Thank you for your interest in the International Baccalaureate Program housed 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

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 as part of a consortium of schools that includes Avon Lake High School, Berea-Midpark High School, and Rocky River 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 housed at Westlake High School. Please contact me if you have any further questions.

Matthew Planisek
Westlake High School IB Diploma Programme Coordinator

- planisek@westlake.k12.oh.us
- 440.835.6352 x2837
- https://www.wlake.org/our-schools/westlake-high/academics/international-baccalaureate
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 all four of our elementary schools 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**
Survey of texts from multiple perspectives / Literature from across cultures (in translation) / Writing and reflection - Creative, analytical, research based

**Language Acquisition**
Acquisition of sociocultural competencies / Full length literary works / Fluency and Accuracy

**Individuals and Societies**
Course based on a comparative approach to history. Historical events are examined with respect to perspective, change, continuity, causation, consequence, and significance

**Sciences**
Application of knowledge to devise and perform investigations / implications of science in society

**Mathematics**
Algebra, Functions and Equations, Circular Functions, Trigonometry, Vectors, Statistics and Probability, Calculus

**The Arts**
Studio based 2D & 3D art / independently motivated / Research history and practice of chosen art form

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 cover the financial obligations of the programme and to provide administrative support to 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 (Caspari 2011, Saavedra 2011, Wade 2011), college enrollment and postsecondary persistence and achievement (Coca et al 2012, Caspari, 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

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.).

The full report is available at http://www.ibo.org/research.

References
Higher Education Statistics Agency (HESA). 2011. International Baccalaureate student achievement in higher education institutions in the United Kingdom. HESA.
Weschler, A. 2011. Diploma Programme student achievement in higher education institutions in the United Kingdom. HESA.
The IB diploma graduate destinations survey 2011

Country report
United States of America

2012

Section 3
Entry requirements and application process

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

<table>
<thead>
<tr>
<th>Test</th>
<th>National average score</th>
<th>IB diploma candidate respondents</th>
<th>Base number</th>
<th>IB certificate candidate respondents</th>
<th>Base number</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT*</td>
<td>1,500</td>
<td>1,953</td>
<td>2,150</td>
<td>1,734</td>
<td>237</td>
</tr>
<tr>
<td>Maths</td>
<td>514</td>
<td>654</td>
<td>2,172</td>
<td>603</td>
<td>243</td>
</tr>
<tr>
<td>Verbal</td>
<td>497</td>
<td>649</td>
<td>2,162</td>
<td>597</td>
<td>240</td>
</tr>
<tr>
<td>Writing</td>
<td>489</td>
<td>649</td>
<td>2,161</td>
<td>595</td>
<td>240</td>
</tr>
<tr>
<td>ACT**</td>
<td>21</td>
<td>29</td>
<td>1,190</td>
<td>26</td>
<td>146</td>
</tr>
<tr>
<td>English</td>
<td>21</td>
<td>29</td>
<td>1,190</td>
<td>26</td>
<td>146</td>
</tr>
<tr>
<td>Maths</td>
<td>21</td>
<td>29</td>
<td>1,184</td>
<td>26</td>
<td>146</td>
</tr>
<tr>
<td>Reading</td>
<td>21</td>
<td>30</td>
<td>1,181</td>
<td>27</td>
<td>145</td>
</tr>
<tr>
<td>Science</td>
<td>21</td>
<td>28</td>
<td>1,177</td>
<td>25</td>
<td>144</td>
</tr>
</tbody>
</table>

* 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.

http://testprep.about.com/od/sat/s/SATFAQ_GoodSAT.htm
<table>
<thead>
<tr>
<th>University or college</th>
<th>IB candidates acceptance rate</th>
<th>Total population acceptance rate</th>
<th>IB candidates versus total population (parentage points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>82%</td>
<td>42%</td>
<td>+40%</td>
</tr>
<tr>
<td>Florida State University</td>
<td>92%</td>
<td>60%</td>
<td>+32%</td>
</tr>
<tr>
<td>Brown University</td>
<td>18%</td>
<td>9%</td>
<td>+9%</td>
</tr>
<tr>
<td>Stanford University</td>
<td>15%</td>
<td>7%</td>
<td>+8%</td>
</tr>
<tr>
<td>Columbia University</td>
<td>13%</td>
<td>9%</td>
<td>+4%</td>
</tr>
<tr>
<td>University of California - Berkeley</td>
<td>58%</td>
<td>26%</td>
<td>+32%</td>
</tr>
<tr>
<td>Harvard University</td>
<td>10%</td>
<td>7%</td>
<td>+3%</td>
</tr>
<tr>
<td>New York University</td>
<td>57%</td>
<td>30%</td>
<td>+27%</td>
</tr>
<tr>
<td>University of Michigan - Ann Arbor</td>
<td>71%</td>
<td>51%</td>
<td>+20%</td>
</tr>
<tr>
<td>University of Miami</td>
<td>72%</td>
<td>30%</td>
<td>+42%</td>
</tr>
<tr>
<td>Cornell University</td>
<td>31%</td>
<td>18%</td>
<td>+13%</td>
</tr>
<tr>
<td>Duke University</td>
<td>28%</td>
<td>16%</td>
<td>+12%</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>24%</td>
<td>14%</td>
<td>+10%</td>
</tr>
<tr>
<td>Yale University</td>
<td>18%</td>
<td>7%</td>
<td>+11%</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>90%</td>
<td>47%</td>
<td>+43%</td>
</tr>
<tr>
<td>Boston University</td>
<td>70%</td>
<td>58%</td>
<td>+12%</td>
</tr>
<tr>
<td>University of California - Los Angeles</td>
<td>48%</td>
<td>23%</td>
<td>+25%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>64%</td>
<td>32%</td>
<td>+32%</td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>63%</td>
<td>32%</td>
<td>+31%</td>
</tr>
<tr>
<td>Princeton University</td>
<td>16%</td>
<td>8%</td>
<td>+8%</td>
</tr>
</tbody>
</table>

Section 3
Entry requirements and application process

- The average acceptance rate of IB students into university/college is 22 percentage points higher than the average acceptance rate of the total population.
- The acceptance rate of IB students into Ivy League institutions (Princeton, Yale, Brown, Harvard, Columbia, Cornell, Dartmouth, University of Pennsylvania) is between 3 and 13 percentage points higher compared to the total population acceptance rate.
List of AP exams taken by respondents and median scores

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

List of SAT subject exams and median scores

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

*number of students who gave usable scores

The Ohio State University

Credit by Examination

IB Exams

Please visit the International Baccalaureate website for information on how to transfer an IB diploma. The Ohio State University only awards EM 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. Credit guidelines appear below.
• **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/](http://www.collegecrunch.org/best-of/top-10-most-popular-college-majors/)).
## IB Recognition Policy Summary

### Ohio Colleges and Universities

<table>
<thead>
<tr>
<th>Institution</th>
<th>Policy Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashland University</td>
<td>Ashland University recognizes the rigorous standards of the IB. Two courses of credit will be given for each higher level examination passed with grades of 4 or better. No credit is awarded for subjects passed at the standard level. Students are required to submit a certified copy of the IB exam results.</td>
</tr>
<tr>
<td>Bowling Green State University</td>
<td>Applicants may fulfill the requirements for admission by presenting an International Baccalaureate Diploma or Certificate. Grades of four through seven in higher-level subjects may be considered for individual course credit.</td>
</tr>
<tr>
<td>Case Western Reserve University</td>
<td>CWRU recognizes the International Baccalaureate examinations. In general, credit is given for grades of 5, 6, or 7 on IB HL examinations.</td>
</tr>
<tr>
<td>College of Wooster</td>
<td>Students who successfully pass the International Baccalaureate Higher-Level Examinations with grades of 5, 6, or 7 will receive two courses toward graduation in the subjects included in the Wooster curriculum. Students passing with a grade of 4 will transfer one course toward graduation. Students submitting the International Baccalaureate examination results are subject to the same procedures that govern granting of credit for A-Level results. When possible, students should submit official transfer documents before they arrive on campus. The process of evaluating documents for transfer credit should begin with the Registrar. Where there is doubt about the accreditation status of an institution granting a particular credential, the Registrar will consult with the Director of International Admissions and assist faculty in making the evaluation.</td>
</tr>
</tbody>
</table>
| Defiance College                   | **Students will receive credit for IB exams taken to complete the full IB Diploma.**

**Credit for the full IB Diploma is awarded as follows:**
- 29 or above = 24 hours
- 28 points = 21 hours
- 27 points = 18 hours
- 26 hours = 15 hours
- 25 points = 12 hours
- 24 points = 9 hours

<table>
<thead>
<tr>
<th>Institution</th>
<th>Policy Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denison University</td>
<td>Denison University recognizes IB credentials and is willing to consider offering credit for higher level examinations with scores of 6 or 7 on a case-by-case basis. Students are required to forward official IB transcripts to the Registrar’s office, which will consult with the appropriate department and chairperson. Questions pertaining to the IB Diploma and coursework only may be directed to Cinzia Cross, Associate Director for International and Graduate Admissions.</td>
</tr>
<tr>
<td>Heidelberg University - Ohio</td>
<td>All courses within the International Baccalaureate program will be evaluated for the potential to earn college credit. Students who have earned the IB Diploma will be granted sophomore standing. Each student will be individually assessed. Questions pertaining to the IB Diploma and coursework only may be directed to Cinzia Cross, Associate Director for International and Graduate Admissions.</td>
</tr>
<tr>
<td>Hiram College</td>
<td>Hiram College awards credit for Higher Level International Baccalaureate examinations in which students earn a score of 5 or above.</td>
</tr>
<tr>
<td>John Carroll University</td>
<td>John Carroll University treats IB examination results on an individual case-by-case basis.</td>
</tr>
<tr>
<td>Kent State University</td>
<td>Kent State University awards college credit for most International Baccalaureate exams with scores of 5 or higher on the higher level examinations. The IB chart gives specific information about scores, credit, and placement recommendations. Please understand that no credit can be posted until a student has enrolled as a Kent State University student.</td>
</tr>
<tr>
<td>Kenyon College</td>
<td>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 units of Kenyon credit awarded. At the discretion of individual departments, 1 unit of credit may be earned for each score of 6 or 7 on higher level examinations. A full year of credit may be earned for an IB diploma point total of 36 or higher (with no score below 5).</td>
</tr>
<tr>
<td>Marietta College</td>
<td>Marietta College recognizes the International Baccalaureate Diploma Program for admission purposes and advance placement. Students who have received the IB Diploma will be granted general college credit for up to two higher level IB courses in which they achieve grades of 5 or better. Decisions on placement and credit in departmental majors, minors, and certificates are made by the Registrar in consultation with the appropriate department chairs.</td>
</tr>
<tr>
<td>Miami University of Ohio</td>
<td>Miami awards credit for selected IB higher level subjects passed at a satisfactory level (minimum scores vary 5 to 7 by subject area). Standard level subjects are not awarded credit. Departments make the final determinations on credit. Please see the website for further details.</td>
</tr>
<tr>
<td>Oberlin College – Arts and Sciences</td>
<td>Oberlin grants up to a total of 28 hours: 8 semester hours of credit toward graduation for each higher-level course completed in the International Baccalaureate program with a score of 6 or 7 and 4 semester hours of credit toward graduation for each higher-level course completed with a score of 5.</td>
</tr>
<tr>
<td>Institution</td>
<td>Policy/Policy Details</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ohio Northern University</td>
<td>Ohio Northern University recognizes the IB Program and will grant transfer credit, up to a total of 45 quarter hours, for scores of 5 and above on individual IB higher level examinations. A combined maximum of 45 quarter hours of work can be accepted from IB, AP, CLEP, PEP, and institutionally administered examinations.</td>
</tr>
<tr>
<td>Ohio State University - All Campuses</td>
<td>The Ohio State University awards credit for scores of 4 or higher in select Higher Level (HL) programs. Current credit information can be found in the Credit by Examination Brochure located here: <a href="http://registrar.osu.edu/testing/index.asp">http://registrar.osu.edu/testing/index.asp</a></td>
</tr>
<tr>
<td>Ohio University</td>
<td>Ohio University recognizes the IB and awards credit for scores of 5, 6, and 7 on higher level exams. Credit will only be awarded after faculty review of the course syllabus.</td>
</tr>
<tr>
<td>Ohio Wesleyan University</td>
<td>Ohio Wesleyan recognizes academic work taken towards the International Baccalaureate for specific performance levels on the higher exams. For each higher exam on which the student scores 5, 6 or 7, two units of credit will be awarded - except in mathematics, computer science, and chemistry where credit will be determined by the chair of the department after consultation with the student. Students may also petition individual departments for credit if the student has earned a score of 4 on the higher level examination. Students who have completed the International Baccalaureate and wish to obtain credit should contact the Registrar.</td>
</tr>
<tr>
<td>University of Akron</td>
<td>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 in the areas of French, Spanish, German, Geography, Latin, Greek, Economics, Chemistry, History English, Social Anthropology, Mathematics, Music and Physics. Although minimum scores for the awarding of credit vary by subject area, generally scores of four or five are sufficient. No credit is awarded for IB standard level examinations, with the exception of some foreign languages.</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>The University of Cincinnati accepts credit for examinations such as Advanced Placement (AP), College-Level Examination Program (CLEP) and International Baccalaureate (IB) when minimum scores, established by UC, are earned for each exam. To receive credit for these examinations, send your transcript of grades to the Office of Admissions at the address provided above. Minimum scores required for each exam are provided on the UC Web site.</td>
</tr>
<tr>
<td>University of Dayton</td>
<td>IB at the University of Dayton is administered through the dean's office in the College of Arts and Sciences. Students who submit results of IB higher level examinations may be eligible to receive transfer credit. No credit is awarded for standard level examinations.</td>
</tr>
<tr>
<td>Wittenberg University</td>
<td>IB Diploma holders who achieve a score of 4 or better on SL or HL will be awarded up to 29 credits. In recognition of the writing, rhetorical, and research skills necessary for the successful completion of the Extended Essay and Theory of Knowledge course required to earn the diploma, IB diploma students will receive 4 credits for English 101 as a Writing Intensive course if they received a “B” or higher on the Extended Essay.</td>
</tr>
<tr>
<td>Wright State University</td>
<td>Wright State awards credit for IB 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 A1 (English). The Department of Modern Languages encourages students who have completed an IB course in a foreign language to complete the departmental examinations for advanced credit and placement. (We will not award credit in a foreign language to a student based only on IB examination scores alone.)</td>
</tr>
<tr>
<td>Xavier University - Cincinnati</td>
<td>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 in the IB Higher Level examinations. Students must arrange to have an official transcript of test results sent to the Office of Admission.</td>
</tr>
<tr>
<td>Youngstown State University</td>
<td>Youngstown State University encourages students who have studied the IB curriculum to apply. Higher level examinations on which a score of at least 4 has been attained will be considered for transfer credit. Applicability to degree requirements will be determined by the student's degree granting college.</td>
</tr>
</tbody>
</table>

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