

Cluster	Subject Title	Instructor	Credit	Semester
K-P	Inclusive Education	Dr. Hsiao-Lan Sharon Wang	2	Winter 2026
<b>Subject Description</b>				
<p>Historically, the concept of inclusion evolved from earlier practices of segregating children with disabilities into special schools or institutions. From the 1960s and 1970s, there was a shift toward integration—placing children with special needs in regular classrooms when possible. However, integration often maintained segregation and inequality. The 1970s marked a critical change in the USA toward inclusion, focusing not just on placement but transforming teaching and learning processes to truly accommodate all students. Inclusion rejects segregation entirely and promotes full participation and respect for all students’ social, civil, and educational rights. Over time, inclusive education has expanded beyond just disability to embrace diversity in all its forms, including cultural, linguistic, and social diversity. This evolution has been influenced by human rights frameworks such as the United Nations' Universal Declaration of Human Rights and the 2006 UN Convention on the Rights of Persons with Disabilities, which emphasize education without discrimination.</p> <p>Now inclusive education means teaching in a way that helps every student learn in ways that matter, are useful, and can be understood by all. It is based on the idea that everyone’s differences make learning richer and more interesting for everyone. Inclusive education practices, usually associated with services for students with special needs, are now recognized as an essential characteristic for all schools and for all students.</p> <p>In this subject, a series of lectures and activities will be given to provide an overview of the principles, policies, and philosophies about inclusion. The Universal Design for Learning approach to curriculum design for students with disabilities or diverse needs will be a central focus as well as evidence and research-based approaches to teaching all kinds of students in mainstream school settings.</p>				
<b>Objective</b>				
<ul style="list-style-type: none"> <li>● To develop students’ understanding of the philosophy, principles, and relevant regulations of inclusive education.</li> <li>● To enhance students’ awareness of the current status of inclusive education internationally.</li> <li>● To cultivate students’ ability to collaborate with other educators and to foster a positive attitude toward working with families, professionals, and colleagues.</li> <li>● To foster students’ professionalism and dedication to education.</li> </ul>				
<b>Learning Method</b>				
<ul style="list-style-type: none"> <li>● <b>Lectures</b></li> <li>● <b>Sharing of Inclusive Education Case Studies</b> <ul style="list-style-type: none"> <li>-Asian Case Studies</li> <li>-International Case Studies</li> </ul> </li> <li>● <b>Film Viewing</b></li> <li>● <b>Group and Class Discussions</b></li> <li>● <b>Reports/Presentations</b></li> </ul>				
<b>Content</b>				

Requirement	
None	
Evaluation	
1. Active participation in the discussions	30%
2. Group reports and presentations	40%
3. Individual reflections	30%
Textbook and reference (please indicate which are to be provided by instructor and which students need to find by themselves)	
<ul style="list-style-type: none"> <li>● Cooc, N. (2019). Teaching students with special needs: International trends in school capacity and the need for teacher professional development. <i>Teaching and Teacher Education</i>, 83, 27-41.</li> <li>● Crispel, O., &amp; Kasperski, R. (2021). The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. <i>International Journal of Inclusive Education</i>, 25(9), 1079-1090.</li> <li>● Darrow, A. (2009). Barriers to effective inclusion and strategies to overcome them. <i>General Music Today</i>, 22(3), 29-31.</li> <li>● Downing, J. E. (2008). <i>Including students with severe and multiple disabilities in typical classrooms</i>. Baltimore, MD: Paul H.</li> <li>● Florian, L. (2019). On the necessary co-existence of special and inclusive education. <i>International Journal of Inclusive Education</i>, 23(7-8), 691-704.</li> <li>● Gilmour, A. F. (2018). Has inclusion gone too far? Weighing its effects on students with disabilities, their peers, and teachers. <i>Education next</i>, 18(4), 8-17.</li> <li>● Jia, L., &amp; Santi, M. (2021). Inclusive education for students with disabilities in the global COVID-19 outbreak emergency: Some facts and thoughts from China. <i>Disability &amp; Society</i>, 36(7), 1186-1191.</li> <li>● Jordan, A., Schwartz, E., &amp; McGhie-Richmond, D. (2009). Preparing teachers for inclusive classrooms. <i>Teaching and Teacher Education</i>, 25(4), 535–542. <a href="http://dx.doi.org/10.1016/j.tate.2009.02.010">http://dx.doi.org/10.1016/j.tate.2009.02.010</a></li> </ul>	

- Miller, A. L., Wilt, C. L., Allcock, H. C., Kurth, J. A., Morningstar, M. E., & Rupp, A. L. (2022). Teacher agency for inclusive education: an international scoping review. *International Journal of Inclusive Education*, 26(12), 1159-1177.
- Ruijs, Nienke M., & Peetsma, Thea T. D. (2009). Effects of inclusion on students with and without special educational needs reviewed. *Educational Research Review*, 4(2), 67-79. doi: 10.1016/j.edurev.2009.02.002
- Soodak, L. C. (2003). Classroom management in inclusive settings. *Theory into Practice*, 42(4), 327-333. doi:10.1353/tip.2003.0050
- Wehmeyer, M. L., Shogren, K. A., & Kurth, J. (2020). The state of inclusion with students with intellectual and developmental disabilities in the United States. *Journal of Policy and Practice in Intellectual Disabilities* [Advanced publishing online] <https://doi.org/10.1111/jppi.12332>
- Villa, R. A., & Thousand, J. S. (Eds.). (2005). *Creating and inclusive school*. ASCD.

Pre-course reading and preparation (if any)

None