

APPLYING A CURRICULAR LENS TO DISABILITY SERVICES

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WHAT IS CURRICULUM?

- Curriculum addresses how students learn outside of the classroom.
- There are 10 essential elements of a curricular model
 - (ACPA Institute on the curricular approach, <https://myacpa.org/event/ica-2021/>)

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WHAT IS CURRICULUM? (CONTINUED)

- In Curriculum...
 - We center the institution's mission
 - Learning goals and outcomes derived from a defined educational priority
 - We base our models on research and developmental theory
 - Departmental learning outcomes inform strategies
 - Traditional programs may be one type of strategy but the focus is educational activities
 - Student leaders can engage with implementation but are not content experts
 - Learning is sequenced
 - Campus partners are identified and partnered with
 - The plan is developed through a review process
 - There is assessment for achievement of learning outcomes
 - (ACPA Institute on the curricular approach, <https://myacpa.org/event/ica-2021/>)

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PARTICIPANTS WILL BE ABLE TO...

- Identify 3 benefits of using the curricular approach
- Engage with the curricular framework to create or influence strategic plans for their offices
- Identify areas they would like to assess

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DEVELOPING THE FRAMEWORK: OVERVIEW

- Step 1: Reviewing Mission Statements
- Step 2: Pulling goal areas from the mission statement
- Step 3: Creating objectives
- Step 4: Developing Learning Outcomes
- Step 5: Strategies
- Step 6: Assessment

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DEVELOPING THE FRAMEWORK: STEP I

- Step 1: Reviewing Mission Statements
 - What is the mission for the Division of Student Success?
 - What is the mission for the DRC?

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PURDUE STUDENT SUCCESS PROGRAMS MISSION STATEMENT

- Student Success Programs empower students to embrace a sense of lifelong learning by providing nationally-recognized, student-centered college success initiatives and services.
- The department's various interconnected programs assist students in progressive stages of development and have as their ultimate goals an increased rate of student degree completion, future employment or study, dedicated citizenship, and responsible leadership in the state, nation and world.

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PURDUE DRC MISSION STATEMENT

- Purdue University is committed to an inclusive and welcoming experience for all students. To that end, the Disability Resource Center (DRC) is the office designated by Purdue to provide services, resources, and programs to facilitate equal access for disabled students, resulting in their full participation in curricular and co-curricular offerings.
- The DRC serves disabled undergraduate and graduate students enrolled at Purdue's West Lafayette campus and Purdue Polytechnic Institute Statewide Programs, whether part-time or full-time (including students taking online courses). The DRC strives to proactively identify and remove barriers to access, promote inclusion and minimize the need for individual accommodations. The DRC also determines whether students are eligible for reasonable accommodation and, if so, the nature of the reasonable accommodation. The DRC does not test for, diagnose, or treat disability but relies on third-party documentation when determining accommodations.

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STEP 2: PULLING GOALS FROM THE MISSION STATEMENTS (PART 2)

- Progressive stages of development (Referenced Chickering and Reiser, 1993)
- Degree completion
- Future employment
- Dedicated citizenship
- ~~Responsible leadership in the state, nation and world (crossed through)~~
- Full participation in curricular and co-curricular offerings

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WHAT'S MISSING? GUIDING PRINCIPALS

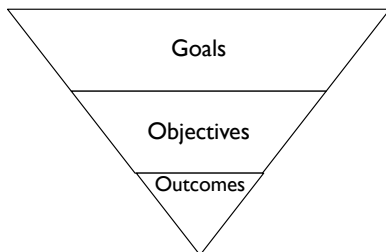
- **Inclusion:** supporting students' multiple identities and experiences
- **Access as a human right:** utilizing partnerships, disability law, research and scholarship to shift campus environments to be accessible for all disabled people
- **Individualized Process:** recognizing that each person's experience with disability is unique

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STEP 2: PULLING GOALS FROM THE MISSION STATEMENT

- Degree completion
- Full participation in curricular and Co-curricular offerings
- Future planning (employment, future study)
- Dedicated citizenship

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GOALS, OBJECTIVES, OUTCOMES

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DEVELOPING THE FRAMEWORK: STEP 3, CREATING OBJECTIVES

- Step 3: Creating objectives
 - What observations have we made about our students?
 - Consider theories, research, and scholarship

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STEP 3: CREATING OBJECTIVES WHAT OBSERVATIONS HAVE WE MADE ABOUT OUR STUDENTS?

- Observations for Fall 2021
 - Higher volume of student requests
 - Students have had difficulty adjusting back to the in person environment
 - Requests have been more complex and require more attention
 - Students are struggling to understand the difference between access vs. success or preference
 - Students are experiencing "buyer's remorse" with credit hours, in person attendance, housing, and academic requirements. Many look to the DRC hoping to escape these conflicts without consequence
- Student needs have been more complex to address; we must navigate a broad spectrum of developmental needs for our students.

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STEP 4: DEVELOPING LEARNING OBJECTIVES BRAINSTORMING

- Degree completion
- Time management
 - Use of planner or calendar
 - Proactive work towards deadlines
 - Appropriate budgeting of time
- Accommodation management
 - Provide instructions for sending eligibility letters
 - Scheduling exams
 - Communicating about absences

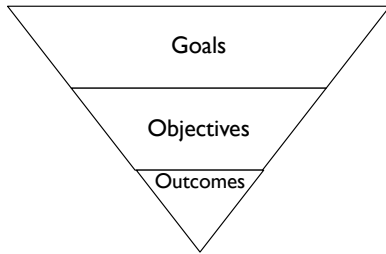
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STEP 3: DEGREE COMPLETION OBJECTIVE

- **Degree completion**

- Accommodation Management: The ability for students to communicate and implement their accommodations. The ability for students to recognize guidelines and timelines relevant to their accommodations.

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GOALS OBJECTIVES OUTCOMES

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STEP 4: DEVELOPING LEARNING OUTCOMES
 MEYER'S (2003) SMART OVERVIEW

- What is a SMART Learning Outcome?

- "Specific (simple, sensible, significant)."
- "Measurable (meaningful, motivating)."
- "Achievable (agreed, attainable)."
- "Relevant (reasonable, realistic and resourced, results-based)."
- "Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)."

- Example:

- After their initial meeting, students will be able to identify 2 campus resources that can support their individual needs
- By their senior year, students with pre-existing conditions will be able to describe future access needs

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STEP 4: DEVELOPING LEARNING OUTCOMES SEQUENCING OVERVIEW

1. Knowledge: recall,
identify, define,
describe

2. Comprehension:
discuss, infer, select,
defend

3. Application: apply,
modify, solve, prepare

Bloom's Taxonomy Verbs

6. Evaluation: Assess
conclude, predict,
judge

5. Synthesis:
Design, reconstruct,
develop

4. Analysis:
compare/contrast,
question, experiment,
breakdown

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STEP 4: DEVELOPING LEARNING OUTCOMES CREATING SEQUENCED LEARNING OUTCOMES

- Degree completion
 - Accommodation Management: The ability for students to communicate and implement their accommodations. The ability for students to recognize guidelines and timelines relevant to their accommodations.
 - Students will be able to identify their responsibilities in seeking or utilizing their accommodations
 - Students will be able to discuss their access needs with faculty or relevant offices
 - Students will be able to initiate discussions on their ongoing access needs

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STEP 5: STRATEGIES

- Learning Objective
 - Students will be able to identify their responsibilities in seeking or utilizing their accommodation
- Potential Strategies
 - Initial meeting
 - DRC Follow-up email
 - Survey on using student portal
 - Make website clearer on how to view accommodation eligibility

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STEP 5: STRATEGY TIPS

- Think outside the box
 - What are the things we have always done? Could we do better?
 - What ideas are we getting from peers in the field?
 - What are some fun ways to engage students in learning experiences?

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**STEP 5: STRATEGIES
EMPHASIZING STUDENT AUTONOMY**

- The goal of our department is “full participation” in campus activities. If a strategy cannot participate without reliance on a specific AC we need to ask...
 - What is the purpose of the interactions?
 - Is this a sustainable strategy?
 - Are we taking learning experiences from the student by doing things for them instead of teaching them how?

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STEP 6: ASSESSMENT

- Learning Objective
 - Students will be able to identify their responsibilities in seeking or utilizing their accommodation

How do we measure achievement? There are many ways we could gather data. The key is to select the most effective method for learning what we want to know. Here are some possibilities:

- Survey
- Collect anecdotal data from check-in meetings
- Anecdotal data from front office about FAQs
- Keep in mind: We don't have to assess everything all the time.

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NEXT STEPS

- Determine if there's any additional pieces of scholarship we want to incorporate into the development of learning objectives
- For each goal area create learning objectives. Under each objective, list sequenced outcomes
- Brainstorm strategies to address each learning outcome. Strategies could be as simple as updating the website with resources. The important thing is variety
- Implement strategies in daily practice and identify ways to assess our current practices

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NEXT STEPS (CONTINUED)

- Parallel Curriculum
 - Academic Success Center
 - Faculty Outreach

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FINAL ACKNOWLEDGEMENTS

- Some students may be farther along in specific goals than others, we can adapt per student
- There are some students we may only have one meeting with, so intentional sequencing may not always be possible
- This plan is designed for students who work with our office long-term. Students with short-term impairments may still benefit from strategies but situations vary.

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REFERENCES

- ACPA 10 essential elements of a curriculum model for learning beyond the classroom. (2022). <https://myacpa.org/event/ica-2021/>
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- MindTools SMART goals: How to make your goals more achievable. <https://www.mindtools.com/pages/article/newstools10.htm>
- Purdue University Disability Resource Center. About us. <https://www.purdue.edu/drc/about/index.php>
- Purdue University Student Success Programs. About us. <https://www.purdue.edu/studentssuccess/about.html>

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THANK YOU!

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