

Pennsylvania Statewide Transfer and Articulation System Uniform Standards for Credit for Prior Learning Exams

History Exams

Table of Contents

History Exams	1
Introduction.....	2
Uniform Standard Minimum Scores for Awarding Academic Credit	2
History	3
Advanced Placement (AP) Exams	3
AP U.S. History	3
AP World History	4
AP European History.....	5
AP Human Geography	6
College Level Examination Program (CLEP) Exams.....	7
CLEP History of the United States I	7
CLEP History of the United States II	8
CLEP Western Civilizations I	9
CLEP Western Civilizations II	10
DSST Exams.....	12
A History of the Vietnam War.....	12
History of the Soviet Union.....	12
The Civil War and Reconstruction.....	13
IB Exams	13
History SL.....	13
History HL	14

Introduction

In 2017 the Pennsylvania general assembly enacted legislation adding a section to the Pennsylvania Public School Code, 24 P.S. § 20-2002-C(d), requiring public institutions of higher education to:

- (1) Adopt and make public uniform standards for determining academic credit for prior learning as outlined in paragraph (4) within 18 months of the effective date of this subsection.
- (2) Agree to award academic credit for prior learning, which is determined to meet the standards established under section 2004-C(c)(6) and apply the credit toward graduation, unless prohibited by external accreditation or licensure.

This document establishes the uniform standard minimum scores for which all PA Transfer System participating institutions will award academic credit pursuant to 24 P.S. § 20-2002-C(d).

During the standard setting process, committees of faculty and personnel from Transfer System institutions developed minimum score standards for which any participating member of the PA College Transfer System will award credit, as well as additional guidance and recommendations for courses that institutions may offer as equivalencies for exam scores at or above the minimum. The course equivalency recommendations are considered guidance by the Oversight Committee and may vary between institutions in accordance with their course catalog and program design.

Uniform Standard Minimum Scores for Awarding Academic Credit

Exam	Minimum Score to Receive Credit
AP	
AP U.S. History	3
AP World History	3
AP European History	3
AP Human Geography	3
CLEP Exams	
CLEP History of the United States I	50
CLEP History of the United States II	50
CLEP Western Civilizations I	50
CLEP Western Civilizations II	50
DSST Exams	
A History of the Vietnam War	400
History of the Soviet Union	434
The Civil War and Reconstruction	400
IB Courses/Exams	
History SL	4
History HL	4

History

Advanced Placement (AP) Exams

AP U.S. History

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use

the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

Minimum Score

Credit will be awarded for a score of 3 or higher.

Rationale

The minimum standard for general elective credit is in line with College Board and American Council on Education's minimum score recommendations (<https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>) and makes further recommendation that take into account divergent outcomes expectations for General Education/Liberal Studies programs at various institutions.

General Education/Liberal Studies programs tend to be defined in one of two ways: skills or conceptual frameworks.

General Education/Liberal Studies programs defined by skills (e.g., critical thinking, written communication, oral communication) align with the AP US History exam, which examines: content, evaluating historical evidence, and developing an argument. For this reason, a score of 3 is appropriate to these outcomes and should be awarded to students in such programs.

General Education/Liberal Studies programs defined by conceptual frameworks possess outcomes that go beyond assessment of skills into areas (e.g., civic learning, integrative learning, global knowledge, values) that receive limited assessment on the exam. AP US History has thematic learning objectives that may be assessed in the content portion of the exam but are not specifically evaluated in the open response sections. For these reasons, scores of 4 and higher represent greater depth and breadth of AP US History's thematic learning objectives.

Additional Credit & Course Equivalency Guidance

Because there are substantial variations across institutions both in General Education/Liberal Studies models and division of survey courses, colleges ought to be afforded flexibility to decide equivalences for scores of 3, 4, and 5. Colleges that determine equivalences depending on a student's major (History or non-History) should retain the ability to do so. The subcommittee reviewed the exam materials and structure from College board and makes the following recommendations to help institutions determine their credit awards:

- 3 represents 3 credits for a general elective at the survey level.

- 3 represents 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes limited to skills-based learning goals.
- 4 and 5 represent 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes that specify conceptual frameworks.

Institutions will need to work closely with their appropriate academic department to determine course equivalencies.

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present.

AP World History

AP World History is designed to be the equivalent of a one-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides several themes that students explore throughout the course in order to make connections among historical developments in different times and places: trade networks across regions; comparative state building; religious developments; the rise of empires; intellectual, scientific, and technological innovations.

Minimum Score

Credit will be awarded for a score of 3 or higher.

Rationale

The minimum standard for general elective credit is in line with College Board and American Council on Education's minimum score recommendations (<https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>) and makes further recommendation that take into account divergent outcomes expectations for General Education/Liberal Studies programs at various institutions.

General Education/Liberal Studies programs tend to be defined in one of two ways: skills or conceptual frameworks.

General Education/Liberal Studies programs defined by skills (e.g., critical thinking, written communication, oral communication) align with the AP World History exam, which examines: content, evaluating historical evidence, and developing an argument. For this reason, a score of 3 is appropriate to these outcomes and should be awarded to students in such programs.

General Education/Liberal Studies programs defined by conceptual frameworks possess outcomes that go beyond assessment of skills into areas (e.g., civic learning, integrative learning, global knowledge, values) that receive limited assessment on the exam. AP World History has thematic learning objectives that may be assessed in the content portion of the exam but are not specifically evaluated in the open response sections. For these reasons, scores of 4 and higher represent greater depth and breadth of AP World History's thematic learning objectives.

Additional Credit & Course Equivalency Guidance

Because there are substantial variations across institutions both in General Education/Liberal Studies models and division of survey courses, colleges ought to be afforded flexibility to decide equivalences for scores of 3, 4, and 5. Colleges that determine equivalences depending on a student's major (History or non-History) should retain the ability to do so. The subcommittee reviewed the exam materials and structure from College board and makes the following recommendations to help institutions determine their credit awards:

- 3 represents 3 credits for a general elective at the survey level.
- 3 represents 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes limited to skills-based learning goals.
- 4 and 5 represent 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes that specify conceptual frameworks.

Institutions will need to work closely with their appropriate academic department to determine course equivalencies.

AP World History covers significant events, individuals, developments, and processes in six historical periods from approximately 1200 C.E. to the present.

AP European History

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

Minimum Score

Credit will be awarded for a score of 3 or higher.

Rationale

The minimum standard for general elective credit is in line with College Board and American Council on Education's minimum score recommendations (<https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>) and makes further recommendation that take into account divergent outcomes expectations for General Education/Liberal Studies programs at various institutions.

General Education/Liberal Studies programs tend to be defined in one of two ways: skills or conceptual frameworks.

General Education/Liberal Studies programs defined by skills (e.g., critical thinking, written communication, oral communication) align with the AP European History exam, which examines:

content, evaluating historical evidence, and developing an argument. For this reason, a score of 3 is appropriate to these outcomes and should be awarded to students in such programs.

General Education/Liberal Studies programs defined by conceptual frameworks possess outcomes that go beyond assessment of skills into areas (e.g., civic learning, integrative learning, global knowledge, values) that receive limited assessment on the exam. AP European History has thematic learning objectives that may be assessed in the content portion of the exam but are not specifically evaluated in the open response sections. For these reasons, scores of 4 and higher represent greater depth and breadth of AP European History's thematic learning objectives.

Additional Credit & Course Equivalency Guidance

Because there are substantial variations across institutions both in General Education/Liberal Studies models and division of survey courses, colleges ought to be afforded flexibility to decide equivalences for scores of 3, 4, and 5. Colleges that determine equivalences depending on a student's major (History or non-History) should retain the ability to do so. The subcommittee reviewed the exam materials and structure from College board and makes the following recommendations to help institutions determine their credit awards:

- 3 represents 3 credits for a general elective at the survey level.
- 3 represents 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes limited to skills-based learning goals.
- 4 and 5 represent 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes that specify conceptual frameworks.

Institutions will need to work closely with their appropriate academic department to determine course equivalencies.

AP European History introduces students to significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present.

AP Human Geography

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Minimum Score

Credit will be awarded for a score of 3 or higher.

Rationale

The minimum standard for general elective credit is in line with College Board and American Council on Education's minimum score recommendations (<https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>) and makes further recommendation that take into account divergent outcomes expectations for General Education/Liberal Studies programs at various institutions.

General Education/Liberal Studies programs tend to be defined in one of two ways: skills or conceptual frameworks.

General Education/Liberal Studies programs defined by skills (e.g., critical thinking, written communication, oral communication) align with the AP Human Geography exam, which examines: content, evaluating historical evidence, and developing an argument. For this reason, a score of 3 is appropriate to these outcomes and should be awarded to students in such programs.

General Education/Liberal Studies programs defined by conceptual frameworks possess outcomes that go beyond assessment of skills into areas (e.g., civic learning, integrative learning, global knowledge, values) that receive limited assessment on the exam. AP Human Geography has thematic learning objectives that may be assessed in the content portion of the exam but are not specifically evaluated in the open response sections. For these reasons, scores of 4 and higher represent greater depth and breadth of AP Human Geography's thematic learning objectives.

[Additional Credit & Course Equivalency Guidance](#)

Because there are substantial variations across institutions both in General Education/Liberal Studies models and course definitions, colleges ought to be afforded flexibility to decide equivalences for scores of 3, 4, and 5. Colleges that determine equivalences depending on a student's major (History or non-History) should retain the ability to do so. The subcommittee reviewed the exam materials and structure from College board and makes the following recommendations to help institutions determine their credit awards:

- 3 represents 3 credits for a general elective at the survey level.
- 3 represents 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes limited to skills-based learning goals.
- 4 and 5 represent 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes that specify conceptual frameworks.

Institutions will need to work closely with their appropriate academic department to determine course equivalencies.

AP Human Geography introduces students to systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students employ special concepts and landscape analysis to examine human social organization and its environmental consequences.

College Level Examination Program (CLEP) Exams

CLEP History of the United States I

The History of the United States I: Early Colonization to 1877 examination covers material that is usually taught in the first semester of a two-semester course in United States history. The examination covers the period of United States history from early European colonization to the end of Reconstruction, with the majority of the questions on the period of 1790–1877. In the part covering the 17th and 18th centuries, emphasis is placed on the English colonies.

Minimum Score

Credit will be awarded for a score of 50 or higher.

Rationale

The minimum standard for general elective credit aligns with the American Council on Education's (ACE) recommendation and makes further recommendation that take into account divergent outcomes expectations for General Education/Liberal Studies programs at various institutions.

General Education/Liberal Studies programs tend to be defined in one of two ways: skills or conceptual frameworks.

General Education/Liberal Studies programs defined by skills (e.g., critical thinking, written communication, oral communication) align with the CLEP History of the U.S. I exam, which examines: content, evaluating historical evidence, and developing an argument. For this reason, a score of 50 is appropriate to these outcomes and should be awarded to students in such programs.

General Education/Liberal Studies programs defined by conceptual frameworks possess outcomes that go beyond assessment of skills into areas (e.g., civic learning, integrative learning, global knowledge, values) that receive limited assessment on the exam. CLEP History of the U.S. I. For these reasons, scores of 61, which ACE identifies as equivalent to a B grade, represent greater depth and breadth of knowledge appropriate to these outcomes.

Additional Credit & Course Equivalency Guidance

Because there are substantial variations across institutions both in General Education/Liberal Studies models and division of survey courses, colleges ought to be afforded flexibility to decide equivalences for scores of 50 and 61. Colleges that determine equivalences depending on a student's major (History or non-History) should retain the ability to do so. The subcommittee reviewed the exam materials and structure from College board and makes the following recommendations to help institutions determine their credit awards:

- 50 represents 3 credits for a general elective at the survey level.
- 50 represents 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes limited to skills-based learning goals.
- 61 represent 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes that specify conceptual frameworks.

Institutions will need to work closely with their appropriate academic department to determine course equivalencies.

CLEP History of the U.S. I covers US history from early European colonization to the end of Reconstruction.

CLEP History of the United States II

The History of the United States II: 1865 to the Present examination covers material that is usually taught in the second semester of what is often a two-semester course in United States history. The examination covers the period of United States history from the end of the Civil War to the present, with the majority of the questions on the 20th century.

Minimum Score Standards

Credit will be awarded for a score of 50 or higher.

Rationale

The minimum standard for general elective credit aligns with the American Council on Education's (ACE) recommendation and makes further recommendation that take into account divergent outcomes expectations for General Education/Liberal Studies programs at various institutions.

General Education/Liberal Studies programs tend to be defined in one of two ways: skills or conceptual frameworks.

General Education/Liberal Studies programs defined by skills (e.g., critical thinking, written communication, oral communication) align with the CLEP History of the U.S. II exam, which examines: content, evaluating historical evidence, and developing an argument. For this reason, a score of 50 is appropriate to these outcomes and should be awarded to students in such programs.

General Education/Liberal Studies programs defined by conceptual frameworks possess outcomes that go beyond assessment of skills into areas (e.g., civic learning, integrative learning, global knowledge, values) that receive limited assessment on the exam. CLEP History of the U.S. II. For these reasons, scores of 57, which ACE identifies as equivalent to a B grade, represent greater depth and breadth of knowledge appropriate to these outcomes.

Additional Credit & Course Equivalency Guidance

Because there are substantial variations across institutions both in General Education/Liberal Studies models and division of survey courses, colleges ought to be afforded flexibility to decide equivalences for scores of 50 and 57. Colleges that determine equivalences depending on a student's major (History or non-History) should retain the ability to do so. The subcommittee reviewed the exam materials and structure from College board and makes the following recommendations to help institutions determine their credit awards:

- 50 represents 3 credits for a general elective at the survey level.
- 50 represents 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes limited to skills-based learning goals.
- 61 represent 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes that specify conceptual frameworks.

Institutions will need to work closely with their appropriate academic department to determine course equivalencies.

CLEP History of the U.S. II covers US history from the end of the Civil War to the present.

CLEP Western Civilizations I

The Western Civilization I: Ancient Near East to 1648 examination covers material that is usually taught in the first semester of a two-semester course in Western Civilization. Questions deal with the civilizations of Ancient Greece, Rome and the Near East; the Middle Ages; the Renaissance and the Reformation; and early modern Europe. Test-takers may be asked to choose the correct definition of a historical term, select the historical figure whose political viewpoint is described, identify the correct relationship between two historical factors or detect the inaccurate pairing of an individual with a historical event. Groups of questions may require test-takers to interpret, evaluate or relate the contents of a passage, a map or a picture to other information, or to analyze and utilize the data contained in a graph or table.

Minimum Score

Credit will be awarded for a score of 50 or higher.

Rationale

The minimum standard for general elective credit aligns with the American Council on Education's (ACE) recommendation and makes further recommendation that take into account divergent outcomes expectations for General Education/Liberal Studies programs at various institutions.

General Education/Liberal Studies programs tend to be defined in one of two ways: skills or conceptual frameworks.

General Education/Liberal Studies programs defined by skills (e.g., critical thinking, written communication, oral communication) align with the CLEP Western Civilization I exam, which examines: content, evaluating historical evidence, and developing an argument. For this reason, a score of 50 is appropriate to these outcomes and should be awarded to students in such programs.

General Education/Liberal Studies programs defined by conceptual frameworks possess outcomes that go beyond assessment of skills into areas (e.g., civic learning, integrative learning, global knowledge, values) that receive limited assessment on the exam. CLEP Western Civilization I. For these reasons, scores of 55, which ACE identifies as equivalent to a B grade, represent greater depth and breadth of knowledge appropriate to these outcomes.

Additional Credit & Course Equivalency Guidance

Because there are substantial variations across institutions both in General Education/Liberal Studies models and division of survey courses, colleges ought to be afforded flexibility to decide equivalences for scores of 50 and 55. Colleges that determine equivalences depending on a student's major (History or non-History) should retain the ability to do so. The subcommittee reviewed the exam materials and structure from College board and makes the following recommendations to help institutions determine their credit awards:

- 50 represents 3 credits for a general elective at the survey level.
- 50 represents 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes limited to skills-based learning goals.
- 61 represent 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes that specify conceptual frameworks.

Institutions will need to work closely with their appropriate academic department to determine course equivalencies.

CLEP Western Civilization I examines Ancient Greece, Rome, and the Near East; the Middle Ages; Renaissance and Reformation.

CLEP Western Civilizations II

The Western Civilization II: 1648 to the Present examination covers material that is usually taught in the second semester of a two-semester course in Western Civilization. Questions cover European history from the mid-17th century through the post- World War II period, including political, economic and cultural developments such as Scientific Thought, the Enlightenment, the French and Industrial Revolutions, and World Wars I and II. Candidates may be asked to choose the correct definition of a historical term, select the historical figure whose political viewpoint is

described, identify the correct relationship between two historical factors or detect the inaccurate pairing of an individual with a historical event. Groups of questions may require candidates to interpret, evaluate or relate the contents of a passage, a map, a picture or a cartoon to the other information or to analyze and use the data contained in a graph or table.

Minimum Score Standards

Credit will be awarded for a score of 50 or higher.

Rationale

The minimum standard for general elective credit aligns with the American Council on Education's (ACE) recommendation and makes further recommendation that take into account divergent outcomes expectations for General Education/Liberal Studies programs at various institutions.

General Education/Liberal Studies programs tend to be defined in one of two ways: skills or conceptual frameworks.

General Education/Liberal Studies programs defined by skills (e.g., critical thinking, written communication, oral communication) align with the CLEP Western Civilization II exam, which examines: content, evaluating historical evidence, and developing an argument. For this reason, a score of 50 is appropriate to these outcomes and should be awarded to students in such programs.

General Education/Liberal Studies programs defined by conceptual frameworks possess outcomes that go beyond assessment of skills into areas (e.g., civic learning, integrative learning, global knowledge, values) that receive limited assessment on the exam. CLEP Western Civilization II. For these reasons, scores of 54, which ACE identifies as equivalent to a B grade, represent greater depth and breadth of knowledge appropriate to these outcomes.

Additional Credit & Course Equivalency Guidance

Because there are substantial variations across institutions both in General Education/Liberal Studies models and division of survey courses, colleges ought to be afforded flexibility to decide equivalences for scores of 50 and 54. Colleges that determine equivalences depending on a student's major (History or non-History) should retain the ability to do so. The subcommittee reviewed the exam materials and structure from College board and makes the following recommendations to help institutions determine their credit awards:

- 50 represents 3 credits for a general elective at the survey level.
- 50 represents 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes limited to skills-based learning goals.
- 61 represent 3 credits for a survey-level course in a General Education/Liberal Studies program that has program outcomes that specify conceptual frameworks.

Institutions will need to work closely with their appropriate academic department to determine course equivalencies.

CLEP Western Civilization II examines Ancient Greece, Rome, and the Near East; the Middle Ages; Renaissance and Reformation.

DSST Exams

A History of the Vietnam War

The course, A History of the Vietnam War, examines the roots of the Vietnam War, pre-War developments (1940-1955), American involvement in the war, Tet (1968), Cambodia, Laos, and lessons following the war. The exam contains 100 questions to be answered in 2 hours.

The American Council on Education College Recommendation Service (ACE CREDIT) has evaluated DSST test development and content of the exam.

Minimum Score

Credit will be awarded for the following scores.

- A minimum score of 400 should be accepted for a 3-credit equivalent lower-level (freshman/sophomore; 100/200) course.
- A minimum score of 434 should be accepted for a 3-credit equivalent upper-level (junior/senior; 300/400) course.

Rationale

This conforms to the American Council on Education's recommendation for offering lower-level Baccalaureate credit for a score of 400. <https://www.getcollegecredit.com/wp-content/assets/factsheets/AHistoryOfTheVietnamWar.pdf>

Because many departments emphasize research and writing competencies at the upper level that are not assessed as part of the objective, content-focused DSST exam, the higher standard should apply for those courses. This higher standard for credit conforms to DSST's B-Grade Equivalent Score (<https://www.getcollegecredit.com/assets/pdf/TechnicalDataSheet.pdf>).

Additional Credit & Course Equivalency Guidance

Because there may be substantial variations across institutions in course titles and course descriptions that might apply as equivalencies, credit should be awarded based on student's selected program, program structure, and best interests of the student at the discretion of the awarding institution. Institutions will need to work closely with their appropriate academic department to determine specific course equivalencies.

History of the Soviet Union

The course, History of the Soviet Union (formerly The Rise and Fall of the Soviet Union), examines pre-Revolutionary Russia, the revolutionary period and New Economic Policy, pre-war Stalinism, World War II, post-war Stalinism, the Khrushchev era, the Brezhnev era, and the era of reform and collapse. The exam contains 100 questions to be answered in 2 hours.

The American Council on Education College Recommendation Service (ACE CREDIT) has evaluated DSST test development and content of the exam.

Minimum Score

A minimum score of 434 should be accepted for a 3-credit equivalent upper-level (junior/senior; 300/400) course.

Rationale

The American Council on Education's recommendation is for a minimum score of 400 for upper-level Baccalaureate credit (<https://www.getcollegecredit.com/wp-content/assets/factsheets/HistoryOfTheSovietUnion.pdf>).

However, because many departments emphasize research and writing competencies at the upper level that are not assessed as part of the objective, content-focused DSST exam, the higher standard should apply for those courses. This higher standard for credit conforms to DSST's B-Grade Equivalent Score (<https://www.getcollegecredit.com/assets/pdf/TechnicalDataSheet.pdf>). This elevated standard also aligns with the other recommendations for upper division credit for DSST History exams.

Additional Credit & Course Equivalency Guidance

Because there may be substantial variations across institutions in course titles and course descriptions that might apply as equivalencies, credit should be awarded based on student's selected program, program structure, and best interests of the student at the discretion of the awarding institution. Institutions will need to work closely with their appropriate academic department to determine specific course equivalencies.

The Civil War and Reconstruction

The course, The Civil War and Reconstruction, examines causes of the Civil War, political and military developments from 1861-1865, and Reconstruction. The exam contains 100 questions to be answered in 2 hours.

The American Council on Education College Recommendation Service (ACE CREDIT) has evaluated DSST test development and content of the exam.

Minimum Score

Credit will be awarded for the following scores.

- A minimum score of 400 should be accepted for a 3-credit equivalent lower-level (freshman/sophomore; 100/200) course.
- A minimum score of 434 should be accepted for a 3-credit equivalent upper-level (junior/senior; 300/400) course.

Rationale

This conforms to the American Council on Education's recommendation for offering lower-level Baccalaureate credit for a score of 400. <https://www.getcollegecredit.com/wp-content/assets/factsheets/TheCivilWarAndReconstruction.pdf>

Because many departments emphasize research and writing competencies at the upper level that are not assessed as part of the objective, content-focused DSST exam, the higher standard should apply for those courses. This higher standard for credit conforms to DSST's B-Grade Equivalent Score (<https://www.getcollegecredit.com/assets/pdf/TechnicalDataSheet.pdf>).

Additional Credit & Course Equivalency Guidance

Because there may be substantial variations across institutions in course titles and course descriptions that might apply as equivalencies, credit should be awarded based on student's selected program, program structure, and best interests of the student at the discretion of the awarding institution. Institutions will need to work closely with their appropriate academic department to determine specific course equivalencies.

International Baccalaureate (IB) Exams

HISTORY SL

IB History SL is designed as a World History course inclusive of 150 teaching hours that examines issues from the eighth century through the twentieth century. It investigates topics including the development of society and economy in the medieval era, the rise of early modern states, development of industrialization, origins and development of

democratic states and authoritarian regimes, and the Cold War. As part of the course, students develop content knowledge, interpret documents, and write papers.

Minimum Score

Credit will be awarded for a score of 4 or higher. A score of 4 or higher represents 3 credits in survey-level World History.

Rationale

This standard is in line with International Baccalaureate minimum score recommendations.

Additional Credit & Course Equivalency Guidance

Because there are substantial variations across institutions in how World History is divided (e.g., one, two, or three courses), credit should be awarded based on student's selected program, program structure, and best interests of the student at the discretion of the awarding institution. Institutions will need to work closely with their appropriate academic department to determine specific course equivalencies.

HISTORY HL

IB History HL is designed as a World History course inclusive of 240 teaching hours that examines issues from the eighth century through the twentieth century. It investigates topics including the development of society and economy in the medieval era, the rise of early modern states, development of industrialization, origins and development of democratic states and authoritarian regimes, and the Cold War. As part of the course, students develop content knowledge, interpret documents, and write papers.

The core of History HL is the same as History SL, but History HL students complete an additional more focused study of one of four geographic areas inclusive of 90 teaching hours.

Minimum Score

Credit will be awarded for a score of 4 or higher. A score of 4 or higher represents 3 credits in survey-level World History.

Rationale

This standard is in line with International Baccalaureate minimum score recommendations.

Additional Credit & Course Equivalency Guidance

Because there are substantial variations across institutions in how World History is divided (e.g., one, two, or three courses), credit should be awarded based on student's selected program, program structure, and best interests of the student at the discretion of the awarding institution. Institutions will need to work closely with their appropriate academic department to determine specific course equivalencies.