

**The Human Development Center's  
LASARD Project**

# Universal Design for Learning in Higher Education

Presented by:

Constance Alphonse, MAT, NBCT








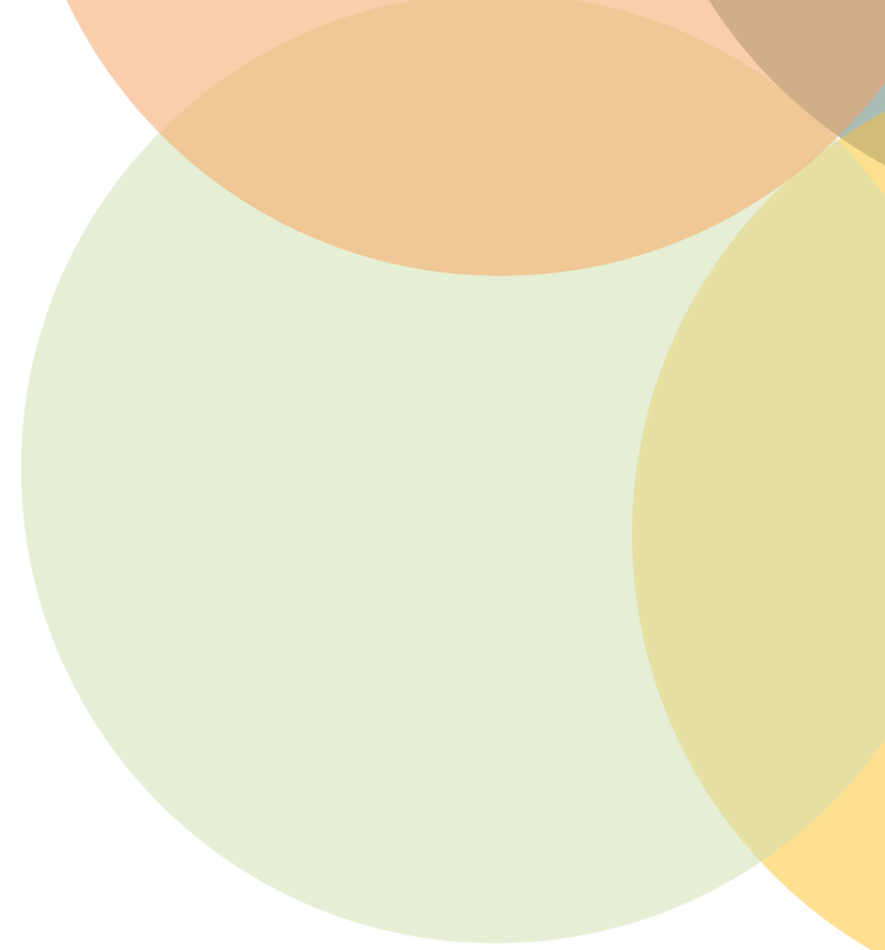
Access Our Google Drive



<https://bit.ly/4bbVYQ3>

# Agenda

-  **Welcome & Introduction**  
9:00–9:05
-  **Universal Design for Learning (UDL) Overview**  
9:05–9:20
-  **Five Ways to Apply UDL in Higher Ed Courses**  
9:20–9:40
-  **UDL Application Activity**  
9:40–9:55
-  **Wrap-up**  
9:55–10:00



# Handouts

To access fillable PDF download from the Google Drive



## Guided Notes (hard copy & digital)

**LSU Health**  
NEW ORLEANS  
School of Allied Health Professions

### Universal Design for Learning in Higher Education



In this training we will:

- **Review** the Universal Design for Learning (UDL) framework
- **Explore** the three principles of UDL and why they are important for learners.
- **Learn** ways to incorporate UDL strategies into higher education learning environments.
- **Apply** UDL strategies to a scenario

To access today's materials, scan the QR code below:



Building Capacity · Inspiring Change

# We are a program of the Human Development Center at LSU Health New Orleans

Louisiana's University Center for Excellence in Developmental Disabilities

## We support



Inclusive  
Education



Community  
Participation

For individuals with developmental disabilities, including autism, FASD, and deafblindness.

## We focus on



Early Childhood  
(ages 0-5)



Education  
(grades K-12)



Postsecondary  
Transition



Competitive  
Integrated  
Employment



Deafblind  
Support



Fetal Alcohol  
Spectrum  
Disorders



Community  
Health



Work Incentive  
Planning  
Assistance

## We provide

Direct Services

Professional Development

Interdisciplinary Training

See all our  
programs on  
our website

[www.hdc.lsuhsu.edu](http://www.hdc.lsuhsu.edu)



# Meet the Presenter

Constance Alphonse, MAT, NBCT



# Objectives




- Review the Universal Design for Learning framework
- Explore why UDL is important in higher education
- Learn ways to incorporate UDL strategies into higher education courses
- Apply UDL strategies to a scenario



# Overview of UDL

5:00

Choose How You Learn

Video	Audio	Reading – you may choose to read online or access a hard copy of the reading.
		

# What is one word you think of when you hear Universal Design for Learning?

<https://bit.ly/4buNUZC>

UDL in One Word

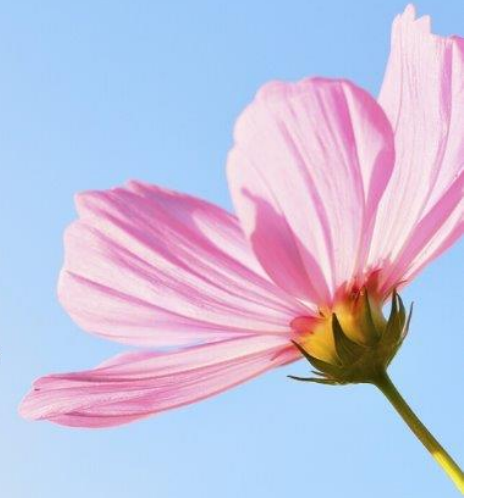


# Big Idea

UDL strategies change the design of the environment and design of the curriculum rather than trying to change the learner.

By anticipating learner differences and proactively reducing barriers to learning, UDL empowers ALL learners to engage.

When a  
flower  
doesn't  
bloom, you  
fix the  
environment  
in which it  
grows, not  
the flower.



# Why UDL Matters in Higher Education

Today higher education is far more diverse

- Students with disabilities (disclosed and nondisclosed)
- Mature students
- LGBTQ+ students
- International students
- Students from varied cultural backgrounds
- Students who are learning English





# Statistics on Students with Disabilities

- According to the National Center for Education Statistics (2022) approximately one-third of students enrolled in higher education disclose their disability
- Of those students who do disclose their disabilities:
  - 21% of undergraduate students and 11% of graduate students have a disability. (National Center for Education Statistics, 2023)

# Turn & Talk

What barriers to learning do you see most often in your students?

Why is it a barrier?



# About Executive Functioning

Sometimes referred to as the Chief Executive Officer of the brain, executive functions are a set of mental skills that help the brain organize and act on information.



# Areas of Executive Functioning

## **Working Memory**

Keeping information in mind & being able to put it to use.

## **Flexible Thinking**

Adapting to changing conditions by revising strategies/ plans.

## **Organization**

Developing & using systems to keep track of materials & information.

## **Self-Monitoring**

Viewing & monitoring oneself (metacognition).

## **Task Initiation/ Completion**

Starting & finishing tasks without procrastination.

## **Emotional Regulation**

Managing feelings to achieve goals & complete tasks.

## **Inhibitory (Self) Control**

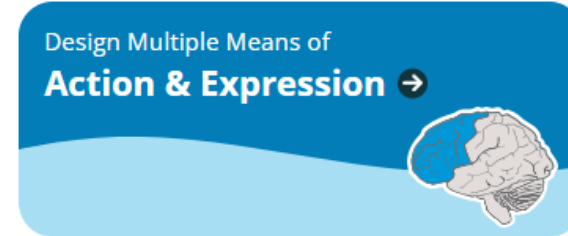
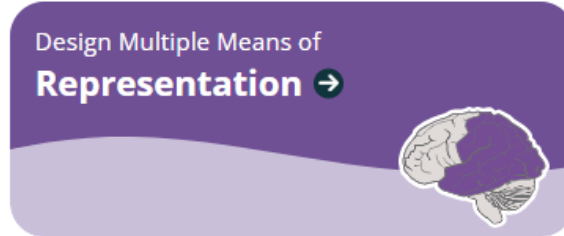
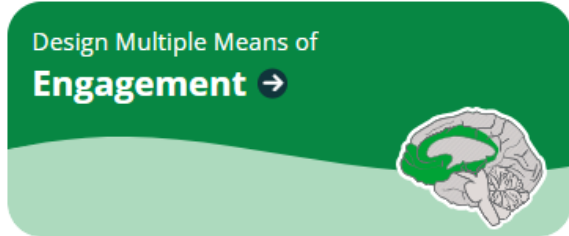
Controlling emotions/ behavior & stopping yourself before you respond on impulse.

## **Time Management/ Planning**

Developing steps to achieve a goal in a timely manner.

# UDL Principles

There are three UDL Principles:  
Engagement, Representation, and Action & Expression.



# Five Ways to Apply UDL in Higher Education Courses

1. Predictability & Structure
2. Communicate goals & expectations
3. Accessible course content
4. Flexibility in assignments & assessments
5. Feedback & executive function supports



# Predictability & Structure

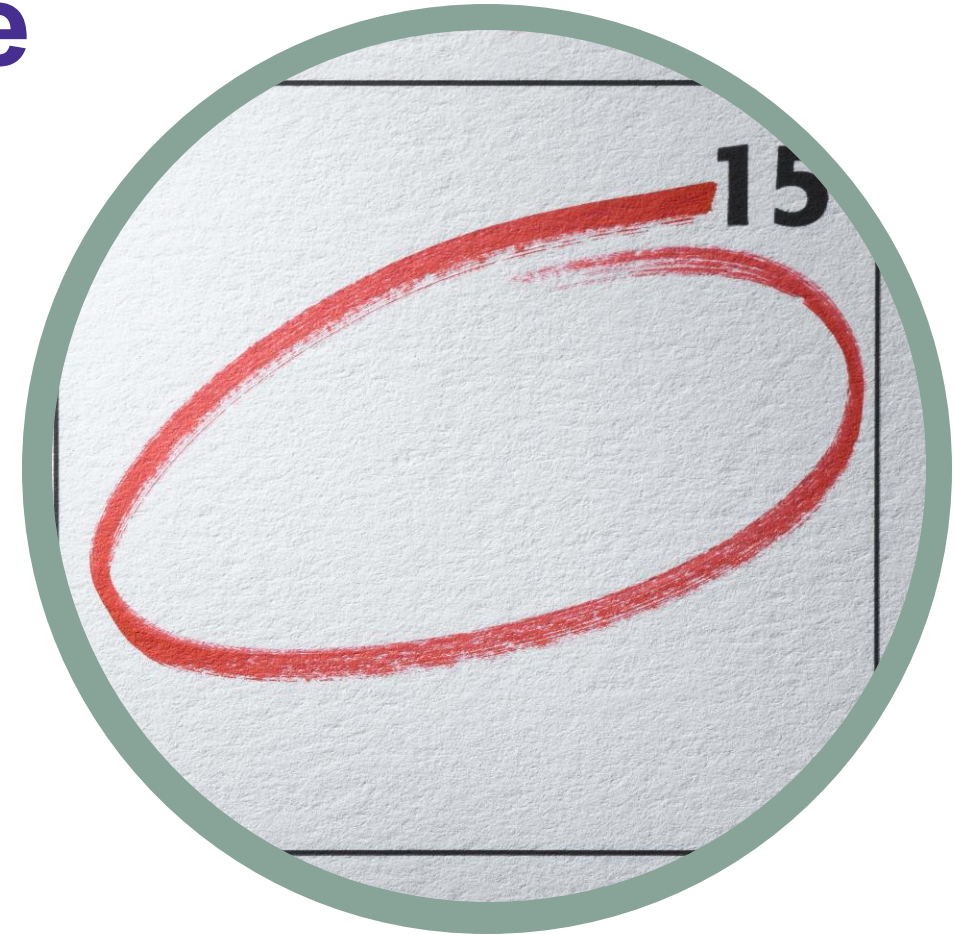
Weekly roadmap with due dates and time estimates

Consistent organization within Moodle and assignments

- Introduction → Purpose → Objectives → Experience Steps → Reflection

End of Class Wrap-up

- Upcoming Assignments/Due Dates



# Weekly Roadmap Example



## News & Announcements Week of November 10th

by Constance Alphonse - Monday, November 10, 2025, 8:53 AM

Happy Monday, Scholars!

I hope you all had a wonderful weekend. Here are this week's updates.

### Did You Know?

November is **American Indian and Alaska Native Heritage Month**, and this includes raising awareness about the higher rates of disability in these communities. According to recent data, **American Indians and Alaska Natives experience disability at nearly twice the rate of the general U.S. population**. This highlights the importance of **culturally responsive care and accessibility for all**.

### Policy & Advocacy Session

Don't forget about the **Policy and Advocacy meeting** this **Wednesday at 7:45 PM** on Zoom.

### Virtual Seminar – Friday, November 14

Our seminar will start at **12:30 PM**. Please **log in by 12:25 PM** so we can begin promptly with a **Capstone presentation from Dr. Schiavo** before joining the **Southern LEND Collaborative Meeting**. The links for both meetings are in your calendar invite.

### Service-Learning Project Plan

Scholars completing FME should have their **Service-Learning Project Plan** submitted to your mentor and **Konstance Causey** by **November 28th**. Start thinking and discussing ideas with your family now.

### Draft Research Question

Your **Draft Research Question** is due this **Friday, November 14**. If you have questions, reach out to **Dr. Schiavo** or your mentor.

Please let me know if you have any questions. I'll see you all online on Friday.

# Moodle Example

November 10 - November 16

November 17 - November 23


This week's assignments posted now!

## Book Discussion


 My Baby Rides the Short Bus pages 57-85



## Capstone

 Research Question Final



 Seminar 6 PowerPoint

 Seminar Recording 11.14.25

# Wrap-up Example

## Wrap Up

Next Seminar: Friday, December 12th – in-person 12:30pm to 4:30

Topic: Autism 101 and Screening and Diagnosis



<https://bit.ly/41J811X>

### Assignments:

1. Submit reflections for clinical and field experiences completed so far
2. Complete reading and discussion post for My Baby Rides the Short Bus
3. Complete your November Cohort-Led Seminar
  - Be sure to email Constance (calph1@lsuhsc.edu) your Cohort meeting invitation
4. Complete your FME visit and submit your Service-Learning Plan by 11/30/25
5. Meet with your mentor November 21st

### Capstone:

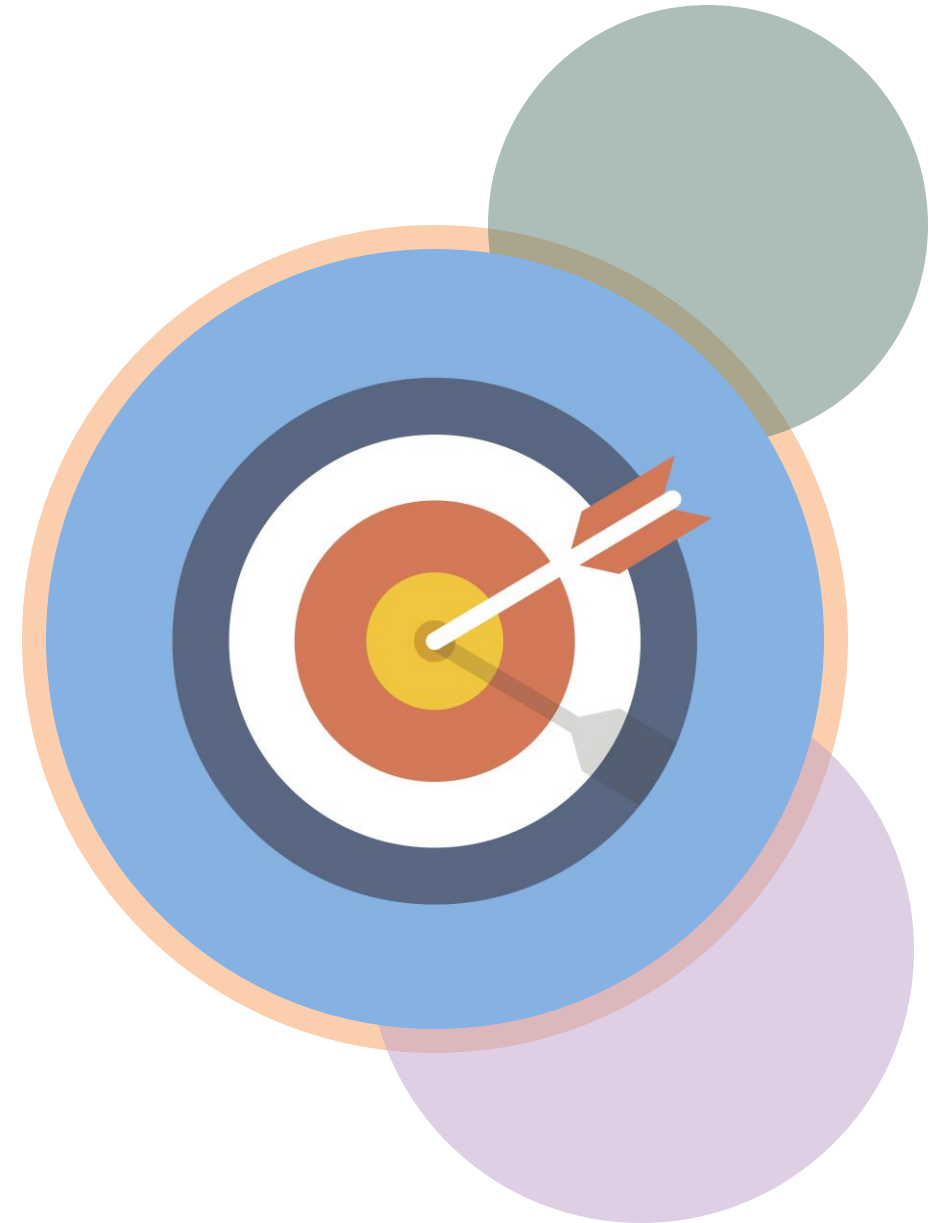
1. Draft research question by November 14th
2. Final research question by November 21st
3. Start working on research methods

# Communicate Goals & Expectations

Provide rubrics

Clearly connect the alignment of objectives, assignments, and assessments

Provide success criteria and examples



# Example



## Louisiana Leadership Education in Neurodevelopmental & Related Disabilities

### Field & Clinical Experiences: NICU Clinic Observation

#### Introduction

The NICU (Neonatal Intensive Care Unit) at Manning Family Children's Hospital helps babies who are very sick or born too early. Doctors, nurses, and other helpers work together to take care of these babies.

#### Purpose

This clinic experience helps you learn by watching, helping, and thinking about how a team works together to care for babies and support their families. You will see how doctors, nurses, therapists, and families talk and make plans to help the babies.

#### Learning Objectives

By the end of this field/clinical experience, scholars will be able to:

1. Identify family-centered care principles in a clinical setting and
2. Value diverse perspectives of interdisciplinary team members.

#### MCH Leadership Competencies Addressed

2.2 Use self-reflection techniques to strengthen communication across program development and implementation, service delivery, clinical care, community collaboration, teaching, research, and scholarship.

4.1 Evaluate various perspectives, sources of information, strengths and limitations of various approaches, and possible unintended consequences of addressing a clinical, organizational, community-based, or research challenge.

5.5 Employ foundational communication skills in challenging situations, such as receiving or presenting information during an emergency, relaying difficult news, or explaining opportunities and risks for health promotion and disease prevention.

8.3 Demonstrate shared decision-making among individuals, families, and professionals using a strengths-based approach to strengthen practices, programs, or policies that affect MCH populations.

10.3 Accurately describe roles, responsibilities, and scope of practice of all members of the ID/IP team.

#### Field/Clinical Experience Contact

Constance Alphonse ([calph1@lsuhsc.edu](mailto:calph1@lsuhsc.edu))

Dr. Brian Barkemeyer, Medical Director, Manning Family Children's Hospital NICU ([bbarke@lsuhsc.edu](mailto:bbarke@lsuhsc.edu))

#### Location

Manning Family Children's Hospital: 200 Henry Clay Avenue New Orleans, LA 70118



## Louisiana Leadership Education in Neurodevelopmental & Related Disabilities

### Estimated Hours

This clinical experience requires you to complete the following work. You will need about 7–10 hours to finish everything.

#### Before the Clinic (About 2 hours)

##### Complete pre-work in Moodle

1. Read the article called *Teamwork in the Neonatal Intensive Care Unit*.
2. Read the article called *Family Centered Developmentally Supportive Care*.

#### Clinic Day (About 7 hours)

##### General Observation (about 1 - 2 hours):

- Watch how NICU staff care for babies and talk with families.

##### Specialty Observation (about 1 - 2 hours)

- Watch how specialists (speech, occupational therapy, physical therapy) help babies and talk with families.

##### Interdisciplinary Rounds (about 1 hour)

- After lunch, join a team meeting to hear how helpers share ideas and make plans.

#### Reflection (About 1/2 hour)

1. Answer the reflection questions and upload your answers to Moodle.

### Experience Guidelines

- Clinic days are usually on Wednesdays.
- You'll see sign-up dates on Moodle.
- You can wear scrubs or regular clothes. Make sure your sleeves can roll up past your elbows.
- Take off all jewelry from your hands and wrists before going into the NICU.
- Do not bring anything valuable with you.
- Be sure to arrive early enough to park, sign in at the front desk, and arrive at the NICU by 8:30 AM.
- After you get your visitor's tag, take the red trombone elevators up to the NICU.
- Bring money to get lunch.

### Assignment

Scholars will submit a reflection to answer the following questions:

1. What did you see or do that might help you in the future when you work with others or speak up for them?
2. What did you see that showed good teamwork? What was the family's role on the team?
3. What could be done to help families be more involved?

Reflections should be uploaded to Moodle **one week** after completing the experience.

# Rubric Example

## APPENDIX A: Rubric for Written Assignments

### Performance Rating Scale Scoring Rubric: Written Assignments

SCHOLAR: \_\_\_\_\_ DATE: \_\_\_\_\_

Circle the number that best corresponds to scholar's performance in each essential area of responsibility. The overall average score should be indicated at the below the table. Scoring:

1 = Not met; 2 = Partially met; 3 = Mostly met; 4 = Completely met or exceeded

Scholar submitted the assignment in a timely manner. [1= 3 or more days late; 2= 2 days late; 3= 1 day late; 4= submitted on time]	1	2	3	4	N/A
Scholar followed assignment instructions, including prompt submission, and included all appropriate components.	1	2	3	4	N/A
Scholar's writing was clear, concise, and reasonably free of grammatical/formatting errors.	1	2	3	4	N/A
Scholar offered insightful comments or viewpoints that demonstrated that MCH concepts were integrated into his or her viewpoint.	1	2	3	4	N/A

AVERAGE SCORE: \_\_\_\_\_

Additional Comments:

## APPENDIX B: Rubric for Presentations

### Performance Rating Scale Scoring Rubric: Presentations

SCHOLAR: \_\_\_\_\_ DATE: \_\_\_\_\_

Circle the number that best corresponds to scholar's performance in each essential area of responsibility. The overall average score should be indicated at the below the table. Scoring:

1 = Not met; 2 = Partially met; 3 = Mostly met; 4 = Completely met or exceeded

Scholar followed assignment instructions and included all appropriate components.	1	2	3	4	N/A
Scholar's presentation materials were clear, concise, and reasonably free of grammatical/formatting errors. Information was delivered in a logical sequence.	1	2	3	4	N/A
Scholar was well-prepared for presentation as evidenced by confidence and mastery of presentation materials and topics.	1	2	3	4	N/A
Scholar offered insightful comments or viewpoints that demonstrated that MCH concepts were integrated into his or her viewpoint.	1	2	3	4	N/A

AVERAGE SCORE: \_\_\_\_\_

Additional Comments:

# Accessible Course Content

## Graphic organizers

- Provide slides and guided notes before class
- Electronic or hard copy based on student preference

## Provide text and image/diagram and short audio/video options

- Create anchor charts
- Vocabulary supports with visuals (glossary, Frayer Model)
- Models

## Provide captions and alt text

- Videos
- Presentations – Zoom and in-person
- Slide pictures

## Record and post to Moodle/YouTube

- Lectures
- Demonstrations of clinical procedures
- Micro-explanations

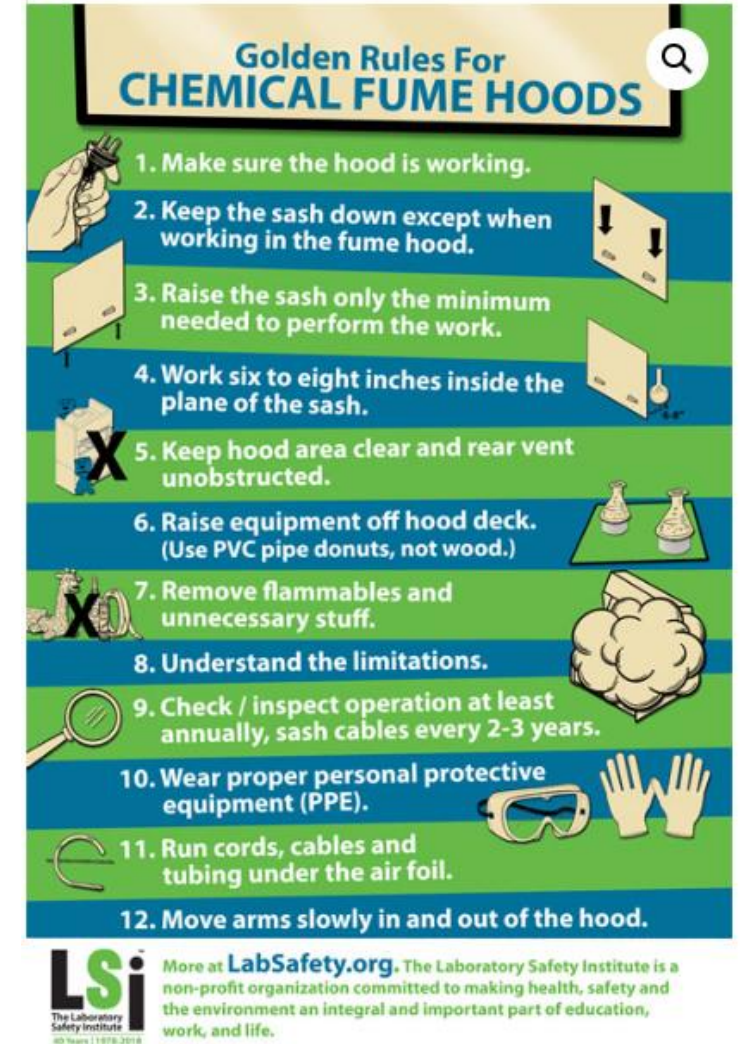
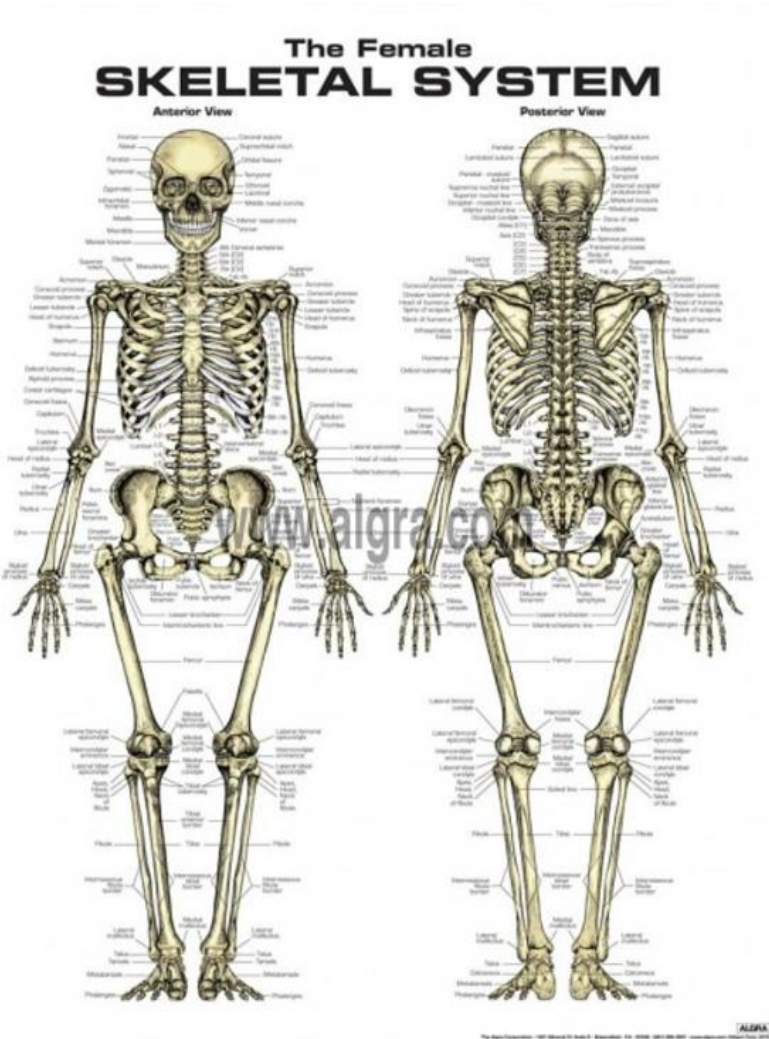


# Graphic Organizer: Lit Review Example

Use a graphic organizer to support students who are learning to complete a lit review.

Author(s)	Year	Title/URL	Key Concepts	Findings	Limitations	In-text Citation & Reference List Entry
Heelan, A., Halligan, P., & Quirke, M.	2022	Universal Design for Learning and Its Application to Clinical Placements in Health Science Courses (Practice Brief)	UDL; Health Sciences; Diversity; Implications in Higher Ed; Case Studies	Created an environment for in-depth discussion and analysis of the many issues involved in striking a balance between maintaining technical nursing standards, fitness-to-practice requirements.	Only two case studies/interviews	Heelan, et al. (2022) Heelan, et al. (2022). <i>Universal Design for Learning and Its Application to Clinical Placements in Health Science Courses (Practice Brief)</i> . <i>Journal of Postsecondary Education and Disability</i> . (28)4, 469-479

# Anchor Charts Example



# Frayer Model Vocabulary Example

<p><b>Def:</b> a type of chemical bond that is formed when valence electrons are shared between all surrounding atoms.</p> <p>Atoms are covalently connected with each other in all directions-like a grid or network.</p>	<ul style="list-style-type: none"> <li>• Made entirely of nonmetal atoms</li> <li>• Does not dissolve in water</li> <li>• Do not conduct electricity</li> <li>• Very hard solids</li> </ul>
<p><b>Covalent Network</b></p>	
<p>SiO<sub>2</sub></p> <p>Diamond (C)</p> <p><b>Examples</b></p>	<p>CO<sub>2</sub></p> <p>NaI</p> <p><b>Non-Examples</b></p>

DEFINITION	CHARACTERISTICS
<ul style="list-style-type: none"> <li>• Biomolecule composed of C,H,O in a 1:2:1 ratio respectively</li> </ul>	<ul style="list-style-type: none"> <li>• In general, used for short term energy storage</li> <li>• Show a range of solubility (ability to dissolve)</li> <li>• Found in breads, crackers, grains, chips, etc</li> <li>• Largest component of human diet</li> <li>• Made of sugar subunits (smaller repeating parts) or a chain of sugars</li> </ul>
<p><b>Carbohydrate</b></p>	
EXAMPLES/MODELS	Image
<ul style="list-style-type: none"> <li>• Sugars</li> <li>• Starches</li> <li>• Cellulose</li> <li>• Glycogen</li> <li>• Glucose</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <math display="block">  \begin{array}{c}  \text{H} \\    \\  \text{C}=\text{O} \\    \\  \text{H}-\text{C}-\text{OH} \\    \\  \text{HO}-\text{C}-\text{H} \\    \\  \text{H}-\text{C}-\text{OH} \\    \\  \text{H}-\text{C}-\text{OH} \\    \\  \text{CH}_2\text{OH}  \end{array}  </math> <p><b>Glucose</b></p> </div> <div style="text-align: center;"> <math display="block">  \begin{array}{c}  \text{CH}_2\text{OH} \\    \\  \text{C}=\text{O} \\    \\  \text{HO}-\text{C}-\text{H} \\    \\  \text{H}-\text{C}-\text{OH} \\    \\  \text{H}-\text{C}-\text{OH} \\    \\  \text{CH}_2\text{OH}  \end{array}  </math> <p><b>Fructose</b></p> </div> </div>

<https://mi01000971.schoolwires.net/cms/lib05/MI01000971/Centricity/Domain/2027/Biomolecule%20Frayers.pdf>

# 3D Models Example



<https://clinicalcharts.com/products/kidney-diseased-anatomical-model.html>



<https://clinicalcharts.com/products/diabetes-anatomical-model-4-piece.html>

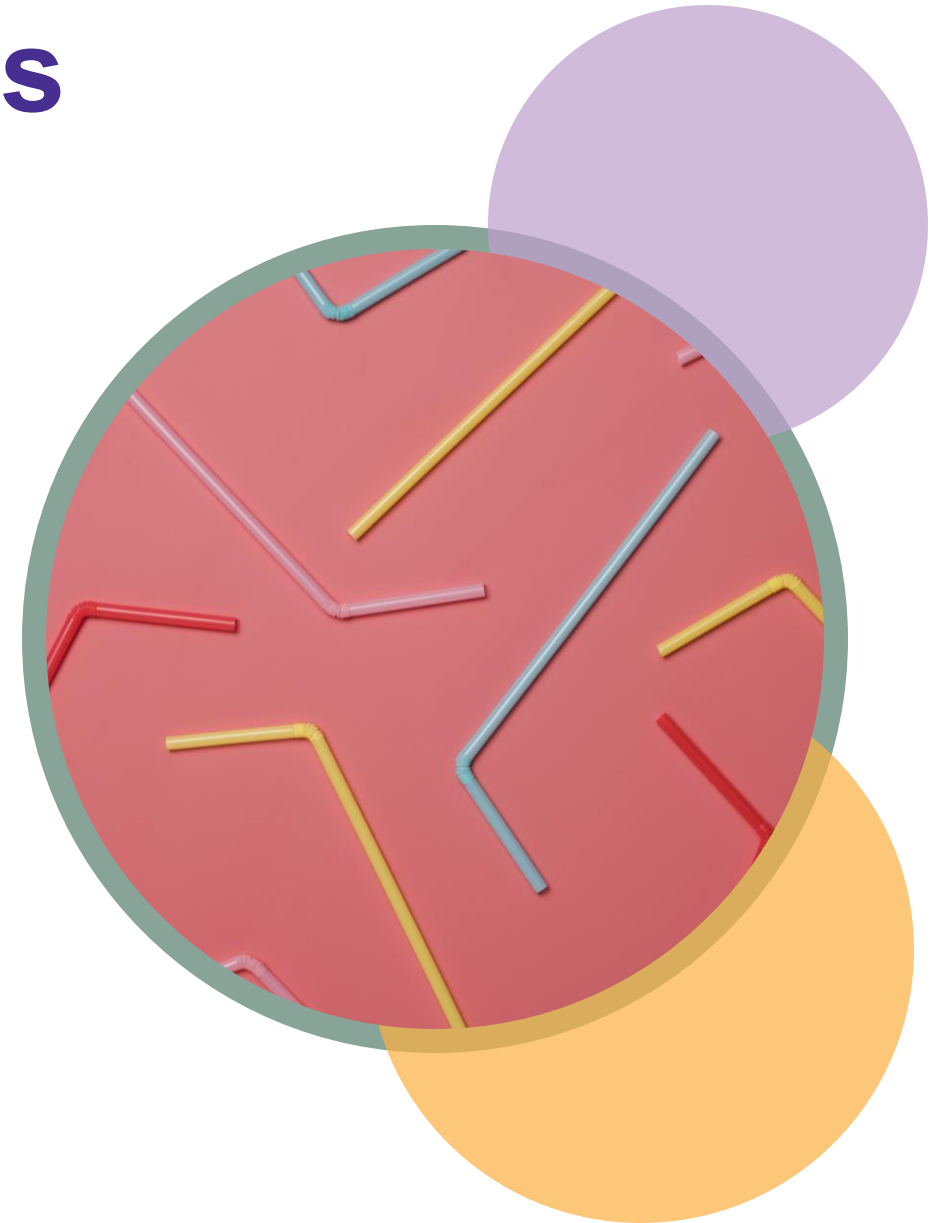


[https://www.lindenschool.ca/grade\\_12\\_biology\\_dna\\_3d\\_models](https://www.lindenschool.ca/grade_12_biology_dna_3d_models)

# Flexibility in Assignments & Assessments



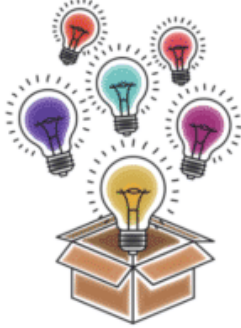



Provide choice

- Partner, group, or independent
- Participation – oral, written response
- Response choice boards – essay, podcast, infographic, case brief, demo, mini-lecture
- Learning – video/article/podcast
- Discussion board response
- Virtual and in-person office hours



# Choice Board Example

## Project Choice Board

<p>Present a <b>TED Talk</b> to inspire others to take action on this issue.</p> 	<p>Make an animated <b>movie</b> to inform others about the issue and your solution.</p> 	<p>Build a <b>model</b> of a solution you designed that you believe could have a positive impact on this issue.</p> 
<p>Create a <b>poster</b> that uses visuals (e.g., pictures, charts, graphs) to help others understand the problem and your solution.</p> 	<p>Design an <b>informative slideshow</b> to teach people about this issue and possible solutions.</p> 	<p>Write a <b>children's book</b> to raise awareness about this issue.</p> 

# Feedback & Executive Function Supports

Action-oriented feedback

Self-monitoring checklists (Did I...?)

Progress trackers

Timers

Mini-deadlines

Scaffold semester projects



# Action-Oriented Feedback

- Is frequent, timely, and specific
- Provides specific, informative rather than comparative feedback
- Assists students to recognize mistakes and error patterns for the purpose of identifying positive strategies that build future success



# The Importance of Feedback in Medical-Field Education



Promotes confidence in students' abilities and skills



Confirms and reassures students of their capabilities



Encourages students to become more aware of their competencies and areas of expertise



Affirms progress while offering guidance for growth

# Self-Monitoring Example

**Provide students with a self-monitoring checklist as they move through assigned tasks.**

Check out our handout on the Google Drive for this PD!

## After I Finish (Evaluate)

- Task Knowledge
  - Did I complete the task appropriately?
- Personal Knowledge
  - What did I learn?
  - How will this knowledge help me in the future?
  - How did this information connect to what I previously knew?
- Strategy Knowledge
  - How did the strategy help me?
  - What might I try next time?

# Scaffolding Examples

- Introduce information/content gradually and progressively with assistance built-in (scaffolds)
- Pre-teach information and emphasize the relationship between concepts
- Model ways to solve problems with previously learned skills
- Guide the generalization of learning by giving new contexts (providing support as necessary)

# Self-Regulation

Coping with challenges while learning:

- Support EF by modeling goal-setting, selecting learning strategies, and monitoring progress.
- Promote reflection about work.
- Model organization strategies and guide students through learning how to prioritize and sequence tasks.
- Embed self-checks in tasks.
- Ask students to rate the difficulty of a task and allocate the appropriate time for completion.

# Time Management & Planning: Supports

## Long-Term Project Planner

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_ Due Date: \_\_\_\_\_

Steps to Complete (mini-goals)	By When (mini-deadlines)	Notes & Strategies to Try:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1							
Week 2							
Week 3							
Week 4							

**10:00**

# Putting it all together

## UDL Application Activity

**1**

Read your Barrier Card

Choose the ONE checklist category that best addresses it

Write your choice on the UDL Fix Card.

**2**

Read your Scenario Card

Select TWO strategies from today's session (e.g., roadmaps, guided notes, choice, EF supports)

Describe how the strategies remove the barrier in the scenario.

**3**

Whole group share out

# Barrier Card

## Engagement / Motivation

Students don't start assignments until the last minute.

Only a few students participate; others stay silent.

Students say they don't understand why this content matters.

---

## Representation / Comprehension

Students misread assignment instructions.

Readings feel too dense; students miss main ideas.

Students miss key information during lectures or demos.

---

## Action & Expression

Students struggle on high-stakes tasks to show what they know.

Students freeze during live demonstrations or practical exams.

Students submit work that doesn't meet expectations.

---

## Executive Function (EF)

Students lose track of due dates and requirements.

Students misunderstand multi-step tasks.

Students show up unprepared or forget materials.

---

# Scenario Card

## Scenario A: Lecture-Heavy Course

A 70-minute weekly lecture uses complex terminology. Students leave confused and email for re-explanations.

---

## Scenario B: Skills Lab / Clinical Practice

Students must follow a 10-step procedure. Some skip steps; others stall and wait for the instructor. Anxiety is high.

---

## Scenario C: Writing / Communication Course

Students misinterpret prompts and submit work missing required elements. They're unsure what 'good' looks like.

---

## Scenario D: Case-Based Discussion Course

Only 2-3 students contribute; others feel intimidated. Several students say the cases don't reflect their backgrounds.

---

## Scenario E: Online Asynchronous Module

Students miss deadlines and report they couldn't tell what to do first. Forum posts are perfunctory and late.

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# Reflection

What are 1-2 strategies you would like to implement before the end of the semester?

What are 1-2 strategies you would like to implement next semester?

**Please take our  
training survey**



<https://bit.ly/4IUWUeC>

Access Our Google Drive



# Thank you!

- **Constance Alphonse, MAT, NBCT**
- [Calph1@lsuhsc.edu](mailto:Calph1@lsuhsc.edu)
-