

**COLLEGE OF EDUCATION  
DEPARTMENTAL COURSE SYLLABUS**

**Department of Special Education**

***EEX 6245: Transitional Programming for Adolescent and Young Adult Exceptional Students***

The following are the required elements of a departmental syllabus in the College of Education.  
**This syllabus should be representative of EVERY section of the course offered in the department.**

*The College of Education CAREs*

The College of Education is dedicated to the ideals of **C**ollaboration, **A**cademic **E**xcellence, **R**esearch, and **E**thics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: [www.coedu.usf.edu/main/qualityassurance/ncate\\_visit\\_info\\_materials.html](http://www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html)

1. **Course Prefix and Number:** EEX 6245
2. **Course Title:** Transitional Programming for Adolescent and Young Adult Exceptional Students
3. **Regular Instructors:** Dr. Ann Cranston-Gingras  
Dr. Phyllis Jones  
Dr. Patty McHatton  
Dr. Michael Churton
4. **Course Prerequisites:** Graduate standing, introductory course in educating exceptional students
5. **Course Description:** : This is a required course for the Master's Degree in Special Education. The course is designed to provide teachers of individuals with disabilities and related professionals with skills to enhance opportunities for successful adult/society transitions. Specific skill areas addressed include learning strategies, social skills, and career/vocational instruction applicable to diverse and at risk populations. Special problem areas in relationship to adolescent and adult adjustment will also be addressed. Familiarity with local, state, and national support agencies is stressed.
6. **Course Goals:**
  1. Identify the scope and vision of transition.
  2. Expand participation and choice of students and families.
  3. Plan transition with the community.
  4. Plan and implement individualized transition programs.
  5. Promote interagency cooperation.
  6. Teach for transition.

7. Identify and find jobs for young people with disabilities.
8. Understand the concept of vocational placements and careers for individuals with disabilities.
9. Understand the concept of independent living.
10. Provide and demonstrate applications for youth with a range of exceptionalities.

## **7. Course Objectives &/or Content Outline:**

- 1.0 Identify the scope and vision of transition.
  - 1.1 Define transition as it has been used to describe secondary and post-secondary
  - 1.2 Types of transitions faced by youth with disabilities.
  - 1.3 Guiding principles critical to understanding the transition from school to adulthood.
  - 1.4 Legislation pertaining to children with disabilities, including IDEA and its reauthorization (The ITP and its implementation age), 1997 and Americans with Disabilities Act (ADA) of 1990.
  - 1.5 Role and importance of student choice in transition planning.
- 2.0 Expand participation and choice of students and families.
  - 2.1 The role of family in transition planning.
  - 2.2 Family expectations for children with disabilities in terms of transition outcomes.
  - 2.3 Ways that youth with disabilities can communicate their transition needs.
  - 2.4 Family support programs and why they are important.
  - 2.5 Developing family support plans.
  - 2.6 The role of the family in transition planning.
  - 2.7 Family expectations for children with disabilities in terms of transition outcomes.
  - 2.8 Ways that youth with disabilities can communicate their transition needs.
  - 2.9 Recommendations for developing family support plans.
- 3.0 Plan transition with the community.
  - 3.1 Important components that should be in any effective model of transition.
  - 3.2 The role of business and industry in transition.
  - 3.3 The principle of shared responsibility.
  - 3.4 Career education and transition models.
- 4.0 Plan and implement individualized transition programs.
  - 4.1 Individualized Education Programs (IEPs) and Individualized Transition Plans (ITPs).
  - 4.2 Seven major steps in designing and implementing ITPs.
- 5.0 Promote interagency cooperation.
  - 5.1 Interagency agreement and why it is important.
  - 5.2 Role and importance of local planning and the community care team.
  - 5.3 Activities of the community care team.
  - 5.4 Key terms that should be included in interagency agreements.
  - 5.5 Agencies that should participate in transition planning.
- 6.0 Teach for transition.
  - 6.1 Selection of instructional transition objectives.
  - 6.2 Curriculum resources for transition.
  - 6.3 Community-based training
  - 6.4 Sequence of response prompts, task analysis, and reinforcement in implementing transition instruction.

- 7.0 Identify and find jobs for young people with disabilities.
  - 7.1 Methods for identifying business contacts.
  - 7.2 Effective presentation methods to a potential employer.
  - 7.3 Overcoming specific employer objections
  - 7.4 Job carving.
- 8.0 Understand the concept of vocational placements and careers for individuals with disabilities.
  - 8.1 Values that should be associated with quality work programs.
  - 8.2 Vocational integration.
  - 8.3 Vocational Rehabilitation services.
  - 8.4 Models of vocational placement.
  - 8.5 Supported employment.
  - 8.6 Sheltered employment.
  - 8.7 Natural supports in the workplace.
  - 8.8 Integrated and segregated employment
- 9.0 Understand the concept of independent living.
  - 9.1 Continuum-based residential models and models based on individualized supports.
  - 9.2 Options for supporting individuals where and with whom they wish to live.
  - 9.3 Steps for identifying and utilizing community and workplace supports.
  - 9.4 Person-centered services.
  - 9.5 Transportation support for individuals living in the community.
  - 9.6 Behavioral supports in the community.
- 10.0 Provide and demonstrate applications for youth with mild mental retardation.
  - 10.1 Characteristics of transition education for students with mild mental retardation.
  - 10.2 Problems of a school-only approach to vocational training.
  - 10.3 Community-based vocational sites.
  - 10.4 U.S. Department of Labor regulations associated with community training.
  - 10.5 Personal futures planning.
  - 10.6 Supported employment for individuals with mild mental retardation.
- 11.0 Provide and demonstrate applications for youth with severe disabilities.
  - 11.1 Characteristics of transition education for students with severe disabilities.
  - 11.2 Problems of a school-only approach to vocational training.
  - 11.3 Community-based vocational sites.
  - 11.4 U.S. Department of Labor regulations associated with community training.
  - 11.5 Personal futures planning.
  - 11.6 Supported employment for individuals with severe disabilities.
- 12.0 Provide and demonstrate applications for youth with sensory impairments.
  - 12.1 Demographic information concerning youth with sensory impairments.
  - 12.2 Unique learning and behavior characteristics of youth with sensory impairments.
  - 12.3 Assessment strategies and processes for youth with sensory impairments.
  - 12.4 Effective teaching and instruction strategies for youth with sensory impairments.
  - 12.5 Developing effective ITPs for youth with sensory impairments.
  - 12.6 Assessing the quality of transition services implementation.
  - 12.7 Major technologies available for youth with sensory impairments.
  - 12.8 Community travel strategies for youth with sensory impairments.
- 13.0 Provide and demonstrate applications for youth with learning disabilities.

- 13.1 Pervasive impact of learning disabilities upon a student's life.
- 13.2 Assessment process.
- 13.3 Unique challenges presented by youth with learning disabilities.
- 13.4 Alternative transition strategies for students entering post-secondary education or employment settings.
- 13.5 Post-school follow-up.
- 13.6 Role of the transition team and student/family involvement.
- 14.0 Provide and demonstrate applications for youth with emotional and behavioral disorders.
  - 14.1 Mental health needs of students with emotional and behavioral disorders.
  - 14.2 Behavioral characteristics of students with emotional and behavioral disorders.
  - 14.3 Positive effects of work and employment for students with emotional and behavioral disorders.
  - 14.4 Role of student choice.
  - 14.5 Self-control techniques.
  - 14.6 The job club for youth with emotional and behavioral disorders.
  - 14.7 Supported employment for youth with emotional and behavioral disorders.
  - 14.8 Provide and demonstrate applications for youth with orthopedic and other health impairments.
  - 14.9 Orthopedic and health impairments.
  - 14.10 Implications of orthopedic and other health impairments on transition planning.
  - 14.11 Post-school employment or educational environments.
  - 14.12 Strategies for adapting or supporting work tasks or work-related activities of students with orthopedic or other health impairments.
  - 14.13 Evaluation planning for transition services for youth with orthopedic and other health impairments.
- 15.0 Provide and demonstrate applications for youth with traumatic brain injury.
  - 15.1 Description, incidence, and prevalence of traumatic brain injury.
  - 15.2 Unique challenges and difficulties faced by young people with traumatic brain injury.
  - 15.3 Transition from the hospital back to school.
  - 15.4 Strategies for helping youth with traumatic brain injury enter the workplace.

## 8. Evaluation of Student Outcomes:

***[Note to instructor—Each instructor will determine and insert the appropriate strategies to assess student achievement in this course (e.g., see possible examples below). See Program Key Assessment and Rubric for this course.]***

The following assessment strategies may be used to evaluate student achievement of course goals and objectives:

- Presentation to group re philosophy of transition (10 points): You will prepare and present a presentation to the group on the contemporary philosophy of transitioning. You may choose one particular aspect and focus upon that e.g. legislation, self-determination, families etc. You need to include current theoretical approaches into your poster. An evaluation rubric is provided.

- Engagement in online discussion board (20 points): Whilst engaging in the online work you will be asked to carry out a key reading or piece of independent research, reflect on the issues and participate in small group discussions via Blackboard. Your involvement in these discussion groups will be tracked and evaluated. An evaluation rubric is provided.
- A position paper on contemporary transitional issues (70 points): The major part of your assessed work for this course will be a written assignment. It will be a position paper of at least 8 pages in length (no more than 10), double-spaced and using 12-point font. This excludes your references or appendices. The assignment is: *Critically discuss how schools and community services can increase the involvement of young people with disabilities and their families in the transition process.* Your assignment must address the following key issues but you may expand on one or two of your own choosing:
  - Scope and vision of transition
  - Planning for transition – Individual Transition Plans (ITP's)
  - Self advocacy
  - Interagency collaboration
  - Vocational placements
  - Teaching for transition
  - Families
  - Independent living
  - Reflection of practice

**Program Key Assessment: Position Paper: Contemporary Transitional Issues**

The *Position Paper: Contemporary Transitional Issues* is a Program Key Assessment for Department of Special Education MA Program. This assessment is aligned with the USF College of Education Conceptual Framework Outcomes and the National Board Professional Teaching Standards – Exceptional Needs. The Department of Special Education has identified a series of Program Key Assessments throughout the program of study that will be assessed by faculty to determine if the MA student is progressing toward competency in the standards listed above. Students must demonstrate competency by performing satisfactorily on all standards associated with each Program Key Assessment. Satisfactory performance constitutes a score of 3 or above on each of the components in the Program Key Assessment Rubric. If the MA student does not achieve competency on the first attempt, the Program Key Assessment must be re-submitted until competency is achieved. At the discretion of the department, the grade on subsequent attempts might not be used in the computation of the final grade for the course. Competency on the Program Key Assessment must be achieved by the date designated in the course syllabus.

**9. Grading System:**

Grades will be determined based on the following scale:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 65% - 69%

F = below 65%

Assignment of plus or minus grades may be implemented per university guidelines.

**No grade below "C" will be accepted toward a graduate degree. This includes C- grades.**

**Grading Criteria:**

- Presentation to group re philosophy of transition (10 points)
- Engagement in discussion groups (potentially online discussion board) (20 points)
- A position paper on contemporary transitional issues (70 points)

**10. Recommended Texts and/or Readings:**

Wehman, P. (2001). *Life Beyond the Classroom: Transition Strategies for Young People with Disabilities*. Baltimore: Paul H. Brookes.

Department of Education (2001) *Dare to Dream*

Additional reading suggested by professor and self-initiated

**11. Attendance and Other Class Policies, if applicable:**

Students are expected to attend all scheduled classes (no cut policy).

**Expectations for Course Participation:** Your involvement in the class sessions will add to your learning and the learning of those around you. Each student is expected to attend class sessions, complete in-class activities/assignments according to the evaluation criteria, and participate in class discussions and activities in a professional courteous manner.

**12. ADA Statement:**

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

**13. USF Policy on Religious Observances:**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

**14. Web Portal Information:**

Why are the NetID and USF mail account important to students? Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Students should go to the Academic Computing website (<http://www.acomp.usf.edu>) and select the link "Activating a

*Student E-mail Account*” for detailed information. Information about the USF Web Portal can be found at: <http://www.acomp.usf.edu/portal.html>

## **15. Academic Dishonesty:**

Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment, as well as plagiarism.

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an “F” or a numerical value of zero on the subject paper, lab report, etc., an “F” or an “FF” grade (the latter indicating academic dishonesty) in the course, suspension, or expulsion from the University. A student who receives an “FF” grade may not use the university's Grade Forgiveness Policy if the course is subsequently repeated. An “FF” grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student's registration in the course will be reinstated until the issue is resolved. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript with the formal notation: Dismissed for Academic Dishonesty.

**Detection of Plagiarism:** The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. As the instructor of this course, I reserve the right to (1) request that assignments be submitted to me as electronic files and (2) electronically submit assignments to *SafeAssignment.com*, or (3) ask students to submit their assignments to *SafeAssignment.com* through *myUSF*. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. Through this service, the instructor receives a report showing exactly how a student's paper was plagiarized. For more information about *SafeAssignment* and plagiarism, go to <http://www.c21te.usf.edu> and click on Plagiarism Resources. For information about plagiarism in the USF undergraduate catalogue, go to: <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

## **16. Academic Disruption:**

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent,

disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student record. Particularly serious instances of disruption or the academic process may result in suspension or permanent expulsion from the University.

University of South Florida

DEPARTMENTAL COURSE SYLLABUS

Attachment I  
MATRIX

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
<p><b>1. Identify the scope and vision of transition.</b></p> <p>1.1 Define transition as it has been used to describe secondary and post-secondary services.</p> <p>1.2 Types of transitions faced by youth with disabilities.</p> <p>1.3 Guiding principles critical to understanding the transition from school to adulthood.</p> <p>1.4 Legislation pertaining to children with disabilities, including IDEA and its reauthorization (The ITP and its implementation age), 1997 and Americans with Disabilities Act (ADA) of 1990.</p> <p>1.5 Role and importance of student choice in transition planning.</p>	<p>a. Presentation</p> <p>b. Discussion groups</p> <p>c. Position paper</p>	<p>NBPTS: 1, NBPTS: 3, NBPTS: 5, NBPTS: 6, NBPTS: 7, NBPTS: 8, NBPTS: 9, NBPTS: 10, NBPTS: 11, NBPTS: 12, NBPTS: 13</p> <p>COE:1</p>
<p><b>2. Expand participation and choice of students and families.</b></p> <p>2.1 The role of family in transition planning.</p> <p>2.2 Family expectations for children with disabilities in terms of transition outcomes.</p> <p>2.3 Ways that youth with disabilities can communicate their transition needs.</p> <p>2.4 Family support programs and why they are important.</p> <p>2.5 Developing family support plans.</p> <p>2.6 The role of the family in transition planning.</p>	<p>a. Presentation</p> <p>b. Discussion groups</p> <p>c. Position paper</p>	<p>NBPTS: 1, NBPTS: 3, NBPTS: 5, NBPTS: 6, NBPTS: 8, NBPTS: 10, NBPTS: 12, NBPTS: 13</p> <p>COE 1, COE 2, COE 6</p>

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
2.7 Family expectations for children with disabilities in terms of transition outcomes. 2.8 Ways that youth with disabilities can communicate their transition needs. 2.9 Recommendations for developing family support plans.		
<b>3. Plan transition with the community.</b> 3.1 Important components that should be in any effective model of transition. 3.2 The role of business and industry in transition. 3.3 The principle of shared responsibility. 3.4 Career education and transition models.	a. Discussion groups b. Position paper	NBPTS: 1, NBPTS: 3, NBPTS: 5, NBPTS : 6, NBPTS: 7, NBPTS: 9, NBPTS: 10, NBPTS: 12, NBPTS: 13  COE 1
<b>4. Plan and implement individualized transition programs.</b> 4.1 Individualized Education Programs (IEPs) and Individualized Transition Plans (ITPs). 4.2 Seven major steps in designing and implementing ITPs.	a. Discussion groups b. Position paper c. Presentation	NBPTS: 1, NBPTS: 3, NBPTS: 5, NBPTS: 6, NBPTS: 8, NBPTS: 10, NBPTS: 12, NBPTS: 11, NBPTS: 13  COE 1, COE 6
<b>5. Promote interagency cooperation.</b> 5.1 Interagency agreement and why it is important. 5.2 Role and importance of local planning and the community care team. 5.3 Activities of the community care team. 5.4 Key terms that should be included in interagency agreements. 5.5 Agencies that should participate in transition planning.	a. Presentation b. Discussion groups d. Position paper	NBPTS: 3, NBPTS: 5, NBPTS: 7, NBPTS: 12  COE 1, COE 6

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
<p><b>6. Teach for transition.</b></p> <p>6.1 Selection of instructional transition objectives. 6.2. Curriculum resources for transition. 6.3. Modifying materials 6.4 Community-based training 6.5. Sequence of response prompts, task analysis, and reinforcement in implementing transition instruction.</p>	<p>a. Presentation b. Discussion groups c. Position paper</p>	<p>NBPTS: 1, NBPTS: 5, NBPTS: 6, NBPTS: 7, NBPTS: 8, NBPTS: 9, NBPTS: 10, NBPTS: 11, NBPTS: 12, NBPTS: 13</p> <p>COE 1, COE 2, COE 6</p>
<p><b>7. Identify and find jobs for young people with disabilities.</b></p> <p>7.1 Methods for identifying business contacts. 7.2 Effective presentation methods to a potential employer. 7.3 Overcoming specific employer objections 7.4 Job carving.</p>	<p>a. Discussion groups a. Position paper</p>	<p>NBPTS: 1, NBPTS: 5, NBPTS: 6, NBPTS: 7, NBPTS: 9, NBPTS: 10</p> <p>COE 1</p>
<p><b>8. Understand the concept of vocational placements and careers for individuals with disabilities.</b></p> <p>8.1 Values that should be associated with quality work programs. 8.2 Vocational integration. 8.3 Vocational Rehabilitation services. 8.4 Models of vocational placement. 8.5 Supported employment. 8.6 Sheltered employment. 8.7 Natural supports in the workplace. 8.8 Integrated and segregated employment</p>	<p>a. Discussion groups b. Position paper</p>	<p>NBPTS: 5, NBPTS: 6, NBPTS: 7, NBPTS: 8, NBPTS: 9, NBPTS: 10</p> <p>COE 1, COE 2, COE 6</p>

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
<p><b>9. Understand the concept of independent living.</b></p> <p>9.1 Continuum-based residential models and models based on individualized supports.</p> <p>9.2 Options for supporting individuals where and with whom they wish to live.</p> <p>9.3 Steps for identifying and utilizing community and workplace supports.</p> <p>9.4 Person-centered services.</p> <p>9.5 Transportation support for individuals living in the community.</p> <p>9.6 Behavioral supports in the community.</p>	<p>a. Presentation</p> <p>a. Discussion groups</p> <p>c. Position paper</p>	<p>NBPTS: 5, NBPTS: 6, NBPTS: 7, NBPTS: 8, NBPTS: 10, NBPTS: 12</p> <p>COE 1, COE 2, COE 6</p>
<p><b>10. Provide and demonstrate applications for youth with mild mental retardation.</b></p> <p>10.1 Characteristics of transition education for students with mild mental retardation.</p> <p>10.2 Problems of a school-only approach to vocational training.</p> <p>10.3 Community-based vocational sites.</p> <p>10.4 U.S. Department of Labor regulations associated with community training.</p> <p>10.5 Personal futures planning (comprehensive longitudinal individualized programs).</p> <p>10.6 Supported employment for individuals with mild mental retardation.</p>	<p>a. Discussion groups</p> <p>b. Position paper</p>	<p>NBPTS: 1, NBPTS: 3, NBPTS: 5, NBPTS: 6, NBPTS: 8, NBPTS: 9, NBPTS: 10, NBPTS: 11</p> <p>COE 1, COE 2, COE 6</p>
<p><b>11. Provide and demonstrate applications for youth with severe disabilities.</b></p> <p>11.1 Characteristics of transition education for</p>	<p>a. Discussion groups</p> <p>b. Position paper</p>	<p>NBPTS: 1, NBPTS: 3, NBPTS: 5, NBPTS: 6, NBPTS: 8, NBPTS: 9, NBPTS: 10, NBPTS: 11, NBPTS: 12</p>

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
students with severe disabilities. 11.2 Problems of a school-only approach to vocational training. 11.3 Community-based vocational sites. 11.4 U.S. Department of Labor regulations associated with community training. 11.5 Personal futures planning. 11.6 Supported employment for individuals with severe disabilities.		COE 1, COE 2, COE 6
<b>12. Provide and demonstrate applications for youth with sensory impairments.</b> 12.1 Demographic information concerning youth with sensory impairments. 12.2 Unique learning and behavior characteristics of youth with sensory impairments. 12.3 Assessment strategies and processes for youth with sensory impairments. 12.4 Effective teaching and instruction strategies for youth with sensory impairments. 12.5 Developing effective ITPs for youth with sensory impairments. 12.6 Assessing the quality of transition services implementation. 12.7 Major technologies available for youth with sensory impairments. 12.8 Community travel strategies for youth with sensory impairments.	a. Discussion groups b. Position paper	NBPTS: 1, NBPTS: 3, NBPTS: 5, NBPTS: 6, NBPTS: 8, NBPTS: 9, NBPTS: 10, NBPTS: 11 NBPTS: 12  COE 1, COE 2, COE 6
<b>13. Provide and demonstrate applications for youth with learning disabilities.</b> 13.1 Pervasive impact of learning disabilities upon a student's life.	a. Discussion groups b. Position paper	NBPTS: 1, NBPTS: 3, NBPTS: 5, NBPTS: 6, NBPTS: 8, NBPTS: 9, NBPTS: 10, NBPTS: 11

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
13.2 Assessment process. 13.3 Unique challenges presented by youth with learning disabilities. 13.4 Alternative transition strategies for students entering post-secondary education or employment settings. 13.5 Post-school follow-up. 13.6 Role of the transition team and student/family involvement.		COE 1, COE 2, COE 6
<b>14. Provide and demonstrate applications for youth with emotional and behavioral disorders.</b> 14.1 Mental health needs of students with emotional and behavioral disorders. 14.2 Behavioral characteristics of students with emotional and behavioral disorders. 14.3 Positive effects of work and employment for students with emotional and behavioral disorders. 14.4 Role of student choice. 14.5 Self-control techniques. 14.6 The job club for youth with emotional and behavioral disorders. 14.7 Supported employment for youth with emotional and behavioral disorders.	a. Discussion groups b. Position paper	NBPTS: 1, NBPTS: 3, NBPTS: 5, NBPTS: 6, NBPTS: 8, NBPTS: 9, NBPTS: 10, NBPTS: 11  COE 1, COE 2, COE 6
<b>15. Provide and demonstrate applications for youth with orthopedic and other health impairments.</b> 15.1 Orthopedic and health impairments. 15.2 Implications of orthopedic and other health impairments on transition planning. 15.3 Post-school employment or educational environments.	a. Discussion groups b. Position paper	NBPTS: 1, NBPTS: 5, NBPTS: 6, NBPTS: 8, NBPTS: 9, NBPTS: 10, NBPTS: 11  COE 1, COE 2, COE 6

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
15.4 Strategies for adapting or supporting work tasks or work-related activities of students with orthopedic or other health impairments. 15.5 Evaluation planning for transition services for youth with orthopedic and other health impairments.		
<b>16. Provide and demonstrate applications for youth with traumatic brain injury.</b> 16.1 Description, incidence and prevalence of traumatic brain injury. 16.2 Unique challenges and difficulties faced by young people with traumatic brain injury. 16.3 Transition from the hospital back into the school. 16.4 Strategies for helping youth with traumatic brain injury enter the workplace	a. Discussion groups b. Position paper	NBPTS: 1, NBPTS: 3, NBPTS: 5, NBPTS: 6, NBPTS: 8, NBPTS: 9, NBPTS: 10, NBPTS: 11, NBPTS: 12  COE 1, COE 2, COE 6