
ACEND Virtual Webinar
July 21, 2026 11:00 a.m. Central Time

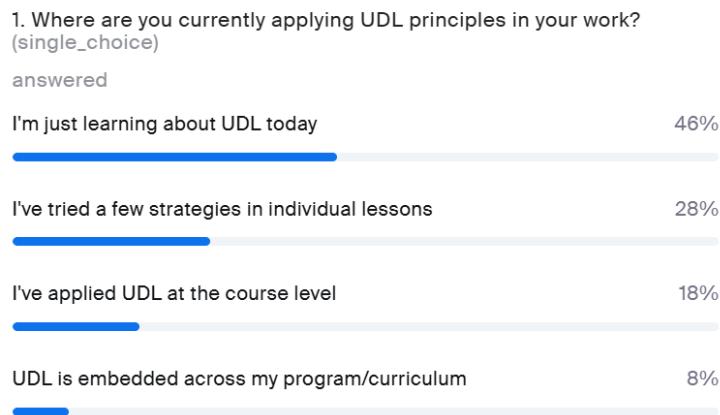
Host: ACEND
Presenter(s): Gina Pazzaglia, PhD, RDN
Shawnee Kelly, MS, RDN, LDN, FAND



Webinar Recording Link: <https://vimeo.com/1211792647>

Total attendees: 150
The webinar ended at 12:01 PM CT

The presenters asked the following question during the presentation via a webinar poll:



To obtain the CPEU certificate for viewing the recording, please complete the following:

1. View the webinar recording linked above.
2. Complete the post-test here: <https://forms.cloud.microsoft/r/QVTsUgUd0>
 - a. Upon completing the post-test you will receive an automatic message with a link to download the CPEU certificate.
 - b. If you have any questions or are unable to download the certificate, please email ACEND@eatright.org.

Welcome!

- Lines have been muted.
- If you have questions, enter them into the chat feature.
- If you have comments, use the chat feature and post to EVERYONE.
- To enable closed captioning, select **Show Captions** icon **CC** from the meeting controls toolbar.



During ACEND Webinar



ACEND encourages attendees to use the chat feature to express their opinions respectfully. Please use the chat feature to ask your questions.



At any point, ACEND reserves the right to remove an attendee from the Town Hall for inappropriate or harassing comments.

ACEND

Information about Webinar



THE SLIDES AND
RECORDING WILL BE
SHARED ON THE ACEND
TOWN HALL WEBPAGE



THIS WEBINAR IS BEING
RECORDED



ACEND Update: Competency Software Discontinuation

- ACEND Board voted to discontinue the Competency software at its March 2026 Board Meeting:
 - Small number of programs actively using the software
 - Limited functionality and usability
- Notifications sent via the May 2026 ACEND Update
- Programs may continue to use the software until **December 31, 2028**
- Resources on ACEND portal and Guide to Download Data available
- **Questions/Support:** email Education@eatright.org

Continuing Education Information



1.0 CPEU has been approved for this webinar



Please use the link at the end of the webinar to complete evaluation



Handout of slides and CPEU certificate will be provided via email

Universal Design for Learning

Building Learning Environments for
the Future of Nutrition and Dietetics

Gina Pazzaglia, PhD, RDN & Shawnee Kelly, MS, RDN, LDN, FAND
ACEND Town Hall
July 21, 2026

Disclosures

- I have no financial relationships or conflicts of interest to disclose.
- Employer
 - The Pennsylvania State University

By the end of this session, you will be able to...



Understand and describe the value and significance of UDL in providing flexible learning paths to accommodate for all learners' needs and abilities



Explain the UDL framework within the context of best practices in teaching and learning



Apply practical UDL teaching strategies for the learning environment

Outline



THE WHY



THE WHAT



THE HOW:
APPLICATIONS IN
THE CLASSROOM



UDL-ALIGNED
ASSESSMENT

A top-down view of a desk with a laptop, coffee, plant, glasses, and a phone. The background is a dark blue gradient with faint, dotted circular patterns. The text is white and centered.

We will do an exercise
later in the presentation

Please pull up a syllabus from
one of your courses that
includes learning outcomes that
you would like to work on.



Wiggins, Grant. "Understanding by design." *Association for Supervision and Curriculum Development* (2005).

What do you already know
about UDL?

Type your brief response in
the chat



Image generated using the prompt " Create an image of a pair of glasses that include UDL principles in the lenses" by Microsoft Copilot, 2026



The Why

Photo by Alexas Fotos on Pixabay

Universal Design for Learning

- Research-based educational framework
- CAST (Center for Applied Special Technology)
- Grounded in neuroscience
- Proactively removes barriers before they arise
- Not about lowering standards
- The “curb cut” of education: designed for some, beneficial for ALL



Action & Expression

Learners differ in the ways they:

- navigate a learning environment
- approach the learning process
- express what they know

Strategic networks

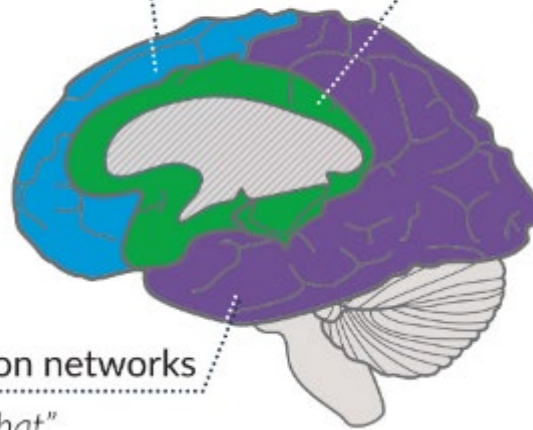
"how"

Affective networks

"why"

Recognition networks

"what"



Engagement

- Affect crucial element to the learning process
- Learners differ markedly in what sparks their motivation and enthusiasm for learning
- Learners must be able to bring their authentic selves
- Find connections to what matters most in their lives.

Representation

- Learners differ in the ways they perceive and make meaning of information
- There is not one means of representation that will be optimal for every learner

Why This Matters for Nutrition & Dietetics Education



Dietetics practice is inherently multimodal



Develop a health workforce by removing unnecessary barriers so learners can demonstrate clinical competence in ways suited to their strengths



Future RDs will counsel clients with an enormous range of literacy levels, languages, learning styles, and disabilities.



The What

Photo by Alexas Fotos on Pixabay

The Three Principles of UDL

Rooted in three neural networks that govern how we learn

Recognition Network *The 'WHAT' of Learning*



Multiple Means of REPRESENTATION

Present information and content in different ways — visual, auditory, text, and hands-on.

- Video + captions + transcripts
- Infographics alongside text
- Real food models & demonstrations

Strategic Network *The 'HOW' of Learning*



Multiple Means of ACTION & EXPRESSION

Allow learners to demonstrate what they know using different modalities.

- Case studies, concept maps, or oral exams
- Choice boards for assignments
- Portfolio vs. traditional test

Affective Network *The 'WHY' of Learning*



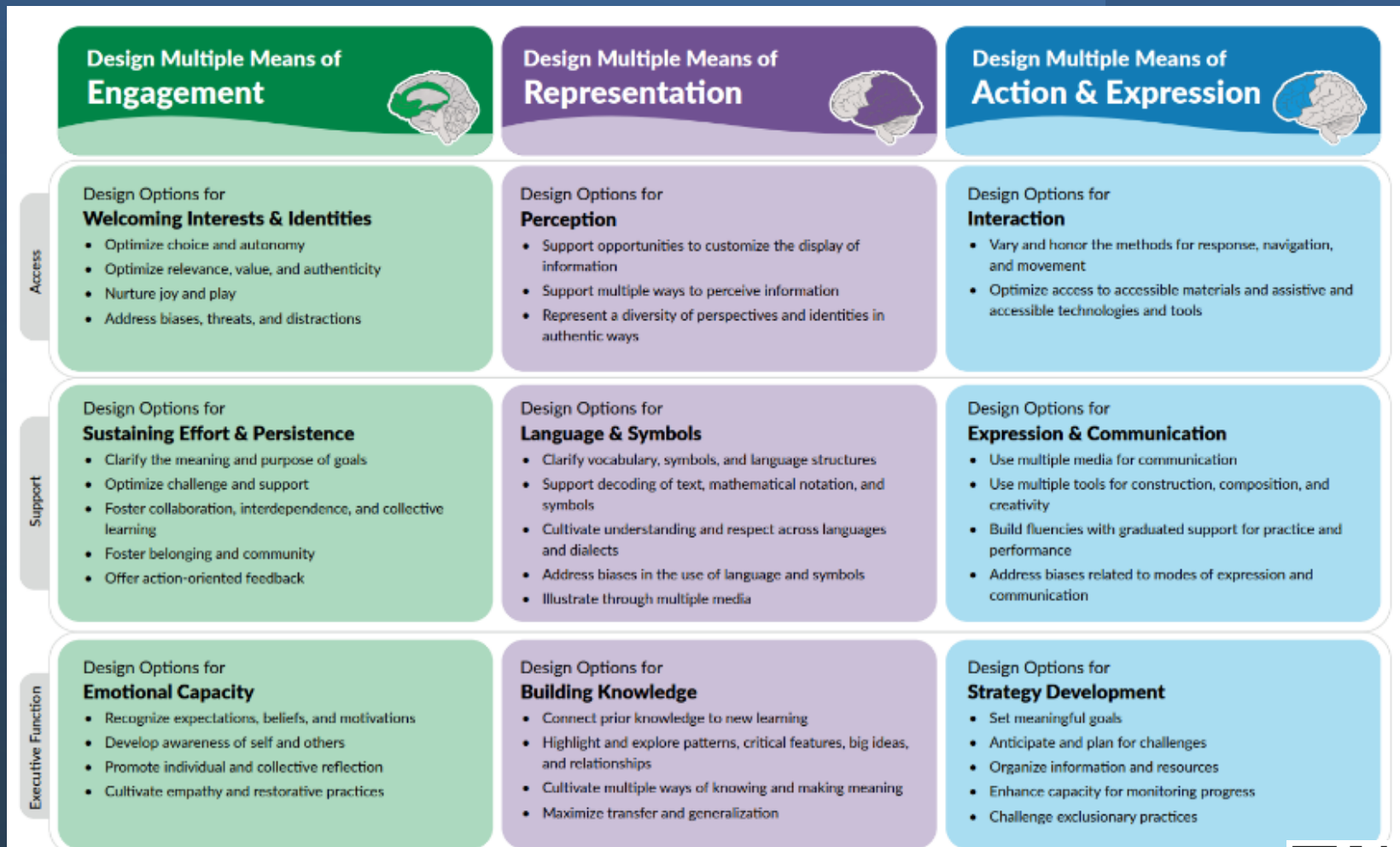
Multiple Means of ENGAGEMENT

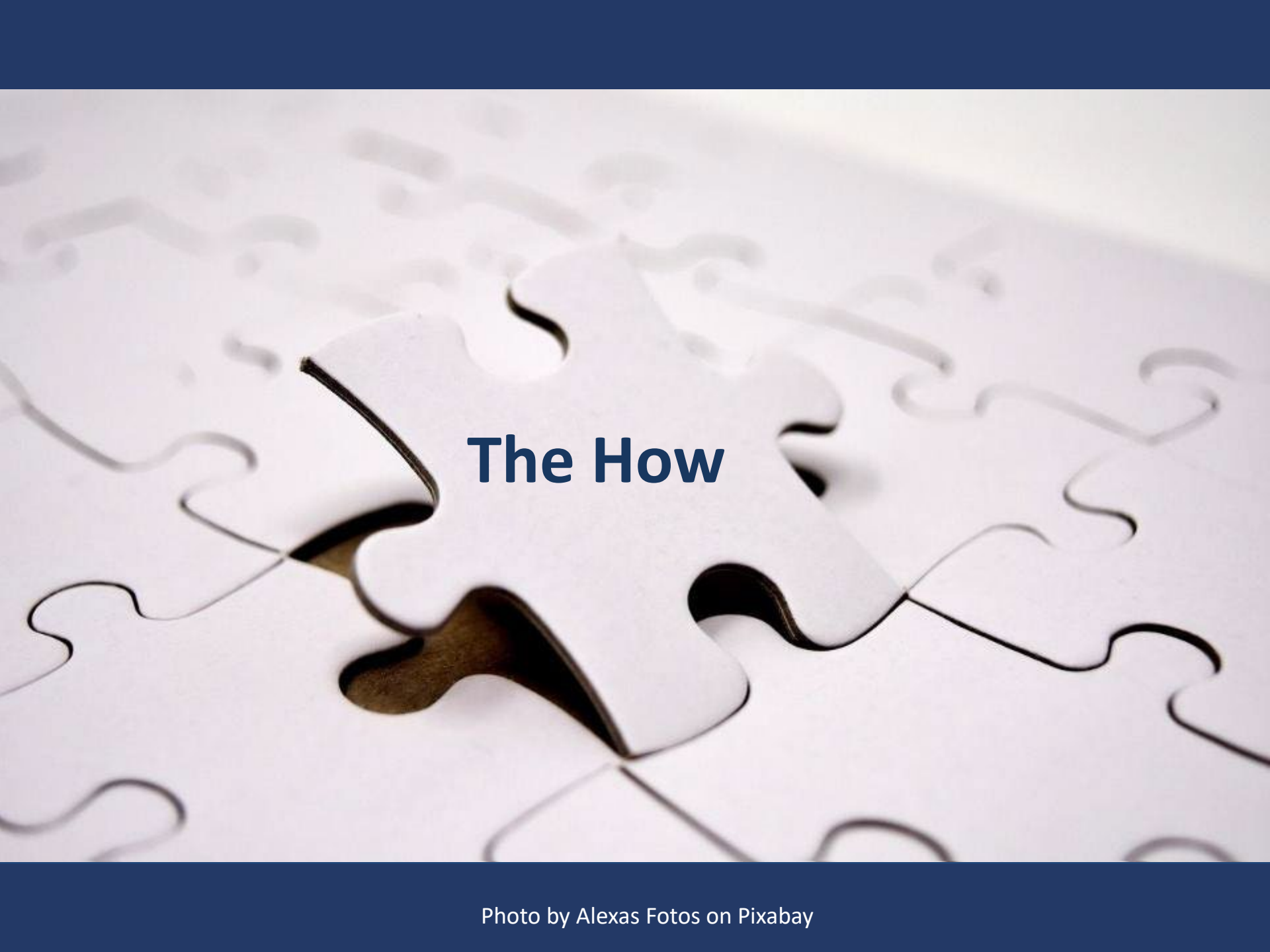
Tap into learners' interests, offer challenges, and increase motivation.

- Connect to real patient populations
- Student-driven inquiry projects
- Collaborative learning structures

The Universal Design for Learning Guidelines

The goal of UDL is learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented





The How

Photo by Alexas Fotos on Pixabay

What Does This Look Like in a Nutrition Course?

Context	Traditional Approach	UDL-Aligned Approach
Lecture content	Slide deck only	Slides + recorded narration + transcript
Case study assignment	Written paper only	Written, video, or oral presentation options
Exam	Single timed test	Timed test + low-stakes formative checks throughout

From Big Picture to
Daily Practice:

Applying UDL Across the Nutrition and Dietetics Curriculum



Disclosures

- I have no financial relationships or conflicts of interest to disclose.
- **Board Member/Advisory Panel**
 - Member, PA WIC Dietetic Internship Advisory Board
 - Member, IUP Department of Food & Nutrition Advisory Board
 - Director, Pennsylvania Academy of Nutrition and Dietetics Foundation (PANDF)
 - Board Member, Pennsylvania Academy of Nutrition and Dietetics (PAND)
- **Employer**
 - The Pennsylvania State University

Polling Question: Let's Start With You

Where are you currently applying UDL principles in your work?

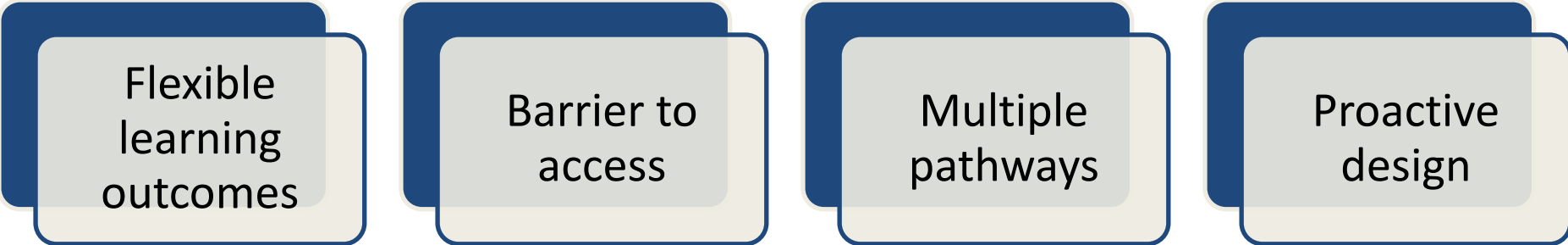
- A) I'm just learning about UDL today
- B) I've tried a few strategies in individual lessons
- C) I've applied UDL at the course level
- D) UDL is embedded across my program/curriculum

The UDL Ladder: Where Will You Start?

- Curriculum
- Course Structure (LMS)
- Course Development
- Assignments
- Assessments



UDL at the Curriculum Level



Flexible
learning
outcomes

Barrier to
access

Multiple
pathways

Proactive
design

Use ACEND Program Competencies and PI's as a framework!

Course Structure- Your LMS Is a UDL Tool

Consistent
structure

Multiple
content
formats

Advanced
organizers

Flexible
pacing

Accessibility
features

Consistent Structure in Canvas

Lesson 06: Developing Nutrition Information for Behavior Change

 [L06 Overview and Instructions](#)

 [L06 References](#)

L06 Assignments

 [L06 Evaluate Print Materials](#) ✓
Jul 13, 2025 | 10 pts

 [L06 Evaluate PSA Video Activity](#) ✓
Jul 13, 2025 | 10 pts

 [L06: Nutrition Education Program - Developing Educational Materials Workbook Chapter](#)
Jul 20, 2025 | 5 pts

Lesson 07: Planning for Evaluation

 [L07 Overview and Instructions](#)

L07 Assignments

 [L07: Nutrition Education Program - Plan for Program Evaluation](#)
Jul 27, 2025 | 10 pts

 [L07: Nutrition Education Program Appendix - Budget and Timeline](#)
Jul 27, 2025 | 5 pts

 [L07: Nutrition Education Program - Final Workbook](#)
Aug 3, 2025 | 35 pts

 [L07: Nutrition Education Program Discussion - Share Your Final Workbook](#)
Aug 3, 2025 | 5 pts

Multiple Content Formats – Readings, Weblinks, Videos (representation)

L04 Toolkit: Obesity A+

Overview

"Obesity is a complex health issue to address. Obesity results from a combination of causes and contributing factors, including individual factors such as behavior and genetics. Behaviors can include dietary patterns, physical activity, inactivity, medication use, and other exposures. Additional contributing factors in our society include the food and physical activity environment, education and skills, and food marketing and promotion. Obesity is a serious concern because it is associated with poorer mental health outcomes, reduced quality of life, and the leading causes of death in the U.S. and worldwide, including diabetes, heart disease, stroke, and some types of cancer.¹

This toolkit will give students the resources they need to apply evidence-based guidelines in caring for obese individuals.

Competencies and Performance Indicators (for ExpMPS only)

- C.1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health and disease
- PI.1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status.

Objectives

1. Identify the potential etiologies of overweight and obesity
2. Examine physiological changes that may occur as a result of obesity and/or bariatric surgery
3. Estimate nutrient requirements for obese individuals
4. Apply evidence-based guidelines for treatment of obesity
5. Develop nutrition care plans for obese individuals

Readings and Resources

Make sure you read the lecture content and all of the readings in the lesson. Please note that the videos listed on this page are also embedded within the lesson content. Readings and videos will prepare you to complete activities/assignments.

Readings

1. Meyer LK, Raymond J. *Knowel's Food & The Nutrition Care Process*, 16th, ed. St. Louis, MO: Elsevier; 2023.²
 - Ch. 21 Nutrition in Weight Management

Articles

1. Is There an Optimal Diet for Weight Management and Metabolic Health? [↗](#)³
2. Nutritional Recommendations for Adult Bariatric Surgery Patients. [Clinical Practice](#) [↗](#)⁴

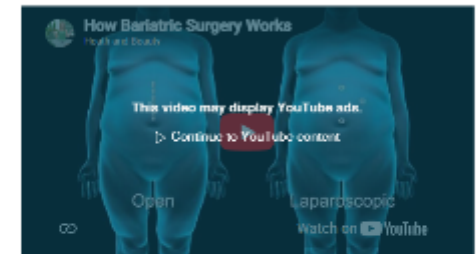


Resources

- [Managing Overweight and Obesity in Adults](#) [↗](#)⁵

Videos

 [How Bariatric Surgery Works \(5:00\)](#)



 [Talk to an Expert: Obesity with Kristy Part 1 \(7:23\)](#)



Advanced Organizers

Nutrition Assessment (ADIME) Case Study Template

Assessment Case Study Advanced Organizer

Introduction

Fill in here- Briefly introduce the patient including age, gender, medical diagnosis and related treatments. Briefly describe the disease, disorder or situation if noted (keep this brief) but you can use Krause text to explore medical diagnoses and support this section.

Nutrition Screening

Fill in here - Based on patient profile and data, discuss the screening tool that is most appropriate to use in this case study. Support with citations. Include a completed screening tool that you selected with the case study patient data.

Nutrition Assessment

Organize the case study nutrition assessment data into the following table.

Food and Nutrition History	Anthropometric Data
Biochemical Data, Medical Tests and Procedures	Physical Exam Findings
Client History (medical/surgical history, social history, etc.)	

Discuss the nutrition assessment data above including your analysis and interpretation of this data. This may include the following- however some data may not be provided and thus not applicable. Respond to each bullet point as applicable/appropriate (if you have the data/information to do so).

- Evaluate and analyze the diet history &/or 24-hour recall. Provide nutrition history.
- Provide an analysis of the pertinent biochemical data that is related to the patient's nutritional status
- Perform anthropometric calculations and evaluate against comparative standards
- Provide analysis of the physical exam findings and relationship to nutritional status.

MNT & Disease State Guided Note-Taking Template

Description / Pathophysiology		
Etiology	Signs & Symptoms	MNT Goals
Notes		

Flexible Pacing and Expectations

Welcome to NUTR 825!

This 7-week intensive online course is designed to develop your competency in conducting comprehensive nutrition assessments for athletic populations. Success in this course will require a strong understanding of the science of nutrition and the ability to apply this knowledge to practical situations. You will learn to assess the nutritional status of athletes and develop individualized nutrition plans to optimize their performance and health. The course includes a combination of self-paced learning, live webinars, and practical assignments. You will also have the opportunity to interact with your peers and instructors throughout the course. By the end of the course, you will be able to conduct a comprehensive nutrition assessment for an athlete, identify nutritional deficiencies, and develop a nutrition plan to address these deficiencies. This course is ideal for individuals who are interested in working with athletes and want to develop their skills in sports nutrition.

Course Structure

Format: Fully online, asynchronous (no set meeting times)

Duration: 7 weeks

Weekly Time Commitment: 6-8 hours

End of Week 11 Links:

- Textbook readings from assigned chapters (Sports Nutrition Handbook, 7th ed.)
- Chapter guided notes to extract key information (complete/incomplete graded)
- Video lectures and demonstrations
- Interactive resources (weblinks, GSSI virtual labs, professional tools)
- Assessments (discussions, case studies, or capstone project work)

What to Expect Each Week

Your Weekly Workflow:

1. Read the module introduction to understand the week's focus and learning objectives
2. Complete assigned textbook chapters using the Active Reading Strategies Guide and guided notes
3. Watch video lectures and/or review PowerPoint slides
4. Engage with supplemental materials (weblinks, virtual labs, position statements)
5. Participate in discussions (initial post Wednesday, peer responses Sunday) OR work on case studies
6. Submit guided notes as complete/incomplete assignments

Pro Tip: Don't wait until the last minute! Spread your work across the week using the recommended 3-

[illegible]

Accessibility

 Video: Applying NFPE: Functional Status (2:29)



[Transcript NFPE Functional Status](#)

 Video: NFPE Subcutaneous Fat Loss Demo (2:49)



[Transcript NFPE Subcutaneous Fat Loss Demo](#)

Designing the Course with All Learners in Mind



Apply UDL
during course
design



Use backward
design + UDL



Offer choice in
how students
engage with
content



Build
in checkpoints



Consider
cultural
relevance in
content

CASE STUDY ANALYSIS ASSIGNMENT

Nutrition Through the Lifecycle Course Example
Using Multiple Means of Expression

Nutrition Through the Lifecycle

Case Study Analysis Assignment

Student Instructions: Using Multiple Means of Expression

 Written Paper	 Presentation	 Infographic	 Podcast
5–7 pages, APA format	10–15 min audio/video	Single-page visual + 2–3 page explanation	15–20 min recording + transcript
Formal academic writing	Narrated slides	Visual storytelling	Conversational analysis
Best for: Detail-oriented writers	Best for: Visual & verbal communicators	Best for: Creative visual thinkers	Best for: Strong verbal communicators

Nutrition Through the Lifecycle

Case Study Analysis Assignment

Rubric Using Multiple Means of Expression	
Criterion	Points
Identification of Nutritional Concerns & Opportunities	5 pts
Development of Realistic Client Scenarios Across Life Stages	5 pts
Evidence-Based Recommendations with Scientific Justification	5 pts
Format-Specific Communication Excellence	5 pts
Professional Writing, Mechanics & Format Adherence	5 pts
Total	25 pts

Pro Tip for Students: Choose the format that best showcases your strengths — but remember, the quality of your nutritional analysis matters most, regardless of how you present it!

Format-Specific Communication

Rubric Criterion for Multiple Means of Expression

Excellent	Proficient	Developing	Unsatisfactory
Written Paper: Exceptional academic writing with flawless organization and professional tone. Presentation: Outstanding visual design with engaging, clear narration and professional delivery. Infographic: Visually striking design with perfect information hierarchy and complementary written explanation. Podcast: Exceptional audio quality with engaging delivery and comprehensive transcript that enhances understanding	Written Paper: Good academic writing with clear organization and appropriate tone. Presentation: Effective visual design with clear narration and good delivery. Infographic: Good visual design with clear information hierarchy and adequate written explanation. Podcast: Good audio quality with clear delivery and complete transcript.	Written Paper: Basic writing with organizational issues and inconsistent tone. Presentation: Basic visual design with unclear narration or awkward delivery. Infographic: Basic visual design with unclear information hierarchy or inadequate written explanation. Podcast: Poor audio quality or unclear delivery with basic transcript.	Written Paper: Poor writing with no organization and inappropriate tone. Presentation: Poor visual design with inaudible narration or unprofessional delivery. Infographic: Poor visual design with no information hierarchy or missing written explanation. Podcast: Inaudible audio with incomplete or missing transcript.

Let's Practice:

Creating a UDL Lesson Plan Using AI

Step 1: Open a generative AI tool of your choice (*ChatGPT, Claude, Gemini, Copilot, etc.*)

Step 2: Use this prompt — fill in the blanks:

"Create a lesson for _____ (course name) using the following learning outcome: _____ .

(Optional: align with ACEND2022 Standards Competency/Performance Indicator #____)"

Step 3: Review your output, then reflect:

- What did you find useful?
- How did it feel using AI to do this?
- Do you have any concerns?

Drop your biggest takeaway in the chat!

Now Apply UDL Guidelines to the Lesson

Step 4: Go back to your AI tool and add this refinement prompt:

"Align the lesson with UDL principles. Include specific activities and assessments to meet UDL principles. Be sure to use UDL 3.0."

Step 5: Compare your two outputs and reflect:

- What did you notice when you added UDL alignment?
- How do you feel about the outcome now?
- What would you still need to do to make it *yours*?

Share one observation in the chat!

Creating a Scaffolded Student Assignment

Students use AI + UDL in 3 rounds:

- Generate a draft nutrition education lesson
- Refine it with UDL principles
- Critically evaluate what AI got wrong or missed
- Reflect- Include a reflection component after each round

Alignment



UDL & Assessment Connections

Universal Design for Learning ↔ Learner Assessment



Equitable • Meaningful • Valid

Why Use UDL Informed Assessment?

We need to design learning that works for all learners

Spend a lot of time prepping, despite our best efforts not meeting the needs of every learning

Learners are wildly different

Move away from one-size-fits all thinking

Not constrained by single assessment

Multiple ways to learn, multiple material, multiple ways to show what they learn

Assessments can create barriers for some to demonstrate what they learned

Makes courses more accessible, inclusive and engaging for all learners

Challenges and Solutions

Common Challenges:

- Time constraints in redesigning assessments
- Resistance to change from traditional methods

Solutions:

- Start small with one principle or assessment
- Leverage professional development and collaborative planning
- You are already doing great stuff!

Starting Small

Typical Assignment:

Read this article and be prepared to discuss in class

UDL +1:

To do (prior to class):

- Read this article
- Watch this video
- Submit responses to the following prompts:
 1. What 3 things did you learn that you didn't know before?
 2. What was the most important thing you learned?



A small and large sphere[Stock Image].
Microsoft 365 PowerPoint

Teamwork and Time



Photo by Alexas Fotos on Pixabay

Incorporating UDL Into Your Teaching Practice



UDL is a **journey, not a checklist** — start where you are



Audit one course this semester through a UDL lens



Connect with **colleagues** — UDL implementation is stronger in community



Use **student feedback** as a UDL data source

Call to Action:

Commit to one plus UDL principle to enhance your assessment practices.

Reflection



What from today's session connects most directly to your **curriculum or course design**?



What is **one UDL strategy** you could realistically implement this semester?



What do you still need — resources, support, time — to make UDL work **in your context**?

References

- CAST (2024). *Universal Design for Learning Guidelines version 3.0*. <https://udlguidelines.cast.org>
- Doyle, A. J., O'Toole, M., Cassidy, D., & Condrón, C. M. (2025). Universal Design for Learning (UDL) in simulation-based health professions education. *Advances in Simulation*, 10(1), 33.
- Luke, K. (2021). Twelve tips for designing an inclusive curriculum in medical education using Universal Design for Learning (UDL) principles. *MedEdPublish*, 10, 118.
- Meyer, A. & Rose, D. (2024). *Universal Design for Learning: Principles, Framework and Practice*.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. ASCD.

Q&A



Webinar Evaluation



Presentation evaluation in chat



CPE certificate and handouts will be emailed to webinar attendees.

UDL: Building Learning
Environments for the Future of
Nutrition & Dietetics Evaluation



ACEND