

WHAT DOES UNIVERSAL DESIGN FOR LEARNING MEAN FOR YOUR DISCIPLINE?



Presented by Jen Carlin-Goldberg, Laura Aspinall and Josh Adams



OUR GOAL

To help you understand what UDL is, how we are going to incorporate that into our Course outlines, and understand that we aren't really changing anything. We are making the implicit, explicit.



AGENDA

Overview of Title 5 Requirements

What is UDL

CRC Process

- with some examples
- and resources

Work on UDL in Your Discipline

OVERVIEW

Title 5 changes will have us incorporate Universal Design for Learning (UDL) principals into our course outlines over the next few years as courses come up for regular review. In this presentation we will look at the framework developed by the Curriculum Review Committee, define UDL, present examples from a multitude of disciplines, answer your questions, and help get you started on working towards what UDL means within your discipline, especially how it pertains to the Title 5 updates!

Change Acknowledgement

Humans are wired to prefer routine

Change is often perceived by our brains and nervous systems as a threat

The number one barrier to the implementation of Universal Design for Learning (UDL) in post-secondary education is instructor attitudinal resistance

UDL is a practice that is built on over time. Not everything has to happen at once. We are looking to improve our UDL practices as we learn

We are already using principles of UDL in our teaching, we may just not be aware that that's what they are

UDL Framework

Access to Participation

Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



Access to Information

Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.



Access to demonstrating learning

Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).



Where to Start

Representation

Accessible information leads to usable knowledge. Usable knowledge is what students need to participate, engage and demonstrate their learning.

Accessibility goes beyond disability. Accessibility ensures the materials we use are linguistically and culturally accessible and are relevant to the student.

Questions to Ask

How can I diversify:

- the materials I use
- the ways in which I ask students to participate
- the ways I assess learning

What are my expectations of students and what are they based on?

UDL Strategies and Practices

Clearly state goals and objectives- make connections to course objective, content and activities

Consider what it means to meet an objective – often we have unstated or irrelevant expectations

Activate student's prior knowledge

Co-create content when possible

Use project-based learning, scenarios, and simulations if you can

Optimize student choice and voice. Choice correlates with increased student motivation, and motivation leads to higher student outcomes

Consider the language we use- does it seek to include or exclude?

Traditional Syllabus Statement

Accommodations for Students with Disabilities:

Access and Accommodations: It is the mission of the Santa Rosa Junior College to support inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the [Disability Resources Department](#) (DRD). DRD is a resource for students that provides authorization for academic accommodations, training and access to assistive technology, and collaborates on strategies for academic success.

UDL Informed Syllabus Statement

Addressing Barriers to Learning:

I am continually working to improve the accessibility for this class because your learning is my priority.

All course materials, including notes, presentations and slides, are available in CANVAS

- The midterm and final are untimed and open notes
- All materials posted to the course CANVAS page can be used with a screen reader
- Flexibility has been built into most assignment due dates
- You are welcome to record any portion of the course
- Feel free to wear sound dampening headphones or earbuds

If there are any barriers to your learning not addressed by the items above, please let me know, I want to address them.

I can also connect you with our Disability Resources Department to access other supports and resources.

UDL and Accessibility Resources

[CAST](#)

[SRJC Curriculum Review Committee Website](#)

[Universal Design for SRJC DE Learning Page](#)

General [Web Accessibility Resources](#)

[Order Video Captions](#)

[Specific Questions](#)

[Learn about our Accessibility Tools](#)

[CCC Document Converter](#)

[Monthly Trainings](#) from CCC Tech Center

Title 5 Requirements

OVERVIEW

Our course outlines of record will include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Title 5 Section 55001:

“reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.” [5 CCR § 55001](#)

“describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.” [\(5 CCR § 55001\)](#)

CRC Procedures

The overall idea:

The faculty submitter, when possible, will include one or more recommended criteria in each section of the COR.

CRC Procedures

We have already been working towards:

- ❖ Using more student-centric course descriptions
- ❖ Course titles and descriptions that use clear, inclusive, welcoming, and jargon free language
- ❖ Adding Open Educational Resources (OER) to representative texts when appropriate and available

CRC Procedures

For example:

To “reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.” [5 CCR § 55001](#)

You could include these explanation examples:

- ❖ Students can select from a list of assignment options (video reflection, audio recording, infographic, slidedeck, etc.) for one or more assignments listed on the COR.
- ❖ Instructional Methodologies ensure that content is delivered using two or more modes communication, such as
 - ❖ Printed material with related images
 - ❖ Lectures with related video clips.

CRC Procedures

For example:

To “describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.” [\(5 CCR § 55001\)](#)

You could include these explanation examples:

- ❖ Instructors and students will develop assessment criteria for one or more assignments listed on the COR.
- ❖ Grading ‘weights or percentages’ listed in Methods of Evaluation reflect a combination of low-stakes and high-stakes assessments.
- ❖ High-stakes assessments can be resubmitted, revised, or retaken for a higher score.

CRC Procedures

Explanations or examples of Instructional Methodology for the COR:

- ❖ Lecture with visual and/or audio aids
- ❖ Lab Demonstration and Activities
- ❖ Class Discussions
- ❖ Problem-based learning
- ❖ Socratic Seminars
- ❖ Group projects
- ❖ Reflection Assignments
- ❖ Revision Assignments
- ❖ Student-led instruction
- ❖ Simulations
- ❖ Role-playing
- ❖ Skill demonstrations
- ❖ Gamification
- ❖ Case Studies

CRC Procedures

For more details go to:

[Course Outline of Record Checklist](#)

[The Curriculum Writer's Handbook](#)

CRC Procedures Timeline

As courses come up for their regular review or as faculty revise courses for other reasons (CCN, included) we will be asked to add in the required Title 5 elements.

UDL and IDEAA Course Examples

Some UDL Examples: Criminal Justice

Course: Police and Society (East Carolina University)

Dr. Heidi Bonner teaches a hybrid course that meets 40% online and 60% face-to-face.

Challenges in the Classroom

- Lack of familiarity and knowledge with hybrid courses
- Variable student learning curve

UDL Strategies Used to Address the Challenges

- **Provide multiple means of engagement:** To heighten interest and support progress monitoring, Dr. Bonner used reflective journal entries to evaluate how students are feeling about the course. Students participated in small groups for in-class work.
- **Provide multiple means of action and expression:** To support student planning and composition, Dr. Bonner provided class activities where students were able to demonstrate their opinion or knowledge depending on the assignment and topic.

Outcomes

- Students respond positively to working with peers.
- Course adjustments and changes based on student feedback as needed.

Some UDL Examples: Mathematics

Course: Math 1A, First Semester Calculus (SRJC)

Some Examples of Instructional Methodology and Assignments:

- ❖ Lecture and problem-based learning
- ❖ Group activities:
 - ❖ Group worksheets
 - ❖ Group problem demonstrations; presenting problems on the board
- ❖ Reflection Assignments
 - ❖ Summarize a section's topics to your peers in a small group setting
- ❖ Revision Assignments
 - ❖ Assessment and Redo Assignments where students assess their preparation for an exam and how it translated to their level of mastery of the topics covered by that exam and redo all the exam problems.
- ❖ Video Assignments
- ❖ Worksheets with Accompanying Video Examples
- ❖ Written and computer-based homework assignments

Links to More Resources and Examples

- ❖ [Universal Design for Learning \(UDL\)](#)
 - ❖ [UDL Examples](#) (one of my favorites, got me started with the examples)
 - ❖ [CAST UDL Guidelines](#) (good place to look at each aspect of UDL broken down into multiple components)
- ❖ [Incorporating UDL in Disciplinary Contexts](#)
- ❖ [Creating an Equitable Course Outline of Record, Webinar Recording](#)
- ❖ [Great Minds article from 2022 regarding UDL in Math](#)
- ❖ [Glendale College's Equitable Guide to Curriculum](#)
- ❖ California Community College's Curriculum Committee's (5C's) [DEI in Curriculum: Model Principles and Practices](#)
- ❖ [Porterville College's DEI in Curriculum Rubric](#)
- ❖ [Curriculum Committee Equity Review Guidelines from College of the Sequoias](#)



UDL in Your Discipline

Let us look at the CAST UDL Guidelines page so we can start (or continue) exploring UDL in our disciplines:

[CAST UDL Guidelines](#)

Work time!

Let's Explore More (your) Disciplines!

Q & A

Let's discuss questions
as a team.



Thank You

and have a relaxing rest of your day

Laura Aspinall @ laspinall@santarosa.edu

Jen Carlin-Goldberg @ jcarlingoldberg@santarosa.edu

