GUIDE TO **UNIVERSAL DESIGN FOR LEARNING** IN

MARKETING & SALES

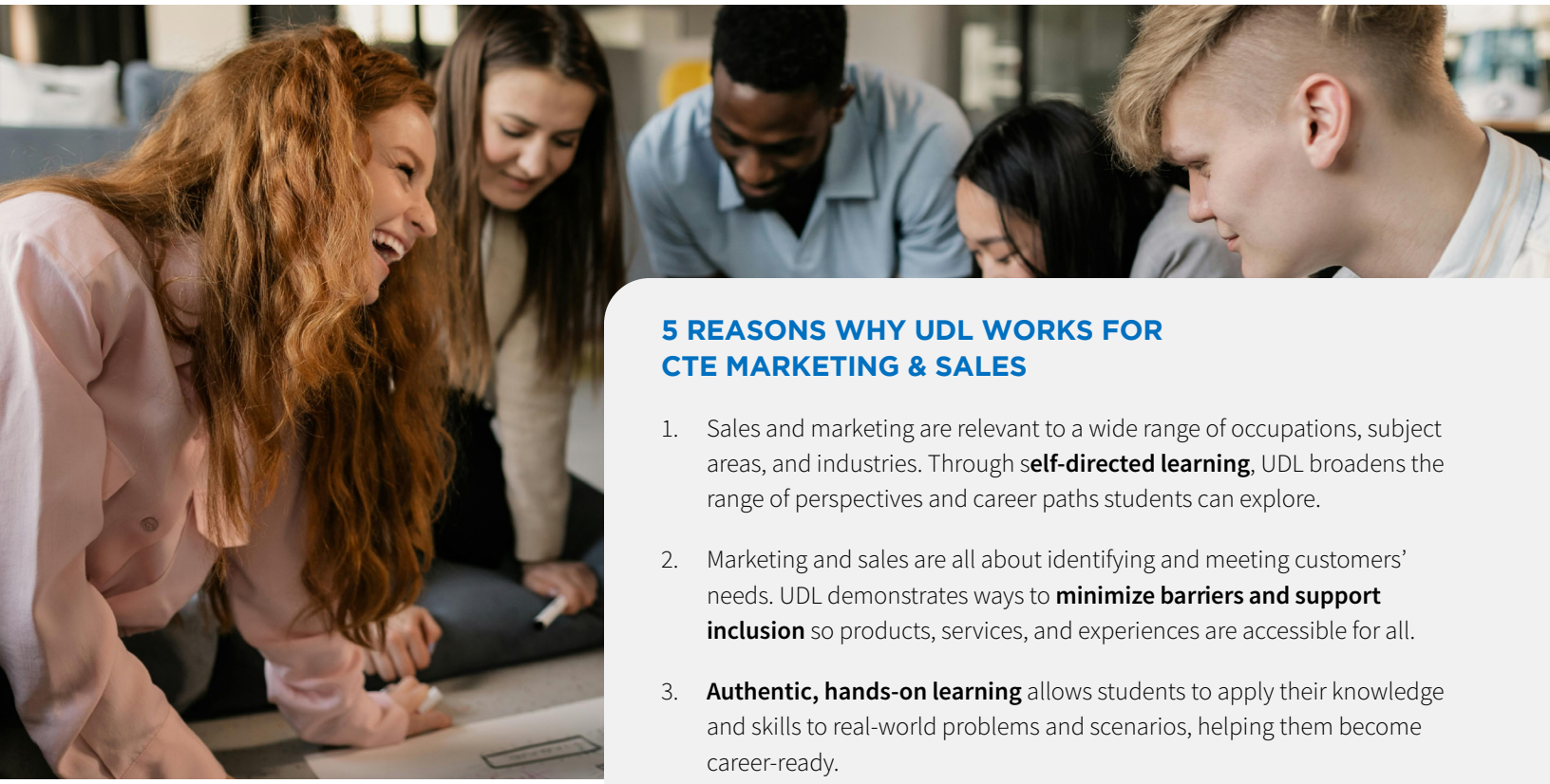
Improving Communication and Connections

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.



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

5 REASONS WHY UDL WORKS FOR CTE MARKETING & SALES

1. Sales and marketing are relevant to a wide range of occupations, subject areas, and industries. Through s**elf-directed learning**, UDL broadens the range of perspectives and career paths students can explore.
2. Marketing and sales are all about identifying and meeting customers' needs. UDL demonstrates ways to **minimize barriers and support inclusion** so products, services, and experiences are accessible for all.
3. **Authentic, hands-on learning** allows students to apply their knowledge and skills to real-world problems and scenarios, helping them become career-ready.
4. By helping **students become better learners**, UDL builds their critical thinking, collaboration, adaptability, and problem-solving abilities.
5. UDL nurtures the **empathy, communication, and interpersonal skills** required for success in sales and marketing.

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 "Advertising to Target Audiences" by Texas Education Agency/Texas CTE: https://ctetac.us/marketinglesson

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

Photo: John F. Kennedy Middle School

ELEMENT	WHY DOES IT WORK?	GO FURTHER WITH UDL
Learning goals: Students will demonstrate how to advertise and promote messages to target markets and analyze ad performance.	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)**.
"Bell ringer" activity Teacher shows slides of different types of vehicles and asks students to identify and discuss the target audience for each vehicle.	Curiosity promotes engagement and focuses attention **(E)**. Supports comprehension, generalization, and transfer by using familiar examples to illustrate subject matter **(R)**.	Describe or ask student volunteers to **verbally describe the images on each slide** 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)**.
Lesson-specific **vocabulary terms**	Supports comprehension and provides essential background knowledge **(R)**. Proactively addresses language barriers **(R)**.	Display the terms and definitions on a "word wall" or slide to **support language acquisition (R)**. Provide a handout or a worksheet activity on key terms that students can use as a **reference during activities or compile into a course glossary for later review (A)**.

ELEMENT	WHY DOES IT WORK?	GO FURTHER WITH UDL
Lecture presentations	Ensures all students have the requisite background knowledge **(R)**. Includes pauses and discussion questions to check for comprehension **(R)**. Previews tasks students will perform during learning activities **(A)**.	Share digital copies of slides so students can **preview or review the content (A)** and **customize the display of information (R)**. Integrate visuals and video clips into the presentation to **illustrate using multiple media (R)**. **Promote active learning** by guiding students to glean information from resources or research as an alternative or supplement to the lectures **(E)**.
Activity: Design an ad Students create a print ad for a deodorant targeting teens.	Assessment rubric articulates expectations for performance and supports self-assessment **(A)**. Permits creativity **(E)**. Engages multiple means of expression (text + visuals) **(A)**.	Allow students to complete the activity **independently or in teams (E)**. Permit students to draw or collage their ad as an **alternative format to digitally produced submissions (A)**. Have the class vote on the best ad. Use the grading rubric to facilitate a discussion on why the ad was effective to **engage critical thinking (A)** and **promote collaborative learning (E)**.
Activity: Analyze examples Students evaluate 5 ads selected by the teacher.	Questions help students focus and structure their analysis **(A)**.	**Create an assessment rubric** for the activity **(A)**. Share the sample ads online so students can **customize the display of information (R)** or **use assistive technology to view them (A)**. Provide alt-text, captions, or verbal descriptions of each ad as **an alternative format (R)**. Allow students to **choose some of the examples** they will analyze **(E)**. Offer a **choice of submission formats** (e.g., paper, infographic, or presentation) **(A)**.
Closure Open-ended questions posed to the class	Helps students articulate the "big picture" **(R)**. Yields insight into students' comprehension to inform teaching **(R)**.	Facilitate discussion as a poll, game, or low-stakes quiz to **increase interactivity (E)**, **provide an alternative to verbal participation (A)**, and **encourage all students to actively participate (E)**. Explain how this lesson will be **relevant to future lessons (E)** to **support planning and goal-setting (A)**.

TRY-IT ACTIVITY 1

Apply the framework above to a supplemental 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
Students and teacher co-design the assessment rubrics		
Written reflection/journal entry on the lesson or assignment(s)		
Participation in a CTSO or industry competition		
Peer review activity		
Guest speaker		
Other:		

TRY-IT ACTIVITY 2

How could you make the lesson and/or extension activity more meaningful for the students in your CTE Marketing & Sales course by:

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

Ensuring students see images and examples of people like themselves working in marketing and sales?

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 MARKETING & SALES?

POPULATION	All U.S. CTE	All NYS CTE	NYS CTE MARKETING
Female	46.7%	42.6%	**37.3%**
Nonbinary	*no data*	0.1%	***no data***
Students of Color	51.0%	59.0%	**52.4%**
American Indian or Alaskan Native	*0.9%*	*0.8%*	***0.3%***
Asian	*4.6%*	*12.3%*	***8.4%***
Black or African American	*13.1%*	*13.9%*	***15.9%***
Hispanic/Latino	*28.0%*	*29.4%*	***24.2%***
Native Hawaiian or Other Pacific Islander	*0.4%*	*0.3%*	***0.0%***
Two or More Races	*4.0%*	*2.3%*	***3.7%***
Individuals from Economically Disadvantaged Families	45.3%	59.7%	**48.1%**
Individuals Preparing for Nontraditional Fields	24.3%	18.0%	**0.0%**
Individuals With Disabilities (ESEA/IDEA)	10.7%	18.6%	**6.8%**
Homeless Individuals	1.4%	3.5%	**2.2%**
English Learners	5.4%	3.5%	**3.0%**
Youth in Foster Care	0.2%	0.2%	**0.3%**
Youth With Parent in Active Military	1.0%	0.3%	**0.0%**
Migrant Students	0.3%	0.02%	**0.0%**

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.

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?