GUIDE TO **UNIVERSAL DESIGN FOR LEARNING** IN

HOSPITALITY, EVENTS & TOURISM

Unlocking Adventures and Elevating Experiences

CTE TECHNICAL ASSISTANCE CENTER OF NY

ABOUT THIS GUIDE

Universal Design for Learning (UDL) is a framework for designing learning experiences that are inclusive, accessible, and engaging for all students. UDL is not a checklist of required practices, but a mindset of continuous improvement. By increasing flexibility and options, UDL helps teachers proactively remove barriers, meet students where they are, and provide everyone with an equal opportunity to learn.

This document is part of a series that illustrates how UDL principles can be applied in each of Advance CTE's 14 career clusters. The series extends and tailors the tips provided in two prior publications, Supporting All Students in New York State CTE Programs [PDF] and Supporting Special Populations in New York State CTE Programs [PDF], available on the CTE TAC's website.

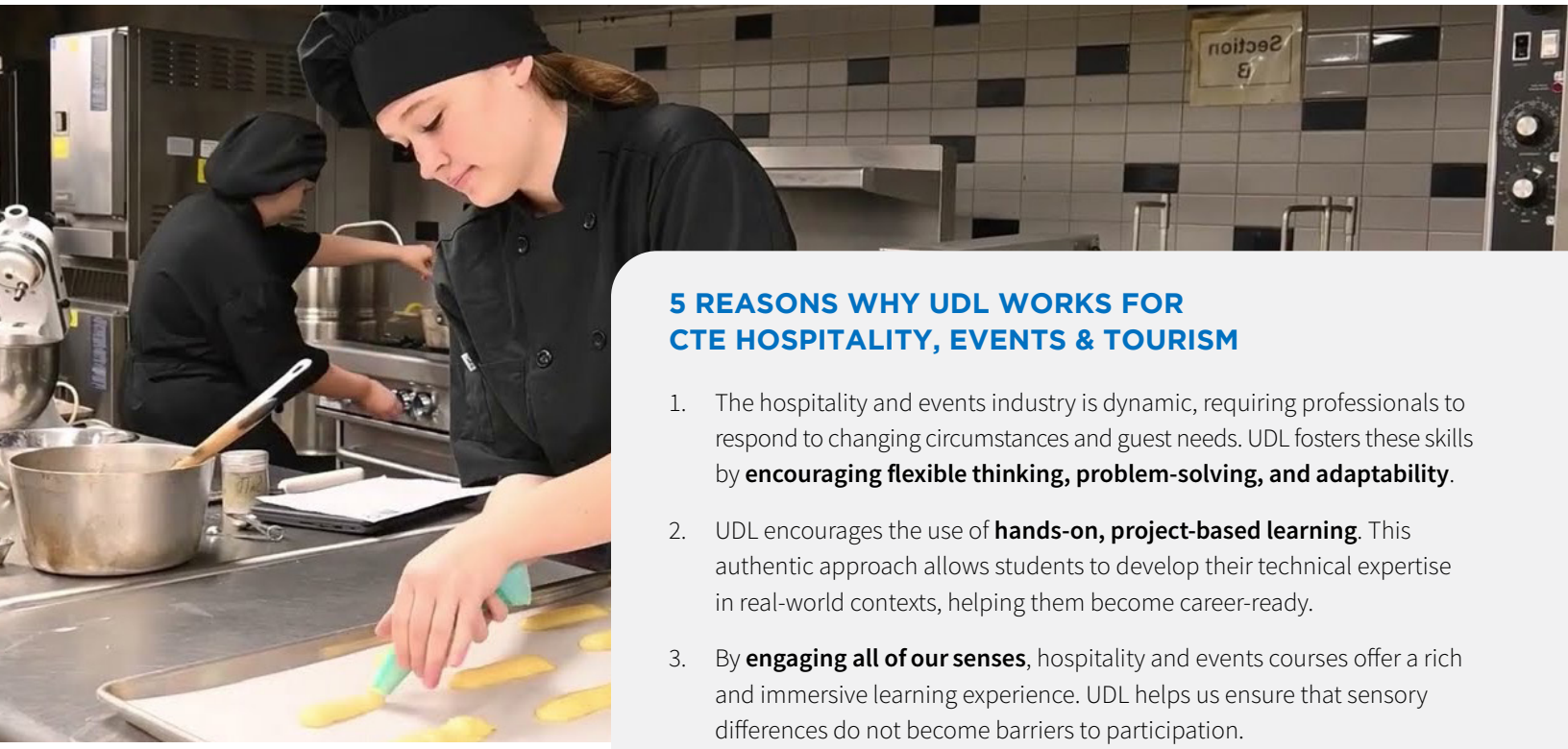

Photo: Herkimer-Fulton-Hamilton-Otsego BOCES

With its emphasis on relevant, authentic, hands-on learning, UDL is a natural fit for CTE classrooms!

5 REASONS WHY UDL WORKS FOR CTE HOSPITALITY, EVENTS & TOURISM

1. The hospitality and events industry is dynamic, requiring professionals to respond to changing circumstances and guest needs. UDL fosters these skills by **encouraging flexible thinking, problem-solving, and adaptability**.
2. UDL encourages the use of **hands-on, project-based learning**. This authentic approach allows students to develop their technical expertise in real-world contexts, helping them become career-ready.
3. By **engaging all of our senses**, hospitality and events courses offer a rich and immersive learning experience. UDL helps us ensure that sensory differences do not become barriers to participation.
4. UDL nurtures the **empathy, communication, and interpersonal skills** required for success in the service sector.
5. UDL demonstrates ways to **minimize barriers and support inclusion** so events, services, and experiences are accessible and welcoming for a diverse clientele.

QUICK REFERENCE GUIDE TO UDL FOR CTE

Universal Design is the process of creating objects, environments, and experiences that can be accessed, understood, and used to the greatest extent possible by people with a wide range of abilities, needs, and characteristics. Universal Design for Learning (UDL) applies the concept of Universal Design to learning contexts.

UNIVERSAL: UDL is a framework for **creating learning experiences that work for *everyone***. Proactively identifying and removing barriers to learning creates a more inclusive environment where all students have equitable opportunities to learn.

DESIGN: There is no one approach to learning that is optimal for every student in every situation. The UDL principles guide teachers to **plan for learner variability by offering flexibility and options**.

FOR LEARNING: Rather than a one-size-fits-all approach, **UDL empowers students to tailor the learning experience** for their individual needs, goals, and preferences. By discovering how they learn best, students develop into self-directed, resourceful, and skillful learners.

THE UDL PRINCIPLES*

	ENGAGEMENT	REPRESENTATION	ACTION & EXPRESSION
What is it?	The **WHY** of learning	The **WHAT** of learning	The **HOW** of learning
Why is it important?	Students differ in **what interests them** and **what motivates them to learn**.	Students differ in how they **perceive and make meaning from information**.	Students differ in how they **navigate learning environments and express what they know**.
What does it look like in practice?	Students engage in authentic, hands-on learning. Learning is relevant to students' identities, personal interests, and career goals. Students collaborate, co-create, and build community with peers. Students feel safe, included, and welcome. Fun and creativity are encouraged.	Course materials are accessible for all learners. Multiple media are used to present information. Language and symbols are clarified and decoded. The curriculum and course materials represent diverse individuals and perspectives. Learning is structured to help students build knowledge.	Learning activities and assessments are accessible for all learners. Students are guided to organize information, manage time, set goals, and plan their learning. Students communicate and express themselves in different ways. Students participate in class activities and demonstrate their learning in different ways.

** Abridged and adapted from the CAST UDL Guidelines.*

SAMPLE LESSON

Let's look at a sample lesson to see how the general principles described on page 2 can be applied in a CTE classroom.

Examples abridged and adapted from the lesson "The Visual Appeal of Plating Food" from Texas Education Agency/Texas CTE: https://ctetac.us/hospitalitylesson

Key to abbreviations:
R = Representation, **A = Action & Expression**, **E = Engagement**

Photo: WSWHE BOCES

ELEMENT	WHY DOES IT WORK?	GO FURTHER WITH UDL
Learning goals Students will explain why attractive food presentation is important; serve food that is attractively arranged; and identify common terms.	Allows teachers to envision multiple ways students can achieve and demonstrate learning **(A)**.	Share the learning objectives for each lesson with students to **set expectations and short-term goals (A)**. Identify the academic, Common Career Technical Core, and cluster-specific industry standards to **illustrate the lesson's relevance** to students' career goals **(E)**.
Bellringer activity Teacher asks open-ended questions about an example plate: • What is the visual appeal? • Do you think the techniques were difficult? • Why is it important to "plate" food?	Curiosity promotes engagement and focuses attention **(E)**. Provides insight into students' prior knowledge and misconceptions to inform teaching **(R)**.	Briefly describe the contents of the plate to **provide an alternative format (R)**. As an **alternative to oral participation**, invite students to share responses using a written "entry ticket," collaborative document, or online poll **(A)**. Facilitate the activity as a "think-pair-share" to **promote collaborative learning (E)**.
Presentation: Key terms Teacher presents a short PowerPoint lecture and video. Students fill in terms on a worksheet to match the provided definitions.	Supports comprehension and and proactively addresses language barriers **(R)**. Video and slides present information using multiple media **(R)**. Worksheet helps students structure and organize notes **(A)**.	Read the terms aloud and pronounce them correctly to **provide an alternative format(s) (R)**. Conduct an **interactive vocabulary quiz or game (E)** or provide a worksheet for matching terms to definitions as **opportunities for review/recall (A)**. Post terms on a "word wall" and/or label equipment and tools to **support language acquisition (R)**.

ELEMENT	WHY DOES IT WORK?	GO FURTHER WITH UDL
Guided practice: Sketch your menu Students work in lab groups to select a menu and sketch their plating plan on a template.	Supports collaborative learning **(E)**. Encourages short-term planning and goal-setting **(A)**. Rehearsal before hands-on tasks minimizes "risk" **(E)**. Students choose their menu and plate shape **(E)**.	Share a completed plating template or complete an example as a class to provide a **model for submissions (R)**. Invite students to use digital design tools, create a collage, or **compose work in other formats** as an alternative to drawing by hand **(A)**. Facilitate a peer review activity to **provide timely feedback (E)** on designs and **develop critical thinking and communication skills (A)**.
Hands-on activity: Plating presentation Students plate their menu according to their plating plan.	Demonstration allows students to "show what you know" and minimizes potential language barriers **(A)**. Evaluation rubric clarifies expectations and supports planning/goal-setting **(A)**. Learning is scaffolded by building upon the prior activity **(R)**.	Students are reminded of health and safety guidelines before and after activity to **minimize threats (E)** and **reinforce prior knowledge (R)**. Students photograph their finished plates using school equipment to include in a course portfolio, **enhancing relevance to jobs and careers (E)**. Ask students to critique a sample plate before creating their own, to **assess comprehension and correct any misunderstandings (R)**. Facilitate a self-assessment using the evaluation rubric to **clarify expectations** and **enhance capacity for monitoring progress (A)**. Permit students the **choice of working individually or in groups (E)**.
Closure: Ball toss Students who catch a ball tossed by the teacher identify one of the four key principles of plating.	Helps students articulate the "big idea" **(R)**. Yields insight into students' comprehension to inform teaching **(R)**. Prepares students to transition to their next class or activity **(A)**.	Consider **alternatives to on-demand oral participation (A)** to **reduce anxiety (E)** (e.g., low-stakes quizzes, games, polls, written "exit tickets"). Ensure class activities are inclusive and **allow active participation by students with disabilities (A)**.

TRY-IT ACTIVITY 1

Apply the framework above to one of the extension activities suggested in the lesson plan or another activity of your choice. Identify examples of UDL principle(s) and/or practices the activity addresses and propose two or three ways you could adapt the activity to go even further with UDL. Refer to the **UDL Principles** in the **Quick Reference Guide** on *page 2* for ideas.

EXTENSION ACTIVITY (CHOOSE 1)	UDL PRINCIPLES/PRACTICES ADDRESSED	WAYS TO GO FURTHER WITH UDL
Class plating "competition" judged by school staff [see lesson plan] Participation in a CTSO or industry competition [see lesson plan] Written reflection(s) in course journal [see lesson plan] Guest speaker from food and beverage or events industry Field trip/site visit to a venue, restaurant, kitchen, or other facility Other:		

TRY-IT ACTIVITY 2

How could you make the lesson and/or extension activity more meaningful for the students in *your* CTE Hospitality, Events & Tourism course by:

Tip: Refer to the table on page 6 for information on student demographics and special populations within CTE and CTE Hospitality, Events & Tourism in New York State.

Ensuring students see images and examples of people like themselves working in hospitality, events and tourism?

Addressing specific barriers they might encounter (e.g., disabilities, access to resources, language skills)?

Making the lesson or activity more relevant to their identities, interests, local context, and/or career goals?

WHO ARE OUR STUDENTS IN CTE HOSPITALITY, EVENTS & TOURISM?

POPULATION	All U.S. CTE	All NYS CTE	NYS CTE HOSPITALITY & TOURISM
Female	46.7%	42.6%	**47.2%**
Nonbinary	*no data*	0.1%	***no data***
Students of Color	51.0%	59.0%	**63.9%**
American Indian or Alaskan Native	*0.9%*	*0.8%*	***0.9%***
Asian	*4.6%*	*12.3%*	***4.4%***
Black or African American	*13.1%*	*13.9%*	***23.6%***
Hispanic/Latino	*28.0%*	*29.4%*	***32.3%***
Native Hawaiian or Other Pacific Islander	*0.4%*	*0.3%*	***0.3%***
Two or More Races	*4.0%*	*2.3%*	***2.3%***
Individuals from Economically Disadvantaged Families	45.3%	59.7%	**67.8%**
Individuals Preparing for Nontraditional Fields	24.3%	18.0%	**11.6%**
Individuals With Disabilities (ESEA/IDEA)	10.7%	18.6%	**25.6%**
Homeless Individuals	1.4%	3.5%	**4.5%**
English Learners	5.4%	3.5%	**3.3%**
Youth in Foster Care	0.2%	0.2%	**0.4%**
Youth With Parent in Active Military	1.0%	0.3%	**0.4%**
Migrant Students	0.3%	0.02%	**0.03%**

Sources: PCRN National Enrollment Profile, 2021-22; NYSED Enrollment Data, Secondary CTE Concentrators, 2022-23

GUIDED APPLICATION
GETTING STARTED WITH UDL IN CTE

Implementing UDL doesn't require special pedagogy or training. In fact, you're probably using UDL principles in your teaching without even knowing it! Here are a few ways you can build upon the good teaching you already do.

Complete a printed worksheet by hand or populate a digital copy to share with your principal, consultant teachers, or others who can support your UDL journey. If you share the sheet, don't forget to fill in your information below!

My name:

My CTE program(s) or course(s):

STRATEGY 1: IDENTIFY OPPORTUNITIES

For ***each*** of the three UDL principles, list one or two examples of strategies you're not currently using in your teaching, but you'd like to learn about or try. Indicate any resources, information, or support you need in order to be successful.

Refer to the **UDL Principles** in the **Quick Reference Guide** on page 2 for ideas.

ENGAGEMENT	REPRESENTATION	ACTION & EXPRESSION
[Example: I want to use polls or games to introduce lessons]	*[Example: I want to learn how to enable auto-captions in Google Slides]*	*[Example: I want to create graphic organizers to help students take notes]*
Resources required:	**Resources required:**	**Resources required:**

Remember that UDL is not a checklist! You don't need to implement every practice to have a positive impact. Start with one or two small changes. See how they work for you and your students before adding others.

STRATEGY 2: THE PLUS ONE (+1) APPROACH

Plus one (+1) means adding one option to each resource, activity, or assignment in a lesson or course, as appropriate. Start with options that require a minimal investment of your time and effort to build your momentum.

Choose a specific lesson or learning activity from your course. List each element of the lesson or activity, then propose a +1 for each element. Identify which UDL principle your +1 reflects and briefly explain how that principle is reflected.

Photo: Ulster BOCES

Tip: Refer to the examples in the row What Does It Look Like in Practice? in the table on page 2 to help you explain how your +1 represents one or more UDL principles.

For example:

- Add a short video to a traditional lecture for **multiple means of representation**.
  Bonus: *Make sure the video you select has captions or a transcript to double your impact!*
- Allow students to submit a video, podcast, infographic, or other creative product instead of a written essay, lab report, or research paper to provide **multiple means of action and expression**. Or, offer a choice of a multiple-choice quiz or an open-ended essay question to check students' comprehension.
  Bonus: *Foster critical thinking by inviting students to co-create assignment guidelines and grading criteria, propose quiz questions, and/or participate in peer assessment activities.*
- Offer **multiple means of engagement** by allowing students to choose whether to complete some learning activities individually or in teams. Or, let them choose their own topics and/or formats for assignments.
  Bonus: *Permitting a choice of formats is a UDL double-dip of boosting engagement AND providing options for action and expression!*

Lesson or activity title/topic:

WHAT YOU DO NOW	YOUR +1	WHICH UDL PRINCIPLE(S) DOES YOUR +1 REFLECT? HOW?