

DEPARTMENT: Education

COURSE OUTLINE – Fall 2026

ED2440: Intro to Diversity and Inclusive Education – (5-0-0) 45 Hours for 9 Weeks

Section A2 (Wednesday & Fridays)

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: Angela DesBarres
OFFICE:

PHONE:
E-MAIL:
ADesBarres@polytech.ca

OFFICE HOURS: Appt upon request
Location: A305 1:00 – 3:20
(Wednesday & Friday)
DELIVERY MODE(S): In person

IMPORTANT DATES:

First Day of Class: September 2, 2026
ADD/Delete Date: September 14, 2026
50% Withdrawal Date: October 4, 2026
Withdrawal Date: October 28, 2026
Last Day of Classes: October 30, 2026
Exam Week: November 2 – 6, 2026
Final Exam: **No Final Exam** Project due week of exam week.

CALENDAR DESCRIPTION:

ED2440 is an exploration of the diversity of learners within an inclusive classroom.

Course content will focus on knowledge of exceptionalities, inclusive learning, universal design for learning, differentiated instruction, accommodations, referral procedures, collaboration skills, and development of individual program plans.

Students will also focus on the importance of inclusive learning environments. Students will develop a vision and philosophy of inclusion in education.

PREREQUISITE(S): ED1020or ED1040

REQUIRED MATERIALS:

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1. Hayward, D.V. (2019) Other Ways of Seeing Inclusive Education. Dubuque, IA: Kendall/Hunt Publishing.
2. Inclusive Education Library <https://www.learnalberta.ca/content/ieptlibrary/>
3. Medical/disability Information for Classroom Teachers (Inclusive Education Library) <https://curriculum.learnalberta.ca/cdn/resources/m/ieptLibrary/lib06.html>

You will view and study assigned course readings (both text and video) throughout the course and apply knowledge to in-class activities and assignments.

LEARNING OUTCOMES:

1. Develop an understanding of 'diversity'.
2. Develop an understanding of an inclusive environment within the classroom.
3. Students will learn what exceptionalities are.
4. Students will understand what inclusive learning looks like, sounds like, feels like.
5. Students will look in depth at differentiation.
6. Students will develop an understanding of Universal Design for Learning.
7. Students will look at the different forms of referral that are made in regional/local school divisions
8. Students will understand how important collaboration with 'team' and colleagues becomes when working to meet the needs of all students.
9. Students will acquire knowledge about Individual Program Planning.
10. Students will develop their own vision for inclusivity in the classroom.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check the transferability of this course at the Alberta Transfer Guide main page <http://www.transferralberta.alberta.ca>.

**** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS/Assignments:

Assessment and Grading:

Detailed information, including the objectives, expectations and assessment criteria will be provided for each assignment/discussed in class at the appropriate time. Samples of what must be included in assignments will also be used in class to provide scaffolding for students. Grading will be carried out in accordance with the policies of the General Faculties Council and the Faculty of Education. For this course, the Absolute Grading System will be used. Please see the attached explanation from the Faculty of Education.

Assignment	Due Date	Weight
Lesson Makeover	October 29	20%
Classroom Barrier	October 15	20%
First Video Reflection	Sept 17	10%
Final Video Reflection	November 3	10%
The Inclusive Educator's Field Guide; Teacher Tool kit.	Week of November 3	30%

Participation	Ongoing, exit slips and in-class assignments	10%
		100%

GRADING CRITERIA

Please note that most institutions will not accept your course for transfer credit **IF** your grade is less than C-.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

Policy on Late Assignments: Assignments will be handed in or submitted electronically into D2L **on the assigned day**. Assignments turned in or submitted electronically after this time will be considered late and may be penalized at 5% per day. In exceptional circumstances, you may be able to negotiate with the instructor to hand in a late assignment without penalty, but this would need to be agreed to in advance of the due date.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Course Schedule: ED2440 Section A2 and B2			
Week	Topics	Concepts	Assignments
1 Building Inclusive Classrooms	Inclusion, Belonging and learner profiles	Inclusion; exceptionality; segregation; advocacy; disability; beliefs and attitudes; fixed and growth mindsets.	First Video Reflection – Introduced Record an initial reflection on beliefs about inclusion and learner variability. Inclusive Educator's Field Guide / Teacher Toolkit – Launch Choose a focus learner and begin collecting course tools and reflections.



	Ways of Seeing Disability	Medical, social and diversity models; ableism; person-first and identity-first language; pathognomonic and interventionist perspectives; presuming competence.	
2 Seeing Learners Differently	From 'average' learners to learner variability	Exceptionalities; diversity; efficacy; barriers; supports; presuming competence; learner variability.	First Video Reflection – Due Submit by the end of Day Sept 17 (10%) Classroom Barrier Walk – Introduced Identify environmental, instructional, social, and participation barriers.
	Relationships, peer supports and educational assistants	Proximity; support networks; peer programs; friendship barriers; EA roles; independence and belonging.	
3 Designing before problems occur	Universal Design for Learning Foundations	UDL; learner variability; barriers; goals; learning environment; recognition, strategic and affective networks.	Classroom Barrier Walk – Workshop Apply UDL principles to analyze barriers and propose accessible design responses. Toolkit Checkpoint 1 Add learner profile, barrier analysis, and initial UDL strategies.
	Multiple Means and inclusive classroom design	Multiple means of engagement, representation, and action/expression; accessible environments; flexible participation.	
4 Making Learning Accessible	Differentiated Instruction: readiness and assessment	DI as proactive and student-centred; readiness; assessment; content, process and product; qualitative differentiation.	Classroom Barrier Walk – Due October 15 (20%) Lesson Makeover – Introduced Redesign an ordinary lesson using UDL and differentiated instruction.
	Differentiating for interest and Learning Profile	Interest; learning profile; structure and independence; single versus multiple facets; flexible pathways.	
5 When Universal Supports Aren't Enough	Response to Intervention and progress monitoring	RTI/tiered supports; screening; targeted intervention; progress monitoring; evidence; instructional response.	Lesson Makeover – Work Period / Feedback Refine supports using readiness, interest, learning profile, assessment, and tiered supports.



	Referral, School support teams and IPPs	Referral; collaborative problem solving; assessment; IPP; accommodations; modifications; roles and documentation.	
6 Nobody Teaches Alone	Collaborative roles and communication	Families; EAs; administrators; teachers; therapists; psychologists; advocacy; role clarity; confidentiality.	Lesson Makeover – Due Submit October 29. (20%) Toolkit Checkpoint 2 Add collaboration tools, communication supports, accommodations, and referral/IPP resources.
	Difficult conversations and collaborative problem solving	Listening; curiosity; shared goals; boundaries; disagreement; documentation; solution-focused language.	
7 Behaviour is Communication	Understanding behaviour, regulation and need	Behaviour; regulation; trigger; function/need; replacement skill; co-regulation; environmental change.	Toolkit Checkpoint 3 / Peer Feedback Add behaviour, regulation, trauma-sensitive, anxiety, and mental-health supports; obtain peer feedback.
	Trauma, anxiety and mental health in the inclusive classrooms	Trauma-sensitive practice; anxiety; safety; predictability; connection; scope of teacher role; referral and support.	
8 Becoming an Inclusive Teacher	Comprehensive classroom design challenge – analysis	Learner variability; resource constraints; schedules; UDL; DI; assessment; accommodations; communication.	Final Video Reflection – Introduced Revisit the initial reflection and explain how your thinking and practice have developed. Toolkit Finalization Use the comprehensive design challenge to test, revise, and justify toolkit choices.
	Comprehensive classroom design challenge – response plan	Targeted supports; IPP accommodations; assessment; family communication; defensible decision making.	
9 Inclusion Showcase	Showcase Presentations	Inclusive philosophy; UDL; DI; supports; assessment; collaboration; behaviour; communication.	Inclusive Educator's Field Guide / Teacher Toolkit – Due and Showcase Anytime Week of November 3 but before November 6, 9am (30%) Final Video Reflection – Due November 3 . (10%)

			Participation Assessed throughout the course through exit slips and in-class learning. (10%)
	Showcase presentations	Professional judgment; reflective practice; advocacy; belonging; participation; success.	

The Alberta Teaching Quality Standard (TQS)

As a student in the Faculty of Education, It is important that you are familiar with the TQS. The following from Alberta Education TQS will be addressed in class through the topics we are covering.

Alberta Teaching Quality Standard

This course is part of the Bachelor of Education program, which prepares students for Professional Certification by Alberta Education. It prepares students to meet the following competencies, which are part of the Alberta [Teaching Quality Standard](#).

The Standard states:

Quality teaching occurs when the teacher's ongoing analysis of the context and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning for all students.

The competencies and indicators within the Alberta Teaching Quality Standard that apply to this course are:

Engaging in Career-Long Learning

2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) collaborating with other teachers to build personal and collective professional capacities and expertise;
- (b) actively seeking out feedback to enhance teaching practice;
- (e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages, and values; and

Demonstrating a Professional Body of Knowledge

3. A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- (a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long-range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students; ensure that all students continuously develop skills in literacy
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
 - an understanding of students' backgrounds, prior knowledge, and experiences;
 - a knowledge of how students develop as learners.

Establishing Inclusive Learning Environments

4. A teacher establishes, promotes, and sustains inclusive learning environments where diversity is embraced, and every student is welcomed, cared for, respected and safe.

Achievement of this competency is demonstrated by indicators such as:

- (e) recognizing and responding to specific learning needs of individual or small groups of students
- (g) incorporating students' personal and cultural strengths into teaching and learning;

Applying Foundational Knowledge about First Nations, Métis, and Inuit

5. A teacher develops and applies foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of: • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and • residential schools and their legacy;
- (d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit.

STUDENT RESPONSIBILITIES:

Be aware of and review the following:

Participation

Teaching is an interactive profession. Expectations for participation fall within the following: Active, Constructive participation, regular attendance and few lates (refer to this course outline below), checking Eclass regularly for announcements and information pertaining to classes, the inappropriate use of cell phones and sidebars (see course outline below), assignments turned in on time, being prepared for class, and participating in in-class activities that may not be marked but may be expected to complete.

Attendance:

Missing a class has consequences for your learning and evaluation. You must notify the instructor before class if you are late or absent. It is your responsibility to get materials and information from classmates. Being prepared for each class is important because of the interactive nature of the learning that we will engage in; this includes: complete assignments and tasks as assigned, bring all relevant materials to class and be prepared to participate meaningfully.

If you are repeatedly absent you may receive an email notifying you of the risks associated with absenteeism. The TEN coordinator will be copied on these emails.

The university calendar states: "Since presence at lectures, participation in classroom discussions and projects, and the completion of assignments are important components of most courses, students will serve their interests best by regular attendance.

Cell phones are wonderful tools. However, to ensure a positive learning environment for all, students will be asked to refrain from using cell phones during class to answer emails, texts, or consult social media. This can be disruptive to other students and the instructor. If a student is expecting contact regarding an emergency, please let me know before class starts.

Appropriate Behaviour:

- Please ensure that your actions do not disrupt the instructor or other students in the class to ensure a positive learning environment for all.
- Arrive on time and prepared for class. Chronically arriving late is distracting to others.

- Follow your instructor's guidelines for the use of digital devices in the classroom.
- Listen to the instructor during lectures and other students during discussions. Refrain from off-task conversations that disrupt the learning of yourself and others.
- **Be prepared** for class by completing the readings, watching videos, and completing the required activities for each lesson.
- Offer comments, responses and participate in forum discussions, and provide supportive and constructive feedback to your classmates.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

****Note:** all Academic and Administrative policies are available on the same page.

Additional Information:

AI Statement:

Statements of Expectation for AI Use

Rationale

While this course does not integrate AI into assessments, students may use AI to support learning.

The instructor emphasizes a commitment to a supportive learning community by promoting ethical and transparent AI. Clear guidelines on citation, attribution, and reflection ("What did the student learn through using generative AI?") are provided for students choosing to use AI coursework. The instructor will be looking for honesty, integrity and ethical use of AI if the student uses it.

Students may use AI tools as learning support. If you use GenAI to support assignments, presentations and in-class work, you must clearly cite and attribute AI-generated content in your work

Always review AI outputs for accuracy and potentially harmful content. The instructor may prohibit GenAI use for specific tasks if it conflicts with course learning outcomes/objectives. Failure to abide by this guideline may be considered cheating.

How to cite Generative AI:

APA (7th Edition)

In Text Citation: Template: (author/Creator of AI model, Year of version used)

Examples: (OpenAI, 2024) or (Black Technology LTD, 2024)

Reference List entry:

Template: Author/creator of AI model. (year of model). Name of model (version of model) [Type or description of model]. Retrieved month day, year from <https://xxxxx>

Examples: OpenAI. (2024). ChatGPT 3.5 [Large language model]. Retrieved February 26, 2024, from <https://chat.openai.com>

Black Technology LTD (2024). *Stable Diffusion* (Online version) [Image generator]. Retrieved February 28, 2024 from <https://stablediffusionweb.com>

Supporting article: [The Artificial Intelligence disclosure \(AID\) Framework](#), By Kari D. Weaver (please see the "For Use in Education" portion of the journal article).