



## Educating Exceptional Students

4 credits

Fall 2025

Instructor: Holly Friedrich

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Office: 100G

Office hours: 2:45-3:30 A days

Description: This course explores exceptional students that are in every classroom. Various topics reflect priorities for preparing general education teachers to effectively instruct all their students. Field experience will also be embedded into this course

Required Resources: Fully charged iPad

### Course Objectives:

VCSU School of Education aligns course curriculum with ND State Standards, InTASC Standards, Program Learning Outcomes, and Teaching for Learning Capstone (TLC)

See Attachment for Objectives and Standards

### Introduction to Inclusive Teaching (INTASC 2, 3, 9, 10)

Summarize legal foundations, litigation, and legislation regarding services to special needs populations.

Apply and use “people-first” language.

Identify the categories of disabilities.

Explain the basic components of IDEA – zero reject, nondiscriminatory evaluation, appropriate education, least restrictive environment, procedural due process and parent-student participation.

### Collaboration: Partnerships & Procedures (INTASC 1-5, 9, 10)

Reflect on how the use of a universally designed learning experience can support students with exceptionalities and contribute to the overall quality of curriculum and instruction.

Differentiate among various placement options.

Recall key characteristics of inclusion.

Discuss the importance of establishing partnerships among special and general educators and paraprofessionals.

Describe how collaboration can enable students with disabilities to progress through the general

curriculum.

Teaching Students with Higher-Incidence Disabilities (INTASC 2- 10)

Describe and discuss the prevalence and characteristics of students with communication disorders, learning disabilities, intellectual disabilities, behavioral disorders and emotional behavioral disabilities.

List, describe and recommend adaptations and modifications to promote inclusion of students with higher-incidence disabilities.

Teaching Students with Lower-Incidence Disabilities (INTASC 2-10)

Describe and discuss the prevalence and characteristics of students with sensory impairments, physical disabilities, other health impairments, severe and multiple disabilities, and autism.

List, describe and be able to recommend adaptations and modifications to promote inclusion of students with lower-incidence disabilities.

Teaching Students with Other Special Learning Needs (INTASC 2-10)

Describe and discuss the prevalence and characteristics of students with ADD, ADHD, gifted, creative, or talented, culturally, and linguistically diverse backgrounds, and students at risk for school failure.

List, describe and be able to recommend adaptations and modifications to promote inclusion of students with other diverse learning needs.

Improving Classroom Behavior & Social Skills (INTASC 2, 5)

Identify effective classroom management strategies.

Describe interventions to improve social behavioral skills.

Assignments and Grading:

This class will meet block 4B.

Grading Weights

Unit Notes 10%

Assignments 20%

Practicum and Journal 20%

Unit Assessments 20%

Capstone 30%

Practicum Experience

An invaluable experience of this class is your practicum experience. You will be participating in 12 hours of practicum time where you will be able to put what we have learned and discussed into practice. You will be responsible for keeping track of your hours, a total of 12 is required, and journaling/reflecting on your experiences. We will be discussing this in more detail as we get closer to the time

**Grading Scale\*****VCSU Grading Procedure**

Total points accumulated will determine the final grade

92-100%	A
85-91%	B
77-83%	C
70-76%	D
69% and below	F

**WFHS Grading Procedure**

Total Points accumulated will determine the final grade

90-100%	A
80-89%	B
70-79%	C
60- 69 %	D
59 % and below	F

**Course Policies:****Credit Hours and Homework Expectations:**

Any assignment given is expected to be completed. Should a problem arise communicate with me as soon as possible

**Communication**

Please feel free to send me an email and I will respond within 24 hours. You may also find me during the school day.

**Late Work/Missed Work:**

There is no point deductions for late work, you will have until the end of the quarter to get any missing assignments turned in.

If students plan to be gone, please tell me before your departure. We can discuss what you will be missing. You are responsible for making up any assignments or assessments. Please talk to friends for notes or come in to get extra help during office hours.

**Academic Integrity**

To view all VCSU Academic policies including final exam policy and academic integrity policy, click [here](#).

To view WFHS Academic policies, check [here](#)

**Statement Addressing Student Use of AI Tools**

- All work submitted in this course must be your own. When including information obtained from any external source, including Artificial Intelligence sources, you are expected to quote and cite that source accurately. Failure to cite sources accordingly will constitute academic dishonesty.