A. **Course Title:** SPED 657 – Seminar in Clinical Application to Learning Disabilities  
**Credits:** 3

B. **Course Description:** This 100-hour summer internship in a school or clinical setting consists of a supervised field experience in the daily functions of the LDT-C in the public schools in conjunction with a weekly seminar. The internship is designed to provide opportunities for the assessment, diagnosis and remediation of students with disabilities, and participation in case managing, consultation, team staffings, and IEP development. Students work under the direction a cooperating LDT-C and are evaluated by WPU faculty.

C. **Prerequisites, Co-Requisites and Restrictions:**  
- All course work required for LD certification.

D. **Course Objectives:** LDT-C Candidates will . . .  
1. review knowledge and understanding of special education rules and regulations, diagnostic testing, educational remediation, instructional adaptations, and collaborative practices
2. utilize field experiences to identify the skills, understanding, and dispositions required of the LDT-C in today’s schools; reflect on personal strengths and weaknesses in fulfilling the roles and responsibilities
3. coordinate schedule during the internship with the cooperating LDT-C and arrange for on-site visit by WPU faculty member
4. request information regarding written district policies and informal procedures relevant to educational evaluations, interactions with pupils and parents, report formats, and overall CST functions.
5. confirm that the cooperating LDT-C is aware of the parameters of the internship and his/her responsibilities for supervision and evaluation
6. review records and gather additional background information regarding the pupils to be evaluated
7. select and review the directions for the standardized tests and informal assessments to be administered
8. establish rapport with the pupil and his/her parents before beginning the evaluation
9. administer the standardized tests according to the publisher’s guidelines, describe the procedures used for the informal assessments, and record observations regarding the pupil’s behavior
10. score and prepare a written evaluation of the results; collaborate with cooperating LDT-C to refine conclusions and recommendations
11. participate, where possible, in a multi-disciplinary team staffing to determine eligibility, classification and placement for pupils with disabilities.
12. share findings with parents/guardians in a manner that is supportive; avoid or take the time to explain terms and concepts the parent may not be familiar with
13. remain sensitive to cultural and linguistic differences that can lead to misunderstandings, and/or inaccurate test results
14. identify assessments to be used with pupils who are not ready for standardized testing (e.g., preschoolers, students with severe disabilities)
15. participate in any other activities as requested by the cooperating LDT-C
16. prepare a portfolio documenting progress in meeting program standards.

E. **LDT-C Candidate Learning Outcomes**: The LDT-C Candidate will . . .
1. demonstrate their ability to apply their knowledge and understanding of educational assessment by planning, administering and sharing the results of three educational evaluations.
2. demonstrate the ability to function within a school setting by observing/participating in all activities designated by the cooperating LDT-C and demonstrating the appropriate ethical and professional behavior, as defined by the ALC and CEC ethical codes, the Conceptual Framework of the College of Education, and the University policy.

<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 evaluations</td>
<td>2, 3, 4, 5, 6, 7, 8, 10</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>All Standards</td>
</tr>
<tr>
<td>Professional behavior</td>
<td>9</td>
<td>10</td>
<td>n/s</td>
</tr>
</tbody>
</table>

F. **Course Content**: 
1. N. J. A. C 6A:14 Special education rules and regulars
2. Standardized educational tests and functional assessments
3. Educational remediation and instructional adaptations
4. Effective collaborational practices with school staff and parents for sharing results and developing interventions
5. Educational evaluations
6. Preschool assessment
7. Assessment of ADL (Activities for Daily Living)
8. Roles and responsibilities of the LDT-C

G. Teaching/Learning Methods:
   - Lecture and discussion
   - Guest lectures
   - Case studies
   - Problem-solving exercises
   - Written reflections and pair/shares

H. Performance-Based Assessment:
   1. Ability to prepare educational evaluations that meet district standards, as assessed by the cooperating LDT-C
   2. Display of appropriate dispositions and professional behaviors in all situations, as assessed by the cooperating LDT-C on mid-term and evaluation forms.

I. Recommended Text/Readings: NJAC 6a:14

J. Preparer’s Name: Peter Griswold and Jacqueline McConnell

K. Department Approval Date:

L. Current Revision: Susan Kuveke

M. Current Department Approval Date: 7/00

N. Selected Bibliography:


