

TEACHING FOR ALL

Universal Design for Learning

Wednesday, May 14, 2025
8:45 a.m. - 4:15 p.m.

VEC 255

SCHEDULE



8:30 – 8:45 a.m.

Registration & Welcome

8:45 – 10:15 a.m.

Legal Foundations of Accessibility: ADA, Section 504, and the 2024 DOJ Digital Accessibility Ruling

Facilitator: Barclay Bentley

Description: This presentation provides a background on the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, highlighting their role in ensuring accessibility for individuals with disabilities. Participants will also learn about the recent 2024 Department of Justice (DOJ) ruling on digital accessibility, exploring its implications for educational institutions. A summary of the current legal climate related to disability will be included. Information about the Office of Accessibility and the accommodation process at Auburn University will also be provided. Attendees will gain a deeper understanding of compliance requirements, how to engage with student accommodations and the Office of Accessibility, and an introduction to best practices for digital accessibility moving forward.

Learning Objectives: Fundamental understanding of faculty responsibilities for providing accommodations to students. Fundamental understanding about which digital content the 2024 DOJ ruling applies to, and which content is excluded.

10:15 – 10:30 a.m.

Break

10:30 – 12:00 p.m.

Implementing Digital Accessibility: Practical Strategies for Course Design and Compliance

Facilitator: Lindsey Adams

Description: In this session, participants will learn about the expectations for presenting Canvas course content in compliance with the new DOJ digital accessibility regulations. The focus will be on understanding the legal requirements and how they apply to Canvas course content delivery. Participants will explore strategies for navigating this change, the technology available at Auburn University to support accessibility, and examples of accessible course content. The session will also include hands-on demonstrations of the Canvas accessibility checker, tips for sharing accessible files, and guidance on creating alt text for images. Additionally, participants will receive a checklist for Canvas course content delivery compliance and an action plan for implementation.

Learning Objectives: Faculty will gain an understanding of the key requirements of the new DOJ digital accessibility regulations and how they affect Canvas course content delivery. They will learn how to use tools like the Canvas accessibility checker, share accessible files, and create alt text for images to ensure compliance. Additionally, faculty will leave with a concrete action plan and checklist to begin implementing digital accessibility strategies in their courses.

12:00 – 1:00 p.m.

Lunch Break

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1:00 – 2:30 a.m.

Enhancing Teaching Effectiveness for All Learners: Universal Design for Learning

Facilitator: Dr. Rebecca Burleson

Description: Higher education represents a significant investment for students and their families, and today's learners—whether in veterinary medicine, nursing, or pharmacy—expect clear value from their educational experience. As faculty in healthcare-related disciplines, we face the unique challenge of preparing students to think critically, apply knowledge in high-stakes clinical settings, and transition seamlessly into complex professional roles that directly impact public health and well-being. This session introduces UDL principles—Multiple Means of Engagement, Representation, and Action/Expression—and how they apply in professional health education in higher education. Participants will explore practical strategies like integrating technology, offering varied instructional formats, and designing alternative assessments to support unique learning needs.

Session Objectives:

- Define the concept of universal design and its application to teaching and learning.
- Identify the barriers and support the UDL approach in professional health education settings in higher education
- Examine how to address key professional competencies, technical standards, and essential practices as they shape UDL approaches to teaching and assessing knowledge, skills, and understanding students need in professional health education programs.

2:30 – 2:45 p.m.

Break

2:45 – 4:30 a.m.

Practical Strategies to Support Student Success and Career Readiness through a UDL Approach

Facilitator: Dr. Rebecca Burleson

Description: This session focuses on identification and use of UDL strategies to help students develop essential competencies through adaptable learning models, competency-based progressions, team-based learning, and problem-solving frameworks. Participants will engage in interactive case studies and small group discussions to analyze common challenges and brainstorm UDL-based solutions. Participants will also explore how UDL aligns with accreditation and licensing standards, ensuring students are professionally prepared while maintaining flexibility in instructional methods. The session will conclude with a summary of key takeaways and an informal round table discussion of UDL with opportunities for questions and answers about UDL in practice. Participants will leave with references and resources related to UDL in post-secondary health education settings.

Session Objectives:

- Apply Universal Design for Learning (UDL) strategies to enhance student engagement, comprehension, and skill development.
- Consider how to leverage technology and adaptive teaching approaches to improve accessibility and effectiveness in instruction and assessment.
- Apply flexible learning techniques that support student success while maintaining accreditation and professional standards.

4:30 – 4:40 p.m.

Wrap-up Discussion by all Speakers

FACILITATORS



Lindsey Adams, M.P.A., M.C.P.

Instructional Technology Specialist II, Biggio Center for the Enhancement of Teaching and Learning, Auburn University

Lindsey Adams is an Instructional Technologist at Auburn University's Biggio Center for the Enhancement of Teaching and Learning. A Canvas Certified Technical Admin, she specializes in helping faculty optimize their Canvas courses to enhance digital learning experiences. She also develops and maintains faculty support resources in the Biggio Center's ServiceNow knowledge base, providing clear and accessible guidance on instructional technologies. Lindsey's passion for accessibility, shaped by personal experience and advocacy, drives her commitment to inclusive education. She has extensive experience in instructional technology support, faculty resource development, and the application of emerging technologies in education. She actively explores generative AI tools like ChatGPT and Co-Pilot to enhance instructional design, assessments, and faculty workflows in course content creation. She supports faculty in implementing best practices for accessibility, offering guidance rooted in Universal Design for Learning (UDL) principles to foster inclusive and effective course design. Beyond her role at the Biggio Center, she is actively involved in campus-wide accessibility initiatives. She serves on Auburn's Accessibility Task Force, working to improve communication and enhance physical accessibility across campus. Additionally, she collaborates with the Office of Accessibility and the Office of Information Technology to promote universal design principles and support the creation of effective and inclusive learning environments for all students.



Barclay Bentley, M.Ed., C.R.C.

Director, Office of Accessibility, Auburn University

Barclay Bentley is the Director of the Office of Accessibility at Auburn University and has been working with individuals with disabilities for 20 years. He holds two Auburn degrees: a bachelor's degree in business administration (2006) and a master's degree in Rehabilitation Counseling (2013). Barclay found his passion for working in the disability field at the Auburn Therapeutic Day Camp and Camp ASCCA (Jackson's Gap, AL). During his time completing the Rehabilitation Counseling program, Barclay worked as a graduate assistant with the Office of Accessibility in the document conversion lab. Upon graduation he was hired as an Accommodation Specialist and began supervising the jAunt golf cart program. Barclay was hired as the Assistant Director in 2018 and then Director in May 2022.



Rebecca Burleson, Ed.D.

Academic Success Specialist, Associate Professor of Veterinary Education, Richard A. Gillespie College of Veterinary Medicine, Lincoln Memorial University

Dr. Rebecca Burleson is an educator and learning specialist with over 25 years of experience in education, human development, and diagnostic assessment. She serves as an associate professor of veterinary education and academic success specialist in Lincoln Memorial University's Richard Gillespie College of Veterinary Medicine, providing academic and well-being support while teaching in the online Master of Veterinary Education (MVEd) program. Her research focuses on Universal Design for Learning (UDL), executive functioning skills, and sensory integration in education.