International Baccalaureate 101

(IBDP) Diploma Programme
February 6th, 2023

For parents, students, and teachers interested in learning about the Diploma Programme
Pioneering a movement of international education in 1968, the non-profit foundation now offers four high quality and challenging educational programmes to students aged 3-19 years old. Through a unique curriculum with high academic standards, the IB champions critical thinking and a flexibility for learning by crossing disciplinary, cultural, and national boundaries. The IB currently engages with more than 1.4 million students in over 5,500 schools across 160 countries.
IB Mission Statement
High quality international education for a better world

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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
WHY do we offer IB at Upper Arlington?

The philosophy of IB is one that aims to develop students into life-long learners who understand the value of diverse perspectives and are equipped to cultivate a more globally-minded world.

Although IB is an academically demanding program, the IB approaches to teaching & learning support students in meeting their highest academic, interpersonal, ethical, and creative standards. IB students leave high school as students who don’t just know things, they know how to do things.
Ohio and the IB Diploma

• Princeton High School (1984)
• Akron Firestone High School (1995)
• Upper Arlington High School (2003)
• Campus International High School (2017)
• Columbus Alternative High School (2004)
• Westerville South High School (2004)
• Springfield High School (2005)
• Tri-County International Academy (2006)
• Fairmont Kettering High School (2008)
• Dublin Emerald Campus 2008/2019
• Oberlin High School (2009)
• Shaker Heights (2010)
• Notre Dame Academy (2011)
• Worthington Kilbourne High School (2012)
• St. Edward High School (2012)
• Westlake High School (2014)
• Beaumont School (2017)
• Glen Oaks High School (2018)
• Purcell Marian High School (2019)
Group 1 - English Lang & Literature HL

Group 2 - French, German, Spanish SL, HL, ab initio

Group 3 - World History HL (Middle East & Africa), Business Mgmt SL, HL, Psychology HL

Group 4 - Environ. Sys. & Society SL, Sports, Exercise, & Health Science HL, Computer Science HL, Physics HL

Group 5 – Math Applications & Interpretation SL, Calculus SL, AP/AB/IB SL, AP/BC/IB HL

Group 6 - Visual Arts HL & SL*, Music HL & SL, Film SL

The Core
IB LABS is a collaborative two-period, two-year junior/senior course that integrates IB HL Language & Literature, IB HL Social & Cultural Anthropology, and IB Theory of Knowledge. The teachers synthesize the content and skills of these courses with the goal of challenging students without burying them in work. Students will connect the rich and diverse course content to the outside world in a way that allows them to engage the community as ethnographers, literary scholars, and creative problem solvers. This collaboration frees-up time in students’ schedules by combining 3 IB classes into a 2-period block. Over the two years of the course, students will earn credit for two years of advanced social studies, two years of advanced English, and one year of elective credit. This course was inspired by student ideators on the Research & Design Lab's Student Innovation Team, and it was developed to center student voice in curricular decisions and to promote hands-on, progressive learning.
The Core/UA IBDP Capstone

Extended Essay (EE)
• Up to 4000 word essay, on a topic of student interest
• Provides excellent preparation for independent study at university level

Creativity, Activity, Service (CAS)
• A framework for experiential learning, involving students in new and active roles
• Develops awareness and a sense of responsibility towards the community

Theory of Knowledge (TOK)
• Critical reflection on how we know and what we know
• Develops awareness of cultural perspectives and biases
• Allows for connections to be established between disciplines
IB Diploma Programme Requirements

• Students must take at least three standard level (SL) and three higher level (HL) courses
  • Higher level
    • 240 recommended hours
    • Examinations taken in senior year
  • Standard level
    • 150 recommended hours
    • A maximum of two subjects may be taken the first year
• One course from Groups 1—5, and a 6th subject from either Group 6 or any other group
• Complete core requirements: EE, CAS, TOK
To Earn the diploma

To earn the diploma a candidate must:

- Successfully complete the extended essay, TOK, and CAS requirements
- Successfully complete the internal and external requirements of 3 SL courses and 3 HL courses
- Earn a minimum of 24 points (each subject is graded on a 1—7 scale + a maximum of 3 points for the core elements of the programme)
Diploma Validation Studies

https://www.ibo.org/research/outcomes-research/diploma-studies/

• Canadian university outcomes - 2022

• Global mindedness of DP and CP students - 2021

• UK higher education outcomes - 2021

• Critical thinking skills of DP students - 2020

• Postsecondary outcomes of International Baccalaureate Programme candidates in the United States - 2020
<table>
<thead>
<tr>
<th>University or College</th>
<th>IB Candidates acceptance rate</th>
<th>Total population acceptance rate</th>
<th>IB candidates versus total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>82%</td>
<td>42%</td>
<td>+40%</td>
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<tr>
<td>Florida State Univ.</td>
<td>92%</td>
<td>60%</td>
<td>+32%</td>
</tr>
<tr>
<td>Brown University</td>
<td>18%</td>
<td>9%</td>
<td>+9%</td>
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<tr>
<td>Stanford University</td>
<td>15%</td>
<td>7%</td>
<td>+8%</td>
</tr>
<tr>
<td>Columbia University</td>
<td>13%</td>
<td>9%</td>
<td>+4%</td>
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<tr>
<td>Univ. CA-Berkeley</td>
<td>58%</td>
<td>26%</td>
<td>+32%</td>
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<tr>
<td>Harvard University</td>
<td>10%</td>
<td>7%</td>
<td>+3%</td>
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<tr>
<td>New York University</td>
<td>57%</td>
<td>30%</td>
<td>+27%</td>
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<tr>
<td>Univ. of Michigan</td>
<td>71%</td>
<td>51%</td>
<td>+20%</td>
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<tr>
<td>Cornell University</td>
<td>31%</td>
<td>18%</td>
<td>+13%</td>
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<tr>
<td>Duke University</td>
<td>28%</td>
<td>16%</td>
<td>+12%</td>
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<tr>
<td>Univ. of Penn.</td>
<td>24%</td>
<td>14%</td>
<td>+10%</td>
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<tr>
<td>Yale University</td>
<td>18%</td>
<td>7%</td>
<td>+11%</td>
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<tr>
<td>Boston University</td>
<td>70%</td>
<td>58%</td>
<td>+12%</td>
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<tr>
<td>UCLA</td>
<td>48%</td>
<td>23%</td>
<td>+25%</td>
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<tr>
<td>Univ. of Virginia</td>
<td>64%</td>
<td>32%</td>
<td>+32%</td>
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<tr>
<td>UNC Chapel Hill</td>
<td>63%</td>
<td>32%</td>
<td>+31%</td>
</tr>
<tr>
<td>Princeton University</td>
<td>16%</td>
<td>8%</td>
<td>+8%</td>
</tr>
<tr>
<td>University of Miami</td>
<td>72%</td>
<td>30%</td>
<td>+42%</td>
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<tr>
<td>Univ of Central FL</td>
<td>90%</td>
<td>47%</td>
<td>+43%</td>
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Other findings

- % of students attending their top choice university
  - U.S.: **83.7%**
  - Canada: **87.3%**

- % of students receiving a scholarship
  - U.S.: **61%**
  - Canada: **60.8%**

- % of students who plan to stay active during university years
  - U.S.: Yes - **81.6%**
    - I don’t know: 15.7%
    - No: 2.7%
  - Canada: Yes: **82%**
    - I don’t know: 14.4%
    - No: 3.5%
More than getting into university…

Percentage of Students Graduating from Higher Education Institutions within 6 years

- 0.58 for All Students
- 0.8 for IB Diploma Candidates

*Source: the Integrated Postsecondary Education Data System (IPEDS) of NCES, and the National Student Clearinghouse*
# IB Related Policies and Legislation in the United States

## IB Americas

<table>
<thead>
<tr>
<th></th>
<th>Broad educational reform</th>
<th>Access to IB programmes for all students</th>
<th>IB teacher support</th>
<th>Integration of IB into state systems</th>
<th>Linking with state higher education</th>
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<tbody>
<tr>
<td>Common Core adopted</td>
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<tr>
<td>21st Century skills/P20 councils recognized</td>
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<td>Diploma courses recognized</td>
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<td>Financial incentives for implementation</td>
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<td>Incentives for low income students</td>
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<td>Exam fee subsidies</td>
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<tr>
<td>Financial assist for professional development</td>
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<td>IB exams satisfy state requirements</td>
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<tr>
<td>IB included in school/state data reports</td>
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<tr>
<td>Honors diploma* available</td>
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<tr>
<td>Recognize IB</td>
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<tr>
<td>Alternative pathway** recognized</td>
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<td>Scholarship/weighted GPA</td>
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<tr>
<td>System-wide recognition</td>
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</tbody>
</table>

**Notes:**
- *: Available in one or more districts.
- **: Available in one or more districts, but not recognized.

### States

- **Alabama**
- **Alaska**
- **Arizona**
- **Arkansas**
- **California**
- **Colorado**
- **Connecticut**
- **Delaware**
- **District of Columbia**
- **Florida**
- **Georgia**
- **Hawaii**
- **Idaho**
- **Illinois**
- **Indiana**
- **Iowa**
- **Kansas**
- **Kentucky**
- **Louisiana**
- **Maine**
- **Maryland**
- **Massachusetts**
- **Michigan**
- **Minnesota**
- **Mississippi**
- **Missouri**
- **Montana**
- **Nebraska**
- **Nevada**
- **New Hampshire**
- **New Jersey**
- **New Mexico**
- **New York**
- **North Carolina**
- **North Dakota**
- **Ohio**
- **Oklahoma**
- **Oregon**
- **Pennsylvania**
- **Rhode Island**
- **South Carolina**
- **South Dakota**
- **Tennessee**
- **Texas**
- **Utah**
- **Vermont**
- **Virginia**
- **Washington**
- **West Virginia**
- **Wisconsin**
- **Wyoming**

**Distances:**
- 1 dist (CPS)
- 2 dist
IB Standards and College Readiness

Alignment Study
• Develop and define academic content standards for the IB Diploma Program
• Align IB’s academic content standards with the Knowledge and Skills for University Success (KSUS)
• Align the IB standards with several states

Key Finding

“The results of this study clearly confirm the strong relationship between the IB Programme and standards for college readiness and success. The IB standards demonstrate a very high degree of alignment with the KSUS standards in all subject areas. In addition, many the individual IB standards are at a level more advanced than entry-level college courses. . . . In short, students who participate successfully in IB should be well prepared to succeed in entry-level college general education courses and in some cases to have already learned material covered in such courses.”

- David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon
Qualities Of IB Diploma Holders

- Fluency in 2 languages
- Confidence with university texts & materials
- Capacity for independent/group research & study
- Cultivated critical & creative thinking abilities with well developed communication skills
- Ability to complete a challenging & rigorous course of studies
- Compassionate concern for others
- Well developed time management skills
IB Diploma Graduates from UA & Beyond

Nico Rosberg
International School of Nice—2002

Liza Koshy
Mirabeau B. Lamar
Senior HS—2014

Alex Honnold
Mira Loma HS—2003

Patrick Toohey
UAHS -
In Marketing at Rhove Real Estate Investment Company

Mackenzie Martin
UAHS - 2015
Associate at Milbank LLP

Ruth Buergenthal
UAHS 2020
Senior at UCLA
IB Diploma Graduates from UA & Beyond

Mike Krieger
The Graded School - 2004

Dr. Alyssa Van Camp
UAHS 2006
Associate for Project Wise

Jonathon Taylor
Salem High School - 2017

Lindsey Shi
UAHS 2012
Corp Client Banking Analyst at JP Morgan

Van Diesel
Anglo American School - 1985

Michael Huntley
UAHS 2011
Business Planner at Microsoft
More IB Diploma Graduates from UA

Megan Fisher MD
UAHS 2013
Resident in Internal Medicine, Allentown PA

Henry Wu
UAHS 2016
Rhodes Scholar
MPhil at Oxford

Madeline Flemming
UAHS 2016
3rd Grade Teacher at Barrington

Abby Vitali
UAHS 2021
Otterbein Business Admin. & Mgmt.

Gretchen Mueller
UAHS 2020
Colgate Psychology & Spanish

Eric Rowen
UAHS 2021
Boston College English
More IB Diploma Graduates from UA

Izzy Petersen
UAHS 2021
Fordham University
Interdisciplinary Math & Economics

Cassandra Kula
UAHS 2021
Bryn Mawr College
Geology or Math

Hayden Kegg
UAHS 2022
William & Mary
Finance & History

Lilly Loudon
UAHS 2022
University of Denver
International Studies & minor in German
Generation IB
#IBMade

Justin Ballheim
St. Mary’s —2000

Adam Ballheim
UAHS - 2006

Lupita Nyong’o
St Mary’s School—2001

Akihiko Hoshide
UWC SEA—1987

Dustin Moskovitz
Vanguard High School—2002
Why should you do this?

• Because you want to be in this slide show

• Because it is the Gold Standard in a high school education around the world

• Because the IBDP is considered a “gifted” service by the Ohio Department of Education
Because you want to take part in targeted special IB experiences such as the EF Global Leadership Summit in the summer of 24 in Belgium, the Netherlands, and Berlin

Register to come to our zoom meeting on Thursday, February 16th at 6:30pm at https://bit.ly/3Df3mss

But most importantly, because you want to be in this slide show!
Social Media Platforms

IB alumni network blog – blogs.ibo.org/alumni/

IB Fan Page on Facebook – www.facebook.com/IBO.org

IB Twitter feed – twitter.com/iborganization

LinkedIn group for the International Baccalaureate and subgroup for IB alumni