



## ADVANCED INTERNATIONAL BACCALAUREATE CONCENTRATION FORM

*30 credit degree program*

*(12 credits of Core courses, 18 credits of Concentration courses)*

<b>Core Courses: 12 credits</b> <i>Required for all ASTL M.Ed. students</i>	<b>Credit Hours</b>
<b><u>EDUC 612: Inquiry into Practice</u></b> Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Explores relevant classroom practice issues through critical writing, action, and research. Emphasizes cultural diversity and gender issues in research.	2
<b><u>EDUC 613: How Students Learn</u></b> Advanced course in study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through study of different learning systems, and understanding each learner in context of learning process itself.	3
<b><u>EDUC 614: Designing and Assessing Teaching and Learning</u></b> Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.	3
<b><u>EDUC 606: Education and Culture</u></b> Uses cultural inquiry process (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; and teaches skills to analyze educational settings and expand strategies to address puzzlements in students' own practice.	3
<b><u>EDUC 615: Educational Change</u></b> Explores influences on educational change at 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

<b>Advanced International Baccalaureate Concentration Courses: 18 credits</b>	<b>Credit Hours</b>
<p><b><u><a href="#">EDUC 621: Teaching and Learning in the International Baccalaureate Program</a></u></b>            Focuses on principles and practices of the International Baccalaureate, organized around four areas of inquiry: curriculum processes, teaching &amp; learning, assessment, and professional learning.</p>	3
<p><b><u><a href="#">EDUC 622: Curriculum Development Across IB Programs</a></u></b>            Explores the development of practical knowledge about the design and structure of the IB programs' curricula. Provides a foundation for understanding how the programs are implemented and how student learning developed within them is assessed.</p>	3
<p><b><u><a href="#">EDUC 623: Models and Strategies for Teaching and Learning in IB Schools</a></u></b>            Focuses on the development of the capacity of teachers in IB schools to adopt appropriate teaching strategies and techniques instrumental in ensuring program learning outcomes are achieved. Furthermore, participants develop a deep understanding of the critical relationship between teaching and learning.</p>	3
<p><b><u><a href="#">EDUC 624: Assessment and Learning in IB Schools</a></u></b>            Explores the essential role of assessment in teaching IB learners. Addresses formative and summative assessment practices as an integral part of the IB curriculum as well as the use of assessment for differentiation and planning.</p>	3
<p><b><u><a href="#">EDUC 626: Inquiry into Action: IB Teachers, Learners, and Schools</a></u></b>            Uses the action research and qualitative process to help educational practitioners plan and complete an action research study related to IB learners, teachers, or schools. Furthermore, the course examines the social, cultural, and ethical issues of conducting research with students.</p>	3
<p><b><u><a href="#">EDUC 627: Contemporary Issues and Trends in IB</a></u></b>            Focuses on current IB research, trends, and issues as well as international, national, and state/provincial legislation concerning schools and the potential impact on IB schools. Participants are prepared as leaders and advocates for IB programs and their students.</p>	3
<b>PROGRAM EXIT REQUIREMENT</b>	
<p><b>Professional Development Portfolio:</b> A performance-based portfolio that provides evidence of a teacher's teacher professional learning and development throughout the ASTL program. The portfolio is presented the last spring semester of a student's program.</p>	NA



College of Education and Human Development  
**Advanced Studies in Teaching and Learning (ASTL)**

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 ASTL Academic Program Coordinators

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ASTL Facebook page		<a href="https://www.facebook.com/ASTLProgramGMU/">https://www.facebook.com/ASTLProgramGMU/</a>	

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