



Westlake High School

27830 Hilliard Boulevard

Westlake, Ohio 44145

Phone: (440) 835-6352

Website: wlake.org

Twitter: @WHS_Westlake



Thank you for your interest in the International Baccalaureate Program at Westlake High School!

This packet will provide you with the following information:

- The International Baccalaureate Mission Statement, Philosophy, Learner Profile, and Approaches to Teaching and Learning
- An information sheet describing the Diploma Programme at Westlake High School
- A description of the IB Diploma Programme Consortium Model
- A research brief showing the advantages IB students have when transitioning to university
- A sampling of results from a global survey of IB students that shows intended fields of study, scores on ACT and SAT exams, and award packages from selected universities
- A grid showing the recognition policies of IB courses at Ohio institutions of higher learning (which are determined by the universities and subject to change)

The IB Diploma Programme offers students a unique opportunity to study academic subjects in an integrated fashion while allowing for personal choice in several aspects of their own education. It focuses on developing several aspects of the learner – intellectual, physical, emotional, ethical, and social. It gathers effective educational techniques and philosophies from around the globe to develop effective methods of teaching and learning. It prepares students to be successful once they transition to university and to be productive members of a global society.

We are proud to offer the IB Diploma Programme at Westlake High School. We are dedicated to providing opportunities for all students to achieve excellence. We encourage you to carefully consider whether it is right for you. Please contact me with you have any questions regarding preparation, application, enrollment or course choices.

Thank you again for your interest in the International Baccalaureate Diploma Programme at Westlake High School. Please contact me if you have any further questions.

A handwritten signature in black ink that reads 'Matt Planisek'.

Matthew Planisek

Westlake High School IB Diploma Programme Coordinator

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What is an IB Education?

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools aiming to create a better and more peaceful world.

Westlake City Schools currently offers the Primary Years Programme (PYP) at Westlake Elementary School and the Diploma Programme (DP) at Westlake High School.

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.

The IB Learner Profile

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

The IB Learner Profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals become responsible members of local, national and global communities.

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.

Approaches to Teaching and Learning (ATL) in the International Baccalaureate (IB) Diploma Programme

Teaching students how to learn has always been a part of IB teaching. IB provides support and expectations for teachers and students to achieve this goal. ATL are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment and supports the belief that a large influence on a student's education is not only what you learn but also how you learn

IB Approaches to Learning

IB believes that in order for students to become lifelong learners, they must develop a skill set. These skills include:

1. Thinking skills
2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills

The IB Approaches to Teaching

Assisting students in their journey to becoming lifelong learners requires good teaching. IB believes that good teaching is...

1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by formative and summative assessment

What is the International Baccalaureate Diploma Programme?

The Diploma Programme is an intensive, two-year academic program taken during the junior and senior years that offers students the opportunity to increase the breadth and depth of their knowledge, flourish intellectually, physically, emotionally, and ethically while exploring the nature of knowledge itself. Students will study six academic content areas, as shown below.

Studies in Language and Literature

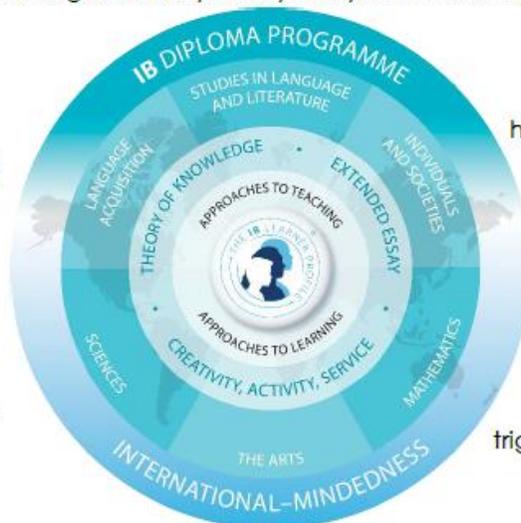
Surveying texts from multiple perspectives, reading literature in translation from across cultures, writing and reflecting creatively, analytically, and for research

Language Acquisition

Acquiring sociocultural competencies through the study of language, reading full length literary works, developing accuracy and fluency while speaking and writing

Sciences

Applying knowledge to devise and perform investigations while exploring the implications of science within society



Individuals and Societies

Viewing history through a comparative lens. Examining historical events while considering perspective, change, continuity, causation, consequence, and significance

Mathematics

Studying algebra, functions and equations, circular functions, trigonometry, vectors, statistics and probability, and calculus

The Arts

Creating visual art, music or film while working to develop internal motivation, and researching the history and practice of different art forms

In addition to completing coursework and assessments (both internal and external), Diploma Candidates will also have to complete three core requirements:

- Theory of Knowledge (TOK) Course: The TOK course is an inquiry into different kinds of knowledge while questioning how we know what we claim to know. Students explore the nature of knowledge while applying the topics to academic subject areas. The course is taken at school during the junior year and will require a small amount of independent work early in the senior year.
- Creativity, Activity, Service (CAS) Requirement: CAS activities foster awareness and appreciation of life outside of the academic arena. The activities help students recognize the importance of educational experiences that take place outside the classroom. Students develop a greater level of self-awareness while increasing their understanding of the needs of others. The activities are completed outside of school during the junior and senior years.
- Extended Essay: The extended essay is a 4000 word (15-20 page) research project developed by the student with assistance from a team of teachers. It requires an in-depth investigation of a topic of special interest to the student and helps them develop independent research and writing skills. The essay is completed outside of school (with assistance) during the junior and senior years.

Why should a student pursue an IB education?

The IB Diploma Programme is an ideal preparation for university study. It produces confident, independent learners that are trained to critically think and explore connections between different areas of the curriculum. It develops writing skills while requiring students to balance obligations in and out of the classroom.

IB students report increased academic opportunities over non-IB students. IB graduates are accepted to universities at a higher rate than non-IB graduates. IB students have opportunities to earn college credit and receive scholarships, including up to a full year's worth of credit at some institutions. IB students also graduate from college within four years of entrance at a higher rate than non-IB students.

The IB program cultivates a perspective different from some traditional education programs. It incorporates successful teaching strategies from many different countries and exposes students to different viewpoints and strategies for learning. This expands a student's horizons and develops in them a global mindset for meeting challenges they will face in the increasingly connected world in which they will live.

How Can Students Take Advantage of What IB has to Offer?

There are two ways that students can participate in the IB programme:

- **Full Diploma Programme Candidate (A Two-Year Course of Study):** Full Diploma Programme candidates will study all six academic content areas while also taking the Theory of Knowledge (TOK) course. Creativity, Activity, and Service (CAS) activities and the Extended Essay are completed outside of school over the two years. Students will spend a large majority of their day at Westlake High School, but will fulfill all of the requirements for graduation from their home consortium school. Students may have the opportunity to take some elective classes at their home school (like instrumental or vocal music), if their schedule allows. Students will be eligible to participate in extra-curricular activities at their home consortium school.
- **Individual Elective IB Courses:** Students will also have the opportunity to take IB courses as electives to partially fulfill their home consortium school graduation requirements. Students who complete all of the requirements and assessments for an individual IB class may earn credit at the discretion of their school of choice. Taking IB classes as electives allows students to blend IB, AP (Advanced Placement), and CC+ (College Credit Plus) classes to meet their individual needs while diversifying their resume. Elective IB classes are held at Westlake High School, so travel will be required if currently enrolled in a consortium school.
- **IB Courses Offered 2017-18 School Year:** History, English Language A - Literature, Mathematics, Physics, Theory of Knowledge (TOK), Music, Visual Art, French, Latin, and Spanish

Questions?

If you have additional questions or would like to discuss the program further, please contact Matt Planisek, Westlake High School IB Diploma Programme Coordinator:

- planisek@westlake.k12.oh.us
- 440.899.3075 x2837
- <https://www.wlake.org/our-schools/westlake-high/academics/international-baccalaureate>



The International Baccalaureate Diploma Programme **housed at Westlake High School**

The IB Diploma Programme offers students a unique opportunity to study academic subjects in an integrated fashion while allowing for personal choice in several aspects of their own education. It focuses on developing several aspects of the learner – intellectual, physical, emotional, ethical, and social. It gathers effective educational techniques and philosophies from around the globe to develop effective methods of teaching and learning. It prepares students to be successful once they transition to university and to be productive members of a global society.

The IB Diploma Programme at Westlake High School is presented as part of a consortium of schools that includes **Avon Lake High School**, **Berea-Midpark High School**, and **Rocky River High School**. The schools work together to support the programme and its students. We are dedicated to providing opportunities for all students to achieve excellence.

Students who choose to participate in the IB Diploma Programme will spend a large majority of their day at Westlake High School, but will fulfill all of the requirements for graduation from their home consortium school. Students may have the opportunity to take some elective classes at their home school (like instrumental or vocal music), if their schedule allows.

Students will be eligible to participate in extra-curricular activities at their home consortium school.

IB Diploma Programme students from consortium districts must make transportation arrangements on their own or in cooperation with their home district.

IB Diploma Programme students from consortium districts must have the appropriate paperwork and emergency medical information on file before starting IB classes at Westlake High School.

If you have any questions, the IB Diploma Programme Coordinator, Matthew Planisek, can answer your questions regarding preparation, application, enrollment and course choices. He can be reached by email or phone:

Matthew Planisek - IB Diploma Programme Coordinator

- planisek@westlake.k12.oh.us
- 440.835.6352 x2837
- <https://www.wlake.org/our-schools/westlake-high/academics/international-baccalaureate>

RESEARCH BRIEF:

Diploma Programme students' enrollment and outcomes at US postsecondary institutions 2008–2014

Liz Bergeron, PhD • University of Wisconsin, La Crosse
February 2015



Introduction

The International Baccalaureate (IB) Diploma Programme (DP) is an academically challenging and balanced educational programme that prepares students to succeed in postsecondary education and life beyond. Research suggests that IB participation improves secondary school academic performance (Caspary 2011, Saavedra 2011, Wade 2011), college enrollment and postsecondary persistence and achievement (Coca et al 2012, Caspary, Bland 2011, HESA 2011, Inkelas, Swan, Pretlow and Jones 2013). This study examines the pathways and outcomes of DP students in the United States who took IB exams in 2008, enabling analysis of four- and six-year graduation rates for the 2008 cohort. The full report also examines some data from DP students from Latin American countries, although data availability was limited for this cohort of students. Additionally, it extends previous research conducted by Halic (2013) reporting on the postsecondary outcomes of IB students graduating from US high schools in 2005.

DATA SOURCES

This study used data from two sources: the National Student Clearinghouse (NSC) student tracker system and the International Baccalaureate information system (IBIS). NSC is a non-profit organization providing student enrollment, performance and related information for more than 3,600 colleges and universities in the United States. IBIS is maintained by the IB and collects student demographic data and assessment data for DP students who register for exams. Exam scores, performance on other diploma requirements, diploma result codes and exam dates are recorded in IBIS. Data on all DP candidates (n=15,680) who took IB examinations in 2008 in public and private high schools in the US was requested in October 2014. Complete data was obtained for 13,555 students (94% attended public high schools and 6% attended private schools) which was used for these analyses.

Findings

Postsecondary enrollment

Ninety-two per cent of diploma students graduating from US high schools in 2008 enrolled in US postsecondary institutions between May 2008 and May 2014 (Figure 1). Seventy-eight per cent of students enrolled immediately. In comparison, in 2008 the national rate of immediate enrollment was 69% (Department of Labor 2009). Additionally, of all the DP students who enrolled immediately after high school graduation, 95% enrolled at a four-year institution. This is notably higher than the 2008 national average of 60% (Figure 2).

Terminology

This report defines key terms as follows:

Postsecondary enrollment: Postsecondary enrollment is enrollment or matriculation at a postsecondary institution. Postsecondary institutions include private, public, four-year, and two-year institutions.

Four-year institutions: Four-year institutions are generally referred to as colleges or universities and can award bachelor degrees or higher.

Two-year institutions: Two-year institutions are generally referred to as community colleges or junior colleges and do not award bachelor's degrees or higher, but can award associate's degrees and/or certificates.

Retention (one year and two year): Retention rates refer to yearly progression and continued enrollment one year or two years following initial enrollment, either at the same or a different institution.

Graduation: Graduation refers to successful completion of the programme of study or degree attainment. Both four-year and six-year graduation rates are included.

Diploma earner: A diploma earner is a student who successfully completed the requirements to earn the IB diploma. Diploma non-earners did not successfully complete the IB requirements to earn the IB diploma, but may earn the diploma awarded by their high school.

RESEARCH BRIEF:
Diploma Programme students' enrollment and outcomes at US postsecondary institutions 2008–2014

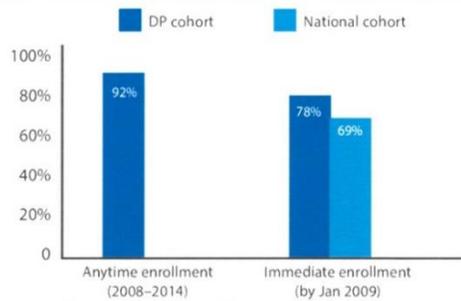


Figure 1. Anytime and immediate enrollment

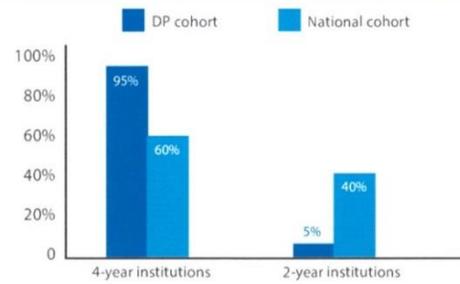


Figure 2. Immediate enrollment by type of institution

Postsecondary retention

The first year retention rate of DP students enrolled in four-year institutions was 98% (Figure 3), while the national rate was 77% (NCHEMS n.d.).

Graduation rates

The average four-year graduation rate of all DP students (both diploma earners and non-earners) was 79% (Figure 4). When considering diploma earners alone, the average four-year graduation (all four-year institutions) rate increases to 84%. Furthermore, DP students (both diploma earners and non-earners) have notably higher six-year graduation rates (83%) than the 2009 national average of 56% (NCHEMS n.d.).

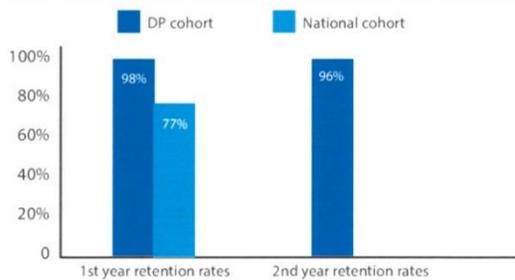


Figure 3. First and second year retention rates

Note: 2nd year retention rates are not currently available for the national cohort.

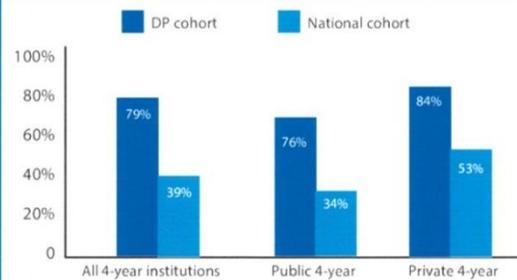


Figure 4. Four-year graduation rates by institution type

Note: National data only available for 2007 (NCES 2014)

The full report is available at <http://www.ibo.org/research>. To cite the full report, please use the following: Bergeron, L. 2015. *Diploma Programme students' enrollment and outcomes at US postsecondary institutions 2008–2014*. Bethesda, MD, USA. International Baccalaureate Organization.

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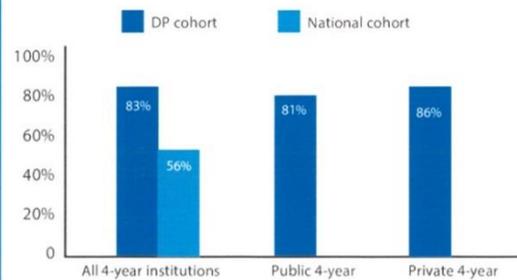


Figure 5. Six-year graduation rates by institution type

Note: National data not available by institution type



IB students generally score higher on college entrance exams than non-IB students.



Section 3



Entry requirements and application process

SAT and ACT results broken down for IB diploma and certificate candidate respondents

www.i-graduate.org

Test	National average score	IB diploma candidate respondents	Base number	IB certificate candidate respondents	Base number
SAT*	1,500	1,953	2,150	1,794	237
Maths	514	654	2,172	603	243
Verbal	497	649	2,162	597	240
Writing	489	649	2,161	595	240
ACT**	21	29	1,190	26	146
English	21	29	1,190	26	146
Maths	21	29	1,184	26	146
Reading	21	30	1,181	27	145
Science	21	28	1,177	25	144

- The average score (rounded) for both the SATs and the ACTs is highest among IB diploma candidate respondents in every subject.
- The average SAT score is 453 points above the national average for IB diploma candidate respondents and 294 points above the national averages for IB certificate candidate respondents.
- The average ACT score of IB diploma candidate and IB certificate candidate respondents is higher in all four subjects of the ACTs compared to the national average.

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*http://testprep.about.com/od/sat/f/SATFAQ_GoodSAT.htm
 **<http://www.act.org/newsroom/data/2011/trends.html>

The acceptance rate is higher for IB students over the general population of applicants at many institutions.

University or college	IB candidates acceptance rate	Total population acceptance rate	IB candidates versus total population (percentage points)
University of Florida	82%	42%	+40%
Florida State University	92%	60%	+32%
Brown University	18%	9%	+9%
Stanford University	15%	7%	+8%
Columbia University	13%	9%	+4%
University of California - Berkeley	58%	26%	+32%
Harvard University	10%	7%	+3%
New York University	57%	30%	+27%
University of Michigan - Ann Arbor	71%	51%	+20%
University of Miami	72%	30%	+42%
Cornell University	31%	18%	+13%
Duke University	28%	16%	+12%
University of Pennsylvania	24%	14%	+10%
Yale University	18%	7%	+11%
University of Central Florida	90%	47%	+43%
Boston University	70%	58%	+12%
University of California - Los Angeles	48%	23%	+25%
University of Virginia	64%	32%	+32%
UNC Chapel Hill	63%	32%	+31%
Princeton University	16%	8%	+8%

IB courses are rigorous and prepare a students for university study.

List of AP exams taken by respondents and median scores

Subject	Median score	Number of IB students*
US History	4	725
English Language (and Composition)	4	554
European History	3	429
World History	3	419
English Literature (and Composition)	3	331
Government and (comparative) Politics	4	327
Calculus AB	4	221
Spanish	5	190
Biology	4	159
Psychology	4	150
Calculus BC	5	139
Chemistry	4	131

List of SAT subject exams and median scores

Subject	Median score	Number of IB students*
Mathematics (I/II)	710	893
English Literature	700	406
Biology	690	367
American History	700	327
Chemistry	700	229
Physics	710	208
Spanish	710	166

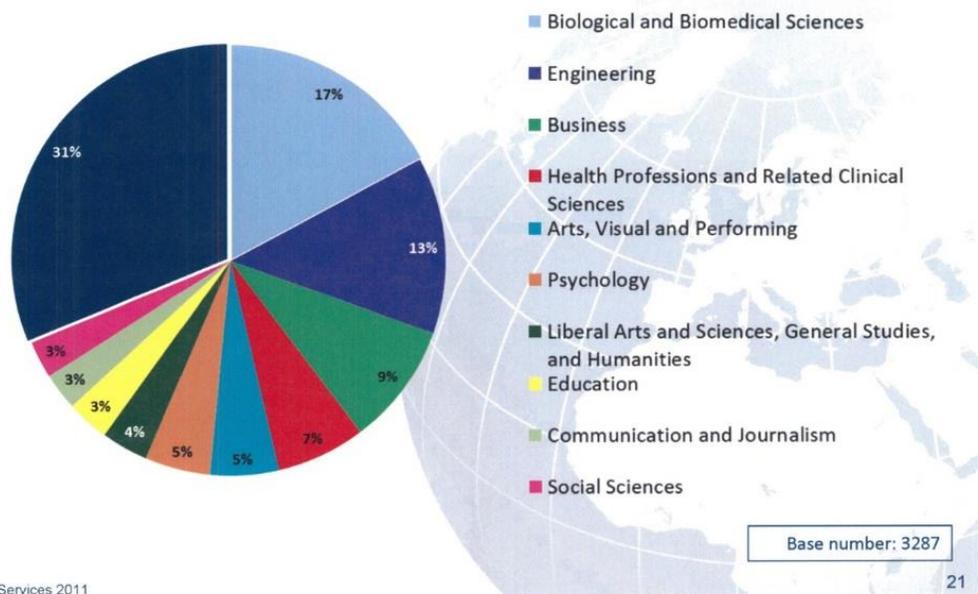
*number of students who gave usable scores

IB students are prepared for a wide range of college majors. The skills they learn during their time in the Diploma Programme can be applied to many different disciplines.

Entry requirements and application process

Intended Major for university/college attending www.i-graduate.org

Top 10 majors and other



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- Biological and biomedical sciences** is the most likely intended major chosen by IB graduates followed by **engineering** and **business studies** – while in the top 10 of most popular college majors business studies is number one, followed by psychology and nursing. Biological and biomedical sciences is number four and engineering is not in the top 10 list (<http://www.collegecrunch.org/best-of/top-10-most-popular-college-majors/>).

IB Recognition Policy Summary for Ohio Colleges and Universities

These award packages are subject to change at any time. Please contact the university directly for the most current information on credit awards

Ashland University	https://www.ashland.edu/admissions/admission-requirements <ul style="list-style-type: none"> Ashland awards credit for scores of 5 and above.
Baldwin Wallace University	https://www.bw.edu/academics/registration-records/international-baccalaureate/ <ul style="list-style-type: none"> Baldwin Wallace University recognizes the merit of the International Baccalaureate (IB) Program and awards credit as appropriate for higher level examinations on which the student scores a 5, 6 or 7.
Bowling Green State University	https://www.bgsu.edu/catalog/academic-policies/international-baccalaureate.html <ul style="list-style-type: none"> Students obtaining an International Baccalaureate (IBO) exam score of 4 or above on Standard Level or Higher Level will be awarded the aligned course(s) and credits for the IBO subject area(s) successfully completed.
Case Western Reserve	https://case.edu/ugstudies/fyr-guide/international-baccalaureate/ <ul style="list-style-type: none"> Case Western Reserve University offers course credit for scores of 5, 6, and 7 for most Higher Level (HL) examinations.
College of Wooster	https://www.wooster.edu/academics/registrar/transfer/ <ul style="list-style-type: none"> International Baccalaureate scores of 6 or 7 are considered for Higher-Level Examinations.
Defiance College	http://www.defiance.edu/registrar/index.html <ul style="list-style-type: none"> Defiance College recognizes academic work taken toward the International Baccalaureate and grants credit for the full IB diploma, as well as individual IB courses. Students who have completed course work should submit IB transcripts for evaluation. Additional information and the performance levels required to obtain credit may be obtained from the Registrar.
Denison University	https://denison.edu/academics/registrar/types-of-transfer-credit <ul style="list-style-type: none"> Students must score a 6 or 7 on the high level of an International Baccalaureate (IB) Subject Exam. Students must discuss the course and performance with the appropriate chairpersons(s). The department or program will then make a recommendation to the Registrar regarding the awarding of credit.
Heidelberg University	https://www.heidelberg.edu/offices/registrar/international-baccalaureate-credit <ul style="list-style-type: none"> All courses within the International Baccalaureate program will be evaluated for the potential to earn college credit. Assessments are made based on Standard Level and Higher Level coursework and scores earned at these levels. Students who have earned the IB Diploma will be granted sophomore standing.
Hiram College	http://www.hiram.edu/academics/undergraduate/international-students/apply/foreign-diplomas-ap-and-ib-credit/ <ul style="list-style-type: none"> Hiram College recognizes the international baccalaureate as an excellent program, consistent both academically and philosophically with the liberal arts tradition. On this basis, the College offers credit and advanced standing for those who have achieved well in the program. Diploma and certificate recipients receive course credits for each higher level examination passed with a score of 5 or higher.
John Carroll University	http://sites.jcu.edu/admission/pages/apply/admission-requirements/ap-ib-and-college-credit-policies/ <ul style="list-style-type: none"> Once students commit to John Carroll and submit their enrollment deposit, they should request that a transcript from International Baccalaureate Americas (IBA) be sent directly to John Carroll for an official credit evaluation.

Kent State University	https://www.kent.edu/credittransfer/international-baccalaureate-diploma-programme <ul style="list-style-type: none"> • KSU will consider for credit, scores of 5, 6, or 7 on higher level International Baccalaureate examinations.
Kenyon College	http://www.kenyon.edu/directories/offices-services/registrar/course-catalog-2/administrative-matters/transfer-credits-and-special-programs/#baccalaureate <ul style="list-style-type: none"> • Students who satisfactorily complete an International Baccalaureate (IB) program in high school and who send the results to the registrar may have up to 3.00 units of Kenyon credit awarded. At the discretion of individual departments, .50 unit of credit may be earned for each score of 6 or 7 on Higher Level examinations.
Marietta College	http://www.marietta.edu/accepted-checklist <ul style="list-style-type: none"> • International Baccalaureate students need to request your IB diploma be sent to Marietta College. Contact Marietta College's Records Office at 740.376.4728 with any questions about how these credits will be applied toward your degree.
Miami University	http://miamioh.edu/admission/high-school/ap-ib-credit/index.html#ib <ul style="list-style-type: none"> • Miami awards credit to IB diploma graduates for higher level subjects passed at a satisfactory level (minimum scores vary 5 to 7 by subject area). Standard levels are not awarded credit. Departments make the final determinations on credit.
Oberlin College	https://new.oberlin.edu/office/registrar/ap-ib-credit/chart.dot <ul style="list-style-type: none"> • Oberlin will grant up to a total of 28 hours of credit toward graduation for performance on IB exams. 8 hours of credit are awarded for each higher-level course completed with a score of 6 or 7 and four hours of credit are awarded for each higher-level course completed with a score of 5. The guidelines for approval of IB credit vary from department to department.
Ohio Northern University	http://www.onu.edu/registrars_office/transfer_ap_clep_and_ib_credits/international_baccalaureate_ib <ul style="list-style-type: none"> • Ohio Northern University recognizes the International Baccalaureate (IB) Program and will grant transfer credit, up to a total of 30 semester hours, for scores of 5 or above on individual IB Higher level examinations.
The Ohio State University	http://registrar.osu.edu/testing/credit-by-examination/ <ul style="list-style-type: none"> • The Ohio State University only awards credit for IB scores of 4 or higher that are achieved in the "Higher Level (HL)" programs and approved by the Department. No credit is awarded for "Standard Level (SL)" scores.
Ohio University	https://www.ohio.edu/admissions/transfer-credits/exam.cfm <ul style="list-style-type: none"> • Ohio University will consider awarding up to 9 semester hours of credit for each IB higher level examination graded 5 or above.
University of Akron	http://www.uakron.edu/academics_majors/ub/important-policies/alternative-credit-options.dot <ul style="list-style-type: none"> • The University of Akron recognizes the academic quality of the International Baccalaureate (IB) program and the efforts of students enrolled in IB coursework by awarding advanced-standing credit for the completion of the IB Diploma. Higher level examination scores are considered for departmental credit. Although minimum scores for the awarding of credit may vary by subject area, generally scores of four or five are sufficient.
University of Cincinnati	https://www.uc.edu/aas/creditevaluation/IB.html <ul style="list-style-type: none"> • In collaboration with UC faculty members who teach the subjects covered by the IB, the Credit Evaluation Center has developed a key to awarding credit for this work. Students must receive a score of 5 or higher in order to receive credit.
University of Dayton	https://udayton.edu/academics/undergraduate/credit-by-exam.php <ul style="list-style-type: none"> • At the University of Dayton, you may be eligible to receive credit based on the results of your IB higher level examinations. No credit is awarded for standard level examinations.
Wittenberg University	https://www.wittenberg.edu/admission/ib <ul style="list-style-type: none"> • Enter with essentially sophomore status if you earn a score of 4 or more on required tests (up to 29 credits). Receive four credits for English 101 if you receive a grade of "B" or higher on the IB extended essay. Gain immediate admittance to the University's Honors Program.
Wright State University	https://www.wright.edu/transfer/academics/international-baccalaureate-ib <ul style="list-style-type: none"> • Wright State University awards credit for scores of 5 or better on the higher level examinations in Geography, Latin, Greek, Mathematics, Chemistry and Physics; and a score of 6 or better in Language AI (English).

Xavier University - Cincinnati	https://www.xavier.edu/undergraduate-admission/AP-IB-and-CLEP-Credit.cfm <ul style="list-style-type: none"> Students who have successfully completed International Baccalaureate courses and have taken the appropriate Higher Level Examinations may apply for college credit for this work. Xavier grants credit in a number of disciplines on an individual basis for the grades of 5, 6 and 7 earned in the I.B. Higher Level Examinations. Students must arrange to have official test scores sent to Xavier University.
Youngstown State University	https://cms.yzu.edu/administrative-offices/registrar/credit-examination <ul style="list-style-type: none"> Credit earned for International Baccalaureate will be awarded upon receipt of an official report sent from the issuing institution.