

All Fields Report

Basic Course Information

College	Cañada College
Discipline	ECE.-Early Childhood Education
Course Number	271
Full Course Title	Foundational Concepts in Multilingual Learning
Catalog Course Description	The course surveys current dual/multi language learning research and practice, foundational concepts in dual/multilingual learning, and teaching strategies that promote cognitive-linguistic competence in young children.

Proposal Information

Proposed Start	Year: 2022 Semester: Fall
Proposed Curriculum Committee Meeting Date:	05/13/2022
Deadline for submission to Dean's Queue:	04/07/2022
Deadline for submission of curriculum proposal to the Technical Review Committee:	04/19/2022
Proposal Origination Date:	02/03/2022

Justification For Board Report OR Curriculum Inventory update:	<p>1. For NEW Courses: Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations): Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>In response to the growing need for educators to possess skills and knowledge in creating equitable learning experiences for dual/multilingual young children, the proposed course updates terms, concepts, and practices to reflect current professional methods and priorities. The proposed course is part of the proposed Multilingual Learner Teacher Certificate (MLTC) developed in collaboration with the San Mateo County of Education.</p>
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Honors Course	No
Open Entry/Open Exit	No 0

Equivalent Courses

Will this course replace an existing course in the catalog, or an experimental course?	Yes
If yes, identify and explain.	ECE 665SM was an experimental course offered at Skyline. It will be replaced by ECE 271.

Similar Courses

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Is there a similar or equivalent course in SMCCCD?	Yes
Added Similar Courses	ECE. (Skyline College)

Units/Hours				
Unit Types	Fixed			
Units	Min: 1.00			
Variable Range	Range (or)			
Hours				
Please enter hours as per term values				
Method	Min Hours	Max Hours	Min Faculty Load	Min Units
Lecture	16.00	18.00	0.00	1.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	32.00	36.00	0.00	0.00
Other Hours				
Course Details				
Repeatable for Credit	No			
Grading Methods	Grade Option (Letter Grade or Pass/No Pass)			
Audit	Yes			

Materials Fee	
Fee Required?	No

Student Learning Outcomes
Upon successful completion of this course, a student will meet the following outcomes:
1. Articulate the benefits of multilingualism in culturally diverse settings and deconstruct the myths confronted by families and educators.
2. Critique common myths associated with dual language learning.
3. Explain the importance of cultivating family partnerships and gathering information on children's language and cultural backgrounds and experiences.
4. Recognize the impact of one's lived experiences and worldview on teaching and interactions with children and families.

Course Objectives
Upon successful completion of this course, a student will be able to:
1. Articulate the social-emotional, cognitive and economic advantages of multilingualism.
2. Deconstruct the myths associated with dual language learning.
3. Implement family and environmental supports strategies to ensure full access and active participation of dual language

learning children in daily learning opportunities.

4. Practice self-reflection to develop a critical understanding of own practice, and to continually enhance the necessary skills, knowledge and approaches to achieve the most meaningful outcomes for multilingual learners.

Course Lecture Content

I. An introduction to dual language learners (DLLs)

- A. Who are dual language learners DLLs?
- B. Why do we need to understand how DLLs learn and develop?
- C. Introduction to DLS (a self-reflection tool)

II. Full access and active participation of DLLs in daily activities

- A. DLS: Emotional Wellness domain (linked to children's identity)
- B. DLS: Family Supports: partnerships with families to support linguistically and culturally responsive learning experiences and environments
- C. Impact of the Affective Filter on children's learning experiences

III. Current DLL education trends and policies

- A. Long-term English Learners
- B. California's Biliteracy Pathways recognitions and California Seal of Biliteracy

IV. Research-based assessments for 'language proficiency' and 'language and literacy development'

- A. English Language Development (ELD) measures in DRDP (Desired Results Developmental Profile)
- B. Individual Growth and Development Indicators (IGDIs)
- C. CLASS (classroom assessment scoring system) assessment tool and DLL enhancements
- D. Family and Community varieties of languages: Black English Vernacular, Code Switching, dialects

V. Benefits of Bilingualism

- A. Myths related to dual language learning and corresponding truths based on research
- B. Benefits of bilingualism (social-emotional, cognitive, economic)

Course Lab Content

TBA Hours Content

Frequently Recommended Preparation

Frequently Recommended

Justification for Frequently Recommended Preparation

Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target" course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

Other Recommended Preparation

You have no defined requisites.

Prerequisites/Corequisites

You have no defined requisites.

Content Review

You have not defined content review.

Mode of Delivery

Modes of Delivery

Online
Hybrid
Lecture

Representative Instructional Methods

Methods

Lecture
Critique
Directed Study
Activity
Discussion
Guest Speakers
Individualized Instruction
Observation and Demonstration

Other Methods

Representative Assignments

Writing Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Case Study: Students will select a DLL child from their program and will focus their assignments on this child and his/her family as they implement new strategies discussed in class. (once per semester/1 page)
2. Family Language and Culture Dialogue: Students will engage in a dialogue with the family of their case study child to learn about the child's language and cultural background and experiences using the Family Language and Culture Dialogue Form. Students will post their reflections and learnings. (once per semester/3 pages)

3. Personalized Oral Language Learning- Family Supports: Students will reflect on the importance of partnering with families of DLL children as they plan for incorporating children's home languages, cultures and lived experiences in their settings. They will identify key resources to share with families related to benefits of multilingualism and will post their reflections. (once per semester/3-5 pages)
4. Elevator Speech: Students will explain in their own words why it is critical to provide additional supports for children who are dual language learners. Students will use the resources from this course (e.g. PowerPoints, materials, readings) to prepare their speech to share with their program director/ site supervisor. (once per semester/ 1 page)
5. Reflection on your Cultural and Language Background: Students will share their early language and cultural experiences (using a template provided by the instructor) and reflect on how these early experiences influence their teaching in the classroom. (once per semester/2 pages)

Reading Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Chapter readings from the required textbook(s) as assigned (approximately 30-50 pages weekly).

Other Outside Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- None

To be Arranged Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not Applicable

Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

Methods	<ul style="list-style-type: none"> • Class Participation • Class Performance • Class Work • Papers • Projects • Research Projects
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Representative Texts	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
	1. Espinosa, L. M. <i>Getting it Right for Young Children from Diverse Backgrounds: Applying Research to Improve Practice with a Focus on Dual Language Learners</i> , 2nd ed. Pearson, 2015
	2. Christienson, L.A.. <i>Strength in Diversity: A Positive Approach to Teaching Dual Language Learners in Early Childhood</i> , ed. Gryphon House, 2020
	3. Alanis, I.; Arreguin-Anderson, M.; Salinas-Gonzalez, I.. <i>The Essentials: Dual Language Learners in Diverse Environments in Preschool and Kindergarten</i> , ed. NAEYC, 2021
Manuals	
You have no manuals defined.	
Periodicals	
You have no periodicals defined.	
Software	
You have no software defined.	
Other	
	1. All additional reading materials will be posted online on Canvas.

Degree/Certificate Applicability	
Designation	Degree Credit
Proposed For	Certificate/Skill Award
Course Designation Text	Are there degrees/certificates to which this course applies? Multilingual Learner Teacher Certificate of Achievement

General Education/Degree/Transfer Course	
Page Last Saved on Thursday, Feb 3, 2022 at 6:10 PM	
By Jose Pena	
CSU Transfer Course	
	Transfers to CSU Approved

Course Distance Education	
Distance Ed Supplement	

Distance Education	Revision to existing distance education supplement Distance education component was developed by an instructor with training in online pedagogy. Training: An instructor with training and certification in district approved Learning Management Systems (LMS) and online pedagogy, or other equivalent, will develop and teach this course.
Method of Distance Education	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
Online Method Limitations	
Other Methods	
Course Content and Methodology	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient. Methods of student evaluation are designed to maintain examination security. Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
Instructional Methodologies (How will you deliver the course content?):	Announcements/Bulletin Boards Chat Rooms E-mail Online Presentations Resource Links Two-Way Video conferencing (Two-way interactive video and audio)
Representative Courseware/Textbooks Materials:	Other: All additional multimedia resources will be posted in Canvas.
Methods of Evaluation of Student Performance:	Online quizzes as determined by instructor. Assignments submitted via Canvas as determined by instructor. Discussion forums on Canvas as determined by instructor.
How are you ensuring that students with disabilities can access your course in accordance with Section 508?	This course will use a universal design approach in the creation and design of its online content. The course will be created with screen readers in mind and will comply with Section 508 as much as possible; for example: <ul style="list-style-type: none"> • Provide videos that have closed captioning • Provide transcripts for all recorded lectures and videos • Provide alt tags for images • Use descriptive links for website addresses and links • Use true-bulleted lists (unordered or ordered) • Provide documents, assignments, and handouts in multiple formats (PDF, Word and accessible HTML web pages) with heading structure • Provide instructions on how to download any software for outside resources • Use the notes portion of PowerPoint to explain the images and content of the slide • Provide links to other on-campus resources such as the Counseling, EAC, Health and Wellness, Learning Center, and Library

Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."

Announcements/Bulletin Boards - Weekly Announcements about related course information, changes/edits to assignments, extra credit, and general reminders.

Discussion Boards - Discussion Boards will be used weekly throughout the course, including Q&A and "Raising My Hand" forums in which students can post questions and start conversations with peers and instructor.

Email Communication - The instructor is available for email communication throughout the week with a 24 hour response time for student emails (with possible weekend and holiday exceptions).

Resource Links - Resource links will be provided for students throughout the course to provide students with information pertaining to the course.

Office hours - Weekly office hours will be available via Zoom (synchronous), and/or on-campus (designated weekly days/times by instructor).

Other (explain) - Option Zoom synchronous meetings as needed.

Resources Needed

Adequate Library Resources Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Adequate
Please Specify:

Affected Resources Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate.

None of the above

Explain what effect the areas you have checked will have upon this college:

Comparable Transfer Course Information

Are there comparable courses?

Yes

Edit/Del

College Info

CSU

CSU Channel Island

2019

Special Topics in Education EDUC 490

Minimum Qualification

No Minimum Qualifications For this Course

CB Codes

CB03 TOP Code 1305.00 - Child Development/Early C

CB04 Course Credit Status D - Credit - Degree Applicable

CB05 Course Transfer Status B = Transferable to CSU only

CB08 Course Basic Skill Status (PBS Status) 2N = Course is not a basic skills course.

CB09 SAM Code C - Occupational

CB11 California Classification Codes Y - Credit Course

CB21 Levels Below Transfer	Y = Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Codes/Dates

Entry of Special Dates

Instruction Office Review	05/13/2022
Last Outline Revision	
Content Review	
CC Approval	05/13/2022
DE Approval	05/13/2022
Effective Term	Term: Fall Year: 2022

Web Catalog

Course Family	
Web Catalog	<input type="checkbox"/> Exclude from Web Catalog

Instructional Services

Implementation Date	
Originator	Sarita Santos
Origination Date	02/03/2022
Proposal Type	Cañada New Course
C-ID Numbers	
CB00 State ID	
CB03 TOP Code	1305.00 - Child Development/Early C
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	B = Transferable to CSU only
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	C - Occupational
CB10 Course COOP Work Exp-ED	N = Not part of Coop Work Exp
CB11 California Classification Codes	Y - Credit Course
CB13-Special Class Status	N - Not Special
CB21 Levels Below Transfer	Y = Not Applicable
CB22 Non Credit Course Category	Y - Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB24-Program Course Status	2 = Stand-alone
CB25 Course General Education Status	Y - Not Applicable

Web Catalog Metadata