



INTERNATIONAL BACCALAUREATE ORGANIZATION

Diploma Programme

Guide to School Application

Diploma Programme Guide to School Application
January 2003

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Introduction

This *Diploma Programme Guide to School Application* should be read in conjunction with:

- *Diploma Programme School Guide to the Authorization Visit*
- *Diploma Programme Application Form*
- *Application Procedure for Candidate Schools*
- *Rules for Authorized Schools*
- *IB Diploma Programme General Regulations*.

Further information can be found in *Schools' Guide to the Diploma Programme* (www.ibo.org).

We welcome your interest in the International Baccalaureate Organization (IBO) and look forward to working with you as you seek to develop and implement the IB Diploma Programme at your school.

This document aims to guide candidate schools through the process of applying for authorization to offer the IB Diploma Programme. It should be made available to, and used by, all staff and school administrators who are involved in the preparation of the application and who may become involved in the teaching and administration of the programme once authorization has been granted. A school may not begin to teach the IB Diploma Programme, may not register candidates for examinations, and may not advertise itself as an IB Diploma Programme school until it has received official IBO authorization.

Application and Authorization

This *Diploma Programme Guide to School Application* indicates the specific areas of a school's operation that would be most directly affected by the introduction of the IB Diploma Programme. The guide outlines the issues that need to be addressed by a school proposing to implement the programme, a timetable for implementation of the programme in a school and a list of the documentation that must support the application for authorization. A companion document, the *Diploma Programme School Guide to the Authorization Visit*, provides details of the aims, processes and possible outcomes of the authorization visit.

The Application Process

The application process has two phases.

- A feasibility study, including identification of resources, leading to the filing of a complete application form with the regional office.
- A school visit by an IBO visiting team.

Feasibility study and identification of resources

During phase one of the application process, the school examines the IB Diploma Programme philosophy and curriculum to determine how they may be interpreted and applied in the school, and how they could meet the students' needs. A thorough feasibility study should be conducted on the possible consequences of implementing the programme. All members of the school community should be consulted, including students, parents, teachers and heads of department. The IBO regional offices provide information and guidance in this process. As part of the feasibility study, and in order to examine the programme in depth, it is essential that schools obtain the relevant IB Diploma Programme curriculum guides and publications. These are available from the sales department of the International Baccalaureate Curriculum and Assessment Centre (IBCA), Cardiff UK. The IBO web site at www.ibo.org provides a list of publications, along with information on how to order.

Introductory seminars and training workshops, organized by the IBO regional offices, also offer important information on the programme and, on the recommendation of the regional office, schools can contact or visit a variety of authorized IB Diploma Programme schools in their region.

During the application process, and in consultation with the regional office, teaching staff that will be involved in the implementation of the IB Diploma Programme are required to undertake IBO-approved professional development. Schools will then prepare and collate the materials needed to accompany the application. The school submits the following material to the regional office.

- Completed Diploma Programme Application Form
- Application fee
- The required supporting documentation.

Note: The *Diploma Programme Application Form* and appendices should be completed electronically and returned to the appropriate regional office. In consultation with the regional office, any supporting documentation should be sent on CD-Rom(s) wherever possible. Where this is not possible, hard copies of the documents should be provided. Please ensure that the school is clearly identified in all correspondence.

School visit by an IBO visiting team

On completion of a favourable review of the submitted application, the regional office arranges an authorization visit by an IBO visiting team.

The purpose of the authorization visit is to consult those who will be involved in the implementation of the programme, to evaluate a school's preparedness and to complete a report on the school's overall capability to implement the IB Diploma Programme. The visit includes:

- interviews with school administrators and teaching staff
- a tour of the school facilities
- discussions with students, parents and other members of the school community
- class visits (optional).

The candidate school benefits from the advice of the IBO visiting team and receives feedback on its plans for implementation, while the visiting team gathers information on the school's commitment to, and ability to offer, the IB Diploma Programme. The *Diploma Programme School Guide to the Authorization Visit* describes this process in detail.

Authorization and Participation

The IBO visiting team will prepare an authorization visit report that will be sent to the regional office. The regional director will then submit the report to the IBO director general who will make the final decision concerning the application for authorization and will notify the school of this. In some regions, a committee is established to review the application, to report on the school visit, and to vote on a formal recommendation to the IBO director general.

Schools **must** be authorized before they begin teaching the IB Diploma Programme. Between the time the IBO director general authorizes a school and the time the school starts to teach the programme there may still be some matters to be addressed. These are notified to the school by the IBO director general and must be attended to by a specified date, and to the satisfaction of the regional office. Failure to implement such requests could result in the school's authorization status being put at risk and the withdrawal procedure (see article 10 of *Rules for Authorized Schools*) being put into effect.

Authorized schools are also expected to submit a response to any recommendations made in connection with the authorization visit (communicated to the school by the regional office) and to demonstrate an ongoing commitment to professional development.

An annual subscription fee is payable by schools authorized by the IBO to offer the IB Diploma Programme.

A timetable for the authorization process is provided at the end of this document. Further information can be obtained from the IBO regional offices.

Aims and Objectives of the IB Diploma Programme

A World-recognized Qualification

In the years since its founding, the Diploma Programme has become a leading, internationally recognized pre-university qualification. Now it is a symbol of academic excellence worldwide. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills. He or she is also encouraged to appreciate the universal value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity that we all share.

While each component of the Diploma Programme has specific aims and assessment objectives, as outlined in each subject guide, the distinctive aims of the programme as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding
- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.

Criteria and Conditions for Authorization

(Please also refer to articles 3 and 5 of *Application Procedure for Candidate Schools*.)

1. IB Diploma Programme candidate schools shall be committed to the promotion of international understanding through education, as expressed by the objectives and practices of the IBO. In particular, they shall:
 - a) through their pedagogy, promote and open opportunities for educational excellence by providing a balanced curriculum and by facilitating concurrency of learning
 - b) introduce students to skills appropriate to independent research via the extended essay
 - c) recognize the fundamental, integrative role of Theory of Knowledge (TOK) and the habits of mind that it should inculcate
 - d) realize the potential of the creativity, action, service (CAS) requirement, complementing academic pursuits in the personal development of students.
2. Schools shall demonstrate to the IBO that they will have the required teaching faculty, administrative staff and other resources with which to implement the IB Diploma Programme successfully. Since the IBO is conscious of the vast disparities in resources available to schools in different parts of the world, agreement on this issue shall be a matter of consultation and guidance, if necessary over an extended period of preparation.
3. Schools shall demonstrate their legal status and financial viability on the basis of appropriate documentation. Schools may be asked to furnish proof to the IBO that their application to participate in the IB Diploma Programme has the approval of their local, regional or national authorities.
4. Schools shall formally agree to bind themselves to full acceptance of all IBO requirements encompassing the effective conduct of the IB Diploma Programme, with particular attention to its student-centred philosophy, TOK and CAS. Schools will appoint an IB Diploma Programme coordinator and a CAS coordinator.
5. Schools or branches of the same school are admitted as separate entities. This policy is reflected in the payment of all fees.
6. It is imperative that potential IB Diploma Programme teachers have undertaken IBO-approved professional development before teaching their subject.
7. Schools are authorized to teach their own students only, and may only register candidates from other schools for examinations if they are retake candidates whose circumstances prevent them from attending their original school for the subsequent examination session. Authorized participating schools may not register candidates from unauthorized schools.
8. The programmes of the IBO should not be marginal in “IB world schools”; it is expected that they will positively influence those sections of a school not following an IB programme.

The IBO reserves the right to deny participation to any school whose philosophy, policy or practices are judged to be incompatible with those of the IBO.

The Head and School Administration

The head and the school administration must ensure that:

- the school fully endorses the philosophy of the IB Diploma Programme
- the philosophy and objectives of the school are compatible with the philosophy and objectives of the IB Diploma Programme
- the adoption of the IB Diploma Programme is generally welcomed by the teaching staff of the school
- a formal decision with regard to the adoption of the IB Diploma Programme has been taken by the governing body
- there is a strategic plan for the implementation of the IB Diploma Programme, identifying responsibilities for the head of school; the IB Diploma Programme coordinator; the TOK teacher(s); the CAS coordinator(s); subject departments and others involved in the programme
- a professional development plan is in place to support the IB Diploma Programme
- the head of school is actively supportive of the IB Diploma Programme and is involved on an appropriate level to ensure its success
- adequate time is made available for the planning and consultation necessary to implement the IB Diploma Programme
- an IB Diploma Programme coordinator is appointed, with a clearly formulated job description and sufficient time to carry out his or her responsibilities and to obtain appropriate IBO-approved professional development
- a CAS coordinator is selected, with sufficient time to oversee the organization, management, and paperwork required for all CAS activities
- the school literature, advertisements and promotional activities do not give the impression that the school is authorized until it is officially authorized by the IBO
- the qualifications and experience of IB Diploma Programme subject teachers are appropriate for the successful teaching of the programme
- appropriate provision is made for the orientation and training of existing and new staff members to acquaint them with the aims and nature of the IB Diploma Programme in general, the teaching of the programme within the school and the requirements of the subjects they will be scheduled to teach
- sufficient funds are available for the purchase of all necessary resources to teach the IB Diploma Programme as effectively as possible and for staff to receive appropriate IBO-approved professional development.

The IB Diploma Programme Coordinator

The IB Diploma Programme coordinator (DPC) is the key person in any IB Diploma Programme school. The DPC should possess excellent interpersonal, communication and administrative skills; be IT literate; and have a strong sense of responsibility for the academic needs and pastoral welfare of students. A fundamental understanding of IB Diploma Programme requirements is essential.

It is recommended that the DPC be recruited from the teaching staff of the IB Diploma Programme and that he or she becomes the pedagogical leader of the teachers involved and a member of the senior management team. The DPC's job is demanding and complex; for it to be done well, sufficient release time, dedicated office space, secretarial support and photocopying facilities must be available. New DPCs should receive IBO-approved professional development that will equip them with a clear understanding of their role and responsibilities.

In general, the demands on the DPC are proportionate to the number of IB Diploma Programme students and staff, and the number of subjects offered by the school. Fundamentally, the DPC is responsible for providing information, guidance and administrative support to students (before and during their participation in the programme), colleagues, the head of school, and the local community; and for the coordination of all IB Diploma Programme-related activities. Responsibilities for CAS and TOK, however, should be delegated to other members of staff.

The DPC will normally be responsible for advising students on subject choices. Information meetings for parents are a useful means of assisting students in this matter.

Once the school year begins, the DPC's administrative tasks include:

- competently using IBNET, the online curriculum centre (OCC) and any other ICT developments aimed at assisting IB Diploma Programme schools
- ensuring that students and teachers meet the programme requirements and comply with the general regulations
- ensuring that teachers are equipped with OCC passwords, the current issue of *Diploma Programme Coordinator Notes*, pages from the *Vade Mecum* relevant to their subjects, and other appropriate IBO publications
- ensuring that CAS procedures are carried out properly and reflect the right spirit (see the *Creativity, Action, Service* guide, published in 2001)
- maintaining complete and accurate records
- administering the extended essay procedures
- ensuring that the internal assessment in all subjects, and TOK procedures, are carried out properly including, where necessary, internal moderation
- registering candidates for examinations
- organizing the secure conduct of the examinations, including mock examinations, orals, arrangements for visiting examiners, prompt mailing of examination papers and ensuring that students obtain their results
- informing students of IBO services such as: inquiry upon results, university recognition, university transcripts and legalization of diplomas.

Subject Teachers

Subject teachers:

- must have read the relevant IB Diploma Programme guide for their subject(s) and all associated documentation, such as teacher support material, and must endorse the stated aims and objectives for the subject(s)
- must keep up to date with developments in curriculum and teaching methodology relevant to the age of their students and the nature of their subject(s)
- must receive appropriate professional development and support in the teaching and assessment of their subject(s)
- should meet regularly to coordinate approaches to the programme
- must ensure that good quality materials and equipment such as books, computer hardware and software, audio-visual equipment and apparatus are available in sufficient quantities to facilitate the implementation of the IB Diploma Programme
- must ensure that the IB Diploma Programme's aims, objectives and conceptual framework are clearly addressed in those classes where the programme may be taught simultaneously with other programmes such as national programmes
- must ensure that all IB Diploma Programme courses permit and encourage the acquisition of oral, written and numeracy skills, and the development of analytical and thinking skills
- should emphasize the links between TOK and their subject(s).

Students

Participation in the IB Diploma Programme demands intellectual rigour and high academic standards, but there is also a strong emphasis on responsible and ethical behaviour.

The IBO expects students to:

- participate in the IB Diploma Programme curriculum as structured and required by the school
- comply with all subject-specific regulations and internal school deadlines
- complete the IB Diploma Programme over a period of two years
- show intellectual honesty in the completion and submission of all work
- acknowledge fully, and in detail, the work, thoughts or ideas of another person if incorporated in work submitted for assessment
- submit separate pieces of work in order to fulfill the requirements of different assessment components (for example, extended essays and internal assessment)
- ensure that their own work is never given to another candidate, either in the form of a hard copy or by electronic means, knowing that it might be submitted for assessment as the work of that other candidate
- recognize the IB Diploma Programme coordinator as the intermediary for all communication with the IBO
- consider CAS activities as important to their personal development.

Facilities and Equipment

The school management must ensure that appropriate and safe facilities, equipment and materials are readily available to support the IB Diploma Programme and the practical work involved in all subject groups, according to their individual requirements.

The Library/Resource Centre

The school management and the library/resource centre staff must ensure that:

- the library is well-designed and equipped to serve the requirements of the IB Diploma Programme and that it encourages both student and staff use
- library staff have appropriate training in librarianship and that they maintain an awareness of current thinking and new developments
- library staff have been involved in assessing the needs of students and teachers involved in the IB Diploma Programme
- the collection of books, periodicals and reference materials meets the needs of the IB Diploma Programme, including all subjects, Theory of Knowledge and research for extended essays
- there is an annual library budget that provides sufficiently for the maintenance of, and additions to, the library's collection and equipment
- a proportion of the library collection is devoted to books and periodicals for the professional support and education of the teaching staff
- audio-visual equipment is sufficient in quantity, appropriate in type, in good repair, and readily available so as to be of effective use
- students and staff have access to documentation available through information technology
- Internet access is available for reference purposes.

Experimental Science Laboratories

Appropriate facilities, equipment and materials must be readily available to support the practical work involved in the group 4 experimental science subjects of biology, chemistry, physics, design technology and environmental systems standard level (SL).

The school administration and the science department staff must also ensure that the laboratories used for the teaching of the experimental sciences in the IB Diploma Programme comply with the highest professional safety and environmental standards for science education and also with local, regional or national regulations. The IBO recommends that schools consult the following statement on science education published by the International Council of Associations for Science Education (ICASE) Safety Committee.

The ICASE Safety Committee mission is:

to promote good quality, exciting practical science, which will stimulate students and motivate their teachers, in a safe and healthy learning environment.

In this way, all individuals (teachers, students, laboratory assistants, supervisors, visitors) involved in science education are entitled to work under the safest possible practicable conditions in science classrooms and laboratories. Every reasonable effort needs to be made by administrators to provide and maintain a safe and healthy learning environment and, to establish and require safe methods and practices at all times. Safety rules and regulations need to be developed and enforced for the protection of those individuals carrying out their activities in science classrooms and laboratories, and experiences in the field. Alternative science activities are encouraged in the absence of sufficiently safe conditions.

It is a basic responsibility of everyone involved to make safety and health an ongoing commitment. Any advice given will acknowledge the need to respect the local context, the varying educational and cultural traditions, the financial constraints and the legal systems of differing countries.

Source: http://sunsite.anu.edu.au/icase/i_safety.html

Documentation Checklist

Supporting Documents to Accompany Application for Authorization

Note: The *Diploma Programme Application Form* and appendices should be completed electronically and returned to the appropriate regional office. In consultation with the regional office, any supporting documentation should be supplied on CD-Rom(s) wherever possible. Where this is not possible, hard copies of the documents should be provided. Please ensure that the school is clearly identified in all correspondence.

Applications must be submitted by the deadline determined by the relevant regional office. The deadlines vary; individual regional offices will be pleased to supply their schedules and any additional information that may be appropriate.

To be considered complete, an application must be accompanied by the documents listed below (the number of copies will be specified by the regional office). This condition also applies when information is sent on CD-Roms. If any items are not available or applicable, please submit an explanation.

- Completed *Diploma Programme Application Form* and IB Diploma Programme course outlines.**

These should be signed by the teacher(s) who prepared them with a resource analysis by each subject department. Please complete appendix 3 of the *Diploma Programme Application Form*.
- Non-refundable application fee.**

Please see the fee schedule for your region. This can be obtained from your regional office.
- Documentary confirmation of the legal status of the school.**
- Written confirmation of support from the authorities that will finance the IB Diploma Programme in the school.**

It is recommended that a copy of the governing body's policy decision to implement the programme is included.
- Documentary evidence of long-term fiscal viability.**

This should demonstrate that the school is an institution that meets its financial obligations, for example, audited budget statements of the last two years.
- Implementation budget.**

This should include provision for the professional development of staff at IBO-approved workshops. Please consult with the regional office for details.
- The school prospectus, brochure or general information document.**
- Letters of support for the IB Diploma Programme from:**
 - the principal or head of school

- the superintendent (particularly for public, separate, or state-funded schools in North America)
- the president of the school board or other governing body.

A strategic plan for implementation of the IB Diploma Programme.

This should identify staff responsibilities for the head of school, the IB Diploma Programme coordinator, and the staff responsibilities for TOK and CAS as well as for supervision of the extended essay.

Professional Development of IB Diploma Programme Teachers

Please complete appendix 2 of the *Diploma Programme Application Form*.

Sample of a student's timetable for all IB Diploma Programme subjects.

This should be for the last two years of secondary schooling.

Detailed job description of the IB Diploma Programme coordinator.

Optional: IB Diploma Programme Course Sequencing Chart

This shows the subjects students will complete in grades 9 and 10 leading to IB Diploma Programme subjects in grades 11 and 12 (where grade 12 is the last year of secondary schooling). Please complete appendix 4 of the *Diploma Programme Application Form*.

IBO Regional Office Addresses

AFRICA/EUROPE/ MIDDLE EAST Code: IBAEM Mrs Nélida Antuña Baragaño Regional director	IBO Africa/Europe/Middle East Route des Morillons 15 Grand-Saconnex, Geneva CH-1218 SWITZERLAND	Tel: +41 22 791 7740 Fax: +41 22 791 0277 E-mail: ibaem@ibo.org
ASIA-PACIFIC Code: IBAP Dr Helen Drennen Regional director	IBO Asia-Pacific c/o United World College of S.E. Asia Pasir Panjang, PO BOX 15, Singapore SG-911121 REPUBLIC OF SINGAPORE	Tel: +65 6 776 0249 Fax: +65 6 776 4369 E-mail: ibap@ibo.org
LATIN AMERICA Code: IBLA Mrs Marta Federico de Rodger Regional director	IBO Latin America Avenida del Libertador 2740, 1st floor Olivos, Buenos Aires AR-B1636DSU ARGENTINA	Tel: +54 114 794 6330 Fax: +54 114 794 6330 E-mail: ibla@ibo.org
NORTH AMERICA & CARIBBEAN Code: IBNA Mr Bradley W Richardson Regional director	IBO North America 475 Riverside Drive, 16th Floor New York, NY US-10115 USA	Tel: +1 212 696 4464 Fax: +1 212 889 9242 E-mail: ibna@ibo.org

IB Diploma Programme guides and documentation are available from the sales department of the Curriculum and Assessment Centre (IBCA), Cardiff UK. The IBO web site at www.ibo.org provides a list of publications, along with information on how to order.

CURRICULUM AND ASSESSMENT CENTRE Code: IBCA	International Baccalaureate Organization Peterson House, Malthouse Avenue Cardiff Gate Cardiff, Wales GB CF23 8GL UNITED KINGDOM	General inquiries: Tel: +44 29 2054 7777 Fax: +44 29 2054 7778 E-mail: ibca@ibo.org Sales department: Tel: +44 29 2054 7746 Fax: +44 29 2054 7779 E-mail: sales@ibo.org
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Timetable for the Application Process

The IBO must officially authorize any school wishing to offer the IB Diploma Programme to its students. Authorization is granted to schools that successfully complete the application process, by which schools present detailed plans and evidence that they are fully prepared and equipped to offer the IB Diploma Programme successfully. This application process has two phases, the duration of which may vary slightly from region to region. If successful, the application process culminates in the authorization of the school.

PHASE	DESCRIPTION	TIME REQUIRED	REQUIRED ACTIVITIES DURING THIS PHASE
Phase 1: Feasibility study and identification of resources	<p>Phase 1 begins with the first contact with the regional office, continues through the various listed activities, and concludes with an informed decision to pursue an application.</p> <p>This phase assumes there is a positive commitment to seek authorization and a thorough understanding of the programme by on-site school administrators and teachers. It involves the preparation of application materials and the submission of the formal application, the required supporting documentation and the application fee.</p>	At least 6 months, usually longer.	<ul style="list-style-type: none"> • Order relevant publications from the sales department, IBCA. • Attend an IB Diploma Programme introductory seminar. • Contact or visit authorized IB Diploma Programme schools after consultation with the regional office. • Demonstrate ongoing commitment to professional development by sending teachers to training workshops. • Identify potential IB Diploma Programme coordinator. • Gain support from teachers, head, board, parents and students. • Inform the regional office of intention to apply to participate in the IB Diploma Programme. • Obtain application form and prepare application materials using the <i>Diploma Programme Guide to School Application</i> supplied by the regional office. • Submit formal application and plan visit using the <i>Diploma Programme School Guide to the Authorization Visit</i>, also supplied by the regional office.
Phase 2: School visit by an IBO visiting team	There is a visit to the school by an IBO visiting team.	This varies according to the regional office.	<ul style="list-style-type: none"> • IBO visiting team visits school, following receipt of completed application package by the regional office. • Visiting team reviews application and submits report to the IBO director general for final decision.
Outcome: Authorization and participation	If successful, the school is authorized to offer the IB Diploma Programme and will be eligible to register candidates for examinations.	At least 12 months after the beginning of phase 1.	<ul style="list-style-type: none"> • IBO director general notifies the school of authorization. • School begins teaching IB Diploma Programme. • Regional office periodically reviews school's performance.

Appendix 1 Proposed IB Diploma Programme Subjects

Diploma Programme groups	Subject(s) chosen	Higher level	Standard level	Language of instruction
Group 1: Language A1				
Group 2: Language A2				
Language B				
Language <i>ab initio</i>				
Classical languages				
Group 3: Individuals and societies				
Group 4: Experimental sciences				
Group 5: Mathematics and computer science				
Group 6: The arts				
Theory of Knowledge (TOK)	Compulsory	Not applicable	Not applicable	

Appendix 2 Professional Development of IB Diploma Programme Teachers

Please indicate when your prospective IB Diploma Programme teachers, in each of the Diploma Programme subjects and requirements, have received training. It is expected that all teachers undertake training at IBO-approved workshops prior to beginning teaching. For specifics on regulations regarding building a Diploma Programme, refer to the *Vade Mecum*, section A. Attach extra sheets as necessary.

Diploma Programme groups	Teacher's name next to Diploma Programme subject course (indicate HL/SL)	Qualifications of each teacher (degrees, diplomas, etc)	Date and location of teacher training	Future workshops to be attended
Group 1: Language A1				
Group 2: Language A2 Language B Language <i>ab initio</i> Classical languages				
Group 3: Individuals and societies				
Group 4: Experimental sciences				
Group 5: Mathematics and computer science				
Group 6: The arts				
Theory of Knowledge (TOK)				
Creativity, action, service (CAS)				

Appendix 3 IB Diploma Programme Course Outlines

The following points should be addressed when preparing course outlines for each IB Diploma Programme subject to be taught. Please be sure to use IBO nomenclature throughout.

Name of the course:

For example, English A1, HL.

Course description:

In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process, and expected assessment. This should be a summary.

Topics:

In narrative or outline form, list what you will cover in your course to meet the IB syllabus requirements. In addition, if IB courses are going to be combined with AP or other curriculums, outlines should address additional non-IB topics to be covered.

Assessment:

Knowledge of IBO-required assessments and descriptors should be evident. All parts of IB assessment should be addressed, both internal and external. In addition, examples of non-IB monitoring should be given, if they are part of the course.

Resources:

List the books and other resource materials and software that will be used in the course. Information should include what is currently available as well as what is being ordered.

Teaching time:

List all classroom teaching hours for each HL and SL course.
In addition:

For group 1 subjects:

- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- List the works for language A1 and explain how these works reinforce internationalism.
- Does your list of works reflect the requirements of both “genres” and “periods”, as explained in the language A1 syllabus and in the prescribed booklist (PBL) for your language A1?
- Are there adequate materials, particularly in literature, criticism, and literary history?

For group 2 subjects:

- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- Is provision made for individual practice in speaking and listening over and above what is possible within regular class hours, whether through a language laboratory or by other means?

- Is each language level grouped appropriately, allowing the teachers to provide specialized, intense instruction for each group?
- Explain how the resources and themes chosen will highlight or reinforce internationalism.
- Is the school well stocked with general high-interest reading material at all levels of proficiency in the languages being offered?
- Does the school subscribe to newspapers and periodicals in the language(s) being offered for student and staff use?

For group 3 subjects:

- Where history will be offered at higher level, please indicate the regional option selected.
- Have the teachers organized appropriate optional topics for study where applicable? Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- Explain how the topics chosen will be used to reinforce internationalism.
- Does the school subscribe to newspapers, periodicals, and current reference materials providing up-to-date information, for both staff and student needs, relevant to the group 3 courses offered at the school?
- Where history will be offered at higher level, are there adequate reference materials in the library to support the study of the regional option, as well as to provide sources for in-depth study?

For group 4 subjects:

- Have the teachers organized appropriate laboratory exercises and optional topics for study that conform to IBO requirements for the specific science course?
- Does the course provide adequate training in analytical and critical thought?
- Have science teachers collaborated and planned for the group 4 project?
- How do you envision that the methodology and resources with which the sciences are presented will enhance the international perspective of your students?
- Has there been an assessment of the laboratory facilities?
- Is there adequate instructional space for the group 4 courses?
- Are the science laboratories adequately equipped to perform those exercises required by the IB curriculum?
- Does the school subscribe to appropriate scientific periodicals and journals and maintain balanced, current and adequate stocks in the life and physical sciences?

For group 5 subjects:

- Does the course provide adequate training in analytical and critical thought?
- Have courses been sequenced to provide appropriate preparation for the various mathematics options and computer science?
- How do you envision the methodology and resources with which mathematics/computer science are presented will enhance the international perspective of your students?
- Does the classroom and/or library contain a variety of modern mathematics textbooks, technical reference materials and other supplementary instructional materials to support the course(s) in IB mathematics?
- Does the classroom and/or library contain sufficient materials to support the computer science courses?

For group 6 subjects:

- Are all group 6 courses adequately supported with materials and laboratory/studio space?
- Does the course outline adequately demonstrate that the school has prepared for the required internal assessments for the subject(s)?

For Theory of Knowledge:

- Is the TOK course designed to conform to IBO requirements in substance and classroom hours?
- Indicate the distribution of TOK topics over the two years of the IB Diploma Programme.
- Does the course provide adequate training in analytical and critical thought?

For all subjects:

- Has a thorough review of the available resource materials and equipment (both within the department and in the library/media centre) been conducted?
- Are instructional materials available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses?
- Are community resources used both within the classroom and as part of regular field trips?
- Are the needs and projected costs of acquiring all necessary materials and equipment for each subject group clearly stated?
- Is an international perspective included?

Appendix 4 IB Diploma Programme Course Sequencing Chart (optional)

	Diploma course/subject (indicate SL/HL)	9th Grade	10th Grade	11th Grade	12th Grade
Group 1: Language A1					
Group 2: Language B					
Language A2					
Language <i>ab initio</i>					
Classical languages					
Group 3: Individuals and societies					
Group 4: Experimental sciences					
Group 5: Mathematics and computer science					
Group 6: The arts					
Theory of Knowledge (TOK)					