



Integrating IDEAA+ in CORs

A Work in Progress



What do we call “inclusion, diversity, equity, antiracism, accessibility (IDEAA+)...”?

We welcome any acronym that lists these constructs after being spelled out.

Legislative Mandates

Title 5 § 55001.

Curriculum Committee.

(b) Curriculum committees shall have a **documented procedure** for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote inclusion of all students.

(c) Curriculum committees shall have a **documented procedure** to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of **representation, engagement, and expression** to support learner variability and diversity.



Title 5 Sec 55001 stipulates that curriculum committees shall have a documented procedure for ensuring that course outlines of record describe approaches that would:

Legislative Mandates

Title 5 §55001.5

(a) ... course outlines of record shall include the following required elements for each course:

(3) the title, catalog description, **outcomes**, objectives, content in terms of a specific body of knowledge, and representative textbooks including **open educational resources** that meet universal design course standards;

(5) the **discipline or disciplines placement** established pursuant to section 53407 assigned to the course.

(b) Course outlines of record shall also 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.



Select all that apply. These elements are now required in the course outlines.

Universal Design for Learning

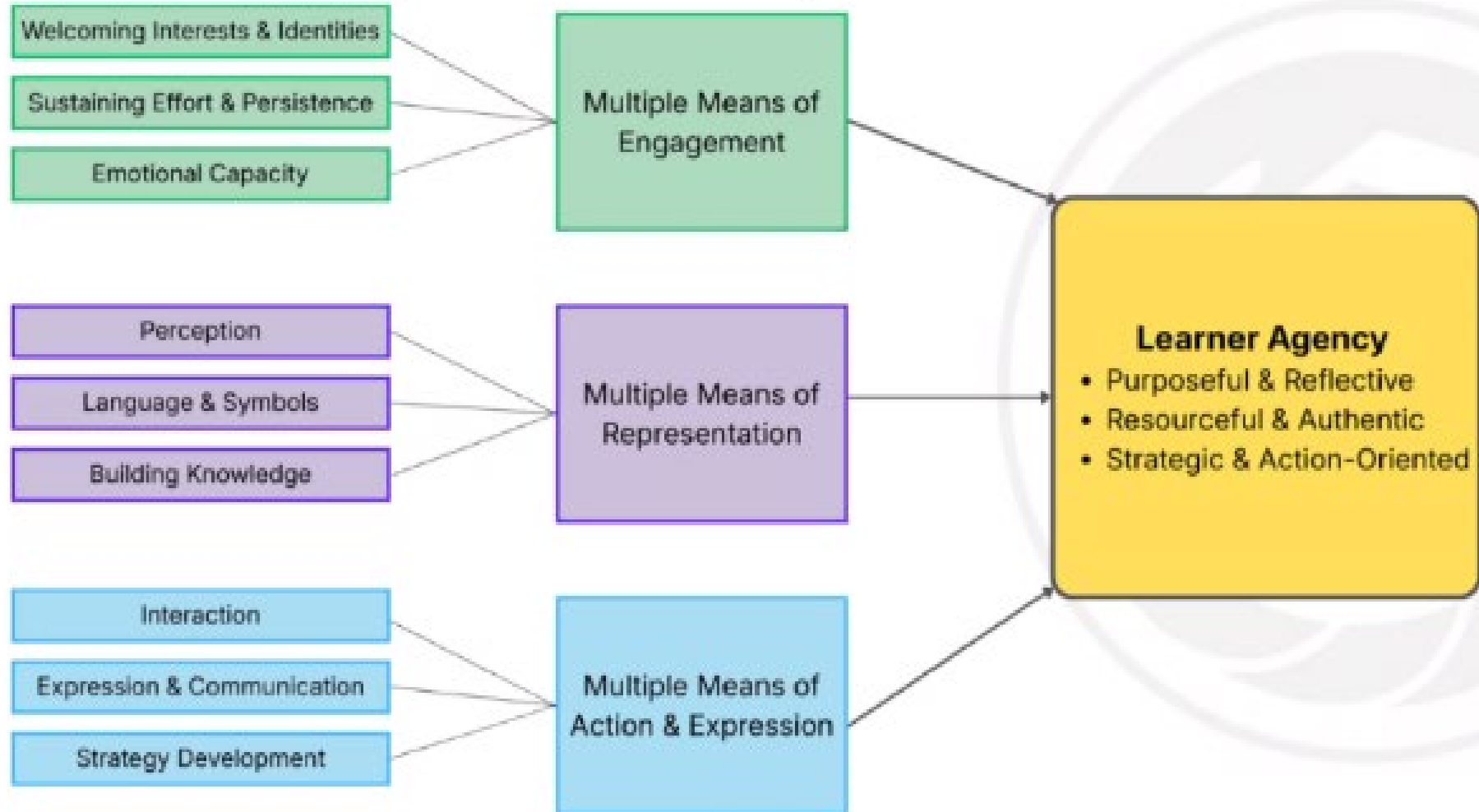
The Center for Applied Special Technology (CAST) developed **Universal Design for Learning (UDL)**.

It is an **educational framework**, a work in progress, of a set of concrete suggestions to ensure learners can participate and access meaningful and challenging learning opportunities.

It is based on **scientific insights** into how we learn and is supported by evidence to benefit learners of all ages and across learning contexts.

Its goal is a purposeful and reflective, resourceful and authentic, and strategic and action-oriented **learner agency**.

Universal Design for Learning: An Overview



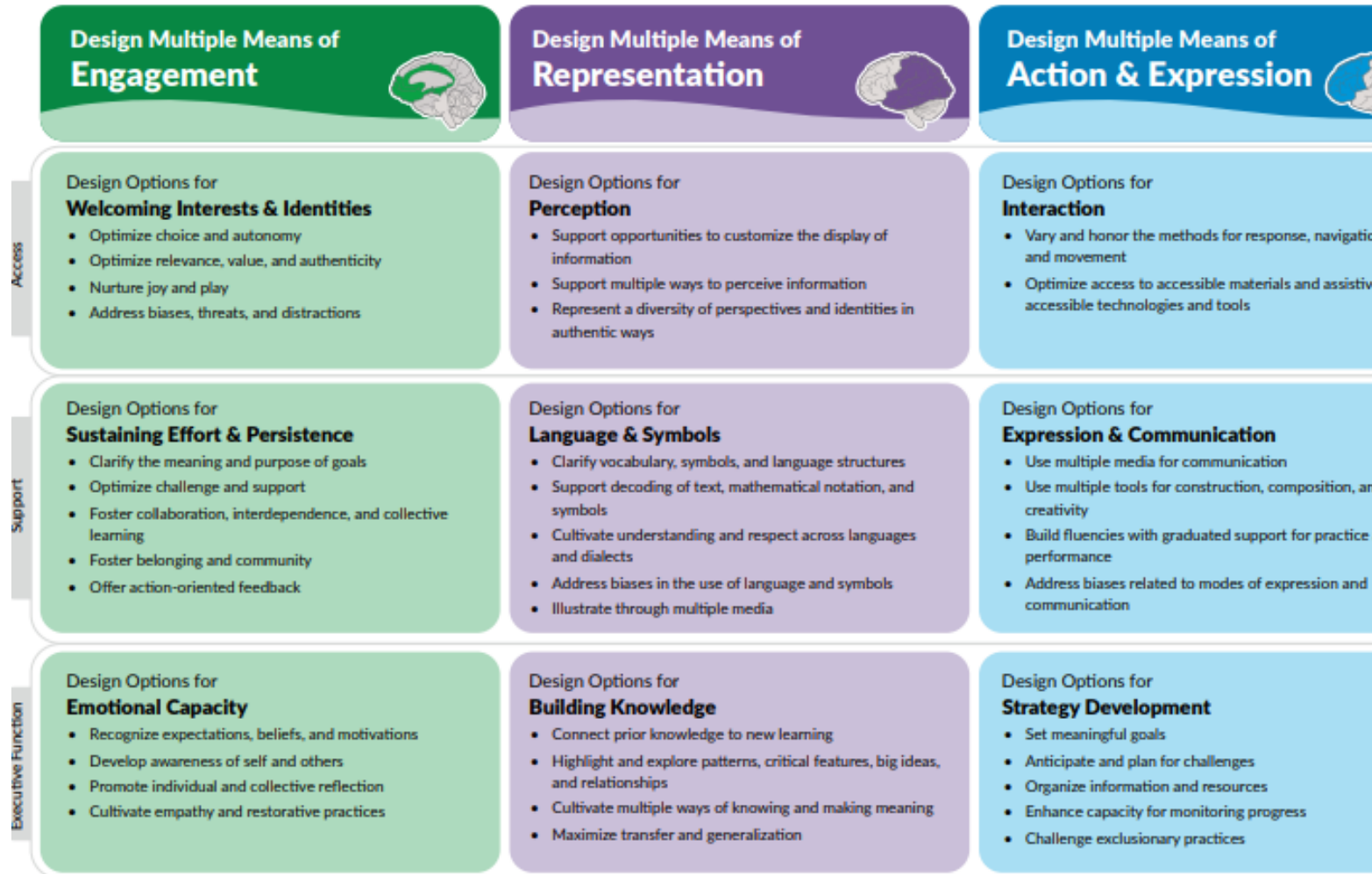
Adapted from CAST. (2024). *Universal Design for Learning Guidelines version 3.0 [graphic organizer]*.

In Three Minutes...



CAST Universal Design for Learning Guidelines

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





With the goal of promoting learner agency, the Universal Design for Learning framework identified categories of teaching strategies that include:

Culturally Responsive Teaching.

It refers to an educator's ability to:

- (1) recognize students' cultural displays of learning and meaning making;
- (2) respond positively and constructively with teaching actions;
- (3) use cultural knowledge as a scaffold to connect what the student knows to new concepts and content to promote effective information processing; and
- (4) create a safe space for learning

Hammond, 2015

Not Confident or Not Observed Items	Course modification needed. <ul style="list-style-type: none"> • These items were not present or did not contribute to the overall cultural responsiveness of the course. • Consider diversifying the course by adding culturally responsive content and taking a deeper dive into the theoretical framework. • Use resources and work with colleagues and consultants to modify the course.
Somewhat Confident Items	Course modification suggested. <ul style="list-style-type: none"> • These items did little to contribute to the overall cultural responsiveness of the course. • Consider diversifying the course by adding culturally responsive content. • Use resources and work with colleagues and consultants to modify the course.
Confident Items	Culturally aware course. <ul style="list-style-type: none"> • These items were adequate and contributed to the overall cultural responsiveness of the course. • Consider consulting colleagues and examining resources to strengthen the cultural responsiveness of the course.
Highly Confident Items	Culturally responsive course. <ul style="list-style-type: none"> • These items were strong and contributed to supporting the overall cultural responsiveness of the course. • Consider sharing resources, approaches, and curriculum with colleagues.

Culturally Responsive Higher Education Curriculum Assessment Tool

It is an instrument that can help determine the extent of cultural responsiveness and cultural sustainability of a course.

It uses a Likert scale of confidence on different criteria (representation, diversity, social justice, andragogy, syllabi, and assessment).

It includes course modification based on the level of confidence of these criteria.



What are some of the perceived challenges with integrating IDEAA+ and UDL principles in course outlines?

Four Question Approach

Question	Course Outline Element
Q1. What modifications in catalog description, learning outcomes, objectives, and content create a relatable learning experience?	Catalog Description Learning Outcomes and Objectives Content
Q2. What modifications in assignments and methods of evaluation would help ensure student engagement and progress?	Assignments Methods of Evaluation
Q3. What modifications in texts and instructional modalities ensure equity and access to instructional/learning materials?	Text Instructional Modality: DE
Q4. What modifications in methods of instruction meet accessibility standards and engagement of diverse student abilities?	Methods of Instruction



Question 1. What modifications in catalog description, learning outcomes, objectives, and content create a relatable learning experience?

Making the course **relatable** involves intentional curriculum design that reflects and honor diverse experiences of students.

Culturally responsive approaches make the course relatable and **applicable** to the students' personal, academic, and/or career goals.

Deeper learning occurs when the student understands the importance and develops personal connections with the subject matter.

Design Multiple Means of Engagement



Access

Design Options for

Welcoming Interests & Identities

- Optimize choice and autonomy
- Optimize relevance, value, and authenticity
- Nurture joy and play
- Address biases, threats, and distractions

Support

Design Options for

Sustaining Effort & Persistence

- Clarify the meaning and purpose of goals
- Optimize challenge and support
- Foster collaboration, interdependence, and collective learning
- Foster belonging and community
- Offer action-oriented feedback

Executive Function

Design Options for

Emotional Capacity

- Recognize expectations, beliefs, and motivations
- Develop awareness of self and others
- Promote individual and collective reflection
- Cultivate empathy and restorative practices

Catalog Description

UDL Domain. Engagement.

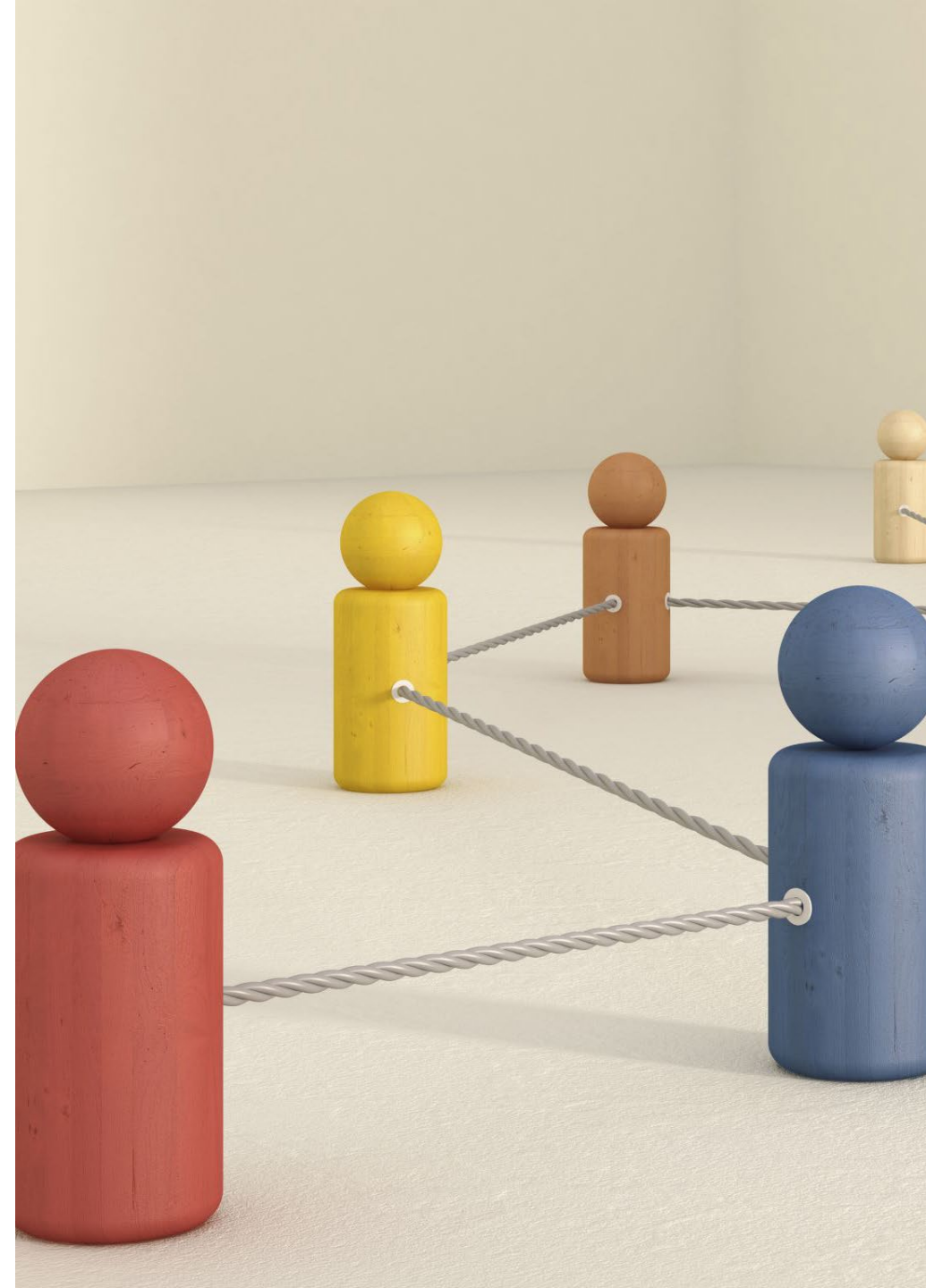
UDL Domain Application.

- State why the course matters and who it serves.
- Clarify relevance, real world application, and expectations. Avoid gatekeeping and deficit framing.
- Use student-centered language.

ANTH 102 Intro to Cultural Anthropology (3 units) Catalog Description

Existing

An introductory course on contemporary human sociocultural adaptations from around the world. This course is a cross-cultural survey of important avenues of anthropological research and attempts to understand and explain the similarities and differences in human behavior, social institutions, and total ways of life. By studying all human societies, anthropologists attempt to understand the variability of culture to gain a holistic view of the human condition.



ANTH 102 Intro to Cultural Anthropology (3 units)

Catalog Description

IDEAA+ and UDL Integration

An introductory course on contemporary human sociocultural adaptations. This course explores the variability of human behavior and social institutions through a decolonial and inclusive lens. By studying diverse societies, **we** aim to understand the human condition while critically examining how power, privilege, and systemic inequality shape cultural experiences. **We** emphasize a holistic view that values indigenous knowledge and marginalized perspectives.



Comment on the modification of the catalog description.

Objectives and Learning Outcomes

The **learning outcomes** are now part of the course outline. They serve as foundations for implementing and scaling UDL domains when they transparently communicate how students demonstrate learning. They are clear when using observable, measurable verbs that enable engagement, representation, action, and expression. (CAST, 2024).

When compared to objectives, **learning outcomes** refer to what is attained at the door (conclusion of the course) while objectives are the incremental steps moving toward the door (achieving the outcomes).



How would you rate your level of understanding of the difference between objectives and learning outcomes?

Design Multiple Means of Action & Expression



Design Options for **Interaction**

- Vary and honor the methods for response, navigation, and movement
- Optimize access to accessible materials and assistive and accessible technologies and tools

Design Options for **Expression & Communication**

- Use multiple media for communication
- Use multiple tools for construction, composition, and creativity
- Build fluencies with graduated support for practice and performance
- Address biases related to modes of expression and communication

Design Options for **Strategy Development**

- Set meaningful goals
- Anticipate and plan for challenges
- Organize information and resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices

Objectives and Learning Outcomes

UDL Domain. Action and Expression.

UDL Domain Application.

- Describe what is learned.
- Use specific, measurable, attainable, observable verbs.
- Align with methods of evaluation.

BUS 101 Intro to Business (3 units)

Objectives

Existing

1. cite the various ways the US government affects, restricts, and protects business
2. compare the advantages/disadvantages in each form of business ownership
3. define business ethics and explain the role of social responsibility in an organization
4. compare the primary economic systems.
5. identify how business operates in an international/global environment including legal, social, cultural, and interdependence and integrated financial markets.

NOTE: Partial list of 15 listed objectives.

BUS 101 Intro to Business (3 units)

Objectives

IDEAA+ and UDL Integration

- analyze how US government policy can either create barriers or provide protections for historically marginalized business owners.
- evaluate the role of antiracism and social responsibility in organizational ethics.
- compare economic systems with a focus on how they distribute wealth and resources across different social groups.
- identify inclusive leadership styles that foster a sense of belonging and psychological safety.
- examine the marketing mix through the lens of cultural humility and inclusive representation.
- explain how financial institutions and securities markets impact systemic wealth accumulation and equity.
- apply Universal Design principles to business operations to ensure accessibility for employees and customers with disabilities.

BUS 101 Intro to Business (3 units)

Learning Outcomes

Existing

- Recall significant core business issues, theories, and applications.
- Apply business principles to produce an applied learning log.
- Demonstrate the ability to follow instructions on assignments and class activities.

IDEAA+ and UDL Integration.

- Critique core business theories by analyzing their impact on diverse populations and social equity.
- Apply inclusive business principles to solve real-world organizational challenges in an applied learning log.
- Demonstrate effective collaboration and communication within a diverse team environment.

Design Multiple Means of Representation



Design Options for Perception

- Support opportunities to customize the display of information
- Support multiple ways to perceive information
- Represent a diversity of perspectives and identities in authentic ways

Design Options for Language & Symbols

- Clarify vocabulary, symbols, and language structures
- Support decoding of text, mathematical notation, and symbols
- Cultivate understanding and respect across languages and dialects
- Address biases in the use of language and symbols
- Illustrate through multiple media

Design Options for Building Knowledge

- Connect prior knowledge to new learning
- Highlight and explore patterns, critical features, big ideas, and relationships
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization

Content

UDL Domain. Representation.

UDL Domain Application.

- Support access to information.
- Organize content logically. Scaffold progression.
- Avoid unnecessary cognitive overload.
- Distinguish core knowledge from support and enrichment.

BUS 101 Intro to Business (3 units)

Existing Content

1. Introduction to Course - The Foundation of Business
2. Business Challenges Facing America
3. Forms of Business Ownership Small Business and Franchising
4. The Process of Management
5. Internal Organization
6. Human Relations
7. Managing Human Resources Labor-Management Relations
8. Producing Products and Services Marketing Strategy and Consumers
9. Product and Pricing Strategies
10. Distribution Strategy/Promotional Strategy
11. Computers - Management Information and Statistics
12. Accounting and Financial Management: Money, The Banking System and other Financial Institutions
13. Long-Term Financing: The Securities Markets
14. Risk Management and Insurance: International Business
15. Business, Government, and the Legal System
16. Societal Issues in Business: Your Career in Business

BUS 101 Intro to Business (3 units)

IDEAA+ and UDL Integration Content

1. The Foundation of Business: Evolution of business through the lens of social and economic equity.
2. Business Challenges: Addressing systemic inequalities, the digital divide, and sustainability.
3. Ownership Models: Small business, franchising, and social enterprises/cooperatives.
4. Inclusive Management: Emotional intelligence and cultural competency in leadership.
5. Human Resources & Equity: Antiracist hiring practices, wage equity, and labor rights.
6. Marketing for All: Ethically reaching underrepresented markets and avoiding bias in branding.
7. Technology & Access: The role of AI ethics and ensuring universal access to business tools.
8. Financial Justice: Banking systems, the wealth gap, and socially responsible investing (ESG).
9. Business Law & Rights: Intellectual property, contracts, and protections for marginalized entrepreneurs.
10. Global Interdependence: Decolonizing international business practices and fair trade.



When integrating IDEAA+ in course outlines, is there a need to add MORE content?

Question 2. What modifications in assignments and methods of evaluation would help ensure student engagement and progress?



Instructors who actively reach out to students to address learning concerns have a profound effect on student success. These interactions create opportunities for students to take ownership and accountability in their own learning.

Design Multiple Means of Action & Expression



Design Options for **Interaction**

- Vary and honor the methods for response, navigation, and movement
- Optimize access to accessible materials and assistive and accessible technologies and tools

Design Options for **Expression & Communication**

- Use multiple media for communication
- Use multiple tools for construction, composition, and creativity
- Build fluencies with graduated support for practice and performance
- Address biases related to modes of expression and communication

Design Options for **Strategy Development**

- Set meaningful goals
- Anticipate and plan for challenges
- Organize information and resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices

Assignments

UDL Domain. Action and Expression.

UDL Domain Application.

- Define structured practices as these align with objectives and outcomes.
- Create varied ways to apply learning like analysis, reflection, creation, etc.
- Include clear guidance and performance expectations.



MATH 105 Mathematics for Teachers (4 units) Assignments

Existing.

Assigned reading in textbook and other sources, assigned homework problems and assigned projects based on the Course Objectives, to average 8 hours per week.

MATH 105 Mathematics for Teachers (4 units)

Assignments 1

IDEAA+ and UDL Integration.

- Shift the focus from a "one-size-fits-all" model to one that proactively addresses student variability and systemic barriers.
- Allow students to choose how they demonstrate mastery. Options could include a written report, a podcast, a video presentation, or a creative project.
- Align homework directly with larger assessments by providing frequent, low-stakes "typical test questions" or practice problems. Making these required helps close achievement gaps for students with less prior exposure to the subject.
- Use the Transparency in Learning and Teaching (TILT) framework for all assignments. Clearly state the purpose (skills/knowledge gained), the task (steps to follow), and the criteria (how it will be evaluated).

MATH 105 Mathematics for Teachers (4 units)

Assignments 2

IDEAA+ and UDL Integration.

- Community-Engaged or Real-World Projects. Design projects that allow students to apply course objectives to real-world issues, particularly those affecting their own communities or addressing social justice.
- Collaborative Team Structures. Implement group projects with defined roles and responsibilities. Invite students to discuss their individual learning needs and strengths within their teams to foster a culture of belonging.
- Agency in Topic Selection. Allow students to shape their own research topics or project themes based on their personal interests or cultural backgrounds.

Design Multiple Means of Action & Expression



Design Options for Interaction

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Design Options for Strategy Development

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Methods of Evaluation

UDL Domain. Action and Expression.

UDL Domain Application.

- Make explicit ways to demonstrate learning.
- Align evaluations to objectives and outcomes.
- Include **different evaluation methods** like analytical essay, case study analysis, project-based application, structured problem sets or applied calculations, portfolio demonstrating skill progression, performance demonstration (lab, clinical, technical tasks), reflective analysis tied to outcome criteria, and others.

MATH 105 Mathematics for Teachers (4 units)

Methods of Evaluation

Existing

- Exams/Tests, Quizzes, Projects, Class Participation, and Homework
- Tests, examinations, homework or projects where students demonstrate their mastery of the learning objectives and their ability to devise, organize and present complete solutions to problems.



Grading for Equity Strategies

**We've Been
Grading Wrong
All Along**

With Joe Feldman





Question 3. What modifications in texts and instructional modalities ensure equity and access to instructional/learning materials?

Students from low socio-economic backgrounds struggle to afford time and costs of texts and materials (computer access and connectivity).

Design Multiple Means of Representation



Design Options for Perception

- Support opportunities to customize the display of information
- Support multiple ways to perceive information
- Represent a diversity of perspectives and identities in authentic ways

Design Options for Language & Symbols

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- Support decoding of text, mathematical notation, and symbols
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- Illustrate through multiple media

Design Options for Building Knowledge

- Connect prior knowledge to new learning
- Highlight and explore patterns, critical features, big ideas, and relationships
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization

Text

UDL Domain. Representation.

UDL Domain Application.

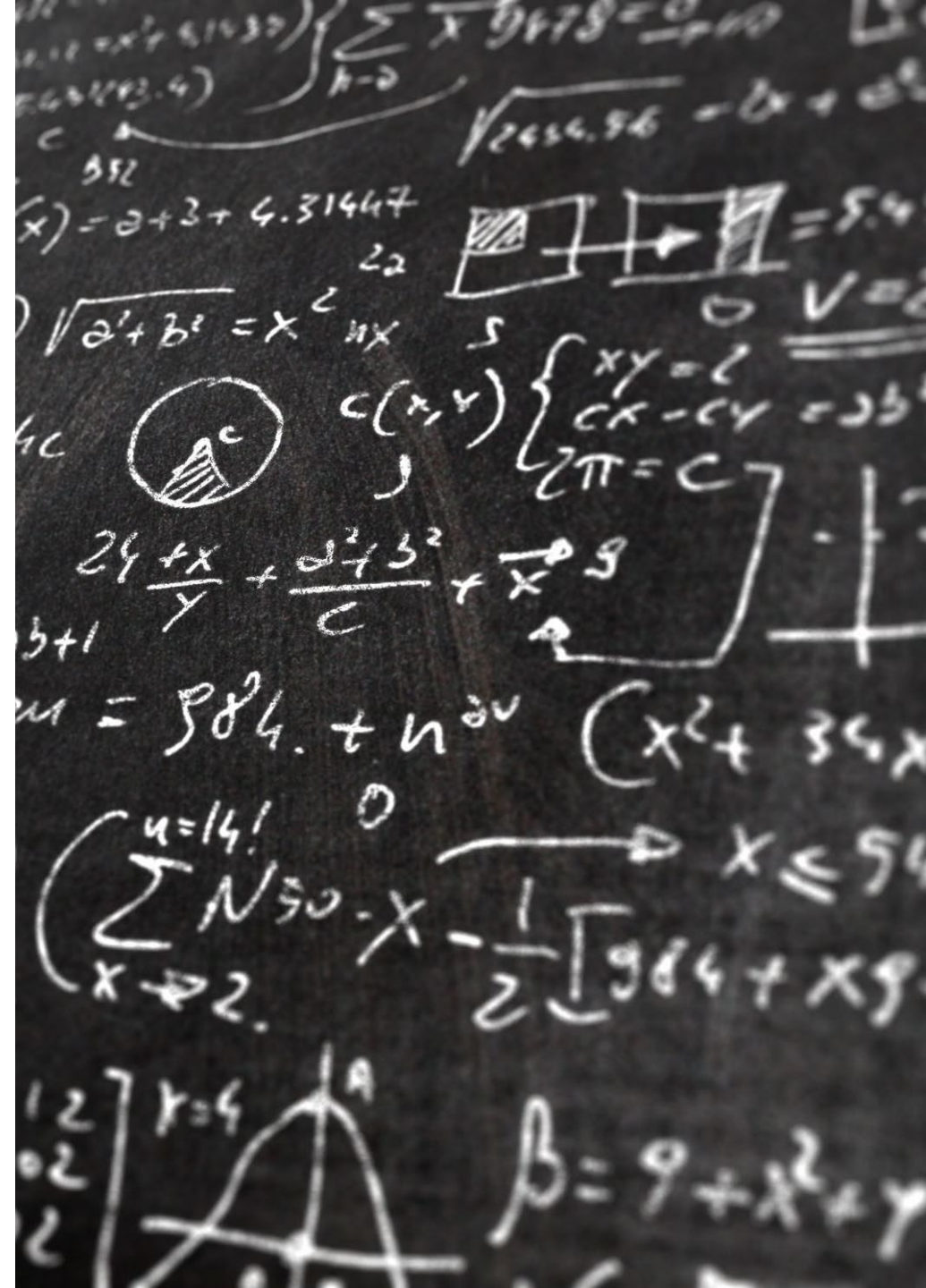
- Build access to course materials rather than “as needed basis”.
- Include flexible, multiple formats – text, visual, multimedia, interactive, etc. Use accessible design standards (WCAG 2.1AA compliance).

PHIL 105 Ethics (3 units)

Representative Texts and Materials

Existing

- Vaughn, L. (2021). Doing Ethics. 6th edition.
- Various handouts including readings and articles dealing with issues discussed in class. Some of these would include selections from Plato, Aristotle, Kant, Mill, Marx, Nietzsche, Sartre, etc.
- Various articles from newspapers, magazines, etc. on current moral issues.



PHIL 105 Ethics (3 units)

Representative Texts and Materials

To modernize the course outline, we need to shift from a Eurocentric "Great Men" model to a globally inclusive framework. By integrating DEIA (Diversity, Equity, Inclusion, and Accessibility), Antiracism, and UDL (Universal Design for Learning), the course becomes more representative of the diverse student body and the complex ethical realities of the 21st century.

- Primary Text: *Doing Ethics* by Lewis Vaughn (current) supplemented with Open Educational Resources (OER) to eliminate financial barriers.
- Diverse Readings:
 - Carol Gilligan (Feminist Ethics)
 - Cornel West or Charles Mills (Race and Ethics)
 - Frantz Fanon (Post-colonialism)
 - Rosemarie Garland-Thomson (Disability Ethics)

Design Multiple Means of Representation



Design Options for Perception

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Design Options for Language & Symbols

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Design Options for Building Knowledge

- Connect prior knowledge to new learning
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- Maximize transfer and generalization

Instructional Modalities including Traditional, Distance Education, and Hybrid Modalities

UDL Domain. Representation.

UDL Domain Application.

- Include flexible, multiple formats – text, visual, multimedia, interactive, etc. Use accessible design standards (WCAG 2.1AA compliance).
- Include diverse perspectives, voices, and cultural contexts that align with objectives and outcomes.

IDEAA and UDL Integration.

- Consideration for instructional modality includes face-to-face, distance education modalities, and hybrids. Account for the student access to computers and connectivity and standards for posting materials online.

**Question 4.
What modifications
in methods of
instruction meet
accessibility
standards and
engagement of
diverse student
abilities?**

Accessibility includes instructional design elements, teaching strategies, technology, and communication.

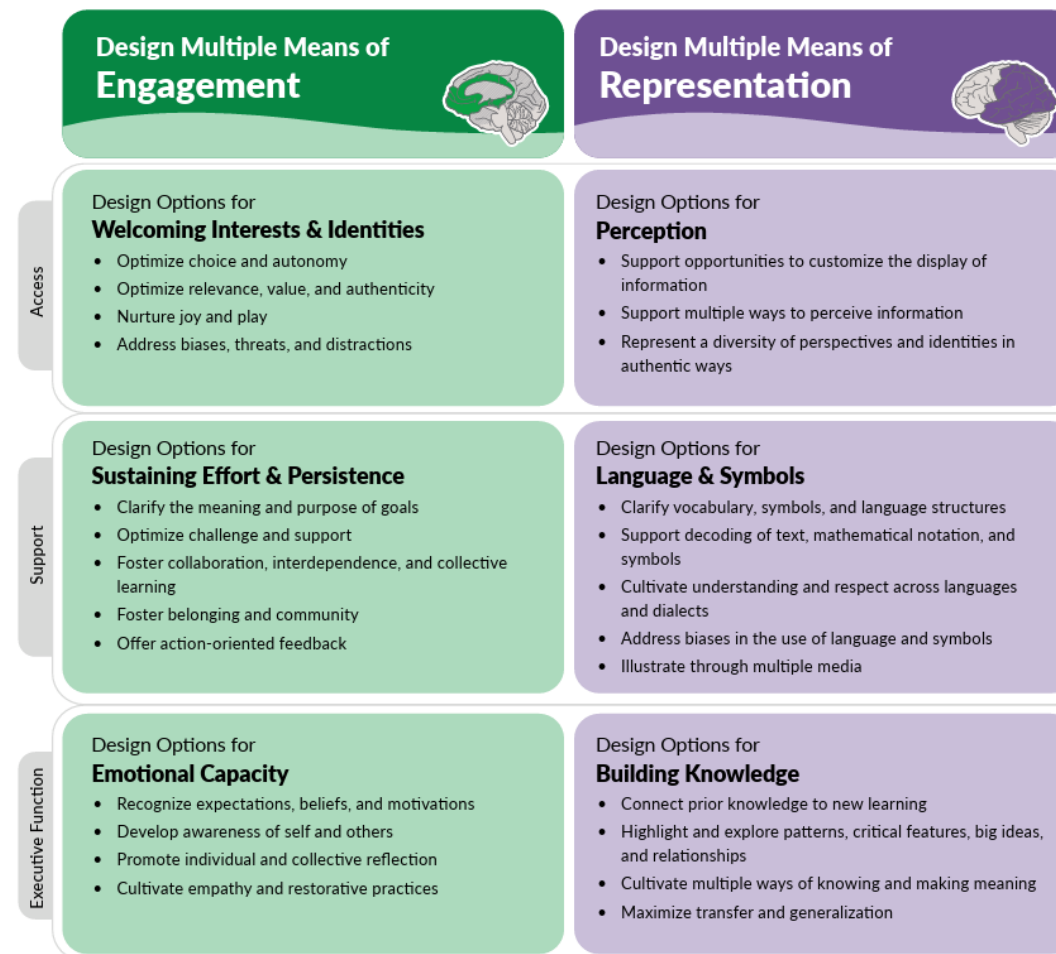
Americans with Disability Act (ADA) and Section 508 of the Rehabilitation Act of 1973 require that all students have access to the course content and supplemental materials.

Methods of Instruction

UDL Domain. Engagement and Representation.

UDL Domain Application.

- Provide opportunities for participation designed to develop a sense of belonging and sustained effort.
- Build community and collaboration that incorporates feedback and reflection about the methods of instruction.
- Examples include interactive lectures with formative checks, structured discussions, guided practice with feedback, case or problem-based exploration, simulation or role playing, etc.



NURS 101 Transitions to Professional Practice (1.5 units)

Existing Methods of Instruction

- Discussion. The students would present a course topic with guided discussion questions. The questions lend to development of insights regarding the topics and talking points for a student-led class discussion.
- Lecture.

NURS 101

Transitions to Professional Practice (1.5 units)

IDEAA and UDL Integration.

- Multi-Modal Lecture: Information provided via visual, auditory, and kinesthetic methods (e.g., captioned videos, interactive simulations).
- Student-Led Inclusive Discussion: Students facilitate topics using a "Braver Space" framework, ensuring diverse perspectives are heard and valued.
- Scaffolded Learning: Providing varying levels of support (rubrics, templates, and exemplars) to meet students where they are.

Putting It All Together

When further examining these modifications that integrate inclusion, diversity, equity, antiracism, and accessibility and the Universal Design for Learning approaches, it is equally important to reexamine how these integrations are cohesive.

