr. Computer Science 367
Economics	4	8 credits - 4 cr. Economics 101 & 4 cr. of Economics 102
English A1	5	6 credits - English Lit. electives elem.(exempt from GER Communication Part A)
English A1	4	3 credits - English Lit. electives elem.(exempt from GER Communication Part A)
Foreign Language A1	4	6 credits - Lit. electives (adv.) by departmental review/recommendation
Foreign Language A2 or B	4	6 credits - language electives (adv.) or retroactive language credits*
French A1	4	6 credits - French Lit. electives (adv.)
Geography	4	8 credits - 3 cr. Geography 101 & 5 cr. Geography 127
History	4	6 credits - history electives (Social Studies, elem.)
Italian A1	4	6 credits - Italian Lit. electives (adv.)
Mathematics	4	5 credits - Math 221
Mathematics with Further Mathematics	4	10 credits - 5 cr. Math 221 and 5 cr. Math 222
Philosophy	4	4 credits - Philosophy 101
Portuguese A1	4	6 credits - Portuguese Lit. electives (adv.)
Psychology	4	4 credits - Psychology 201, consult with dept.
Social Anthropology	4	3 credits - Anthropology 104
Spanish A1	4	6 credits - Spanish Lit. electives (adv.)
Theatre Arts	4	3 credits - Theatre and Drama 170
Visual Arts	4	3 credits - general electives (elem)

Example 5: University of Texas - Arlington

All credit by examination is determined individually by subjects according to departmental policy and are subject to change. IB examinations are awarded course credit with credit only. Students with specific questions should contact Mellanie Patterson (512) 232-2653, in the DIIA, Student Testing Services office of the University of Texas at Austin.

Beginning with the 2006-2007 academic year, The University of Texas at Austin implemented Senate Bill 111 which grants a minimum of 24 semester credit hours of undergraduate course credit to entering freshman students who have successfully completed the international baccalaureate (IB) diploma program and who received a minimum score of 4 on the examinations.

To view the IB Diploma credit chart for the University of Texas at Austin please visit:
<http://www.utexas.edu/academic/mec/cbe/ibcutscores.html>

Example 6: University of Tulsa

The University of Tulsa encourages students to work toward the IB Diploma, and our policy grants **sophomore** standing to students who complete the full Diploma with a score of 28 points or more. Further, we give credit to all students who earn the IB Diploma with scores of 24 to 27 points on the following scale:

IB Total Score	Minimum Credit
24	10 hours
25	15 hours
26	20 hours
27	25 hours
28	30 hours (sophomore standing)

We also offer an **IB Merit Scholarship of \$3,000 per year**, renewable for up to a total of 4 years for completion of an undergraduate degree to students who complete all work toward the IB Diploma with a high school grade point average of 3.0 or above. This scholarship is offered consistent with the rules and guidelines of the Financial Aid office, which be should be contacted for full details.

Please note that students can earn up to 36 hours of credit through IB, AP, or other proficiency testing at TULSA. Also, credit is determined by actual IB subjects, scores, and your major area of study. Please consult the advising office in your specific area of study to find out how much of your IB credits will apply to your specific degree. We make every attempt to make all IB credits count toward your degree, but not all credits will always count.

Further, students who successfully completed IB higher level (HL) and standard level (SL) subjects will continue to be given credit for classes at TU based on the following guidelines:

IB SUBJECT	IB SCORE REQUIRED*	TU COURSE NUMBER	SEMESTER HOURS GRANTED
Biology HL	5	Biol 1603, 1601, 1703, 1701	8
Biology HL	4	Biol 1043	3
Biology SL	5	Biol 1913	3
Business and Management HL or SL	5	Bus 1013	3
Chemistry HL**	5	Chem 1013, 1023 (and 1011, 1021)	6 (or 8) please present lab books

Chemistry SL**	5	Chem 1913 (or 1914)	3 (or 4) please present lab books
Computer Science HL	5	CS 1043, 2003	6
Computer Science SL	5	CS 1043 <u>or</u> 2503	3
Economics HL	5	Econ 1013, 2013	6
Economics SL	5	Econ 2013	3
English HL	5	Engl 1033, 1093	6
English SL	5	Engl 1093	3
Environmental Systems and Societies SL	5	Biol 1033	3
Foreign Language HL	5	Language Courses 1004, 1014, 2003, 2013,3xx3	17
Foreign Language SL (with full Diploma earned)	5	Language courses 1004, 1014, 2003, 2013	14
Foreign Language SL (without full Diploma earned)	5	Language course 2013	3
Geography HL or SL	5	Geog 2003	3
History HL	5	Hist 1993 and <u>one</u> of the following: 2503, 2213, 2243, 1993, 2403, 2423, 2603, 2623	6
History SL	5	Hist 1993	3
Latin HL	5	Lat 1004, 1014, 2003, 2013,3023	17
Latin SL (with full Diploma earned)	5	Lat 1004, 1014, 2003, 2013	14
Latin SL (without full Diploma earned)	5	Latin 2013	3
Mathematics HL	5	Math 2014, 2024 (or Stats 3813)	8 <u>or</u> 7
Mathematics HL	4	Math 1163 or 1103	3
Mathematics SL	5	Math 2014	4
Mathematics SL	4	Math 1163 or 1103	3
Math Studies SL	5	Math 1093	3
Music HL	5	MUS 1013, MUS 1023	6
Music SL	5	MUS 1013	3
Philosophy HL	5	Psy 1993, 2253	6
Philosophy SL	5	Phil 1003	3
Physics HL**	5	Phys 2053, 2063 (and 2051, 2061)	6 (or 8) please present lab books
Physics SL**	5	Phys 1013, 1023 (and 1011, 1021)	6 (or 8) please present lab books
Psychology HL	5	Psy 2253, 1993	6
Psychology SL	5	Psy 2253	3
Theatre Arts HL	5	THEA 1013, THEA 2213	6
Theatre Arts SL	5	THEA 1013	3
Visual Arts HL	5	ART 1013, ART 1993	6
Visual Arts SL	5	ART 1013	3

* If an IB Diploma is earned, a score of 4 *MAY* be used in some courses to ensure proper awarding of credit

** Present lab notebooks for evaluation.

NOTES:

The University of Tulsa does not grant credit for the following IB subjects:

-Design Technology

-*Information Technology in a Global Society* (consult Art and Sciences Dean's Office or college advisor for possible credit)
-*Social and Cultural Anthropology* (to be reviewed)

IB students are invited to present portfolios of their work for evaluation by various departments.

IB credit awarded will be "university credit" and the colleges' advising offices will apply course credit for use in various major areas of study. In some cases, not all university credits awarded will be used for a particular major.

- Credit will be granted to transfer students according to the University of Tulsa's IB policy. Official IB exam scores must be submitted to the Office of Registration and Records. Credit granted for IB subjects will appear on the student's University of Tulsa transcript.
- Credit and offerings may vary on a yearly basis.

Example 7: University of Dubuque

International Baccalaureate Scholars

The University of Dubuque provides a comprehensive scholarship program designed especially to reward International Baccalaureate (IB) diploma recipients. The IB Scholars Program at the University of Dubuque helps you build on your success in the Diploma Programme with supplemental activities and curricula, as well as a faculty adviser to help you get the most out of your University of Dubuque academic experience.

Through this unique program, you will join an elite group of scholars and discover what the University has to offer in the way of cultural and intellectual diversity, sharing it all with like-minded peers.

Financial Rewards

In addition to the potential of academic credit based on your IB diploma exam scores, your years of extra study, discipline, and hard work can pay off in the form of a substantial merit scholarship toward tuition and fees at the University of Dubuque.

By earning your IB Diploma you may be eligible for a merit scholarship award equal to 50% of annual tuition costs. (There is one academic program/major which is not included. Students who are declared CGIM, Computer Graphics/Interactive Media majors do not receive any University of Dubuque scholarships or grants.)

To remain in the program and continue receiving the additional merit scholarship dollars, you must maintain a minimum 3.3 cumulative grade point average at the end of each spring semester.

The Credit You Deserve

Beyond the program and financial rewards, credits can be yours as well. Three to six credit hours will be awarded by the University of Dubuque for scores of 5, 6, or 7 on IB Higher-Level exams in transferable subjects, with a maximum award of 32 credits. Standard-Level exams do not receive credits.

Example 8: University of Minnesota – Twin Cities

The University of Minnesota-Twin Cities offers students who earn qualifying scores in (IB) subjects a head start on their University education.

Students in IB programs receive eight semester credits at the University of Minnesota for each higher-level subject passed with a grade of five or higher. Specific credit awards for each higher-level subject are outlined below.

We encourage IB students to earn the full IB diploma. Those who earn the full IB diploma with 30 or more diploma points receive eight semester credits for each higher level subject with grades of four or higher, and up to two semester credits for each standard level subject with grades of four or higher. In other words, the diploma program amounts to about one full year of University work!

HL Subject	IB Score	Awards (Semester System)
Art/Design	5 - 7	8 credits in Art 1999 and ArtS 1001; counts toward "other humanities" requirement
Biology	5 - 7	8 credits in Biol 1001 and 1009; counts toward biological science/lab requirement
Chemistry	5 - 7	8 credits in Chem 1021 and 1022; counts toward physical science/lab requirement
Computer Science	5 - 7	8 credits in CSci 1113 and 1902 (for exams in 1999 and later) or 8 credits in CSci 3102q, 3121q and 1999 (for exams prior to 1999)
Economics	5 - 7	8 credits in Econ 1101 and 1102; counts toward 2 social science requirements
English A	5 - 7	credits in EngC 1011 and Engl 1999; counts toward literature requirement
History (N. America)	5 - 7	8 credits in Hist 1999B & 1999C; counts towards historical perspectives requirement
History (Europe)	5 - 7	8 credits in Hist 1999D & 1999F; counts toward the historical perspectives and international perspectives requirements
Math	5 - 7	8 credits in Math 1271 and 1272; counts toward mathematical thinking requirement
Physics	5 - 7	8 credits in Phys 1301 and 1302; counts toward physical science/lab requirement
Psychology	5 - 7	8 credits in Psy 1001 and 3005; counts toward 2 social science requirements
Other Subjects	5 - 7	credits in subject (under review, please inquire)

As the policy information above may change, please visit the website for current policy <http://www.admissions.tc.umn.edu/Academics/ib.html>

Example 9: Monmouth University

Monmouth University accepts International Baccalaureate (IB) Diploma Program credit based on Higher Level examination achievement. A score of a 5, 6, or 7 must be earned in order to receive credit for the IB. International Baccalaureate courses are graded on a scale of 1 (minimum) to 7 (maximum). Official IB transcripts should be forwarded to the Office of Undergraduate Admission for official evaluation.

Monmouth does not grant IB credits for subjects taken at the Standard Level. Students will be given credit in specific subject areas on a course-by-course basis; credit policies will be determined by the academic department in which the credit will be transferred. A list of accepted IB coursework will be made available online in the fall of 2008.

Example 10: Harvard University

Students who have earned the International Baccalaureate (IB) diploma with a grade of 7 on at least three Higher Level examinations may qualify for Advanced Standing. Students wishing to use IB exams for Advanced Standing should request that the IB Americas' office send an official IB transcript directly to Harvard.

Credit toward the bachelor's degree for new students not admitted as transfer students is offered only on the basis of AP or IB examinations (or other reviewed international credentials). The College does not grant credit toward a Harvard degree for courses taken at other universities prior to matriculation. Therefore, students wishing to be eligible

for Advanced Standing are advised to sit for the AP examinations in fields they have already studied, whether or not they participated in a formal AP course in secondary school. Students may learn about AP examinations by writing to the Program Director, College Board Advanced Placement Examinations, Box 977, Princeton, New Jersey 08540.

Example 11: Gustavus Adolphus College

Students who score a 4 or 5 on the College Board's Advanced Placement exams or a 4 or 5 on the higher level International Baccalaureate exams, will receive credit towards graduation from Gustavus. Some courses transfer as equivalent courses to those offered at Gustavus.

To view credit chart, please visit: <http://admission.gustavus.edu/admissions/majors/credit.asp>

Example 12: Minnesota State University - Moorhead

To view the most recent IB recognition policy, please visit: <http://www.mnscu.edu/board/policy/316.html>

University recognition: services provided for university admissions officers

The IB diploma is widely recognized by the world's leading universities in over 2000 universities in over 100 countries.

You will find lists of universities and colleges that recognize the IB diploma on the country pages on the IB website at <http://www.ibo.org/country/index.cfm>. Just select the country you are interested in. Please note that these lists are by no means comprehensive, and they are being continually updated.

The IB works closely with universities in all regions of the world to gain recognition for the IB diploma and provides the following services:

- Direct online access for university admissions officers and government officials to syllabuses and recent examination papers (go to <http://www.ibo.org/university-registration/>)
- A database of university admission policies posted at www.ibo.org

Students applying to a university in the United States or Canada can have their IB examination results sent by going to <http://www.ibo.org/iba/transcripts/index.cfm>) and following the instructions provided.

Students requesting transcripts of their IB examination results for institutions outside the United States and Canada can have their IB examination results sent by going to <http://www.ibo.org/informationfor/supporters/graduates/obtainingtranscripts/outsideofusa/index.cfm>

Appendix 1

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB Subject Guide List 2009



	Subject guide name (contains complete syllabus) ¹	Guide for first exams beginning in ... ²
Group 1	Language A1 (first language)	2001
Group 2	Classical languages (Greek, Latin)	2003, 2010 new
	Language A2 (bilingual students)	2004
	Language B (foreign language for experienced students)	2004
	Language AB <i>ab initio</i> (foreign language for beginners)	2004
Group 3	Business and management	2002, 2009 new
	Economics	2005
	Geography	2005, 2011 new
	History	2003, 2010 new
	ITGS	2004, 2007
	Islamic history	2003
	Philosophy	2002, 2009 new
	Psychology	2005, 2011 new
	Social and cultural anthropology	2002, 2010 new
	World religions (pilot)	2008, 2011 new
Group 4	Biology	2003, 2009 new
	Chemistry	2003, 2009 new
	Design technology	2003, 2009 new
	Environmental systems [and societies]	2003
	Physics	2003, 2009 new
	Sports, exercise, and health science (pilot)	2009 new
Group 5	Computer science	2006, 2010 new
	Further mathematics	2006
	Mathematical studies	2006
	Mathematics HL	2008
	Mathematics SL	2006, 2008
Group 6	Dance (pilot)	2009 new
	Film	2005, 2006, 2010 new
	Music	2002, 2011 new
	Theatre	2001, 2009 new
	Visual arts	2009 new
	Required core components of the IB diploma	
CAS	Creativity, action, service	2003, 2010 new
EE	Extended essay (4,000 words)	1999, 2009 new
TOK	Theory of knowledge	2006, 2008

¹ Subject guides listed contain the syllabus and assessment details for both standard level (SL) and higher level (HL) courses unless otherwise indicated. You may download these documents in PDF form from <https://ibis.ibo.org> University and government staff can register for an account on this site at <http://www.ibo.org/universities>.

² IB subject guides are normally updated on a seven year cycle (although this can vary)

Appendix 3: Research on IB Students in (US) Higher Education

A general summary of global research on the IB Diploma programme is available in the document *A review of research relating to the IB Diploma Programme*, which is available at <http://www.ibo.org/programmes/research/resources/documents/dpresearchreview.pdf>

The IB Diploma program is a criterion-referenced assessment of achievement and curriculum mastery across the traditional academic disciplines. As such, the assessments appear to be representative of those described by Atkinson and Geiser (2009) as the “fairest and most effective assessment for college admissions”. The article, *Reflections on a Century of College Admissions Tests*, is available at <http://cshe.berkeley.edu/publications/publications.php?a=9>

Exemplar summaries of findings from two recent IB Americas research projects in the following areas:

- IB students in US higher education
- Alignment of IB Standards and College Readiness

IB Students in Higher Education

IB obtained data on the postsecondary enrolment and outcomes for more than 28,000 IB students registered for IB exams in the May 2000 and May 2001 exam sessions. The National Student Clearinghouse (NSC) is a data warehouse for tracking enrolment and graduation for more than 90% of the students in postsecondary institutions within the US. The dataset from NSC allows better understanding of postsecondary outcomes for students who participated in the IB program.

- **Student participation and overall degree attainment.** Students who participated in an IB program are more likely to graduate with a bachelor’s degree from a 4-year university than students who did not participate in an IB program. According to the data from NSC, 69% of all IB candidates obtained a bachelor’s degree. This rate is much higher than the rate for the general population of students.
- **Degree attainment by level of participation and performance.** The percentage of students receiving a bachelor’s degree varies according to the level of participation and the performance of the students in the program. Students who pass at least one IB exam are more likely to receive a bachelor’s degree than those who do not. Of students who attempted but did not pass an IB exam, only 49% received a bachelor’s degree, compared to 74% of the students who passed 3 or more IB exams. Students who received the IB diploma have the highest rates of bachelor’s degree attainment (80%).
- **Degree attainment and IB participation in high poverty schools.** Within schools serving a high low-income population, 76% of the IB diploma candidates received a bachelor’s degree from a 4-year college or university, which is significantly higher than the rate for the overall US student population.

Alignment of IB Standards and College Readiness

David Conley and his research team at EPIC reviewed the IB Diploma standards and compared the IB's standards to the Knowledge and Skills for University Success (KSUS). The goal of the project was to create a set of DP standards and then determine the degree to which they align with a set of accepted college readiness standards. The IB curriculum, content knowledge and academic skills development are highly aligned with the Knowledge and Skills for University Success (KSUS) standards endorsed by 28 of the leading U.S. research universities that reflect faculty expectations of incoming freshman and often exceed those expectations. These conclusions are documented in the Conley and Ward (2009) *Final Report of the International Baccalaureate Standards Development and Alignment Project and Summary Brief. International Baccalaureate Standards Alignment and Alignment Project* available at <http://epiconline.org/ib>

