

Course Outline of Record

1. Course Code: ECE-027
2.
 - a. Long Course Title: English Language Learners in ECE
 - b. Short Course Title: ENGLISH LEARNERS ECE
3.
 - a. Catalog Course Description:
 This course focuses on principles for promoting language, literacy, and learning for preschool English Language Learners. Upon successful completion of this course, students will demonstrate the ability to foster an environment that respects and values linguistic and cultural diversity while assisting children toward the eventual mastery of English as a second language.
 - b. Class Schedule Course Description:
 Students will learn how to foster an environment that values and respects linguistic and cultural diversity while also assisting young children with mastery of English as a second language.
 - c. Semester Cycle (if applicable): N/A
 - d. Name of Approved Program(s):
 - EARLY CHILDHOOD EDUCATION AS Degree for Employment Preparation
 - EARLY CHILDHOOD EDUCATION MASTER TEACHER Certificate of Achievement
 - EARLY CHILDHOOD EDUCATION TEACHER Certificate of Achievement
 - ECE SITE SUPERVISOR Certificate of Achievement
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 30 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
 Prerequisite: ECE 010
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Jalongo, M. R. (2015). *Literacy for All Young Learners* (1st/e). Gryphon House. ISBN: 9780876595688
 College Level: Yes
 Flesch-Kincaid reading level: 12.0
 - b. California Department of Education (2009). *Preschool English Learners; Principles and Practices to Promote Language Literacy and Learning. A Resource Guide* (2nd/e). Sacramento CDE Press. ISBN: 9780801117039
 College Level: Yes
 Flesch-Kincaid reading level: 12.0
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Explain the major milestones to the study of human development.
 - ECE 010 - Examine and discuss major theories of child development.
 - ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
 - ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
 - b. Identify, describe and apply major concepts and principles of human development from conception to nineteen years of age.
 - ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.

ECE 027-English Language Learners in ECE

- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
 - ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- c. Identify and discuss major issues in the study of human development.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
 - ECE 010 - Investigate and explain the process of bilingual development in children at various stages.
- d. Describe how the theories are used in planning appropriate environments for children with diverse developmental patterns.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
 - ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.
- e. Analyze the concepts and principles of human development to personal and professional situations.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
 - ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- f. Complete observations of infants, toddlers, preschool, and school-age children.
- ECE 010 - Examine and explain how bias can influence the research process.
 - ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.

8. Course Content and Scope:

Lecture:

Lecture:

1. Dual language program models and strategies
 - a. Development of home language and English as a second language
 - b. Observation and assessment of young dual language learners
 - c. Relationships with families of dual language learners.
2. Best Practices
 - a. Strategies for teaching English to children who speak another language.
 - b. Use of technology to enhance language development.
 - c. Use of props and visual aids to help children understand English
 - d. Collaborative partners to help teachers communicate with families.

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1.
Create language development goals for children who are dual language learners that foster the development of home language while acquiring English in an academic setting.
2.
Create a classroom environment and lesson plan strategies that enhance the development of both first and second languages for children ages 3-8.
3.
Design strategies for developing respectful relationships with families of dual language learners that emphasize the family role as the primary educator of the child.

10. Course Objectives: *Upon completion of this course, students will be able to:*

ECE 027-English Language Learners in ECE

- a. Identify and describe dual language program models and strategies.
- b. Define and foster development of home language and English language skills.
- c. Observe and assess dual language learners using a variety of instruments and methods.
- d. Demonstrate respect for linguistic and cultural diversity.
- e. Access resources for teachers of preschool through grade 2 for working with English language learners.
- f. Provide a classroom environment with a rich array of language development strategies that meet the needs of individual children.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Activity
- b. Discussion
- c. Distance Education
- d. Journal
- e. Lecture
- f. Observation
- g. Participation
- h. Role Playing
- i. Supplemental/External Activity

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

- a. Prepare and demonstrate lesson plans geared to assist English Language Learners.
- b. Prepare a design for early childhood classroom learning and language experiences that support dual language learners and present design in class.
- c. Group discussions and activities related to assisting English Language Learners in the classroom.

b. Out-of-class Assignments

- a. Observe an English Language Learner's social interaction (play vignette) and write an objective description of the language development of that child.
- b. Plan an integrated lesson plan based on a children's book in another language, lesson plan must meet developmentally appropriate curriculum guidelines established by the National Association for the Education of Young Children and must be aligned with California Department of Education state standards for English Language Development.
- c. Create a home/school project that respects the diverse language skills of the family.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Guided/unguided journals
- Field/physical activity observations
- Presentations/student demonstration observations
- Group activity participation/observation
- Product/project development evaluation

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO - Career and Technical Education

Apply critical thinking skills to execute daily duties in their area of employment.

Apply critical thinking skills to research, evaluate, analyze, and synthesize information.

ECE 027-English Language Learners in ECE

Exhibit effective written, oral communication and interpersonal skills.

IO - Global Citizenship - Ethical Behavior

Appreciate the complexity of global relationships between self and others, as well as self and the environment.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

2-year periodic review

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000523764
b. T.O.P. Code [CB03]: 130500.00 - Child Development/Early C
c. Credit Status [CB04]: D - Credit - Degree Applicable
d. Course Transfer Status [CB05]: B = Transfer CSU
e. Basic Skills Status [CB08]: 2N = Not basic skills course
f. Vocational Status [CB09]: Clearly Occupational
g. Course Classification [CB11]: Y - Credit Course
h. Special Class Status [CB13]: N - Not Special
i. Course CAN Code [CB14]: *N/A*
j. Course Prior to College Level [CB21]: Y = Not Applicable
k. Course Noncredit Category [CB22]: Y - Not Applicable
l. Funding Agency Category [CB23]: Y = Not Applicable
m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION MASTER TEACHER,EARLY CHILDHOOD EDUCATION TEACHER,ECE SITE SUPERVISOR

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 70

Third Year: 70

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

ECE 027-English Language Learners in ECE

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Donna Marie Greene Origination Date 09/19/17