

From One More Thing to Sustainable System Infrastructure:

UDL-Aligned Curriculum Workflows for
Equitable Learning

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Agenda

1. Analyze how system-level UDL strategies reduce structural barriers adult learners encounter when accessing academic support.
2. Identify at least two integration points within curriculum development or revision cycles where UDL principles can be embedded into existing workflows without increasing faculty workload.
3. Develop one actionable step to align instructional curriculum processes with UDL-informed practices that advance equitable adult learning and persistence.



UDL Task Force: Purpose, Representation, & System Context

- California Community Colleges Chancellor's Office convened the Universal Design for Learning Task Force in 2024-2025 to develop a systematic approach that works across a large, diverse system.
- The Task Force representation included academic affairs, student services, faculty, students, accessibility and disability services, technology, wellness, distance education, and workforce education, reflecting the mindset that UDL requires a systemwide approach
- The UDL Task Force's work connects to the system's Vision 2030 goals of equity in access, equity in support, and equity in success, particularly access. It also supports other strategic priorities related to adult learners, workforce development, sustainability, and AI.



UDL Task Force: Recommendations

- Embed UDL into existing initiatives and infrastructure
- Capacity building
- Data collection and evaluation
- Equity-informed assessment and ongoing professional development

The complete list of the CCCCO UDL Task Force Recommendations can be viewed on the linked infographic

UDL Task Force Key Recommendations

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From Initiative to Infrastructure:

What Barriers Get in the Way?

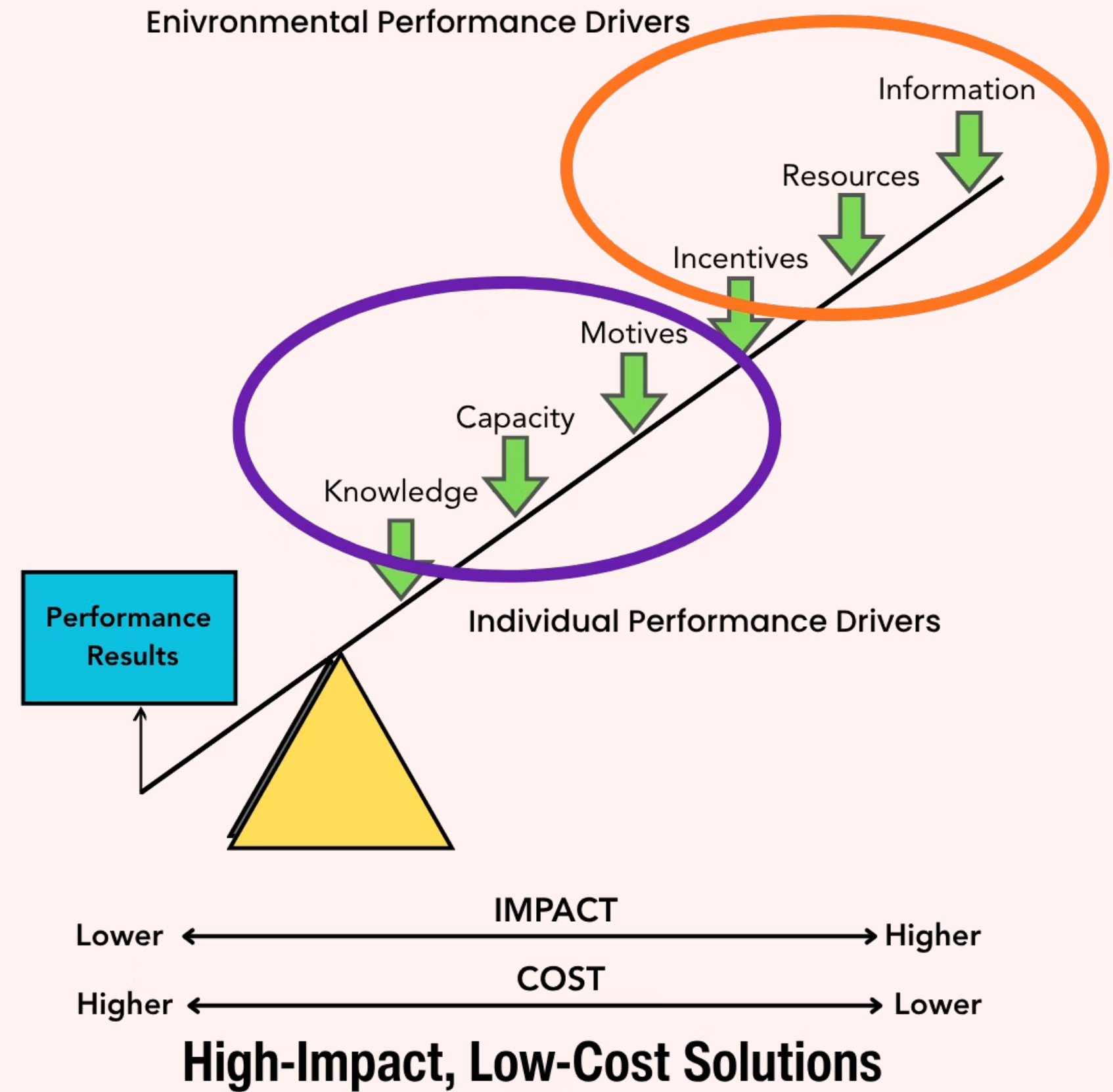




What are some barriers that prevent initiatives, like UDL, from growing and becoming part of the institutional culture?

who will lead change
 long term training
 faculty turn over buy-in luster wears off
 resistance to change being someone else's job
 nimby buy in one off training only
 emphasis on ownership
 time and or resources

Chevalier's Updated Behavior Engineering Model (BEM)





How do you evaluate whether a student "understands" something?

denonstrated competence
ask them  assessments
application when they do it

What Counts as Evidence of Mastery?

- If understand means something different to each of us, are we measuring the same thing? Is the goal transparent to the student?
- The problem isn't the word.
- The problem is the inconsistent operational meaning

The Easiest Scalable Fix: A Shared Taxonomy

- 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).
- 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).



Adelman's Operational Verbs

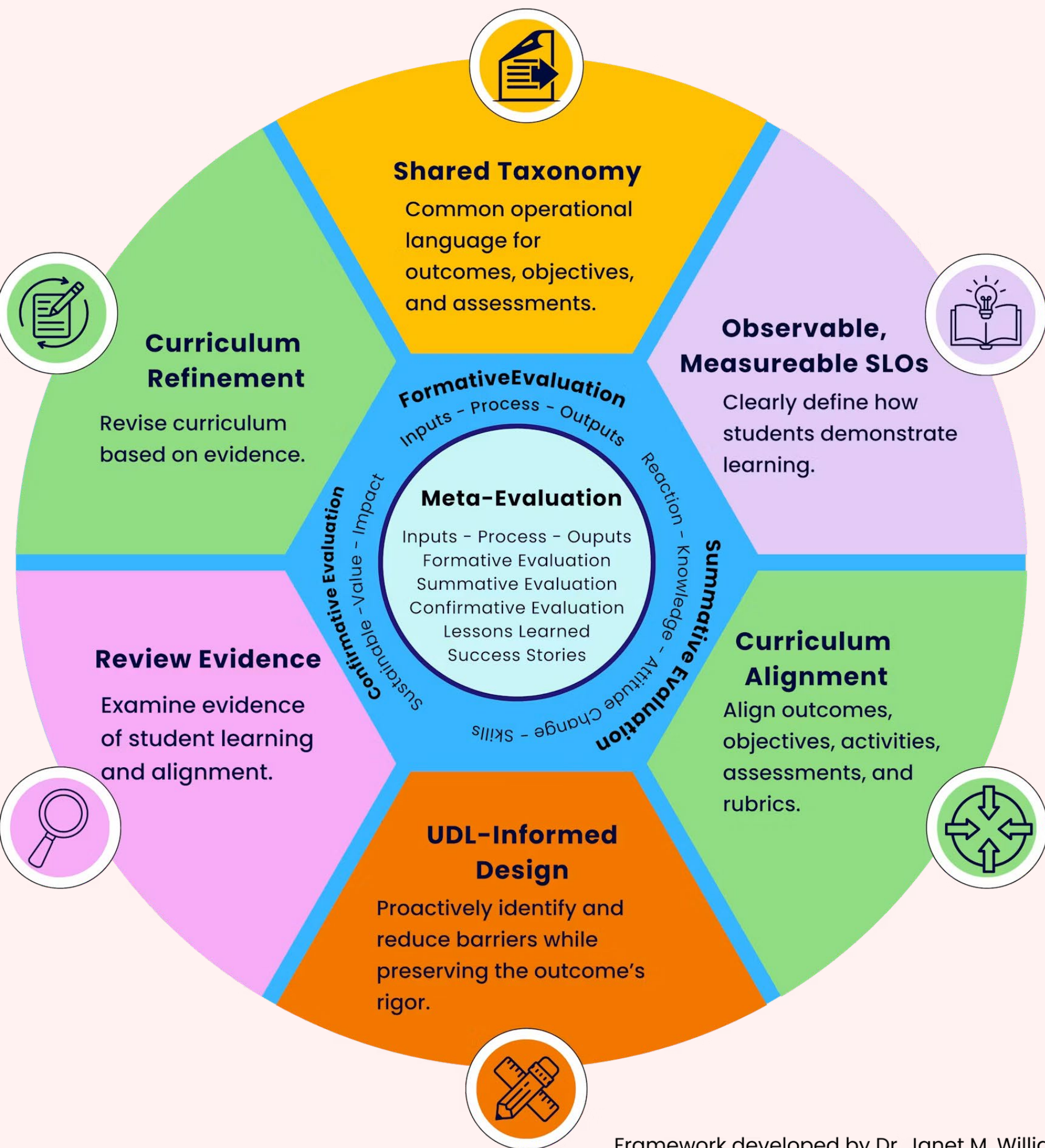
- A shared language for observable learning (Adelman, 2015)
- Observable, measurable outcomes make UDL actionable by clearly communicating how students demonstrate learning

Example: Before & After

Before: Students will understand the importance of academic integrity.

After: Students will evaluate academic integrity scenarios to justify appropriate practices.





Curriculum Infrastructure for UDL at Scale

Where could UDL be integrated into an existing process? Remember, it's not "one more thing."

Review webpages for
language/phrases

we MUST standardize
syllabus language

Revisiting course
objectives



Additional Resources

- [CourseAlign.AI](#)
- [Bit.ly/UDLinfrastucture](#)

Let's Keep in Touch

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