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CURRICULUM INSTITUTE

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Reframing the Curriculum Process: UDL as the Foundation for Equity & Student Success

Presenters



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Community College District



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Session Outcomes

Construct	Construct observable, measurable SLOs and learning objectives and inclusive assessments, rubrics, and learning activities that reflect UDL principles to create an aligned Course Outline of Record.
Generate	Generate strategies to integrate UDL principles into the curriculum process and lead scalable practices at the institutional level.
Optimize	Optimize curriculum workflows to enhance consistency, alignment, and cultural responsiveness in curriculum workflows by leveraging AI.
Initiate	Initiate sustainable changes in the curriculum design process that contribute to long-term systemic transformation by improving student access, engagement, and achievement.



Agenda



UDL Framework



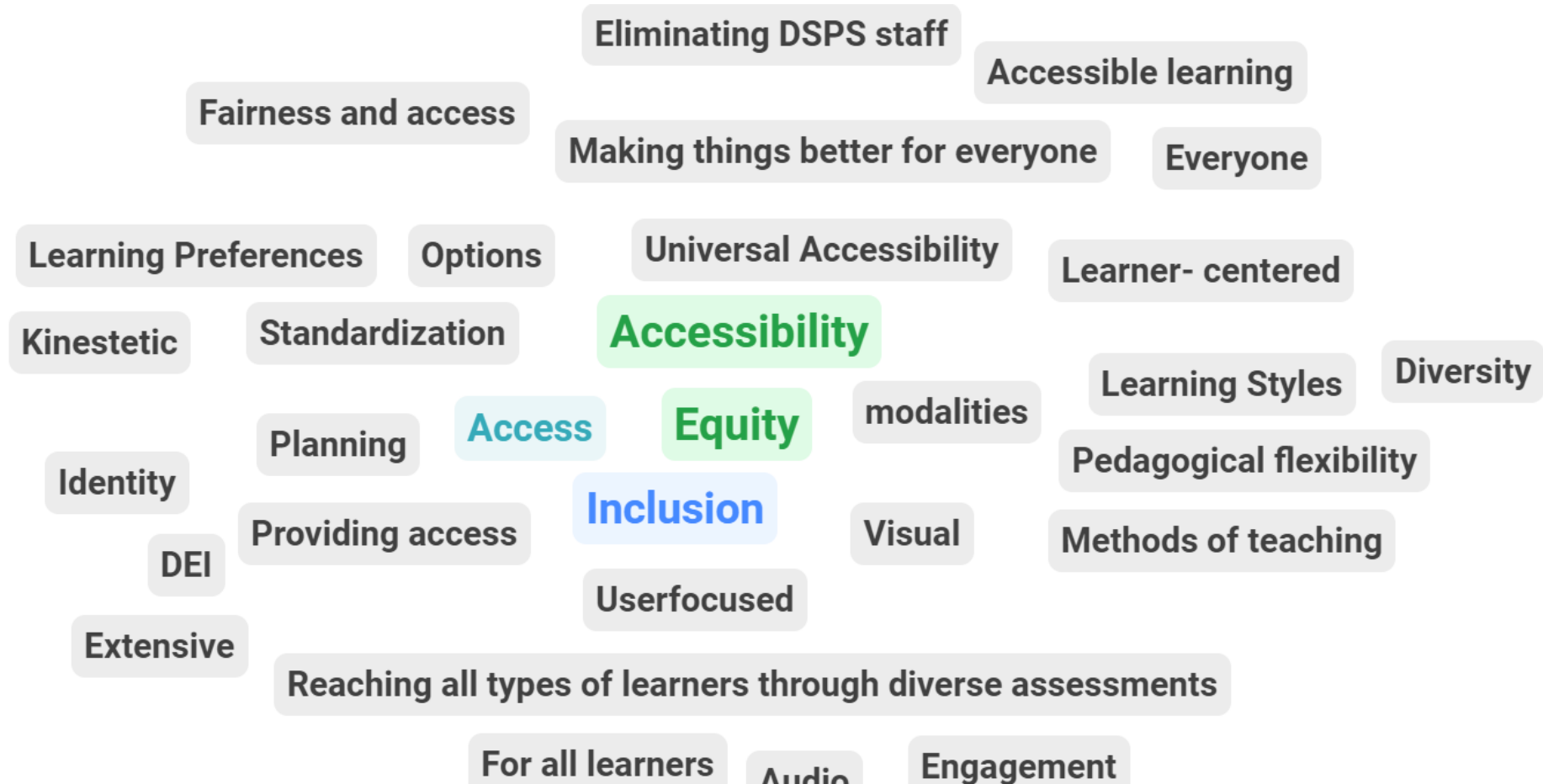
UDL & Alignment in the COR



Leveraging AI in Curriculum Processes



What concepts do you generally associate with UDL?

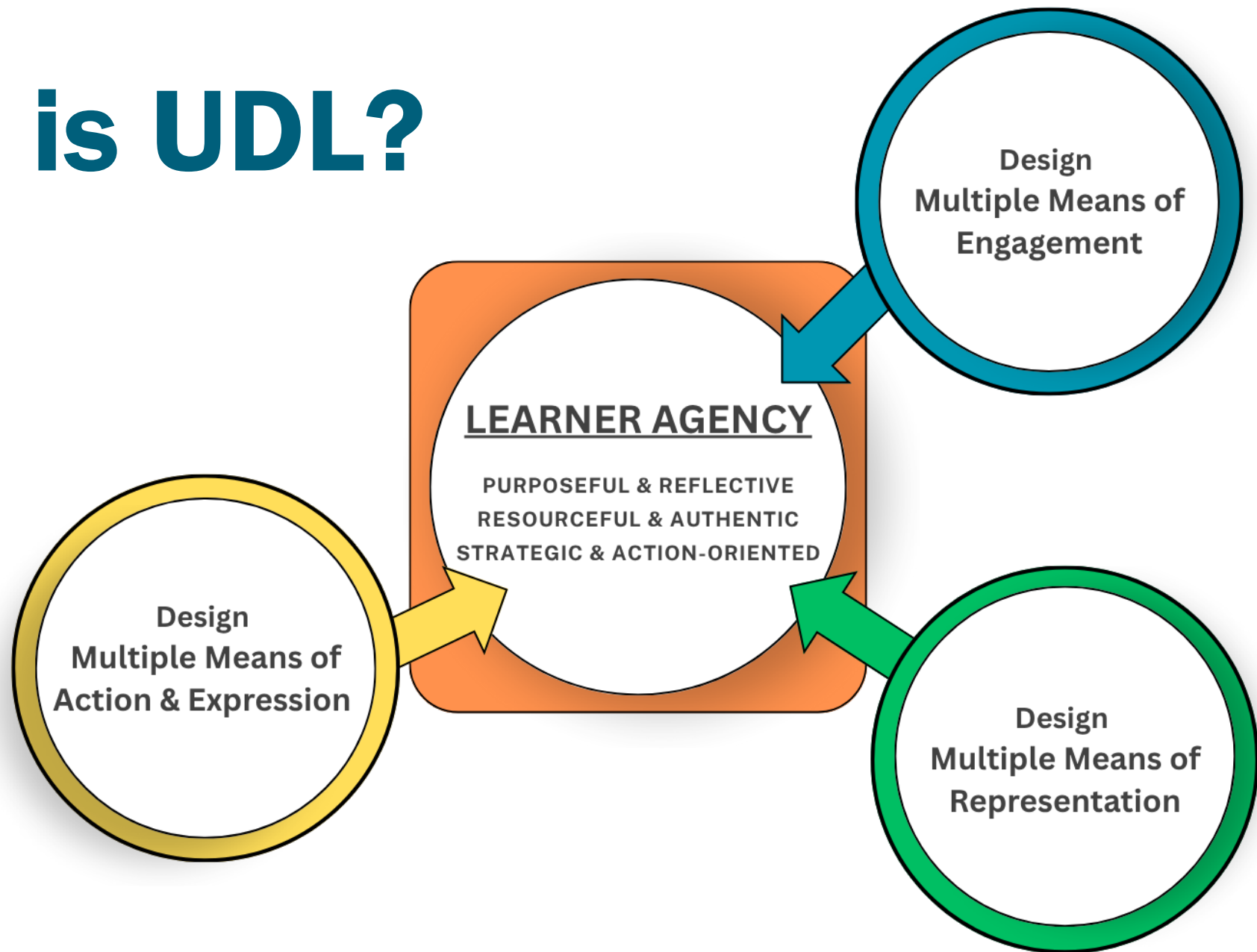


Universal Design for Learning (UDL)

- What is UDL?
- Why UDL?
- Implementing UDL today and laying the groundwork for scaling up.



What is UDL?

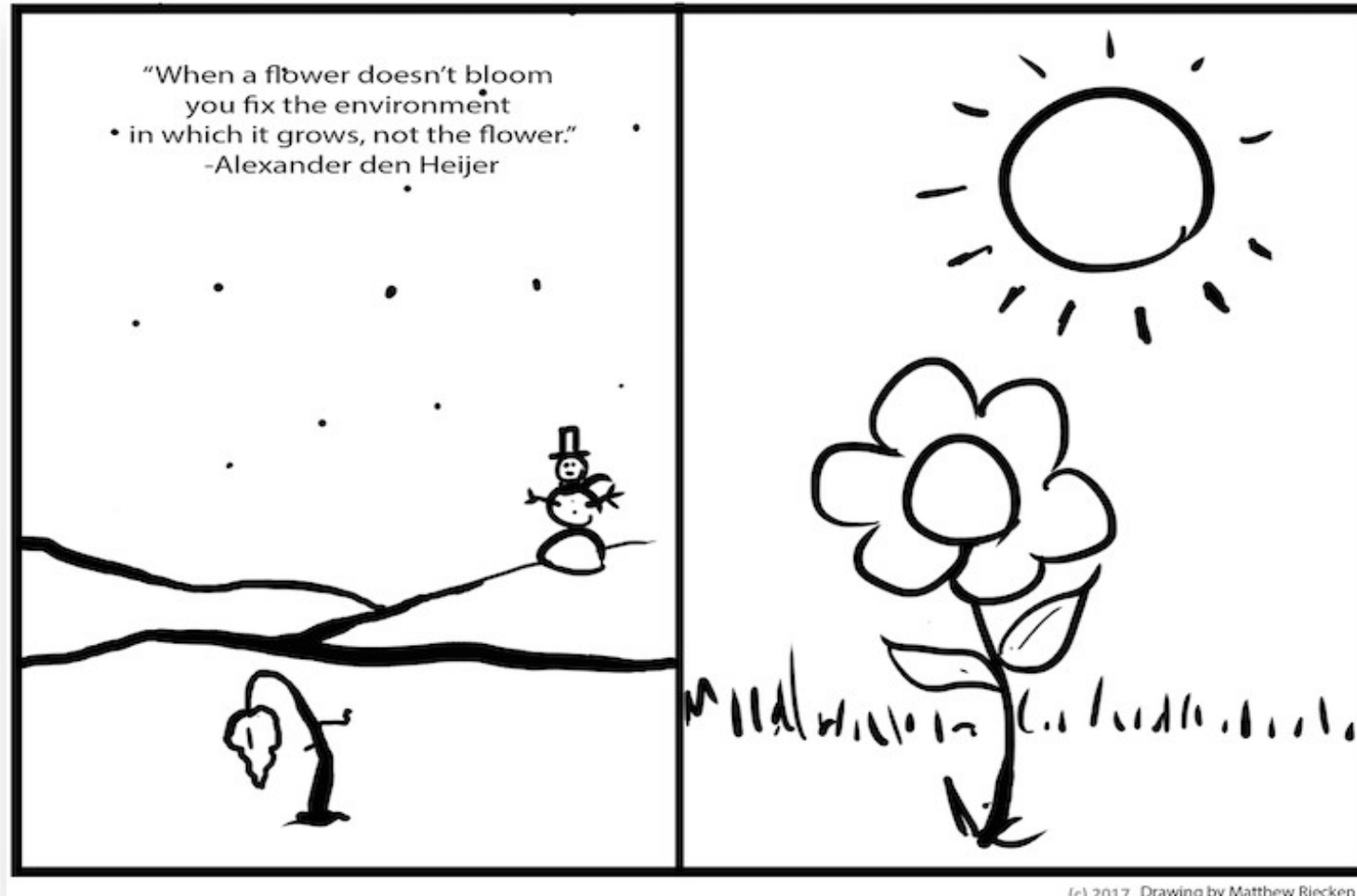


UDL: An Overview

- Universal Design for Learning (UDL) is an approach to improve and optimize teaching and learning for **all** by:
- Setting clear, rigorous goals
- Anticipating barriers
- Proactively designing to minimize those barriers



Barriers are in the environment, not learners.



(c) 2017 Drawing by Matthew Riecken



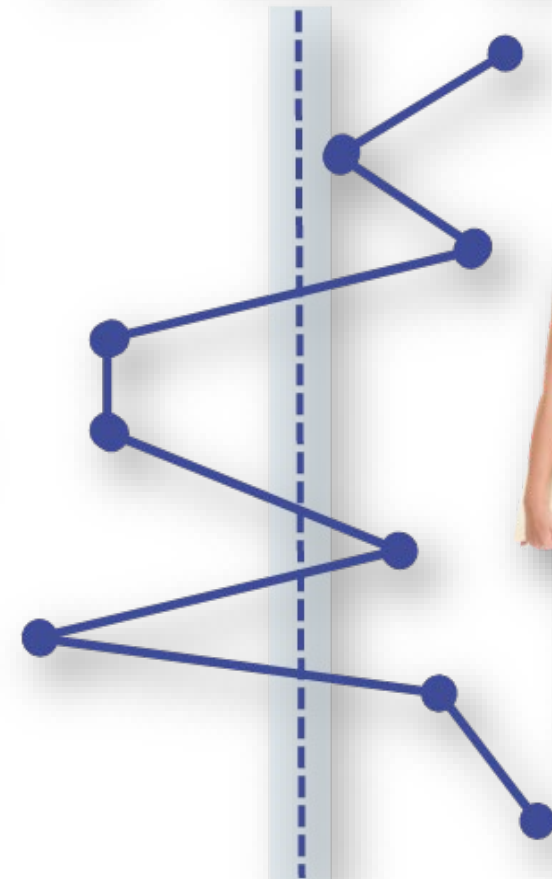
Variability is the rule.

Every student has a jagged learning profile.



memory
language
knowledge
reading
vocabulary
curiosity
perceptual
cognitive
interest

Low Average High



Inclusion by design, rather than retrofitting.



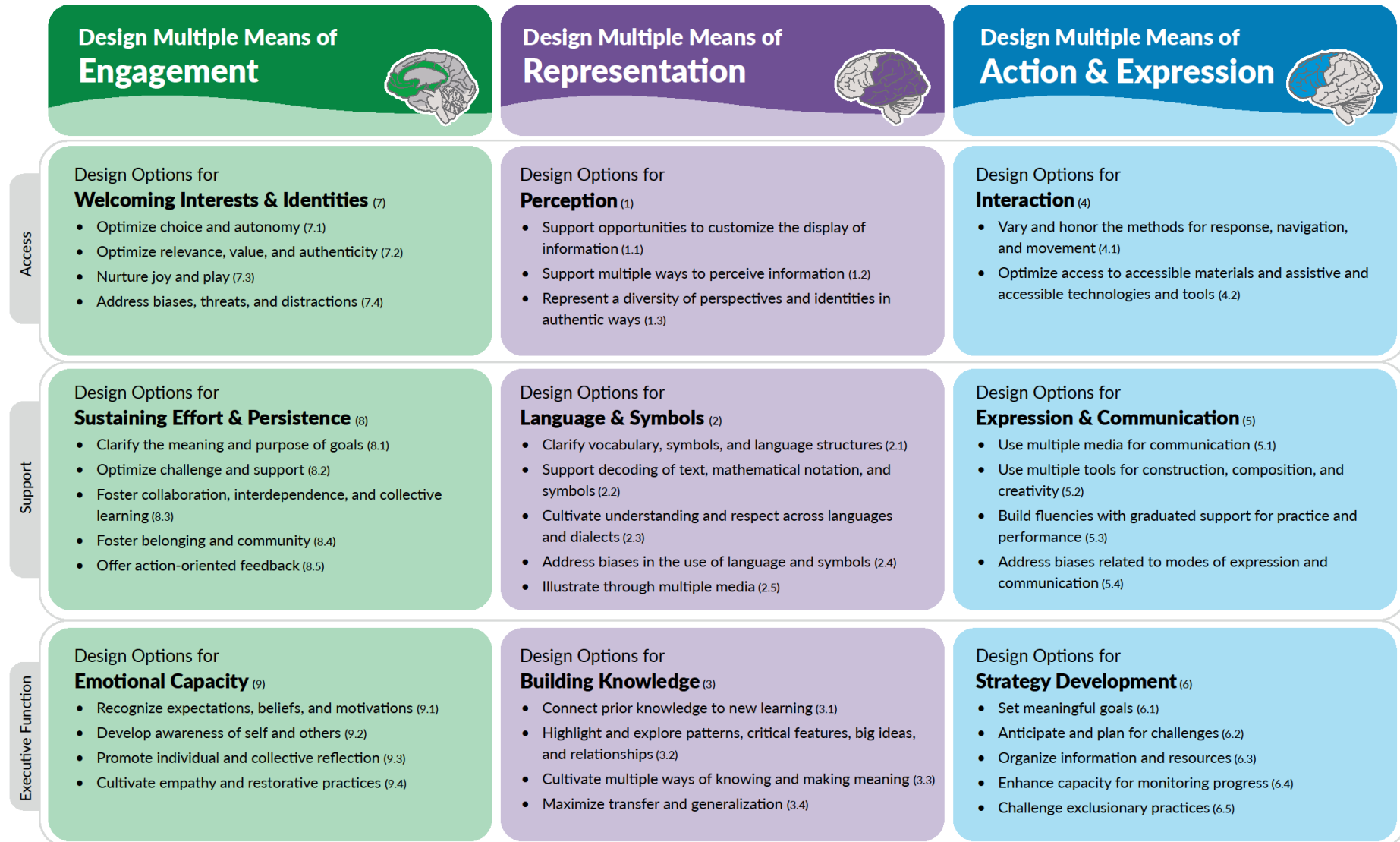
You can't add blueberries at the end and call it a blueberry muffin.

-Cordelia McGee-Tubb



The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



Why UDL?

- Legally or institutionally mandated accommodations aren't enough to ensure student learning.
 - Accommodations create access after the fact by retrofitting instruction.
 - Adding a text-reader or closed captioning is not a significant way to address disability and diversity.
 - An ASL/English interpreter translating classroom discussion creates a lag in the student receiving information. This creates a barrier to participating in classroom discussions where speech is rapid with quick changes.
- UDL helps meet the needs of our increasingly diverse students.



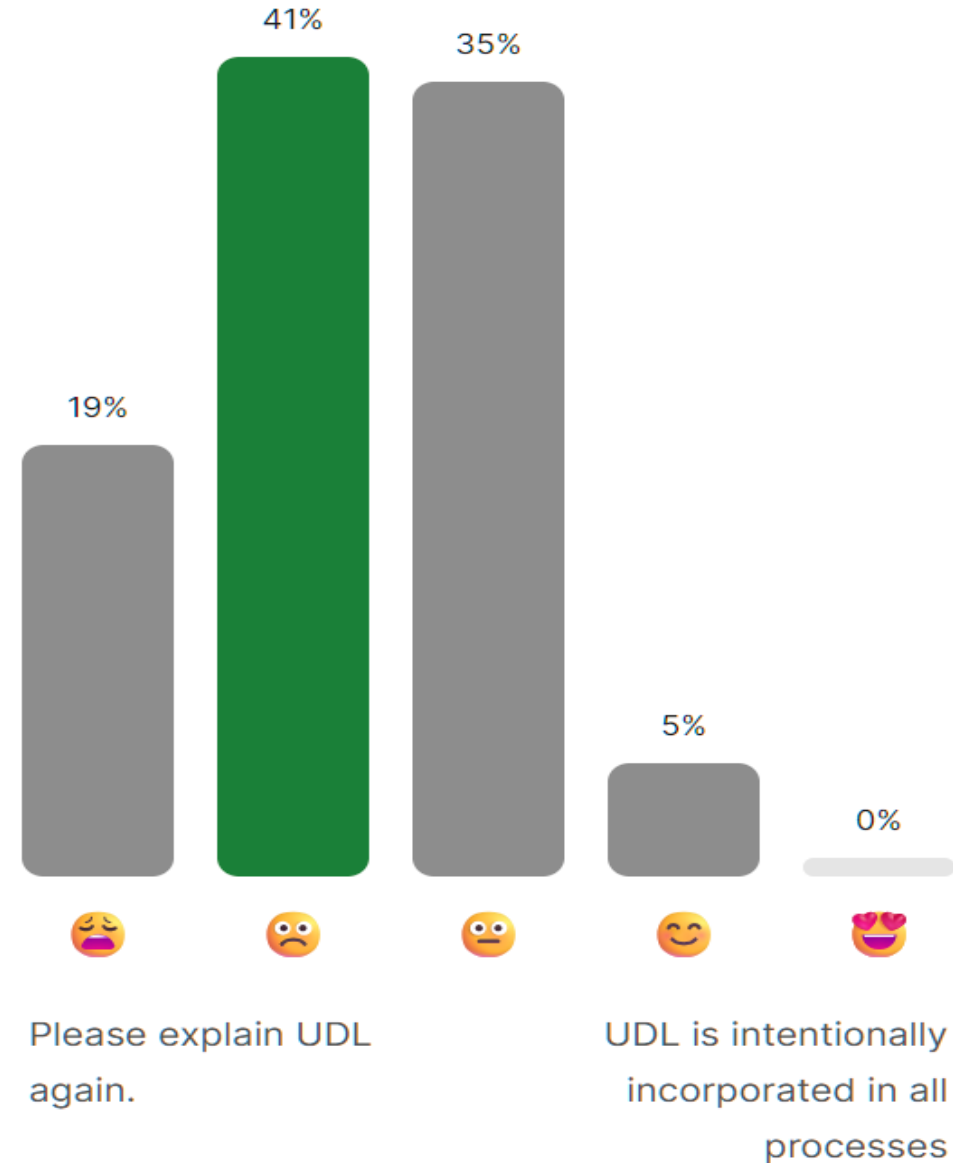


Creating an inclusive environment requires a proactive, collaborative approach to shift how higher education understands learning to develop, maintain, and continuously improve student-centered learning opportunities.



Score: 😬 2.3

To what extent does your college intentionally integrate UDL into curriculum processes?



UDL: Principles to Practice

- Strategies to incorporate UDL into your existing courses immediately.
 - Keep basic concepts in mind for all decisions
 - Revisit classroom policies
 - Review your syllabus from a student perspective
 - Rethink assessment practices
 - Make student-first decisions



Basic Concepts

- Inclusivity is a mindset
 - Who's being left out as a result of this approach?
- The more structure, the better.
 - Most students need structure, and there's no harm to students who don't.
- Too little structure leaves too many students behind.
 - Lectures and cold-calling aren't inclusive.



(Re)Evaluate Classroom Policies

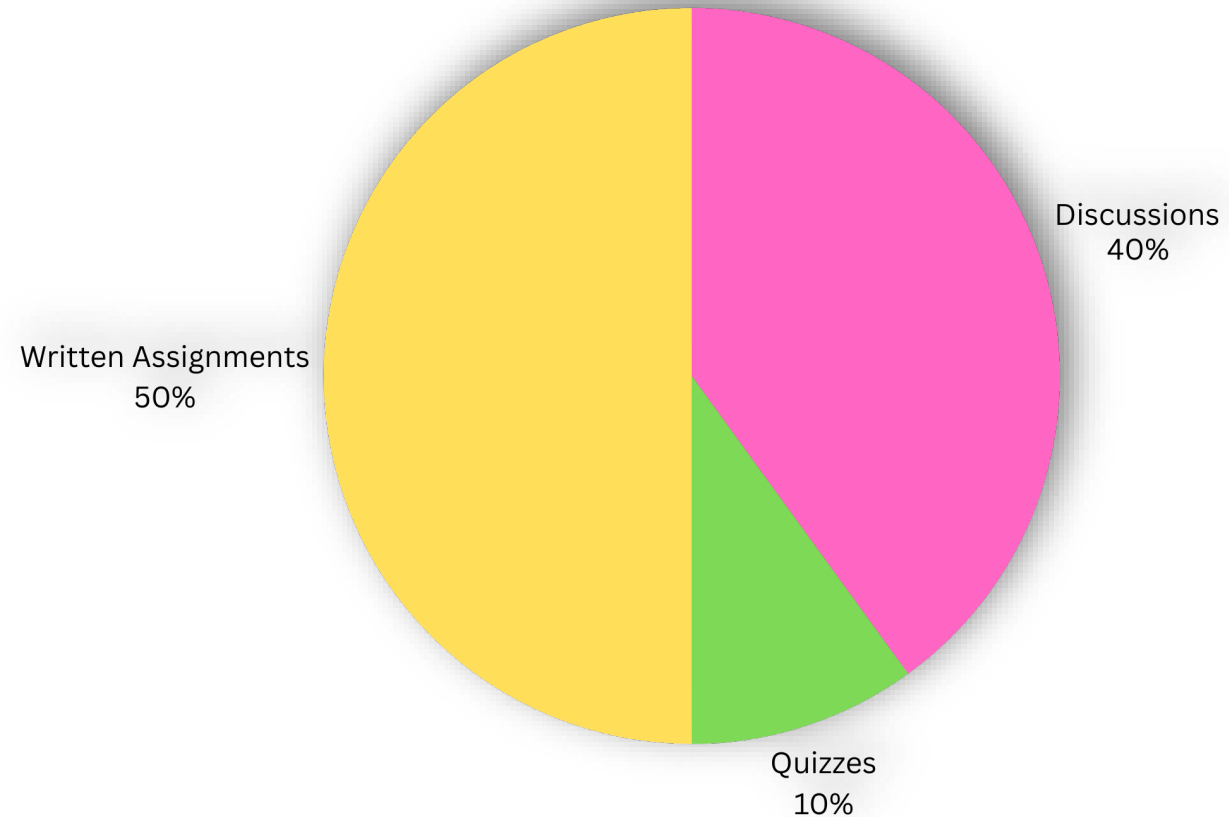
- Do you have to
 - Ban laptops?
 - Prohibit eating in class (within reason)?
 - Lock the door to discourage late arrivals?
 - Penalize late work?

(Field, 2023; Fovet, 2021)



Reimagine Your Syllabus

- Be detailed but brief
- Use visual elements, such as book cover images, to engage students.
- An interactive course calendar, text, content links, and navigation arrows can make it easier to find necessary information.
- A color-coded pie chart can highlight the grade percentages for assessments, making their worth instantly visible.



Rethink Assessments

- Be flexible whenever possible
- Allow students to demonstrate competency with alternate outputs
- Caveat
 - Presentations as an alternative to papers are a common go-to
 - **However**, this may create barriers and stress for students with disabilities, ESOL, or shy students
 - Consider a pre-recorded video or a recorded podcast



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Assume Positive Intentions

- Post-secondary education invests significant time, effort, and money in detecting and deterring academic dishonesty.
 - This can potentially create an adversarial, punitive culture from the student's point of view.
 - The perception that in-class or proctored exams are more secure can prevent an organization from being more inclusive.



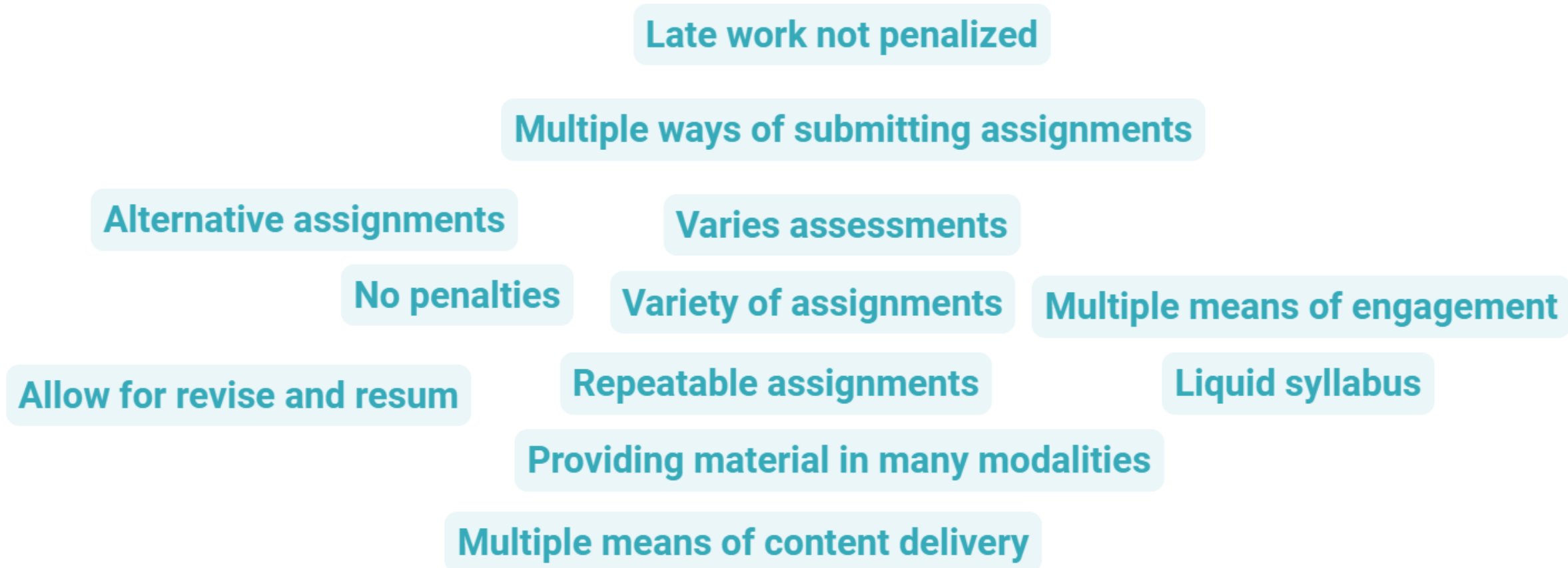
Make Student-First Decisions

“...students must endure the racist, ableist technology peddled by companies like Proctorio, ProctorU, and ExamSoft, which frames students’ bodies as abnormal. Have dark skin? The racist technology cannot see you. Wear glasses? The ableist technology sees you but doesn’t believe you are you because it can’t detect your eyes” (Logan, 2020).

Moro (2020) refers to “any pedagogical technique or technology that presumes an adversarial relationship between students and teachers as ‘cop shit.’”



What UDL strategies do you currently use in your classes?



Bringing UDL to Scale Institutionally



- Review Course Outline of Record (COR) required elements
- Resources to incorporate UDL into the curriculum process at all levels



UDL & COR Elements (1 of 4)

- Mission: Does the course align with the college, district, and system missions?
- Course's role: Does it create transfer opportunities or meet workforce needs?
 - Creating courses that don't meet a unique need slow student progress
- Course description: Should set the stage for all other course elements
 - Draft first and finalize last to ensure alignment
 - Written in student-centered language
- Instructional units or hours: reasonable based on the outcomes
 - Remove deadwood



UDL & COR Elements (2 of 4)

- Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, and competencies that students are expected to acquire from an educational experience.
- Transparent student learning outcomes statements are:
 - Clearly expressed in a way that is understandable to multiple audiences
 - Prominently posted or linked to multiple places across the institution's website
 - Receptive to feedback and comments on the quality and utility of the information provided
- Las Positas College's [Student Learning Outcomes](#) page received a shoutout from the National Institute for Learning Outcomes Assessment



UDL & COR Elements (3 of 4)

- Course content: Commonly formatted as an outline on the COR
 - Does the course content align with the outcomes and objectives?
 - Are we teaching things that because students *need* to know it to achieve the objective or because we like teaching it or think it's interesting?
- Methods of instruction: Must align with all other course elements
 - Even though Title 5 only requires types or examples, specificity can help ensure alignment
 - Collaborating with other faculty can help avoid academic freedom questions

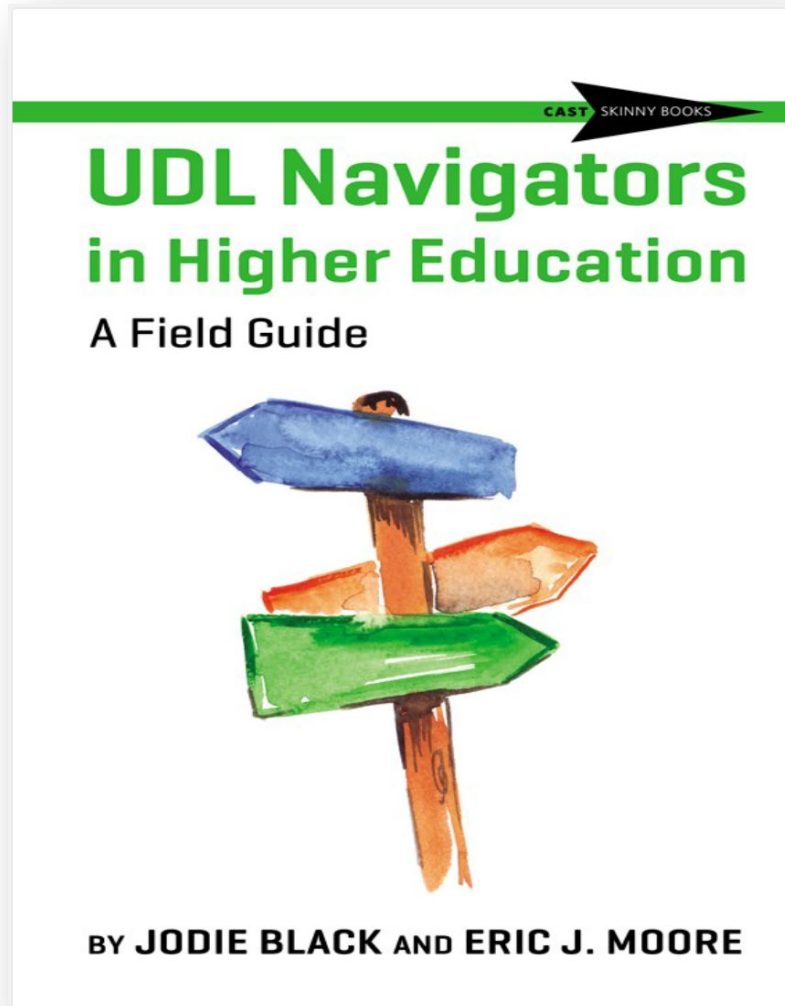


UDL & COR Elements (4 of 4)

- Methods of evaluation: Must align with all other course elements
 - Are assessments inclusive and socially-just?
 - Do assessments test higher level skills or rote memory?
- Learning activities: Must align with all other course elements and support learning
 - Even though Title 5 only requires types or examples, specificity can help ensure alignment
 - Collaborating with other faculty can help avoid academic freedom questions



Resource for All Phases of the Curriculum Process



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Backward Design



Outcomes & Objectives

- Separate the means from the end to establish objectives aligned with the outcomes
- Outcomes and objectives must be observable and measurable
- Consider the taxonomy
 - Recent research has demonstrated limitations with Bloom's Taxonomy and its implementation
 - Adelman's Operative Verbs Framework supports transparency and alignment
- Consider all three learning networks
- Challenge all learners
- Actively involve learners



Assessments



- Are ongoing and focused on learner progress
- Measure both product and process
- Flexible, not fixed
- Construct relevant
- Actively inform and involve learners



Instructional Methods & Materials

- Instructional Methods
 - Must continually be adjusted to meet learner standards
 - Include all students within a collaborative environment
- Instructional Materials
 - How can materials help students measure their progress and collaborate over time?



Program Considerations

- Change & Development Cycle
- Curriculum & Context
- Curricular Legacy
- Curriculum & Stakeholders
- Curriculum & Community
- Curriculum & Decision Making
- Perpetual Process
- Data & Information for Curriculum Change
- Systemic Change



Leveraging AI in the Curriculum Process

- Artificial Intelligence can help with course alignment
 - Outcomes
 - Objectives
 - Assessments and rubrics
 - Instructional Strategies
 - Source accessible content

Alignment aids in incorporating UDL into all aspects of your class.



Meet Rachel the Curriculum Companion



- Responsive
- Assistant for
- Curriculum
- Human-Centered Design &
- Efficiency
- Logistics



Meet the real Rachel



- Responsive
- Assistant for
- Curriculum
- Human-Centered Design &
- Efficiency
- Logistics



Working with Rachel the Curriculum Companion

www.coursealign.ai
www.coursealignai.com



What strategies from today's session would you like to implement in a class you teach or when developing a COR?

Align objectives with course activities.

Methods of eval= align with course elements

Using AI to align course elements

Using AI to modify SLOs

Using AI to come up with alternative assignments

More assessment types

Alignment of course elements



Let's Keep In Touch!



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