



## IB CAREER PROGRAMME REQUIREMENTS (CP) 2 YEARS Program



### **IB Courses**

- All CP students must complete at least two IB Courses at either Standard Level (SL) or Higher Level (HL). Courses are available in these six areas:
  - ○Language and Literature
  - ○Sciences
  - ○Individuals and Societies
  - ○Mathematics
  - ○Arts
  
- Stay active and complete one of the accredited Career Pathways offered by the school
- Stay active in a language; these include French, Spanish, or American Sign Language aside from the two IB courses.
- Complete the Personal and Professional Skills Course

### **The Core**

All students must also complete the requirements in the:

- Personal and Professional Skills: a course that is taught in Sem 2 of 11th grade and Sem 1 of 12th grade.
- Reflective Project (RP): a 3,000-word research paper focused on an ethical issue within the chosen career pathway.
- Service Learning: a focus on developing community-mindedness.
- Language Development: students must continue with language development at any level for both years of the program and complete a language portfolio.

## **Description of the Core Subjects**

### **What is Personal and Professional Skills (PPS)?**

Personal and Professional Skills course is a compulsory component of the CP core: a 90-hour course of personal and professional transferable skills for students to develop over the two years of the CP course. It is just one of the elements of the CP Core but at the heart of what makes this IB program unique; schools can create a course that is bespoke for their student's individual needs and school community not only to fulfill the requirements of the CP course but also to prepare them fully for future pathways.

### **What is the reflective project?**

The reflective project is one of the four elements that make up the core program unique to the CP. Focusing on the process as much as the product, it is an independent piece of work that focuses on an ethical dilemma stemming from the student's career-related studies. Most importantly, the reflective project really is the culmination of a multitude of skills the students have developed throughout their CRS, DP subjects, and the other elements of the core. The reflective project is a 3,000-word research paper focused on an ethical issue within the chosen career pathway.

### **Language Development**

Making up one of the four key core elements, Language Development celebrates the individual's unique lifelong relationship with language learning and intercultural understanding. The role that culture and traditions might play in the student's 50 hours of language development can be overlooked in favor of a more traditional language acquisition course. Is this missing an opportunity? Irrespective of how you approach this, how can the students get the most out of the experience?

### **Service Learning as Action**

Service Learning is a compulsory element of the CP core, constituting a minimum of 50 hours of the student's CP course. Whether you are well established in your DP and CP course offerings or completely new to the CP as you prepare for authorization, consider using Service Learning as a way to focus on skill development explicitly. Another way for them to make connections with other elements of their course but also prepare for the skills they will truly need in the future.

### **How can IB Help me reach my goal?**

1. Prepares college-bound students through college-level coursework + research skills + leadership and service with exposure to their possible career choice.
2. Prepares workforce-bound students through critical thinking skills + problem-solving + communication skills + leadership and service. Also, it provides college preparation if they attend later or part-time.
3. Prepares military-bound students through all of the above!

### **How do Colleges view an IBCP education?**

- IB students receive college credit or advanced standing at most institutions.
- Colleges know that IB CP students have “staying power.” 93% of CP graduates at 4-year universities persisted for one year (compared to 82% nationally). When looking at all institution types, 89% of CP graduates returned for their second year—this is 17 percentage points higher than the national average (72%).
- Colleges see IBCP as adding academic discipline to a student’s educational experience.
- For those CP students who chose 4-year institutions, over half (55%) were accepted by and enrolled in a university ranked as “very competitive” or better by Barron’s Selectivity Index.
- IB CP students are ready for the jobs of the future: the three most popular fields of study in college for CP graduates are engineering, business, and health sciences.