

Course Outline of Record Report

10/13/2021

CHDVC256 : Strategies and Curriculum for Dual Language Learners in Early Childhood

General Information

Author:	<ul style="list-style-type: none"> Vivian Baker Ledford, Tyrone Fuller, Elisabeth
Course Code (CB01) :	CHDVC256
Course Title (CB02) :	Strategies and Curriculum for Dual Language Learners in Early Childhood
Department:	Child Development
Proposal Start:	Spring 2023
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	05/07/2021
Board of Trustees Approval Date:	07/08/2021
External Review Approval Date:	07/08/2021
Course Description:	This course includes principles and strategies for culturally and linguistically responsive teaching, building strong connections with families, classroom environments, curriculum, and authentic assessment. Students explore strategies to effectively support all dual language learners in an early childhood setting from infancy through preschool. Students are required to observe children in a group setting.
Submission Type:	New Course
	This is one of two new courses that will be added as a DLL specialization to the Master Teacher COA.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

- Letter Grade Methods

Course Prior To College Level (CB21)

No value

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to CSU only

Transferability Status

Approved

CSU General Education Certification

Area D.7

Categories

Social Sciences
Interdisciplinary
Social or
Behavioral Science

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Faculty Load 0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 54

Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Activity 0

Total 54

Course Out-of-Class Hours

Lecture 108

Laboratory 0

Activity 0

Total 108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

CHDVC156 - Introduction to Dual Language in Early Childhood (in-development)

Principles and strategies explored in CHDV C256 require the student to have a strong foundation in theories of language development and child development through the context of dual language learners.

AND

Advisory

CHDVC102 - Introduction to Materials and Curriculum

Students are expected to use developmental theory to design curriculum that supports young children's development. CHDV C102 is an overview of developmental theory, and includes principles of curriculum development; and prepares students to apply developmental concepts to curriculum development. **Objectives**

- Examine ways curriculum is integrated across all developmental domains and content areas.
- Identify ways in which the environment functions as an essential component of curriculum.
- Design appropriate experiences in multiple content areas to support children's learning.

Outcomes

- Identify the teacher's role in early childhood programs, including planning, implementing, and evaluating activities and environments.
- Apply developmentally appropriate teaching strategies and theories to curriculum and environment design.

Entrance Skills

Entrance Skills	Description
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No value	No value
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Limitations on Enrollment

Limitations on Enrollment	Description
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No value	No value
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Specifications

Methods of Instruction

Methods of Instruction	Discussion
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Rationale	Students actively engage in exploring topics through weekly discussions.
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Methods of Instruction	Outside reading
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Rationale	Reading assignments, handouts, and readings that expand and enhance lecture topics. Example: Preschool teachers' use of discourse practices with Spanish-speaking dual language learners.
Methods of Instruction	Written work
Rationale	Writing assignments that relate observations in early childhood environments to developmentally, culturally, and linguistically appropriate strategies of English language development with dual language learning.
Methods of Instruction	Case Study
Rationale	Analysis of observations of children and interviews with adults in a variety of early childhood settings. For example, after observing an early childhood classroom, compare and contrast the strategies implemented in the classroom to those identified as best practice for dual language learners.
Methods of Instruction	Lecture
Rationale	The instructor includes a variety of lecture materials, outside readings, and videos.
Methods of Instruction	Project-based learning
Rationale	Students complete a project towards the end of the course highlighting principles and strategies for culturally and linguistically responsive teaching, and building strong connections with families to support dual language learners in early childhood settings.
Assignments	<p>Reading assignments, handouts, and text readings that expand and enhance lecture topics</p> <p>Writing assignments that relate observations in early childhood environments to developmentally, culturally, and linguistically appropriate strategies of English language development with dual language learning.</p> <p>Observations of children and interviews with adults in a variety of early childhood settings. For example, after observing an early childhood classroom, compare and contrast the strategies implemented in the classroom to those identified as best practice for dual language learners.</p>
Methods of Evaluation	Rationale
Project	Students complete a project towards the end of the course highlighting principles and strategies for culturally and linguistically responsive teaching, and building strong connections with families to support dual language learners in early childhood settings.
Analysis of Primary Sources	Analysis of observations of children and /or early childhood settings. For example, after observing an early childhood classroom, compare and contrast the strategies implemented in the classroom to those identified as best practice for dual language learners.
Distance Education Description: how outcomes are evaluated	The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.
Equipment	
No Value	

Textbooks

Author	Title	Publisher	Date	ISBN
Lisa M. López, Ph.D., Mariela Páez, Ed.D.	Teaching Dual Language Learners: What Early Childhood Educators Need to Know	Brookes Publishing	2021	978-1-68125-384-8

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

- Examine principles of culturally and linguistically responsive teaching, including building strong connections with families. Expected SLO Performance: 70.0
- Apply developmentally, culturally, and linguistically appropriate strategies to effectively support dual language learners. Expected SLO Performance: 70.0
- Plan curriculum that supports dual language learners in an early childhood setting. Expected SLO Performance: 70.0

Outline

Course Outline

- I. Components of quality dual language programs
 - A. Equity
 - B. Program structure
 1. Policies support children and families with different languages
 2. Predictable routine
 3. Communicating with families
 4. Professional learning networks
 - C. Bilingual teacher
 1. Use their home language, and use English
 2. Working with families of DLLs
 3. Helping with assessment
 4. Helping other teachers
 5. Providing translations or interpreting for families
- II. Culturally responsive teaching practices

- A. The multicultural classroom
- B. Culturally responsive communication/language practices
- III. Linguistically responsive teaching practices
 - A. Multiple languages in the classroom
 - B. Children who have English as their primary language
 - C. Heritage language strategies
- IV. Assessment and individualized curriculum (instruction)
 - A. Criteria for accurate and authentic assessment
 - B. Language disorder vs. a language difference
 - 1. Early screening and intervention
- V. Curriculum and Instruction
 - A. Developmentally appropriate practices and expectations
 - 1. Behavior challenges and strategies
 - B. Promoting optimal English language development and school readiness
 - C. Letters, writing and rhymes – engaging dual language learners in literacy experiences
 - D. Cooperative activities
 - E. Classroom environments
 - 1. Materials and props
 - a) Represent languages, cultures, interests and family activities of all children
 - b) Quiet area
 - c) Dramatic play themes
 - d) Real or realistic materials
 - e) Authentic music
 - f) Writing center models, print and handwritten in different languages of the children
 - g) Non-fiction texts and picture books related to diversity
 - (1) Selecting and using culturally appropriate children’s books in languages other than English
 - (2) Selecting and using culturally responsive children’s books
 - 2. Visual cues and picture schedule
 - 3. Language awareness and print materials
 - a) Key words in home language for greetings, conversations, meeting needs, etc.
- VI. Family and community involvement
 - A. Provide orientation to program and classroom
 - B. Digital camera to document play, interactions and learning
 - C. Invite bilingual volunteers into the classroom
- VII. Strategies
 - A. Meals and snacks familiar to the cultures of all children in the group
 - B. Natural conversations, responsive two-way interactions
 - C. Embedded supports
 - D. Plan for using English and home languages
 - 1. Language policy
 - a) Monolingual and bilingual teachers use and role

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings (“Hybrid”) -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings (“Hybrid”)
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education courses (online, hybrid, and iTV) of CHDV C256 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in

distance education courses is the same as in the onground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to, videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in programs in their communities.

Instructor-student contact may occur through announcements, discussions, and feedback to student submissions, including assignments. Student -student contact will primarily occur through discussions, but may also include group work, and open forums (i.e. Q&A).

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Telephone

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (<http://support.kccd.edu>) that provides "24/7" IT support. Students may call the Help Desk service at 877-382-3508. Students can request 1:1, online support as well as general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours