International Baccalaureate 101

The IB DP and CP

January 13, 2026

7PM

UAHS Performing Arts Center

For parents and students, interested in learning about the IB Diploma Programme & the IB Career Related Progamme

IB Celebrating 58 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 1,950,000 students in over 5,800 schools across 162 countries. In the US, there are over 2,300 schools.

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

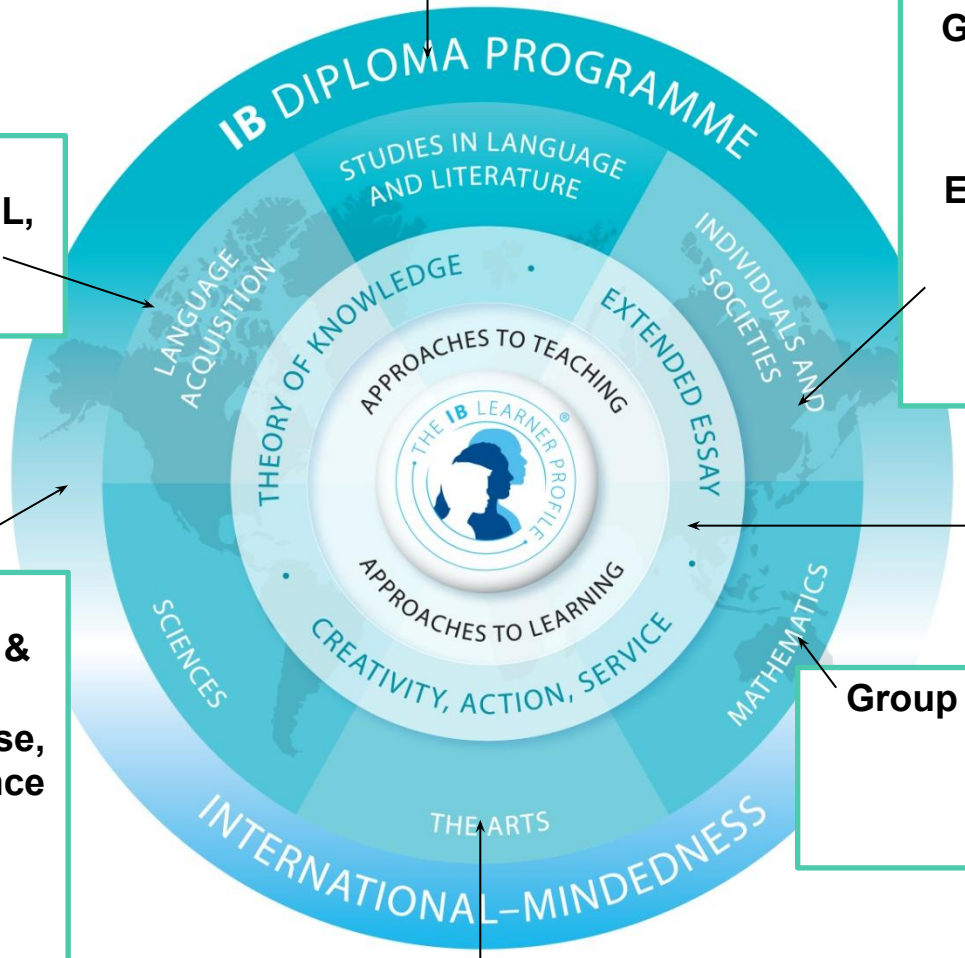
- Princeton High School (1984)
- Akron Firestone High School (1995)
- Upper Arlington High School (2003)
- Campus International High School (2017)
- Columbus Alternative High School (2004)
- Westerville South High School (2004)
- Springfield High School (2005)
- Fairmont Kettering High School (2008)
- Dublin Emerald Campus (2008)
- 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 (2024)
- Roberts Academy (Candidate School)

Diploma Curriculum Model

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
Environ. Sys. & Society SL
Social & Cultural Anthropology HL



The Core

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

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

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

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)

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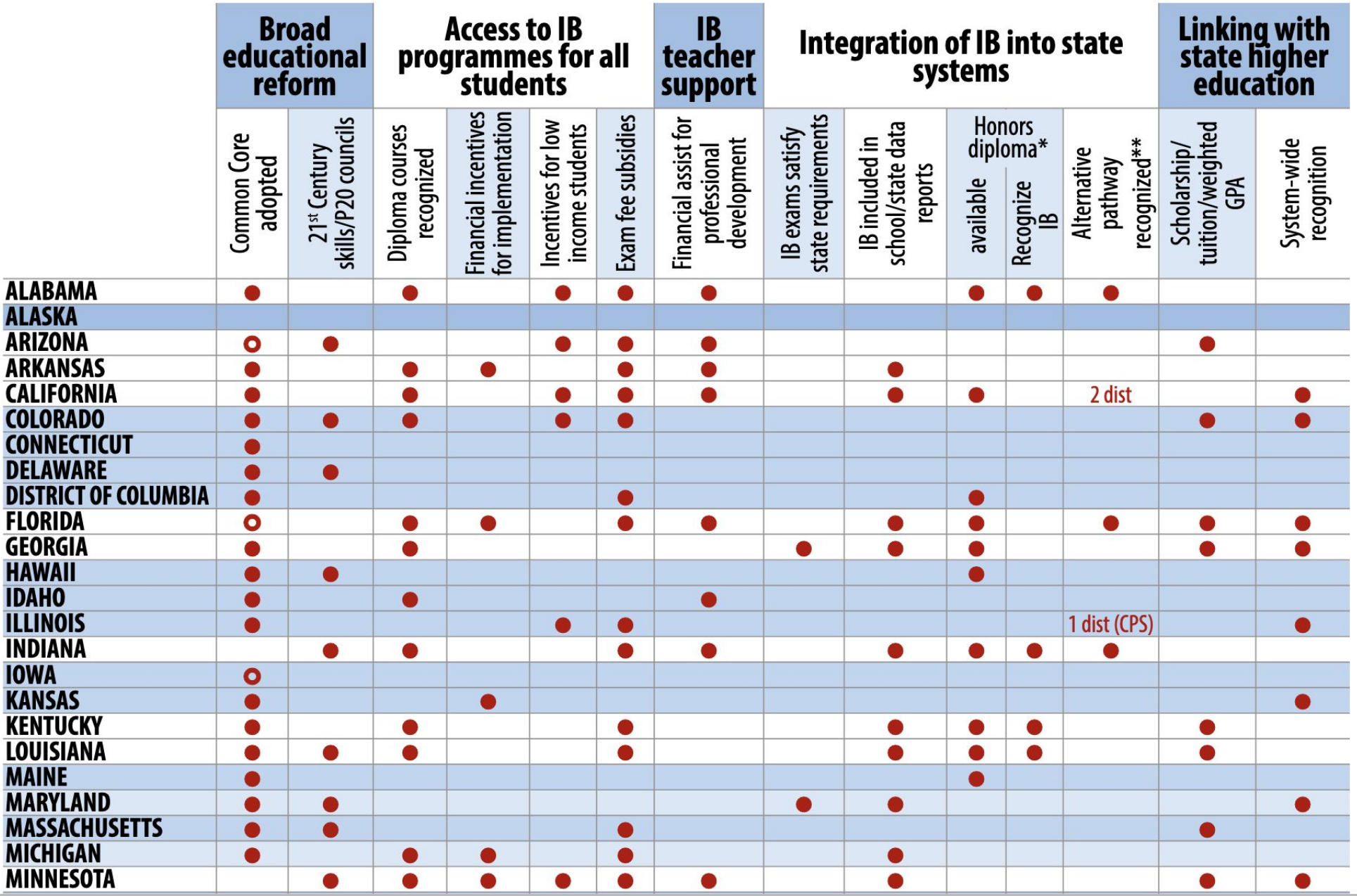
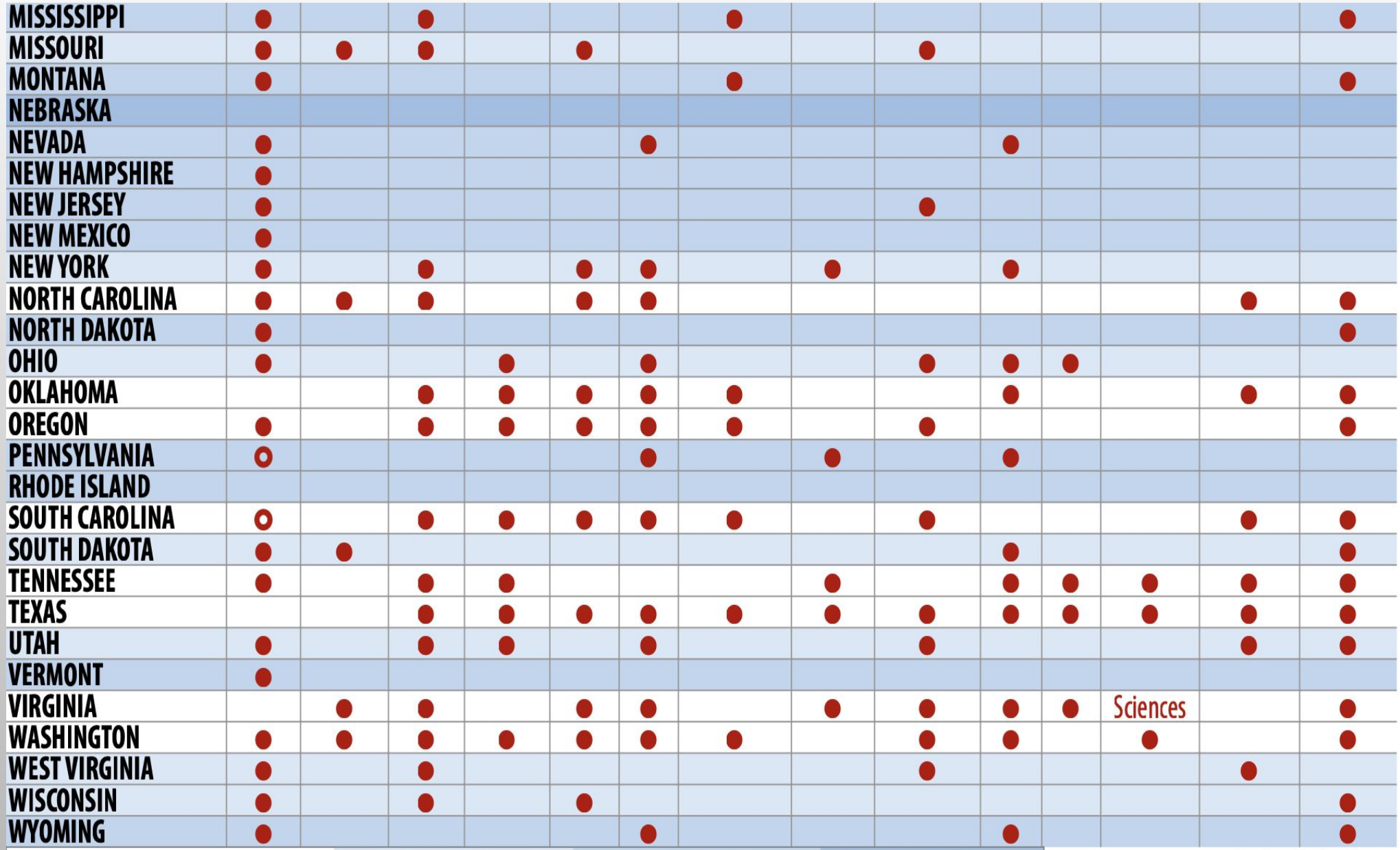
Diploma Validation Studies

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

- Postsecondary outcomes of DP graduates in the United States (2024)
- Insights from US school adopting DP Language A courses for all of their students (2024
- Review of literature on student outcomes on online learning (2024)
- DP Country alignment studies - 2023
- Canadian university outcomes - 2022
- Global mindedness of DP and CP students - 2021

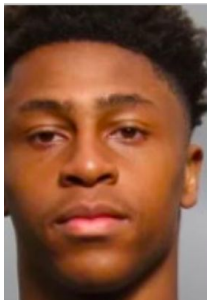
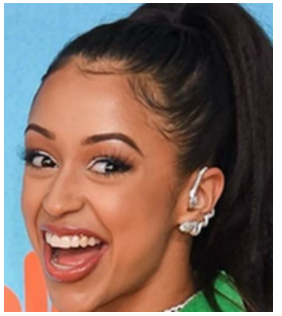

Broad educational reform
Access to IB programmes for all students
IB teacher support
Integration of IB into state systems
Linking with state higher education
Common Core adopted
21st Century skills/P20 councils
Diploma courses recognized
Financial incentives for implementation
Incentives for low income 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
COLORADO
CONNECTICUT
DELAWARE
DISTRICT OF COLUMBIA
FLORIDA
GEORGIA
HAWAII
IDAHO
ILLINOIS
INDIANA
IOWA
KANSAS
KENTUCKY
LOUISIANA
MAINE
MARYLAND
MASSACHUSETTS
MICHIGAN
MINNESOTA
2 dist
1 dist (CPS)

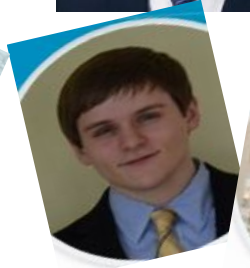

MISSISSIPPI
MISSOURI
MONTANA
NEBRASKA
NEVADA
NEW HAMPSHIRE
NEW JERSEY
NEW MEXICO
NEW YORK
NORTH CAROLINA
NORTH DAKOTA
OHIO
OKLAHOMA
OREGON
PENNSYLVANIA
RHODE ISLAND
SOUTH CAROLINA
SOUTH DAKOTA
TENNESSEE
TEXAS
UTAH
VERMONT
VIRGINIA
WASHINGTON
WEST VIRGINIA
WISCONSIN
WYOMING
Sciences
LEGEND: white: 6+ categories pale blue: 4-5 categories medium blue: 1-3 categories dark blue: 0 categories
Updated 7/22/2023

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
- Academic buoyancy and resilience

Generation IB



IB Diploma Graduates from UA & Beyond

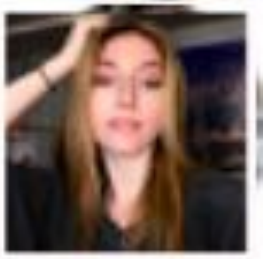
Nico Rosberg
International School of
Nice—2002

Patrick Toohey
UAHS - 2016
Marketing at Rhove Real Estate Investment Company

Liza Koshy
Mirabeau B. Lamar
Senior HS—2014

Mackenzie Martin
UAHS - 2015
Associate at Milbank LLP

Alex Honnold
Mira Loma HS—2003



Ruth Buergenthal
UAHS 2020
Graduate of 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
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
Interdisciplinary Math & Econ

John Burky
UAHS 2023
Purdue- Elec Eng

Cassandra Kula , UAHS 2021, Bryn Mawr College

Hayden Kegg, UAHS 2022, William & Mary, Finance & History

Lilly Loudon, UAHS 2022, University of Denver, Int. Studies

More IB Diploma Graduates from UA

Fred Zeng
UAHS 2024
Claremont McKenna College
Mathematics & Engineering

I

Sienna Martinez
UAHS 2024
Wayne State University
Neuroscience, Psychology, & Medical Humanities
Wayne State School of Medicine after graduation

More IB Diploma Graduates from UA

Isabelle Petersen
UAHS 2025
West Virginia University
Civil Engineering

Daniel Ben Artzi
UAHS 2025
Washington University
International Affiars

Milena Antonova
UAHS 2015
University of Western Ontario
Biodiversity & Conservation

More IB Diploma Graduates from UA

Alma Weisberg

UAHS 2025

Ohio University

Dance

Could this be you?

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 it will change your life

Career-related Programme

What you need to know about the Career-related Programme (CP)

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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The Career-related Programme (CP) is a unique international education programme that:

- prepares students both professionally and academically
- develops students to become global citizens
- fosters attitudes and habits of mind to allow students to become lifelong learners
- reduces the "academic vs practical" divide.

CP graduates are equipped to pursue:

- further education
- higher education
- employment
- apprenticeships.

"The mix of traditionally academic and career-related courses has seen a rapid holistic development of our young people and given them a set of skills to take into the next phase of their lives. At the Academy, we have used the CP to raise aspirations."

Sian Carr, Head of School
Skinners' Kent Academy, UK

The CP helps students to:

- ✓ develop a broad range of competencies and deepen their understanding in specific areas of knowledge through their Diploma Programme (DP) courses and career-related studies
- ✓ develop flexible strategies for knowledge and skill acquisition, or enhancement, in varied contexts
- ✓ foster attitudes and habits that empower them to become lifelong learners who are able to engage with diverse perspectives, opportunities and challenges
- ✓ prepare for effective participation in a changing world
- ✓ become involved in learning that develops their capacity and will to contribute to society in constructive ways.

Elements of the CP framework

- A career-related study that is available to our students -

Columbus Downtown School or Fort Hayes
Project Lead the Way - Engineering
Education in Training
Business Pathway
Media Arts/Film Production

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Elements of the framework

At least two IB Diploma Programme subjects at higher or standard level from any group or even the same group!

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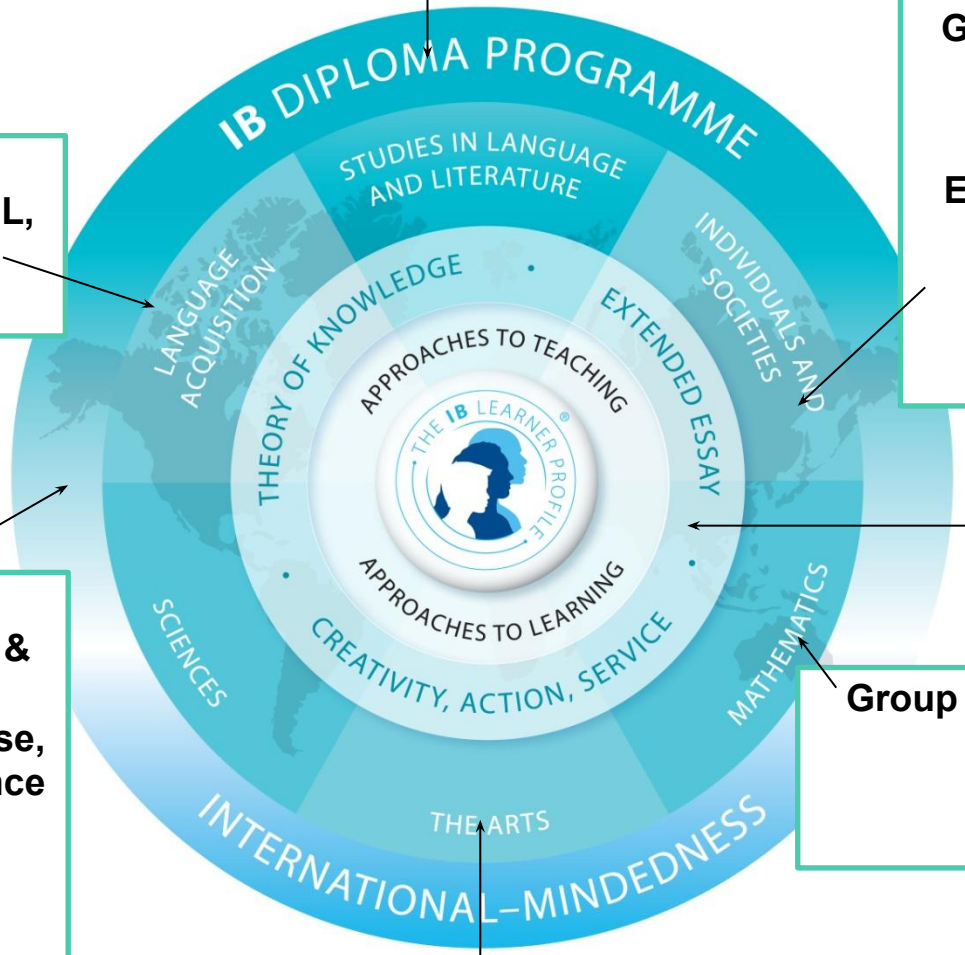

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Comparing the CP core and DP core

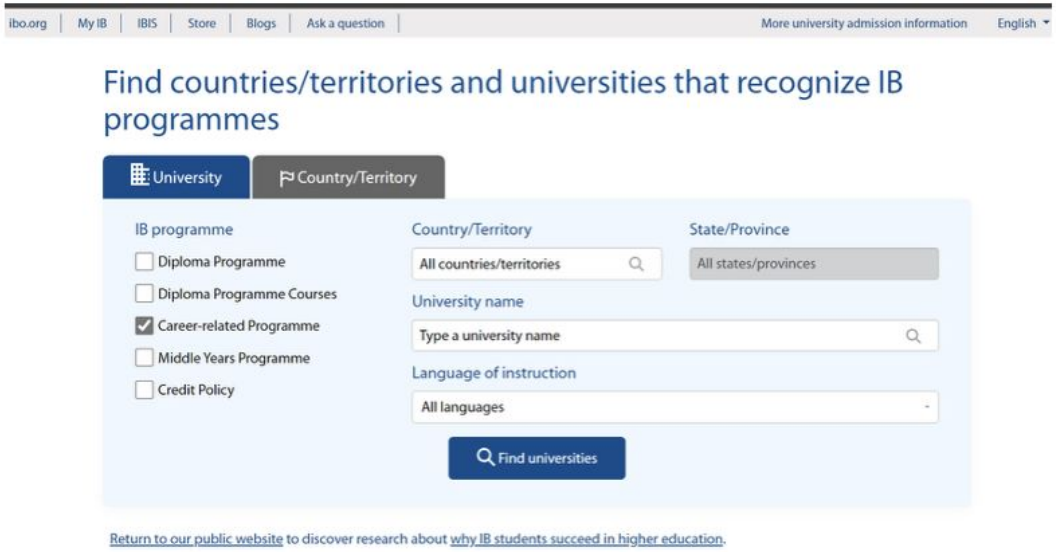
	CP core requirements	DP core requirements
	PPS **Learning time 100 hours** *Minimum of 100 timetabled (guided) hours*	**TOK** **100 hours** *18 hours support for essay and exhibition*
	LD/LCS **Learning time: min. 70 hours** *Minimum of 30 guided hours, including a mandatory introductory unit and progress review points*	
	RP **Learning time 50 hours** *3-6 guided or supervised hours*	**EE** **40 hours** *3–5 hours with supervisor*
	CE **Sustained engagement throughout the two years (historically, 50 hours)** *Minimum of 30 guided hours, including an introduction and orientation, ongoing guidance and progress review points*	**CAS** **Sustained engagement throughout the two years** (historically, 150 hours, or half a day per week)
Total hours	**270 hours** *100 hours formally timetabled, and a further 63–66 hours of guided time*	**290 hours**

IB recognition database

- IB database: recognition statements for countries/territories and states/provinces (for the USA and Canada respectively) and for universities internationally

View recognition statements in the database
LINK

- You can find statements in the database from universities that have submitted a statement. Please note that these policies are subject to change, and additional restrictions and requirements may apply. If a university is not listed on the recognition statements database, please contact the university directly for their IB recognition policy.
- Please check with organizations directly for the most up-to-date information. If you spot any inaccuracies, please contact recognition@ibo.org.



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