

IBEC Course I: Curriculum Processes in the International Baccalaureate Programmes (MYP and DP)

Instructor: Donna Kiel, Ed.D.
Phone: Cell: 708-975-0286
Office: 2247 Halsted - 310
Email: dkiel@depaul.edu
Office Hours: By appointment

The International Baccalaureate Educator Certificate in Teaching and Learning Program at DePaul University is comprised of four courses that include:

1. IBEC Course 1: Curriculum Processes in the International Baccalaureate Programmes
2. IBEC Course 2: Assessment in the International Baccalaureate Programmes
3. IBEC Course 3: Teaching and Learning in the International Baccalaureate
4. IBEC Course 4: Professional Learning in a Global Context

COURSE DESCRIPTION

Curriculum Processes in the International Baccalaureate provides the learner with a deeper understanding of the policies, practices, and role of IB within the Middle Year Programme (MYP) and the Diploma Programme (DP). In this course, learners will examine the processes and framework of curriculum. Students will become acquainted with the variety of theoretical perspectives and principles and philosophies of the International Baccalaureate Programmes. In order to also meet the requirements of the International Baccalaureate Educator Certificate; this course engages the student in practices of international mindedness and considering educational practice through inquiry.

REQUIRED PREREQUISITE KNOWLEDGE OR COMPETENCIES

- Bachelors Degree or higher in education or related field
- No experience in IB is required

The prerequisite for enrollment in the IBEC program and in each course including IBEC Course 1 is that the learner has earned a baccalaureate degree or higher in education or a related field. Experience in International Baccalaureate is not required NOR is employment in an IB school.

LEARNING OBJECTIVES:

Upon completion of this course, educators will be able to:

- Articulate a teaching philosophy that draws on international-mindedness and the IB mission and philosophy.
- Apply the principles underpinning the IB curriculum to analyze effective instruction in the MYP or DP.
- Describe the essential elements comprising the curriculum framework of the MYP or DP programme.
- Evaluate the impact of the International Baccalaureate programmes on matters of worldview and educating students.

ASSIGNMENTS/ASSESSMENTS:

Learning activities and assignments will engage you in learning through the course. This course consists of four modules. Within each module are the specific learning activities and assignments that are stated in the Module.

Learners need to complete each activity and assignment to be eligible to receive the IBEC in Teaching and Learning (MYP and/or DP). Within the assignments, learners choose whether they will complete the MYP or DP assignment or both.

ASSIGNMENTS (REQUIRED) - CHECKLIST

	Assignment/Assessment
	Syllabus Quiz
	Discussion Post Introduction
	IB Education Quiz
	Discussion Post IB Philosophy
	200 Word Personal Statement
	Programme Standards and Practices Quiz
	200 word essay on Programme Standards MYP and/or DP
	Discussion Post IB Curriculum
	200 word description of Curriculum Programme Models
	Discussion post IB perspectives
	Create you IB Teaching Philosophy

ALIGNMENT OF LEARNING OBJECTIVES AND ASSESSMENTS

Courses in the IBEC have been designed utilizing the Understanding by Design framework. As such, by beginning with the end in mind – a key principle of Understanding by Design, the learning objectives are aligned with assessments. The measure of a student's learning within the objective is reflected in the assessment. Listed below is the alignment of each objective with the assessment in the course.

Learning Objective – What students should know and be able to do.	Assessment – How the instructor will know that students know it or have the skill.	Module
Articulate a teaching philosophy that draws on international-mindedness and the IB mission and philosophy.	Discussion post on IB Philosophy	1
	IB Education Quiz	1
	200 word personal statement on IB value	1
Apply the principles underpinning the IB curriculum to analyze effective instruction in the MYP or DP.	Programme Standards and Practices Quiz	2
	200 word essay on Programme Standards	2
Describe the essential elements comprising the curriculum framework of the MYP or DP programme.	Discussion Post on IB curriculum framework	3
	200 word essay Curriculum Programme Models	3
Evaluate the impact of the International Baccalaureate programmes on matters of worldview and educating	Discussion Post on IB perspectives	4
	IB Teaching Philosophy	4

students.		
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REQUIRMENTS FOR THE LEARNER

The IBEC in Teaching and Learning at DePaul University is a fully online program that is self-paced. Therefore, learners will not be required to follow a specific schedule or calendar. However, the expectations of the learner are as follows:

1. Learners will submit evidence of learning activities at least once every 7 days after the learner is enrolled in the course.
2. Learners who need to extend time between submissions beyond 7 days must contact the instructor via email.
3. Learners may complete the course at their own pace but not extending over 22 weeks without consultation with the instructor.

GRADING AND FEEDBACK GUIDELINES AND PROCEDURES:

The assignments and assessments in the IBEC courses do not earn credit bearing grades; however, successful completion of the assignment results in a “P” for pass. If a learner does not complete an assignment within the stated expectations the learner will receive an “I” for incomplete and be directed to revise the assignment.

The directions for each assignment in the Content section of D2L include the expectations for the work. In addition, writing assignment will be evaluated using the writing rubric. If an assignment does not meet expectations or minimum acceptable rubric scoring, the learner will receive an “I” for incomplete along with feedback to guide revision.

Grades in this course include:

“P” – Indicates learner has successfully completed the required expectations.

“I” – Indicates learner needs to revise the assignment.

The grade of “P” or “I” is determined by the number of points a learner earns for the assignment. In order to successfully pass this course, a learner is required to complete each assignment and earn at minimum of 200 points of the possible 270 points.

Assignment	Points Possible
Syllabus Quiz – Module 1	10
IB Education Quiz – Module 1	10
Discussion Post – Module 1	10
200 Word Personal Statement – Module 1	20
Programme Standards and Practices Quiz – Module 2	10
200 word reflection on MYP and/or DP – Module 2	50
200 word description of Curriculum Programme Models – Module 3	50
IB Teaching Philosophy – Module 4	100
Total Possible Points	260

SPECIAL NEEDS

Any learner needing a special accommodation in this course due to a documented disability is asked to bring this to the attention of the instructor at the beginning of the course so that those needs can be appropriately addressed.

INSTRUCTOR RESPONSE TIME AND OFFICE HOURS

Course assignments and assessments will be evaluated by the instructor within 72 hours of submission. Learners will receive feedback in the Grading section of D2L.

Learners who would like individual consultation or discussion with the instructor, may contact the instructor via the email address listed above to schedule individual office hours.

PROCEDURE TO RECEIVE THE IBEC CERTIFICATE FROM IB

DePaul University's IB Educator Certificate program in teaching and learning has been fully recognized by the International Baccalaureate Organization (IBO). Upon completion of ALL FOUR COURSES comprising the IBEC program, students will submit a request for the official IBEC. In order to receive the IBEC from the IB organization, the learner will submit the **Form B1: IB certificate in teaching and learning registration** (this form is in the content section of D2L in course 4) to the IB organization via the email address in the form. Fees for the certificate which are paid to IBO and separate from any fees to DePaul University for the program.

METHODS OF INSTRUCTION

Activities planned to support the development of an IB Educator, include:

- reading,
- guided reflection,
- discussions,
- independent studies,
- self-reflections,
- analytical writing,

TEXTS AND MATERIALS

Required Texts:

No texts are required.

Required Readings:

The required readings, materials, and resources for the course are contained within the Content section of the individual modules within the course. For some learning activities, learners will access required readings using the International Baccalaureate's Online Curriculum Center (OCC). Access to the OCC is provided to learners who are currently in IB schools. If a learner is not currently in an IB school, the instructor will provide the student with access to the OCC. The access to the OCC is only valid during the time the learner is enrolled in the IBEC program at DePaul University (if the learner is not in an IB school).

ACADEMIC INTEGRITY

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for

others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.

CENTER FOR STUDENTS WITH DISABILITIES

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week or two of the course)