

Rampart High School

International Baccalaureate Diploma Program Information Handbook

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Section 1

International Baccalaureate Organization

IB Programmes

What is an International Baccalaureate (IB) education?

An IB education is unique because of its rigorous academic and personal standards. IB programmes challenge students aged 3 to 19 to excel not only in their studies but also in their personal growth.

We aspire to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and apply what they learn in real-world, complex and unpredictable situations.

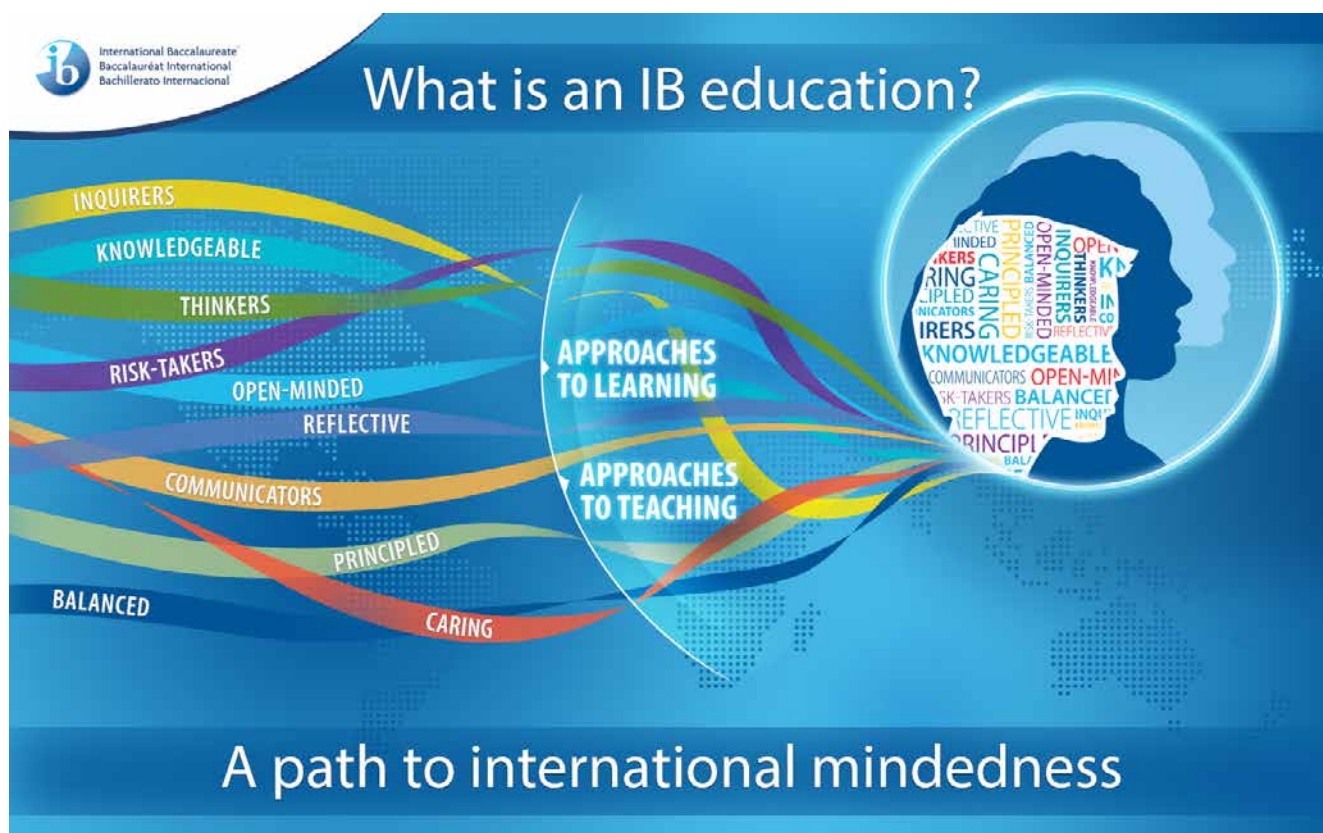
Through our high-quality programmes of international education, we aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

Our vision is to offer all students an IB education that:

- focuses on learners – our student-centred programmes promote healthy relationships, ethical responsibility, and personal challenge

- develops effective approaches to teaching and learning – our programmes help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts – our programmes increase understanding of languages and cultures and explore globally significant ideas and issues
- explores significant content – our programmes offer a curriculum that is broad and balanced, conceptual and connected.

Informed by values described in the IB Learner Profile, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.





The IB Diploma Programme

The Diploma Programme: Preparing students for success in higher education and to be active participants in a global society

What is an IB education?

The IB continuum of international education for students aged 3 to 19 years old is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal development. We aim to inspire a love of learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well-rounded students who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

Approaches to teaching and learning

IB programmes are taught by teachers who explicitly help students learn how to develop the attitudes and skills they need for both academic and personal success.

Approaches to teaching

There are six key pedagogical principles that underpin all IB programmes. Teaching in IB programmes is:

- based on **inquiry**
- focused on **conceptual understanding**
- developed in **local and global contexts**
- focused on effective teamwork and **collaboration**
- **differentiated** to meet the needs of all learners
- informed by **assessment** (formative and summative).

Approaches to learning

This area develops essential skills that include skills of behaviour and emotional management, skills that allow the student to monitor their own effectiveness in their learning and skills that allow them to process information effectively (often called “study skills” in a school environment). Although these skills may be in use when developing a certain natural ability or talent, they are different from both ability and talent themselves because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable.

Teaching and learning in the Diploma Programme (DP) therefore incorporates the development of:

- **thinking** skills
- **communication** skills
- **social** skills
- **self-management** skills
- **research** skills.

Although these are presented as distinct categories, there is some overlap and close connections between them. These categories should be seen as interrelated, as well as linking closely with the attributes highlighted in the IB learner profile. IB students work to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

What is the IB Diploma Programme?

The IB Diploma Programme is an academically challenging and balanced programme of education, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The curriculum

DP students must choose one course from each of five subject groups delivering a breadth of knowledge and understanding in language and literature, individuals and societies, the sciences and mathematics. Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at higher level (HL) or standard level (SL). At least three, and not more than four, are taken at HL (240 teaching hours), while the remaining

courses are taken at SL (150 teaching hours). SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the programme. Students can study and take examinations in English, French or Spanish. Two courses are classified as interdisciplinary, meaning that they satisfy the requirements of more than one subject group.

- Literature and performance (studies in language and literature subject group and the arts subject group)
- Environmental systems and societies (individuals and societies subject group and sciences subject group)

In addition to disciplinary and interdisciplinary study, the DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

The Diploma Programme core

The extended essay (EE) requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies EE option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.

Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, activity, service (CAS) emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the CAS requirement. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

Research

Whether conducted in collaboration with the IB or independently, research generally suggests that an IB education has a positive impact on schools, students and teachers. Research plays a central role in the development, quality assurance and assessment of impact of the IB programmes and services. The IB conducts research in two key areas: programme impact research, which investigates the implementation and impact of IB programmes, and programme development research, which supports the development review of all programme curriculum and pedagogy. Research conducted both by the IB and external bodies show the DP curriculum and assessment compares favourably to other qualifications. To review latest research on the DP visit www.ibo.org/research.



Diploma Programme subject groups

Studies in language and literature

- Language A: literature—55 languages offered
- Language A: language and literature—17 languages offered
- Literature and performance (SL only) (also the arts subject group)—3 languages offered

Language acquisition

- Language B—23 languages offered
- Language ab initio (SL only)—12 languages offered
- Classical languages—2 languages offered

Individuals and societies

- Business management
- Economics
- Environmental systems and societies (SL only) (also sciences subject group)
- Geography
- Global politics
- History
- Information technology in a global society
- Philosophy
- Psychology
- Social and cultural anthropology
- World religions (SL only)

Sciences

- Biology
- Chemistry
- Computer science
- Design technology
- Environmental systems and societies (SL only) (also individuals and societies subject group)
- Physics
- Sports, exercise and health science (SL only)

Mathematics

- Mathematics Application & Interpretation HL
- Mathematics Application & Interpretation SL
- Mathematics Analysis and Approaches HL
- Mathematics Analysis & Approaches SL

The arts

- Dance
- Film
- Literature and performance (also studies in language and literature subject group)
- Music
- Theatre
- Visual arts

Diploma Programme courses online

Students can enroll in a range of authorized DP courses online offered via their IB World School.

Perceptions of university officials

What do university admission officials and IB graduates say about the DP?

.....
"It's the most secure foundation available for successful college graduation."

Jonathan Burdick, Dean of College Admission, University of Rochester, USA

.....
"This is an invaluable experience for a liberal arts education that emphasizes critical thinking."

Madhavi Menon, Director, Center for Studies in Gender and Sexuality and Professor of English, Ashoka University, Hararyana, India

.....
"When I entered my new college environment, my experience in IB gave me the foresight to understand the power of hard work and pushing through difficulty."

Alumnus Rachon Sweiss received his IB diploma from Granada Hills Charter High School in 2015.

.....
"Learning in an IB environment involves critical thinking and depth of understanding, skills that are invaluable to making informed decisions in higher education and the workplace."

-Alumnus Byron Dolon received his IB diploma from the Shanghai American School, China.



The 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.

Learn more about the process of becoming an IB World School at www.ibo.org/become or email ibid@ibo.org.

- Become an IB student
- Teach at an IB World School
- Become an IB World School
- Volunteer or work for the IB

Support our mission and join the IB community at www.ibo.org



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IB Diploma Programme: A strong predictor of success in university

Recent research on the performance of students
in the IB Diploma Programme

By 2014, more than 1 million International Baccalaureate (IB) students will have participated in the IB Diploma Programme, and more than 120,000 Diploma Programme students will be entering university each year. IB students represent a broad range of nationalities from nearly 140 countries and reflect diverse experiences and perspectives, which they apply to their learning in the Diploma Programme. These experiences, in combination with the emphasis on international-mindedness and academic rigour of the Diploma Programme, provide students with a unique set of skills, attitudes and perspectives for success in university and life in the 21st century.

Academic strength of students and IB World Schools

Taking into account extensive research and analysis of the IB Diploma Programme and IB students in higher education, the highest score on the diploma is equivalent to 720 points on the United Kingdom's (UK) Universities & College Admissions Service (UCAS) tariff. In a separate analysis, UCAS found that over 70% of IB students gain offers for entry to higher education, and the vast majority of students attend Russell Group universities.

These findings are complemented by other studies that support the rigour and strength of IB programmes as preparation for university.

Research confirms IB students are prepared for university

A study by the Education Policy Improvement Center (EPIC) confirmed that IB students have the knowledge and skills for success during their first year of university study. EPIC aligned the Knowledge and Skills for University Success, a set of standards endorsed by 28 leading research universities, with the standards of the IB Diploma Programme.

“The IB standards demonstrate a very high degree of alignment with the Knowledge and Skills for University Success (KSUS) standards in all subject areas. In addition, many of the individual IB standards are at a level more advanced than entry-level college courses.”

David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon, USA

EPIC's model of expectations for university

EPIC identified four main components for university preparedness.

Key cognitive strategies describe the ways of thinking that are necessary for university-level work.

Key content knowledge refers to the need for students to master writing skills, algebraic concepts, key foundational content and “big ideas” from core subjects in order to meet university expectations.

Academic behaviours consist largely of study skills and self-monitoring. Examples include time management, awareness of one's current level of mastery and the selection of learning strategies.

Contextual skills and awareness, or “campus knowledge”, refers to the understanding of university admissions processes, university culture, tuition and financial aid and university-level academic expectations.

EPIC findings

The IB Diploma Programme is exceptionally strong in the areas of key cognitive strategies, problem solving, critical thinking, analysis, research and writing skills. Through the IB languages curriculum and the core components, including the extended essay and theory of knowledge, IB students develop the ability to interpret, analyse, think critically and present arguments. They learn to question and reflect on what they know. They also learn to research, write and present what they have learned.

The IB curriculum meets or exceeds the standards for key content knowledge. IB students, in many cases, go beyond what is required for success. According to findings from the study, mathematics and science standards are exceptionally strong with many standards going beyond what students are expected to know in their first year of university.

Through the preparation for the IB assessments and participation in the Diploma Programme, IB students also learn academic behaviours and contextual skills that allow them to adapt well to university courses and campus life. The IB Diploma Programme encourages the development of the attitudes and habits of mind that encourage emotional maturity, responsibility and interpersonal skills.



Recent studies on IB Diploma Programme graduates in university confirm that they perform well and have significantly higher grade point averages (GPAs) and higher graduation rates than students who did not complete the IB Diploma Programme. Scores on IB assessments are also a significant predictor of performance in university.

Approximately 65% of the students in the Diploma Programme are in state schools. Research also shows that, regardless of an IB student's background or socio-economic status, they do exceptionally well at university and in most cases perform significantly better than their peers who did not participate in the IB Diploma Programme.

Student performance measured by critical thinking, not rote memorization

IB assessments are curriculum-based. The depth and breadth of the programme provides students with exposure to an academically challenging curriculum that emphasizes the use of a variety of assessments, including an emphasis on written essays that reflect students' ability to write, think critically, look at issues from all sides and present arguments based on evidence to support their point of view. The IB assessment tasks evaluate students' ability to think and process what they know, rather than assessing rote learning skills.

“Curriculum-based achievement tests are the fairest and most effective assessments for college admissions and have important incentive or signaling effects for our K–12 schools as well: They help reinforce a rigorous academic curriculum and create better alignment of teaching, learning and assessment all along the pathway from high school to college.”

Richard C. Atkinson, president emeritus, University of California, and **Saul Geiser**, University of California, Berkeley, Center for Studies in Higher Education, *Reflections on a Century of College Admissions Tests*, April 2009

Universities around the world say IB students are 'well prepared'

In a survey of 150 university faculty and admissions staff from the UK, the IB Diploma Programme was rated higher than other qualifications based on the breadth of the curriculum; development of critical thinking, time-management and communication skills; and motivation of the students.

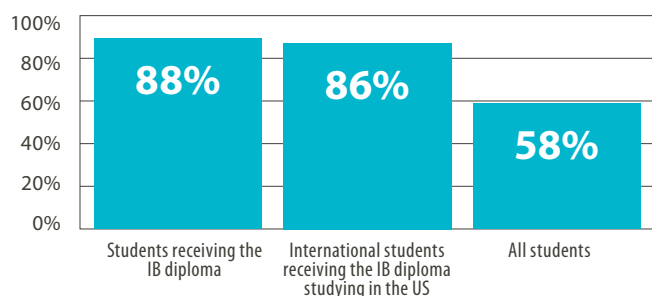
- 97% were satisfied the Diploma Programme prepares students for university.
- 96% favoured a broad curriculum of the type IB offers.
- 57% felt the Diploma Programme offers an advantage to students as preparation for higher education.

Similarly, a survey of 160 university faculty and admissions staff from Australia and New Zealand showed that 77% of respondents indicated that the IB Diploma Programme prepares students well for university.

Motivated and enthusiastic learners perform well and complete their degrees

According to data from the National Student Clearinghouse, a data source for students in postsecondary institutions in the United States (US), students who receive the IB diploma are 38% more likely to graduate from university with a degree than other students in higher-education institutions. Some 88% of IB diploma students received a bachelor's degree within six years or less, and international IB diploma students attending US schools showed similar graduation rates (86%) compared to a rate of 58% for all students. The strong performance of IB diploma students in university is consistent for IB students regardless of whether they attended state or private schools or the socio-economic status of the student.

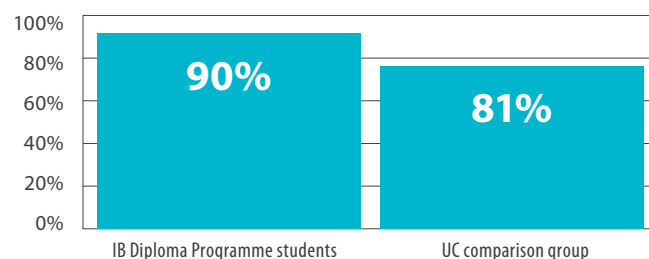
Percentage of students graduating with a bachelor's degree within six years



Source: Integrated Postsecondary Education Data System (IPEDS) of National Center for Education Statistics, National Student Clearinghouse, IB analysis, based on data obtained for students taking exams in May 2000 and May 2001.

Within the University of California system from 2000–2002, IB diploma students showed higher graduation rates than a matched comparison group of students of similar backgrounds and achievement levels. They also had higher GPAs, both at the end of their first year and upon graduation. Furthermore, scores on the IB diploma were strong predictors of performance in university, and a 1-point increase in the IB exam score was associated with a corresponding increase in GPA of up to .38 points or approximately 10%.

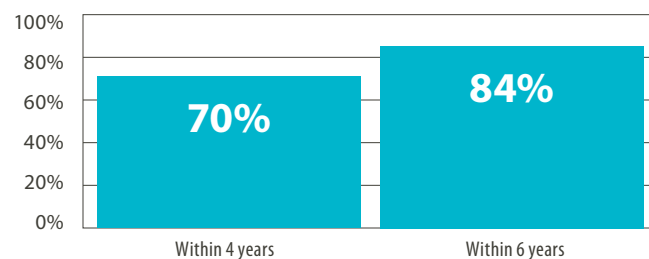
Percentage of students graduating with a bachelor's degree in the University of California system within six years



Source: University of California Office of the President (UCOP) data, 2000–2002, IB analysis.

Analysis of IB students in Florida yielded similar results. The performance of IB Diploma Programme students on their IB assessments showed a positive correlation with their performance in university. Among 1,911 IB students entering into the State University System of Florida in 2000 and 2001, 70% earned a bachelor's degree within four years and 84% earned a bachelor's degree within six years. The grade point average of this group was 3.4 (out of a possible 4.0).

Percentage of IB students graduating with a bachelor's degree from the State University System of Florida



Source: Integrated Postsecondary Education Data System (IPEDS) of National Center for Education Statistics, National Student Clearinghouse, IB analysis, based on data obtained for students taking exams in May 2000 and May 2001.

“IB students are terrific learners. They’re inquisitive and don’t just question what they’re learning, but why.”

Martha Piper, former president,
University of British Columbia, Canada

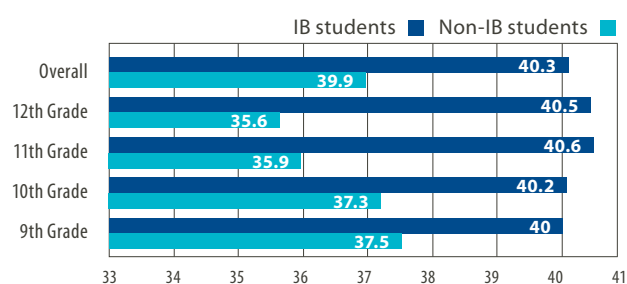


The University of British Columbia also conducted an extensive study of the performance of IB students during their first year. Based on the research, performance on the IB diploma, as measured by the score, was a strong predictor of success at the University of British Columbia, where students with scores in the 27–30 point range perform the same as straight-A students out of Canadian provinces’ high school curriculum.

IB students are more engaged learners

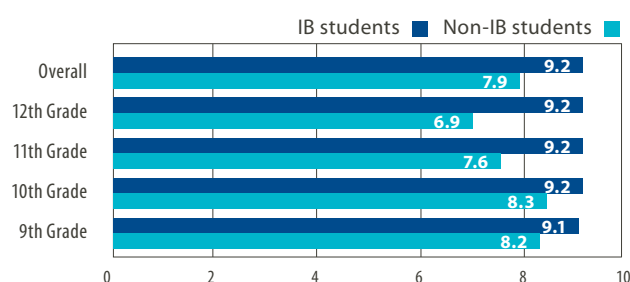
In 2009, the High School Survey of Student Engagement (HSSSE) by Indiana University’s Center for Evaluation and Education Policy surveyed some 40,000 high school students across three broad dimensions of student engagement: academic, social/behavioural and emotional. Responding to questions about the amount of time spent studying, engagement in classroom discussions and the types of academic tasks they do inside and outside of the classroom, IB students showed significantly higher levels of academic engagement compared to students within the same school and to those in the larger survey population.

Levels of academic engagement



Source: *High School Student Engagement Among IB and Non-IB Students in the United States: A Comparison Study*, a report by International Baccalaureate, and analysis of 2009 HSSSE Results, Center for Evaluation and Education Policy, Indiana University.

Levels of social engagement



Source: *High School Student Engagement Among IB and Non-IB Students in the United States: A Comparison Study*, a report by International Baccalaureate, and analysis of 2009 HSSSE Results, Center for Evaluation and Education Policy, Indiana University.

Through the focus on challenging academic content and the key cognitive strategies in the Diploma Programme, IB diploma students are able to demonstrate the ability to think critically and to apply concepts across disciplines and subjects. In university courses, they show intellectual initiative, emotional maturity and self-management skills, qualities that lead them to stand out from their peers.

“We’re looking for students who are engagers-- students who are maximizing opportunities in and out of the classroom. What’s very unique about IB is that through its curriculum it allows students to be able to satisfy the requirements of the types of students that we’re looking for.”

Dr Kedra Ishop, vice provost and director of admissions, University of Texas at Austin, USA



For more information on these findings and the latest research on IB student performance, visit the research section on the IB website, <http://www.ibo.org/research>.

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Figure 2: IB World Schools

Total number of IB World Schools: 5,183 in 158 countries (as of November 2019).

Breakdown by regions

Africa, Europe, Middle East	97 countries	1,257 Authorized schools
Asia Pacific	28 countries	941 Authorized schools
Americas	33 countries	2,985 Authorized schools
Total	158 countries	5,183 Authorized schools

Does not include European Platform schools. Includes MYP Partner Schools.

Breakdown by programmes

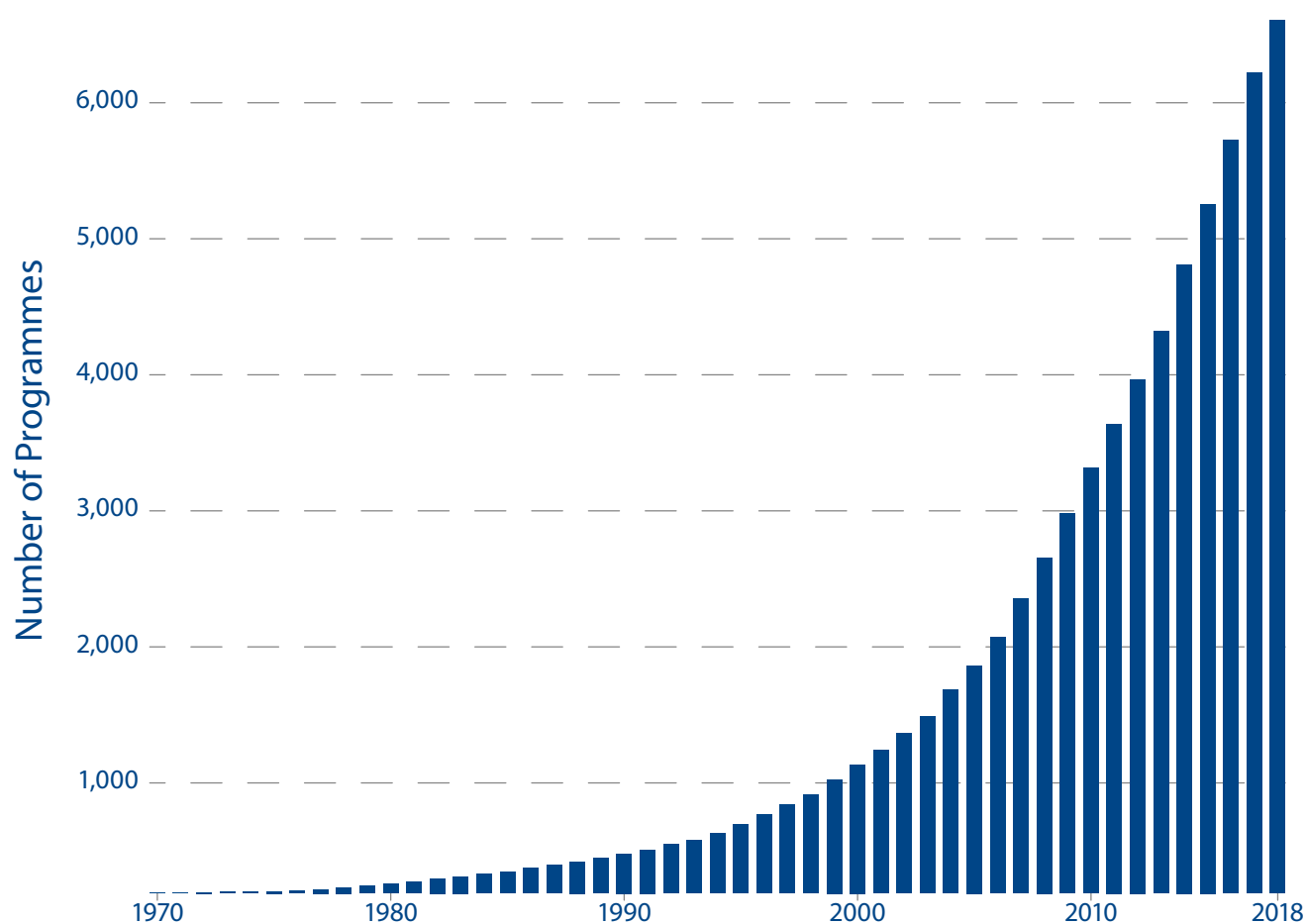
	PYP	MYP	DP	CP	Total
Africa, Europe, Middle East	425	328	1,011	86	1,850
Asia Pacific	528	242	610	21	1,401
Americas	836	792	1,815	146	3,589
Total	1,789	1,362	3,436	253	6,840

*As of November 2019

Does not include European Platform schools nor MYP Partner Schools.

As of November 2019, the four IB programmes are taught in 158 countries.

Figure 3: Growth of the four IB Programmes



Does not include European Platform nor MYP Partner Schools

IB Recognition

The IB works with the higher education community to support IB students in getting the recognition they have earned, as well as to examine and further develop our programmes to make sure we continue to offer the best preparation for university studies and life beyond. The IB prepares students to thrive in an ever-evolving world by nurturing the skills and attitudes they need to lead happy and successful lives. The programmes are designed to be innovative from the ground up, which means they're always ready to match the educational needs of today.

Through our programmes, students develop:

- social, leadership and self-efficacy skills.
- critical thinking and problem-solving skills students need to thrive in the future.

- reasoning, communication and collaboration skills essential for teamwork.
- fluency in a second language and global cultural awareness, giving them an edge in our increasingly connected world.

A number of online resources focusing on recognition of IB programmes are available on www.ibo.org. These include information about IB programmes, research and evidence into the effectiveness of IB programmes, support in policy development, and information on where and how the IB is recognized around the world. The purpose is to increase understanding of the IB's aims and the unique aspects of each of its programmes, their assessment and the way they prepare students for further education.



Americas

Some facts about this region

IB Americas includes IB World Schools in 33 countries and territories in Central, North and South America. IB World Schools in the Americas are state/public, private, independent, charter, international, parochial, and secular. They serve a broad and diverse range of students in urban, suburban and rural communities. As of November 2019, there were 6,840 IB programmes worldwide, more than half (3,589) of which are located in the Americas region.

The IB Educator Network (IBEN)

The IB Educator Network (IBEN) holds a critical position within the IB, by collaborating with IB educators from 164 countries who perform a variety of roles (e.g. workshop leader, consultant, school visit team leader, field representative, etc.) on behalf of the IB. With a peer-to-peer

methodology, the IB Educator network allows the IB to make key achievements globally.

The IBEN department within the IB manages the network of educators, professionals who are highly experienced in IB pedagogy and leadership, by recruiting, training, and assigning them to events requested by other IB departments in support of school development (leading workshops, visiting and consulting schools, etc.). Research has shown that educators who belong to the IBEN have access to up-to-date resources prior to general launch of the documents, show greater commitment and engagement with the IB and their school, have greater opportunities to master core IB concepts, improve and practice andragogy and pedagogy, understand assessment strategies in depth and develop professional status.

The IB Educator Network is key in the development and growth of international mindedness and the IB mission.





Professional development in the Americas region

In 2020, over 30,000 educators in the Americas region will attend IB professional development workshops, either in their schools or at one of our regional events. On-site workshops offer the opportunity to provide a variety of trainings to teachers from the same school, as an in-school workshop, or to teachers within a school community, as a district/cluster event.

The IB Leadership and IB Education workshop series will be offered throughout 2020 at our regional, in-school, and district/cluster events. IB Leadership workshops provide aspiring and experienced leaders with learning focused on leadership in an international context. IB Education workshops are appropriate for all educators at any point in their journey as lifelong learners. These workshops engage participants in provocative learning experiences around challenging ideas central to the IB's mission to make the world a better place through education.

University recognition

In the Americas region, more and more universities are deciding to accept IB credentials and recognize the rigor and depth of our programmes. In professional associations such as National Association of College Admission Counseling (NACAC), International Association of College Admission Counseling (Int'l ACAC), and many of their affiliates, the IB Diploma is regarded as the gold standard that combines high academic achievement with the reflection and personal growth that come from the Learner Profile.

Latin America

Private universities in Latin America have expressed great enthusiasm in partnering with the IB to recognize the competencies and personal qualities the DP and CP graduates possess. As such, several agreements have been signed and/or updated considering not only the full Diploma points, but also the core components. In the past year, IB has signed Memorandums of Understandings (MOUs) with universities in Argentina, Brazil, Peru, Mexico, and Colombia.

United States

In the US, most universities accept the IB Diploma as a school leaving credential and will grant advanced standing for IB courses as part of the Diploma Programme, as part of the Career-Related Programme, or through standard or higher individual courses. Over 1,000 universities have published recognition policies including all of the Ivy League institutions and most highly selective institutions.

There has been a growing trend in institutions using the full diploma to satisfy state/national testing requirements. As universities recognize the holistic nature of IB programmes, lobbying with state and government institution systems remain a high priority.

In the past year, close to 100 higher education institutions have worked with IB staff through webinars and in-person trainings to establish or improve their IB recognition policies to attract these top students.

Canada

All universities in Canada accept the IB Diploma as a school leaving credential and some of the top institutions award advanced standing for higher level courses. The two

highest transcript receiving universities in the world are the University of Toronto and the University of British Columbia.

In the province of Quebec, students who complete the Middle Years Programme and complete the national requirements will obtain the Quebec Diploma of Secondary Studies which qualifies them for higher education studies.

Associations of IB World Schools in the Americas

Associations of IB World Schools are independent organizations established under the Guidelines of Associations of the IB. The members are commonly IB Candidate and IB World Schools. Groupings in the Associations are based on geographically relevant communities to support IB World Schools as well as schools new to the IB in the region.

Associations, who are independent of the IB, support member schools through advocacy and by:

- providing current information on the local and regional context, e.g. what is happening in education, changes affecting the schools in their association, feedback, advisory capacity, a platform for collaboration and IB research.
- disseminating updates and seeking advice from the IB about core IB services such as professional development (PD), school services, government and university recognition.
- providing professional development in association with the IB, when a separate agreement is in place.

The full listing of the current Associations of IB World Schools in the Americas region see in Appendix 4 'IB Associations Around the World', page 673.

IB research

Key findings from research in the IB Americas region:

1. Utilizing a mixed-methods case study, an investigation explored the perceptions of administrators, teachers and students within four PYP schools in **Colombia**. Student interviews identified teachers as the primary drivers of their positive learning experiences. In an accompanying survey, 89.3% of PYP students indicated that they enjoyed being a student at their school while over 90% reported that they were proud to be a student of their school (Lester and Lochmiller 2015).
2. Within a large school district in the **United States (US)**, researchers investigated the impact of MYP participation on high school course enrollment and achievement. The findings indicated that former MYP students were 34% more likely than non-MYP students to take at least one DP or Advanced Placement (AP) exam in high school. Furthermore, MYP enrollment significantly increased the likelihood of earning at least one "college-ready" score¹ on a college preparatory exam (by 39%) (Wade and Wolanin 2015).

¹ A "College-ready" score is defined in this study as a three or higher on an AP exam or a four or higher on a DP exam.





3. A study in **Costa Rica, Argentina (Buenos Aires) and Peru** explored the impacts of the DP on students and teachers in state schools. Students in all three countries reported highly positive views of the DP overall. In particular, students cited the programme as helpful in developing research, critical thinking and other key skills. Most teachers reported that the DP had reinvigorated their passion for teaching. In particular, teachers emphasized features of the DP such as curricular style, promotion of thinking skills, openness to learning, and feedback from IB examiners (Beech et al 2018).
4. In a large-scale quantitative study, researchers investigated the postsecondary outcomes of DP students in the US. Findings showed that, in 2013, 82.2% of all DP students enrolled in university immediately after high school. This compares favorably to the US national average for immediate enrollment of 66% (2013). DP students were also more likely to persist at university (continuing on to their second year) compared to students nationally (88.1% and 80% respectively in 2013). Lastly, in comparison to the 2011 national four-year graduation rate (41.1%), DP students had higher four-year graduation rates (56.3% in 2013) (Pilchen et al 2019).
5. IB Research conducted a study to examine the higher education pathways of all CP graduates in the US from 2013 to 2015. The study found that 81% of CP graduates enrolled in university sometime after secondary school, with 76% enrolling immediately. Additionally, 79% of students who enrolled in higher education chose four-year over two-year colleges, compared to 64% of students nationally. Regarding university persistence, 89% of CP graduates who enrolled in university came back for a second year (Mack et al 2017).

Conferences and events

Over 1,700 people attended the 2019 IB Global Conference in New Orleans, Louisiana, USA from 18-21 July. The 2020 IB Global Conference will be held in Toronto, Ontario, Canada from 23-26 July. The annual conference is an opportunity for members of the IB community to discuss best practices with colleagues, participate in engaging breakout sessions, and listen to stimulating keynote speakers who address some of the big questions facing the education community today.

The IB alumni network

The IB Alumni Network is a resource for IB graduates around the world. The network links graduates from IB World Schools in 153 countries to support their future studies and careers. By connecting with the IB, former students have the opportunity to participate in research, support development efforts and speak at our events. These graduates are also supporting educators and parents in understanding the impact of an IB education from a student's perspective. To see how graduates are supporting IB programmes, visit ibo.org/programme-stories and connect with us at ibo.org/alumni.

Contact

IB Global Centre Washington DC
7501 Wisconsin Avenue, Suite 200 West
Bethesda, Maryland, 20814 United States

Main: +1 301 202 3000
Web: www.ibo.org/en/iba

Section 2

International Baccalaureate Parent Pack

How to make your IB credentials stand out in the university application process

As an International Baccalaureate (IB) student, you are distinctive and will bring a unique set of attributes to whatever university or college that you ultimately attend. The challenge is to how to bring those qualities, in addition to grades and standardized test scores, to the attention of admissions officers. Have you considered how best to describe your high school achievements in your university application?

IB Diploma (DP) and Career-related Programme (CP) students:

- know how to do independent research
- have a demonstrated foreign language skill
- contribute a global perspective to current events
- have given back to their communities through volunteerism and community service
- study the language, history and arts of diverse cultures, and approach problems from multiple perspectives
- have above-average time management skills and are exceedingly well-prepared for the rigour of college-level coursework.

Additionally, DP students take a year-long course to develop critical thinking, analysis, and explore ways of knowing (theory of knowledge (TOK)), while CP students bring work-related experience and a career-specific set of skills to their university application or resume.

Five more ways to emphasize your IB strengths:

1. Highlight your advanced writing skills: Completing multiple essays comes easily to IB students given the emphasis the programme places on self-reflection and written expression. IB students can capitalize further on this by using the interdisciplinary model of learning to respond to admissions questions from multiple perspectives.

2. Consider universities that accept individual portfolios:

Some universities allow students to submit individual portfolios of work. The DP and CP programmes place emphasis on the development of a student's abilities over time. IB students will have amassed a significant body of work in their personal portfolios and in the MYP personal project. Portfolio-based applications allow admission officers to understand how an IB student is reflective and critical in their work.

3. Nail the interview: DP students give multiple presentations over their two-year course work. The confidence and experience they develop in these public speaking opportunities will translate into a big advantage when interviewing for university admission, internships and work. Don't forget to mention your creativity, activity, service (CAS) project in addition to your academic credentials.

4. Recommendation letters that pack a punch: The recommendation letter remains a pivotal component of the application package. When soliciting recommendation letters that stand out, consider providing your teachers with an easy-to-reference profile of your high school history beyond academics. Include your extended essay topic, your personal project topic, your CAS project, foreign language abilities, participation in any international programmes of study, extra-curricular activities and course workload.

5. Show your global perspective: IB students have a strong sense of their cultural identity, and respect the values and differences of other cultures. Trained to think globally and act locally, IB students are required to participate in civic engagement through a community service project that ties into some aspect of their coursework.



Frequently asked questions about the Diploma Programme

What is the Diploma Programme?

The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.

Theory of knowledge (TOK)

TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world in order to develop their own ways of thinking. By stimulating analysis of knowledge across disciplines, TOK seeks to help students make sense of school and the world.

Creativity, activity, service (CAS)

CAS is an experiential learning component of the DP. Students complete a wide variety of extracurricular, community service and athletic options to fulfill this requirement.

Extended essay

The extended essay introduces students to the demands and rewards of independent work. Emphasis is placed on doing personal research and communicating ideas effectively in order to write a 4,000-word essay in an area of personal interest.

How do colleges and universities view the Diploma Programme?

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships.

A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at www.ibo.org.



What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

Are IB programmes considered "gifted" programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

Do DP teachers receive special training?

All DP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards.

With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at

www.ibo.org.

What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to a diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

How does the IB DP differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at

www.ibo.org/research

How can I learn more about the IB and DP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers.



Key findings from research on the Diploma Programme (DP) core

The International Baccalaureate (IB) Global Research department collaborates with universities and independent research institutions worldwide to produce rigorous studies examining the impact and outcomes of the IB’s four programmes. This resource provides a brief overview of key findings from recent research on the DP core, which includes theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS).

Theory of knowledge (TOK)

In theory of knowledge, students reflect on the nature of knowledge and on how we know what we claim to know.

- A study in **Australia** explored IB alumni and current DP students’ ratings of their **critical-thinking abilities**. Quantitative results indicated gains in the use of critical-thinking skills between the two successive years of the DP. Additionally, second-year DP students reported a significantly greater likelihood of using a range of critical-thinking skills (Cole, Gannon, Ullman and Rooney 2014).

Perceived TOK outcome	Mean score (SD)	Comparison of means (Year 11–12)
Critical-thinking skills	Year 11: 4.23 (1.25)	$t = 3.79$ $p < .001$
	Year 12: 4.50 (1.27)	

Note: $n = 1,242$

Table 1: Mean differences in students’ perceived outcomes of TOK study, by year cohort.

- Examining the longer-term impacts of the DP on students, a **global study** reported the perspectives of a diverse group of alumni from 20–63 years of age. DP alumni reported that in the years following completion of the DP, they were able to more fully appreciate the benefits of participating in **theory of knowledge**, as one former student explained: “*You know, I benefited more from [TOK] after I did it than when I was doing it ... and I probably now get more out of thinking about the things that were presented at that time than I did when I was a student there*” (Wright 2015).
- TOK teachers from across the **world** offered their perceptions of the **impact and implementation of TOK** in IB World Schools. The teachers believed that the main benefits of TOK for students are the ability to critically evaluate information and to recognize and reflect on personal assumptions. The teachers also strongly agreed that teaching TOK has provided valuable professional

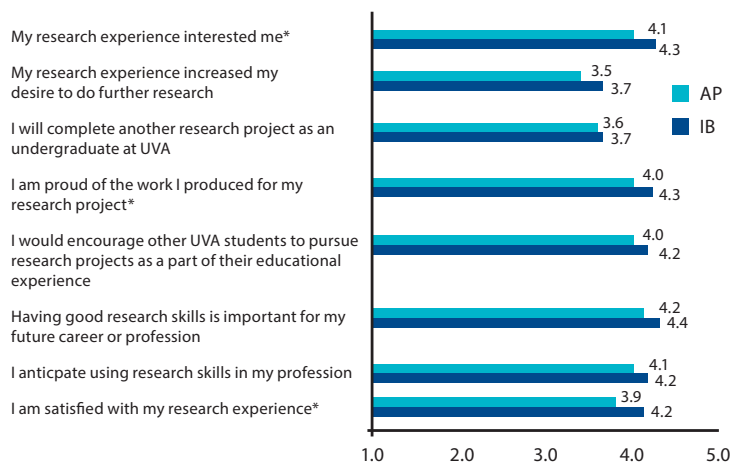
development for them, as it has enhanced their own critical thinking as well as understanding of content and connections across disciplines (Bergeron and Rogers 2016).

Extended essay

The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word essay.

A series of studies explored student experiences with the extended essay in the United States, the United Kingdom and Canada.

- A study at the University of Virginia (UVA) in the **United States** explored how the experience of completing the **extended essay** prepares students for university-level research and academic success. In comparison to Advanced Placement (AP) students, former DP students were more likely to report that they: felt prepared for university coursework involving research; had executed a research project at UVA; were proud of their research; intended to conduct future research; and found their research skills to be important to future success. Several of these differences were statistically significant (Inkelas, Swan, Pretlow and Jones 2012).



Note: * indicates statistical significance, $p < .05$ (Bonferroni adjustment was used to adjust for potential Type 1 errors).

Figure 1: IB and AP alumni’s perceptions of engagement with research.

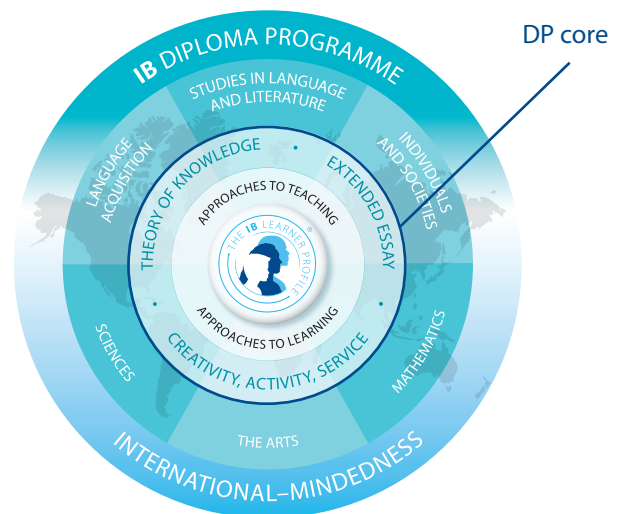
Key findings from research on the Diploma Programme (DP) core

- Another study investigated the **high school research experience** of former DP students at two universities in the **United Kingdom**. DP graduates reported that they enjoyed and valued their extended essay experience and believed it helped them to develop their critical- and independent-thinking skills (Wray 2013).
- The final study in this series explored the impact of the **extended essay** on student success at a university in **Canada**. DP graduates indicated higher ratings than their non-IB peers on self-regulated inquiry learning and were also less likely to view learning primarily as memorization. Former DP students perceived a number of benefits of the extended essay, including developing enhanced organization, reading, writing and analytic skills (Aulls and Lemay 2013; Aulls and Peláez 2013).
- A study in **Argentina, Canada and the United States** explored the **implementation and impacts of CAS**. Both students and coordinators reported a range of impacts of student participation in CAS, including helping students to: develop an ethic of service; become more caring, open-minded and reflective; and develop more self-confidence and maturity (Billig 2013).
- Investigating the **“academic civic-mindedness”** of DP students in the **United States**, student and teacher interviews indicated that the frequent use of discussions, debates, presentations, writing assignments and teamwork in DP classes helps students to develop the skills that are necessary for civic engagement. Furthermore, in comparison with a nationally representative sample of 12th grade students, DP students scored higher on 9 out of 10 items that tested their knowledge of US government structure, functioning and history (Saavedra 2014).

Creativity, activity, service (CAS)

In creativity, activity, service (CAS), students complete a project related to these three strands.

- A Jeff Thompson Award winner conducted a study on the use of **reflection within CAS** in six IB World Schools in **Turkey**. The findings suggested that all of the schools were encouraging reflection before, during and after CAS activities, as outlined in the *Creativity, activity, service guide*, and that schools were “moderately successful” in providing feedback on student reflections. The author, however, also recommended that schools require fewer but more authentic reflections, use varied forms of reflection and allow flexibility in the timing of reflections (Perry 2015).



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For more information, please contact research@ibo.org or visit <http://www.ibo.org/research>.

12 Support Tips for DP Parents from DP Teachers/DP Teacher-Parents

- Your child will find his/her own path and as a parent, you have to let him/her find it on their own.
- Encourage solid time management and self-advocacy
- Don't feed into the myths of IB
- Help your student determine where to put his/her focus and energy and that may require putting limits on: the number of activities to be involved in, hours to work, time to stay up
- Encourage student to capitalize on activities and projects to get the most out of the program (CAS can be a great bridge to activities in and out of school)
- Know your own child- strengths, weaknesses, learning style, passions, etc
- Be on the same page as a family about why your student is in the program
- There is a consistency to the work – there are times where the workload is heavier or lighter, but there is a consistency to the work throughout the year
- Be more of a guard rail than a driver.
- The next two years can be dramatic. Acknowledge the challenges but try not to feed the drama. Stay positive.
- Support, support, support. Make time for long conversations. Let them teach you what their world is becoming. Listen.
- This may be the most challenged that you've been as a parent. Be the reed that bends in the wind but doesn't break.

What is the Extended Essay (EE)

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay

Key features of the extended essay

- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

Rampart High School Timeline

Spring of 11th Grade - Topic selected, mentor assigned, research and composition begins.

Fall of 12th Grade - Composition and revision is completed with support from mentors.

Mentorship for the Extended Essay

Mentorship for the Extended Essay begins in the spring of the 11th grade, when each Anticipated IB Diploma Candidate is assigned a teacher to guide him/her through the process. The selected teacher will not be one of the student's classroom teachers. By definition, the Extended Essay is an extra-curricular, independent research paper; thus, the responsibilities of composition and communication lie primarily on the shoulders of the student. Strong Extended Essay candidates keep steady communication with their mentors via email, telephone, and scheduled meetings. When the students reconvene in the fall of the 12th grade, the revision process winds to its conclusion by early fall.

What is Creativity, Activity and Service (CAS)

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend the personal and interpersonal learning of students. The CAS programme formally begins at the start of the Diploma Programme (Grade 11) and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows.

- **Creativity** — exploring and extending ideas leading to an original or interpretive product or performance
- **Activity** — physical exertion contributing to a healthy lifestyle
- **Service** — collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment, and enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for that provide students with opportunities to explore their interests and express their passions, personalities Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment, and enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

What is Creativity, Activity and Service (CAS)

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events

Ideas for CAS Experiences (Just Some Examples...)



Creativity

- Arts & Creative Writing
- Debate Team
- Musical Performances
- Model UN
- Yearbook



Activity

- Individual & team sports
- Hiking & outward bound
- Yoga & meditation
- Expeditions
- Physical exertion



Service

- Volunteering
- Peer tutoring
- Social entrepreneurship
- Community improvement
- Habitat for Humanity

What is the Theory of Knowledge (ToK) Course

ToK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. ToK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The ToK course examines how we know what we claim to know. It does this by encouraging students to analyze **knowledge claims** and explore **knowledge questions**. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between **shared knowledge** and **personal knowledge** is made in the ToK guide. This distinction is intended as a device to help teachers construct their ToK course and to help students explore the nature of knowledge.

* RHS Juniors will take ToK class during the second semester and Seniors will take the class during the first semester.

How is ToK structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, ToK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- what counts as evidence for X?
- what makes a good explanation in subject Y?
- how do we judge which is the best model of Z?
- how can we be sure of W?
- what does theory T mean in the real world?
- how do we know whether it is right to do S?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of ToK

The TOK course is assessed through an oral presentation and a 1,600-word essay.

The presentation assesses the ability of the student to apply ToK thinking to a real-life situation, while the essay takes a more conceptual starting point. For example, the essay may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

What is the Theory of Knowledge (ToK) Course

What is the significance of ToK?

ToK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, ToK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

ToK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Section 3

University/College Acknowledgement of IB Diploma and Courses

University Acknowledgement

The IB Diploma is a passport to higher education. Universities around the world welcome the unique characteristics of IB Diploma Programme students and recognize the way in which the programme helps to prepare students for higher education. IB students routinely gain admission to some of the best universities in the world. Most of these institutions have established recognition policies for the IB Diploma Programme.

The following list contains the names of the universities that according to IB records have a stated IB recognition policy. This list is not necessarily complete as other universities may recognize the IB Diploma but have not alerted the IB to their recognition policy.

Please note that this listing is accurate as of 2019. For more information, please see the University policy index at ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities

ANTIGUA AND BARBUDA

University of Health Sciences Antigua

ARGENTINA

Escuela Superior Técnica del Ejército Argentino
ESEADE – Instituto Universitario
Instituto Tecnológico de Buenos Aires (ITBA)
Instituto Universitario CEMIC
International Buenos Aires Hotel & Restaurant School (IBAHRS)
Lincoln University College
Ott College
Pontificia Universidad Católica Argentina
Universidad Abierta Interamericana
Universidad Argentina de la Empresa
Universidad Austral
Universidad Blas Pascal
Universidad de Belgrano
Universidad de San Andrés
Universidad del CEMA
Universidad del Salvador
Universidad del Salvador – Campus “Nuestra Señora del Pilar”
Universidad Favaloro
Universidad Maimónides
Universidad Siglo 21
Universidad Torcuato Di Tella

AUSTRALIA

Academy of Design Australia
Australian Catholic University
Australian Defence Force Academy
Australian National University
Billy Blue College of Design
Blue Mountains Hotel School (Leura Campus)
Bond University
Campion College Australia
Central Queensland University
Charles Darwin University
Charles Sturt University (CSU)

Curtin University
Deakin University
Edith Cowan University
Flinders University
Griffith University
International College of Hotel Management
International College of Management, Sydney
James Cook University
La Trobe University
Macquarie University
Melbourne Institute of Business and Technology
Murdoch University
Queensland Institute of Business and Technology
Queensland University of Technology
QUEENSLAND UNIVERSITY OF TECHNOLOGY
Raffles College of Design and Commerce
Royal Melbourne Institute of Technology (RMIT)
SkillsTech Australia
Southern Cross University
Southern Queensland Institute of TAFE
Swinburne University of Technology
Sydney Institute of Business and Technology (SIBT)
TAFE Queensland Brisbane
The Australian National University
The Bremer Institute of TAFE
The University of Adelaide
The University of New South Wales
The university of Notre dame Australia
The University of Queensland
The University of Sydney
Tropical North Queensland Institute of TAFE
University of Adelaide
University of Ballarat
University of Canberra
University of Melbourne
University of New England

University of New South Wales (UNSW)
University of Notre Dame Australia (Sydney)
University of South Australia
University of Southern Queensland
University of Tasmania (UTAS)
University of Technology Sydney
University of the Sunshine Coast
University of Western Australia
University of Western Sydney
University of Wollongong
Victoria University
William Angliss Institute

AUSTRIA

Innsbruck Medical University
Johannes – Kepler – Universität Linz
Karl – Franzens Universität Graz
Leopold – Franzens – Universität Innsbruck
Technische Universität Graz
Universität Wien (University of Vienna)
University of Applied Sciences Wiener Neustadt
Webster University – Vienna campus

AZERBAIJAN

Khazar University

BAHRAIN

RCSI – Medical University of Bahrain

BELGIUM

Facultés Universitaires Saint – Louis
Ghent University (Universiteit Gent)
International Management Institute (IMI)
Universite Catholique de Louvain
Université de Liège
Université Libre de Bruxelles
Universiteit Antwerpen (University of Antwerp)

Universteit Antwerpen – RUCA
Vesalius College v.z.w.

BOSNIA AND HERZEGOVINA

University of Sarajevo

BRAZIL

FIA Business School
Pontificia Universidade Catolica de Sao Paulo
Pontificia Universidade Catolica do Paraná

BULGARIA

American University in Bulgaria

CAMBODIA

Panha Chiet University

CANADA

Acadia University
Alberta College of Art & Design
Algonquin College
Ambrose University College
Bishop's University
Bishop's University
Booth University College
Brandon University
Brescia University College
Brock University
Camosun College – Interurban Campus
Camosun College – Lansdowne Campus
Canadian Mennonite University
Canadian Merit Scholarship Foundation
Cape Breton University
Capilano University
Carleton University
Centennial College
College of New Caledonia
Concordia University
Concordia University – Montréal
Concordia University College of Alberta
Dalhousie University
DeVry Institute of Technology – Calgary
Douglas College
École Polytechnique de Montréal
Faculte Saint – Jean of the University of Alberta
Glendon College
Grant MacEwan University
HEC Montréal
Huron University College
King's University College – Alberta
King's University College – Ontario

Kwantlen Polytechnic University
Lakehead University
Lakeland College – Alberta
Langara College
Laurentian University
McGill University
McGill University – Faculty of Medicine
McMaster University
Medicine Hat College
Memorial University of Newfoundland
Mount Allison University
Mount Royal University
Mount Saint Vincent University
Nipissing University
Nova Scotia Agricultural College
Nova Scotia College of Art and Design
Ontario College Application Service (OCAS)
Prairie Bible College
Queen's University
Quest University Canada
Red Deer College
Rocky Mountain College – Calgary
Royal Military College of Canada
Ryerson University
Saint Mary's University – Halifax
Sheridan College
Simon Fraser University
St. Francis Xavier University
St. Jerome's University
St. Mary's College – Alberta
St. Paul University
St. Thomas University
St. Thomas University – Fredericton
Taylor University College & Seminary
The University of British Columbia
Thompson Rivers University
Trent University
Trinity Western University
Tyndale University College & Seminary
Université de Moncton
Université de Montréal
Université de Saint – Boniface
Université du Québec a Montréal
Université Laval
University of Alberta
University of British Columbia
University of British Columbia
University of Calgary
University of Guelph
University of King's College
University of Lethbridge
University of Manitoba
University of Manitoba – Faculty of Medicine
University of New Brunswick (all campuses)
University of Northern British Columbia
University of Ontario Institute of Technology

University of Ottawa
University of Ottawa – Faculty of Medicine
University of Prince Edward Island
University of Regina
University of Saskatchewan
University of St. Michael's College
University of the Fraser Valley
University of Toronto
University of Victoria
University of Waterloo
University of Western Ontario – Western University
University of Windsor
University of Winnipeg
Vancouver Island University
Western University
Wilfrid Laurier University
York University

CHILE

Pontificia Universidad Católica de Chile
Universidad Adolfo Ibañez
Universidad Andrés Bello
Universidad Católica de Valparaíso
Universidad Central de Chile
Universidad de Artes, Ciencias y Comunicación, UNIACC
Universidad de La Serena
Universidad de Viña del Mar
Universidad del Bío – Bío
Universidad del Desarrollo
Universidad Diego Portales
Universidad Finis Terrae
Universidad Gabriela Mistral
Universidad Internacional SEK Chile
Universidad La República
Universidad Mayor
Universidad Metropolitana de Ciencias de la Educación
Universidad San Sebastián
Universidad Técnica Federico Santa María

CHINA

New York University Shanghai
Raffles Design Institute (Shanghai)
Shanghai International Studies University
The University of Nottingham Ningbo, China
University of Michigan – Shanghai Jiao Tong University Joint Institute

COLOMBIA

Colegio de Estudios Superiores de Administración
Escuela de Ingeniería de Antioquia

Instituto de Ciencias de la Salud
 Politécnico Grancolombiano
 Pontificia Universidad Javeriana
 Universidad Antonio Nariño
 Universidad de Bogotá Jorge Tadeo
 Lozano
 Universidad de la Sabana
 Universidad del Norte de Barranquilla
 Universidad del Rosario – Bogotá,
 Colombia
 Universidad EAFIT
 Universidad Externado de Colombia
 Universidad ICESI
 Universidad Pontificia Bolivariana

COSTA RICA

Universidad de Costa Rica
 Universidad Internacional de las
 Américas

CZECH REPUBLIC

Anglo – American University
 University of Economics, Prague
 University of Ostrava
 University of South Bohemia
 Univerzita Karlova (Charles
 University in Prague)

DENMARK

Aalborg University
 Aarhus University
 Business Academy Aarhus
 Business Academy Aarhus, University
 of Applied Sciences
 Business Academy Copenhagen
 North
 Copenhagen Business School
 IT University of Copenhagen
 Metropolitan University College
 Roskilde University
 The Royal Danish School of Pharmacy
 The Technical University of Denmark
 The University of Copenhagen
 University of Southern Denmark

DOMINICAN REPUBLIC

Instituto Tecnológico de Santo Domingo

ECUADOR

Blue Hill College
 Pontificia Universidad Católica del
 Ecuador
 Universidad Casa Grande
 Universidad de Especialidades
 Espíritu Santo (UEES)
 Universidad de las Américas
 Universidad del Pacífico – Escuela de
 Negocios

Universidad Internacional SEK Ecuador
 Universidad San Francisco de Quito
 Universidad Santa María de Chile –
 Campus Guayaquil
 Universidad Tecnológica Ecotec
 UNIVERSIDAD TECNOLÓGICA
 EMPRESARIAL DE GUAYAQUIL

EGYPT

The American University in Cairo

EL SALVADOR

Universidad Albert Einstein
 Universidad Dr. José Matías Delgado
 Universidad Tecnológica

ESTONIA

Tallinn University
 Tallinn University of Technology (TUT)
 Tartu Ülikool

FIJI

University of the South Pacific

FINLAND

Åbo Akademi
 Hanken School of Economics
 Helsinki Metropolia University of
 Applied Sciences
 Helsinki School of Economics and
 Business Administration
 Helsinki University of Technology
 North Karelia University of Applied
 Sciences
 Tampere University of Technology
 University of Eastern Finland
 University of Helsinki (Helsingin
 yliopisto)
 University of Jyväskylä
 University of Kuopio
 University of Oulu
 University of Tampere
 University of Turku
 University of Vaasa

FRANCE

ECAM Lyon
 Grenoble Graduate School of
 Business (GGSB)
 Institut National des Sciences
 Appliquées de Lyon
 Institut Paul Bocuse
 NEOMA Business School
 Sciences Po
 The American University of Paris
 université de poitiers
 Université de Bretagne Occidentale

Université de Franche – Comté
 Université de Paris VII
 Université de Paris X Nanterre
 Université Joseph Fourier Grenoble I
 Université Panthéon – Assas Paris II
 Université Pierre Mendes France
 Grenoble II
 University of Poitiers

GERMANY

ACCADIS Bildung GmbH
 Albert – Ludwigs – Universität
 Freiburg
 Ausländerstudienkolleg (ASK)
 Konstanz
 Bard College Berlin, A Liberal Arts
 University GmbH
 Bayerische Julius – Maximilians –
 Universität Würzburg
 Bucerius Law School/Hochschule für
 Rechtswissenschaften
 Christian – Albrechts – Universität zu
 Kiel
 Eberhard – Karls – Universität
 Tübingen
 Fachhochschule Hannover (FHH)
 Frankfurt School of Finance and
 Management
 Freie und Hansestadt Hamburg
 Friedrich – Schiller – Universität Jena
 Globe Business College Munich
 Hochschule Konstanz University of
 Applied Sciences (HTWG)
 HTW Berlin – Hochschule für Technik
 und Wirtschaft Berlin
 Humboldt – Universität zu Berlin
 IUBH School of Business and
 Management
 Jacobs University
 Jacobs University Bremen
 Johann Wolfgang Goethe –
 Universität Frankfurt
 Karlsruhe University of Applied
 Sciences
 Munich Business School – MBS
 Ruprecht – Karls – Universität
 Heidelberg
 Technische Universität Hamburg –
 Harburg
 Technische Universität München
 Touro College Berlin
 Universitaet des Saarlandes
 Universität der Künste Berlin
 Universität Hamburg
 Universität zu Köln
 University of Applied Management
 University of Applied Sciences
 Würzburg – Schweinfurt
 WHU – Otto Beisheim School of
 Management

GHANA

Ashesi University
University of Science and Technology

GREECE

American College of Thessaloniki (ACT)
The American College of Greece
University of Patras

GUATEMALA

Universidad del Valle de Guatemala
Universidad Francisco Marroquín
Universidad Rafael Landívar

HONG KONG

City University of Hong Kong
HKU SPACE – Centre for Degree Programmes
Hong Kong Baptist University
Hong Kong Design Institute
Hong Kong Institute of Vocational Education (IVE), VTC
Hong Kong Shue Yan University
Hong Kong University of Science and Technology
Lingnan University
Raffles School of Continuing Education, Hong Kong
Technological and Higher Education Institute of Hong Kong (THEi), VTC
The Chinese University of Hong Kong
The Hong Kong Academy for Performing Arts
The Hong Kong Institute of Education
The Hong Kong Polytechnic University
The Hong Kong University of Science and Technology
Tung Wah College
University of Hong Kong

HUNGARY

Eszterházy Károly College
Janus Pannonius University
McDaniel College Budapest
Nemzetközi Üzleti Főiskola (International Business School)
Pecs University Medical School
Semmelweis University of Medicine
University Medical School of Debrecen

ICELAND

University of Iceland

INDIA

Ahmedabad University

All India Institute of Medical Sciences (AIIMS)
Amity University
Andhra University
Anna University
Association of Indian Universities
Bangalore University
Bharathidasan University
Birla Institute of Technology & Science (Pilani)
BML Munjal University
Centre for Environmental Planning and Technology (CEPT) University, Ahmedabad
Christ University
Council of Architecture
D. Y. Patil Vidyapeeth, Pune
Delhi Technological University (formerly Delhi College of Engineering)
Dhirubhai Ambani Institute of Information and Communication Technology
FLAME – Foundation for Liberal And Management Education
Guru Gobind Singh Indraprastha University
HR College of Commerce & Economics affiliated to University of Mumbai
IILM – Institute of Integrated Learning in Management
Indian Institute of Science
Indian Institute of Science Education and Research (IISER)
Indian Institute of Space Science & Technology, Thiruvananthapuram
Indian Institute of Space Science and Technology
Indian Institutes of Technology
Indian School of Business and Finance (ISBF)
Indraprastha Institute of Information Technology
International Institute of Information Technology, Hyderabad
Jadavpur University
Jawaharlal Nehru University
K C College, affiliated to University of Mumbai
KIIT University (Kalinga Institute of Industrial Technology)
Kishinchand Chellaram College (K C College, affiliated to University of Mumbai)
Kurukshetra University
Lady Shri Ram College for Women affiliated to University of Delhi
Maharashtra State Board of Secondary and Higher Secondary Education
Mizoram Board of School Education
Narsee Monjee Institute of Management studies
National Institute of Design

National Institute of Open Schooling
National Law School of India University
Nirma University of Science & Technology, Gandhinagar
Osmania University
Punjab University, Chandigarh
Rajiv Gandhi University of Health Sciences, Karnataka
Russell Square International College
Shiv Nadar University
Sri Venkateswara College, affiliated to University of Delhi
St Xavier's College
Symbiosis International University
The Maharaja Sayajirao University of Baroda
Universal Business School
University of Calcutta
University of Delhi
University of Hyderabad
University of Kerala
University of Madras
University of Mumbai
Vellore Institute of Technology (VIT)
Visvesvaraya Technological University (VTU)

INDONESIA

Gandhi Institute of Business and Technology
Institut Teknologi Harapan Bangsa – International Program
MIBT Indonesia
Universitas Pelita Harapan

IRELAND

National College of Ireland
National University of Ireland (NUI), Galway
National University of Ireland (NUI), Maynooth
Royal College of Surgeons in Ireland
University College Cork
University College Dublin
University of Dublin – Trinity College

ISRAEL

Hebrew University of Jerusalem
Interdisciplinary Center (IDC) Herzliya
Technion – Israel Institute of Technology
Tel Aviv University

ITALY

Accademia Italiana Florence
Bocconi University
ESCP Europe Business School

Humanitas University
John Cabot University
Libero Istituto Universitario Carlo Cattaneo
Lorenzo de' Medici
The American University of Rome
Università Cattolica del Sacro Cuore
Università degli Studi Firenze

JAPAN

Aichi Gakuin Daigaku (Aichi Gakuin University)
Aichi Gakusen Daigaku (Aichi Gakusen University)
Aichi Kenritsu Daigaku (Aichi Prefectural University)
Aichi Kenritsu Kango Daigaku (Aichi Prefectural College of Nursing)
Aichi Kyoiku Daigaku (Aichi University of Education)
Ajia Daigaku (Asia University)
Akita Daigaku (Akita University)
Akita Prefectural University
Aomori Koritsu Daigaku (Aomori Public College)
Aoyama Gakuin Daigaku (Aoyama Gakuin University)
Asahi Daigaku (Asahi University)
Asahikawa Daigaku (Asahikawa University)
Asahikawa Ika Daigaku (Asahikawa Medical College)
Atomi Gakuen Joshi Daigaku (Atomi College)
Azabu Daigaku (Azabu University)
Baika Joshi Daigaku (Baika Women's College)
Baiko Jo Gakuin Daigaku (Baiko Jo Gakuin University)
BBT University
Beppu Daigaku (Beppu University)
Bukkyo Daigaku (Bukkyo University)
Bunkyo Daigaku (Bunkyo University)
Chiba Daigaku (Chiba University)
Chiba Keizai Daigaku (Chiba Keizai University)
Chiba Prefectural University of Health Sciences
Chubu Daigaku (Chubu University)
Chuo Daigaku (Chuo University)
Chuo Gakuin Daigaku (Chuo Gakuin University)
Daito Bunka Daigaku (Daito Bunka University)
Denki Tsushin Daigaku (The University of Electro Communications)
Dokkyo Daigaku (Dokkyo University)
Doshisha University
Ehime Daigaku (Ehime University)

Ferisu Joshigakuin Daigaku (Ferris University)
Fukui Daigaku (Fukui University)
Fukui Kenritsu Daigaku (Fukui Prefectural University)
Fukuoka Daigaku (Fukuoka University)
Fukuoka Joshi Daigaku (Fukuoka Women's University)
Fukuoka Kenritsu Daigaku (Fukuoka Prefectural University)
Fukushima Kenritsu Ika Daigaku (Fukushima Medical University)
Fukuyama City University
Future University Hakodate
Gakushuin Daigaku (Gakushuin University)
Gifu Keizai Daigaku (Gifu Keizai University)
Gifu Daigaku (Gifu University)
Gunma Daigaku (Gunma University)
Gunma Prefectural College of Health Sciences
Gunma Prefectural Women's University
Hakuo Daigaku (Hakuoh University)
Hamamatsu Ika Daigaku (Hamamatsu University School of Medicine)
Hannan Daigaku (Hannan University)
Heisei Kokusai Daigaku (Heisei International University)
Hijiyama Daigaku (Hijiyama University)
Himeji Dokkyo Daigaku (Himeji Dokkyo University)
Himeji Kogyo Daigaku (Himeji Institute of Technology)
Hirosaki Gakuin Daigaku (Hirosaki Gakuin College)
Hirosaki University
Hiroshima Daigaku (Hiroshima University)
Hiroshima Jogakuin Daigaku (Hiroshima Jogakuin University)
Hiroshima Joshi Daigaku (Hiroshima Women's University)
Hiroshima Kenritsu Daigaku (Hiroshima Prefectural University)
Hiroshima Kogyo Daigaku (Hiroshima Institute of Technology)
Hitotsubashi Daigaku (Hitotsubashi University)
Hokkaido Daigaku (Hokkaido University)
Hokkaido Joho Daigaku (Hokkaido Information University)
Hokkaido Kyoiku Daigaku (Hokkaido University of Education, K)
Hokkaido Tokai Daigaku (Hokkaido Tokai University)
Hokkaigakuen Daigaku (Hokkai - Gakuen University)
Hokusei Gakuen Daigaku (Hokusei Gakuen University)

Hosei Daigaku (Hosei University)
Hyogo Kenritsu Kango Daigaku (College of Nursing Art and Science)
Hyogo Kyoiku Daigaku (Hyogo University of Teacher Education)
Ibaraki Kirisutokyo Daigaku (Ibaraki Christian College)
International Christian University
International College of Liberal Arts (Yamanashi Gakuin University)
Ishikawa Prefectural University
Iwate Prefectural University
Iwate University
Jissen Joshi Daigaku (Jissen Women's University)
Jochi Daigaku Ichigaya Kyampasu
Jochi Daigaku Yotsuya Kyampasu
Josai Daigaku (Josai University)
Josai Kokusai Daigaku (Josai International University)
Joshi Bijutsu Daigaku (Women's College of Fine Arts)
Kagawa Daigaku (Kagawa University)
Kagoshima Daigaku (Kagoshima University)
Kagoshima Joshi Daigaku (Kagoshima Women's College)
Kanagawa Daigaku (Kanagawa University)
Kanagawa University of Human Services
Kanazawa College of Art
Kanazawa Daigaku (Kanazawa University)
Kanoya Taiiku Daigaku (National Institute of Fitness and Sport)
Kansai Daigaku (Kansai University)
Kansai Gaikokugo Daigaku (Kansai Gaidai University)
Kanto Gakuin Daigaku (Kanto Gakuin University)
Kassui Joshi Daigaku (Kassui Women's University)
Kawamura Gakuen Joshi Daigaku (Kawamura Gakuen Women's University)
Keiai Daigaku (Keiai University)
Keio Gijyuku Daigaku (Keio University)
Keio University Shonan Fujisawa Campus
Keisen Jogakuen Daigaku (Keisen Jogakuen College)
Keiwa Gakuen Daigaku (Keiwa College)
Kinjo Gakuin Daigaku (Kinjo Gakuin University)
Kinki Daigaku (Kinki University)
Kitami Kogyo Daigaku (Kitami Institute of Technology)
Kitasato Daigaku (Kitasato University)
Kobe Daigaku (Kobe University)
Kobe Gakuin Daigaku (Kobe Gakuin University)

- Kobe Geijutsu Koka Daigaku (Kobe Design University)
 Kobe Jogakuin Daigaku (Kobe College)
 Kobe Kokusai Daigaku (Kobe International University)
 Kobe Shoka Daigaku (Kobe University of Commerce)
 Kobe Shosen Daigaku (Kobe University of Mercantile Marine)
 Kobeshi Gaikokugo Daigaku (Kobe City University of Foreign S
 Kochi Daigaku (Kochi University)
 Kochi University of Technology
 Kokugakuin Daigaku (Kokugakuin University)
 Kokushikan Daigaku (Kokushikan University)
 Komazawa Daigaku (Komazawa University)
 Konan Daigaku (Konan University)
 Koshien Daigaku (Koshien University)
 Kumamoto Daigaku (Kumamoto University)
 Kumamoto Kenritsu Daigaku (Prefectural University of Kumamoto)
 Kushiro Public University of Economics
 Kwansei Gakuin University
 Kyorin Daigaku (Kyorin University)
 Kyoritsu Joshi Daigaku (Kyoritsu Women's University)
 Kyoto Daigaku (Kyoto University)
 Kyoto Gaikokugo Daigaku (Kyoto University of Foreign Studies
 Kyoto Gakuen Daigaku (Kyoto Gakuen University)
 Kyoto Kogei Sen'i Daigaku (Kyoto Institute of Technology)
 Kyoto Prefectural University of Medicine
 Kyoto Seika Daigaku (Kyoto Seika University)
 Kyoto Tachibana Joshi Daigaku (Kyoto Tachibana Women's Unive
 Kyushu Daigaku (Kyushu University)
 Kyushu Geijutsu Koka Daigaku (Kyushu Institute of Design)
 Kyushu Kogyo Daigaku (Kyushu Institute of Technology)
 Kyushu Sangyo Daigaku (Kyushu Sangyo University)
 Kyushu Tokai Daigaku (Kyushu Tokai University)
 Maebashi Institute of Technology
 Matsuyama Shinonome Joshi Daigaku (Matsuyama Shinonome Colle
 Meiji Daigaku (Meiji University)
 Meiji Gakuin Daigaku (Meiji Gakuin University)
 Meijo Daigaku (Meijo University)
 Meikai Daigaku (Meikai University)
- Mejiro Daigaku (Mejiro University)
 Mie Daigaku (Mie University)
 Miyazaki Daigaku (Miyazaki University)
 Miyazaki Koritsu Daigaku (Miyazaki Municipal University)
 Momoyama Gakuin Daigaku (St. Andrew's University)
 Morioka Daigaku (Morioka College)
 Muroran Kogyo Daigaku (Muroran Institute of Technology)
 Musashi Daigaku (Musashi University)
 Musashi Kogyo Daigaku (Musashi Institute of Technology)
 Nagaoka Gijutsu Kagaku Daigaku (Nagaoka University of Technology)
 Nagasaki Daigaku (Nagasaki University)
 Nagoya Gakuin Daigaku (Nagoya Gakuin University)
 Nagoya Institute of Technology
 Nagoya Shiritsu Daigaku (Nagoya City University)
 Nagoya University, International Programs
 Nakamura Gakuen Daigaku (Nakamura Gakuen University)
 Nanzan Daigaku (Nanzan University)
 Nara Joshi Daigaku (Nara Women's University)
 Nara Prefectural University
 Nara Sangyo Daigaku (Nara Sangyo University)
 Naruto Kyoiku Daigaku (Naruto University of Education)
 National Fisheries University
 Nihon Daigaku (Nihon University)
 Nihon Fukushi Daigaku (Nihon Fukushi University)
 Niigata College of Nursing
 Niigata Daigaku (Niigata University)
 Niigata Sangyo Daigaku (Niigata Institute of Technology)
 Niimi College
 Nippon Bunri Daigaku (Nippon Bunri University)
 Nippon Veterinary and Life Science University
 Nishinippon Kogyo Daigaku (Nishinippon Institute of Technolo
 Notorudamu Seishin Joshi Daigaku (Notre Dame Seishin Univers
 NUCB
 Obihiro Chikusan Daigaku (Obihiro University of Agriculture
 Obirin Daigaku (Obirin University)
 Ochanomizu University
 Oita Daigaku (Oita University)
 Oita University of Nursing and Health Sciences
- Okayama Kenritsu Daigaku (Okayama Prefectural University)
 Okayama University
 Okinawa Kokusai Daigaku (Okinawa International University)
 Okinawa Prefectural College of Nursing
 Okinawa Prefectural University of Arts
 Osaka City University
 Osaka Daigaku (Osaka University)
 Osaka Denki Tsushin Daigaku (Osaka Electro – Communication Uni
 Osaka Furitsu Daigaku (Osaka Prefecture University)
 Osaka Gaikokugo Daigaku (Osaka University School of Foreign Studies)
 Osaka Joshi Daigaku (Osaka Women's University)
 Osaka Kogyo Daigaku (Osaka Institute of Technology)
 Osaka Kokusai Daigaku (Osaka International University)
 Osaka Kyoiku University
 Otaru Shoka Daigaku (Otaru University of Commerce)
 Otemon Gakuin Daigaku (Otemon Gakuin University)
 Otsuma Joshi Daigaku (Otsuma Women's University)
 Ou Daigaku (Ohu University)
 Prefectural University of Hiroshima
 Puru Gakuin Daigaku (Pool Gakuin University)
 Reitaku Daigaku (Reitaku University)
 Rikkyo Daigaku (Rikkyo University)
 Rissho Daigaku (Rissho University)
 Ritsumeikan Asia Pacific University
 Ritsumeikan Daigaku (Ritsumeikan University)
 Ruteru Gakuin Daigaku (Japan Lutheran College)
 Ryukyu Daigaku (University of the Ryukyus)
 Ryutsu Kagaku Daigaku
 Saga Daigaku (Saga University)
 Saga Ika Daigaku (Saga Medical School)
 Saitama Prefectural University
 Saitama University
 Sanno Daigaku (Sanno College, Isehara)
 Sapporo City University
 Sapporo Daigaku (Sapporo University)
 Sapporo Kokusai Daigaku (Sapporo Kokusai University)
 Seigakuin Daigaku (Seigakuin University)
 Seikei Daigaku (Seikei University)
 Seinan Gakuin Daigaku (Seinan Gakuin University)
 Seisen Joshi Daigaku (Seisen University)
 Seishin Joshi Daigaku (University of the Sacred Heart)
 Seitoku Daigaku (Seitoku University)
 Senshu Daigaku (Senshu University)

- Setsunan Daigaku (Setsunan University)
 Shibaura Kogyo Daigaku (Shibaura Institute of Technology)
 Shiga Daigaku (Shiga University)
 Shiga Kenritsu Daigaku (The University of Shiga Prefecture)
 Shikoku Daigaku (Shikoku University)
 Shimane Daigaku (Shimane University)
 Shimonoseki Shiritsu Daigaku (Shimonoseki City University)
 Shinshu Daigaku (Shinshu University)
 Shitennoji Kokusai Bukkyo Daigaku (International Buddhist Un
 Shizukoka Kenritsu Daigaku (University of Shizuoka)
 Shizuoka Daigaku (Shizuoka University)
 Shizuoka University of Art and Culture
 Shotoku Gakuen Gifu Kyoiku Daigaku
 Shujitsu Joshi Daigaku (Shujitsu Women's University)
 Shukutoku Daigaku (Shukutoku University)
 Soai Daigaku (Soai University)
 Soka Daigaku (Soka University)
 Sophia University
 Sugiyama Jogakuen Daigaku (Sugiyama Jogakuen University)
 Surugadai Daigaku (Surugadai University)
 Suzuka Kokusai Daigaku (Suzuka International University)
 Takachiho Shoka Daigaku (Takachiho University)
 Takasaki Keizai Daigaku (Takasaki City University of Economics)
 Takushoku Daigaku (Takushoku University)
 Tamagawa Daigaku (Tamagawa University)
 Teikyo Daigaku (Teikyo University)
 Tenri Daigaku (Tenri University)
 Tezukayama Daigaku (Tezukayama University)
 The University of Tokyo
 Tohoku Gakuin Daigaku (Tohoku Gakuin University)
 Tohoku Geijutsu Koka Daigaku (Tohoku University of Art and Design)
 Tohoku University
 Tokai Daigaku (Tokai University)
 Tokoha Gakuen Daigaku (Tokoha – Gakuen University)
 Tokoha Gakuen Hamamatsu Daigaku (Tokoha – Gakuen Hamamatsu University)
 Tokushima Daigaku (The University of Tokushima)
 Tokyo Daigaku (The University of Tokyo)
 Tokyo Gaikokugo Daigaku (Tokyo University of Foreign Studies)
 Tokyo Gakugei Daigaku (Tokyo Gakugei University)
 Tokyo Joshi Daigaku (Tokyo Woman's Christian University)
 Tokyo Junshin Joshi Daigaku (Tokyo Junshin Women's Univ.)
 Tokyo Kasei Daigaku (Tokyo Kasei University)
 Tokyo Kasei Gakuin Daigaku (Tokyo Kasei Gakuin University)
 Tokyo Kasei Gakuin Tsukuba Joshi Daigaku
 Tokyo Keizai Daigaku (Tokyo Keizai University)
 Tokyo Kogei Daigaku (Tokyo Polytechnic University)
 Tokyo Kogyo Daigaku (Tokyo Institute of Technology)
 Tokyo Kokusai Daigaku (Tokyo International University)
 Tokyo Medical and Dental University
 Tokyo Nogyo Daigaku (Tokyo University of Agriculture)
 Tokyo Noko Daigaku (Tokyo University of Agriculture and Technology)
 Tokyo Seitoku Daigaku (Tokyo Seitoku University)
 Tokyo Shosen Daigaku (Tokyo University of Mercantile Marine)
 Tokyo Suisan Daigaku (Tokyo University of Fisheries)
 Tokyo Toritsu Daigaku (Tokyo Metropolitan University)
 Tokyo University of Foreign Studies
 Tokyo University of Science (Tokyo Rika Daigaku)
 Tottori Daigaku (Tottori University)
 Toyama Daigaku (Toyama University)
 Toyama Ika Yakka Daigaku (Toyama Medical and Pharmaceutical
 Toyo Daigaku (Toyo University)
 Toyo Eiwa Jogakuin Daigaku (Toyo Eiwa Women's University)
 Toyohashi Gijutsu Kagaku Daigaku (Toyohashi University of Technology)
 Truro & Penwith College
 Tsukuba Daigaku (University of Tsukuba)
 Tsukuba Kokusai Daigaku (Tsukuba International University)
 Tsukuba University of Technology
 Ueno Gakuen Daigaku (Ueno Gakuen University)
 University of Fukui
 University of Hyogo
 University of Nagasaki
 Utsunomiya Daigaku (Utsunomiya University)
 Wakayama Daigaku (Wakayama University)
 Wako Daigaku (Wako University)
 Waseda Daigaku (Waseda University)
 Yamagata University
 Yamaguchi Daigaku (Yamaguchi University)
 Yamaguchi Prefectural University
 Yamanashi Daigaku (Yamanashi University)
 Yamanashi Ika Daigaku (Yamanashi Medical University)
 Yamanashi Prefectural University
 Yokkaichi Daigaku (Yokkaichi University)
 Yokohama Kokuritsu Daigaku (Yokohama National University)
 Yokohama Shiritsu Daigaku (Yokohama City University)

JORDAN

Ministry of Education
 The University of Jordan

KENYA

Strathmore University
 University of Nairobi

KOREA, REPUBLIC OF

Ghent University Global Campus
 Korea Advanced Institute of Science and Technology (KAIST)
 Seoul National University
 Yonsei University

LEBANON

American University College of Science and Technology
 American University of Beirut
 University of Balamand

LESOTHO

National University of Lesotho

LITHUANIA

Vilnius University

MALAYSIA

Heriot – Watt University Malaysia
 Manipal International University
 Monash University Malaysia
 Newcastle University Medicine Malaysia
 Sunway University
 Universiti Tenaga Nasional
 University College of Technology Sarawak
 University of Malaya
 University of Reading Malaysia

MALTA

American University of Malta
University of Malta

MAURITIUS

African Leadership University
Charles Telfair Institute

MEXICO

Benemérita Universidad Autónoma de Puebla
Escuela Bancaria y Comercial, S.C.
Instituto Tecnológico y de Estudios Superiores de Monterrey
Universidad Autónoma de Baja California
Universidad de las Américas, Puebla
Universidad de Monterrey (UDEM)

NETHERLANDS

Delft University of Technology
Eindhoven University of Technology
TUE
Erasmus University Rotterdam
HAS University of Applied Sciences
Hogeschool InHolland
Leiden University
Leiden University College The Hague
Nyenrode Business Universiteit
Open University of the Netherlands
Rotterdam Business School, Rotterdam
University of Applied Sciences
Rotterdam Business School/
Rotterdam University
Rotterdam School of Management,
Erasmus University
The Hague University of Applied Sciences
University College Groningen
University College Maastricht
University College Utrecht
University of Amsterdam
University of Groningen
University of Nijmegen
University of Twente
Utrecht University
VHL University of Applied Sciences
Wageningen Agricultural University
Webster University the Netherlands
Wittenborg University of Applied Sciences

NEW ZEALAND

Auckland University of Technology
Lincoln University
Massey University
University of Auckland
University of Canterbury

University of Otago
University of Waikato
Victoria University of Wellington

NICARAGUA

Ave María College of the Americas
Universidad Americana (UAM)
Universidad Centroamericana de Nicaragua
Universidad Nacional Autónoma de Nicaragua, León

NORWAY

BI Norwegian Business School
Høgskulen i Volda
NHH Norwegian School of Economics
Norwegian School of Management
The Norwegian University of Science and Technology (NTNU)
University of Bergen
University of Oslo
University of Stavanger
University of Tromsø

PAKISTAN

Aga Khan University
Lahore University of Management Sciences

PANAMA

Universidad Santa María La Antigua

PARAGUAY

Universidad Americana
Universidad Católica “Nuestra Señora de la Asunción”
Universidad Columbia del Paraguay
Universidad del Norte

PERU

Escuela Naval del Perú
Instituto Peruano de Publicidad
Pontificia Universidad Católica del Perú
The Pontifical Catholic University of Peru
Universidad Científica del Sur
Universidad de Lima
Universidad de Piura
Universidad de San Martín de Porres
Universidad ESAN
Universidad Femenina del Sagrado Corazón (UNIFE)
Universidad Nacional Agraria La Molina
Universidad Nacional de Ingeniería
Universidad Nacional Federico Villarreal

Universidad Peruana Cayetano Heredia
Universidad Peruana de Ciencias Aplicadas
Universidad Privada del Norte
Universidad Ricardo Palma
Universidad San Ignacio de Loyola

PHILIPPINES

Ateneo de Manila University
De La Salle University
Enderun Colleges
Southville International School and Colleges
The University of the Philippines
University of Santo Tomas

POLAND

Kasimir Pulaski Technical University of Radom
Medical University of Gdansk
Poznan University of Technology
Technical University of Lodz
Technical University of Lublin
The Catholic University of Lublin
University of Gdansk
University of Lodz
Warsaw University of Technology
Wroclaw University

PORTUGAL

Escola Superior de Design (IADE)
Instituto Superior Técnico (IST)
Universidade Católica Portuguesa

QATAR

University of Calgary – Qatar

RUSSIAN FEDERATION

Lomonosov Moscow State University
Plekhanov Russian Academy of Economics

SINGAPORE

Curtin Singapore
East Asia Institute of Management (EASB)
James Cook University (JCUS)
KAPLAN Singapore
Management Development Institute of Singapore (MDIS)
National Institute of Education
National University of Singapore
PSB Academy Campus
SIM Global Education
Singapore Institute of Management
Singapore Institute of Technology
Singapore Management University

Singapore University of Technology
& Design
Yale – NUS College

SLOVENIA

University of Ljubljana

SOUTH AFRICA

Rhodes University
University of Cape Town
University of Johannesburg
University of Natal
University of Port Elizabeth
University of South Africa (UNISA)
University of Witwatersrand

SPAIN

ESADE Business School
EU Business School
IE University
La Salle Campus Barcelona – Ramon
Llull University
Saint Louis University – Madrid
Campus
Toulouse Business School –
Barcelona
UIC Barcelona (Universitat
Internacional de Catalunya)
Universidad Camilo Jose Cela
Universidad Carlos III de Madrid
Universidad Católica San Antonio de
Murcia – UCAM
Universidad Europea de Madrid
University Ceu Cardenal Herrera –
Valencia
University of Navarra

SWAZILAND

University of Swaziland

SWEDEN

Chalmers University of Technology
Göteborg University
Handelshögskolan i Stockholm
Högskolan i Skövde
Högskolan Väst (University West)
Karolinska Institutet
Linköpings universitet
Lund University
The Royal Institute of Technology
Umeå University
University of Skövde
University of Stockholm
Uppsala University

SWITZERLAND

AGSB – The American Graduate
School of Business
Ecole hôtelière de Lausanne
Ecole polytechnique fédérale de
Lausanne
Eidgenössische Technische
Hochschule Zürich (ETH Zürich)
FHNW Pädagogische Hochschule
Franklin University Switzerland
Glion Institute of Higher Education
Hochschule für Gestaltung & Kunst
Luzern
International University in Geneva (IUG)
Les Roches Global Hospitality Education
Universität Basel
Universität Bern
Universität Freiburg / Université de
Fribourg
Universität Luzern
Universität Zürich
Université de Genève
Université de Lausanne
Université de Neuchâtel
University IFM
Webster University Geneva

THAILAND

King Mongkut's Institute of
Technology Ladkrabang
Raffles Design Institute (Bangkok)

TURKEY

Middle East Technical University
Northern Cyprus Campus
Özyegin University

UNITED ARAB EMIRATES

American University of Sharjah
Dubai Aerospace Enterprise University
French Fashion University Esmod
Heriot – Watt University, Dubai
Campus
Middlesex University Dubai
MODUL University Dubai
RAK Medical and Health Sciences
University
The Emirates Academy of Hospitality
Management

UNITED KINGDOM

Aberystwyth University
Amity University [IN] London
Anglia Ruskin University
Aston University
Bangor University
Brunel University
Cardiff Metropolitan University

Cardiff University
City University
Colchester Institute
Courtauld Institute of Art
Coventry University
De Montfort University
Heriot – Watt University
Hult International Business School
Imperial College London
Keele University
Kent Institute of Art and Design
King's College London
Kingston University
Lancaster University
Leeds Beckett University
Liverpool Hope University
Liverpool John Moores University
London Metropolitan University
London School of Economics and
Political Science
Loughborough University
Manchester Metropolitan University
Middlesex University
Napier University
New College of the Humanities
Northumbria University
Nottingham Trent University
Oxford Brookes University
Oxford University
Queen's University Belfast
Regent's University London
Richmond, The American
International University in London
Robert Gordon University
Royal Free Hospital School of Medicine
Royal Holloway University of London
School of Pharmacy
SOAS University of London
St George's, (University of London)
St. Bartholomew's & Royal London
School Medicine & Dentistry
Staffordshire University
Suffolk New College
Swansea Institute of Higher Education
Swansea University
The Royal Veterinary College
The University of Aberdeen
The University of Cambridge
The University of Edinburgh
The University of Reading
University College London
University of Bath
University of Bedfordshire
University of Birmingham
University of Bradford
University of Brighton (formerly
Brighton Polytechnic)
University of Bristol
University of Buckingham
University of Buckingham, Faculty of
International Studies
University of Central Lancashire

University of Chester
 University of Chichester
 University of Derby
 University of Dundee
 University of Durham
 University of East Anglia
 University of East London
 University of Edinburgh
 University of Essex
 University of Exeter
 University of Glamorgan
 University of Glasgow
 University of Greenwich – Avery Hill
 University of Huddersfield
 University of Hull
 University of Kent
 University of Leeds
 University of Leicester
 University of Liverpool
 University of Reading
 University of Salford
 University of Sheffield
 University of South Wales, Newport
 University of Southampton
 University of St Andrews
 University of Stirling
 University of Strathclyde
 University of Surrey
 University of Sussex
 University of the West of England,
 Bristol
 University of Ulster
 University of Wales, Lampeter
 University of Warwick
 University of Westminster
 University of Winchester
 University of Wolverhampton
 University of York
 University of Sussex
 Warrington Collegiate Institute
 West Herts College

UNITED STATES

Abilene Christian University
 Academy of Couture Art
 Adams State University
 Adelphi University
 Agnes Scott College
 Albany College of Pharmacy and
 Health Sciences
 Albion College
 Albright College
 Alfred University
 Allegheny College
 Alliant International University
 Alma College
 Alverno College
 Alvin Community College
 American International University in
 London – Boston

American Medical College
 Application Service (AMCAS)
 American River College
 American University
 American University in Cairo – US
 Office
 American University of Paris –
 US Office
 Amherst College
 Anderson University – Indiana
 Andrews University
 Angelo State University
 Anne Arundel Community College
 Antioch College
 Appalachian State University
 Arcadia University
 Arizona State University
 Arizona State University – Tempe
 Arizona Western College
 Arkansas Tech University
 Armstrong Atlantic State University
 Art Institute of Atlanta
 Art Institute of California – Los
 Angeles
 Art Institute of California – Orange
 County
 Art Institute of Fort Lauderdale
 Art Institute of Pittsburgh
 Art Institute of Washington
 Asbury University
 Ashford University
 Ashland University
 Atlantic Union College
 Auburn University – Auburn campus
 Augsburg College
 Augustana College – Illinois
 Augustana College – South Dakota
 Austin College
 Austin Community College
 Averett University
 Avila University
 AZTransfer (collective effort of all AZ
 public universities and community
 colleges)
 Azusa Pacific University
 Babson College
 Baldwin Wallace University
 Ball State University
 Baptist College of Florida
 Bard College
 Barnard College
 Barry University
 Barton College
 Bastyr University
 Bates College
 Baylor University
 Beach College
 Belhaven University
 Bellarmine University
 Bellevue College
 Belmont Abbey College
 Belmont University

Beloit College
 Bemidji State University
 Benedictine College
 Bennett College
 Bennington College
 Bentley University
 Berea College
 Berklee College of Music
 Berry College
 Bethany College – Kansas
 Bethany College – West Virginia
 Bethany Lutheran College
 Bethany University – Santa Cruz
 Bethel College – Mishawaka
 Bethel College – North Newton
 Bethel University – St. Paul
 Bethune – Cookman University
 Biola University
 Birmingham – Southern College
 Blue Ridge Community College
 Bluffton University
 Bob Jones University
 Boise State University
 Boston College
 Boston University
 Bowdoin College
 Bowling Green State University
 Bradford College
 Bradley University
 Brandeis University
 Brenau University
 Brevard College
 Brevard Community College – Cocoa
 Campus
 Brewton – Parker College
 Bridgewater College
 Bridgewater State University
 Brigham Young University – Hawaii
 Brigham Young University – Idaho
 Brigham Young University – Utah
 Brigham Young University – Hawaii
 Brown University
 Bryan College
 Bryant University
 Bryn Mawr College
 Bucknell University
 Buena Vista University
 Butler University
 Cabarrus College of Health Sciences
 Cal Poly Pomona
 Caldwell University
 California College of the Arts
 California Institute of Technology
 California Institute of the Arts
 California Lutheran University
 California Polytechnic State
 University, San Luis Obispo
 California State University –
 Bakersfield
 California State University – Chico
 California State University –
 Dominguez Hills

California State University – East Bay
 California State University – Fresno
 California State University – Fullerton
 California State University – Long Beach
 California State University – Los Angeles
 California State University – Northridge
 California State University – Sacramento
 California State University – San Bernardino
 California State University – San Marcos
 California State University – Stanislaus
 California State University, Fullerton
 California State University, Long Beach
 Calvin College
 Campbell University
 Canisius College
 Capital University
 Cardinal Stritch University
 Carleton College
 Carlow University
 Carnegie Mellon University
 Carroll College
 Carroll University
 Carson – Newman University
 Carthage College
 Case Western Reserve University
 Catawba College
 Catholic University of America
 Cedar Crest College
 Cedarville University
 Centenary College of Louisiana
 Central College
 Central Methodist University
 Central Piedmont Community College
 Central Texas College
 Central Washington University
 Centre College
 Chaminade University of Honolulu
 Champlain College
 Chapman University
 Charleston Southern University
 Chatham University
 Chemeketa Community College
 Chicago State University
 Chowan University
 Christian Brothers University
 Christopher Newport University
 Citadel, The – Military College of South Carolina
 Claremont McKenna College
 Clarion University of Pennsylvania
 Clark Atlanta University
 Clark University
 Clarke College
 Clarkson University
 Clearwater Christian College
 Clemson University
 Cleveland Institute of Art
 Cleveland Institute of Music
 Coastal Carolina University
 Coe College
 Coker College
 Colby College
 Colby – Sawyer College
 Colgate University
 College for Creative Studies
 College of Charleston
 College of Eastern Utah
 College of Idaho, The
 College of Mount St. Joseph
 College of Mount St. Vincent
 College of New Jersey
 College of Notre Dame of Maryland
 College of Saint Benedict – Saint John’s University
 College of Saint Elizabeth
 College of Santa Fe
 College of St. Scholastica
 College of the Atlantic
 College of the Holy Cross
 College of William and Mary
 College of Wooster
 Collin College – Central Park Campus
 Colorado Christian University
 Colorado College
 Colorado Community College System
 Colorado Mesa University
 Colorado Mountain College
 Colorado School of Mines
 Colorado State University
 Colorado State University – Fort Collins
 Colorado State University – Pueblo
 Columbia College
 Columbia College – Chicago
 Columbia College – Columbia, MO
 Columbia College – South Carolina
 Columbia College Chicago
 Columbia University – Columbia College Undergraduate Admission
 Columbia University – Fu Foundation School of Engineering
 Columbus State Community College
 Columbus State University
 Community College of Baltimore County – Essex
 Concordia College
 Concordia College – Moorhead
 Concordia College – New York
 Concordia University – Chicago
 Concordia University – Irvine
 Concordia University – Nebraska
 Concordia University – Portland
 Concordia University – St. Paul
 Connecticut College
 Converse College
 Cooper Union for the Advancement of Science & Art
 Corban University
 Corcoran College of Art & Design
 Cornell College
 Cornell University
 Cornell University – College of Engineering
 Cornell University – School of Hotel Administration
 Cottey College
 Covenant College
 Creighton University
 Crossroads College
 Crown College
 CUNY – Queens College
 Culver – Stockton College
 Curry College
 D’Youville College
 Dallas Baptist University
 Dallas Christian College
 Dana College – Nebraska
 Dartmouth College
 Davidson College
 Daytona State College
 De Anza College
 Defiance College
 Delaware Valley College
 Delta College
 Denison University
 DePaul University
 DePauw University
 Dickinson College
 Doane College
 Dominican University
 Dominican University – River Forest
 Dominican University of California
 Dordt College
 Drake University
 Drew University
 Drexel University
 Drury University
 Duke University
 Duquesne University
 Duquesne University
 Earlham College
 East Carolina University
 East Tennessee State University
 Eastern Connecticut State University
 Eastern Kentucky University
 Eastern Michigan University
 Eastern Oregon University
 Eastern Washington University
 Eckerd College
 Edgewood College
 El Centro College
 Elizabethtown College
 Elmhurst College
 Elmira College
 Elms College
 Elon University

Embry – Riddle Aeronautical University – Daytona Beach
 Emerson College
 Emmanuel College – Boston
 Emory and Henry College
 Emory University
 Emporia State University
 Endicott College
 Erskine College
 Eureka College
 Evangel University
 Evergreen State College
 Fairfield University
 Fashion Institute of Technology – SUNY
 Ferris State University
 Ferrum College
 Flagler College
 Flathead Valley Community College – Kalispell
 Florida Atlantic University – Boca Raton
 Florida Atlantic University – Wilkes Honors College
 Florida College
 Florida Gulf Coast University
 Florida Institute of Technology
 Florida International University
 Florida Memorial University
 Florida Scholarships
 Florida Southern College
 Florida State College at Jacksonville
 Florida State University
 Fordham University
 Fordham University (all campuses)
 Fort Hays State University
 Francis Marion University
 Franciscan Missionaries of Our Lady University
 Franciscan University of Steubenville
 Franklin and Marshall College
 Franklin College
 Franklin Pierce University
 Fresno Pacific University
 Friends University
 Front Range Community College – Westminster Campus
 Frostburg State University – Maryland
 Furman University
 Gardner – Webb University
 Geneva College
 George Fox University
 George Mason University
 George Washington University
 Georgetown College
 Georgetown University
 Georgia Baptist College of Nursing of Mercer University
 Georgia College and State University
 Georgia Institute of Technology
 Georgia Southern University
 Georgia State University
 Germanna Community College
 Gettysburg College
 Golden Gate University
 Gonzaga University
 Gordon College – Georgia
 Gordon College – Massachusetts
 Goshen College
 Goucher College
 Grace College and Seminary
 Graceland University
 Grand Canyon University
 Grand Valley State University
 Greensboro College
 Grinnell College
 Grossmont College
 Grove City College
 Guilford College
 Gulf Coast State College
 Gustavus Adolphus College
 Gwynedd Mercy University
 Hamilton College
 Hamline University
 Hampden – Sydney College
 Hampshire College
 Hampton University
 Hanover College
 Hardin – Simmons University
 Harding University
 Harford Community College
 Hartwick College
 Harvard University
 Harvey Mudd College
 Hastings College
 Haverford College
 Hawaii Pacific College
 Hawaii Pacific University
 Heidelberg University
 Hendrix College
 High Point University
 Hillsborough Community College – Brandon Campus
 Hillsdale College
 Hillsdale Free Will Baptist College
 Hiram College
 Hobart and William Smith Colleges
 Hofstra University
 Hollins University
 Holy Names University
 Hood College
 Hope College
 Hope International University
 Houghton College
 Houston Baptist University
 Howard Community College – Maryland
 Howard University
 Humboldt State University, a California State University Campus
 Huntingdon College
 Huntington University
 Hutchinson Community College
 Illinois College
 Illinois Institute of Technology
 Illinois State University
 Illinois Wesleyan University
 Indian River State College
 Indiana University – Purdue University at Indianapolis
 Indiana University – Purdue University Fort Wayne
 Indiana University – South Bend
 Indiana University Bloomington
 Indiana Wesleyan University
 Iona College
 Iowa State University
 Iowa State University of Science and Technology
 Ithaca College
 Jacksonville University
 James Madison University
 John Brown University
 John Carroll University
 John Jay College of Criminal Justice (City University of New York)
 Johns Hopkins University
 Johnson & Wales University – Charlotte
 Johnson & Wales University – Denver
 Johnson & Wales University – North Miami
 Johnson & Wales University – Providence
 Johnson C. Smith University
 Judson University – Illinois
 Juniata College
 Kalamazoo College
 Kansas State University
 Kansas Wesleyan University
 Kaplan University
 Keene State College
 Kennesaw State University
 Kent State University
 Kentucky Wesleyan College
 Kenyon College
 Kettering University
 King College
 King’s College – Pennsylvania
 Knox College
 Kutztown University of Pennsylvania
 La Salle University
 La Sierra University
 Lafayette College
 LaGrange College
 Laguna College of Art and Design
 Lake City Community College
 Lake Forest College
 Lander University
 LaRoche College
 Lasell College
 Lawrence Technological University
 Lawrence University
 Lebanon Valley College
 Lee University

Lees – McRae College
 Lehigh University
 Lehman College – The City University of New York
 Lenoir – Rhyne University
 Lesley University
 LeTourneau University
 Lewis and Clark College
 Lincoln Memorial University
 Linfield College
 Linfield College – McMinnville
 Linfield College – Portland
 Lipscomb University
 Livingstone College
 Loma Linda University
 Lone Star College – CyFair
 Lone Star College – Kingwood
 Lone Star College – Montgomery
 Lone Star College – North Harris
 Lone Star College – Tomball
 Long Island University – Global
 Long Island University at Riverhead
 Long Island University – C.W.Post Campus
 Longwood University
 Loras College
 Louisburg College
 Louisiana State University – Baton Rouge
 Loyola Marymount University
 Loyola University – Chicago
 Loyola University – Maryland
 Loyola University Chicago
 Loyola University Maryland
 Loyola University New Orleans
 Luther College
 Lynchburg College
 Lynn University
 Lyon College
 Macalester College
 MacMurray College
 Macon State College
 Madonna University
 Manchester College
 Manhattan College
 Manhattanville College
 Marian University – Indiana
 Marietta College
 Marist College
 Marlboro College
 Marquette University
 Mars Hill College
 Mars Hill University
 Marshall University
 Mary Baldwin College
 Maryland Institute College of Art (MICA)
 Marymount California University
 Marymount Manhattan College
 Marymount University
 Maryville College
 Marywood University
 Massachusetts College of Art and Design
 Massachusetts College of Pharmacy and Health Sciences – Boston
 Massachusetts Institute of Technology
 Master’s College, The
 Mayville State University
 McDaniel College
 McMurry University
 Menlo College
 Mercer University
 Mercyhurst University
 Meredith College
 Merrimack College
 Messiah College
 Methodist University
 Metropolitan Community College – Blue River
 Metropolitan Community College – Longview
 Metropolitan Community College – Maple Woods
 Metropolitan Community College – Omaha
 Metropolitan Community College – Penn Valley
 Metropolitan State University – St. Paul
 Metropolitan State University of Denver
 Miami Dade College
 Miami University of Ohio
 Michigan State University
 Michigan Technological University
 Mid – America Nazarene University
 Middle Georgia State College
 Middle Tennessee State University
 Middlebury College
 Midwestern State University
 Millersville University
 Milligan College
 Millikin University
 Mills College
 Millsaps College
 Milwaukee School of Engineering
 Minerva Schools at KGI
 Minneapolis College of Art and Design
 Minneapolis Community and Technical College
 Minnesota State University – Moorhead
 Minnesota West Community and Technical College
 Mississippi College
 Mississippi Colleges and Universities
 Mississippi State University
 Missouri Southern State University – Joplin
 Missouri State University
 Missouri University of Science & Technology
 Missouri University of Science and Technology
 Missouri Western State University
 Molloy College
 Monmouth College
 Monmouth University
 Monroe Community College – Rochester
 Montana State University Billings
 Montana State University Bozeman
 Montgomery College – Rockville
 Montreat College
 Moody Bible Institute
 Moravian College
 Morehouse College
 Morgan State University
 Mount Holyoke College
 Mount St. Mary’s College – Los Angeles
 Mount St. Mary’s University – Emmitsburg
 Mount Union College
 Mountain Empire Community College
 Muhlenberg College
 Multnomah Bible College and Biblical Seminary
 Muskingum College
 N.C. Wesleyan College
 National American University – Rapid City
 Nazareth College of Rochester
 NCAA – Eligibility Center
 Nebraska Wesleyan University
 New College of Florida
 New England College
 New Jersey Institute of Technology
 New Mexico Highlands University
 New York Film Academy
 New York Institute of Technology
 New York University
 New York University – Tisch School of the Arts
 Newberry College
 Niagara University
 Norfolk State University
 North Carolina Agricultural and Technical State University
 North Carolina State University
 North Central College
 North Central University
 North Dakota State University
 North Dakota University System
 North Greenville University
 North Hennepin Community College
 North Park University
 Northeastern University
 Northern Arizona University
 Northern Illinois University
 Northern Kentucky University
 Northern Michigan University
 Northern Virginia Community College – Alexandria

Northern Virginia Community College
 – Annandale
 Northern Virginia Community College
 – Manassas
 Northern Virginia Community College
 – Medical Ed. Campus
 Northern Virginia Community College
 – Woodbridge
 Northland College
 Northwest Christian University
 Northwest Missouri State University
 Northwest Nazarene University
 Northwest University
 Northwestern University
 Notre Dame de Namur University
 Oakland University
 Oberlin College
 Occidental College
 Oglethorpe University
 Ohio Dominican University
 Ohio Northern University
 Ohio State University
 Ohio University
 Ohio Valley University
 Ohio Wesleyan University
 Okaloosa – Walton Community
 College
 Oklahoma Baptist University
 Oklahoma Christian University
 Oklahoma City University
 Oklahoma State University
 Old Dominion University
 Olin College of Engineering
 Olivet Nazarene University
 Oral Roberts University
 Oregon Institute of Technology
 Oregon State University
 Otis College of Art & Design
 Ottawa University – Kansas
 Ouachita Baptist University
 Oxford College of Emory University
 Pace University – Pleasantville
 Pacific Lutheran University
 Pacific Union College
 Pacific University
 Palm Beach Atlantic University
 Palm Beach State College
 Palomar College
 Paradise Valley Community College
 Park College (see Park University)
 Park University
 Pasco – Hernando State College –
 West Campus
 Paul Smith’s College
 Pennsylvania State University –
 University Park
 Pensacola Junior College
 Pepperdine University
 Pfeiffer University
 PharmCAS
 Piedmont College
 Pine Manor College
 Pittsburg State University
 Pitzer College
 Point Loma Nazarene University
 Point Park University
 Pomona College
 Portland State University
 Prairie View A&M University
 Presbyterian College
 Prince George’s Community College
 Princeton University
 Principia College
 Providence College
 Purdue University, West Lafayette
 Queens University of Charlotte
 Quincy University
 Quinnipiac University
 Radford University
 Ramapo College of New Jersey
 Randolph College – Lynchburg
 Randolph – Macon College – Ashland
 Reed College
 Regent University
 Regis College
 Regis University
 Rensselaer Polytechnic Institute
 Rhodes College
 Rice University
 Rider University
 Ringling College of Art and Design
 Ripon College
 Roanoke College
 Robert Morris University
 Roberts Wesleyan College
 Rochester Institute of Technology
 Rockford University
 Rockhurst University
 Rocky Mountain College – Billings
 Roger Williams University
 Rollins College
 Roosevelt University
 Rose – Hulman Institute of
 Technology
 Rosemont College
 Rowan University
 Russell Sage College
 Rutgers – The State University of
 New Jersey
 Rutgers – The State University of
 New Jersey
 Rutgers University – Newark
 Sacred Heart University
 Saginaw Valley State University
 Saint Anselm College
 Saint Augustine’s University
 Saint Edward’s University
 Saint Joseph’s University
 Saint Louis University
 Saint Louis University – MO
 Saint Martin’s University
 Saint Mary’s College of California
 Saint Mary’s College – Notre Dame
 Saint Mary’s College of California
 Saint Mary’s University of Minnesota
 Saint Michael’s College
 Saint Paul College – Minnesota
 Saint Vincent College
 Salem College
 Salem – Teikyo University
 Salisbury University
 Salt Lake Community College
 Salve Regina University
 Sam Houston State University
 Samford University
 San Diego State University
 San Diego State University – Imperial
 Valley Campus
 San Francisco Art Institute
 San Francisco State University
 San Jacinto College
 San Joaquin Delta College
 San Jose State University
 Santa Clara University
 Santa Fe College
 Sarah Lawrence College
 Savannah College of Art and Design
 – Atlanta
 Savannah College of Art and Design
 – Savannah
 Schiller International University
 School of the Art Institute of Chicago
 School of the Museum of Fine Arts
 Schreiner University
 Scripps College
 Seattle Pacific University
 Seattle University
 Seminole State College – Sanford
 Campus
 Seton Hall University
 Sewanee – University of the South
 Shaw University
 Shenandoah University
 Shepherd University
 Shimer College
 Shorter University
 Siena College
 Sierra Nevada College
 Simmons College
 Simpson College
 Skidmore College
 Slippery Rock University
 Smith College
 Soka University of America
 South Dakota School of Mines and
 Technology
 South Dakota State University
 South Georgia College
 South University – Pittsburgh
 Southeast Missouri State University
 Southeastern Louisiana University
 Southeastern University
 Southern Adventist University
 Southern Connecticut State University
 Southern Illinois University –
 Carbondale

Southern Methodist University
 Southern Nazarene University
 Southern New Hampshire University
 Southern Oregon University
 Southern Polytechnic State University
 Southern Utah University
 Southern Vermont College
 Southern Virginia University
 Southwest Baptist University
 Southwest Minnesota State University
 Southwestern Assemblies of God University
 Southwestern College – California
 Southwestern University
 Spelman College
 Spring Arbor University
 Spring Hill College
 St. Mary's College – Indiana
 St. Andrews Presbyterian College
 St. Andrews University
 St. Bonaventure University
 St. Catherine University
 St. Cloud State University
 St. Edward's University
 St. John Fisher College
 St. John's College
 St. John's College – Maryland
 St. John's College – New Mexico
 St. John's University – Queens Campus
 St. Johns College
 St. Joseph's College – Brooklyn Campus
 St. Lawrence University
 St. Mary's College of Maryland
 St. Mary's University – San Antonio
 St. Mary's University – Texas
 St. Norbert College
 St. Olaf College
 Stanford University
 State University of New York – Brockport
 State University of New York College at Plattsburgh
 State University of New York Polytechnic Institute
 Stephen F. Austin State University
 Stephens College
 Stetson University
 Stonehill College
 Stony Brook University
 SUNY – Alfred State College
 SUNY – Binghamton University
 SUNY – Buffalo State College
 SUNY – College at Brockport
 SUNY – College at Cortland
 SUNY – College at Fredonia
 SUNY – College at Geneseo
 SUNY – College at Old Westbury
 SUNY – College at Oneonta
 SUNY – College at Oswego
 SUNY – Maritime College

SUNY – New Paltz
 SUNY – Purchase College
 SUNY – Ulster County Community College
 SUNY – University at Albany
 SUNY – University at Buffalo
 SUNY Adirondack
 SUNY Cortland
 SUNY OSWEGO (State University of New York at OSWEGO)
 Suffolk University
 Sul Ross State University – Alpine
 Susquehanna University
 Swarthmore College
 Sweet Briar College
 Syracuse University
 Tabor College
 Tacoma Community College
 Tallahassee Community College
 Tarleton State University
 Taylor University – Fort Wayne
 Taylor University – Indianapolis
 Taylor University – Upland
 Teikyo Post University
 Temple University
 Tennessee Technological University
 Texas A&M University – College Station
 Texas A&M University – Commerce
 Texas A&M University – Corpus Christi
 Texas A&M University – Galveston
 Texas A&M University – Kingsville
 Texas A&M University – Commerce
 Texas Christian University
 Texas Lutheran University
 Texas State University
 Texas State University San Marcos
 Texas Tech University
 Texas Wesleyan University
 Texas Woman's University
 The College of Saint Rose
 The Evergreen State College
 The George Washington University
 The New School
 The New School for Liberal Arts – Eugene Lang College
 The New School – Social Research
 The University of New Mexico
 The University of Southern Mississippi
 The University of Texas at Austin
 The University of Texas at San Antonio
 The University of Tulsa
 Thomas More College
 Tiffin University
 Toccoa Falls College
 Tougaloo College
 Towson University
 Transylvania University
 Trevecca Nazarene University
 Trinity Christian College

Trinity College
 Trinity International University
 Trinity University
 Troy University
 Truman State University
 Tufts University
 Tulane University
 Tulsa Community College
 Tusculum College
 UC Berkeley
 Union College
 Union College – Kentucky
 Union College – New York
 Union University
 United States Air Force Academy
 United States International University
 United States Military Academy
 United States Naval Academy
 University at Albany – SUNY
 University of Advancing Technology
 University of Akron
 University of Alabama
 University of Alabama – Tuscaloosa
 University of Alabama at Birmingham
 University of Alabama in Huntsville
 University of Alaska – Anchorage
 University of Alaska – Fairbanks
 University of Alaska Southeast – Juneau
 University of Alaska Southeast – Ketchikan
 University of Arizona
 University of Arizona – Tucson
 University of Arkansas
 University of Arkansas at Fayetteville
 University of Arkansas at Little Rock
 University of Baltimore
 University of California – Berkeley
 University of California – Davis
 University of California – Irvine
 University of California – Los Angeles
 University of California – Merced
 University of California – Office of the President
 University of California – Riverside
 University of California – San Diego
 University of California – San Francisco
 University of California – San Francisco, School of Dentistry
 University of California – Santa Cruz
 University of California – Merced
 University of California, Berkeley
 University of California, Irvine
 University of California, Office of the President
 University of California, Santa Barbara
 University of California – Riverside
 University of Central Florida
 University of Central Missouri

University of Central Oklahoma – Edmond	University of Missouri – Columbia	University of South Carolina – Columbia
University of Charleston	University of Missouri – Kansas City	University of South Carolina – Lancaster
University of Chicago	University of Missouri, Columbia	University of South Carolina – Salkehatchie
University of Cincinnati	University of Mobile	University of South Carolina – Upstate
University of Colorado at Boulder	University of Montana	University of South Florida
University of Colorado at Colorado Springs	University of Montana – Montana Tech	University of South Florida – St Petersburg
University of Colorado Denver	University of Montevallo	University of South Florida – Tampa
University of Connecticut	University of Mount Olive	University of Southern California
University of Dallas	University of Nebraska – Omaha	University of Southern Indiana
University of Dayton	University of Nebraska – Lincoln	University of Southwestern Louisiana
University of Delaware	University of Nebraska – Omaha	University of St. Francis
University of Denver	University of Nevada – Las Vegas	University of St. Francis – Illinois
University of Dubuque	University of Nevada – Reno	University of St. Mary
University of Evansville	University of New Hampshire	University of St. Thomas – Minnesota
University of Florida	University of New Haven	University of St. Thomas – St. Paul
University of Georgia	University of New Mexico	University of St. Thomas – Houston
University of Georgia – Athens	University of New Mexico – Albuquerque	University of St. Thomas – Minnesota
University of Hartford	University of New Orleans	University of Tampa
University of Hawaii – Hilo	University of North Carolina at Asheville	University of Tennessee – Chattanooga
University of Hawaii – Manoa	University of North Carolina at Chapel Hill	University of Tennessee – Knoxville
University of Hawaii – Manoa	University of North Carolina at Charlotte	University of Texas – Pan American
University of Houston	University of North Carolina at Greensboro	University of Texas – Dallas
University of Idaho	University of North Carolina at Pembroke	University of Texas at Arlington
University of Illinois at Chicago	University of North Carolina at Wilmington	University of Texas at Austin
University of Illinois at Urbana Champaign	University of North Carolina Greensboro	University of Texas at Dallas
University of Illinois at Urbana – Champaign	University of North Carolina School of the Arts	University of Texas at El Paso
University of Indianapolis	University of North Dakota	University of Texas at San Antonio
University of Iowa	University of North Florida	University of Texas at Tyler
University of Kansas	University of North Georgia	University of Texas of the Permian Basin
University of Kentucky	University of North Texas	University of The Sciences in Philadelphia
University of Louisville	University of Northern Arizona	University of Toledo
University of Maine	University of Northern Colorado	University of Tulsa
University of Maine at Fort Kent	University of Northern Iowa	University of the Arts
University of Maine at Orono	University of Northwestern – St. Paul	University of the Pacific
University of Mary Washington	University of Notre Dame	University of the South – Sewanee
University of Maryland	University of Oklahoma – Norman	University of Utah
University of Maryland – Baltimore County	University of Oregon – Eugene	University of Vermont
University of Maryland – University College	University of Pennsylvania	University of Virginia
University of Maryland, College Park	University of Pittsburgh	University of Virginia’s College at Wise
University of Massachusetts	University of Pittsburgh – McGowan Institute of Regenerative Medicine	University of Washington
University of Massachusetts – Boston	University of Portland	University of Washington – Seattle
University of Massachusetts – Lowell	University of Puget Sound	University of Washington – Tacoma
University of Memphis	University of Redlands	University of Washington Bothell
University of Miami	University of Rhode Island	University of West Alabama
University of Michigan	University of Richmond	University of West Florida
University of Michigan – Ann Arbor	University of Rochester	University of West Georgia
University of Michigan – Dearborn	University of San Diego	University of Wisconsin – Eau Claire
University of Michigan – Flint	University of San Francisco	University of Wisconsin – Green Bay
University of Minnesota – Crookston	University of Scranton	University of Wisconsin – HELP Program
University of Minnesota – Duluth	University of South Alabama	University of Wisconsin – La Crosse
University of Minnesota – Morris	University of South Carolina – Beaufort	University of Wisconsin – Madison
University of Minnesota, Twin Cities		University of Wisconsin – Milwaukee
University of Mississippi		University of Wisconsin – Oshkosh
University of Missouri		

University of Wisconsin – Parkside
 University of Wisconsin – Richland
 University of Wisconsin – River Falls
 University of Wisconsin – Stevens Point
 University of Wisconsin – Stout
 University of Wisconsin – Whitewater
 University of Wisconsin – Madison
 University of Wisconsin – Superior
 University of Wyoming
 University of Detroit Mercy
 Ursinus College
 Utah State University
 Utah Valley University
 Utica College
 Valdosta State University
 Valencia College – all campuses
 Valencia College – East Campus
 Valparaiso University
 Vanderbilt University
 Vanguard University of Southern California
 Vassar College
 Villanova University
 Virginia Commonwealth University
 Virginia Military Institute
 Virginia Polytechnic Institute & State University
 Virginia State University
 Virginia Wesleyan College
 Virginia Western Community College
 Viterbo University
 Wabash College
 Wagner College
 Wake Forest University
 Warner Pacific College
 Warren Willson College
 Washington and Lee University
 Washington & Jefferson College
 Washington and Lee University
 Washington College
 Washington State University
 Washington State University – Pullman
 Washington University in St. Louis
 Wayland Baptist University – Phoenix Campus
 Wayne State University
 Webster University
 Wellesley College
 Wesleyan College
 Wesleyan College – Macon
 Wesleyan University
 Wesleyan University – Middletown
 West Chester University
 West Chester University of Pennsylvania
 West Texas A&M University
 West Virginia University
 West Virginia Wesleyan College
 Western Carolina University
 Western Illinois University
 Western International University – Arizona
 Western Kentucky University
 Western Michigan University
 Western Oregon University
 Western Texas College
 Westminster College
 Westminster College – Salt Lake City
 Westmont College
 Whatcom Community College
 Wheaton College
 Wheaton College – Illinois
 Wheaton College – Massachusetts
 Wheeling Jesuit University
 Whitman College
 Whittier College
 Whitworth University
 Wichita State University
 Widener University
 Willamette University
 William Jessup University
 William Jewell College
 William Peace University
 William Smith College
 William Woods University
 Williams College
 Wingate University
 Winona State University
 Winston – Salem State University
 Winthrop University
 Witman College
 Wittenberg University
 Wofford College
 Worcester Polytechnic Institute
 Wright State University
 Xavier University
 Xavier University – Cincinnati
 Xavier University of Louisiana
 Yakima Valley Community College
 Yale University
 Young Harris College
 Youngstown State University

URUGUAY

Universidad Católica del Uruguay
 Universidad de la República
 Universidad ORT Uruguay

VENEZUELA

Instituto Experimental de Tecnología y Agricultura
 Universidad Tecnológica del Centro – UNITEC

ZIMBABWE

University of Zimbabwe

Section 4

Rampart High School IB Diploma Program Material

International Baccalaureate Diploma Program History

at Rampart High School

The IB Diploma Program began at Rampart High School in the Fall of 1998 and graduated its first IB/DP class in the spring of 2000.

Rampart High School DP prepares students for effective participation in a rapidly evolving and increasingly global society as they gain:

- *In-Depth Academic Knowledge*
 - *International-Mindedness & Lifelong Learning*
 - *Cultural Awareness...Learn a Second Language*
 - *Student Led Inquiry Based Learning*
 - *Community Involvement & Experiential Education*
 - *Integrity, Honesty, Compassion & Fairness; Learner Profile in Action*
 - *Personal and Interpersonal Development through Creativity, Activity and Service*
-
- Average of 75 Juniors and Seniors

 - 16 IB/DP Course Offerings

 - 86% RHS students receive IB Diploma (10-year average) (Worldwide: +/- 79%)
 - 89% in 2020

 - Average Total Points: 29 out of 42 (2020)

 - Average Assessment Score: 4.7 (0-7 scale) (2020)

RHS DP Course Offerings 2021-2022 SY

Group 1

Language A English Lang & Lit – HL

Group 2

Language B French – SL / HL
Spanish – SL / HL
Chinese – SL / HL
** Please note: Lang B is a two-year course regardless of SL or HL level

Group 3

Individuals & Societies History of the Americas (11th grade only...meets CDE requirement)
20th Century World History – SL / HL (12th grade only)
Psychology – SL
Business Management - SL

Group 4

Experimental Science Biology – SL / HL
Chemistry – SL / HL
Environmental System & Societies - SL
** Please note: Biology or Chemistry is a two-year course regardless of SL

Group 5

Math Math Applications and Interpretation - HL

Math Applications and Interpretation – SL

Group 6

The Arts* Film – SL / HL
Visual Art & Design – SL / HL
Theatre Arts – SL / HL

** Please note: All Group 6 courses are two-year courses regardless of SL or HL

** Group 6 requirement can also be fulfilled by taking a second Group 2, 3 or 4 subject

GROUP	11TH GRADE	12TH GRADE	MISCELLANEOUS																																
1	DP English A: Lang and Lit HL I.....(2 year)	DP English A: Lang and Lit HL II	Juniors can test in the following courses: - DP Psychology SL - DP Business Management SL - DP Environmental System & Societies SL - DP Math Applications and Interpretation SL No DP courses can be completed via Independent Study * Based on Teacher Recommendation																																
2	DP Language B: French I.....(2 year) DP Language B: Spanish I.....(2 year) DP Language B: Chinese I.....(2 year)	DP Language B: French II.....(2 year) DP Language B: Spanish II.....(2 year) DP Language B: Chinese II.....(2 year)																																	
3	DP History of Americas.....(2 year, continues in 20th CWH) DP Psychology SL.....(1 year; if taken Jr yr Group 3 reqt fulfilled) DP Business Management SL.....(1 year; if taken Jr yr Group 3 reqt fulfilled) U.S. History or AP U.S. History	DP 20th Century World History SL or HL.....HL pre-reqt is HOA DP Psychology SL..... (can be taken Sr yr if not Jr yr) DP Business Management SL..... (can be taken Sr Yr if not Jr yr)																																	
4	DP Biology I HL.....(2 year) DP Chemistry I HL.....(2 year) DP Environmental Sys & Soc SL.... (1 year; if taken Jr yr Group 4 reqt fulfilled)	DP Biology II SL or HL DP Chemistry II SL or HL * DP Environmental Sys & Soc SL...(can be taken Sr Yr if not Jr Yr)	IB DIPLOMA REQUIREMENTS <ul style="list-style-type: none"> • 6 IB Exams in 6 different subject areas; Standard Level (SL) exams or Higher Level (HL) exams; three SL and three HL or two SL and four HL exams must be taken; two SL exams may be taken in the junior year (see above). • Creativity / Action / Service (CAS) • Extended Essay (EE) • Theory of Knowledge (TOK) Please note: The information on this form is subject to change as IB course curriculums are revised.																																
5	DP Math Applications and Interpretation HL I.....(2 year) DP Math Applications and Interpretation SL.....(1 year; pre-reqt is MYP Algebra II; if taken Jr yr Group 5 reqt fulfilled) MYP Algebra II.....(will take DP Math Apps and Interpretation SL Sr yr)	DP Math Applications and Interpretation HL II DP Math Applications and Interpretation SL																																	
6	DP Visual Art Design I DP Theatre I DP Film I or substitute an additional course from Group 2, 3, or 4	DP Visual Art Design II DP Theatre II DP Film II or substitute an additional course from Group 2, 3, or 4																																	
TOK	Taken 2nd Semester	Taken 1st Semester	<table border="1"> <thead> <tr> <th colspan="4">IB/DP EXAMS TO BE TAKEN</th> </tr> </thead> <tbody> <tr> <td>Language A</td> <td>English</td> <td>HL</td> <td></td> </tr> <tr> <td>Language B</td> <td></td> <td>HL</td> <td>SL</td> </tr> <tr> <td>Individuals & Societies</td> <td></td> <td>HL</td> <td>SL</td> </tr> <tr> <td>Experimental Sciences</td> <td></td> <td>HL</td> <td>SL</td> </tr> <tr> <td>Maths</td> <td></td> <td>HL</td> <td>SL</td> </tr> <tr> <td>The Arts or Elective</td> <td></td> <td>HL</td> <td>SL</td> </tr> <tr> <td>Extra Exam</td> <td></td> <td>HL</td> <td>SL</td> </tr> </tbody> </table>	IB/DP EXAMS TO BE TAKEN				Language A	English	HL		Language B		HL	SL	Individuals & Societies		HL	SL	Experimental Sciences		HL	SL	Maths		HL	SL	The Arts or Elective		HL	SL	Extra Exam		HL	SL
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The Arts or Elective		HL	SL																																
Extra Exam		HL	SL																																

RHS IB/DP Schedule Planning Document

GRP	11 th GDE / 1 st Sem	11 GDE / 2 nd Sem	12 th GDE / 1 st Sem	12 GDE / 2 nd Sem
1	English A: Lang & Lit HL	English A: Lang & Lit HL	English A: Lang & Lit HL	English A: Lang & Lit HL
2				
3				
4				
5				
6				
OPEN		ToK	ToK	
OPEN				

Higher Level Test English A: Lang & Lit

 (optional) _____

Standard Level Test _____

Questions on DP program, scheduling or courses, please contact one of the following individuals

Mrs. Andrea Lucero (DP Counselor, College & Career Counselor)...Counseling Office or andrea.lucero@asd20.org

Mr. Brian Herman (IB Coordinator)...Room 401 or brian.herman@asd20.org

Mr. Brian Hutchison (DP Admin Assistant)...Room 401 or brian.hutchison@asd20.org