

International Baccalaureate (IB) Diploma Programme (DP)

East Grand Rapids Public Schools



*Educating and inspiring each student to navigate
successfully in a global community*

IB Background

1968 IB Organization registered in Geneva (IBO)

1970 -1980 Recognition from many countries for IB Diploma Programme

1975 North American regional office opens

IB Diploma Programme began in 1968 (DP - 11th and 12th grades)

IB Middle Years Programme began in 1994 (MYP - 6th-10th grades)

IB Primary Years Programme began in 1997 (PYP - 1st - 5th grades)

IB Background

1971	2014
681 DP Exam Candidates	135,849 DP Exam Candidates
749 Est. Number of Students	1,250,000 Est. Number of Students
7 Schools Public School 0% Private Schools 100%	4,000 schools Public School 56% Private Schools 44%

- 61.6% of schools in the Americas offer an IB Programme
 - 5,477 IB Programmes and 4,267 schools in worldwide
 - Between 2009 and 2014 the number of IB Programmes grew by 46%
 - More than 30 IB Programmes in the State of Michigan
-

IB Mission Statement

Education for a
better world!



Rationale:

Supports the EGRPS Learner Outcomes



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Rationale:

Fosters development of the whole child



Rationale:

- Includes a comprehensive curricular scope/sequence of high standards
 - Provides for a researched-based pedagogy and aligned professional development opportunities
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Rationale:

Develops international-mindedness



*Educating and Inspiring each student
to navigate successfully in a global community*



Rationale:

Establishes a mechanism for benchmarking EGRPS locally, nationally, and internationally

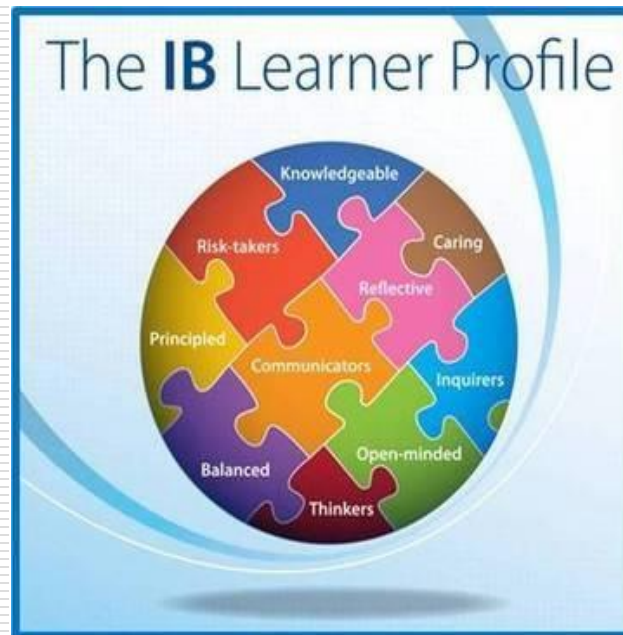


THE IB DIPLOMA AT A GLANCE



JUNIOR AND SENIOR YEARS 2 YEAR PROGRAM

**INTERNATIONAL
MINDEDNESS**



**WHOLE CHILD
DEVELOPMENT**

INTER-DISCIPLINARY
(Concurrency of Learning)

THE IB DIPLOMA AT A GLANCE



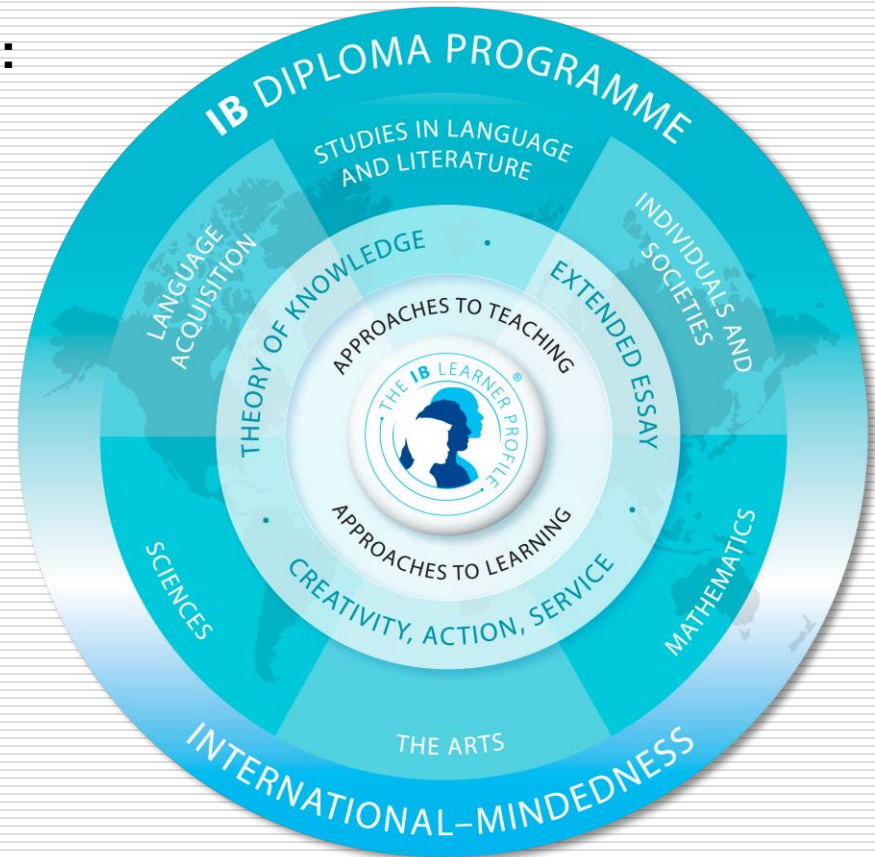
DIPLOMA PROGRAM REQUIREMENTS:

Three Core

- TOK
- EE
- CAS

Subject Studies

- Study 6 subject areas concurrently over two years (11th and 12th grade)
- Study 3 subjects at the Higher Level (HL) and 3 subjects at the Standard Level (SL)



The IB Diploma Program

The Core: **TOK**



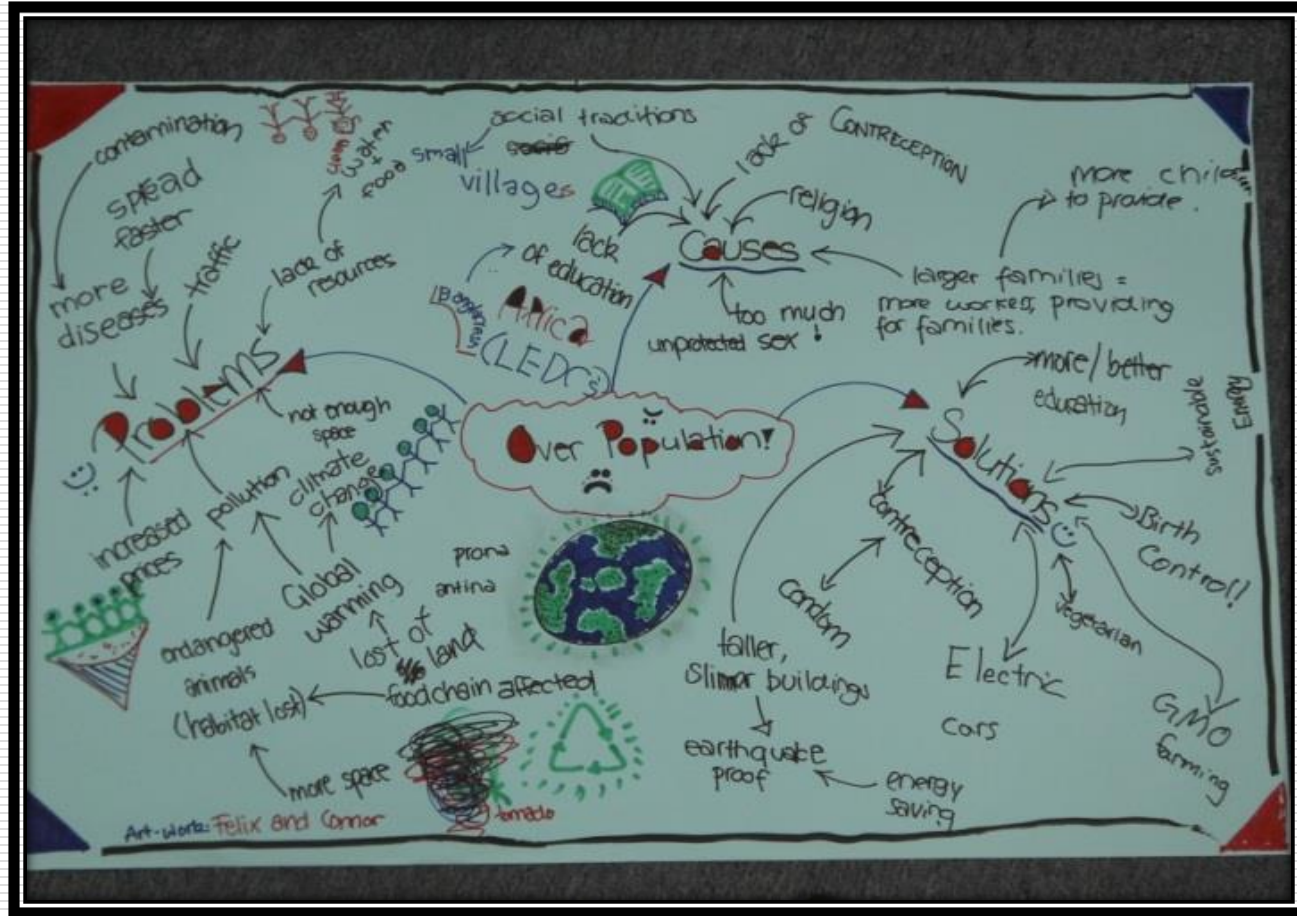
THEORY OF KNOWLEDGE



The IB Diploma Program

The Core: **EE**

EXTENDED
ESSAY



4
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The IB Diploma Program

The Core: **CAS**



CAS requires students to take part in a range of activities and projects. These should always involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.



(ibo.org)

THE IB DIPLOMA AT A GLANCE



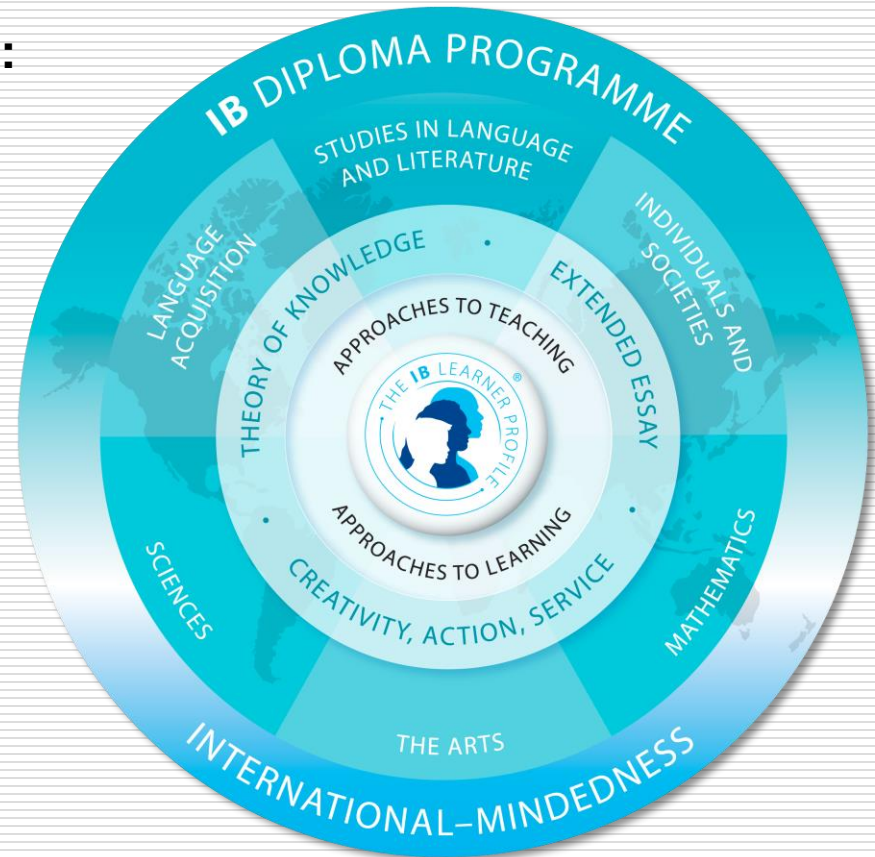
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Three Core

- TOK
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IB Diploma vs. IB Certificate



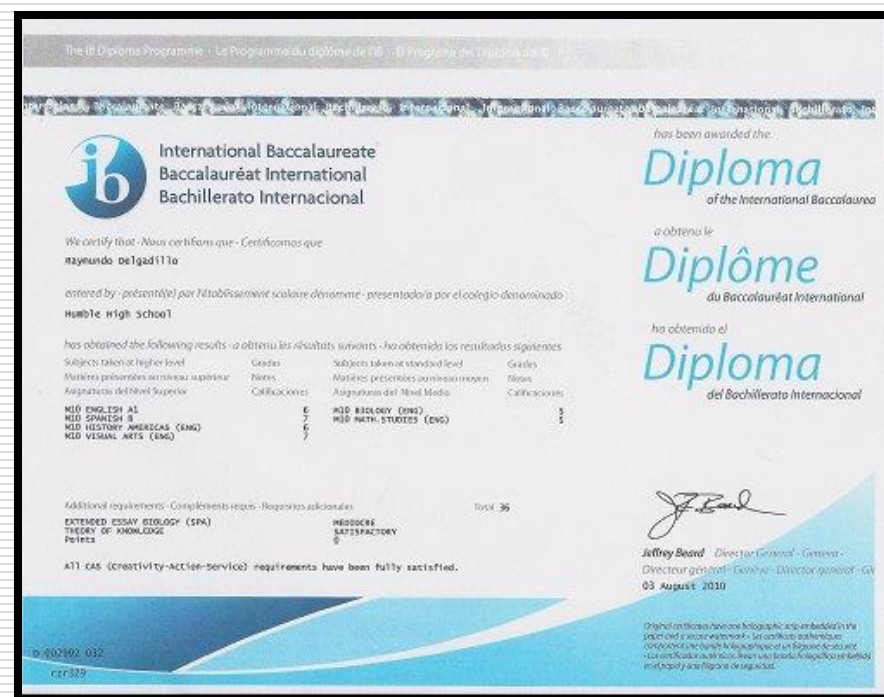
EARNING A DIPLOMA

- Obtained by a student earning at least **24** points over the two year program
- 45 possible points

**42 points for subject study
(7 pts. per subject)**

**Up to 3 points for Theory of
Knowledge & Extended Essay**

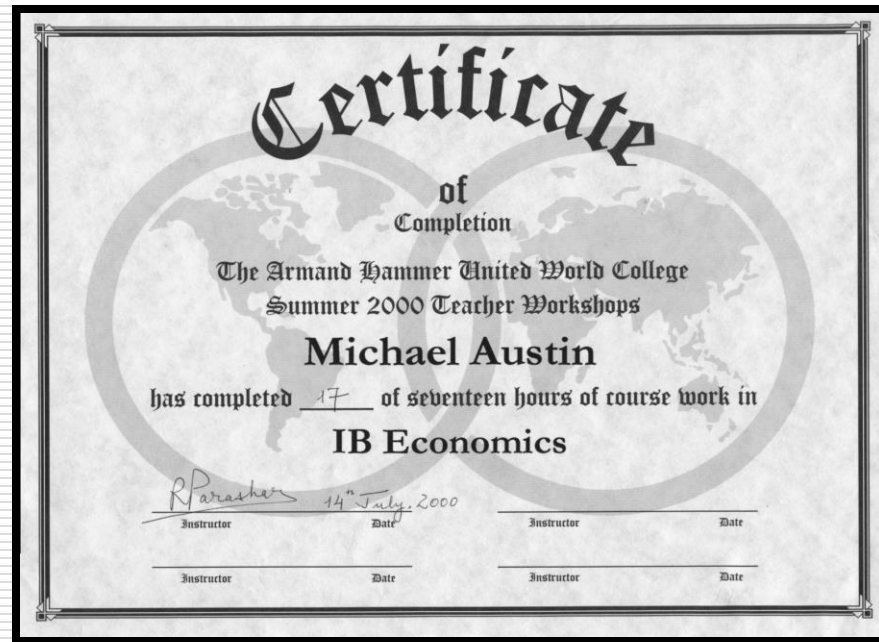
***Must complete CAS project to earn
diploma**



IB Diploma vs. IB Certificate

EARNING AN IB CERTIFICATE

- Earned by a student who completes an IB course, but not all of the requirements for an IB Diploma



Is it right for my child?

IB Learner Profile

- Inquirers
 - Communicators
 - Principled
 - Reflective
 - Balanced
 - Opened-Minded
 - Caring
 - Risk-Takers
 - Thinkers
 - Knowledgeable
-

Other Learning Opportunities

☐ **IB DP—What's Required?**

- October 6 @ 7 pm
 - ☐ Learning Commons

☐ **IB Graduate Night**

- November 3 @ 7 pm
 - ☐ Little Auditorium
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Questions



College Recognition



Why do universities value IB students?

IB students are prepared for academic success

Participation in the IB Diploma Programme shows that students have excelled in multiple and diverse academic challenges and is a strong predictor for success in university.*

IB students have extensive experience doing independent research and presenting what they have learned through presentations, papers and other projects.

IB students are more likely than others to enroll in and graduate from selective higher education institutions.*

IB students think critically and draw on diverse perspectives that reflect an international outlook.

*IB analysis of data obtained from the National Student Clearinghouse (NSC) for students taking examinations in May 2000 and May 2001 and Integrated Postsecondary Education Data System (IPEDS) of National Center for Education Statistics. Research reports available at www.ibo.org/research/programmevalidation.

College Recognition (cont.)



The University of Michigan

I.B. Subject	Level	I.B. Grade	Course Equivalent (Credit Hours)	Total Hours
Biology				
	HL	4	Biology 100 (4)	4
	HL	5 or above	Biology 195 (5)	5
Chemistry				
	HL	4	Chemistry 130 (3), 125 (1), 126 (1)	5
	HL	5 or above	Chemistry 130 (3), 125 (1), 126 (1), Dept. (3)	8
Computer Science				
	HL	4	EECS 101 (4)	4
	HL	5 or above	EECS 101 and EECS Dept. (2)	6
Design Technology				
	HL	5 or above	Interdepartmental (3) Interdisciplinary (Interid) Dept. (3)	6
Economics				
	HL	5 or above	Economics 101 (4) and Economics 102 (4)	8
English A: Language and Literature				
	HL	5	Lit. Dept (3)	3
	HL	6 or 7	Lit. Dept (6)	6
Environmental Systems				
	HL	5 or above	Environmental Studies 201	4
Film				
	HL	5 or above	Screen Arts and Cultures Dept. (4)	4
Foreign Languages (B)				
Chinese	HL	4 or above	Asian Languages Dept. (8)	8

Michigan State University

Michigan State University				
International Baccalaureate Program Equivalencies				
Note: MSU recognizes subjects taken at the higher level (HL). This table reflects HL subject equivalencies.				
IB Subject	Score	Credit or Waive	MSU Course	Adviser
Art/Design Visual Art	7	9 credits + Waive courses	STA gcu + Waive appropriate Studio Art courses from STA 110, 111, 113, 114 based on review of a portfolio of personal work**	
	6	9 credits	STA gcu †	
	5	6 credits	STA gcu	
** The program description specifically stresses an emphasis on the individual media and expressive development available to the student. The correspondence of the work undertaken and the course content of STA 110, 111, 113, 114 can only be determined by a review of the actual work.				
Biology*	7, 6, or 5	8 credits	BS 161, 162, gcu, and waive BS 171, 172	ISB
Business and Management	7, 6, or 5	No credit		
Business and Organization	7, 6, or 5	No credit		
Chemistry*	7 or 6	8 credits	CEM 151, 152, 161	ISP
	5	5 credits	CEM 141, 161	ISP
Computer Science	7, 6, or 5	3 credits	CSE gcu	
Design Technology	7, 6, or 5	3 credits	EGR gcu	
Economics*	7 or 6	6 credits	EC 201, 202	ISS
	5	Waive course (no credit)	Waive EC 201, 202	
Economic Policy	7, 6, or 5	1.5 credits	EC gcu	
English A1	7,6	8 credits	WRA 150 (Tier I requirement)/ GCU	
	5	4 Credits	WRA 150	
English A2	7,6, or 5	4 credits	WRA gcu	

http://admissions.msu.edu/admission/freshmen_ap-ib-clep.asp

College Acceptance (cont.)



University or College	IB Diploma Students Acceptance Rate	Total Population Acceptance Rate	IB Diploma Students vs Total Population
Cornell University	31%	18%	+13%
Duke University	28%	16%	+12%
University of Pennsylvania	24%	14%	+10%
Yale University	18%	7%	+11%
University of Central Florida	90%	47%	+43%
Boston University	70%	58%	+12%
University of California - Los Angeles	48%	23%	+25%
University of Virginia	64%	32%	+32%
UNC Chapel Hill	63%	32%	+31%
Princeton University	16%	8%	+8%

University of Michigan	78%	49%	+29%
Michigan State University	77%	67%	+10%

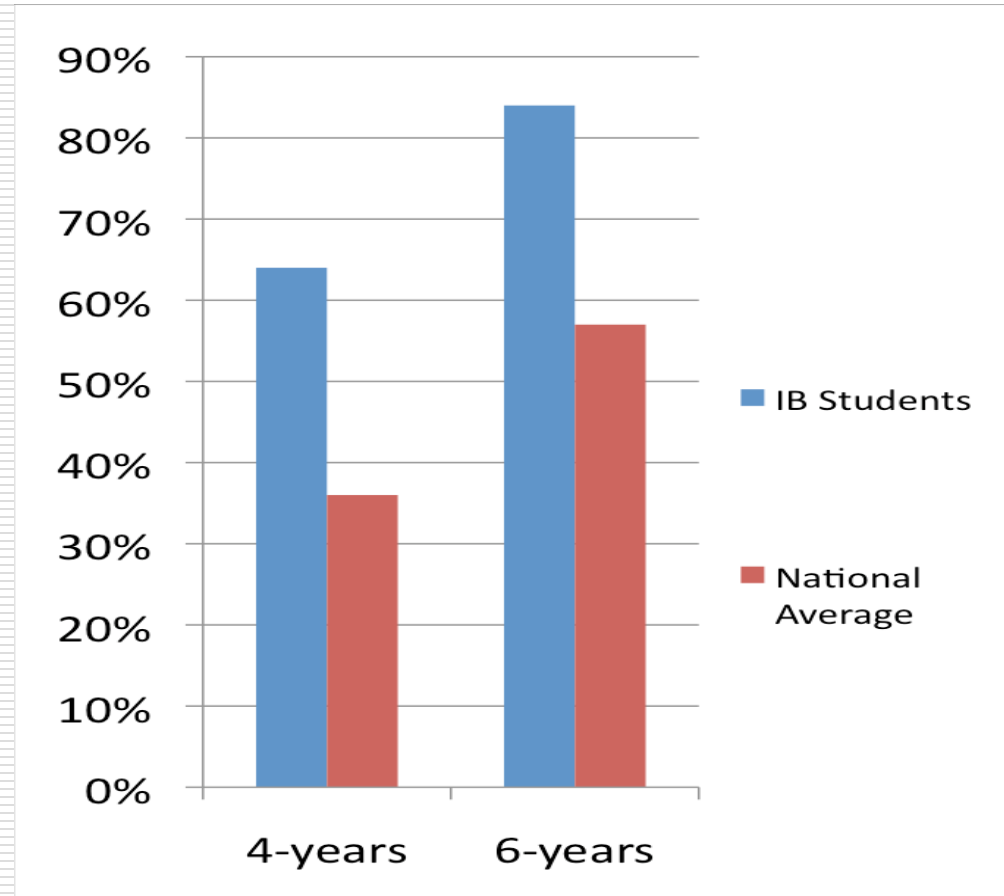
*Data provided by US News and World Report

The study, released in 2012, was conducted by i-graduate, a UK-based research consultancy and released in 2012. IB worked with i-graduate on the global survey, which involved thousands of IB Diploma Programme students in IB World Schools from Australia, Canada, India, Mexico, Spain, the UK and the US.

College Persistence and Success



The 2011 study of IB Diploma students' experiences after high school found that IB Diploma students graduated from college at higher rates.



Provides a competitive advantage for college admissions and persistence

