



## 2026 Annual Conference Call for Papers & Posters Information

**Submission Portal Link:** <https://www.abstractscorecard.com/cfp/submit/login.asp?EventKey=BJQODKXT>

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### Logistics

#### **Conference**

**Dates:** Wednesday, April 8 - Saturday, April 11, 2025

**Venue:** Hyatt Regency Denver at Colorado Convention Center, Denver, CO

**Webpage:** [CAPCSD Annual Conference](#)

#### **Call for Papers**

**Submission Window:** Monday, August 4 - Monday, September 15, 2025 at 11:59 PM ET

**Accepting:** Topic-related presentation submissions for 60-minute and 90-minute papers, and 30-minute posters.



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### Important Dates

Monday, September 15, 2025:

- 11:59 PM ET - Deadline for submissions of all paper and poster proposals.

Monday, October 27, 2025:

- All first authors with an accepted paper/poster will receive an email from the Conference Planning Committee.
- First authors are responsible for notifying additional authors, if applicable.

Tuesday, November 18, 2025:

- Deadline for ALL authors of accepted submissions to complete the CAPCSD conference speaker tasks including contact information, financial and non-financial relationships disclosures.

### Theme

**Elevating Excellence**

### Topics

We welcome proposals that explore ways to create more inclusive, equitable, and supportive learning and clinical environments. Topics may include strategies for fostering belonging, addressing diverse learner needs, enhancing cultural responsiveness, and promoting access and opportunity across educational and professional settings.

**Advanced Work in IPE/IPP**

**Artificial Intelligence (AI)**

**Clinical Education & Supervision**

**Scholarship of Teaching and Learning (SoTL)**

**Student Success**

**Teaching Pedagogy & Curriculum**

**Additional Topic Areas (other than those above)**

*Check out additional information about each topic below!*



## **2026 Annual Conference Call for Papers & Posters Information**

### ***Advanced Work in IPE/IPP***

Sessions under this topic might address:

- Performance-based outcomes in IPE
- Preparing students for IPP
- Faculty development in IPE
- Scaling IPE events and activities

### ***Artificial Intelligence (AI)***

Sessions under this topic might address:

- Applications for generative AI in clinical and academic settings
- Ethical and secure use, including privacy and intellectual property
- AI use for administrative efficiency and curriculum support

### ***Clinical Education & Supervision***

Sessions under this topic might address:

- Best practices and strategies for supervision
- Tools for clinical educators (e.g., rubrics, toolkits)
- Support for onsite and offsite/externship clinical experiences

### ***Scholarship of Teaching and Learning (SoTL)***

Sessions under this topic might address:

- Research on pedagogy and effective instruction
- Methodological approaches in SoTL
- Supporting educators in scholarly productivity



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### ***Student Success***

Sessions under this topic might address:

- Skills related to workplace readiness
- Mental health and burnout support for students
- Supporting underrepresented students
- Accommodations and inclusion in CSD education

### ***Teaching Pedagogy & Curriculum***

Sessions under this topic might address:

- Active learning, alternative grading, and inclusive teaching strategies
- Best practices in online and hybrid teaching
- Course design and curriculum mapping
- Integration of simulation and problem-based learning (PBL)
- Implementations and outcomes of competency-based education (CBE)

### ***Additional Topic Areas***

- Sessions related to other areas than those above

|                                |
|--------------------------------|
| <b>Submission Requirements</b> |
|--------------------------------|

Complete the submission and provide the requested information and responses.

1. **Contact information** for all authors, including email address, physical address, office and cell phone numbers, title, and employer.  
*Note: The first author listed will be the main contact for the submission.*
2. **Title** that does not exceed 14 words
3. **Selection of one of the conference topics** - Exhibitors select Exhibitor option
4. **Type of Presentation:** research or professional education
5. **Track(s):** academic, clinical, administrative
6. **Professional area:** SLP, AUD, Both



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7. **Target audience(s):** department chairs, clinical directors, program directors, graduate directors, general faculty
8. **Certification standard CEU category (if applicable)** should the proposal content be more than 50% in one of the certification standard CEU categories (DEI, Ethics, Supervision, N/A)
9. **Abstract** of 125 words or fewer
10. **Three learning objectives**
11. **Presentation information for evaluation** - How does the session address the components listed in the rubric? (Clarity of proposal, originality and significance, relevance to conference theme/topics, feasibility and methodology, expected contributions, potential for audience engagement, and overall evaluation.)

|   |
|---|
| <b>Rubric for Evaluation of Submissions</b> |
|---|

### 1. Clarity of Proposal:

- Is the purpose of the proposed presentation clearly stated?
- Are the objectives of the presentation well-defined?
- Is the proposed methodology or approach clearly outlined?

| Research   | Professional Education  |
|--|---|
| The purpose and objectives should clearly state the research questions or hypotheses.      | The purpose is clearly stated and learning outcomes are defined.                          |
| The approach or methodology for addressing the research questions or hypotheses is stated. | The approach or methodology for delivering the educational content effectively is stated. |

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### 2. Originality and Significance:

- Does the proposal offer a novel perspective or approach?
- Is the topic of the proposed presentation relevant and timely?
- Does the proposal address a gap in the literature or offer new insights?

| Research  | Professional Education  |
|---|---|
| The proposal should offer a novel perspective, approach, or methodology.  | The proposal should include innovative teaching methods (academic and/or clinical) or perspectives on professional development.       |
| The topic should be relevant to current issues in the field and timely in addressing gaps or emerging trends in the literature. | The topic is relevant to current issues or practices in the field and timely in addressing gaps or emerging trends in the literature. |

### 3. Relevance to Conference Theme / Topics:

- Does the proposed presentation align with the conference theme or one of the call for papers topics?
- Is the topic of the presentation appropriate for the target audience of the conference?
- If proposed presentation selected Additional Topic Areas, does the proposed presentation fit in the CSD higher education field?

| Research  | Professional Education  |
|---|---|
| The presentation should align with the conference theme or a specific call for papers topics.       | The presentation should align with the conference theme or a specific call for papers topics.     |
| The content should be appropriate for the academic and research-focused audience of the conference. | The content should be appropriate and beneficial for the professional audience of the conference. |



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### 4. Feasibility and Methodology:

- Does the proposal outline a feasible plan for conducting the research or preparing the presentation?
- Are the proposed methods appropriate for addressing the research questions or objectives?
- Is there a clear timeline for completing the work before the conference?

| Research   | Professional Education  |
|--|---|
| The proposal should outline a feasible plan for conducting the research within the given timeframe.          | The proposal should outline a feasible plan for preparing the presentation within the given timeframe.    |
| The methods proposed should be suitable for addressing the research questions and generating valid findings. | The proposal addresses the methods or instructional strategies to achieve the stated learning objectives. |

### 5. Expected Contributions:

- What are the expected contributions of the proposed presentation?
- How does the proposed presentation advance knowledge or practice in the field?
- Are the potential outcomes or findings of the presentation clearly articulated?

| Research   | Professional Education   |
|--|--|
| The presentation should clearly articulate how it advances knowledge in the field or contributes new insights. | The presentation should clearly articulate how it advances knowledge in the field or contributes new insights. |
| The expected outcomes or findings should be clearly stated, indicating their potential impact on the field.    | The expected outcomes or findings should be clearly stated, indicating their potential impact on the field.    |

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### 6. Potential for Audience Engagement:

- Does the proposal indicate how the presentation will engage the audience?
- Are there opportunities for audience interaction or participation suggested?
- Does the proposal indicate how it will address questions or feedback from the audience?
- *If this is a poster submission, submitter should provide a few areas of discussion and or expected questions which would be appropriate / expected between audience and poster presenter for this submission.*

| Research   | Professional Education   |
|--|--|
| The proposal should indicate strategies for engaging the audience, such as discussion prompts or interactive components.                           | The proposal should indicate strategies for engaging the audience, such as discussion prompts or interactive components                            |
| The proposal indicates how participant questions or feedback will be addressed during or after the presentation to enhance audience participation. | The proposal indicates how participant questions or feedback will be addressed during or after the presentation to enhance audience participation. |

### 7. Overall Evaluation:

- What is the overall quality and potential impact of the proposed presentation?
- Does the proposal demonstrate a clear understanding of the topic and its relevance?
- Does the presentation contribute to a designated call for papers topic?
- Are there any potential areas for improvement or further clarification needed in the proposal?

| Research  | Professional Education  |
|---|---|
| The overall quality of the proposal.  | The overall quality of the proposal.  |
| The proposal demonstrates a clear understanding of the topic and its relevance to the conference. | The proposal demonstrates a clear understanding of the topic and its relevance to the conference. |
| The presentation aligns well with the conference's call for papers topics.                        | The presentation aligns well with the conference's call for papers topics.                        |
| Are there any areas where the proposal could be improved or needs further clarification?          | Are there any areas where the proposal could be improved or needs further clarification?          |





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### Rating Information for Reviewers

- Each item on the rubric will be ranked on a scale of 1-5 by three reviewers.
  - These scores will be averaged for each reviewer.
  - Total scores from three reviewers will be averaged.
1. Does not meet expectations for the criteria in any way. Information is incomplete or absent.
  2. Information is present, but it is not complete or is inadequate for evaluation purposes.
  3. Adequately meets basic expectations for the criteria with room for improvement. Data is in progress.
  4. Meets expectations for the criteria, with sufficient detail and clarity. Minor improvements possible but overall strong.
  5. Outstanding in all respects; exceeds expectations for the criteria, is detailed, thorough and complete.

### Guidance

- The proposal process is competitive and only a limited number of presentations will be accepted.
- Review your submissions carefully. Title, abstract and learning objectives will be reviewed and published on the conference website and in the conference mobile app exactly as submitted unless authors are notified of changes by the Conference Planning Committee.
- Individuals may not be presenting authors in more than two presentations. Individuals may be listed as authors in more than two presentations but may not present in those additional presentations.
- All presenting authors must be in-person at the Annual Conference. No virtual presentations will be permitted as a part of the Annual Conference.
- For more information about financial and non-financial relationships disclosures requirement, refer to <http://www.asha.org/CE/for-providers/Conflict-of-Interest-and-Disclosure-Information-for-Presenters>
- Preference will be given to papers and posters that include evidence to support their submission and are data-driven.
- Reference ASHA's Recommendations for Infusing Evidence into Continuing Education Course Content when developing your submission and course content by referring to: <http://www.asha.org/CE/for-providers/Recommendations-for-Infusing-Evidence-Into-Continuing-Education-Course-Content>

### Questions

With questions, [Click here to contact Mandie McKenzie](#)

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