

AI with Intentionality:

A UDL Framework for Human-Centered Systems

PRESENTED BY

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Participant Outcomes

1. Examine how Universal Design for Learning (UDL) can guide intentional, ethical AI use in instructional and student-services contexts.
2. Diagnose how structural barriers and hidden assumptions within an instructional activity or student services workflow that may impact diverse learners.
3. Redesign an activity or workflow using the Inclusive Technology Use Framework to reduce barriers, support learner agency, and make an intentional, informed decision about whether or how technology or AI should be integrated.

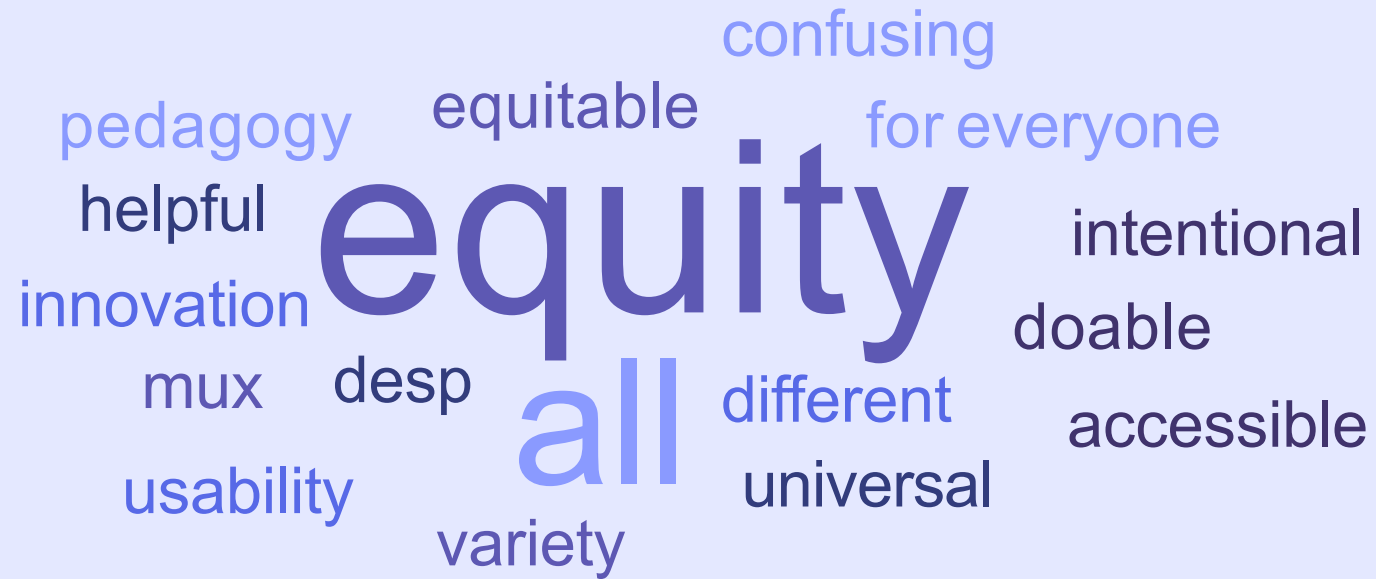


SECTION

Universal Design for Learning (UDL)

CCCCO Task Force Overview

What is your first thought when you hear Universal Design for Learning?



Overview of UDL Task Force

- The Chancellor's Office convened the Universal Design for Learning (UDL) Task Force in 2024-2025 to collaborate on an implementation approach that is suitable for California Community Colleges diverse system.
- The UDL Task Force is intended to make curriculum and learning in the classroom and in service delivery more accessible to community college students and to ensure that all students experience community college as a place where they belong.
- Chancellor's Office partnered with CAST, a nonprofit education research and development organization that created the Universal Design for Learning framework and UDL Guidelines, now used the world over to make learning more inclusive.

UDL Task Force Constituency Groups

- CCCCO Academic Affairs/Student Services
- Chief Student Services Officer Association (Co-chair)
- Academic Senate for California Community Colleges (Co-chair)
- Chief Information Systems Officer Association
- Student Senate for California Community Colleges
- Student Senate for California Community Colleges
- Disabled Student Programs and Services Director
- California Association for Postsecondary Education and Disability
- Distance Education Coordinators Organization
- CCC Accessibility Center
- Student Wellness and Mental Health
- California Community College Administrators for Occupational Education

Vision 2030

A Roadmap for California Community Colleges

Goals for our Current Students & Future Learners

Equity in Access

Equity in Support

Equity in Success

Strategic Directions

Equitable Baccalaureate Attainment *Transfer and CCC Baccalaureate High School Students, Adult Learners*

Equitable Workforce & Economic Development *High Road Training Partnerships in Healthcare, Climate, STEM, Education*

Implications for the Future of Learning *Innovation & Sustainability Advanced Data Analytics and Generative AI*

UDL Task Force Recommendations

1. Develop communities of practice to pilot UDL initiatives at local community colleges
2. Identify immediate opportunities to enable UDL efforts in existing initiatives that are underway to strengthen infrastructure and upskill faculty and staff to create a more student-centered and equitable system
3. Design a [website](#) and curate artifacts
4. Capacity Building
5. Adherence to Title II ADA Requirements
6. Data Collection & Evaluation
7. Continued progress in equity informed assessment processes and ongoing professional development

Chancellor's Office Approach to AI Governance



Human-centered design, ensuring AI tools support rather than replace human judgment and relationships



Equity and access, with particular attention to historically underserved students and under-resourced colleges



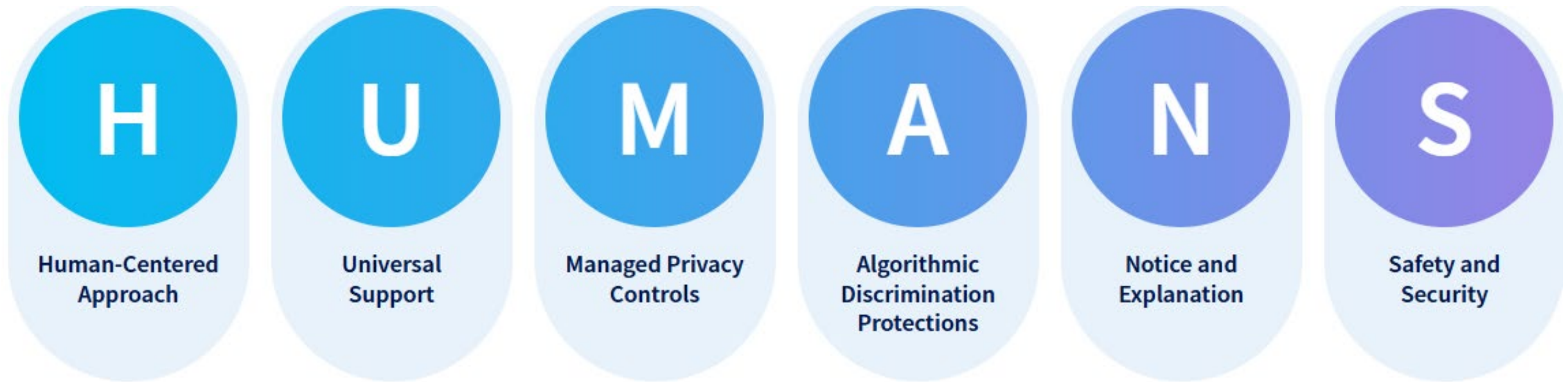
Transparency and accountability, including clear communication about how AI systems are used and evaluated



Ongoing learning and adaptation, recognizing that AI capabilities, risks, and opportunities are continually evolving

(California Community Colleges Chancellor's Office, 2026)

HUMANS Principles: Human-Centered AI



(California Community Colleges Chancellor's Office, 2026)

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SECTION

From Context to Implementation

UDL: Four Big Ideas We Need Today

1. Variability is predictable.
2. Barriers reside in the environment, not the learner.
3. Inclusive learning must be designed proactively.
4. Learner agency is the goal.

CAST, 2024; Saenen et al., 2026

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Student Services: Universal Design for Learning

UDL in Student Services

Student Services	Traditional Approach	UDL Approach
Counseling	In-person appointment	Offer in-person, phone, video and potentially asynchronous options
Orientation	One large asynchronous orientation	Provide live, recorded, captioned, accessible presentations plus a concise written orientation/checklist
Career Services	Resume workshops require attendance at a certain time	Offer workshops, recordings, templates, individual appointments and asynchronous resources
Categorical programs	Students receive information primarily during in person appointments	Provide information in multiple formats and proactively communicate deadlines and next steps
Financial Aid	Students must attend in-person workshop to learn about FA	Offer the information in short videos, written guides, live/recorded workshops, FAQs, and one-on-one support

Now that you've seen how UDL reduces barriers on its own, how might technology further enhance the student experience?

Participant Responses

- Fast
- Bold
- Creative
- Leader
- Focus
- Inspiration

Expanding AI Across Student Services (1 of 2)

Area	Potential Applications
Financial Aid	FAFSA questions, financial aid guidance, deadline reminders
Admissions & Records	Registration questions, enrollment processes, routine requests, automated degree audits
Counseling	Academic planning, course recommendations, career/transfer guidance
Student Support	24/7 answers, multilingual assistance, personalized information
DSPS Supports	AI note takers (OtterAI)

Key Takeaway:

AI has the potential to extend the reach of Student Services—providing timely, personalized support while allowing staff to focus on the students and situations that require human expertise.

Expanding AI Across Student Services (2 of 2)

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AI Uses in Student Services: Counseling Supports

- **Expands access to guidance**
 - Provides 24/7 support when counselors are unavailable
 - Helps address high demand and limited staffing/resources
- **Personalizes the student experience**
 - Recommends courses based on academic strengths and career goals
 - Adjusts education plans when students' pathways change
 - Uses predictive analytics to inform course-load recommendations
- **Supports—not replaces—counselors**
 - Handles routine questions and guidance
 - Allows counselors to focus on complex, high-touch student needs
 - Can provide students with support between counseling appointments
- **Examples:** Ellucian Smart Plan • AI counseling assistants • Chatbots

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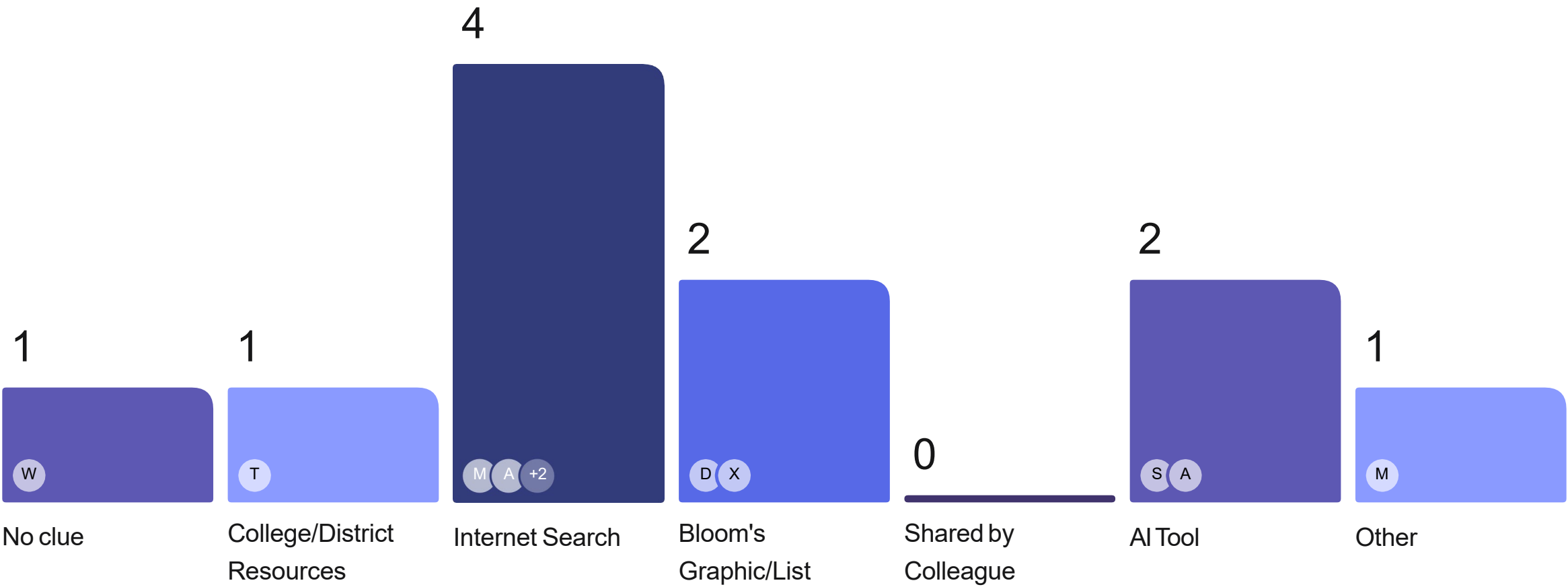
SECTION

Instruction: Universal Design for Learning



Where Do You Find Your Blooms?

Where do you (or your faculty) find your Bloom's Verbs?





Bloom's Taxonomy Fun Facts

- Bloom and company recognized many of the problems early on
 - The overlap between different categories
 - Students may demonstrate the same behavior in an assessment but arrived there by completely different routes
 - Guidelines assume learning is hierarchical and progressive (Prasad, 2021)
 - Adelman proposed groups of operational verbs that establish clear connections between student learning and assessment strategies (Adelman, 2015)
- There is no single definitive Bloom's taxonomy list, which makes communicating skill level to other instructors and students challenging (Newton et al., 2020; Stanny, 2016).

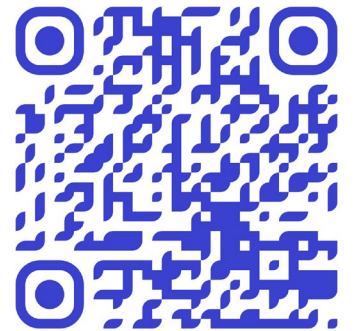
Which Bloom's List is “The” List?

- 30 U.S. verb lists: no verb assigned to the same category by all 30 lists. Stanny also found that choose, relate, and select appeared in all six categories depending on the source (Stanny, 2016).
- 47 lists from 35 UK higher ed sources: Newton et. al. found 401 unique verbs, with many appearing across multiple tiers. For verbs, select, explain, relate, and arrange, appeared across all six tiers (Newton et al., 2020).
- Newton et al.'s (2020) conclusion: there is not one consistent format representing “Bloom's Taxonomy.”

Opting for Adelman's Operational Verbs

- Adelman's Approach Focuses On
 - What will students actually do?
 - Can that action be observed and measured?
 - Does it clearly connect to the assignment or assessment?
 - Does not assume a verb represents a fixed level of thinking.
 - Makes the evidence of learning easier to identify.
 - Adelman's Operational Verbs Infographic
 - Canva.Link/OperationalVerbsInfographic

(Stanny, 2016)



Rachel The Curriculum Companion

Rachel supports faculty as they

- Develop observable, measurable outcomes
- Strengthen alignment from outcomes to objectives, assessments, rubrics, instructional strategies, and materials
- Consider UDL-informed options for engagement, representation,, and action & expression
- Retain professional judgement over design and instructional decisions
- Part of a larger Electronic Performance Support System (EPSS), available at [CourseAlign.AI](https://coursealign.ai)



CourseAlign.AI – Rachel the Curriculum Companion Prompt

- **Student learning outcome:** Students will understand ethical and responsible uses of artificial intelligence in college coursework.
- **Current assessment:** Students will write a two-page paper about appropriate uses of AI.
- Review the outcome and assessment for alignment.
- Revise the outcome using an observable, measurable operational verb.
- Explain what students would actually need to do to demonstrate the outcome.
- Suggest an aligned assessment that provides clear evidence of learning.
- Identify potential barriers that could prevent students from demonstrating what they know.
- Suggest UDL-informed options for engagement, representation, and action and expression while preserving the essential learning goal.

Same Decision. Different Contexts.

Student Services

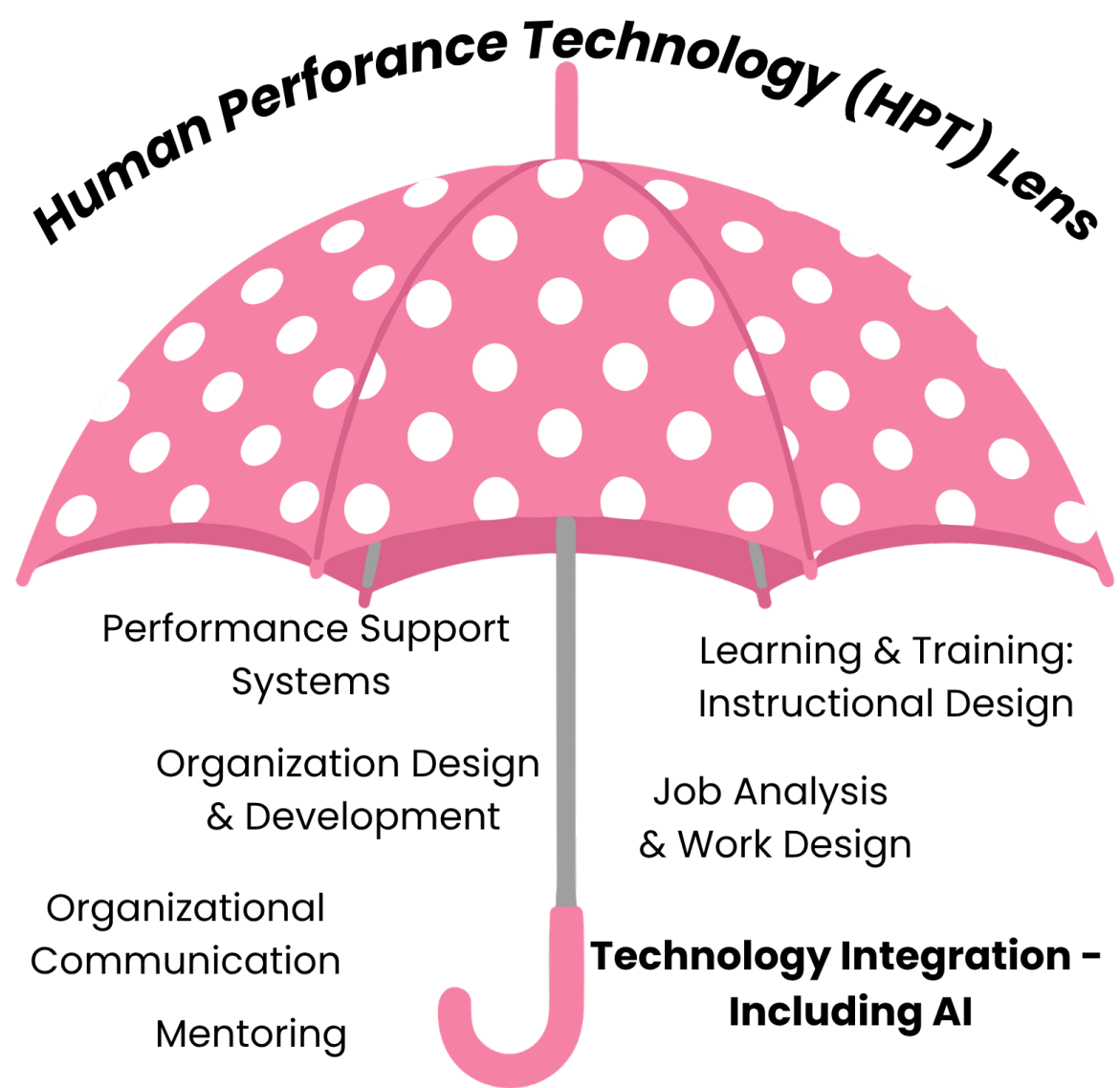
- Redesign the service around student needs
- Does technology improve access, capacity, or support?

Instruction

- Establish sound instructional practice
- Does technology helps apply or scale it?

Start with the need, not the tool.

Performance Improvement



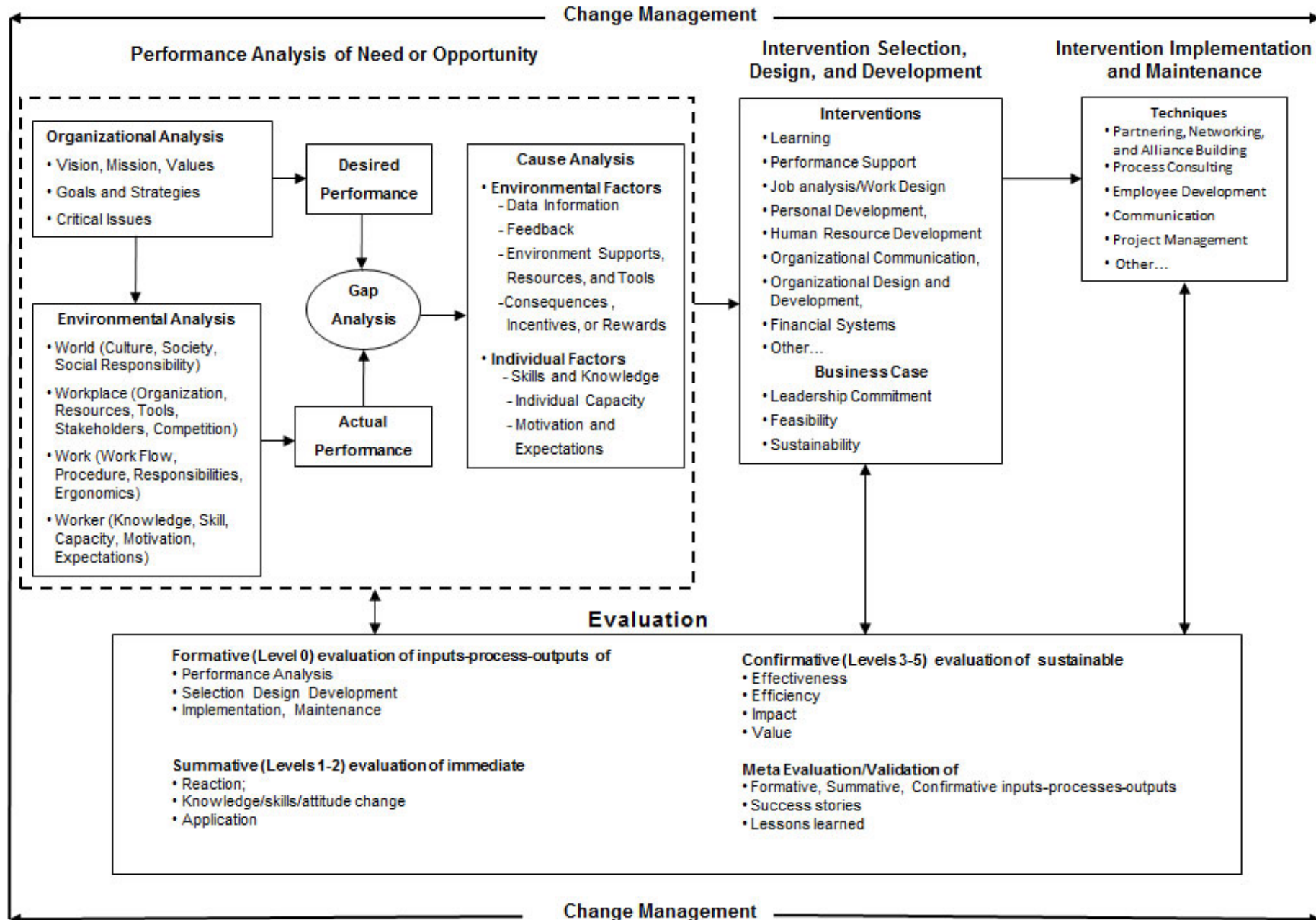
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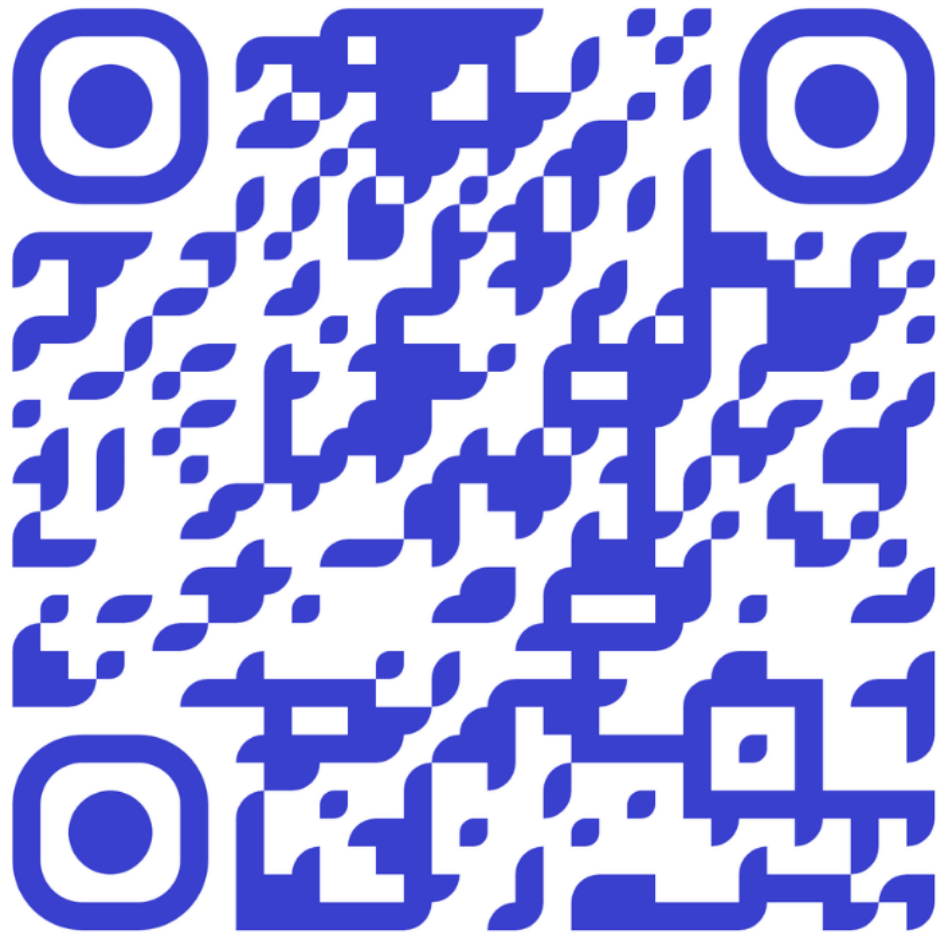
Inclusive Technology Use Framework: UDL-Informed, *Human-Centered* Decision Making for Digital Equity



Framework developed by Dr. Janet M. Williams, 2026
UDL-informed synthesis drawing from CAST graphic organizer (2024), learning sciences,
human-centered AI, Human Performance Technology, and Performance Improvement

Performance Improvement/HPT Model





Inclusive Tech Use Design Lab

Canva.Link/InclusiveTechUse

Designing for Inclusive Technology Use Reflection

- What did the room choose?
 - Where did technology or AI earn a role?
 - Where was a non-technology solution a better fit?
 - What barriers or assumptions kept showing up?
 - Did the framework change anyone's preferred solution?

Final Takeaway

- Use data to understand the need and its underlying causes.
- Use UDL to examine and proactively mitigate barriers.
- Use professional judgement to choose and evaluate the response.

Start with the need, not the tool.

Let's Keep in Touch!

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