



ADVANCED INTERNATIONAL BACCALAUREATE CONCENTRATION FORM

Name _____ Phone _____ E-mail _____

Advisor _____ Phone _____ E-mail _____

30 credit degree program with two components

Component I, Core Courses – 12 credits Required for all ASTL M.Ed. students	Sem. Hrs.	Completed Sem./Year
EDUC 612 Inquiry into Practice Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Practitioners explore relevant classroom practice issues through critical writing, action and research. Emphasizes cultural diversity and gender issues in research.	3	
EDUC 613 How Students Learn Advanced course in the study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through the study of different learning systems, and understanding each learner in the context of the learning process itself.	3	
EDUC 614 Designing and Assessing Teaching and Learning Explores design and development of curricular, pedagogical, and assessment strategies responsive to the needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.	2	
EDUC 606 Education and Culture Practitioners use the <i>Cultural Inquiry Process</i> (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; learn skills in analyzing educational settings; and expand strategies to address puzzlements in their own practice.	3	
EDUC 615 Educational Change Explores influences on educational change at the classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors and involves students in reflecting on their own experiences.	2	

<p align="center">Component II – 18 credits Required Concentration Courses: 18 credits</p>	<p align="center">Sem. Hrs.</p>	<p align="center">Completed Sem./Year</p>
<p>EDUC 621 Teaching and Learning in the International Baccalaureate Schools Provides an overview of international education and the IB K-12 continuum, focusing on principles, standards and practices. Includes field observations in IB settings.</p>	<p align="center">3</p>	
<p>EDUC 622 Curriculum development across IB Programs This course explores the development of practical knowledge about the design and structure of the IB program curricular. It provides the foundation for understanding how the programs are implemented and how student learning within them is assessed.</p>	<p align="center">3</p>	
<p>EDUC 623 Models and Strategies for Teaching and Learning in IB Schools Examination of the theoretical and practical implications of curriculum models and strategies designed to appropriately address the needs of IB learners. Examines the capacity to interpret the IB curricular frameworks through the adoption of appropriate teaching strategies and techniques to ensure that programmatic outcomes are achieved.</p>	<p align="center">3</p>	
<p>EDUC 624 Assessment and Learning in IB Schools This course examines the broad understanding of informal and formal assessment and develops specific assessment techniques for the development of the IB learner. Furthermore, participants examine the influences of language, culture, ethnicity, gender, and exceptionality on assessment of, and subsequent instruction for, the IB learner.</p>	<p align="center">3</p>	
<p>EDUC 626 Inquiry Into Action – IB Teachers, Learners and Schools Qualitative research methods are utilized to give students an opportunity to examine a school-based inquiry related to IB learners, teachers or schools. Students will apply inquiry, writing and research skills to a relevant issue in the field.</p>	<p align="center">3</p>	
<p>EDUC 627 Contemporary Issues and Trends in IB This course focuses on current IB research, trends and issues as well as federal, national and state/provincial legislation concerning IB schools. Students are prepared as leaders and advocates for IB programs and their students.</p>	<p align="center">3</p>	
<p align="center">PROGRAM EXIT REQUIREMENT</p>		
<p><i>Professional Development Portfolio</i>: A performance-based document that provides concrete evidence of teacher professional development throughout the ASTL program.</p>		