

All Fields Report

Basic Course Information

College	Cañada College
Discipline	ECE.-Early Childhood Education
Course Number	364
Full Course Title	Multilingual Practices in Action
Catalog Course Description	Foundational knowledge and skills for supporting multilingual learners and their families. Students use case studies to design and implement research-based language and literacy practices to promote equitable learning opportunities for all children including those with special needs.

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:	03/18/2022

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 community needs regarding young children who are dual language learners, the EHD program is partnering with the San Mateo County of Education to create a Multilingual Learner Teacher Certificate of Achievement (MLTC). This certificate equips early educators with skills and knowledge specific to supporting dual/multilingual learners during the early childhood years. The proposed course is one of the required courses for the MLTC.</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?	No
If yes, identify and explain.	

Similar Courses

Is there a similar or equivalent course in SMCCCD?	No
Added Similar Courses	

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
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Student Learning Outcomes

- Upon successful completion of this course, a student will meet the following outcomes:
1. Analyze plans that includes teaching strategies to engage families in supporting language and literacy development in the home language.
 2. Analyze appropriate literature and other materials to support early literacy and language development for diverse learners.
 3. Understand activities that demonstrate the importance and value of reciprocal family-teacher partnerships in an ECE setting.

Course Objectives

- Upon successful completion of this course, a student will be able to:
1. Use the family and cultural dialogue form to learn more about each child and his/her/their family and incorporate their learning in the classroom.

2. Implement the Personalized Oral Language Learning (POLL) strategies to support oral language skills for all children including children with disabilities.
3. Include materials such as books, instruments, persona dolls, etc. that represent the cultures, languages, traditions and interests of every child and family.
4. Plan developmentally, culturally, and linguistically relevant curriculum that supports language and literacy for young children.
5. Identify and implement, with consistency, language models that support home language and English.

Course Lecture Content

1. Building trusting relationships with families to bridge the home and learning environment.
 1. Active Listening
 2. Skills, talents, languages, dialects
 3. Family and Community engagement
2. Creating environments where all cultures, languages, and dialects are represented and supported.
 1. Variety of diverse literature
 2. Materials and props to support multilingual learners
 3. Color coding identification for languages represented
 4. Visual schedules, cognate charts
 5. Resources for Families
3. Planning, organizing, and implementing the POLL strategies
 1. Storybook selection
 2. Vocabulary
 3. Intentional message
 4. Songs/chants
 5. Classroom extension activities
 6. Enrichment and family activities
4. Implementing home language support principles and strategies
 1. Program language model (PLA)
 2. Language Model Supports
 3. Daily activities for supporting dual language learning
5. Preview and review concepts to support dual language learners
 1. Individually
 2. Small groups
 3. Family Support
 4. Community Support

Course Lab Content

TBA Hours Content

Frequently Recommended Preparation

Frequently Recommended

Eligibility for ENGL 100.

Writing

1. Use complex sentences as well as correct punctuation and mechanical conventions.

2. Demonstrate basic knowledge of essay requirements.

Reading

1. Read material at the 11th grade level applying literal and inferential comprehension skills.

2. Determine word meanings of vocabulary used in material at this level.

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.)

Reading and writing assignments require comprehension, grammar and vocabulary at college level.

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
Directed Study
Activity
Discussion
Individualized Instruction

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. Family and educator interview reflection (2-4 pages).
2. Pre and post case study involving environmental supports (PowerPoint presentation, 10-15 slides).
3. Develop and plan a recent theme or study using the POLL strategies (3-5 pages).

Reading Assignments

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

1. Reading reflections from chapters and additional readings as assigned (20-30 pages).

Other Outside Assignments

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

- Record a video implementing the POLL strategies (8-12 minutes).

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

- Class Participation
- Class Performance
- Class Work

- Oral Presentation
- Papers

Representative Texts

Textbooks such as the following are appropriate:

Formatting Style | APA

Textbooks

1. Lopez Lisa M., & Paez Mariela M.. *Teaching dual language learners: What early childhood educators need to know*, ed. Paul H. Brookes Publishing Co., 2021
2. Derman-Sparks, L., Edwards, O. J., & Goins, C. M.. *Anti-bias education for young children and ourselves*, ed. NAEYC, 2020

Manuals

You have no manuals defined.

Periodicals

You have no periodicals defined.

Software

You have no software defined.

Other

You have no other defined.

Degree/Certificate Applicability

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

General Education/Degree/Transfer Course

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By Jose Pena

CSU Transfer Course

Transfers to CSU Approved

Course Distance Education

Distance Ed Supplement	New distance education supplement
Distance Education	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	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be

Education	offered please explain below)
Online Method Limitations	
Other Methods	
Course Content and Methodology	<p>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.</p> <p>The instructional equipment and materials are sufficient.</p> <p>The preparation and training of faculty are sufficient.</p> <p>Regular personal contact between students and instructor is sufficient.</p> <p>Methods of student evaluation are designed to maintain examination security.</p> <p>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.</p>
Instructional Methodologies (How will you deliver the course content?):	<p>Announcements/Bulletin Boards</p> <p>Chat Rooms</p> <p>E-mail</p> <p>Electronic Forum</p>
Representative Courseware/Textbooks Materials:	Other multimedia resources will be posted in Canvas (e.g., screen-casts, PDF documents, content-related YouTube videos/clips).
Methods of Evaluation of Student Performance:	Class Participation via zoom; Weekly discussions forums; Online assignments submitted electronically;
How are you ensuring that students with disabilities can access your course in accordance with Section 508?	<p>This course will use a universal design approach in the creation and design of its online content, and address Section 508 requirements as much as possible. For example, with screen-readers in mind, instructor will use sans serif fonts, utilize heading structure in course pages (Heading 1, heading 2, etc.), use chromatic color sparingly, and try to use highly contrasting colors. Additionally, when addressing course content, the instructor will do all of the following:</p> <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, 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 - The instructor will post weekly reminders and supplemental information as relevant throughout the semester.
Discussion Boards - Weekly monitoring of students assigned discussions with regular feedback in gradebook and/or actual forums. "Raising My Hand" or "Cooler-Talk" forums for students to ask questions, interact with peers on various course related topics, and to get additional feedback from instructor are available throughout the semester.
Email Communication - The instructor is available for email communication throughout the week with a 24 hour response time to student emails (possible weekend and holiday exceptions).
Resource Links - Links will be provided to assist students with using relevant resources.
Office hours - Weekly zoom synchronous, weekly on-campus office hours, and/or by appointment.

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

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	D - Possible 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	N - Course is not a support course

Course Status	
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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	03/18/2022
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	D - Possible 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	1 = Program Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Web Catalog Metadata