



## Statewide International Baccalaureate Alignment Policy Background and Context

The International Baccalaureate (IB) Alignment Working Group of the Joint Boards' Unified Educational Enterprise (UEE) Committee submits this proposed policy for statewide awarding of postsecondary credit for IB certificates and diplomas. This work is a continuation of that initiated in 2005, when the 73<sup>rd</sup> Oregon Legislative Assembly enacted Senate Bill 342 with the intent of ensuring a transparent, consistent, and equitable transfer of course credits among Oregon's 17 community colleges and 7 public universities. A stipulation in Section 1.2. of that legislation states that: "...community colleges and state institutions of higher education shall:

- ...f) Develop uniform standards for awarding college credit for advanced placement test scores;
- ...(3) In addition to the requirements of subsection (2) of this section, community colleges and state institutions of higher education may also implement other measures to create an effective articulation and transfer framework for students."

The Joint Boards' of Education UEE Committee has already responded to this section of the legislation by developing a uniform statewide policy for awarding postsecondary credits for Advanced Placement (AP) exams and for monitoring and awarding credits for Dual Credit classes. The IB Alignment Working Group was charged by the UEE to produce a policy that similarly accomplishes statewide alignment of the awarding of postsecondary credits to students who have completed IB certificates and IB diplomas.

There are significant features of the IB program that set the context for this work and that may not be as widely understood as either AP or Dual Credit courses.

The International Baccalaureate program is global, with worldwide standards for its courses and their instructors. High school teachers must undergo significant professional development before being certified to offer IB courses, the high school must be judged to have adequate resources, the IB training costs \$17,000, the high school must pay \$10,000 annually, \$135 per student, \$92 per course, and is requested to provide 25% release time for a teacher to serve as an IB Coordinator.

The IB program is centered on the IB diploma, which requires that a student:

1. Completes one year-long course in each of six subject groups:  
The student's First Language, Second language, Experimental Sciences, Arts, Mathematics and Computer Science, and Individuals and Society;
2. Completes three of the courses at High Level (240 hours) and three at Standard Level (150 hours);

3. Attains a minimum of 24 of a possible 42 points on end of course exams; and
4. Completes a three-part core consisting of an extended essay, a theory of knowledge course, and participation in a creativity/action/service project

Students at IB high schools may complete single High Level or Standard Level IB courses without completing an IB diploma and so earn an IB certificate.

There are currently about 12,500 students enrolled in over 800 IB course sections in 35 Oregon high schools and about 300 IB students currently attend OUS institutions. To provide context for these numbers, roughly 24,000 students are enrolled in over 2,200 AP course sections in about 170 Oregon high schools and about 2,900 AP students are attending OUS institutions.

After becoming familiar with the IB program, the members of the IB Alignment Working Group examined:

- The success of IB students at OUS institutions relative to non-IB students with comparable high school GPAs.
- Current practice at each of the six OUS institutions with respect to awarding postsecondary credit:
  - for Standard Level exams and High Level exams
  - the minimum score required on SL and HL exams to earn credit
  - the subject areas in which credit was awarded for each IB certificate
  - the number of credits awarded for SL and HL exams in each subject area
  - the number of credits awarded for IB diplomas
- Reviewed most of the practices in United States universities and university systems, with data kindly supplied by IB International.
- Reviewed transcripts provided by two of the OUS institutions to illustrate the processes for awarding credits for IB certificates and IB diplomas at each institution.

Deliberations over this material, in which the value of the IB diploma was routinely emphasized, produced the attached proposed policy.

It is important to emphasize that this working group did not compare the different types of “acceleration” programs—such as IB, AP, or Dual Credit—that might be available for high school students to earn postsecondary credits. Since the IB Alignment Working Group was not charged with making such comparisons, none of the decisions of this working group are to be used in any way to state, infer, or imply a preference on the part of the working group for any particular program. For example, the number of postsecondary credits awarded for work in an IB program is not to be compared to the number of postsecondary credits awarded for work in an AP or Dual Credit program in a way that implies, infers, or states an evaluation of the relative merit of the IB, AP, or Dual Credit programs.

On November 23, 2009, the working group submitted the proposed alignment policy to the UEE for approval. Following discussion, the members of the UEE approved the policy.

*Recommendation to the Joint Boards of Education:*

The members of the UEE and the IB Alignment Working Group recommend that the Joint Boards of Education approve the proposed International Baccalaureate Alignment Policy and the timeline for implementation.

**(Board action required.)**

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Submitted by the International Baccalaureate Working Group of the Unified Educational Enterprise:

- Herb Chereck, Associate Vice President for Enrollment Services, University of Oregon
- Celeste Colasurdo, International Baccalaureate Coordinator, Southridge High School
- Connie Green, Staff, Unified Education Enterprise, and Policy Advisor, Department of Community Colleges and Workforce Development
- Don McNair, Executive Dean of Academic Affairs, Lane Community College
- Robert Mercer, Senator, Interinstitutional Faculty Senate, and Assistant Dean of Liberal Arts & Sciences, Portland State University
- Kent Neely, Provost, Western Oregon University
- Michele Sandlin, Director, Office of Admissions, Oregon State University
- Bob Turner, Staff, Unified Education Enterprise, and Special Assistant to the Chancellor, Oregon University System



STATEWIDE INTERNATIONAL BACCALAUREATE ALIGNMENT POLICY  
APPROVED BY UNIFIED EDUCATIONAL ENTERPRISE ON NOVEMBER 23, 2009

1. The International Baccalaureate (IB) Alignment Working Group unanimously agreed upon the following policy for awarding credits for **IB certificates**:
  - a. Postsecondary credit will be awarded for scores of 5, 6, or 7 on either Standard Level or High Level IB Exams;
  - b. The number of postsecondary credits awarded will be those in the appended table prepared by Robert Mercer, Michele Sandlin, and Celeste Colasurdo; and
  - c. Credit for the indicated IB certificates will be awarded in the subject area on the appended table or, when appropriate, as general elective credit. The specific course for which credit is awarded is left to the discretion of the most appropriate awarding department at each postsecondary institution.
2. The IB Alignment Working Group unanimously agreed upon the following policy for awarding credits for the **IB diploma**:
  - a. A student must earn an IB diploma score of 30 or above to receive additional IB diploma credits.
  - b. Each IB certificate within an IB diploma will be awarded credits as described in 1a, 1b, and 1c above
    - i. Therefore, no credits will be awarded for any certificate within an IB diploma for which the student does not earn a score of 5 or above on either a Standard Level or a High Level exam.
3. The IB Alignment Working Group was unable to arrive at consensus concerning the number of credit to be awarded to a student who earned an IB diploma with a score of 30 or above. It was also not possible to define a consistent method for deciding upon the subject area(s) to which all IB diploma credits would be awarded. However, agreement was reached on a **temporary IB diploma policy**:
  - a. A student may receive up to 45 credits for an IB diploma
    - i. Specific additional credits will be determined and assigned by the awarding institution when the sum credits in 1a, 1b, and 1c above total is less than 45 credits.
  - b. This policy will be reevaluated by UEE during the 2013-14 academic year.
  - c. To provide the data necessary to reevaluate this component of the IB policy, each OUS institution will gather the following data during the 2010-11 through 2012-13 academic years for each IB student accepted by the institution:
    - i. Scores on each certificate exam;
    - ii. Number of credits and the specific course(s) for which credits were awarded according to the appended table;

- iii. Grades in any courses for which the course awarded IB credits is a prerequisite;
- iv. Grade on the TOK (Theory of Knowledge) essay; and
- v. Number of credits, the courses for which credits were awarded, and the method for deciding the number of credits to award, beyond the credits awarded according to the appended table.

This part of the **IB diploma policy** is temporary in order to provide an opportunity to gather consistent data that will be used to inform reconsideration of a statewide IB diploma alignment policy. It is also possible that this data may be of value to IB International during their future policy considerations.

4. The IB Alignment Working Group identified variables that were beyond their ability to resolve:
  - a. According to material provided by IB International, in the U.S., fewer than one-third of postsecondary institutions award 45 quarter credits for an IB diploma;
  - b. A uniform method for determining the academic subject area in which to award credits for an IB diploma in excess of those awarded for individual IB certificates according to the policy in 1a, 1b, and 1c above;
  - c. The number of Oregon's best high school graduates who will decide to attend Oregon postsecondary institutions because of the number of postsecondary credits awarded for completion of an IB diploma; and
  - d. The absence of an IB program in well over half of Oregon high schools, particularly those in less advantaged districts.

**Timeline for Implementation of the IB Alignment Policy**

Sept 14, 2009	Bob Turner emails draft to IB Alignment working group
Sept 18, 2009	All edit suggestions returned to Bob
Sept 22, 2009	To Helen Stampe for distribution to Provosts' Council and UEE staff. UEE staff will forward to CIA and UEE members. CIA suggests changes to IB alignment work group.
Oct 1, 2009	Provosts' Council discussion and suggestions for revision to IB alignment work group.
Oct 2, 2009	IFS discussion and communication to campus/Faculty Senate; distribute timeline and request IFS comment by Oct 28 to IB alignment work group
Nov 5, 2009	Final draft to Provosts' Council, CIA, and UEE.
Nov 13, 2009	Final proposal to joint meeting of Council of Academic Officers and Provosts' Council. Suggestions to IB alignment work group.
Nov 23, 2009	Approved by UEE
Jan 7, 2010	Submit to Joint Boards for their approval
Fall 2010	Implementation of approved policy by those postsecondary institutions prepared to do so
Fall 2011	Implementation of approved policy by all public postsecondary institutions

B Certificate Course	Certificate Earned with Standard Level Exam Score of 5, 6, or 7	Certificate Earned with High Level Exam Score of 5, 6, or 7	Community College and OUS Subject Area
Anthropology	3 to 4	3 to 4	Anthropology
Art	4	8 to 9	Art History
Biology	3 to 5	12 to 15	Biology
Business	3 to 4	3 to 4	Business
Chemistry	4 to 5	12 to 15	Chemistry
Computer Science	3 to 4	6 to 8	Computer Science
Economics	3 to 4	6 to 8	Economics
Environmental Systems and Societies	4	4	Environmental Studies
Geography	3 to 4	6 to 8	Geography
History: Africa	3 to 4	3 to 4	African History
History: Americas	3 to 6	9 to 12	US Hist
History of Asia/M.E.	3 to 4	3 to 4	Asian History
History of Asia/OCE	3 to 4	3 to 4	Asian History
History: Europe	3 to 6	9 to 12	European History
History	3 to 4	9 to 12	World History
Language A1 (English)	4	12	Writing or English
Language 2: 2nd Language Competency	4 to 5	12 to 15	Foreign Language
Chinese	4 to 5	12 to 15	Chinese
Film	3 to 4	6 to 8	Film Studies
French A & B	4 to 5	12 to 15	French
German A	4 to 5	12 to 15	German
Info & Tech in a Global Society	3 to 4	6 to 8	Computer Science
German B	4 to 5	12 to 15	German
Islamic History	3 to 4	6 to 8	Islamic history
Japanese A & B	4 to 5	12 to 15	Japanese
Mandarin B	4 to 5	12 to 15	Chinese
Spanish A & B	4 to 5	12 to 15	Spanish
Swedish B	4 to 5	12 to 15	Swedish
Math Studies	3 to 4		Mathematics
Mathematics	4 to 6	8 to 12	Mathematics
Music	3 to 4	6 to 8	Music
Physics	4 to 5	12 to 15	Physics
Psychology	3 to 4	6 to 8	Psychology
Social Anthropology	3 to 4	3 to 4	Social Anthropology
Theater Arts	3 to 4	3 to 4	Theatre Arts
Visual Arts	3 to 4	8 to 9	Visual Arts