



International Baccalaureate 101

(IBDP) *Diploma Programme*

February 22nd, 2024

For parents, students, and teachers interested in learning about the Diploma Programme

IB Celebrating 56 years!

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 1.9 million students in over 5,700 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?

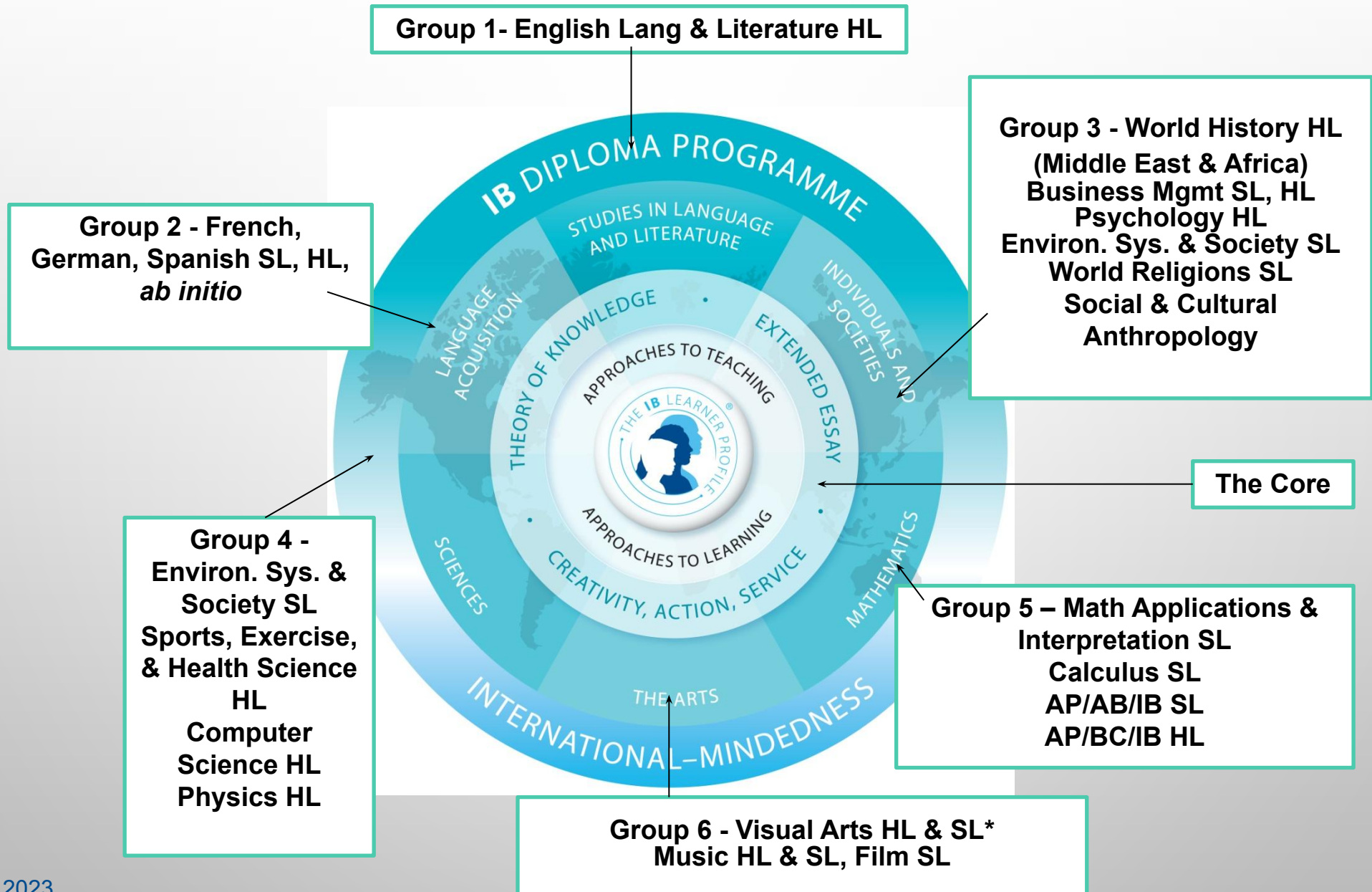
The philosophy of IB is one that aims to develop students into life-long learners who understand the value of diverse perspectives and are equipped to cultivate a more globally-minded world.

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)
- 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)
- Dater High School (Applicant school)

Diploma Curriculum Model



IB LABS

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/>

- DP Country alignment studies - 2023
- 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

University or College	IB Candidates acceptance rate	Total population acceptance rate	IB candidates versus total population
University of Florida	82%	42%	+40%
Florida State Univ.	92%	60%	+32%
Brown University	18%	9%	+9%
Stanford University	15%	7%	+8%
Columbia University	13%	9%	+4%
Univ. CA-Berkeley	58%	26%	+32%
Harvard University	10%	7%	+3%
New York University	57%	30%	+27%
Univ. of Michigan	71%	51%	+20%
Cornell University	31%	18%	+13%

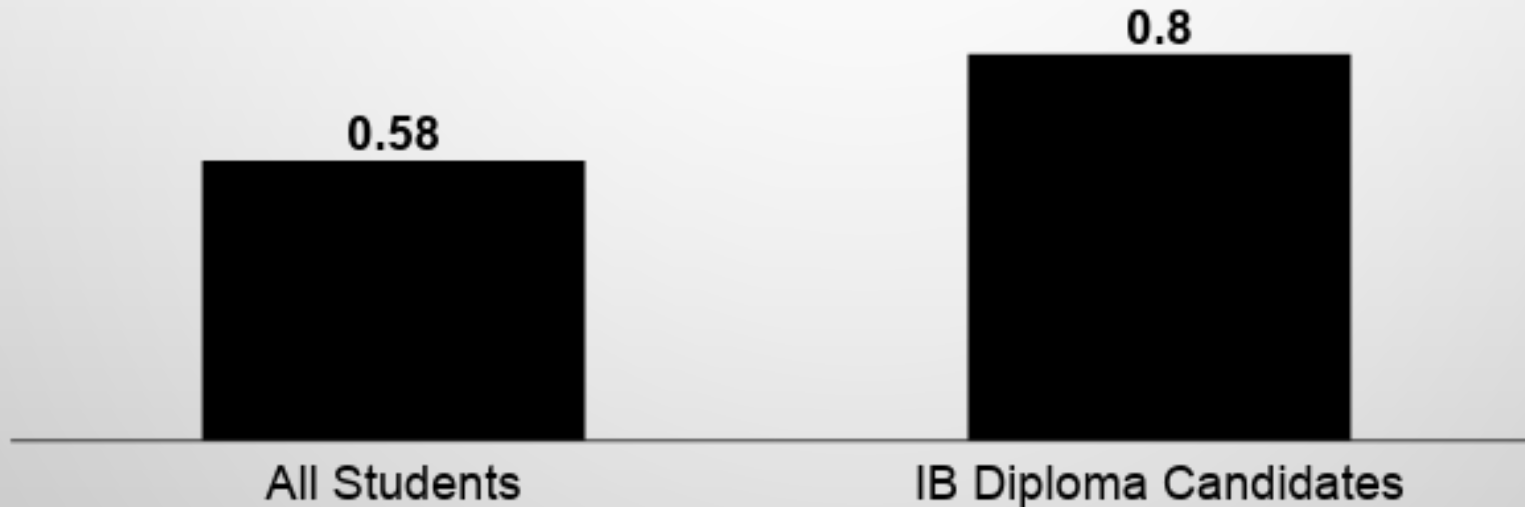
University or College	IB Candidates acceptance rate	Total population acceptance rate	IB candidates versus total population
Duke University	28%	16%	+12%
Univ. of Penn.	24%	14%	+10%
Yale University	18%	7%	+11%
Boston University	70%	58%	+12%
UCLA	48%	23%	+25%
Univ. of Virginia	64%	32%	+32%
UNC Chapel Hill	63%	32%	+31%
Princeton University	16%	8%	+8%
University of Miami	72%	30%	+42%
Univ of Central FL	90%	47%	+43%

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.: Canada:
Yes - **81.6%** Yes: **82%**
I don't know: 15.7% I don't know: 14.4%
No: 2.7% No: 3.5%

More than getting into university...

Percentage of Students Graduating from Higher Education Institutions within 6 years

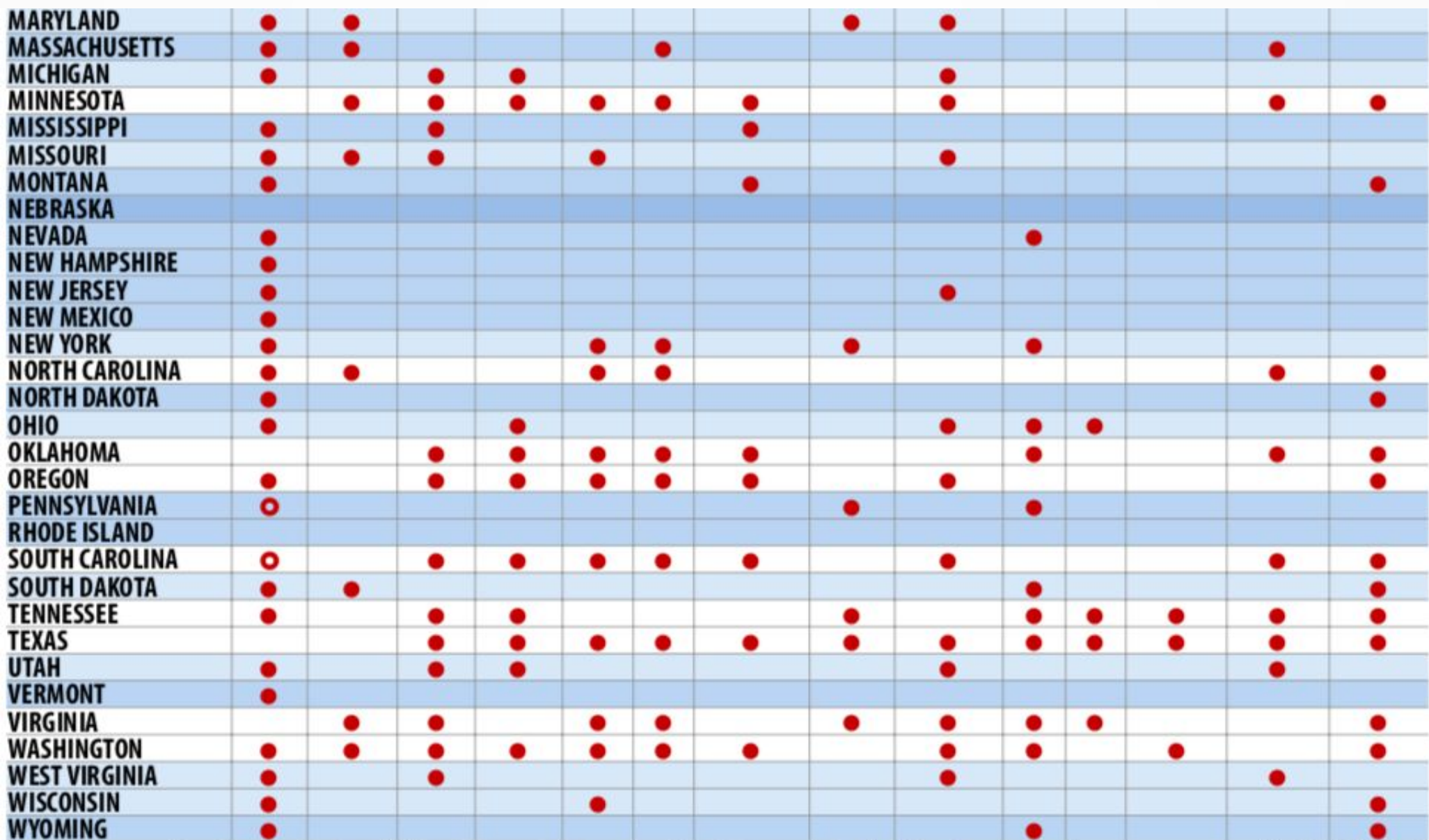


**Source: the Integrated Postsecondary Education Data System (IPEDS) of NCES, and the National Student Clearinghouse*



IB RELATED POLICIES AND LEGISLATION IN THE UNITED STATES

	Broad educational reform		Access to IB programmes for all students				IB teacher support	Integration of IB into state systems				Linking with state higher education		
	Common Core adopted	21 st Century skills/P20 councils	Diploma courses recognized	Financial incentives for implementation	Incentives for low income students	Exam fee subsidies	Financial assist for professional development	IB exams satisfy state requirements	IB included in school/state data reports	Honors diploma* available	Recognize IB	Alternative pathway recognized**	Scholarship/tuition/weighted GPA	System-wide recognition
ALABAMA	●		●		●					●	●	●		
ALASKA														
ARIZONA	○	●			●	●	●						●	
ARKANSAS	●		●	●		●	●		●					
CALIFORNIA	●				●	●	●		●	●		2 dist		●
COLORADO	●	●	●		●	●							●	●
CONNECTICUT	●													
DELAWARE	●	●												
DISTRICT OF COLUMBIA	●					●				●				
FLORIDA	○		●	●		●	●		●	●		●	●	●
GEORGIA	●		●					●	●	●			●	●
HAWAII	●	●								●				
IDAHO	●		●				●							
ILLINOIS	●				●	●						1 dist (CPS)		●
INDIANA		●	●			●	●		●	●	●			
IOWA	○													
KANSAS	●			●										
KENTUCKY	●		●						●	●	●		●	●
LOUISIANA	●	●	●			●			●	●	●		●	
MAINE	●									●				



LEGEND: white: 6+ categories pale blue: 4-5 categories medium blue: 1-3 categories dark blue: 0 categories

Updated 01/16/2020

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

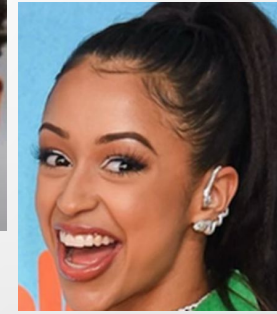
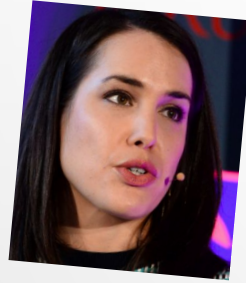
“The results of this study clearly confirm the strong relationship between the IB Programme and standards for college readiness and success. The IB standards demonstrate a very high degree of alignment with the KSUS standards in all subject areas. In addition, many the individual IB standards are at 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

Generation IB



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
Graduate of UCLA

IB Diploma Graduates from UA & Beyond

Mike Krieger
The Graded School - 2004



Jonathon Taylor
Salem High School - 2017



Van Diesel
Anglo American
School - 1985



Dr. Alyssa Van Camp
UAHS 2006
Associate for Project
Wise



Lindsey Shi
UAHS 2012
Corp Client Banking
Analyst at JP Morgan



Michael Huntley
UAHS 2011
Business Planner at
Microsoft

More IB Diploma Graduates from UA

Megan Fisher MD
UAHS 2013
PCCM Fellow
Henry Ford Health



Henry Wu
UAHS 2016
Rhodes Scholar
MPhil at Oxford



Madeline Flemming
UAHS 2016
3rd Grade Teacher at
Barrington



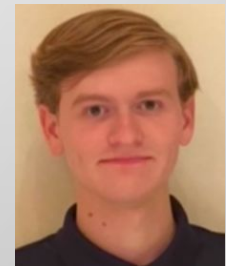
Abby Vitali
UAHS 2021
Otterbein
Business Admin. &
Mgmt.



Gretchen Mueller
UAHS 2020
Colgate
Psychology &
Spanish



Eric Rowen
UAHS 2021
Boston College
English



More IB Diploma Graduates from UA



Sanay Tufekci
UAHS 2023
University of Florida
International Studies



Izzy Petersen
UAHS 2021
Fordham University
Interdisciplinary Math
& Econ



John Burky
UAHS 2023
Purdue
Electrical Engineering



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

Generation IB #IBMade

Justin Ballheim
St. Mary's —2000



Adam Ballheim
UAHS - 2006



Lupita Nyong'o
St Mary's School—2001



Dustin Moskovitz
Vanguard High School—2002



Akihiko Hoshide
UWC SEA—1987

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 it will change your life

Meeting to Attend the EF Leadership Summit Experience

- EF Global Leadership Summit in the summer of 2025 in London, Dublin, and Berlin**
- Register to come to our meeting on the evening of March 13th, more details to come**



IB Alumni Zoom

Wednesday, February 28th, at 6pm

Join Zoom Meeting
<https://zoom.us/j/92066008489>

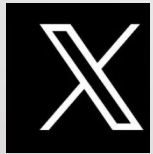
Social Media Platforms



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



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



IB Twitter feed –
twitter.com/iborganization
UAIB Twitter feed -
twitter.com/@ibuahs



LinkedIn group for the International
Baccalaureate and subgroup for IB alumni