WILLIAM PATERSUN UNIVERSITY  
College of Education  
Department of Special Education and Counseling  

COURSE OF STUDY  

Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application  

A. **Course Title**: SPED 542 Foundations of Learning Disabilities  
   **Credits**: 3  

B. **Course Description**: An introduction to the advanced study of disabilities, this course provides a review of the legal and theoretical principles of special education as the foundation for an intensive examination of the special education and related services provided in a continuum of settings for students with social, emotional, physical, and intellectual exceptionalities. The significant role of the LDT-C in the planning and delivery of services to students from diverse cultures is explored. Standards of professional ethics and dispositions are presented. The course includes a field observation.  

C. **Prerequisites, Co-Requisites and Restrictions**:  
   - None  

D. **Course Objectives**: LDT-C candidates will . . .  
   1. develop an understanding of the history, principles, concepts, theories, legislation, court decisions, professional organizations, and social forces that provide a foundation for current practice in the delivery of special education services  
   2. develop knowledge of the special education and related services that meet the needs of students with disabilities and the continuum of settings in which these services can be delivered  
   3. develop knowledge of the characteristics associated with each of the disabilities defined in IDEA and N.J.A.C 6A:14 and the impact of these disabilities upon progress in the general education curriculum  
   4. recommend services and programs for students with disabilities based upon their characteristics, strengths, limitations, preferences, interests, and goals.  
   5. develop the understanding of how language, and culture impact upon families and, in turn, upon schooling and the delivery of special education services.  
   6. develop an understanding of how the interaction of cultural, language and family background with a student’s disability impacts on ability, attitudes, values, interests, and career options.  
   7. develop an understanding of the role of the LDT-C as evaluator, consultant, collaborator, and case manager and the complexities of meeting the needs of students with disabilities within a delivery system infused with conflicting priorities.
8. Explore the challenges and rewards of working on a Child Study Team (CST) in an urban setting.
9. Develop a personal educational philosophy that reflects the dispositions and professional ethics required of the LDT-C in the public school.

E. **LDT-C Candidate Learning Outcomes**: The LDT-C candidate will . . .
1. demonstrate the ability to apply their knowledge and understanding of special education programming by developing a plan for educational services for a student, based upon legal guidelines, diagnostic information regarding the student’s social, emotional, physical, academic, and intellectual functioning, cultural and language background, and parental concerns.
2. demonstrate their understanding of the LDT-C’s role through reflections based upon observation of the challenges and conflicts the LDT-C encounters in the planning and delivery of special education services to students from diverse backgrounds.

<table>
<thead>
<tr>
<th>LDT-C Candidate Learning Outcomes</th>
<th>CEC</th>
<th>NJ PTS</th>
<th>NJ CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Services Plan</td>
<td>1, 2, 3, 6, 7</td>
<td>1, 2, 4, 6, 7, 8</td>
<td>All Standards</td>
</tr>
<tr>
<td>Role of the LDT-C</td>
<td>1, 3, 9</td>
<td>3, 9</td>
<td>n/a</td>
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F. **Course Content**:  
1. History, theory, principles, legal foundations, and social forces in special education  
2. CEC Content Standards  
3. Continuum of special education settings services  
4. Related services  
5. Characteristics associated with specific disability categories  
   a. auditorily impaired  
   b. autism  
   c. cognitively impaired  
   d. communication impaired  
   e. emotionally disturbed  
   f. multiply disabled  
   g. orthopedically impaired  
   h. other health impaired  
   i. preschool disabled  
   j. learning disabled  
   k. traumatic brain injury  
   l. visually impaired  
5. Planning programs and services  
6. Effects of cultural and language background upon families, attitudes towards disabilities, schooling, and special education services  
7. Role of the LDT-C in the system for delivering special education services
8. Professional dispositions and ethics.

G. Teaching/Learning Methods:
   ▪ Lecture and discussion
   ▪ Assigned readings
   ▪ Small group projects
   ▪ Case studies
   ▪ Audio-visual materials
   ▪ Guest lecturers
   ▪ Reflective writing and sharing

H. Performance-Based Assessment:
   1. Ability to develop a plan for special education and related services in a case study, as assessed by a rubric
   2. Ability to reflect upon the role of the LDT-C, as assessed by a rubric
   3. Other assessments as designated by the instructor


J. Preparer’s Name: Peter Griswold, Ed. D.

K. Department Approval Date:

L. Current Revision: Susan Kuveke, Ph. D.

M. Current Department Approval Date: 7/00

N. Selected Bibliography:


**Internet sites**
- www.eric.ed.gov/
- www.state.nj.us/njded/cccs/index
- www.ldonline.org
- www.ldanatl.org
- www.ld.org
- www.autism-society.org
- www.autistics.org
- www.nimy.nih.gov/publicat
- www.nichcy.org
- www.nad.org
- www.deafness.about.com
- www.ndss.org
- www.parentpals.com/gossamer/pages/Emotionally_Disturbed
- www.parentpals.com/gossamer/pages/Visually_Impaired
- www.kidsource.com/kidsource/content2/preschool_services
- www.name.org
- www.eastern.edu/publications/emme
- www.usc.edu/dept/education/cmmr
- www.schwablearning.org
- www.ods.org