New York University
Steinhardt School of Culture, Education, and Human Development
Department of Teaching and Learning

Biled-GE 2103 Bilingual Exceptional Child
Spring 2013

Professor: Xiaodong Niu
E-mail: xn1@nyu.edu
Office Hours: by appointment
Room: Bobst LL151
Class Time: Mon 4:55 – 6:35

Harry, Elizabeth, Case Studies of Minority Student Placement in Special Education. Teachers College Press.

Suggested Readings

Supplementary materials will be distributed in class.

Course Description:
This course will investigate the overlapping dimension of disabling conditions and cultural and linguistic diversity in the assessment, placement and instruction of exceptional children. Topics include litigation and legislation affecting bilingual exceptional children, model programs, recent researches on the theory and practice of bilingual exceptional education, parent involvement, staff development, intervention and the function of bilingualism. The focus will be on the instruction of students with special needs in inclusive classroom. With the passing of the federal law of “No Child Left Behind”, inclusion becomes a major issue in our school system. This course will cover evaluation, characteristics, etiologies, social adjustment, instruction, and learning strategies in the inclusive classroom. Also, language acquisition and other language issues will be discussed in the course.

Course Objectives:
• The student will develop an understanding of the complex nature of both low-incidence and high-incidence disabilities for appropriate identification and educational practice.
• The student will acquire background in the major etiologies of the varying exceptionalities.
The student will gain basic understanding of the federal and state codes as mandated guidelines for educating children with varying exceptionalities.

The student will develop basic knowledge of the components of the IEP, the members of the IEP team, and the roles the practitioner may fulfill in accord with the state and federal code.

The student will gain basic understanding of other professional personnel such as Speech Language Specialist, Nurse, Occupational Therapists, Physical Therapists and Case Managers.

The student will gain basic understanding of assessment of culturally and linguistically diverse learners.

The student will be familiarize the process of acquisition of first and second language.

**Students Learning Outcomes:**

- The student will develop understanding of etiologies, multicultural issues, and care giving issues within a life span perspective.
- The student will develop sensitivity to the complex and evolving nature of intelligence and project
- The student will develop knowledge and sensitivities to current issues.
- The student will gain a basic understanding of support system, which enhances communication and cognition, social skills and emotional development.

**Policy on Academic Integrity and Behavior:**

It is expected that all students will meet accepted standards of honesty throughout the course. Examples of violations of academic integrity include cheating on tests, falsifying information on assignment, copying work prepared by others without giving credit to the author, working with another student on course assignments in ways not authorized by the instructor, and submitting assignments already handed in for credit in another course. Penalties for violations, will be determined by the instructor, and will depend upon severity and frequency of the violation. Penalties may include (but not be limited to) a mandatory conference with the instructor, lowering of the grade, resubmission of the assignment, failure of the assignment, and failure of the course.

It is also expected that all students will meet accepted standards for conduct during class. These standards include treating peers and the instructor with respect and courtesy. Violations of these standards may result in a mandatory conference with the instructor and/or removal from class.

**Policy on Absences:**

Attendance sheet will be distributed during the class. It is your responsibility to sign the daily attendance sheet. Students should see the instructor at the end of the class if they come in after attendance has been taken.
Perfect attendance is highly recommended. Excellent attendance will lead to higher score in this course. Excused absence will be made for illness requiring a doctor’s care or serious and unavoidable emergencies, such as the loss of a family member; the student must provide written documentation. Student with more than two unexcused absence should see the instructor.

**Classroom Participation and Weekly Reading Assignment:**
Class participation is the key of class success. Students should finish reading assignments before attending the class. Students should bring questions, issues and reflections into the classroom discussion. Active participation of class discussion is strongly suggested.

**Final Examination:**
The final examination will be given in the university final examination week. The detail and format of the final examination will be discussed in the class.

**Research Project:**
Research Project: You will write an in-depth essay of any issue in special education, either practical or theoretical. In practical sense, you can write a lesson plan to teach a specific group students in inclusive classroom. If you are going to write a theoretical inquiry, you have to provide an in-depth discussion. Please see the instructor before you start your topic.

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Practicum: (two choices)
1. From your student teaching or other access to school, you are going to identify a student with difficulties (learning, social adjustment and etc).
Describe, analyze and present this case in class (two pages), relating to the literature of this course.

2. If you don’t have any access to student, find a case in the books in the suggested readings section mentioned above or similar books. Present the case and analyze the analysis from the book. You will tell the class whether you agree or disagree the author’s view, and Why? (two pages)

Note: The order of the presentation will be determined in the class before Feb 11. This exercise may be conducted individually or in pairs pending on the enrollment Of the class.