California State University San Marcos   • NEW COURSE •   FORM C

ORIGINATOR'S SECTION:	
1. College:	**Desired Term and Year of Implementation (e.g., Fall 2008):**
☐ CHABSS ☐ CoBA ☒ CoEHHS ☐ CSM	Fall 2016

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) ☐ Yes ☒ No

3. Course will be a variable-topics (generic) course? ☐ Yes ☒ No
("generic" is a placeholder for topics)

4. Course abbreviation and Number:* EDUC 635

5. Title: *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
International Baccalaureate Diploma Programme Teacher Studies and Preparation: From Theory to Practice

6. Abbreviated Title for PeopleSoft:
(no more than 25 characters, including spaces)
IB DP Theory to Practice

7. Number of Units: 3

8. Catalog Description: *(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)*

Develops theoretical and practical knowledge of the International Baccalaureate (IB) Diploma Program (DP) philosophy and framework; international mindedness and responsible action; inquiry pedagogy that is supported by IB standards and practice; critical, coherent, and independent thinking; and curriculum design and environments through multiple perspectives. *(formerly EDUC 696-2)*

9. Why is this course being proposed?

This current program offers the course of study for elementary and middle years teachers. This course is one of four classes that aims to offer the IB training to high school teachers.

10. Mode of Instruction*

For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
	Lecture	3	C2
	Activity		
	Lab		

11. Grading Method:*
☒ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? ☐ Yes ☒ No

☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? ☐ Yes ☒ No
If yes, how many times?   (including first offering)

15. Is Course Crosslisted: ☐ Yes ☒ No

If yes, indicate which course   and check "yes" in item #22 below.

16. Prerequisite(s): ☐ Yes ☒ No

17. Corequisite(s): ☒ Yes ☐ No   EDUC 632A- Field Study

18. Documentation attached:

☒ Syllabus   ☐ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* EDUC 695-2

696

20. How often will this course be offered once established?* Two times a year

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PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Master of Arts; General Option

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline				Support	Oppose
	Signature		Date		

Discipline				Support	Oppose
	Signature		Date		

SIGNATURES : (COLLEGE LEVEL) :   **(UNIVERSITY LEVEL)**

1. Originator (Carol Van Vooren)   Date 4-12-16   5. UCC Committee Chair   Date

2. Program Director/Chair   Date   6. Vice President for Academic Affairs (or Designee)   Date

3. College Curriculum Committee   Date 4-14-16   7. President (or Designee)   Date

4. College Dean (or Designee)   Date 4-14-16

Office of Academic Programs   Banner   Catalog   Revised 3/18/2012

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair

California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468
San Marcos, California 92096-0001
760.750.4300
www.csusm.edu/education

Course Number	Topic Course: EDUC 635
Course Title	IB DP Teacher Studies and Preparation: From Theory to Practice
CRN Number	23094
Days	Asynchronous online
Time	
Course Location	
Semester / Year	Spring 2016

Instructor	Heather Golly
Phone	
E-Mail	hgolly@csusm.edu
Office	TBA
Hours	

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Develops theoretical and practical knowledge of the IB DP philosophy and framework; international mindedness and responsible action; inquiry pedagogy that is supported by IB standards and practice; the development of critical, coherent, and independent thinking; and curriculum design and environments through multiple perspectives.

Course Prerequisites

None

Course Co-requisite

EDUC 632A

Unique Course Requirements

The course will require one extended class (as a workshop) in lieu of two shorter classes, and a visit to an International Baccalaureate authorized school.

Credit Hour Policy Statement

Students will complete the activities listed at the end of the syllabus and posted in the Cougar Course/Community containers. The expected minimum time required to complete the course is 135 hours for three units of credit.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Wiggins, G. and McTighe, J. (2004). *Understanding by design: Professional design workbook.* Alexandria, VA: ACSD.

IB Diploma Program: Subject group guides. Retrieved at www.ibo.org/occ

DP: From principles into practice. Retrieved at www.ibo.org/occ

Course Material Available

Cougar Courses

International Baccalaureate Online Curriculum Center (OCC)

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

Master's in Education Program Student Learning Outcomes (PSLO)

PSLO 1: Professional Dispositions: Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice.

PSLO 3: Analyze Research: Analyze educational and/or professional research.

Candidates applying these certificate course units to a Master's in Education - General Option should contact the program coordinator to learn the additional requirements for the Master's in Education degree.

Student Learning Outcomes

Upon successful completion of this course, the candidate will demonstrate knowledge of:

1. The role and philosophy of the International Baccalaureate (IB) programs, including the values and mission of the IB.
2. International mindedness and how it is promoted in the IB philosophy.
3. The aims and goals of the IB Diploma Program (DP).
4. The structure of the IB DP curriculum framework and the principles that support it.
5. Learning theories, including constructivist learning.
6. The process involved in designing effective programs of learning within the context of the DP.
7. Appropriate teaching and learning activities that support the achievement of DP learning objectives for each of the six subject groups and the DP core, comprising of theory of knowledge (TOK); creativity, activity, service (CAS); and the extended essay.
8. Differentiation for all learners, including special populations.
9. The use of the Online Curriculum Center to locate IB documents and research.

MA in Education Program Student Learning Outcomes (Pslo)

This graduate level course is part of a certificate program. Candidates applying these certificate course units to a Master's in Education: General Option should contact the program coordinator to learn the additional requirements for the Master's in Education degree.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to participate actively. At a minimum, candidates (course participants) must log on to the course more than 80% of the online classes, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.
Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

There is a 2500 word writing assignment for this three unit course. All written assignments must use American Psychological Association (APA) Style Format.

Course Format

Local, online (LO) and remote, online (RO)

Necessary Technical Competency Required of Students

Internet access and navigation skill, use of Microsoft Word, use of Excel, and ability to post and access photos and videos.

Contact Information for Technical Support Assistance

CSUSM Help Desk, helpdesk@csusm.edu

Use of Technology

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

The following assignments will be considered in determining a final grade:

Assignment	Description	Points	Due date
Reading and preparation for class discussions	Evidence of class attendance and preparation of assignments listed in the syllabus	15	Weekly
Online blog and wiki participation	Post responses on Cougar Courses.	10	Weekly
Online curriculum center scavenger hunt	Complete the Cougar Course IB Online Curriculum Center scavenger hunt.	5	Week 4
Developing a unit and unit evaluation	Complete a teaching unit (weeks 9 and 10) and in week 13 submit a modification plan for differentiated teaching.	15 (teaching unit)+5 (differentiation) 20 Total	Week 9,10,13
IB School Visit	After visiting an IB school, you may create a video, photos, or a collection of artifacts to describe and report your experience.	15	Week 11
Learner Profile class presentation	In teams, creatively describe, model, and/or teach your selected Learner Profile characteristic.	10	Week 12
Written 8-10 page paper: Self-reflective study	Evaluate the question, "Who am I as a teacher?" Week 1: Write a paper evaluating where you are the first week of the course. Week 2: Set goals through a personal action plan. Week 14: Reflect on your practice and your growth at the end of the course. Submit all three sections as one total paper.	5 + 5 + 5 (3 papers, 5 points each) 15 Total	Week 1,2,14
Final class presentation	You will present either your "Who am I as a teacher?" reflection on your growth or your IB school visit project to your peers in a Power Point presentation.	10	Week 15

Total points possible: 100

Grading Standards

Final course grades will be based on the following grading scale:

A = 93% - 100%A- = 90% - 92%
B+ = 87% - 89%
B = 83% - 86%
B- = 80% - 82%
C+ = 77% - 79%
C = 73% - 76%
C- = 70% - 72%
D = 60% - 69%
F = below 60

Final Exam Statement

There will be no final exam.

Grading Standards

Grading is based on total points with 100 for the course. Students can see their grading progress online in the Community Gradebook Assignments.

Policy on Late/Missed Work

If the student submits an assignment late, one point will be subtracted for every day the paper is late. If the assignment is turned in so many names late that there are no possible dates left, the paper will not be graded.

Date	Topic	Assignment (if any)
Session 1 March 30	1. What must students know and learn? 2. What is our role as teachers and life-long learners? 3. How can I change the world as a teacher? •	Read: • What is an IB Education? *(The IB programmes continuum of international education)* • Watch: *History of IB* video presentation on Cougar Courses. DUE • Written task: Write a 1-2 page paper that answers the question, "Who am I as a teacher today?"
Session 2 April 6	1. What is the IB mission statement and how does it align with the university and college mission? 2. What are key IB terms that are important for my professional development and understanding? 3. What does it mean to be internationally-minded? 4. What is the Learner Profile?	• Read: *The Diploma Programme: From principles into practice,* pp. 1-9 (DP principles- International education, International mindedness). • Read: *Towards a continuum of international education (IB continuum)* DUE • Post: IB vocabulary and terms on Cougar Course wiki list (first posting). • Write: Set your personal goals for the question, "Who do I want to be as a teacher?"
Session 3 April 13	1. What is the continuum between the PYP, the MYP, and the DP? 2. How can I navigate the OCC to find critical information to add to my knowledge and skills base?	• Read: *Making the PYP Happen: A curriculum framework for international primary education,* pp. 44-67. (Transdisciplinary teaching). *MYP: From principles into practice,* pp.20-33 (The areas of interaction) DUE • One posting about the readings and one comment to other participants. • IB OCC Scavenger Hunt
Session 4 April 20	1. What are the IB curriculum models, including the constructivist approach? 2. What are the necessary components required to deliver an international education? • 3. Why is it important and how do the IB Learner Profile attributes foster identity, balance, empathy and flexibility amongst all learners?	• Read: *The Diploma Programme: From principles into practice,* pp.10-19 *(DP fundamental concepts, The DP framework –programme model, curriculum model).* • Read: *Towards a continuum of international education.* (e-library on OCC) DUE Post: One posting about the readings and one comment to other participants

Date	Topic	Assignment (if any)
Session 5 April 27	1. What is the role of the Theory of Knowledge (TOK) course in the IB Diploma Programme? 2. How does TOK foster critical thinking and lifelong learning?	• Read: *Perspectives on a curious subject: What is IB theory of knowledge all about?* (IB research papers) • Read: *Understanding knowledge Issues* (IB Diploma Programme) *DUE* • Post on the reading and one comment to Cougar Courses prompts.
Session 6 May 4	1. What are the Ways of Knowing (WOK) and how are they used in teaching and learning? 2. What is interdisciplinary teaching and learning and how can it be effectively implemented at the DP level? 3. What are the areas of knowledge and how is TOK linked to interdisciplinary learning?	• Read: *Interdisciplinary teaching: A guide for schools (2008)*
Session 7 May 11	1. What is creativity, action, and service (CAS) and what function does it serve in the IBDP? 2. What is problem based learning and why is it a key component in the IB curriculum?	• Read: Discussion document for the curriculum review of creativity, action, service (*IB Research Paper*) • *CAS Guide*, IBO. • *Resources for CAS Projects,* Online curriculum center (OCC) • Wiggins, *Backwards by Design.* *DUE* • One posting about the readings and one comment to other participants.
Session 8 May 18 Session 9 May 25	1. How are teaching strategies and techniques adopted to ensure programme learning objectives are achieved? 2. What processes are involved in designing effective IBDP learning activities? •	• Prepare for a 6 hour Saturday class designed to give participants the time and resources to collaboratively develop a unit of instruction. • *Read:* Wiggins, *Understanding by Design* DUE: • Develop a unit of instruction • Critique of your planner after reviewing others

Date	Topic	Assignment (if any)
Session 10 June 1	1. Based on sessions 8 and 9, what is the value of authentic and effective collaboration in designing learning activities and developing teaching strategies to support student learning outcomes? 2. How can online communities support teaching and learning globally and as an ongoing collaborative profession? 3.	• Watch: TED video, *The Dangers of the Single Story* DUE • Post on the reading and one comment to Cougar Courses prompts.
Session 11 June 8	1. How is language developed throughout the academic disciplines? 2. What it the IB school's language policy and how does it support student learning?	• Read: *Thought, word and deed: The roles of cognition, language and culture in teaching and learning in IB World Schools* (IB position papers) • *Language B and other subject area guides* • *Guidelines for developing a school language policy* • *Learning in a language other than mother tongue in IB programmes* DUE: • Post on the reading and one comment to Cougar Courses prompts. • Post a reflection on an IB school visitation.
Session 12 June 15	1. How do different learning theories and strategies promote student-centered learning environments? 2. What is the interdisciplinary teaching and how is it constructed? 3. How does the role of the teacher change within these different learning environments?	• Read: *Approaches to Learning: Literature Review* (IB research papers) • Refer to: *Why are School Busses Always Yellow?* DUE • Post: Reply to Cougar Courses prompts (fourth posting) • Learner Profile student presentations
Session 13 June 22	1. What is the role of conceptual inquiry in acquiring knowledge? 2. How do concept-based curriculum models broaden perspectives across subject groups?	• Read: Concept-based teaching and learning *(IB position papers)* • Read: *Understanding by design*, pp 91-94. DUE • Lesson plan modification for special populations' needs

Date	Topic	Assignment (if any)
Session 14 June 29	1. How can students with additional learning needs be supported within the context of the IB program?	DUE • Refer to: *Integrating and differentiated instruction* by Tomlinson,C. and McTighe, J. • Final study paper, including analysis and end of class reflection on: "Who am I as a teacher?" • IB Scavenger Hunt
Session 15 July 6	1. How will participants demonstrate their understanding of the IB program's educational principles and how these are incorporated into the curricular structure to create meaningful learning experiences?	DUE • Final presentation to the class