

Founded in 1968, IB is a network of over **4,500** schools in nearly **150** countries, educating over **1.2 million** students, K-12



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional





...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**...





*...Our programmes **encourage** students across the world to become **active, compassionate** and **lifelong learners** who **understand** that other people, with their differences, can also be right....*



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# The IB Learner Profile



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# The IB Learner Profile

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## 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.



**1.3** million  
DP Graduates

**140<sup>+</sup>** countries

(number of DP graduates as of May 2015).



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DP students in the US who enrolled in post-secondary education immediately after high school **enrolled in and graduated from 4 year institutions at much higher rates than the national average.**

95%  
of DP  
cohort

enrollment at 4-year institutions (public and private)



60% national  
cohort



79%  
of DP  
cohort

average graduation rate at 4 year institutions (public and private)



39% national  
cohort

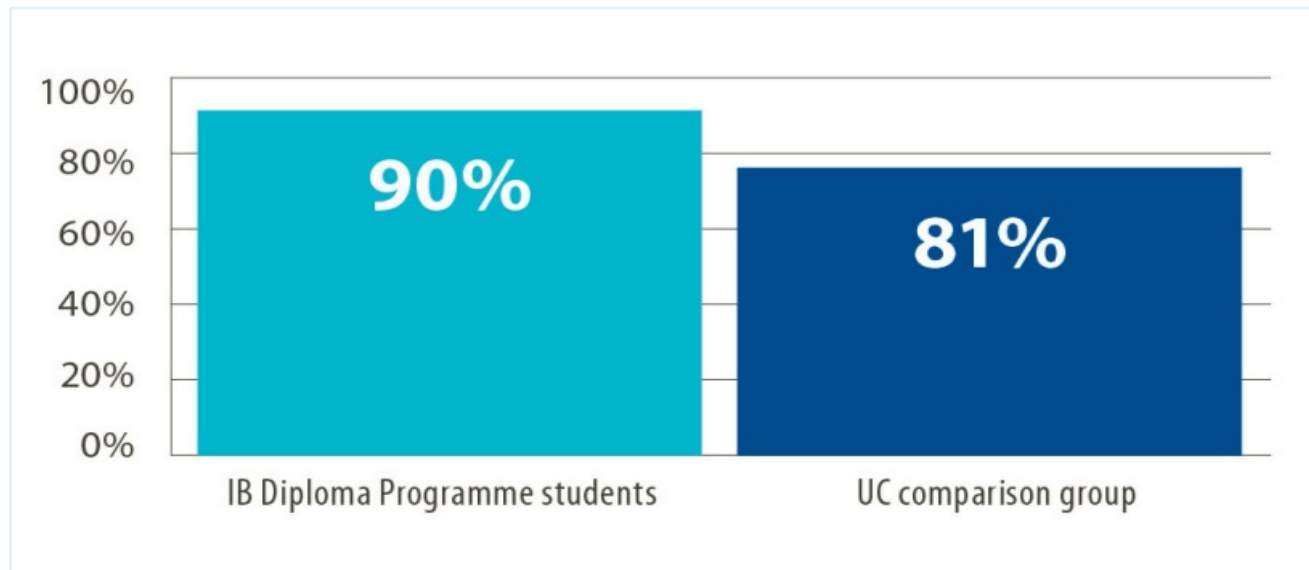




# How do IB students compare to others?

## United States

- Studies in the University of California system showed higher graduation rates than a matched comparison group

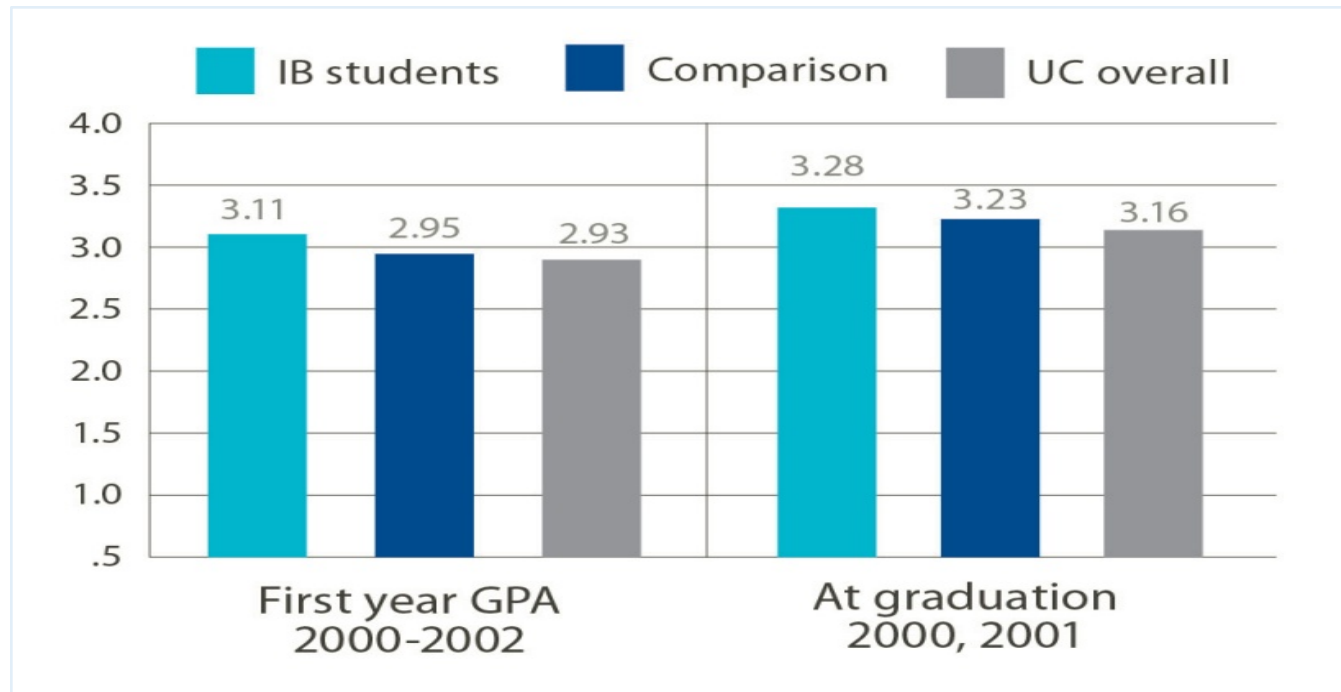


Percentage of students graduating with a bachelor's degree in the University of California system within six years

*Source: University of California,  
Office of the President, IB analysis*

# How do IB students compare to others?

- These IB diploma students also had higher GPAs, both at the end of their first year and at graduation.



First year GPA  
and GPA at  
graduation



# Why professors welcome IB students

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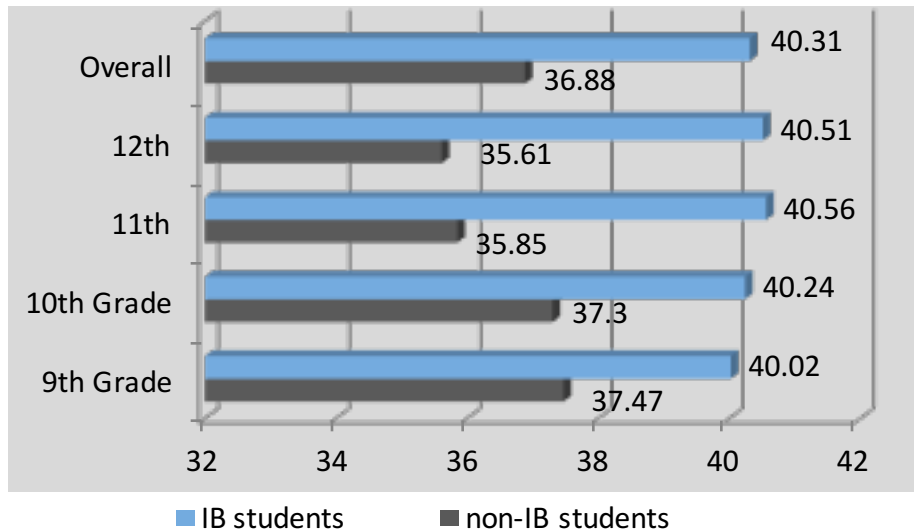
- Demonstrated emotional and intellectual maturity for managing challenging coursework and making meaningful contributions
- Extensive experience in independent research and presentation



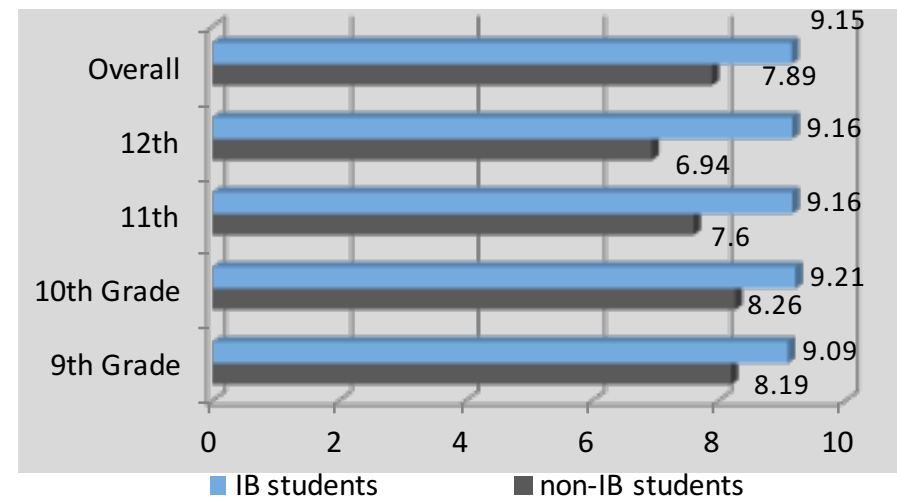
# Proven student engagement

In a survey of over 40,000 secondary school students, DP students averaged 10% higher in academic, social and emotional engagement.

Cognitive/Intellectual/ Academic Engagement



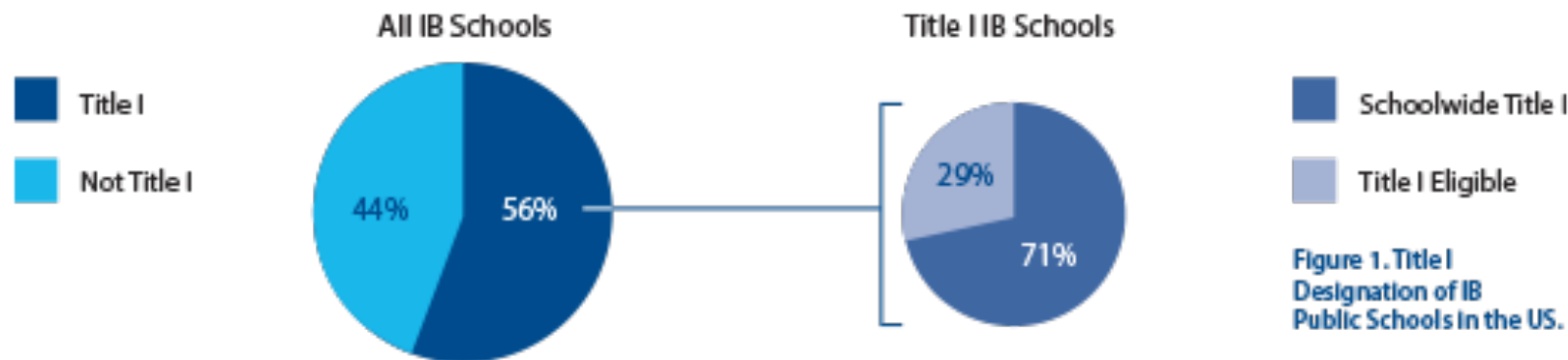
Social/Behavioral/Participatory Engagement



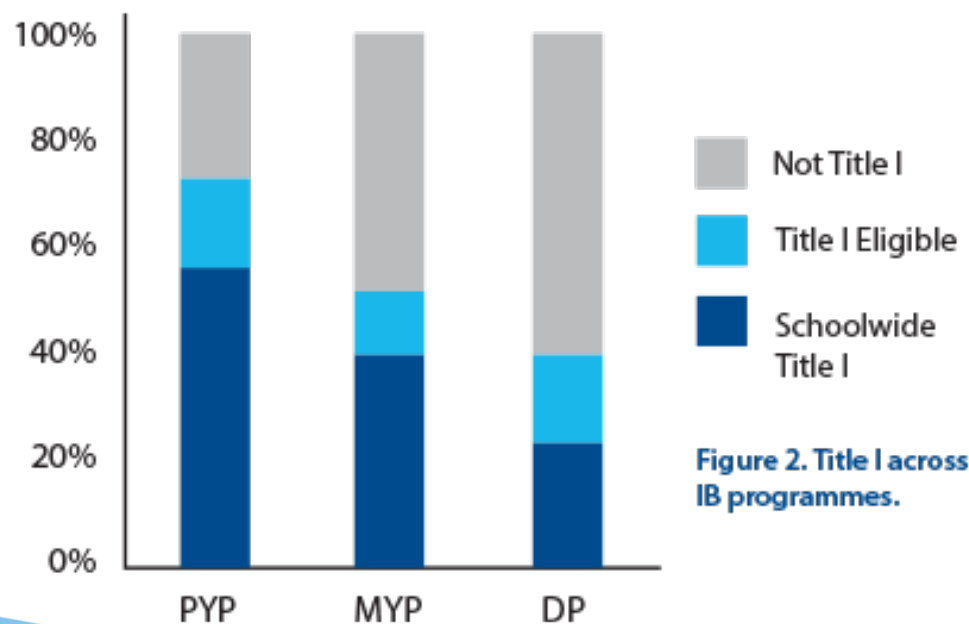
Source: *High School Student Engagement Among IB and Non-IB Students in the United States: A Comparison Study*, a report by International Baccalaureate, and analysis of 2009 HSSSE Results, Center for Evaluation and Education Policy, Indiana University.



# Are IB programmes only for ‘elite’ students?



Nine out of ten IB schools in the US are public institutions, and the majority of those are Title I eligible schools.





Primary Years  
Programme

1997



Middle Years  
Programme

1994



Diploma  
Programme

1968

2012



Career-related  
Programme



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# THE IB DIPLOMA PROGRAMME (DP)

- Originated in 1968 at 7 international schools in 5 countries as a **2 year pre-university curriculum framework** and end-of programme assessments for **internationally mobile students**.
- A comprehensive and balanced programme requiring study of **six subjects and core components across disciplines**, ensuring breadth and depth. Structured framework with a great deal of flexibility, accommodating student interests and abilities.
- Regardless of subject selection, students:
  - explore the **connections** between the six major subject areas
  - study each subject through an **international** perspective
  - **reflect critically** on aspects of knowledge
  - pursue one subject in great detail through **independent research**
  - apply their knowledge and skills through local **community service**

# The DP Core

- **A compulsory core** is comprised of 3 distinct components, and is an integral part of the DP student's pre-university experience.
  - **Theory of knowledge:** makes connections across traditional academic disciplines and explores the nature of knowledge
  - **Extended essay:** an in-depth research paper of up to 4,000 words into an area of student interest
  - **Creativity, activity and service:** socially responsible, artistic and athletic endeavours

***“CAS gave me a good insight on being a valuable citizen, the Extended Essay taught me to manage the type of essays required at college level, and TOK made me a more critical thinker. These are all qualities I obtained week-in week-out...”***

***-Former student, ACS International Schools***



# ***Theory of Knowledge (TOK)***

- A course on critical thinking that makes connections across the academic disciplines and explores the **nature of knowledge**.
- A sample of TOK students in Australia reported **greater confidence in their ability to use critical-thinking** skills than their peers who had not taken the DP, and they used a wider array of critical-thinking skills between the two successive years of the DP.

# ***The extended essay (EE)***

- An in-depth **externally assessed** independent research project into topic of the student's choice.
- It is up to 4,000 words in length and promotes **high-level research and writing skills**, intellectual discovery and creativity.
- Several studies provide evidence that the EE has a positive effect on students' **confidence and engagement** with research.
- DP students cite a long list of benefits from the EE, including: **confidence in university level writing**, improved study awareness, the ability to gather, organize and evaluate information, **time management**, and organizational skills.

# ***Creativity, Activity, Service (CAS)***

- At the heart of the DP. With its holistic approach, CAS is designed to **strengthen and extend students' personal and interpersonal learning** from the PYP and MYP.
- Involves students in a range of **experiential** and service learning activities that enhance students' personal and interpersonal development.
- CAS encourages engagement in the **arts, creative thinking, a healthy lifestyle, and a sense of responsibility** for both local and global communities.



# The CAS Strands



- **Creativity** - exploring and extending ideas leading to an original or interpretive product or performance
- **Activity** - physical exertion contributing to a healthy lifestyle
- **Service** - collaborative and reciprocal engagement with the community in response to an authentic need.



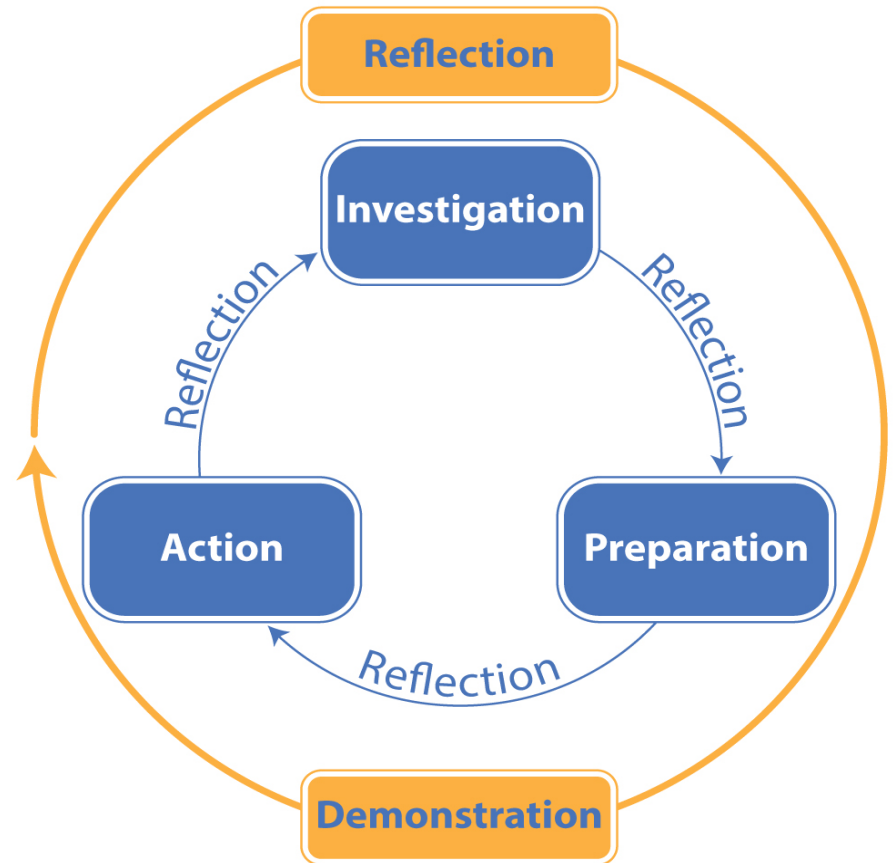
# CAS aims to develop students who:

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- Enjoy and find significance in a **range** of experiences
- Purposefully **reflect** upon their experiences
- Identify **goals, develop strategies and determine further actions** for personal growth
- Explore **new possibilities**, embrace new challenges and adapt to new roles
- Actively participate in **planned, sustained and collaborative** projects
- Understand they are **members of local and global communities** with responsibilities towards each other and the environment.

# CAS stages

The CAS stages represent  
a framework for planning,  
carrying out and reflecting on  
CAS experiences



# Sample projects

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- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training and matches.
- Service: Students set up and conduct tutoring for people in need.
- Service and activity: Students plan and participate in the planting and maintenance of a community garden.
- Creativity, activity and service: Students rehearse and perform a dance production for a retirement community.



# Research on CAS

- CAS students throughout the Americas were found to participate in a wide range of service activities, including tutoring, assisting those in need, and fundraising.
- Students associated CAS with **personal growth** and developing an **ethic of service**, improved **self-confidence**, **maturity**, becoming more **caring**, **open-minded** and **reflective**, and **better understanding** one's place in the world.
- DP alumni have also reported **continued engagement** with service activities.
- Billig, S.H. 2013. Impact of participation in CAS on students' civic-mindedness and civic engagement. Denver, Colorado, USA. RMC Research Corporation.

# IB Student Registry

- [www.registry.ibo.org](http://www.registry.ibo.org)
- Live as of November 2015
- Improve the university search process for IB applicants by providing relevant information on credit policies, scholarships, preference for IB students, etc.
- Provide university admissions officers with a communications platform to better inform and reach IB students.
- Provide IB world schools with a public profile to share school information with parents and university admissions officers.

## IB STUDENT REGISTRY



108,365  
IB Students

3,788  
IB World Schools

5,213  
University Destinations

Learn more about:

- IB Student
- IB Parent
- IB World School
- University

**For IB Students!**

IB • IBCC • WWP

**Showcase your IB Portfolio**

Showcase your IB coursework, CAS activities and Extended Essay.

**Browse University Profiles**

Search through our directory of ~1,500 university profiles.

**View IB Credit Policies**

Filter by intended major, view IB credit policies and scholarships.

Well, what are you waiting for?

**Register Now!**  
In 60 seconds or less

A Service of International Baccalaureate University Recognition



+1 (202) 212 - 3390  
recognition@ibc.org

Student Registry

- About the IB Student Registry
- Mission & Purpose
- Origins
- Facts & Figures
- Frequently Asked Questions
- Contact Us

Terms of Service & Privacy Policy

Student Registry

Search by university name

Home Book



Edit University Profile

Profile was created on March 10, 2014

Back to Profile Save this Profile

### University Information

University Name Cornell University

University Type Private

University Website www.cornell.edu

Academics Undergraduate

Founded 1826, 147 years ago

Schools Cornell

Impact "Cornell" means it's a bear, a red "I" and a "blue" "N".

Notes I would love to visit here where my people can find inspiration in any shape.

About Cornell University is an American private Ivy League research university located in Ithaca, New York. Founded in 1826 by Ezra Cornell and Andrew Dickson White, the university was intended to teach and make contributions in all fields of knowledge — from the sciences to the sciences, and from the liberal arts to the applied.



University Social Media

Share your social media profile for the university. Perfect for your Facebook, Twitter, LinkedIn, YouTube, etc. (If you're not a member, you can join now.)



Upload Photo

### Contact Information

Telephone Number 607-255-6100

Facsimile Number 607-255-4100

Email Address admissions@cornell.edu

Website URL www.cornell.edu

Address 411 Thurston Ave  
Cornell University  
Ithaca, NY 14850-0100  
United States

### IB Recognition Policy

Policy Text Effective for Undergraduate Matriculating 2014-15A maximum of 45 quarter units of transfer and test credit may be applied toward the undergraduate degree. Only high school IB exams with scores of 4 or higher, in the subjects listed below, are eligible for credit. Subjects not listed in this chart are not eligible for IB credit.

TRANSFER CREDIT

### Admission

Foreign passport and accepted as an entry passport ☐ Options ☒ Course

Foreign passport and accepted as an administrative document ☒ TOE ☐ Extended Course ☒ Community Action, Service

### Credit & Placement

Course credit or placement document ☐ Options ☒ Course ☐ IBCC ☐ IB Course ☐ IBCC

Other transfer credit ☐ Options ☒ Course ☐ IBCC ☐ IB Course ☐ IBCC

### Records

Minimum score required ☒ Options ☒ 4, 5, 6, 7, 8, 9, 10 ☐ IB Course

Other pre-requisite required ☒ Options ☒ 4, 5, 6, 7, 8, 9, 10 ☐ IB Course

### Language

Language requirement ☒ Yes ☐ No ☐ IB Course

Course recognized as satisfying language requirement ☒ Language A ☒ Language B ☐ None - Additional documentation required

### Scholarships & Incentives

Scholarship available ☒ Options ☐ Course ☐ IBCC

Other incentive offered ☐ Options ☒ Course ☐ IBCC

Update Profile





# A World View

Expanding  
Jefferson's  
Academical  
Village



International Studies Office

[www.virginia.edu/iso](http://www.virginia.edu/iso)





## Research and Service Projects for University-Related Purposes

- Student Projects Abroad
- Projects Embedded in an Education Abroad Program

## Non-University Related Service Activities

- Student Organizations



## Response

- Risk Management Committee for Education Abroad
- Task Force on Individual and Small Group Research and Service Projects
  - Application Process with Project Review & Site Assessment
  - Pre-Departure Orientation
- CORE – Cultural Orientation Reflection and Engagement
- Policy on Student International Travel



## Successes

- Proposal Review & Site Assessment
- CORE Wrap-Around Course
- Ongoing Relationships with Local Partners
- Quality of Projects
- Now Working with Professional School Students

## Challenges

- Communication
- Faculty Mentorship
- Knowledge of the Local Environment and L2

## Moving Forward

- Online Resources
  - CORE
  - Area Studies and L2 Training
- Embedded Opportunities in EA Programs
- Integration in Programs of Study (Undergrad & Grad/Prof.)





# A World View

Expanding  
Jefferson's  
Academical  
Village



*Citizenship*

*Partnership*

*Friendship*

*Scholarship*

*Leadership*

*What can we learn from  
IB's CAS pathway?*







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Baccalauréat International  
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# Thank You!

## Now for conversation...

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