



DePaul College Prep International Baccalaureate Programme Application

DePaul College Prep will be one of more than 3,000 schools worldwide to offer its students the opportunity to earn an internationally recognized diploma through the International Baccalaureate Programme. The program offers students a rigorous, multidisciplinary, integrated educational experience in their junior and senior years. Students who enroll in the IB program commit themselves to a program of intensive study and by earning the IB Diploma reap the benefits of an internationally recognized high school degree.

Students should weigh carefully the decision to enroll in the IB Full Diploma Programme. In addition to the intensive coursework, IB students undertake Creativity, Action and Service (CAS) projects to involve themselves in their community, and over the course of two years write an Extended Essay as part of the qualification for their IB Diploma. Successful IB students are often very involved in extracurricular activities (band, theater, sports...), but understand that the IB course of study will require an extra commitment of time and energy as well in their junior and senior years.

THE MISSION STATEMENT OF THE INTERNATIONAL BACCALAUREATE ORGANIZATION

The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These 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.

Questions regarding the program or the application can be addressed to Ms. Heidi Bojorges at hbojorges@depaulprep.org. More information about IB can be found at www.ibo.org.



Candidate Information:

Name:		
Address	Phone	Email
Parent/Guardian Name:		
Address	Phone	Email
Parent/Guardian Name:		
Address	Phone	Email

Candidacy: I wish to apply as a...

- Full Diploma Candidate
- Individual Course Candidate

Your academic transcripts will be reviewed as part of the application process. **Applicants must have a minimum 3.0 GPA at the end of semester 1 of their sophomore year.**

Current Cumulative GPA: _____

Application Checklist:

Please compile the following items and submit them as one document by the application deadline of **January 27, 2021**. Submit your application to Ms. Bojorges via email or by leaving it at the front desk.

- Candidate Information (p. 2 - This Page)
- Intended Program Focus (p. 3)
- Statement of Intent (Full Diploma Candidate: p. 4, Individual Course Candidate p. 5)
- Academic Honesty Statement (p. 6)
- Student Questionnaire (p. 7-10)
- Parent Questionnaire (p. 11-14)
- Activities List (p. 15)
- Essay of Purpose (p. 16)

Intended Program Focus

- Full Diploma Candidate:** Select (1) course from each Group.
- Individual Course Candidates:** Select the courses that you want to take. Priority will be given to Full Diploma Candidates.

Group 1 <i>Studies in Language and Literature</i>	English Literature (HL)
Group 2 <i>Language Acquisition</i>	Choose one: Spanish (SL), French (SL), Chinese (SL)
Group 3 <i>Individuals and Societies</i>	History (HL)
Group 4 <i>Sciences</i> *Course offerings depend on student interest*	Choose one: Biology (HL) or Sports, Exercise, and Health Science (HL)
Group 5 <i>Mathematics</i>	Choose one: Mathematics Analysis and Approaches (SL) or Mathematics Applications and Interpretations (SL)
Elective: *Elective offerings depend on student interest*	Choose one: Visual Arts (SL) Chemistry (SL) Film (SL)

In order to earn the IB Diploma a student must complete each of the following requirements:

- Complete two full year prescribed courses of study; minimum 3 HL courses.
- Take all parts of the exams for each of the six required subjects.
- Achieve at least 24 points from test scores, TOK and Extended Essay.
- Complete and submit all Internal Assessments and Oral components.
- Participation and documentation of CAS (Creativity, Action, Service) activities.
- Completion of Theory of Knowledge course and assessment requirements.
- Completion of the Extended Essay Process and 4,000 word research essay.



Statement of Intent for Full Diploma Candidates

In signing this document, I am stating my desire to enroll in the DePaul College Prep International Baccalaureate Programme. I understand that the program consists of an intensive course of study in all academic disciplines that will constitute the majority of my school work for my junior and senior years.

I understand that I will enroll in and complete two full years of six prescribed courses of study; minimum 3 HL courses. In addition, I will take all examinations for each of the six required subjects.

I understand that both fall semesters I will be enrolled in the Theory of Knowledge class and will meet the course assessment requirements.

I understand that I will write a 4,000 word research-based extended essay in addition to my coursework as a further requirement of the IB Diploma.

I understand that enrolling in the IB Diploma Programme compares to taking Honors and AP level coursework in all my classes, with comparable expectations in terms of work load and rigor.

I understand that in addition to the demands of coursework, I am expected to complete a minimum of 180 hours of Creativity, Action, and Service (CAS) work in a program that I will construct in conjunction with the IB CAS Coordinator.

I understand that there will be a fee associated with the IB Program. The fee (in addition to the tuition) for the two-year program is \$1,700.00. The fees will be included in monthly payments.

Applicant signature

Date

I am aware of the above expectations of the IB Diploma Programme and am supportive of my student's decision to apply to the program.

Parent/Guardian signature

Date



Statement of Intent for Individual Course Candidates

In signing this document, I am stating my desire to enroll in the DePaul College Prep International Baccalaureate Programme. I understand that each course consists of an intensive course of study that I will take both Junior and Senior year.

I understand that I will enroll in individual IB courses of my choice and that priority will be given to Full Diploma Candidates. In addition, I will take all examinations for each of the courses that I elect.

I understand that, as an Individual Course Candidate, I will not enroll in TOK (Theory of Knowledge), Extended Essay, or CAS (Creativity Activity and Service).

I understand that enrolling in the IB Diploma Programme courses compares to taking Honors and AP level coursework, with comparable expectations in terms of workload and rigor.

I understand that there will be a fee associated with the IB Program. The fee (in addition to the tuition) for each individual course is \$119 per course.

Applicant signature

Date

I am aware of the above expectations of the IB Diploma Programme and am supportive of my student's decision to apply to the program.

Parent/Guardian signature

Date



Academic Honesty Statement

A stated goal of the International Baccalaureate is to develop students who “act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.”

The program utilizes a variety of academic assessments some of which are assessed by DePaul College Prep teachers and moderated by IB teachers worldwide, and some of which are sent to other instructors worldwide for marking. Students must represent their own work fairly and accurately. By signing this statement, students commit themselves to honesty and integrity in their academic work.

Specific examples of violations of academic honesty include, but are not limited to, the following:

- Plagiarism: presenting the ideas or work of another as your own
- Duplication of work: presentation of the same work for different assessment components and/or IB diploma requirements
- Collusion: supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
- Submitting work that has been edited or revised by others (family members, other students, tutors, ...)
- Submitting work that draws on sources that are unacknowledged in the work
- Any other behavior that gains unfair advantage for a candidate or that affects the results of another candidate (such as misconduct during exams, falsification of records, ...)

Work submitted must be your own, unless a teacher specifically assigns group or collaborative work. If you have any question about whether work might be in violation of academic honesty, discuss the circumstances with your teacher well before submitting work for a grade. Violations of the Academic Honesty Code may constitute grounds for disciplinary action, up to and including removal from the IB program.

I have read and will abide by the expectations of the Academic Honesty Statement.

Applicant signature

Date

Parent/Guardian signature

Date

Student Questionnaire

The IB diploma programme is intended *to develop students who have excellent breadth and depth of knowledge, flourish physically, intellectually, emotionally and ethically, study in at least two languages, excel in traditional academic subjects and explore the nature of knowledge through the programme’s unique theory of knowledge course.*¹

The information gathered in this document is for academic counselling purposes. It is intended to generate dialogue between the student, their parents/guardians and the school as to the compatibility with the requirements of the IB Diploma Programme and the candidate’s strengths, areas of development and goals in a range of areas. The final admission decision will be taken collaboratively with the involvement of the student, their parents/guardians, the academic counsellor, the IB coordinator and school administration.

Rate the student on the following statements and answer any follow-up questions below:

ACADEMICS: 1-not at all 2-seldom 3-sometimes 4- often 5-always

I thrive when being challenged academically.	1 2 3 4 5
I am intellectually curious.	1 2 3 4 5
I learn well when working independently.	1 2 3 4 5
I work well in groups.	1 2 3 4 5
When working in groups, I often take on a leadership role.	1 2 3 4 5
<i>Using at least two examples, elaborate on your approach to group work and which role you habitually take when working in a group.</i>	
I enjoy being creative in my academic work.	1 2 3 4 5
I excel in activities where I am required to think critically.	1 2 3 4 5
I am analytical in my approach to learning.	1 2 3 4 5
I excel when I am able to memorize much of the content in a given course.	1 2 3 4 5

<p>I seek opportunities that allow me to take risks, challenge myself or challenge my beliefs when learning.</p>	<p>1 2 3 4 5</p>
<p><i>Using the questions above as a guide, indicate two areas of strength in your academic profile. Explain how you believe these strengths will help you in your studies towards your IB bilingual diploma at CFIS.</i></p>	
<p><i>Using the questions above as a guide, indicate two areas requiring growth in your academic profile. Reflect on the measures you will take and the supports that you will require in order to work on these areas of growth.</i></p>	

¹Source: 2018 : What is the DP (IBO website: <http://www.ibo.org/programmes/diploma-programme/what-is-the-dp/>)

EXECUTIVE SKILLS:

<p>My academic work is well organized.</p>	<p>1 2 3 4 5</p>
<p>I manage my time effectively.</p>	<p>1 2 3 4 5</p>
<p>When managing a busy workload, I am able to prioritize tasks effectively.</p>	<p>1 2 3 4 5</p>
<p>I complete my tasks on time.</p>	<p>1 2 3 4 5</p>
<p>When I am faced with a large project, I am able to break it down into smaller tasks.</p>	<p>1 2 3 4 5</p>
<p>When I foresee a busy time in my schedule, I plan ahead so that I am able to get work done ahead of time.</p>	<p>1 2 3 4 5</p>
<p>When faced with a task that I find tedious, I am able to begin the task without procrastinating.</p>	<p>1 2 3 4 5</p>
<p>I am excited when faced with a new task and begin it immediately.</p>	<p>1 2 3 4 5</p>

<p>At the end of a project, I try to get it done as quickly as possible.</p>	<p>1 2 3 4 5</p>
<p>Before handing in a project, I review the instructions and assessment criteria to ensure that I am handing in my best quality work.</p>	<p>1 2 3 4 5</p>
<p>I get overwhelmed when I have too many things to do.</p>	<p>1 2 3 4 5</p>
<p><i>Using the questions above as a guide, indicate two areas of strength in your executive skills. Explain how you believe these strengths will help you in your studies towards your IB bilingual diploma at CFIS.</i></p>	
<p><i>Using the questions above as a guide, indicate two areas requiring growth in your executive skills. Reflect on the measures you will take and the supports that you will require in order to work on these areas of growth.</i></p>	
<p><i>The IB Learner Profile states that IB Learners strive to be balanced – intellectually, physically and emotionally. What extracurricular and co-curricular activities do you participate in that allow you to maintain balance?</i></p>	



MOTIVATION:

Why do you want to undertake an IB bilingual diploma? What benefits do you believe that you will gain through obtaining an IB Bilingual Diploma?

What are your current aspirations for post-secondary? How do you believe that an IB Bilingual Diploma will help you achieve your post-secondary goals?

Any additional information you would like for us to take into consideration:



Parent / Guardian Questionnaire

The IB diploma programme is intended to develop students who have excellent breadth and depth of knowledge, flourish physically, intellectually, emotionally and ethically, study in at least two languages, excel in traditional academic subjects and explore the nature of knowledge through the programme’s unique theory of knowledge course.¹

The information gathered in this document is for academic counselling purposes. It is intended to generate dialogue between the student, their parents/guardians and the school as to the compatibility with the requirements of the IB Diploma Programme and the candidate’s strengths, areas of development and goals in a range of areas. The final admission decision will be taken collaboratively with the involvement of the student, their parents/guardians, the academic counsellor, the IB coordinator and school administration.

Rate the student on the following statements and answer any follow-up questions below:

ACADEMICS: 1-not at all 2-seldom 3-sometimes 4- often 5-always

My child thrives when challenged academically.	1 2 3 4 5
My child is intellectually curious.	1 2 3 4 5
My child learns well when working independently.	1 2 3 4 5
My child works well in groups.	1 2 3 4 5
When working in groups, my child often takes on a leadership role.	1 2 3 4 5
My child enjoys being creative in their academic work.	1 2 3 4 5
My child excels in activities where they are required to think critically.	1 2 3 4 5
My child is analytical in their approach to learning.	1 2 3 4 5
My child excels when they are able to memorize much of the content in a given course.	1 2 3 4 5
My child seeks opportunities that allow them to take risks, challenge themselves or challenge their beliefs when learning.	1 2 3 4 5

Using the questions above as a guide, indicate two areas of strength in your child's academic profile. Explain how you believe these strengths will help them in their studies towards their IB bilingual diploma at CFIS.

Using the questions above as a guide, indicate two areas requiring growth in your child's academic profile. Reflect on the measures they must take and the supports that they will require in order to work on these areas of growth.

¹Source: 2018 : What is the DP (IBO website: <http://www.ibo.org/programmes/diploma-programme/what-is-the-dp/>)

EXECUTIVE SKILLS:

My child's academic work is well organized.	1 2 3 4 5
My child manages their time effectively.	1 2 3 4 5
When managing a busy workload, my child is able to prioritize tasks effectively.	1 2 3 4 5
My child completes their tasks on time.	1 2 3 4 5
When I am faced with a large project, my child is able to break it down into smaller tasks.	1 2 3 4 5
When my child foresees a busy time in their schedule, they plan ahead so that they are able to get work done ahead of time.	1 2 3 4 5
When faced with a task that they find tedious, my child is able to begin the task without procrastinating.	1 2 3 4 5
My child is excited when faced with a new task and begins it immediately.	1 2 3 4 5

At the end of a project, my child tries to get it done as quickly as possible.	1 2 3 4 5
Before handing in a project, my child reviews the instructions and assessment criteria to ensure that they are handing in their best quality work.	1 2 3 4 5
My child gets overwhelmed when they have too many things to do.	1 2 3 4 5
<p><i>Using the questions above as a guide, indicate two areas of strength in your child's executive skills. Explain how you believe these strengths will help them in your studies towards their IB bilingual diploma at CFIS.</i></p>	
<p><i>Using the questions above as a guide, indicate two areas requiring growth in your child's executive skills. Reflect on the measures they must take and the supports that they will require in order to work on these areas of growth.</i></p>	
<p><i>The IB Learner Profile states that IB Learners strive to be balanced – intellectually, physically and emotionally. How do you see your child's participation in extracurricular or co-curricular activities changing as a result of their pursuit of an IB Bilingual Diploma?</i></p>	



MOTIVATION:

What benefits do you believe that your child will gain through obtaining an IB Bilingual Diploma?

What are your concerns with regards to your child's participation in the IB Bilingual Diploma programme?

Any additional information you would like for us to take into consideration:



Applicant name _____

Activities

The successful IB student is a careful time manager who is also involved in his/her community. Please list activities you are or have been involved in beyond your academic coursework, including the amount of time you give or have given to these activities. (You may make additional copies of this page as necessary.)

Activities	Years of involvement	Frequency of involvement (time commitment)



Essay of Purpose

Please address each of the following two questions in a carefully crafted 2 page typed essay. Attach your response to your application packet. Your essay should reveal aspects of your interests and concerns that would make the IB program a good fit for you personally.

1. The IB program requires a significant commitment beyond the requirements of earning a high school diploma. Why are you interested in taking on this additional challenge?
2. See the IB Learner Profile below. Choose one or two of the attributes from the Learner Profile, and discuss their importance to you.

The International Baccalaureate 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.

IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations.