California State University SAN MARCOS | School of Education

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EDUC 647
Multicultural Curriculum and Application
CRN #27540
Mondays
5:30 pm – 8:15 pm
University Hall 443
Spring 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours:	By Appointment

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

Examines issues relevant to multicultural curriculum and its application in creating equitable communities of learners in multilingual/multicultural settings. Students will review current theory as it relates to the design, implementation, and evaluation of multicultural curriculum given the sociocultural contexts which exist in classrooms, schools, and communities. Students will critically evaluate multicultural curriculum and application, with specific focus on promoting equal and effective instruction for students from culturally and linguistically diverse backgrounds.

Course Objectives
The purpose of this course is to:
- Analyze the various models and methods of bilingual and multicultural education and their implications for curriculum, instruction and educational policy.
- Demonstrate understanding of language and content area assessment for English learners;
- Develop multicultural curriculum to meet the specific needs of all students, particularly English learners in an authentic classroom setting.

This course has an online component. The following sessions will take place online on the Cougar Course website (Moodle); Feb 17th, March 24th, April 14th, April 21st

Required Texts
Langer de Ramirez, L. (2006). Voices of Diversity: Stories, Activities, and Resources for the Multicultural Classroom. Upper Saddle River, NY: Pearson. ISBN: 0-13-117886-5

Nieto, S. (2009). Language, Culture and Teaching: Critical Perspectives. 2nd Edition. New York, NY: Routledge. ISBN: 0-415-99974-X

Sleeter, C. (2005). Un-Standardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom. New York, NY: Teachers College Press. ISBN: 978-8077-4621-9

Multicultural / Multilingual Readings available on the Cougar Course website (Moodle)

Authorization to Teach English Learners
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

Outcomes and Standards
The context for, and scope of this course is aligned with standards for the California Teachers of English Learners (CTEL) which leads to CLAD certification, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the School of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

Teacher Performance Expectation (TPE) Competencies
The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address TPEs in this course.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

For MA Courses: Credential standard or program specific outcomes

California Teachers of English Learners (CTEL) Certificate Program

This course is aligned to the following standards for the California Teachers of English Learners (CTEL) Certificate Program leading to CLAD certification:

Standard 7: Foundations of English Language/Literacy Development &Content Instruction

The program provides candidates with opportunities to develop conceptual understanding of the historical, legal, and legislative foundations of instructional programs for English learners, including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels. The program provides candidates with philosophies and assumptions underlying various instructional program models methods for English learners, as well as current research on the effectiveness of these various models and methods of instruction. The coursework provides candidates with knowledge of the foundations of English language literacy, including the links between oral and written language and the affects of personal factors on English language literacy development. The program coursework develops candidates' conceptual and applied knowledge about the instructional planning, organization, and delivery for English Learners, including effective resource use. Coursework also provides candidates with conceptual understanding and applied knowledge of current approaches, methods, and strategies used in English Language/Literacy Development, Content-based English Language Development (ELD) instruction, and Specially Designed Academic Instruction Delivered in English (SDAIE).

Standard 8: Approaches and Methods for ELD and Content Instruction

The program provides candidates with the ability to demonstrate knowledge of English language development (ELD) research-based theories and frameworks and to apply these theories to assist English learners with English language literacy. The coursework teaches candidates about the theoretical goals, key features, and the effectiveness of current ELD approaches, in addition to those goals and features of instructional approaches outlined in the California Reading/Language Arts Framework (2006). The program enables candidates to deliver standards-based English language development instruction and English language arts instruction that are informed by assessment and appropriate for English Learners in the areas of listening and speaking, reading and writing. The coursework provides candidates with the ability to understand, apply, and evaluate key procedures used in planning and implementing SDAIE lessons, including the use of language objectives and grade-level content objectives in the lesson, selecting and applying multiple strategies to access core content and assess students' prior knowledge, provide students with cognitively engaging input, and to augment and/or modify content-area texts and textbooks to address English learners' language needs. The coursework develops candidates' ability to utilize the methodology of ELD, Content-based ELD, and SDAIE to scaffold student acquisition of language and grade-level content knowledge across the curriculum and to target listening, speaking, reading and writing skills as appropriate to the student's level of language proficiency.

*CTEL candidates will need to upload their graded CTEL signature assignment [with a passing grade (minimum of a B-) and rubric indicating passing grade} to their **CTEL electronic portfolio** at http://community.csusm.edu/ upon completion of this course. CTEL Program Coordinator will then review the candidate's CTEL standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department of Education. For further clarification, please contact Ana Hernandez, CTEL Program Coordinator, at ahernand@csusm.edu.*

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, 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 have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable 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. Candidates 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

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM School of Education graduate-level courses.

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism:

As an educator, it is expected that each candidate 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.

Appeals:

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Manuel Vargas, Director of the School of Education.

Use of Technology

Candidates 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, and some will be submitted in hard copy as well. 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 Grading Standards

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to "facilitate" and to intervene as necessary to prompt a topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **knowledge base** through the readings, discussions and presentations.

Description Of Assignments

1. Attendance and Class Participation   10 points
You are expected to attend all class sessions and participate actively in discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. ***Missing more than one class session will result in the reduction of your grade.***   Being consistently late and/or leaving class early will also lower your grade.

2. Reading Discussions   20 points
Individually or in pairs, students will lead a class discussion on one of the required readings either in class or on the Cougar Course website (Moodle). Students should identify 2-3 critical questions from the readings to lead the discussion. **All students should reference the readings in their questions (discussion leaders) and in their responses (participation in discussions)**.

Discussion Leader: *10 points*
Participation in <u>ALL</u> Reading Discussions: *10 points*

DUE: Throughout the semester

3. Multicultural / Social Justice & Equity Curriculum Analysis   20 points
Students will critically analyze curriculum used in the classroom to assess the multicultural / social justice and equity content. **Each student will submit a 5 page paper covering their curriculum analysis.** Each analysis should include the following (derived from the curriculum questions posed on p.8 of the Sleeter (2005) text):
  - What purpose does the curriculum serve?
  - How was the knowledge selected?
  - Who decided what knowledge was most worth teaching and learning, AND what is the relationship between those in the classroom and the knowledge selected?
    Who are your students?
    What are their backgrounds (curricular and cultural)?
    What are their strengths and weaknesses?
    What are their learning styles?
  - How is the curriculum evaluated?
  - How is learning evaluated?
  - What is your overall assessment of the curriculum?

Students will bring a complete draft of their curriculum analysis to class for peer feedback on Session 6 (2/24). Students will also share their findings during Session 7 (3/3).
DUE: Session 7 (3/3)

4. Multicultural Curriculum Unit Plan / Self-Developed Practicum   50 points
Each student will have the opportunity to develop a multicultural curriculum unit plan / practicum that can be used in your classroom, at your school, in your community - with students, including English learners, teachers and families. Curriculum you develop should cover **2-4 weeks of lessons**. A practicum should cover **5-10 workshops or sessions.** The following outline contains the information that **must** be included in your curriculum / practicum.

Students/Audience:	*Curriculum:* Describe the students - grade level(s), language level(s), and other pertinent background information. *Practicum:* Describe the audience for which your practicum is designed.
Objectives:	*Curriculum:* Identify your standards and objectives: both content objectives and language objectives for your curriculum. (NOTE: You should include language objectives in all areas – listening, speaking, reading and writing if your students are English learners.) Identify your social justice and equity objectives. *Practicum:* Identify the objectives for your practicum, including your social justice and equity objectives.

Assessment: *Curriculum:* Your plan for assessment should address the following questions: How will your students demonstrate mastery of the content and language standards / objectives?; What varied authentic products will be produced?; and What multilevel assessment criteria will be used to accommodate students at various language proficiency levels and/or students' varied learning styles? *Practicum:* Your assessment plan should address the following questions: How will you show that your objectives have been met?; How will you evaluate the effectiveness of the practicum?; What did the audience members learn from your practicum?

Strategies/Activities: *Curriculum:* Identify the strategies you are using which makes the content accessible to all your students, particularly your English learners (i.e. SDAIE strategies), as well as the reasons for selecting those strategies. Describe how you have designed your curriculum to address issues of equity in your classroom. *Practicum:* Identify the activities you have designed for your practicum. Are the activities appropriate for your audience members? Do all audience members have equal access to the activities and/or information presented?

Write-up: *Curriculum:* Your lesson plans (unit) will serve as your write-up. *Practicum:* The write-up of your practicum should include a clear and detailed description of each activity, how you will carry out each activity of the practicum and what the audience members will do during the practicum.

Materials: *Curriculum:* Include a resources list that describes material(s) used in your curriculum (either in curriculum development or as supplemental material). Also include any supplemental materials you developed. Include a rationale as to why you selected these resources – why are they appropriate for your students? How do they promote social justice and equity? *Practicum:* Include references / materials used to develop your practicum as well as any materials you developed to distribute during your practicum. Include a rationale as to why you selected or developed these materials – why are they appropriate for your audience? How do they promote social justice and equity?

Reflection: Your curriculum or practicum must contain a reflective section. What have you learned from the development of this curriculum / practicum? How will this affect your teaching?

"Who Are Your Students/Audience?" DUE: Session 8 (3/10)   **5 points**
Draft of one lesson plan or presentation plan DUE: Session 10 (3/24)   **5 points**
Peer Analysis of Curriculum / Practicum   DUE: Session 14 (4/28)   **5 points**

Final Curriculum / Practicum DUE: May 5
(Posted to Cougar Courses)   **35 points**

PLEASE NOTE: This assignment fulfills the CTEL requirement for Standards 7 and 8. If you are taking this class to fulfill a CTEL requirement, you must post at least one lesson plan from this assignment to your CTEL electronic portfolio as evidence that you can effectively apply knowledge and design instruction for English learners.

Grading Policy
All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. Written assignments will be graded approximately 85% on content and context (detail, logic, synthesis of information, depth of analysis, etc.) and 15% on mechanics (grammar, syntax, spelling, format, uniformity of citations, etc.). All assignments should reflect graduate level composition and use APA format.

The following grading scale will be used:

92 – 100	A;
90 – 91	A-;
88 - 89	B+;
82 – 87	B;
80 – 81	B-
79 – below	Failing

Schedule/Course Outline

Date	Topic	Assignment (if any)
Session 1 1/20/14	**CAMPUS CLOSED – HOLIDAY**	We will incorporate course material in other sessions.

Session 2 1/27/14	**Course Overview / Multicultural Teaching**	Course Overview
		Definition of Terms
		     Multicultural Education / Social Justice and Equity
		     Bilingual Education / English Learners
		Multicultural Curriculum Analysis: Guidelines / Considerations
		Examining who we are as teachers - our ideologies, knowledge, perspectives, etc.
		
		Assignment for Session 2:
		Sleeter: Chapters 1-2
		Langer de Ramirez: Chapters 1-2

Session 3 2/3/14	**Multicultural Teaching / Approaches to Multicultural Education**	Multicultural Education Multicultural Curriculum Analysis: Guidelines / Considerations Examining who we are as teachers - our ideologies, knowledge, perspectives, etc. *Assignment for Session 3:* Banks: Goals and Misconceptions (Cougar Courses) Grant and Sleeter: Race, Class, Gender and Disability in the Classroom (Cougar Courses) Bring information to the next class session about the instructional program(s) and/ or curriculum at your school in regards to Bilingual and Multicultural Education. Bring information to discuss the Multicultural / Social Justice and Equity Curriculum Analysis assignment.

Session 4 2/10/14	**Approaches to Multicultural Education**	Analysis of Instructional Programs and Curriculum (bilingual & multicultural education) at school
		  • Identify aspects of multicultural education represented – race, class, gender, socio-economic status, religion, sexual orientation, etc.
		  • Are multiple perspectives represented in the curriculum?
		  • Which approaches to multicultural education are used?
		  • Are issues of social justice and equity represented in the curriculum?
		  • How can you incorporate multicultural education & social justice and equity into your programs / curriculum and still meet the standards?
		
		Group work: Initial analysis of multicultural / social justice and equity curriculum
		
		Assignment for Session 4 on Cougar Courses:
		Nieto: Introduction, Chapters 1-3
		Sleeter: Chapters 3-5

Session 5 2/17/14	**Approaches to Multicultural Education—Cougar Courses**	**Cougar Courses Session** Online Reading Discussions Work on Curriculum Analysis Draft *Assignment for Session 5:* Bring your complete draft of your Multicultural / SJE Curriculum Analysis to class for a peer review session. *Read:* Ladson-Billings: Culturally Responsive Pedagogy (Cougar Courses) Díaz-Rico: Culture and Cultural Diversity & the Relationship to Academic Achievement (Cougar Courses) Langer de Ramirez: Chapters 3-5
Session 6 2/24/14	**Multicultural Education / Issues of Equity**	Multicultural Education as Pedagogy Issues of Educational Equity and Access Peer Review of Multicultural / SJE Curriculum Analysis—***Bring your complete draft to class.*** *Assignment for Session 6:* **DUE: Multicultural / Social Justice and Equity Curriculum Analysis (20 points)** Bring information to class to begin discussion of Who Are the Students / Audience for your Curriculum / Practicum
Session 7 3/3/14	**Addressing Equity Through Curriculum**	Discussion of the Multicultural / Social Justice and Equity Curriculum Analysis Assignment Developing Objectives for curriculum / practicum *Assignment for Session 7:* **"Who Are Your Students / Audience?" for your Curriculum / Practicum (5 points)** Nieto: Chapter 6 Díaz-Rico & Weed: Content Area Instruction (Cougar Courses) Echevarría, Vogt & Short: Strategies (Cougar Courses) Gonzalez & Minaya-Rowe: Increasing Academic Achievement and Language Acquisition for English Learners across Grade Levels (Cougar Courses)

Session 8 3/10/14	**Curriculum Development for English Learners**	Linguistic Diversity and Educational Equity Begin to discuss **Who Are the Students / Audience for your Curriculum / Practicum** • What do you know about your students' / audiences' prior content knowledge and language proficiency skills? • What do you know about your students' / audiences' lives, families, communities, cultures, histories that you can incorporate into your lesson / unit? • What do you know about your students' / audiences' learning styles? • Discuss how you will take the knowledge of your students' / audiences' backgrounds – prior knowledge and cultures – and incorporating it into your curriculum / practicum. **DUE: "Who Are Your Students / Audience?" for your Curriculum / Practicum (5 points)** Bring a draft of a lesson or presentation for your curriculum / practicum. *Assignment for Session 8:* Gay: Ethnic and Cultural Diversity in Curriculum Content (Cougar Courses) Grant & Sleeter: Planning Curriculum that is Multicultural (Cougar Courses) Sleeter: Chapters 6-9 Langer de Ramirez: Chapters 6-8
Session 9 3/17/14	**Curriculum Development**	Discussion of Resources Objective Writing for Curriculum / Practicum Curriculum / Practicum Planning *Assignment for Session 9:* **Draft of one lesson or presentation for peer review (5 points)** Draft of your Resource List for your Curriculum / Practicum
Session 10 3/24/14	**Social Justice and Equity Curriculum— Cougar Courses**	Peer Review of lesson /presentation (feedback form provided on course website) Discussion of Resources—Post drafts of Resources Lists to Cougar Courses. Small Group Analysis of Curriculum / Practicum • Identify specific strategies used for English learners in your lesson plans / units • Is content presented with strategies that are challenging AND accessible to the English learners based on their proficiency levels (i+1)? • How do the strategies you have designed help your English learners have access to academic language? Higher-order thinking skills? • Identify specific activities in your practicum. Are your practicum activities appropriate for your audience? **DUE: Posted draft of one lesson or presentation for peer review (5 points)** *Assignment for Session 10:* Nieto: Chapters 4-5 Nieto: Chapters 7-9
		Spring Break: 3/31/14 – 4/4/14

Session 11 **4/7/14**	**Social Justice and Equity Curriculum**	Content Area Instruction and SJE English-Language Learners and SJE Promoting Educational Transformation *Assignment for Session 11:* Work on Curriculum / Practicum
Session 12 **4/14/14**	**Social Justice and Equity Curriculum**	**No Class Session – Work on Curriculum / Practicum** ***** Individual Meetings with Course Instructor (As Requested / Needed)** *Assignment for Session 12 on Cougar Courses:* Langer de Ramirez: Chapters 9-11 Nieto: Chapters 10-11 Nieto: Chapters 12-14
Session 13 **4/21/14**	**Social Justice and Equity Curriculum—Cougar Courses**	**Cougar Courses Session** Online Reading Discussions Post Your Resource List for your Curriculum / Practicum. *Assignment for Session 13:* Final Draft of complete curriculum (2-4 weeks) or practicum (5-10 presentations/sessions)
Session 14 **4/28/14**	**Curriculum / Practicum Analysis**	Critical Peer Analysis of Curriculum / Practicum – rubric provided **DUE: Peer Analysis of curriculum / practicum (5 points)** *Assignment for Session 14:* Final Presentation of Curriculum / Practicum
Session 15 **5/5/14**	**Final Reflections**	Reflections on "who we are as teachers" and how we design curriculum for social justice Course Evaluations **DUE: Final Multicultural Curriculum / Self-Developed Practicum** ** Posted to Cougar Courses (35 points)**