Hidden Curriculum Defined

"The 'hidden curriculum' or 'invisible curriculum' refers to the **unstated norms, policies, and expectations** that students **need to know to succeed** in higher education but are often **not taught explicitly**."

(Quote from: Gonin, Truglia, Pedzinski, & Sidky, 2023)
Also drawing from: Alsubaie, 2015; Cornbleth, 1984; Gofton & Regehr, 2006

Your students might not know how to:

- Read for your class
- Take "good" notes
- Participate "correctly" in class
- Ask for help

Consider the **disproportionate impact** of uncovering the hidden curriculum on underserved and/or at-risk students..

Examples from Samantha Orchard, Plant Sciences

What is "literature"?

For the purposes of this assignment, literature is any printed or recorded material that has information on your chosen topic. You should use reputable sources of information but I generally discourage the use of technical papers written by scientists for scientists, because they are likely too technical/challenging for most students in this course. However, if you feel like you can understand those papers, you are free to use them. For more information, see the Assignment instructions for links to websites with more information on this style of paper and on choosing appropriate sources.

Notes about the role of teaching assistants in course

The TAs will assist Dr. Orchard by grading all the Discussions and Module Writing Assignments, applying late penalties to Quizzes, and grading and providing feedback on the Literature Review papers for most of the students in the class (Dr. Orchard will also do some of them for Part I and Part II).

For questions about the course material, post your questions in the Questions about the course Discussion forum, or contact Dr. Orchard (orchard@arizona.edu).

Please contact Dr. Orchard (orchard@arizona.edu) for any questions about course logistics (due dates, absences, extensions, grade concerns, etc.).

Example from Rob Groves, Classics

MODERN ADAPTATION PROJECT, CONT.

Grading: This project will be graded on a rubric that will be shared with you on our workshop day, but which will prioritize the following:

- A **persuasive articulation of your vision** that effectively makes the case for your ideas. The persuasiveness of your argument will be supported by specific and accurate details.
- The **accuracy, precision, and depth** of your discussion of the play(s) and their content.
- The **accuracy, precision, and completeness** of your discussion of the historical details of Greek theater practice.
- The **depth of thought** and **clarity of articulation of purpose** of your artistic vision.
- The **professionalism** of your presentation, including both compositional mechanics and standard citational practices.
- The **"genius factor"** for especially interesting, exciting, and/or unexpected ideas.

To aid in your work on this project, please see the details on its purpose, audience, genre, etc. below!

Purpose: The purpose of this document is two-fold: 1.) in service of the theater company's goals, your document should persuade the creative team and directors of a great way to create a meaningful, impactful experience for their audience, and contribute to their mission. If they listen to you, the show will be developed as you envision, and its success will depend largely on your recommendations. 2.) as a consultant, your professional reputation is at stake. They have trusted you with more high-level work. If your work is shoddy, factually incorrect, based on simplistic interpretations, uninspired and/or unprofessional, you are not likely to get more work like this. If on the other

Emphasizing the Positive in Policies

Students' Unspoken Queries About Us

- Why are they here?

- How much do they know and care about me?

- How much do they respect me?

- How real are they? Do they know who they are in relation to me?

- Do they know how to help me learn?

- How close are they willing to get to me? What are they willing to do to help me learn?

(Artze-Vega et al. 2023. *The Norton Guide to Equity-Minded Teaching*; adapted from Demerath et al. 2022. "A Grounded Model of How Educators Earn Students' Trust in a High Performing U.S. Urban High School")

Goals/Intent   vs.   Communication/Impact

- Provide a help manual
- Streamline problem-solving
- Ensure equity in handling cases
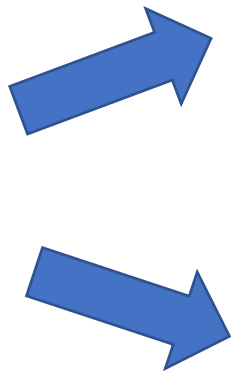
Common emphasis:

- Rules and demands
- Authoritative and top-down
- Threats of consequences for non-compliance

_____

Caring emphasis:

- Solutions and resources
- Offering rationales and alternatives
- Inviting, maybe collaborative ("constitution")

Handling Institutional Policies

Only need to include link to mandatory policies:

"Please carefully review the UA Policies here: https://catalog.arizona.edu/policies."

Comment on policies as a whole or highlight specific ones in your own words

Use recommended language and/or use your own – what are you signaling?

Example: Institutional Policies

"University Policies & Students Rights"

Policies are a set of guiding principles for how you (the student), we (the instructors), and the University of Arizona can act and interact. Please carefully review the relevant policies of the UA here:*https://catalog.arizona.edu/policies*

I know that they are not always easy to read and that they often sound contractual and appear to be behavioral regulations. But these policies try to articulate common sense agreements on what it means to learn and live together safely and free from harassment, disruptions, or threat. Similarly, these policies strive to support academic excellence, for instance by teaching us about plagiarism so that we can avoid it. So please make yourself familiar with the policies because they help protect our and others' safety, data, and integrity and offer a constructive protocol in case we need to respond to a situation.

- Dr. Mascha Gemein, UCATT

Leveraging Course Policies

Progress & Completion

- Absences
- Late policy
- Grading
- W & I

Climate & Community

- Accessibility beyond the minimum
- Names, pronouns
- Institutional positioning
- Team membership
- Inclusion
- Civil discourse
- Use of devices

Example: Accessibility

Suggested:

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, https://drc.arizona.edu/) to establish reasonable accommodations.

Adapted:

[Suggested phrasing followed by:]

Our commitment to your accessibility is not limited to students with identified disabilities. It extends to each of you. Particularly during this pandemic time when we all are experiencing increased stress and challenges, we see your first priority as your health and well-being, and the health and well-being of your loved ones. We want you to know that we will work with you to break down any barriers that exist for you in order for you to be as healthy this semester and as successful in the course as possible.

Whether in D2L-based conversations or in Zoom, there are options for oral and written participation. Handouts, worksheets, slides, and similar session materials will be available via D2L at the time of the session to optimize accessibility. Please contact us right away if you anticipate or experience any barriers to your access to materials or activities. We will be glad to provide immediate accommodations and improve our course design for the future.

- adapted from IA 697a taught by various College Teaching faculty members

Q&A

Resources:
https://ge.arizona.edu/support/syllabus-work-week

Syllabus Review Consultations:

General: Mascha N. Gemein, mngemein@arizona.edu

Gen Ed specific: Katie Southard, ksouthard@arizona.edu