DIVISION: Teacher Education
PROGRAM AREA: Teacher Education
COURSE: TED 7060-001
TITLE: Inclusive Teaching
COURSE CREDIT: 3 credit hours
PREREQUISITES: MED, EDD, or PHD status or approval of instructor

"Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies; it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone."
Diane Richler, President, Inclusion International

COURSE DESCRIPTION & LEARNING OUTCOMES
This course has two emphases. First, it provides graduate students with foundational knowledge about the philosophy and sociology of inclusive education as it relates to students who are members of marginalized groups. Second, it provides students with opportunities to learn basic skills of curriculum and teaching for inclusion.

Learning outcomes include the following.
• Identify three principles of democratic education and their relationship to marginalized students.
• Define ableism and ability privilege.
• Identify examples of 3 disability stereotypes.
• Discuss the ways in which the ideology of normalcy structures education.
• Discuss the disability rights movement, its relationship to other civil rights movements, and the impact of rights movements on teaching and learning.
• Identify the social justice principles associated with inclusive education and the role of the teacher in teaching for social justice.
• Discuss critical pedagogies of belonging: what are they? what are their purposes? what do they look like? what do they sound like? how do they create inclusion?
• Identify the models for co-teaching and collaboration necessary to work collaboratively in inclusive environments and discuss the dispositions needed to successfully collaborate with colleagues.
• Discuss the importance and types of expertise of families of children from marginalized groups and the strategies for partnering with them to improve student learning and create inclusive schools.
• Identify bias and discrimination in schools and describe anti-bias strategies that can be used by teachers and schools to create inclusion (e.g., least dangerous assumption, presumed competence, discourses of inclusion, spaces of inclusion, challenging normalcy).
• Plan one’s personal implementation of inclusive education, curriculum and pedagogy.
• Develop and implement a UDL lesson plan.

TEXTS (required, *=online/account req’d)

VIDEOS (required, in BB)
When Billy broke his head and other tales of wonder (documentary)
Including Samuel (documentary)
When the moon come up
Talia (singing with a friend)
Stella’s TED talk, Disability porn
Dan Habib’s TED talk, Disabling segregation

COURSE REQUIREMENTS & ASSIGNMENTS
1. Assigned Course Readings—read text before class (see class schedule)
2. In-class Activities & Assignments (70 points, 5 points per scheduled class, you get 2 absences without penalty)
3. Plans for inclusive teaching: (a) creating democratic education, (b) addressing ableism, (c) challenging normalcy, (d) building structures of inclusion, (e) facilitating critical care & belonging  
   (50 points, 10 points per plan)

4. Create, teach, and reflect on a UDL lesson plan 
   (50 points)

5. Final project: putting it all together: your plan for inclusive teaching 
   (50 points)

**GRADING**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
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<tr>
<td>90-92.9%</td>
<td>A-</td>
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<tr>
<td>87-89.9%</td>
<td>B+</td>
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<tr>
<td>83-86.9%</td>
<td>B</td>
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<tr>
<td>80-82.9%</td>
<td>B-</td>
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<tr>
<td>77-79.9%</td>
<td>C</td>
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<tr>
<td>73-76.9%</td>
<td>C</td>
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<tr>
<td>Below 73%</td>
<td>F</td>
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**CLASS POLICIES**

**Snow/Instructor Illness**
If snow or illness prevents me from getting to campus I will email you at your WSU email address. Check your email before coming to class each week to be sure we are meeting. I will also have a sign posted on our classroom door.

**Email Communication**
By policy, I must use the WSU email system for all email communications. This means that you will need to check your WSU email regularly. It is possible to have your WSU email directed to your private email. The IT department can help with that.

**Best Way to Reach Me**
The best way to reach me is via email: susan.gabel@wayne.edu. I can check my email regardless of whether or not I am on campus. I regularly check email.

**Participation Points**
Participation in class is worth 5 points per class. These are not attendance points. They are given for in-class assignments, many of which are personal and group reflections. Everyone will be given up to 2 absences without penalty. Participation requires active engagement with the class discussion, activities, and content. Active engagement requires respectful focus on one’s colleagues; attention to the topic at hand throughout the full class session; professional and collaborative debates, particularly when there are differences of opinion.

**Original Work**
All work submitted for this class must be original and not done for other classes.

**Due Dates**
All work is due on time. Points will be deducted for late work.
**Technology Use**
Telephone, computer, and other technology use not permitted in class unless you require an ADA accommodation. Put your cell phone on vibrate if you need to respond to urgent calls.

**Written Assignments**
All written assignments (except for in-class assignments) must be submitted via BlackBoard. They must be typed, double spaced, 12-point font, 1 inch margins. Spelling, grammar, and other writing mechanics must be correct. Assignments with poor spelling, grammar, etc., will be returned for revision and will be counted as late. Revisions may be required. In that case, my feedback will guide your revisions.

**UNIVERSITY POLICIES**

**Students with Disabilities**
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adams Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’s mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible. To learn more about your rights and responsibilities as a student with disabilities, please http://studentdisability.wayne.edu/rights.php.

**Plagiarism is a Major Offense**
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Religious Observance Policy**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**University Withdrawal Policy**
Students who withdraw from a course will receive a grade of WP, WF, or WN. The last day to withdraw from this course can be found at: http://reg.wayne.edu/faculty/deadlines.php
*WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
*WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
*WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day. Please review the university’s Withdrawal Policy at: - http://reg.wayne.edu/students/policies.php.

Incomplete Grade Policy
The mark of "I" (Incomplete) is given to a student when s/he has not completed all of the course work as planned for the term and when there is, in the judgment of the instructor, a reasonable probability that the student will complete the course successfully without again attending regular class sessions.

UNIVERSITY RESOURCE
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

CLASS SCHEDULE, READINGS, & ASSIGNMENTS
*** Please note that the class schedule, required course assignments, required course readings, and/or due dates for required assignments may be modified with advance notice from the instructor. ***

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>#2: 1/17/17</td>
<td>Part I, Inclusive Education: Democratic education</td>
<td>Laguardia &amp; Pearl, Educational reform for the 21st century</td>
<td>Your plan for creating democratic education in your classroom (see syllabus page 9 for directions, rubric in BB)</td>
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<tr>
<td>#4: 1/31/17</td>
<td>Part I, Inclusive Education: Marginalized students</td>
<td>Danforth chapters 1-4 (in BB), <em>Becoming a great inclusive educator</em></td>
<td>Video: <em>When Billy broke his head</em></td>
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<td>#6: 2/14/17</td>
<td>Part II, Inclusive curriculum:</td>
<td>Meyer et al, chapters 1 and 2</td>
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Your plan for addressing ableism in your classroom (see syllabus page 9 for directions)

Including Samuel response: your plan for creating structures of inclusion in your classroom. See syllabus page 9 for directions.
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<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Assignment</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>3/14/17</td>
<td>SPRING BREAK</td>
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<td>Video: <em>When the moon come up</em></td>
<td>Sometime during weeks 11-13 teach your lesson to a group of diverse</td>
</tr>
<tr>
<td>#14: 4/11/17</td>
<td>Part III, Inclusive pedagogy: Making it work</td>
<td>Danforth, chapter 18 Video: Talia singing Ferguson, Infusing disability studies into the general education curriculum</td>
<td>Sometime during weeks 11-13 teach your lesson to a group of diverse students. You can submit the whole lesson plan any week 13-15.</td>
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<tr>
<td>#15: 4/18/17</td>
<td>Part III, Inclusive pedagogy: Putting it all together</td>
<td>COE lesson planning framework, section 4: teacher reflection AND submit your whole lesson plan if you haven’t done that yet. AND Finalized PLAN FOR INCLUSIVE TEACHING with 7 parts organized to support your implementation of your plans: (1) your philosophy of inclusion (1 page), (2) your plan for democratic education in your classroom (incl. 3 principles), (3) your plan for addressing</td>
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DIRECTIONS FOR WRITING THE FIVE PLANS

These are direction for writing your plans for (a) creating democratic education, (b) addressing ableism, (c) creating structures of inclusion, (d) challenging normalcy, and (e) facilitating critical care and belonging. The grading rubric is in BB.

Each plan should use the content of the reading for that week as its guide. In other words, for week 2, the democratic education plan should be based on the reading by Laguardia & Pearl and should address the three principles of democratic education. How, specifically, do you plan to create democratic education in your classroom and/or school?

Each plan should be 2-3 pages of narrative writing. Visuals may help you communicate your plans so feel free to use them. DO NOT tell me what the article said. Rather, tell me what you intend to do in your particular context based on what the article said.

Plan for creating democratic education: focus on what you intend to do in your classroom/school that will address the 3 principles the authors provide as a framework. Be specific, give examples. Identify the ways in which democratic education is at risk in your context and what you will do to change that.

Plan for addressing ableism: what, specifically, will you do to address ableism in your classroom/school? This should include specific examples of ableism in your classroom/school and how you will respond to them.

Plan for creating structures of inclusion: what, specifically, will you do to create structures of inclusion in your classroom/school? This should include examples of exclusion AND inclusion in your school and steps you will take to remove exclusion and barriers to inclusion as well as how you will support and improve the inclusion that is already happening.

Plan for challenging normalcy: identify specific ways in which the ideology of normalcy is enacted in your classroom/school. Discuss the implications of this. Describe your plan for challenging normalcy in your classroom.
Plan for facilitating critical care and belonging: what, specifically, do you plan to do to create and maintain critical care and belonging for all students but particularly marginalized students in your classroom/school? In discussing students, be sure to use the strengths-based model.