

**INTENSIVE TEACHER INSTITUTE PROGRAM IN BILINGUAL SPECIAL EDUCATION (ITI-BSE)
2007-2008**

**TEACHERS OF STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES:
BILINGUAL EDUCATION EXTENSION (*Maximum 15 credits*)**

	COURSE TITLES	COURSE DESCRIPTIONS
I	Foundations, Theory and Practice of Bilingual General and Special Education (3 credits)	Foundations, theory and practice of bilingual general and special education, and multicultural perspectives in education, including an overview of linguistics and English grammar.
II	Methods of Teaching English as a Second Language and Native Language Arts in General and Special Education (3 credits)	Methods, materials and assessment criteria used to teach English as a second language and Native Language Arts to limited English proficient students, including those with disabilities, at the elementary and secondary levels to meet the English as a Second Language Learning Standards (listening, speaking, reading and writing) and the Native Language Arts Learning Standards (listening, speaking, reading and writing) and assessment requirements in the state of New York. Stresses the importance and skills necessary for collaboration with classroom teachers.
III	Processes of Bilingual and Second Language Acquisition (3 credits)	Includes the nature of language acquisition, factors influencing bilingual/second language acquisition and the relationship to the development of academic language necessary to succeed in school. Provides course assignments that require and document work with bilingual populations including obtaining contrastive information (English & Target Language) and acquisition information related to the target language.
IV	Methods of Service Delivery in the Native Language and in English (3 credits)	Emphasizes speech-language intervention services with bilingual/second language learners who have communication problems at the elementary and secondary levels in order to help them meet the NYS Learning Standards in language arts and core subject areas. Stresses the importance and skills necessary for collaboration with classroom teachers.
V	Assessment Strategies in Bilingual Special Education (3 credits)	Develop competencies in appropriate multidisciplinary assessment techniques for limited English proficient (LEP) children with disabilities. Emphasize speech-language pathology assessment approaches with communicatively impaired children. Discuss issues of pre-referral, non-biased assessment, dynamic assessment and ethnographic interviewing. Emphasize instrumentation, scoring standards, test modification and test adaptation as it relates to speech-language. Course performance outcomes will include formal and informal assessment strategies, as well as the development of instructional planning for Individualized Education Program (IEP) objectives and Present Level of Educational Performance (PLEP) statements.