

CAPCSD 2025 Annual Conference Speaker Disclosures

Name	Biography	Email	Presentation Title(s)	Financial Disclosure	Non-Financial Disclosure
Adele Dunkin	Adele M. Dunkin, MCD, CCC-SLP, IMH-E®, is the Co-Director of Clinical Education in Speech-Language Pathology at the University of Memphis. A multiply-neurodivergent speech-language pathologist, Adele serves on the board of the Arc of Tennessee and holds an international endorsement in Infant Mental Health. Passionate about disability rights, trauma-informed care, and neuro-affirming practices, she also loves cooking and true-crime podcasts, and is honored to raise two beautifully-chaotic children.	adunkin@memphis.edu	Cultivating Inclusive Practices in CSD Clinical Education for Students with Disabilities	University of Memphis: Employee (Ongoing); University of Tennessee Health Science Center: Dual Services Agreement: Lead SLP (Ongoing)	Alliance for the Advancement of Infant Mental Health (AAIMH) and Association for Infant Mental Health in Tennessee (AIMHiTN) (ongoing): holds an international endorsement in infant mental health: Receives no compensation; Arc of Tennessee: Board of Directors: Vice President: receives no compensation (Ongoing); Multiply-neurodivergent clinical SLP and multiply-neurodivergent parent to multiply-neurodivergent children (Ongoing): my views are colored through the lenses of my life experiences; receives no compensation.
Aeriana Culpitt	Dr. Aeriana Lindner (Culpitt), SLP.D., CCC-SLP, is the Director of Clinical Education in the new speech therapy program at Viterbo University in La Crosse, Wisconsin. She has been a practicing SLP in the state of Wisconsin for over seven years, with experience in public schools, skilled nursing, and rural critical access hospital systems.	adculpitt@viterbo.edu	New Kids on the Block: Utilizing Simulation in New SLP Graduate Programs	Viterbo University: Employee (Ongoing)	ASHA: SIG 10 and 11: Member (Ongoing): Receives no compensation; Wisconsin Speech-Language-Hearing Association (WSHA): Member (Ongoing): Receives no compensation; Society for Simulation in Healthcare (SSH): Member (Ongoing): Receives no compensation

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Afua Agyapong	<p>Afua Agyapong, Ph.D., CCC-SLP, is an Associate Professor at Augusta University with over five years of experience teaching pediatric language disorders. She is dedicated to preparing future speech-language pathologists through a strong focus on evidence-based approaches that bridge academic learning and clinical practice. Dr. Agyapong is passionate about equipping her students with the knowledge and practical skills needed to deliver effective, client-centered care in diverse clinical settings.</p>	aagyapong@augusta.edu	ATL: Advancing Teaching and Learning for Best Practices in Early Intervention	Augusta University: Employee (Ongoing)	No non-financial relationships to disclose
Alison Brockett	<p>Alison Brockett, M.S., CCC-SLP, is currently an associate professor and SLP graduate program director for Texas Woman's University. Alison received her master's degree from Baylor University in 2000. She worked 12 years in the public schools before becoming an adjunct professor at Texas Woman's University in 2012. She then served as clinic director and director of clinical education before assuming the role of program director in the fall of 2024.</p>	abrockett@twu.edu	Leveraging AI to Streamline ASHA Accreditation Reports: Enhancing CAA Compliance in Graduate SLP Programs	Texas Woman's University: Employee (Ongoing)	No non-financial relationships to disclose

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Alison Scheer-Cohen	Dr. Alison Scheer-Cohen, Ph.D., CCC-SLP, is a Professor in the Department of Speech-Language Pathology at California State University San Marcos. Dr. Scheer-Cohen worked as a speech-language pathologist in the hospital setting and private practice. She was an instructor, clinical educator, and researcher at multiple academic institutions. Her primary professional interests include teaching and learning and accreditation. Research interests include the speech of children with low-incidence disorders and typical speech acquisition.	ascheer@csusm.edu	Expanding Your Toolkit with Evidence Based Teaching Strategies	California State University - San Marcos, CA: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	Council on Academic Accreditation: Member - Academic SLP (Ongoing); Receives no compensation; The American Cleft Palate Craniofacial Association Management and Finance Committee (Ongoing); Receives no compensation
Alli Sauerwein	Alli Sauerwein, Ph.D., CCC-SLP, is an Associate Professor, Undergraduate Program Director, and Faculty Development Fellow at Southern Illinois University Edwardsville. The scholarship of teaching and learning (SoTL) research Alli engages in aims to improve preservice education in AAC so that all entry-level clinicians feel confident in this area of clinical practice.	allsaue@siue.edu	Alternative Grading Strategies: Enhance Student Engagement, Propel Your Students into Advanced Learning Pedagogical Approaches for All Students to Thrive in CSD Classrooms and Clinics	Southern Illinois University Edwardsville: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	Teaching and Learning in Communication Sciences and Disorders Editorial Board (Ongoing): Receives no compensation
Almara Hutchinson	Almara Hutchinson, M.A., CCC-SLP, is an Assistant Professor and Clinical Education Coordinator at West Virginia University. She teaches clinical seminars, supervision, leadership, and culturally responsive practices in CSD. With three years of experience updating courses to meet evolving standards, she is dedicated to supporting SLP and AuD students. Mrs. Hutchinson is also pursuing a PhD, with her dissertation completion anticipated in 2026.	ajh00027@hsc.wvu.edu	Implementing Culturally Responsive Pedagogy in Communication Sciences and Disorders: Practical Approaches	West Virginia University: Employee (Ongoing)	West Virginia University: Cultural Responsive Practices Class Instructor & program planning assistant: Ongoing

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Amanda Ortmann	Amanda Ortmann, Ph.D., is an Associate Professor in the Department of Otolaryngology and is the director of the Program in Audiology and Communication Sciences at Washington University School of Medicine in St. Louis, MO.	amanda.ortmann@wustl.edu	Navigating the Future of Audiology Education	Washington University School of Medicine: Employee (Ongoing); CAPCSD: Pre-Conference Speaker: Received hotel accommodation, honorarium, and complimentary conference registration (One-time)	No non-financial relationships to disclose
Amy DeBlois	Amy DeBlois, PT, DPT is an Associate Professor in Physical Therapy Education at SUNY Upstate Medical University in Syracuse New York. She is a Board Certified Clinical Specialist in Neurologic Physical Therapy and is full-time faculty teaching in the Neurologic curriculum in the Upstate Physical Therapy program since 2015.	debloisa@upstate.edu	Linking Learning: Interprofessional Education Meets Simulation in CSD Training	Syracuse University: Employee (Ongoing)	No non-financial relationships to disclose
Amy Rodda	Amy Rodda, Ph.D., CCC-SLP, is an Associate Teaching Professor and the Director of Clinical Education in the Speech and Hearing Sciences Department at the University of Washington. She teaches undergraduate, post-baccalaureate, and graduate coursework including Language Science, Developmental Communication and Swallowing Disorders, Professional Seminar, and Advanced Clinical Forum. She facilitates the Leslie Jeanne Berns Support Group for families of children with communication disorders, and mentors undergraduate research.	amyrodde@uw.edu	Pathways to Success: Effective Mentoring to Promote Success for All Students	University of Washington: Employee (Ongoing)	CAPCSD Academic Affairs Committee (Ongoing): receives no compensation

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Amy Teten	Amy Teten, Ph.D., CCC-SLP, is an associate professor and chair of the Communication Disorders department at Truman State University. She teaches coursework related to adult neurogenic communication disorders, with a specialty in dementia. Most of her research is in the scholarship of teaching and learning.	ateten@truman.edu	Comprehensive Exams and Summative Projects: Implications for Enhancing Student Outcomes	Truman State University: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	No non-financial relationships to disclose
Andy Clare	Andy Clare, M.S., CCC-SLP, CBIS, is the Assistant Director of Clinical Education and Clinical Associate Professor at George Washington University. He supervises students in Acquired Neurological Disorder practicums and teaches Dysphagia, Aural Rehabilitation, and Clinical Methods. His research interests focus on improving clinical education practices in Communication Sciences and Disorders. He also chairs the CAPCSD Clinical Education Committee.	andyclare@gwu.edu	Data-Driven Strategies for Advancing Evidence-Based Supervision in Speech-Language Pathology and Audiology Solution Focused Dialogue: Clinical Placements for Speech-Language Pathology	George Washington University: Employee (Ongoing); CAPCSD: Standing Session Speaker: received complimentary conference registration (One-time)	CAPCSD: Clinical Education Committee: Chair (Ongoing): Receives no compensation
Angela McLeod	Angela N. McLeod is the Director of the Montgomery Speech, Language, and Hearing Clinic and a Clinical Associate Professor at the University of SC. An academic instructor and clinical educator in higher education for many years, Angela has also served clients and patients across the lifespan in educational and healthcare settings. Clinical/research interests include clinical education, speech sound disorders, literacy, language development and disorders, orofacial myofunctional disorders, and cultural/linguistic variation.	MCLEODAN@mailbox.sc.edu	Mastering CAA Re-Accreditation: A Step-by-Step Guide to Presenting Your SLP Curriculum	University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose

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Ann Eddins	Ann Clock Eddins, Ph.D., M.B.A., CCC-A is Professor and Director of the School of Communication Sciences and Disorders at the University of Central Florida. She has 30+ years of academic experience and a passion for advancing academic programs, clinical services, and faculty development within the discipline. Dr. Eddins has served on the CAPCSD Board of Directors as President-Elect, President and Past President, and Vice President for Academic Development.	ann.eddins@ucf.edu	Sustainable Departmental Budgeting within the Current Landscape of Higher Education Thriving in Higher Education: Essential Skills and Strategies for Department Chairs	University of Central Florida: Employee (Ongoing); CAPCSD: Pre-Conference Speaker: Received hotel accommodation, honorarium, and complimentary conference registration (One-time)	CAPCSD Nominations Committee: Member (Ongoing) -Receives no compensation
AnnMarie Knight	Dr. AnnMarie Knight, Ph.D., CCC-SLP, is Associate Professor of Speech-Language Pathology and Director of the Master of Science in Speech-Language Pathology program that is under development at Oklahoma Baptist University. Dr. Knight is interested in advancing teaching and learning in the field of Communication Sciences and Disorders. Her areas of clinical expertise include medical speech-language pathology practice, neuroanatomy, neuroscience, dysphagia, and neurogenic disorders of language and cognition.	annmarie.knight@okbu.edu	Alternative Grading Strategies: Enhance Student Engagement, Propel Your Students into Advanced Learning CAPCSD AI (Artificial Intelligence) Task Force Update Model Curriculum for 2 and 4-year SLPA Programs	Oklahoma Baptist University: Employee (Ongoing)	ASHA Council for Clinical Certification: Vice Chair for SLP (Ongoing): Receives no compensation; ASHA SIG 10: Coordinator, (Ongoing): Receives no compensation

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<p>April Garrity</p>	<p>April Garrity, Ph.D., CCC-SLP, is professor of communication sciences and disorders at Georgia Southern University's Armstrong Campus in Savannah. She teaches courses in neurogenic communication disorders, dysphagia, and research methodology. She is primarily interested in Scholarship of Teaching and Learning, specifically service-learning and trauma-informed educational practices in the context of health professions education. April maintains an active clinical practice and is also a trained yoga and meditation instructor.</p>	<p>agarrity@georgiasouthern.edu</p>	<p>Trauma Triggers in Student Experiences: Strategies for Supporting Students</p>	<p>Georgia Southern University: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	<p>No non-financial relationships to disclose</p>
<p>Ashley Dockens</p>	<p>Ashley L. Dockens, Ph.D., Au.D., CCC-A, serves Lamar University as Assistant Provost of Academic Innovation & Quality Assurance and as Associate Graduate Dean of Policy and Procedure. She has previously acted as Director of Teaching and Learning and as Director of Audiology. Dr. Dockens currently serves CAPCSD as the Chair of the AI Task Force. She is a dynamic speaker on generative AI at state, national, and international venues.</p>	<p>adockens@lamar.edu</p>	<p>CAPCSD AI (Artificial Intelligence) Task Force Update Empowering Faculty: Generative AI in CSD Graduate Programs Encouraging Student Generative AI Literacy and Use in CSD Graduate Programs</p>	<p>Lamar University: Employee (Ongoing); CAPCSD: Plenary Speaker: Received complimentary conference registration, hotel accommodation, and an honorarium (One-time)</p>	<p>CAPCSD: AI Task Force: Chair: Receives no compensation (Ongoing)</p>

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Ashley Harkrider	Ashley Harkrider, Ph.D, is professor and chair of the Department of Audiology and Speech Pathology and director of the Human Auditory Physiology Laboratory at University of Tennessee Health Science Center in Knoxville. Her teaching and research focuses on auditory physiology. As chair, she is responsible for 50+ faculty/staff, 350 students in 4 degree programs, a multi-million dollar budget, and a large, revenue-generating campus clinic. Ashley currently is Treasurer of CAPCSD.	aharkrid@uthsc.edu	Innovative Approaches to the Recruitment and Retention of CSD Faculty	UT Health Science Center: Employee (Ongoing); CAPCSD: Board of Directors: Received travel reimbursement, hotel accommodations, and complimentary conference registration (One-time)	CAPCSD: Board of Directors (ongoing)
Blake Roth	Blake Roth, Ph.D., is an Assistant Professor and Graduate Program Director within the Department of Communication Sciences and Disorders at Fort Hays State University. He has an interest in teaching and learning methods in CSD. He is dedicated to increasing students' understanding of course content and fostering critical thinking skills to adequately prepare students for successful careers in speech-language pathology.	bwroth@fhsu.edu	Comparing Student Outcomes in Communication Sciences and Disorders Coursework: On-campus Versus Online	Fort Hays State University: Employee (Ongoing)	No non-financial relationships to disclose
Blessly Mathews	Dr. Blessly Mathews, SLP-D, M.Ed.-EDL, M.A., CCC-SLP, is the Clinical Education Coordinator at Lehman College, City University of New York, within the Speech and Hearing Science Department. With over 15 years of experience, Dr. Mathews brings comprehensive expertise to her role, overseeing clinical training and education for future speech-language pathologists.	blessly.mathews@lehman.cuny.edu	Black, Indigenous, and People of Color Experiences in Communication Science and Disorder Doctoral Programs	Lehman College, City University of New York: Employee (Ongoing)	Part of ASHA SIG

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Bradley Crowe	Mr. Brad Crowe, M.S., CCC-SLP, is the co-director of the University of Mississippi Speech and Hearing Clinic, a clinical speech-language pathologist, a clinical instructor, and an instructor in the Department of Communication Sciences and Disorders at the University of Mississippi.	bcrowe@olemiss.edu	Assessing the Implementation Fidelity of an International Clinical Education Experience	University of Mississippi: Employee (Ongoing); Therapy Abroad: Previous participant in Study Abroad Program: Received waived conference and travel fees (One-time)	No non-financial relationships to disclose
Brenda Cross	Dr. Brenda Fields Cross has been a licensed audiologist in the state of Texas since 2007. She started as a part-time instructor at West Texas A&M University in Canyon Texas in 2011. She became a full time faculty member in 2012 and was named the department chair in February of 2013, where she served until the fall of 2024. Dr. Cross is now the director of clinical operations.	bcross@wtamu.edu	Leveraging AI to Streamline ASHA Accreditation Reports: Enhancing CAA Compliance in Graduate SLP Programs	West Texas A&M University: Employee (Ongoing)	No non-financial relationships to disclose
Brian Kreisman	Dr. Brian Kreisman is Department Chair and Professor in the Speech Pathology and Audiology Department at Calvin University. After earning his PhD from the University of Florida, he helped start the MS in Audiology program at the University of Canterbury in New Zealand and then taught at Towson University. In 2017, Dr. Kreisman founded Global Village Partners to improve hearing, speech, and other allied health care in majority-world countries.	brian.kreisman@calvin.edu	Recruitment, Retention, Support, and Capacity-Building Initiatives by Calvin University Speech Pathology & Audiology Department	Calvin University: Employee (Ongoing)	Global Village Partners

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<p>Brianna Hammerle</p>	<p>Brianna Hammerle, M.A., CCC-SLP, is an Assistant Teaching Professor in the Department of Communication Sciences and Disorders at Syracuse University. She provides clinical instruction and supervision of undergraduate and graduate students in the Gebbie Speech-Language-Hearing Clinic and teaches departmental courses including Dysphagia and Introduction to Communication Sciences and Disorders. She is the co-developer and lead instructor for the on-campus adult medical simulation lab.</p>	<p>bkhammer@syr.edu</p>	<p>Linking Learning: Interprofessional Education Meets Simulation in CSD Training</p>	<p>Syracuse University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Brigitta Walker</p>	<p>Dr. Brigitta Walker is an associate professor at Rocky Mountain University of Health Professions. Dr. Walker has lectured at local, state and national conferences on dysphagia, voice, cognitive communication, oncology rehabilitation and artificial intelligence in higher education. Dr. Walker traveled to South Africa with NBASLH Leaders in June 2024 to explore how SLP services are delivered in urban and rural communities.</p>	<p>brigitta.walker@rm.edu</p>	<p>AI Meets CSD: A Study of Student and Faculty Engagement</p>	<p>Rocky Mountain University of Health Professions: Employee (Ongoing)</p>	<p>American Speech-Language Hearing Association: Member (Ongoing); National Black Association for Speech Language Hearing: Member (Ongoing)</p>

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Brittany Khan	Brittany L. Khan, M.S., CCC-SLP, is the Director of the Center for Speech and Language Disorders at Monmouth University. She received her B.S. from Stockton College and her M.S. from Seton Hall University. Her areas of clinical and research interests include clinical supervision, disordered swallowing and Rett Syndrome with special interests in head and neck cancer and neurodegenerative diseases.	bbonner@monmouth.edu	Generational Dynamics in Clinical Education: A Relational Cultural Perspective	Monmouth University: Employee (Ongoing)	No non-financial relationships to disclose
Caitlin Price	Caitlin N. Price, Au.D., Ph.D., CCC-A, is an Assistant Professor in the Department of Audiology and Speech-Language Pathology at the University of Arkansas for Medical Sciences. Her clinical experience in adult diagnostics, rehabilitation, and auditory electrophysiology motivates her research interests in cognitive aging and speech-in-noise processing. Her research aims to develop clinical interventions fostering successful communication across the lifespan. She currently serves as the chair of CAPCSD's Admissions Data Subcommittee.	CEPrice@uams.edu	Harnessing CSDCAS Data for Strategic Growth: Recruitment, Admissions, and Retention in CSD	University of Arkansas for Medical Sciences: Employee (Ongoing); CAPCSD: Standing Session Speaker: received complimentary conference registration (One-time)	CAPCSD: Admissions Committee - Data Subcommittee: Chair (Ongoing): Receives no compensation

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Caitlin Zimyeski	Caitlin Zimyeski, Ed.D., CCC-SLP, is the Undergraduate Program Director for Communication Disorders at Sacred Heart University and a Clinical Assistant Professor in the graduate Speech-Language Pathology department. Prior to coming to Sacred Heart University in 2022, Dr. Zimyeski worked as a school based certified SLP for six years. Her areas of specialty are school based speech-language pathology, multilingual learners, multi-tiered systems of support and clinical education.	zimyeskic@sacredheart.edu	Competency Based Education Experience for Physical Therapy & Speech-Language Pathology Graduate Students	Sacred Heart University: Employee (Ongoing)	Council on Academic Accreditation: Site Visitor (Ongoing); Receives no compensation
Candice Osenga	Dr. Candice Osenga is the Director of Clinical Education for Audiology and a clinical educator at Illinois State University. Current supervision is primarily in adult diagnostics and amplification and auditory processing evaluations. Administrative duties include scheduling on-campus and externship placements, as well as planning a weekly clinic meeting for the three on-campus cohorts. Dr. Osenga is active on many departmental committees and holds her CCC-A and Illinois professional licensure.	cjoseng@ilstu.edu	Solution Focused Dialogue: Clinical Placements for Audiology	Illinois State University: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	No non-financial relationships to disclose

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Carol Cokely	Carol Cokely, Ph.D., is clinical professor and Au.D. Program Head in the Department of SLH at the University of Texas at Dallas. She has a long-term commitment to andragogy of clinical and classroom education and program assessment. She is the current ACAE Chair of the Board of Directors, a past member of the boards of the AAA and ARA and has served on numerous committees within AAA and CAPCSD.	cokely@utdallas.edu	Accreditation Commission for Audiology (ACAE) Standing Session American Academy of Audiology (AAA): The Future of Audiology Education	The University of Texas at Dallas: Employee (Ongoing)	Accreditation Commission for Audiology: Chair (Ongoing): Receives no compensation; AAA Professional Development Council: ACAE Liaison (Ongoing): Receives no compensation.
Carol Koch	Carol Koch, Ed.D., CCC-SLP, ASHA Fellow, Professor/Graduate Program Director - Samford University	ckoch2@samford.edu	Curriculum Maps: Navigating the Way to Improved Outcomes Precision Learning: A Data-Driven Approach to Praxis Prep and Student Success [TrueLearn]	Samford University: Employee (Ongoing), Honorarium (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	Council on Academic Accreditation: Member - Academic SLP (Ongoing): Receives no compensation
Caroline Bergner	Caroline Bergner, JD, is ASHA's director of health care policy for Medicaid. She serves ASHA's membership by answering member questions, tracking Medicaid state and federal policies, and advocating with Medicaid state agencies, Medicaid managed care companies, and the federal Centers for Medicare and Medicaid Services (CMS). She is a Virginia licensed attorney and has worked in health care policy for 15 years.	cbergner@asha.org	Ensuring Compliance and Best Practices for Supervising Students & Support Personnel	American Speech-Language Hearing Association: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	No non-financial relationships to disclose
Caroline Brinkert	Caroline Brinkert, M.S., CCC-SLP, is a clinical lecturer in the SLHS department at Boston University and director of BU's Center for Stuttering Therapy. She supervises graduate students in evaluating and treating clients across the lifespan, and teaches the Stuttering and Related Disorders course.	brinkert@bu.edu	Integrating Generative AI into SLP Education: Tools, Strategies, and Case Applications	Boston University: Employee (Ongoing)	No non-financial relationships to disclose

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Catherine Cooper	<p>Catherine Cooper, M.S., R.T.(R)(CT)(BD)(ARRT), is Chair of the Department of Radiologic Sciences at the University of South Alabama. With over 35 years of imaging experience and 25 years in education, she integrates innovative teaching strategies to prepare students for clinical excellence. Her interests include leveraging artificial intelligence to enhance diagnostic accuracy, streamline workflows, and advance radiologic education in Allied Health Professions.</p>	ccooper@southalabama.edu	Supporting Integration of AI in Health Professions Education	University of South Alabama: Employee (Ongoing)	No non-financial relationships to disclose
Christen Page	<p>Christen Guffey Page, Ph.D., CCC-SLP, is an Assistant Professor for the Department of Communication Sciences & Disorders at the University of Kentucky. She is a licensed speech-language pathologist with expertise in neurogenic communication disorders, specifically aphasia. She coordinates the UK Aphasia Lab to enhance life participation for individuals with aphasia. Her research interests and publications include interprofessional education, Scholarship of Teaching and Learning, and life participation for individuals with aphasia.</p>	christen.page@uky.edu	The ABCs of X, Y, and Z: Supervision Across Generations	University of Kentucky: Employee (Ongoing)	No non-financial relationships to disclose

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Christi Barbee	<p>Dr. Christi Barbee has been involved in interprofessional activities at the University of Oklahoma since 2012. Dr. Barbee was one of the founders of the Interprofessional Educators and Practitioners Association at OU. She served as the executive council chair and as the faculty development chair. Products developed by this work: All Professions Days entry level experience, Unity Clinic student run IPE clinic, Unity at Keys allied health led IPE Clinic.</p>	christi-barbee@ouhsc.edu	<p>IPE/IPP: Examining the Evidence Supporting Immersive IPE Experiences</p> <p>Solution Focused Dialogue: Best Practices in Interprofessional Debriefing for SLP and AuD</p>	<p>University of Oklahoma Health Sciences: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	<p>CAPCSD: IPE/IPP Committee: member (Ongoing): Receives no compensation</p>
Christie Needham	<p>Christie A. Needham, M.A., CCC-SLP, is the Director of Clinical Education, and Professor at Baldwin Wallace University. She earned her B.A. and M.A. from the University of Akron and has been supervising for over 20 years. She leads a thriving clinical education program that serves over 1000 patients during a normal semester. Her research is in clinical education, use of technology, and community engagement practices.</p>	cneedham@bw.edu	<p>Solution Focused Dialogue: Clinical Placements for Speech-Language Pathology</p>	<p>Baldwin Wallace University: Employee (Ongoing); CAPCSD: Board of Directors: Received travel reimbursement, hotel accommodations, and complimentary conference registration (One-time)</p>	<p>CAPCSD: Board of Directors: Secretary (Ongoing): Receives no compensation</p>
Christine Carmichael	<p>Christine Carmichael, Ph.D., CCC-SLP, is professor and graduate program coordinator for the Woolfolk School of Communication Sciences and Disorders at Our Lady of the Lake University. She also serves on the CAPCSD Admissions Committee and chairs the CAPCSD Admissions Resource Subcommittee. Her clinical, teaching, and research interests focus on voice and swallowing disorders.</p>	ccarmichael@ollusa.edu	<p>Designing and Implementing a SLPD Program: Peaks and Pitfalls</p>	<p>Our Lady of the Lake University: Employee (Ongoing)</p>	<p>ASHA: Member (Ongoing); CAPCSD: Member (Ongoing); SIG 10 and SIG 11: Member (Ongoing)</p>

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<p>Christopher Bolinger</p>	<p>Christopher Bolinger, Ph.D., CCC-SLP, is Department Chair and Associate Professor at Texas Woman's University. A licensed SLP for over 13 years, he previously served as Graduate SLP Program Director for 4+ years, overseeing 150+ students per year. Dr. Bolinger's expertise in clinical education and program management informs his innovative use of AI to enhance efficiency and compliance in graduate program administration, aligning technology with evidence-based practices to improve outcomes.</p>	<p>cbolinger@twu.edu</p>	<p>Leveraging AI to Streamline ASHA Accreditation Reports: Enhancing CAA Compliance in Graduate SLP Programs</p>	<p>Texas Woman's University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Christy Fleck</p>	<p>Christy Fleck, Ph.D., CCC-SLP, is an Assistant Professor of Speech-Language Pathology at Nevada State University. Her research interests include scholarships of teaching and learning, normal aging, swallowing/feeding, and voice. Christy teaches undergraduate and graduate courses in communication and aging, motor speech, swallowing, and voice. She is committed to improving learning and acquisition of clinical skills.</p>	<p>christy.fleck@nevadastate.edu</p>	<p>The Science of Group Testing: Reinforcing Learning, Strengthening Collaboration, and Improving Assessment Outcomes</p>	<p>Nevada State University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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<p>Colleen Gargan</p>	<p>Colleen Gargan, Ph.D., CCC-SLP, is an Associate Teaching Professor and the Director of the Gebbie Speech-Language Clinic at Syracuse University. She teaches undergraduate/graduate level courses and provides clinical supervision. Her clinical research interests are focused on Autism Spectrum Disorder; telepractice; and the interrelationship of prosody, language, speech motor control and auditory processing in autism. She has presented her work at national and international conferences. Member of ASHA's SIG 11.</p>	<p>cegargan@syr.edu</p>	<p>Linking Learning: Interprofessional Education Meets Simulation in CSD Training</p>	<p>Syracuse University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Colleen Le Prell</p>	<p>Dr. Colleen Le Prell is the Emilie and Phil Schepps Distinguished Professor of Hearing Science at the University of Texas at Dallas. She serves as Head of the Department of Speech, Language, and Hearing, and Faculty Director for the UTD Clinical and Translational Research Center. Current research programs in her laboratory include translational research programs directed at prevention of noise-induced hearing loss.</p>	<p>colleen.leprell@utdallas.edu</p>	<p>Equitable Workloads: Balancing Teaching, Research, and Service Solution Focused Dialogue: Supporting Faculty</p>	<p>University of Texas at Dallas: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	<p>Member, Ad Hoc Committee on Meaningful Outcome Measures in Adult Hearing Health Care, National Academies of Sciences, Engineering, and Medicine (Ongoing): Receives no compensation. Chair, Auditory System Study Section, National Institute of Health, Center for Scientific Review (Ongoing): Receives no compensation.</p>

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Crystal Murphree-Holden	<p>Crystal Murphree-Holden, M.A., CCC-SLP, is Director of Distance Education in the Department of Communication Sciences and Disorders at the University of South Carolina. She serves as licensure liaison for the SC Speech-Language-Hearing Association (SCSHA) and previously served as chair of CAPCSD Distance Education Committee. As a distance learning administrator, clinical educator, and IPP/IPE course facilitator, she has 35+ years of clinical and professional practice experience in a variety of settings.</p>	CMHOLDEN@mailbox.sc.edu	Mastering CAA Re-Accreditation: A Step-by-Step Guide to Presenting Your SLP Curriculum	University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose
Cynthia O'Donoghue	<p>Cynthia O'Donoghue, Ph.D., CCC-SLP, F-NAP, is a Professor Emerita of Communication Sciences and Disorders at James Madison University. She holds an adjunct professor appointment at MGH Institute of Health Professions. Affiliations have included National Advisory Council for ETS PRAXIS for Speech-Language Pathologists, Board President for Brain Injury Connections, and Vice-Chair of the Virginia Brain Injury Council. She has been awarded the Fellow in Scholarship from the National Academies of Practice.</p>	codonoghue2@mghihp.edu	Enhancing Clinical Education with Supplemental Videos: The Speech-Language Pathology Graduate Students' Perspectives	MGH IHP: Employee (Ongoing)	No non-financial relationships to disclose

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Danielle Brimo-Picanes	Danielle Brimo is a professor and Director of the Davies School of COSD at Texas Christian University. The overarching goal of her research is to explore the language and literacy skills of school-age children with and without language and reading impairments. Her primary line of research investigates how syntax contributes to school-age children's spoken language, written language, and reading comprehension. Danielle serves on the CAPCSD Admissions Committee.	danielle.brimo@tcu.edu	Harnessing CSDCAS Data for Strategic Growth: Recruitment, Admissions, and Retention in CSD	Texas Christian University: Employee (Ongoing)	CAPCSD: Admissions Committee: Member (Ongoing): Receives no compensation
Danielle Watson	Danielle Watson, Ph.D., CCC-SLP, is an Associate Professor, Admissions Coordinator, and Clinic Coordinator in the Speech Pathology and Audiology Department at Tennessee State University. She serves on the CAPCSD Admissions Committee as the Chair of the Resource Subcommittee. She is also a member of the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC), and is a member CAPCSD AI Task Force.	dhayes10@tnstate.edu	CAPCSD AI (Artificial Intelligence) Task Force Update Student Recruitment to Our Professions in the Changing Higher Ed Landscape	Tennessee State University: Employee (Ongoing)	CAPCSD Admissions Committee: Resource Subcommittee: Chair (Ongoing): Receives no compensation; CAPCSD AI Task Force: Member (Ongoing): Receives no compensation; Council for Clinical Certification: Member (Ongoing): Receives no compensation
Deborah Ferrari	Deborah Viviane Ferrari, Ph.D., Associate Professor - Department of Speech Language Pathology and Audiology (SLPA), Bauru School of Dentistry, University of Sao Paulo. Research and teaching interests include audiology rehabilitation, hearing aids, telepractice and patient-centered care.	deborahferrari@usp.br	Study Abroad in Communication Disorders and Sciences: A Pedagogical Approach to Enhancing Learning Outcomes	University of Sao Paulo: Employee (Ongoing)	No non-financial relationships to disclose

CAPCSD 2025 Annual Conference Speaker Disclosures

Debra Burnett	Dr. Debra L. Burnett, Ph.D., CCC-SLP, is an associate professor in Communication Sciences and Disorders and chair of the Department of Public Health and Health Professions at Springfield College, Springfield, MA. She B.A. and M.S. degrees from SUNY Geneseo and her Ph.D. from Syracuse University. She teaches courses in linguistics, language development, and language disorders. Her research interests include pediatric speech and language and the scholarship of teaching and learning.	dburnett3@springfieldcollege.edu	Metacognitive-Based Reading and Learning Logs for Assigned Readings to Support Undergraduate Student Learning	Springfield College: Employee (Ongoing)	No non-financial relationships to disclose
Denise Croft	Denise Croft, M.S., CCC-SLP, is a licensed and certified speech language pathologist. She is faculty in the Communication Disorders and Sciences Program at Southern Illinois University Carbondale. She is currently serving as Program Director and Director of SIU Center for Autism Spectrum Disorders.	denisecroft@siu.edu	Study Abroad in Communication Disorders and Sciences: A Pedagogical Approach to Enhancing Learning Outcomes	Southern Illinois University Carbondale: Employee (Ongoing)	No non-financial relationships to disclose
Devon Weist	Devon Weist, Au.D., is an associate professor and Au.D. program coordinator at the University of North Carolina-Chapel Hill. At UNC, she practices clinically, precepts students, and teaches within the Au.D. program. Her primary areas of interests include audiologic and vestibular diagnostics, counseling individuals with hearing and balance disorders, audiology education, and precepting.	devon_weist@med.unc.edu	Navigating the Future of Audiology Education	University of North Carolina at Chapel Hill: Employee (Ongoing); CAPCSD: Conference Planning Committee: Member (Ongoing): Received airfare, hotel accommodations, and a complimentary conference registration (One-time)	Academy of Audiology Foundation: Chair (Ongoing): Receives no compensation; CAPCSD: Conference Planning Committee: Member (Ongoing): Receives no compensation

CAPCSD 2025 Annual Conference Speaker Disclosures

Diana Emanuel	Diana Emanuel, Ph.D., CCC-A, is a professor in the Speech-Language Pathology & Audiology Department at Towson University. She has 30 years of teaching experience and 25 years of leadership experience, including AuD program director and department chairperson. Her scholarship includes a textbook, journal articles, editorials, tutorials, webinars, and video training program. Her research interests include the Lived Experience of the Audiologist project and studies on stress, burnout, and resilience building.	demanuel@towson.edu	Managing Burnout in Self and Other Faculty	Towson University: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	No non-financial relationships to disclose
Donald Nielsen	Dr. Nielsen has served as the Audiology Clinic and Translational Research Director at Northwestern University. He was also a Professor and Chair of the Department of Speech and Hearing at Washington University in St. Louis. Don has led various hearing research institutes. As the Audiology University Advisor for Fuel Medical Group, he consults with several universities and has authored papers on the future of audiology.	dnielsen@fuelmedical.com	Envisioning the Future of Academic Audiology 2035 and Strategies for Achieving It [Fuel Medical Group]	Fuel Medical Group: Consulting Fees (Ongoing)	No non-financial relationships to disclose
Donna Pitts	Donna Pitts is an Associate Professor in the Department of Speech Language Hearing Sciences at Loyola University Maryland, where she has been teaching undergraduate and graduate courses for 26 years. She currently is serving as the Undergraduate Program Director. She loves being a clinician and a researcher and tries to incorporate clinical issues/outcomes into her research.	dpitts1@loyola.edu	CAPCSD AI (Artificial Intelligence) Task Force Update	Loyola University MD: Employee (Ongoing); CAPCSD: Conference Planning Committee: Member: Receives airfare, hotel accommodation, and complimentary conference registration (One-time)	CAPCSD Conference Planning Committee: Member (Ongoing): Receives no compensation; CAPCSD AI Task Force: Member (Ongoing): Receives no compensation

CAPCSD 2025 Annual Conference Speaker Disclosures

Edna Carlo	Dr. Edna J. Carlo has a doctorate in Clinical Science in Speech-Language Pathology. Dr. Carlo is the Director of the Speech-Language Pathology Program at the University of Puerto Rico. She is a fluency disorders specialist from the American Board of Stuttering, Cluttering and Fluency Disorders. She is a Hispanic bilingual, Spanish-English educator, clinician and researcher.	edna.carlo@upr.edu	Use of Capstone Project to Develop Professional Practice Competencies: Puerto Rican Students' Self Reflection	University of Puerto Rico: Employee (Ongoing)	No non-financial relationships to disclose
Elizabeth Barnes	Elizabeth F Barnes, Ph.D., CCC-SLP, is Graduate Director for the M.S. program in Communication Sciences and Disorders at the University of South Carolina. She is a Clinical Assistant Professor, and her teaching interests include childhood language, literacy, and speech sound development and disorders, as well as cognitive reorganization following brain injury. She chairs the Admissions and Summative Assessment committees at USC COMD.	bbarnes@mailbox.sc.edu	Mastering CAA Re-Accreditation: A Step-by-Step Guide to Presenting Your SLP Curriculum	University of South Carolina: Employee (Ongoing)	CAA Site Visitor (Ongoing): received no compensation
Elizabeth Burklow	Elizabeth Burklow, M.A., CCC-SLP, is a speech-language pathologist and clinical educator at the University of Mississippi, where she teaches undergraduate and graduate students how to assess and treat a range of communication and swallowing disorders. Her treatment specialty areas include dysphagia and neurogenic communication disorders across the lifespan. Her clinical research focuses on best practices in clinical education and on functional treatment approaches for aphasia.	eburklow@olemiss.edu	Assessing the Implementation Fidelity of an International Clinical Education Experience	University of Mississippi: Employee (Ongoing); Therapy Abroad: Previous participant in Study Abroad Program: Received waived conference and travel fees (One-time)	No non-financial relationships to disclose

CAPCSD 2025 Annual Conference Speaker Disclosures

Elizabeth Leatherman	Elizabeth Leatherman, Ph.D., CCC-SLP, is a clinical assistant professor at the University of Kansas. She facilitates the Technology, Education, Communication, and Connection (TECC) Team, comprised of undergraduate and graduate student clinicians who provide speech-language services to individuals with intellectual and developmental disabilities in clinic and school-based settings. Her teaching and research focus on improving preservice education, particularly in the area of AAC.	eleatherman@ku.edu	Pedagogical Approaches for All Students to Thrive in CSD Classrooms and Clinics	University of Kansas: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	No non-financial relationships to disclose
Elizabeth Meyerowitz	Dr. Elizabeth Meyerowitz, Ed.D., CCC-SLP, is an Assistant Professor at Rocky Mountain University of Health Professions in the SLPD program, where she teaches all capstone courses and serves on campus and capstone committees. She also teaches in RMU's Med SLP program on childhood speech sound disorders. A lifetime ASHA member, she continues as an adjunct at Nevada State University, where she helped establish its first master's program.	elizabeth.meyerowitz@rm.edu	AI Meets CSD: A Study of Student and Faculty Engagement	Rocky Mountain University of Health Professions: Employee (Ongoing)	No non-financial relationships to disclose
Elizabeth Oommen	Elizabeth Oommen is a Professor in the Speech Pathology and Audiology Department at Calvin University. Her areas of focus for research and teaching are dysphagia, neuromotor speech disorders, and the scholarship of teaching and learning. She completed her PhD and master's degrees from Ohio University and her undergraduate education from Manipal University, India.	beth.oommen@calvin.edu	Recruitment, Retention, Support, and Capacity-Building Initiatives by Calvin University Speech Pathology & Audiology Department	Calvin University: Employee (Ongoing)	Global Village Partners Board Member (2021-Present) - No compensation Adjunct Faculty at the Department of Speech & Hearing, Manipal College of Health Professions, Manipal Academy of Higher Education, India (May 2023-Present) - no compensation

CAPCSD 2025 Annual Conference Speaker Disclosures

Elizabeth Walter	Dr. Walter is a tenure-track assistant professor in the School of Education at Rockhurst University in Kansas City, Missouri. Dr. Walter is currently conducting a study with Dr. Michelle McOsker and Dr. Saneta Thurmon from Saint Louis University's College of Health Sciences examining the collaboration between Speech Language Pathologists and Pre-Service Teachers. Additional research interests include educational leadership, trauma-informed schools, and social justice.	elizabeth.walter@rockhurst.edu	Using Simulation to Teach Professional Collaboration to Speech-Language Pathology and Education Students	Rockhurst University: Employee (Ongoing)	No non-financial relationships to disclose
Emily Vedra	Emily Vedra, B.A., is the operations manager for the MA in Speech-Language Pathology program at Calvin University. As part of her work for the program, she has created processes to support the student experience from admissions to graduation. Emily's interests include creating admissions strategies to reach a broader audience, using technology to increase efficiency in the workplace, and the intersection of faith and work.	emily.vedra@calvin.edu	Recruitment, Retention, Support, and Capacity-Building Initiatives by Calvin University Speech Pathology & Audiology Department	Calvin University: Employee (Ongoing)	No non-financial relationships to disclose
Erin Keeling	Mrs. Erin Keeling, M.S., CCC-SLP, is a Clinical Instructor II of Speech-Language Pathology at Stephen F. Austin State University where she teaches both undergraduate and graduate courses in clinical practicum. She also serves as a clinical supervisor and externship coordinator for the Stanley Center for Speech and Language Disorders within the Speech Language Pathology program.	keelingee@sfasu.edu	From Stress to Serenity: Graduate Student Experiences with Wellness Rooms	Stephen F. Austin State University: Employee (Ongoing)	No non-financial relationships to disclose

CAPCSD 2025 Annual Conference Speaker Disclosures

Erin Redle Sizemore	Erin Redle Sizemore, Ph.D., CCC-SLP, is an Associate Professor and Department Chair at Mount St. Joseph University. Her clinical experience and research have largely focused on the conditions that impact children and families in early intervention, including feeding and swallowing disorders and in-utero opioid exposure. Additionally, Dr. Redle Sizemore is part of a research team investigating current and best practices in supporting graduate students with disabilities in clinical placements.	erin.redle@gmail.com	Solution Focused Dialogue: Supporting Faculty	Mount St Joseph University: Employee (Ongoing); CAPCSD: Conference Planning Committee: Member (Ongoing); Received airfare, hotel accommodations, and a complimentary conference registration (One-time)	CAPCSD: Conference Planning Committee: Member (Ongoing); Receives no compensation
Frances Burns	Frances Burns, Ph.D., CCC-SLP, is the chair of the Department of Speech-Language Pathology at Francis Marion University. She completed her master's degree in Speech and Hearing Sciences at UNC-Chapel Hill and her doctorate in Speech, Language, and Hearing Sciences at the University of Massachusetts Amherst with an emphasis in child language acquisition and language disorders, and African American English. She completed a post-doctoral research fellowship at Vanderbilt University.	frances.burns@fmarion.edu	ATL: Advancing Teaching and Learning for Best Practices in Early Intervention	Francis Marion University: Employee (Ongoing)	No non-financial relationships to disclose

CAPCSD 2025 Annual Conference Speaker Disclosures

Gabriella Reynolds	Gabriella Reynolds, Ph.D., CCC-SLP is an assistant professor at Long Island University Post. She received her PhD from the University of South Carolina. Her work focuses on the impact of varying levels of hearing loss on literacy skills. Dr. Reynolds is also interested in assessing effectiveness of experiential learning for graduate students and qualitative inquiry methods.	gabriella.reynolds@liu.edu	Using Problem-Based Learning to Teach Multiculturalism and Interprofessional Practice to Graduate Students	Long Island University Post: Employee (Ongoing)	This project was partially funded by a grant from the American Speech-Language Hearing Association.
Glory Dhanaraj	Glory Dhanaraj, MS, CCC-SLP, BCS-S, Board Certified Specialist in Swallowing and Swallowing Disorders, Ph.D. Student at Vanderbilt University.	gdhanaraj86@gmail.com	Current Trends in VFSS Training: A Survey-Based Assessment	Select Medical Facility: Employee (Ongoing)	ABSSD mentorship committee member - receives no compensation
Grecia Acevedo	Grecia Acevedo, B.S., Graduate Student Clinician at the University of Oregon (Communication Disorders & Sciences M.S.)	gva@uoregon.edu	Best Practices in Bilingual Clinical Supervision	No financial relationships to disclose	The Hispanic Caucus for ASHA: Board: Graduate Student Representative (Ongoing): Receives no compensation.
Gretchen Ehret Hoshaw	Gretchen Ehret Hoshaw, M.A., CCC-SLP, ICE-CCP, CAE, is the Chief Accreditation Officer at the American Speech-Language-Hearing Association and ex-officio to the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).	gehret@asha.org	Council for Clinical Certification (CFCC) & Council on Academic Accreditation (CAA) Update Part 1 Council for Clinical Certification (CFCC) & Council on Academic Accreditation (CAA) Update Part 2	American Speech Language Hearing Association: Employee (Ongoing)	American Speech-Language-Hearing Association: Certified Member (Ongoing): Receives no compensation

CAPCSD 2025 Annual Conference Speaker Disclosures

Hannah Beth Scott	Dr. Hannah Beth Scott is a Clinical Associate Professor for the University of Memphis School of Communication Sciences and Disorders where she provides audiological services to pediatric patients and supervises graduate students. She is also the Practice Manager for the Memphis Speech and Hearing Center where she handles all referrals that come in for both speech-language pathology and audiology services that are provided.	Hbcnwill@memphis.edu	Cultivating Inclusive Practices in CSD Clinical Education for Students with Disabilities	University of Memphis: Employee (Ongoing)	No non-financial relationships to disclose
Hannah Ditmars	Hannah Ditmars, Au.D., CCC-A, is an associate professor of practice within the department of Special Education and Communication Disorders at the University of Nebraska – Lincoln. Dr. Ditmars provides clinical and classroom instruction to audiology graduate students with an emphasis in pediatric and humanitarian audiology, experiential learning, and curriculum design. Her work also includes interprofessional collaborations to provide tele-audiology in rural areas and improve health equity.	hannah.ditmars@unl.edu	Transforming CSD Training: Implementing a Spiral Curriculum	University of Nebraska - Lincoln: Employee (Ongoing)	No non-financial relationships to disclose

CAPCSD 2025 Annual Conference Speaker Disclosures

Hannah Siburt	Dr. Hannah Siburt, Au.D., Ph.D., is an Associate Professor and the Director of the Division of Speech and Hearing Sciences at the UNC-Chapel Hill and the director of the UNC Audiology LEND Program. Her primary areas of interest include supporting children and families with hearing loss and developmental disabilities and rural healthcare. She provides service to the profession through several professional organizations including CAPCSD, AAA and the NC-EDHI Advisory Committee.	hannah_siburt@med.unc.edu	Solution-Focused Dialogue: Meaningful Supports for Students in CSD Programs	Oticon: Honorarium (Ongoing); University of North Carolina at Chapel Hill: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	NC EHDI Advisory BoardAAA Committee reviewing ACAE Accreditation Guidelines
Heather Isaacson	Heather Isaacson, Ph.D., CCC-SLP, is an Assistant Professor in the School of Clinical Sciences at Northern Michigan University. Her primary areas of interests include effective, student-centered teaching methods and adapting pedagogy to enhance learning experiences.	hisaacso@nmu.edu	Alternative Grading Strategies: Enhance Student Engagement, Propel Your Students into Advanced Learning	Northern Michigan University: Employee (Ongoing)	No non-financial relationships to disclose
Heather Koole	Heather Koole, Ph.D., CCC-SLP, is associate professor and graduate program director in the Speech Pathology and Audiology department at Calvin University. Her academic and clinical interests are centered on facilitating real-life meaningful change for clients with acquired brain injury.	heather.koole@calvin.edu	Recruitment, Retention, Support, and Capacity-Building Initiatives by Calvin University Speech Pathology & Audiology Department	Calvin University: Employee (Ongoing)	No non-financial relationships to disclose

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<p>Holly Kleiber</p>	<p>Holly Kleiber, M.S., CCC-SLP, is a Clinical Assistant Professor and the Director of SLP Clinical Education at the University of Colorado Boulder, specializing in acquired adult neurogenic cognitive-linguistic disorders. She supervises and provides professional mentoring to graduate students in the MA SLP program. Before joining the faculty at CU Boulder, she worked with adults in the hospital setting for nearly a decade.</p>	<p>holly.kleiber@colorado.edu</p>	<p>Enhancing Clinical Education with Supplemental Videos: The Speech-Language Pathology Graduate Students' Perspectives</p>	<p>University of Colorado Boulder: Employee (Ongoing)</p>	<p>ASHA STEP Mentor (ongoing): receives no compensation</p>
<p>Inez Esparza</p>	<p>Inéz Esparza, M.S., CCC-SLP is a dedicated Speech-Language Pathologist with a passion for helping infants, children and their families navigate the complex world of feeding and swallowing disorders. Inez's expertise involves early identification and intervention for neonates and children with speech, voice, airway, swallowing, and related communicative disorders.</p>	<p>inez.cmi@gmail.com</p>	<p>Best Practices in Bilingual Clinical Supervision</p>	<p>Ochsner LSU Health: Employee (Ongoing)</p>	<p>Louisiana Speech Language Hearing Association: Board: Director at Large - Star (Ongoing): Receives no compensation. The Hispanic Caucus for ASHA: Board: Vice President of Public Relations (Ongoing): Receives no compensation.</p>
<p>Irene Brettman</p>	<p>Irene Brettman, SLP.D., CCC-SLP, is a speech-language pathologist at the Spaulding Rehabilitation Network and Brigham and Women's Faulkner Hospital in Boston, MA, and an instructor in the SLPD and MS-CSD programs at the MGH Institute of Health Professions and an adjunct lecturer at Bridgewater State University and Worcester State University.</p>	<p>ibrettman@mghihp.edu</p>	<p>Current Trends in VFSS Training: A Survey-Based Assessment</p>	<p>MGH Institute of Health Professions: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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Irene Jackson	Irene Shetzline Jackson, MA, CCC-SLP, CLC, is the Director of Clinical Practice for the Department of Speech-Language Pathology at Thomas Jefferson University in Philadelphia. She is currently pursuing her SLPD at MGH Institute of Health Professions. She has been a practicing clinician for over 20 years working primarily in pediatric medical and early intervention settings. Her professional focus includes clinical education to provide optimal support to clinical supervisors and students.	irene.jackson@jefferson.edu	The Use of Self-Assessment to Identify Clinical Educator Competencies	Thomas Jefferson University: Employee (Ongoing)	No non-financial relationships to disclose
Ivonne Maldonado-De la Rosa	Ivonne Maldonado De la Rosa, Ph.D., CCC-SLP, is an Assistant Professor at A.T. Still University's ASHS. She serves as Treasurer on the board of the Hispanic Caucus of the ASHA and ArSHA. Her research areas of interest include bilingualism, code-switching, and swallowing and feeding disorders. Dr. Maldonado-De la Rosa has become familiar with the entrepreneurship and innovation ecosystem by becoming a University Innovation Fellow from Stanford University.	imaldonadodelarosa@atsu.edu	Best Practices in Bilingual Clinical Supervision Diversity Achieved, Now What? Elevating SLP Education through Inclusive Practices for Faculty and Students	A.T. Still University: Employee (Ongoing)	The Hispanic Caucus for ASHA: Board: Treasurer (Ongoing): Receives no compensation.

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Jacqui Brown	<p>Jacqui Brown is the Program Director for the Master's in Speech-Language Pathology at the University of New Haven. Jacqui's research is focused on the evaluation of speech-language pathologists working in K-12 and the supervision/evaluation model in Connecticut. She aims to educate administrators and policymakers on the need for unique approaches to supervision/evaluation, to better support professionals in their individual fields. Jacqui is a member of the CAPCSD Admissions Committee.</p>	jbrown@newhaven.edu	<p>Harnessing CSDCAS Data for Strategic Growth: Recruitment, Admissions, and Retention in CSD</p>	<p>University of New Haven: Employee (Ongoing)</p>	<p>CAPCSD: Admissions Committee: Member (Ongoing): Receives no compensation</p>
Jacquie Robinson	<p>Jacquie Robinson, M.A., CCC-SLP, is the MA Program Director and Director of Clinical Education for the Communication Sciences and Disorders department at the University of Delaware. She oversees the academic and clinical curriculum and the student's progress throughout their plan of study. Jacquie recognizes the demands of the educational and healthcare systems on providers and supports students in understanding all aspects being a speech-language pathologist after graduation.</p>	jtruluck@udel.edu	<p>Creative Approaches to Integrate Simulation in Graduate Education</p>	<p>University of Delaware: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

CAPCSD 2025 Annual Conference Speaker Disclosures

Janine Schmedding-Bartley	Janine Schmedding-Bartley, Ph.D., CCC-SLP, is an associate professor in the Department of Communication Sciences and Disorders at the University of Kentucky. Her expertise and research interests focus on effective models of clinical education and preparing professionals to provide neuro-affirming support for autistic and neurodivergent people and provide culturally responsive services.	janine.l.s.bartley@uky.edu	How to Get Started with Scholarship of Teaching and Learning (SoTL)	University of Kentucky: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	No non-financial relationships to disclose
Jason Rosas	Jason A. Rosas, Ph.D., CCC-SLP, is an Assistant Professor and Clinic Director in the Department of Communication Sciences and Disorders at Long Island University-Brooklyn. His interests are in cross-language speech perception, multilingual language development, developmental and acquired language disorders, telepractice, and professional identity development.	jason.rosas@liu.edu	Examining Social Justice Terminology in Graduate Handbooks of Programs with Multicultural Emphasis	Long Island University - Brooklyn: Employee (Ongoing)	No non-financial relationships to disclose
Jean Neils-Strunjas	I am a professor and the department chair in Communication Sciences and Disorders in the Arnold School of Public Health at the University of South Carolina. My primary role is administration. I have been a site visitor for the CAA for the past 9 years and have had the privilege of working with a dedicated leadership team for reaccreditation at the University of South Carolina.	NEILSSTJ@mailbox.sc.edu	Mastering CAA Re-Accreditation: A Step-by-Step Guide to Presenting Your SLP Curriculum	University of South Carolina: Employee (Ongoing)	Council on Academic Accreditation: Site Visitor (Ongoing): Receives no compensation
Jenna Schmit	Jenna Schmit, B.S. is a graduate student in the Speech-Language Pathology program at Fort Hays State University. She has great interest in language development for children with complex communication needs.	jcschmit@mail.fhsu.edu	Comparing Student Outcomes in Communication Sciences and Disorders Coursework: On-campus Versus Online	Fort Hays State University: Employee (Ongoing)	No non-financial relationships to disclose

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Jennifer Essig	Jennifer Essig, M.A., CCC-SLP/L is Program Director and Clinical Associate Professor at Indiana University South Bend. Previously she was the Assistant Clinic Director at Saint Mary's College. In professional practice, Ms. Essig has worked primarily in adult neurogenic disorders, working with individuals in a variety of settings. Her interests are in stroke rehabilitation and head and neck cancer and continues to work in clinical practice at both area hospitals.	jessig@iu.edu	Alternative Grading Strategies: Enhance Student Engagement, Propel Your Students into Advanced Learning	Indiana University South Bend: Employee (Ongoing)	ASHA: SIG 10: Member (Ongoing); Receives no compensation
Jennifer Friberg	Jennifer Friberg is the Director of Scholarly Teaching and Cross Endowed Chair in SoTL at Illinois State University. There, she also serves as a professor of communication sciences and disorders. She is the co-editor of two recent volumes: Scholarship of Teaching and Learning in Communication Sciences and Disorders (2024) and Evidence-Based Education in the Classroom: Examples from Clinical Disciplines (2022). Friberg is a founding editorial board member of TLCSD.	jfribe@ilstu.edu	Teaching Pedagogy in Higher Education	Illinois State University: Employee (Ongoing); Indiana University Press: Royalties (Ongoing); Slack, Inc.: Royalties (Ongoing); Stylus: Royalties (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	No non-financial relationships to disclose

CAPCSD 2025 Annual Conference Speaker Disclosures

Jennifer Simpson	Jennifer M. Simpson, Au.D., is a Clinical Professor and Interim Head at Purdue University in the Department of Speech, Language, and Hearing Sciences (SLHS). Dr. Simpson is active in the American Speech-Language-Hearing Association (ASHA) and the Council of Academic Programs in Communication Science Disorders (CAPCSD). She is currently the Past President of CAPCSD. Her clinical interests include clinical education, pediatric diagnostic audiology and intervention, leadership, and administration.	jsible@purdue.edu	Solution Focused Dialogue: Motivating Your Team	Purdue University - West Lafayette, IN: Employee (Ongoing); CAPCSD: Board of Directors: Received travel reimbursement, hotel accommodations, and complimentary conference registration (One-time)	CAPCSD: Board of Directors: Past President (Ongoing): Receives no compensation
Jennifer Taylor	Jennifer P. Taylor is Director of Clinical Education in Audiology and Clinical Associate Professor at the School of Communication Sciences and Disorders at the University of Memphis. She is the Audiologist for the LEND Program for UTHSC, Center on Developmental Disabilities and provides audiological services in the areas of pediatric diagnostics and auditory processing. Dr. Taylor volunteers at the local, state and national levels.	Jptaylr2@memphis.edu	Cultivating Inclusive Practices in CSD Clinical Education for Students with Disabilities	University of Memphis: Employee (Ongoing)	No non-financial relationships to disclose
Jessica Conn	Jessica Conn, M.S., CCC-SLP, is a speech-language pathologist and Lecturer III at Stephen F. Austin State University. Mrs. Conn's experience as a clinical speech-language pathologist includes working with children and adults in outpatient, acute, in-patient rehab, and skilled nursing facilities. She is currently a PhD candidate enrolled in Northern Illinois University's PhD of Health Science program.	connjl@sfasu.edu	From Stress to Serenity: Graduate Student Experiences with Wellness Rooms	Stephen F. Austin State University: Employee (Ongoing)	No non-financial relationships to disclose

CAPCSD 2025 Annual Conference Speaker Disclosures

Jessica Jocelyn	<p>Jessica Jocelyn, Ph.D., CCC-SLP, is an assistant professor and program director in the Department of Speech, Language, and Hearing Sciences at The George Washington University. Dr. Jocelyn is an academic advisor and teaches graduate coursework. She serves as an executive board member for the Haitian Caucus of ASHA. Dr. Jocelyn’s research and clinical work focuses on supporting multilingual children and their families in maintaining their heritage language.</p>	jessica.jocelyn@gwu.edu	Recognizing and Reaching Multigenerational Students	George Washington University: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	Haitian Caucus of ASHA: Executive Board Member (Ongoing)
Jessica Latawiec	<p>Jessica Latawiec, M.S., CCC-SLP, is the Director of Clinical Education in the Speech-Language Pathology Department at Seton Hall University, guiding students to become exceptional clinicians. Previously, as a clinical supervisor and adjunct at Kean University, she participated in the “Raising Families Project,” supporting interprofessional education. Her clinical experience includes assessing and treating pediatric populations across public schools, early intervention, and private practice settings.</p>	jessica.latawiec@shu.edu	All Hands on Deck: Clinical Supervision in a Multidisciplinary Setting	Seton Hall University: Employee (Ongoing)	No non-financial relationships to disclose

CAPCSD 2025 Annual Conference Speaker Disclosures

Joanna Scoggins	Joanna Scoggins, M.Ed., CCC-SLP, is the Assistant Director of External Clinical Practicum at the University of South Carolina. She worked for 10 years as a school-based SLP and AAC specialist and 3 years in the disabilities sector in Ireland. Joanna joined the staff at the University of South Carolina as a research project coordinator before joining clinical faculty in 2018 as a practicum administrator.	jscoggin@mailbox.sc.edu	<p>Impacting the School-Based SLP Shortage: SLP Student Perceptions of Working in Schools</p> <p>Mastering CAA Re-Accreditation: A Step-by-Step Guide to Presenting Your SLP Curriculum</p>	University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose
John Lee	Dr. John Jonghyun Lee, PT, DPT, Ph.D., is an assistant professor at Kean University and ABPTS Board-Certified Orthopaedic Clinical Specialist. He also holds a director of clinical education for a continuing education institution while treating various patients and clients in orthopedic and pediatric settings. His research interests include healthcare and higher education, meaningful implementation of topics related to JEDI in healthcare education, and human gait.	johlee@kean.edu	All Hands on Deck: Clinical Supervision in a Multidisciplinary Setting	Kean University: Employee (Ongoing)	No non-financial relationships to disclose
John McCarthy	John McCarthy, Ph.D., CCC-SLP, FNAP, ASHA Fellow is the Dean of the College of Health Sciences and Professions and a Professor of Hearing, Speech and Language Sciences at Ohio University. He has worked for 15 years in interprofessional education research, consulting, and committees at state and national levels. His research interests include developing better computer user interfaces and expanding the creative possibilities for children and young adults using AAC.	mccarthj@ohio.edu	Pathways to Success: Effective Mentoring to Promote Success for All Students	Ohio University: Employee (Ongoing)	CAPCSD: Academic Affairs Committee: Member (Ongoing): Receives no compensation

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Jonathan Bunjer	Jonathan Bunjer, MBA, is the Director of Product for ClinicNote and has over a decade of experience in the healthcare industry as an executive and consultant. Prior to his role at ClinicNote, Jonathan was the cofounder and CEO of KASA, an EMR and Revenue Cycle Management company supporting the mental and behavioral health industry.	jonathan@clinicnote.com	Preparing for AI's Impact on Practice Management [ClinicNote LLC]	ClinicNote Inc: Consulting Fees (Ongoing)	No non-financial relationships to disclose
Jordan Alyse Coffelt	Jordan Alyse Coffelt, Au.D., CCC-A, FAAA, is a Clinical Assistant Professor at the University of Memphis in the School of Communication Sciences and Disorders. As a clinical educator, she specializes in cochlear implants and bone-conduction devices. Her research interests include speech perception, advanced programming techniques, and underserved populations. Her teaching accomplishments include the development of two advanced-skill laboratory courses. She was honored by ASHA as a "Distinguished Early Career Professional."	j.coffelt@memphis.edu	Cultivating Inclusive Practices in CSD Clinical Education for Students with Disabilities	University of Memphis: Employee (Ongoing)	No non-financial relationships to disclose
Joseph Montano	Dr. Joseph Montano is a Professor of Audiology and Director of Hearing and Speech at Weill Cornell Medicine. He received his Ed.D. from Teachers College, Columbia University and M.A. from New York University. Dr. Montano is licensed as an Audiologist in New York State and holds the Certificate of Clinical Competence (CCC-A) through ASHA. Currently, he is Chair of the Council for Clinical Certification.	jjm2003@med.cornell.edu	Council for Clinical Certification (CFCC) & Council on Academic Accreditation (CAA) Update Part 1 Council for Clinical Certification (CFCC) & Council on Academic Accreditation (CAA) Update Part 2	Weill Cornell Medicine: Employee (Ongoing)	ASHA Council for Clinical Certification: Chair (Ongoing): Receives no compensation.

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<p>Juhi Kidwai</p>	<p>Dr. Juhi Kidwai, Ph.D., CF-SLP, is an Assistant Professor at Southern Illinois University Carbondale. Specializing in Communication Disorders and Sciences, she focuses on neurogenic communication disorders, phonetics, and innovative rehabilitation strategies. Dr. Kidwai is affiliated with the Aphasia Recovery with Technology (ART) Lab, where her work integrates cutting-edge research and clinical expertise. She is committed to advancing speech-language pathology through teaching, research, and impactful contributions to the field.</p>	<p>juhi.kidwai@siu.edu</p>	<p>Study Abroad in Communication Disorders and Sciences: A Pedagogical Approach to Enhancing Learning Outcomes</p>	<p>Southern Illinois University Carbondale: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Julia Hollister</p>	<p>Julia Hollister, Ph.D., CCC-SLP, BCS-SCF, is an Associate Professor of Communication Sciences and Disorders in the School of Allied Health Professions at Loma Linda University. She is also the program director for the speech-language pathology doctorate program at LLU. Julia's teaching and research interests involve stuttering, resiliency, and reflective learning.</p>	<p>jhollister@llu.edu</p>	<p>Employing Critical Reflections to Support Clinical Skills in Undergraduate and Graduate Coursework Integrating Spiritually Responsive Care into CSD Curriculum: Theory and Practice</p>	<p>Loma Linda University: Employee (Ongoing)</p>	<p>Loma Linda University: Faculty Member (Ongoing) - a faith based institution focused on wholeness</p>

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<p>Julia Patnode</p>	<p>Julia Patnode, M.A., CCC-SLP, is the Co-Chair/Undergraduate Program Director and Clinical Assistant Professor in the Speech-Language Pathology Department at Rockhurst University. Julia has a Master of Arts in Speech-Language Pathology from the University of Kansas and confirming her Doctor of Education from Rockhurst University in May 2025. She has over 20 years of experience practicing speech-language pathology in a variety of settings.</p>	<p>Julia.patnode@Rockhurst.edu</p>	<p>Self-Perceived Needs of Graduate Students in their First Clinical Practicum</p>	<p>Rockhurst University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Juliana Miller</p>	<p>Juliana O. Miller, M.S., CCC-SLP, is a Clinical Assistant Professor and Director of External Clinical Practicum in the Department of Communication Sciences and Disorders at the University of South Carolina. She is the Professional Development Manager and Coordinating Committee Member of ASHA's SIG 10 (Higher Education). A clinician with over 25 years of experience, she's served children and adults with communication and swallowing disorders in educational and medical settings.</p>	<p>Miller39@mailbox.sc.edu</p>	<p>Mastering CAA Re-Accreditation: A Step-by-Step Guide to Presenting Your SLP Curriculum</p>	<p>University of South Carolina: Employee (Ongoing)</p>	<p>ASHA: SIG 10: Professional Development Committee: Professional Development Manager (Ongoing): Receives no compensation; ASHA: SIG 10: Coordinating Committee: Member (Ongoing): Receives no compensation</p>

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Julie Masterson	Julie Masterson is Associate Provost-Dean of the Graduate College at Missouri State University. She has served as Chair of the Midwest Association of Graduate Schools, a trustee for the ASHF, and on the national advisory committee for GradCAS. Julie received the Honors of the Association from ASHA in 2015, from CAPCSD in 2018, and was named one the region's Most Influential Women by Springfield Business Journal in 2017.	JulieMasterson@MissouriState.edu	Thriving in Higher Education: Essential Skills and Strategies for Department Chairs	Missouri State University: Employee (Ongoing); CAPCSD: Pre-Conference Speaker: Received hotel accommodation, honorarium, and complimentary conference registration (One-time)	No non-financial relationships to disclose
Julie McCauley	Julie McCauley, M.S., CCC-SLP, is the Director of First Year Clinical Education and a Lead Clinical Educator with the University of Delaware Speech-Language Hearing Clinic. She has been working in the field for 21 years evaluating and treating adults with communication and/or swallowing disorders. She has been working for University of Delaware since the onset of the clinic in 2015, supervising students and developing innovative opportunities to maximize clinical learning.	mccauley@udel.edu	Creative Approaches to Integrate Simulation in Graduate Education	University of Delaware: Employee (Ongoing)	No non-financial relationships to disclose

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Jungmee Lee	<p>Dr. Jungmee Lee is an Assistant Professor of Instruction and the Audiology Program Director in Communication Sciences and Disorders at University of South Florida. Throughout her 30-year academic career, she has mentored undergraduate, Au.D. and Ph.D. students at USF, University of Wisconsin, University of Arizona and Northwestern University. Her training is in psychoacoustics at the University of Florida and OAEs at the Graduate Center of City University of New York.</p>	jungmeelee@usf.edu	Enhancing Recruitment and Retention of PhD Students in CSD	<p>University of South Florida: Employee (Ongoing); ; CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	No non-financial relationships to disclose
Karen Davis	<p>Karen Davis, Ph.D., CCC-SLP, is an associate professor at Middle Tennessee State University who has worked for over 15 years as a school speech-language pathologist. Her research interests are centered within the domain of language and literacy for struggling learners. Dr. Davis's research interests include language and literacy disorder in culturally and linguistically diverse populations, reading comprehension intervention, interprofessional education/practice (IPE/IPP), and cultural responsiveness in CSD education.</p>	karen.davis@mtsu.edu	The Power of Partnership in Advancing Diversity, Equity, and Inclusion	Middle Tennessee State University: Employee (Ongoing)	CAPCSD: DEI Committee Member (Ongoing): Receives no compensation

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<p>Karen Villanueva</p>	<p>Karen Villanueva, MS, CCC-SLP, is a lecturer at Kean University in the School of Communication Sciences and Disorders. After many years in acute care, Karen transitioned to academia to pursue her passion for teaching and supporting students. Karen holds an M.S. in Communication Disorders and Deafness from The Pennsylvania State University and is completing her dissertation at Pacific University, studying the impact of simulation based learning on graduate student experience.</p>	<p>kvillanu@kean.edu</p>	<p>Exploring the Impact of Simulation Based Learning on Student Clinical Experience in Medical Settings</p>	<p>Kean University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Karissa Pina</p>	<p>Karissa Pina is the Director of Clinical Education and an Assistant Clinical Professor at the University of the Pacific. With a robust background in speech-language pathology, she has dedicated her career to advancing clinical education and practice. Prior to her role at Pacific, Karissa gained valuable experience in home health and entrepreneurship by owning her own contracting company. Karissa is committed to fostering the next generation of healthcare professionals.</p>	<p>kpina@pacific.edu</p>	<p>Innovating Clinical Supervision: Outcomes of an Interprofessional Continuing Education Model</p>	<p>University of the Pacific: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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<p>Kate Nealon</p>	<p>Kate Nealon, Ph.D., CCC-SLP, BCS-CL, is an Assistant Professor in the Department of Communication Sciences and Disorders at Montclair State University. She holds a Ph.D. from Teachers College, Columbia University and an M.Ed. from The University of Virginia. Dr. Nealon is a Child Language Board Certified (BC-CLS) and ASHA certified SLP with interest on interprofessional clinical outcomes and the influence of comorbid motor speech and language impairments on assessment.</p>	<p>nealonk@montclair.edu</p>	<p>All Hands on Deck: Clinical Supervision in a Multidisciplinary Setting</p>	<p>Montclair State University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Katherine Mendez</p>	<p>Katherine Mendez, M.A., CCC-SLP, is a bilingual speech-language pathologist and Co-Director of Clinical Education in Speech-Language Pathology at the University of Memphis. Her clinical practice focuses on language, literacy, and executive function disorders. Katherine is a certified professional coach and offers group and individual ADHD/Executive Function coaching to CSD graduate students at the University of Memphis. She is passionate about promoting neurodiversity-affirming practices in clinical practice and clinical education.</p>	<p>k.mendez@memphis.edu</p>	<p>Cultivating Inclusive Practices in CSD Clinical Education for Students with Disabilities</p>	<p>University of Memphis: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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<p>Kelly Ann Peña</p>	<p>Kelly Ann Peña, M.S., CCC-SLP, TSSLD, CBIST, is the Assistant Clinical Director at Rutgers University's Masters in Speech and Language Pathology program. She is a trilingual (English/Spanish/ASL) clinician who has a significant interest in neurogenic communication disorders in pediatric and adult populations, clinical education cognitive-communication, and interprofessional practice, in addition to the intersection between SLPs, social justice, and cultural responsiveness. She is President of ASHA's Hispanic Caucus.</p>	<p>kelly.pena@rutgers.edu</p>	<p>Best Practices in Bilingual Clinical Supervision</p>	<p>Rutgers University: Employee (Ongoing)</p>	<p>President of ASHA</p>
<p>Kelly Muller</p>	<p>Kelly Muller, M.S., CCC-SLP, is a clinical instructor at the University of Wisconsin - Eau Claire (UWEC). She currently supervises undergraduate and graduate student clinicians at UWEC's campus clinic, the Center for Communication Disorders. Additionally, she teaches both online and face-to-face undergraduate courses on clinical procedures and child language disorders. Her research interests center around issues in clinical supervision.</p>	<p>mullerkd@uwec.edu</p>	<p>Novice Student Clinicians' Expectations for the Clinical Supervision Process</p>	<p>University of Wisconsin - Eau Claire: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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Kelly Pritchett	Kelly Pritchett, Au.D., CCC-A, is a Professor of Practice and Audiology Clinic Coordinator at the University of Nebraska-Lincoln. Her responsibilities include teaching in the undergraduate and graduate programs, as well as providing audiological services to individuals with hearing and balance disorders in the Barkley Speech Language and Hearing Clinic. She also oversees the clinical education of the Doctor of Audiology students throughout their graduate training.	kelly.pritchett@unl.edu	Solution Focused Dialogue: Clinical Placements for Audiology Transforming CSD Training: Implementing a Spiral Curriculum	University of Nebraska-Lincoln: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	Council on Academic Accreditation: Board Member (Ongoing): Receives no compensation
Kelly Rutherford	Kelly Rutherford, Ed.D., CCC-SLP, is an Assistant Professor in the Department of Communication Disorders at Marshall University. Dr. Rutherford teaches courses in adult communication and cognitive disorders, advises graduate students, and works with individuals living with aphasia. She has presented her academic work at state and national conferences. Dr. Rutherford is active in many university committees and currently serves as a member of the CAPCSD DEI Committee.	davis139@marshall.edu	Leadership Training Practices in Graduate Communication Sciences and Disorders Programs The Power of Partnership in Advancing Diversity, Equity, and Inclusion	Marshall University: Employee (Ongoing); CAPCSD: Standing Session Speaker: received complimentary conference registration (One-time)	CAPCSD: DEI Committee: Member (Ongoing): Receives no compensation
Kellyn Hall	Kellyn Hall is a clinician, researcher, and author with over 30 years' experience working in a variety of medical settings. She is Professor and Graduate Studies Coordinator in the CSD program at North Carolina Central University where she teaches medical speech-language pathology courses. She is CO-PI on a FRAP grant to investigate AI's potential to revolutionize student learning and educational practices.	khall64@ncsu.edu	Meeting Student Learning Needs Through AI-Driven Educational Tools: A Pilot Study	North Carolina Central University: Employee (Ongoing), FRAP Grant (Ongoing)	No non-financial relationships to disclose

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Keri Giordano	Keri Giordano, Psy.D. has worked in the field of early childhood for 29 years. She earned her doctorate in school psychology. In her career, Dr. Giordano developed expertise in behavioral disorders and interventions with the birth-five population. Currently an associate professor at Kean University, her focus is on training professionals to support children in early childhood classrooms and advocating for the development of systems to support professionals in this role.	kgiordan@kean.edu	All Hands on Deck: Clinical Supervision in a Multidisciplinary Setting	Kean University: Employee (Ongoing)	No non-financial relationships to disclose
Kerry Mandulak	Kerry Callahan Mandulak, Ph.D., CCC-SLP, is a professor and chair of the graduate admissions committee in the School of Communication Sciences & Disorders at Pacific University. Her research program focuses on investigating the feasibility and outcomes of implementing holistic review for graduate admissions. She presents nationally within the discipline and adjacent health professions in order to pursue her goal of continuing the national conversation around this important work.	mandulak@pacificu.edu	Alternative Grading Strategies: Enhance Student Engagement, Propel Your Students into Advanced Learning	Pacific University: Employee (Ongoing)	ASHA member, SIG 10 member, Assistant Editor of TLCSD Journal
Kim Arata	Kim Arata, SLPD, CCC-SLP, is an Assistant Professor and the Program Director of Communication Disorders at Geneva College, a role she has held since 2019. Her teaching and research interests include spiritually responsive care, reflective learning pedagogies, and service learning.	kaarata@geneva.edu	Employing Critical Reflections to Support Clinical Skills in Undergraduate and Graduate Coursework Integrating Spiritually Responsive Care into CSD Curriculum: Theory and Practice	Geneva College: Employee (Ongoing)	No non-financial relationships to disclose

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<p>Kimberly Green</p>	<p>Dr. Kimberly Green is Chair of the Department of Communication Sciences & Disorders at Western Kentucky University. Her areas of focus are culturally responsive care and global health perspectives. She teaches abroad annually and has developed numerous interprofessional trainings. Current scholarship explores use of VR for clinical training. She serves on the Board of Directors for the International Centers of Kentucky which resettles refugee populations, and the WCPS Equity Council.</p>	<p>dr.greenslp@gmail.com</p>	<p>The Power of Partnership in Advancing Diversity, Equity, and Inclusion</p>	<p>Western Kentucky University: Employee (Ongoing)</p>	<p>CAPCSD: DEI Committee: Member (Ongoing): Receives no compensation; International Centers of Kentucky: Board of Directors (Ongoing): Receives no compensation; Warren County Public Schools: Equity Council (Ongoing): Receives no compensation</p>
<p>Kimberly Meigh</p>	<p>Kimberly Meigh, Ph.D., CCC-SLP, is an Associate Professor and Clinic Coordinator in the Communication Sciences and Disorders Division at West Virginia University. Over the past ten years, she has enjoyed mentoring and teaching undergraduate and graduate students about speech science, neuroscience, voice, acquired language disorders, and cleft palate care. Kimberly is a member CAPCSD AI Task Force.</p>	<p>kimberly.meigh@hsc.wvu.edu</p>	<p>CAPCSD AI (Artificial Intelligence) Task Force Update</p>	<p>West Virginia University: Employee (Ongoing)</p>	<p>CAPCSD AI Task Force: Member (Ongoing): Receives no compensation</p>

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<p>Kimberly Murza</p>	<p>Kim Murza, Ph.D., CCC-SLP, is the Associate Dean of Research and Faculty Affairs in the College of Natural and Health Sciences at the University of Northern Colorado (UNC). She previously served as a professor and graduate coordinator in the department of Communication Sciences and Disorders at UNC with expertise in language and school-based issues. She was also involved in the development and program coordination of three community engaged programs.</p>	<p>kimberly.murza@unco.edu</p>	<p>Pathways to Success: Effective Mentoring to Promote Success for All Students</p>	<p>American Speech-Language-Hearing Association (ASHA): Honorarium (Ongoing); University of Northern Colorado: Employee (Ongoing)</p>	<p>CAPCSD: Academic Affairs Committee: Member (Ongoing); Receives no compensation</p>
<p>Krista Beyrer</p>	<p>Krista Beyrer, M.A., CCC-SLP, CBIS, is a Clinical Professor and the Director of Clinical Education, SLP, at the University of Cincinnati. Her clinical focus is acquired neurogenic communication disorders but also IDD, IPE and collaborative practice, ethics and supervision. She is also an undergraduate mentor and Capstone advisor, has taught numerous graduate/undergraduate courses, holds Ohio state licensure and is a Certified Brain Injury Specialist.</p>	<p>krista.beyrer@uc.edu</p>	<p>Ethical Considerations for Supervision: Boundaries, Power Dynamics, and the Learning Continuum</p>	<p>University of Cincinnati: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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Kristen Palmer	Kristen Palmer, M.A., CCC-SLP, BCS-S, is speech pathologist and clinical instructor at the University of Delaware. She is a graduate of Loyola College in Maryland and Northwestern University, receiving board certification in swallowing and swallowing disorders in 2014. She has over 20 years experience in medical speech pathology, specializing in the needs of medically complex patients. She is a leader in simulation curriculum development in graduate student education.	kmpalmer@udel.edu	Creative Approaches to Integrate Simulation in Graduate Education	University of Delaware: Employee (Ongoing)	No non-financial relationships to disclose
Kyle Bush	Kyle Bush, Ph.D., is an Assistant Professor in the School of Education at Rockhurst University.	kyle.bush@rockhurst.edu	Self-Perceived Needs of Graduate Students in their First Clinical Practicum	Rockhurst University: Employee (Ongoing)	No non-financial relationships to disclose
Lara McEachern	Lara McEachern is an administrative coordinator for the Department of Communication Sciences and Disorders at The University of South Carolina.	MCCONNAL@mailbox.sc.edu	Mastering CAA Re-Accreditation: A Step-by-Step Guide to Presenting Your SLP Curriculum	University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose
Laura Chapman	Laura R. Chapman, Ph.D., CCC-SLP, is an Assistant Professor at the University of Scranton. Her area of expertise is adult neurogenic language disorders. She is an advocate for student and faculty wellness and has presented research nationally and internationally on the topics of mindfulness, self-compassion, and self-care. She is engaged in the scholarship of teaching and learning, studying teaching practices that foster well-being, belonging, and connection in the classroom.	laura.chapman@scranton.edu	Alternative Grading Strategies: Enhance Student Engagement, Propel Your Students into Advanced Learning	The University of Scranton: Employee (Ongoing)	No non-financial relationships to disclose

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<p>Laura Wolford</p>	<p>Laura Wolford, Ph.D., M.S., CCC-SLP, CSE, is an Assistant Professor at MGH Institute of Health Professions, where she teaches courses on clinical supervision, counseling, and the scholarship of teaching and learning through a social justice lens. As director of the TASSEL (Teaching and Supporting Student Experience in Learning) lab, Dr. Wolford promotes mixed-methods teaching and learning research in the health professions, focusing on improving the student experience.</p>	<p>lwolford@mghihp.edu</p>	<p>The Power of Partnership in Advancing Diversity, Equity, and Inclusion</p>	<p>MGH Institute of Health Professions: Employee (Ongoing)</p>	<p>ASHA: Continuing Education Board (Ongoing): receives no compensation; CAPCSD DEI Committee (Ongoing): receives no compensation</p>
<p>Laurel Hays</p>	<p>Laurel Hays, M.Ed., CCC-SLP, ASHA-F, is president and co-founder of CALIPSO, LLC. Laurel earned her undergraduate and graduate degrees from the University of Georgia and served as the Director of Clinical Education at the Medical University of South Carolina from 1997 to 2010. In 2010, Laurel created CALIPSO, LLC and began offering CALIPSO for Speech-Language Pathology™ and CALIPSO for Audiology™ web applications to other CSD programs.</p>	<p>laurel@calipsoclient.com</p>	<p>CALIPSO's Newest Features for Even Easier Data Collection and Reporting</p>	<p>CALIPSO, LLC: Employee (Ongoing), Intellectual Property/Patents (Ongoing), Ownership Interest (stocks, stock options, patent or other intellectual property or other ownership interest excluding diversified mutual funds) (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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<p>Lauren Burke</p>	<p>Lauren Burke, MA, CCC-SLP, is the Simulation Coordinator and an Instructor at Mount St. Joseph University. Lauren was previously an acute care SLP and student intern coordinator for a large hospital system, with experience in neurogenic communication, head and neck cancer, and voice & swallowing disorders. Since transitioning to the MSJ Simulation Coordinator role in 2023, Lauren has aimed to boost students' confidence and competence through innovative, experiential learning techniques.</p>	<p>lauren.burke@msj.edu</p>	<p>Advancing Learning: Simulated Clinical Fellowship Interviewing as a Summative Assessment</p>	<p>Mount St Joseph University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Leigh Schaid</p>	<p>Leigh G. Schaid, Au.D., is an Associate Professor at Pacific University. She serves as a clinical provider, preceptor, and instructor in the Au.D. program. Her area of practice includes pediatric diagnostics, with a focus on the birth-three population. Her research interests focus on holistic review in health professions admissions and student belonging & retention. Currently, she is also pursuing a Ph.D. in education and leadership through Pacific University.</p>	<p>lgschaid@pacificu.edu</p>	<p>Student Recruitment to Our Professions in the Changing Higher Ed Landscape</p>	<p>Pacific University: Employee (Ongoing); CAPCSD: Standing Session Speaker: Received complimentary conference registration (One-time)</p>	<p>CAPCSD Admissions Committee member and Recruitment Sub-Committee Chair (Ongoing): Receives no compensation</p>

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<p>Lesley Sylvan</p>	<p>Dr. Lesley Sylvan is an associate professor in the Department of Communication Sciences and Disorders at Montclair State University. She is also program director of the master's degree in speech-language pathology and deputy chair of the department. She completed a Master's degree in educational policy and management as well as a Doctorate degree in human development and education from the Harvard Graduate School of Education.</p>	<p>sylvanl@montclair.edu</p>	<p>CSD Graduate Students Making a Difference Through Innovative Partnership with Americorps</p>	<p>Montclair State University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Leslie Bayers</p>	<p>Leslie Bayers (Ph.D., Spanish) is the Director of the Center for Teaching and Learning at the University of the Pacific. Leslie promotes equity-minded and evidence-informed teaching, course design, and assessment practices and facilitates faculty mentoring and scholarship support across disciplines. Leslie has published critical studies and translations of Andean poetry, as well as essays on teaching, learning, and assessment in higher education.</p>	<p>lbayers@pacific.edu</p>	<p>Asset-Based and Inclusive Practices to Support Neurodivergent Students</p>	<p>University of the Pacific: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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<p>Leslie Grubler</p>	<p>Leslie Grubler, Ed.D., CCC-SLP, is the Director of Clinical Education/Clinical Services at Lehman College CUNY. A speech-language pathologist, consultant, and family/child advocate through 25 years of practice, Dr. Grubler has presented nationally and locally and advocated for the rights of disabled individuals throughout her entire career from NYC Hall to Albany to Washington D.C. Dr. Grubler's research and professional practice interests have been in culturally responsive and disability-affirmative practice.</p>	<p>Leslie.Grubler@lehman.cuny.edu</p>	<p>Solution Focused Dialogue: Diversity, Equity, and Inclusion</p> <p>The Power of Partnership in Advancing Diversity, Equity, and Inclusion</p>	<p>Lehman College, City University of New York: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	<p>CAPCSD: DEI Committee: Co-Chair (Ongoing): Receives no compensation</p>
<p>Leslie Johnson</p>	<p>Dr. Johnson, Ph.D., CCC-SLP, is an assistant professor in the Department of Communication Sciences and Disorders at North Carolina Central University. She has experience in both clinical and academic settings and is passionate about medical speech-language pathology, especially health disparities. Her research is used to promote culturally responsive care practices. Dr. Johnson also studies the use of artificial intelligence in higher education and clinical services, including ethical related considerations.</p>	<p>ljohn169@ncsu.edu</p>	<p>Meeting Student Learning Needs Through AI-Driven Educational Tools: A Pilot Study</p>	<p>North Carolina Central University: Employee (Ongoing); FRAP Grant Funding (Funding ended 12/24)</p>	<p>No non-financial relationships to disclose</p>

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<p>Leslie Lopez</p>	<p>Leslie C. Lopez, Ph.D., CCC-SLP, BCS-CL, CHES, is an Assistant Professor in the Department of Communication Disorders at LSU Health, New Orleans. Her research focuses on the early identification of speech-language issues at the population level, and health promotion activities that engage providers and caregivers of young children to improve their abilities to talk about communication development confidently. She is dedicated to promoting effective health behavior change at multiple levels.</p>	<p>llope4@lsuhsc.edu</p>	<p>Integrating Social Determinants of Health into CSD Curricula and Clinical Training</p>	<p>Louisiana State University Health Sciences Center - New Orleans: Employee (Ongoing); Centers for Disease Control and Prevention/American Academy of Pediatrics: Honorarium (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	<p>ASHA: SIG 10: Issues in Higher Education Continuing Education Committee: Member (Ongoing): Receives no compensation</p>
<p>Linda Rosa-Lugo</p>	<p>Linda I. Rosa-Lugo, Ed.D., CCC-SLP, BCS-CL, F-ASHA, F-NAP, is a Clinical Associate Professor at SUNY Stony Brook. She mentors doctoral students at MGH Institute of Health Professions, is a bilingual SLP, and a teacher of children with hearing loss. Dr. Rosa-Lugo retired from UCF, founded the UCF Listening Center, researches language/literacy, SLP preparation, and listening and spoken language intervention, and began serving as ASHA President Elect in January 2025.</p>	<p>linda.rosa-lugo@stonybrook.edu</p>	<p>The Use of Self-Assessment to Identify Clinical Educator Competencies</p>	<p>MGH Institute of Health Professions: Employee (Ongoing); SUNY Stonybrook University: Employee (Ongoing)</p>	<p>American Speech-Language Hearing Association: Board of Directors: President Elect (Ongoing): Receives no compensation</p>

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Lindsay Pohlen	Lindsay Pohlen, M.S., CCC-SLP, is a clinical instructor and clinic director at the University of Wisconsin - Eau Claire (UWEC). She teaches undergraduate coursework in facilitating communication and clinical methodology as well as graduate coursework in birth to 21 methods in federally mandated settings. She supervises student clinicians at UWEC's on-campus speech and language clinic and coordinates off-site school placements. Her academic interests include service delivery models and clinical supervision.	pohlenla@uwec.edu	Novice Student Clinicians' Expectations for the Clinical Supervision Process	University of Wisconsin - Eau Claire: Employee (Ongoing)	No non-financial relationships to disclose
Lisa Bowers	Lisa Bowers is an associate professor in the Communication Sciences Program at the University of Arkansas. She is a member of several research teams focusing on best practices in Interprofessional Education and Practice in educational settings. Dr. Bowers is also the Director of the Service Learning Initiative, a campuswide initiative formalizing and expanding service learning opportunities for students taught by faculty while enriching the university's impact with community partners.	lmbowers@uark.edu	Interprofessional Education: Supporting Collaborative Practice in Classroom Instruction and Clinical Practicum Experiences	University of Arkansas: Employee (Ongoing); CAPCSD: Standing Session Speaker: received complimentary conference registration (One-time)	CAPCSD: IPE/IPP Committee: Chair (Ongoing): Receives no compensation

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<p>Lisa Lenz</p>	<p>Lisa Lenz, M.A., CCC-SLP, is the speech-language pathology externship and off-campus clinic coordinator and a lecturer at the University of Nebraska-Lincoln. She holds an undergraduate degree from Lipscomb University and earned her master's degree at Indiana University. She is currently pursuing a Ph.D. in Educational Studies with a focus in Educational Leadership and Higher Education. Her interests include supervision, implementation science, mentorship, and interprofessional practice and education.</p>	<p>lisa.lenz@unl.edu</p>	<p>Supporting Clinical Instructors and Preceptors in Clinical Education and Evaluating Student Performance</p>	<p>University of Nebraska-Lincoln: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	<p>No non-financial relationships to disclose</p>
<p>Loretta Nunez</p>	<p>Loretta Nunez, M.A., Au.D., CCC-A/SLP, ASHA Fellow, FNAP, is ASHA's Senior Director of Academic Affairs & Research Education. She directs activities supporting academic, clinical and research education encompassing educational initiatives, personnel preparation, and higher education trends and forecasting. She leads ASHA's strategic objective to advance interprofessional education and collaborative practice. Loretta has worked in both academic and clinical settings prior to joining ASHA.</p>	<p>LNunez@asha.org</p>	<p>State of the Discipline 2025: Progress, Challenges, Opportunities for Education and Practice</p>	<p>American Speech-Language-Hearing Association: Employee (Ongoing)</p>	<p>American Speech-Language-Hearing Association (ASHA): Professional Member (Ongoing): Receives no compensation</p>

CAPCSD 2025 Annual Conference Speaker Disclosures

Lori Ann Ferraro	Lori-Ann Ferraro is a faculty member and Director of Clinical Education at the Medical University of South Carolina. She began practicing clinically in public schools, then transitioned her practice to hospital-based outpatient rehabilitation where she provided services, coordinated outpatient SLP care, and supervised many students, which ignited her passion for clinical education and competency-based education (CBE). She is passionate about supporting and preparing graduate students to become well-prepared-entry-level clinicians.	ferrarlo@musc.edu	The CCC Connection: Why Off-Campus Supervisors Need Certification	Medical University of South Carolina: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	ASHA: SIG 11: Professional Development Committee: Professional Development Manager (Ongoing): Receives no compensation; ASHA: SIG 11: Coordinating Committee: Member (Ongoing): Receives no compensation; Medical University of South Carolina: Director of Clinical Education: Recruitment of Clinical Instructors (Bias)
Ludmila Arin	Ludmila Arin MS., CCC-SLP University of Florida Health Shands Hospital	arinludy@gmail.com	Best Practices in Bilingual Clinical Supervision	University of Florida Health Shands Hospital: Employee (Ongoing)	The Hispanic Caucus for ASHA: Board: Secretary (Ongoing): Receives no compensation
Lydia Allison	Lydia Allison, MCD, CCC-SLP is an Assistant Clinical Professor in Speech-Language Pathology at Auburn University in Auburn, Alabama. She provides clinical education for graduate students in the Auburn University Speech & Hearing Clinic, and teaches undergraduate courses in cognition & aging and clinical procedures in speech-language pathology. She collaborates with interprofessional education and the Auburn University Rural Health Initiative. Allison received her undergraduate and graduate degrees from Auburn University.	lja0003@auburn.edu	Increasing Student Understanding of Healthcare Disparities & Service Access through a Rural Health Partnership	Auburn University: Employee (Ongoing)	No non-financial relationships to disclose

CAPCSD 2025 Annual Conference Speaker Disclosures

Lydia Kruse	<p>Lydia Kruse, M.S., CCC-SLP, is a Clinical Assistant Professor in the Department of Speech, Language, and Hearing Sciences at Purdue University. Her primary clinical and research interests lie in the evaluation and treatment of voice and upper airway disorders, as well as gender-affirming voice and communication training. Professor Kruse facilitates three clinical practicum experiences, one off-campus and two within the M.D. Steer Speech, Language, Hearing Clinic at Purdue University.</p>	lkruse@purdue.edu	Adapting the “See one, do one, teach one” Instruction Model to Clinical Supervision	Purdue University: Employee (Ongoing)	CAPCSD: Clinical Educators Academy: Volunteer Reviewer (November 2024): Received no compensation
Lydia Richardson	<p>Dr. Lydia Richardson is an Associate Professor and Program Director of Speech-Language Pathology at Stephen F. Austin State University where she teaches both undergraduate and graduate courses in clinical intervention, language disorders in children, and professional issues and professional communication. She holds a Bachelor of Science and Master of Science Degree in Speech-Language Pathology from Stephen F. Austin State University, and a Doctor of Speech-Language Pathology from Nova Southeastern University.</p>	lprichardson@sfasu.edu	From Stress to Serenity: Graduate Student Experiences with Wellness Rooms	Stephen F. Austin State University: Employee (Ongoing); Nacogdoches County Shared Services Agreement: Employee (Ongoing)	No non-financial relationships to disclose

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<p>Madhu Sundarajan</p>	<p>Madhu Sundarajan (she/her), Ph.D., CCC-SLP, is an Assistant Professor at the University of the Pacific. She has focused her research and teaching on speech and language development with the aim to understand complex developing systems (as in the case of bilingual children, autistic children and Deaf/Hard of Hearing children). She is passionate about promoting and teaching students about neurodiversity-affirming and culturally responsive practices.</p>	<p>msundarajan@pacific.edu</p>	<p>Asset-Based and Inclusive Practices to Support Neurodivergent Students</p>	<p>University of the Pacific: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Malathy Venkatesh</p>	<p>Malathy Venkatesh, Ph.D., CCC-SLP, is an Assistant Professor in the Speech-Language Pathology Graduate Program at A.T. Still University's Arizona School of Health Sciences. She is an Association Montessori Internationale Certified Montessori Practitioner for Dementia and Aging. Her clinical and research interests include implementation of evidence-based person-centered approaches to improve quality of life of people living with dementia.</p>	<p>malathyvenkatesh@atsu.edu</p>	<p>Enhancing Speech-Language Pathology Education: Applying Merrill's Principles to Teach Cognitive-Communication Disorders</p>	<p>A.T. Still University: Employee (Ongoing)</p>	<p>American Speech-Language-Hearing Association: Special Interest Group 15 (Gerontology): Professional Development Manager (Ongoing): Receives no compensation; Arizona Speech-Language-Hearing Association: Medical Committee: Co-Chair (Ongoing): Receives no compensation</p>

CAPCSD 2025 Annual Conference Speaker Disclosures

Margaret Rogers	Margaret Rogers, Ph.D., CCC-SLP, ASHA Fellow, is the Chief Staff Officer for Science and Research at ASHA. She liaises with the staff who oversee ASHA's Academic Affairs and Research Education, Journals Program, Leader, Practice Portal and Evidence Maps, National Center for Evidence-Based Practice, and Survey and Analysis. She is also oversees ASHA's Strategic Objective on Enhancing the Generation, Publication, and Knowledge Translation of Clinical Research into Evidence-Based Practices.	mrogers@asha.org	State of the Discipline 2025: Progress, Challenges, Opportunities for Education and Practice	American Speech-Language-Hearing Association: Employee (Ongoing)	No non-financial relationships to disclose
Maria Bane	Maria Bane, Ph.D., CCC-SLP, earned her doctoral degree in Rehabilitation Sciences from the University of Kentucky in 2021. She completed her clinical fellowship in the acute care setting and has expertise in the areas of voice and swallowing. Maria is currently an Assistant Professor at Eastern Kentucky University in the Department of Clinical Therapeutic Programs, where her duties include teaching at the graduate and undergraduate levels, clinical instruction, and research.	maria.bane@eku.edu	The ABCs of X, Y, and Z: Supervision Across Generations	Eastern Kentucky University: Employee (Ongoing)	Kentucky Speech-Language-Hearing Association: Vice President of Higher Education (Ongoing): Receives no compensation

CAPCSD 2025 Annual Conference Speaker Disclosures

<p>Maria Centeno</p>	<p>María Centeno Vázquez, Ph.D., CCC-SLP, BCS-S, FASHA is an Associate professor and Chair & Program Director at A.T. Still University. She holds a Ph.D. in communication sciences and disorders from the University of Cincinnati. Her areas of interest include early literacy and emergent writing skills in bilinguals, neurogenic, voice, feeding, and swallowing disorders. Dr. Centeno-Vazquez is board-certified and a Member of the American Board of Swallowing and Swallowing Disorders.</p>	<p>mariacentenovazquez@atsu.edu</p>	<p>Diversity Achieved, Now What? Elevating SLP Education through Inclusive Practices for Faculty and Students</p>	<p>A.T. Still University: Employee (Ongoing)</p>	<p>ASHA American Board of Swallowing and Swallowing Disorders: Board Member (Ongoing): Receives no compensation.</p>
<p>Maria Claudia Franca</p>	<p>Maria Claudia Franca is a professor in the Communication Disorders and Sciences program at Southern Illinois University Carbondale. She holds an M.S. in Communication Disorders and Sciences and a Ph.D. in Rehabilitation with concentration in Communication Disorders from Southern Illinois University Carbondale.</p>	<p>franca@siu.edu</p>	<p>Study Abroad in Communication Disorders and Sciences: A Pedagogical Approach to Enhancing Learning Outcomes</p>	<p>Southern Illinois University Carbondale: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Maria Ines Pegoraro-Krook</p>	<p>Maria Ines Pegoraro-Krook, Ph.D., is a full professor in the Department of Speech, Language, and Hearing Disorders at the Bauru School of Dentistry, University of Sao Paulo, Bauru-Sp, Brazil.</p>	<p>mikrook@usp.br</p>	<p>Study Abroad in Communication Disorders and Sciences: A Pedagogical Approach to Enhancing Learning Outcomes</p>	<p>University of Sao Paulo: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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<p>María Rosa Brea-Spahn</p>	<p>María Rosa Brea-Spahn, Ph.D., CCC-SLP, is a Clinical Associate Professor and the Director of the Bilingual Extension Track in the Department of Communicative Sciences and Disorders at New York University. She teaches about and implements culturally responsive pedagogy, centering critical inquiry, reflexive praxis, and the redistribution of power in classroom spaces. Dr. Brea-Spahn received the NYU Martin Luther King, Jr. Faculty Award (2020) and the Steinhardt Teaching Excellence Award (2022).</p>	<p>mrb17@nyu.edu</p>	<p>Cultivating Cultural Responsiveness in Student Education</p>	<p>New York University: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	<p>No non-financial relationships to disclose</p>
<p>Maya Clark</p>	<p>Maya Reynolds Clark, Ph.D., CCC-SLP, CDE®, is an associate professor in the Speech Language Pathology program at the University of St. Augustine for Health Sciences. Her primary teaching, clinical and scholarship interests include: cultural, linguistic, and socio-economic factors in communication and cognition, social cognitive theory, and the scholarship of teaching and learning.</p>	<p>mclark1@usa.edu</p>	<p>The Power of Partnership in Advancing Diversity, Equity, and Inclusion Solution Focused Dialogue: Diversity, Equity, and Inclusion</p>	<p>University of St. Augustine for Health Sciences: Employee (Ongoing); CAPCSD: Board of Directors: Received travel reimbursement, hotel accommodations, and complimentary conference registration (One-time)</p>	<p>CAPCSD: Board of Directors: Vice President Organizational Advancement (Ongoing): Receives no compensation</p>
<p>Megan Black</p>	<p>Megan Black, DHSc, CCC-SLP, is an Assistant Professor at the University of the Pacific, where she focuses on advancing clinical education for SLP students. With a strong background in medical SLP, pediatric feeding, and early intervention, Megan has extensive experience working in a variety of clinical settings. Passionate about fostering the next generation of SLPs, Megan is dedicated to bridging clinical practice and education in her work.</p>	<p>mblack1@pacific.edu</p>	<p>Innovating Clinical Supervision: Outcomes of an Interprofessional Continuing Education Model</p>	<p>University of the Pacific: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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Meghan Graham	Meghan Graham is a clinical assistant professor at Boston University who teaches coursework in Preschool Language Disorder and Autism. Meghan is a current doctoral student at Boston University's Wheelock College in Educational Leadership and Policy. Meghan also is a clinical placement coordinator. Meghan's clinical and research interests are neurodiveristy affirming practice within Autistic spaces.	mggraham@bu.edu	Integrating Generative AI into SLP Education: Tools, Strategies, and Case Applications	Boston University: Employee (Ongoing)	No non-financial relationships to disclose
Melissa Randazzo	Melissa Randazzo, Ph.D., CCC-SLP, is the Academic Officer for Speech Language Pathology at Evidence in Motion where she directs the development of hybrid accelerated graduate programs. Dr. Randazzo is a cognitive neuroscientist, SoTL researcher, and faculty developer who is passionate about expanding access and diversity in graduate healthcare programs through online education.	melissa@eimpt.com	Examining Social Justice Terminology in Graduate Handbooks of Programs with Multicultural Emphasis	Evidence in Motion: Employee (Ongoing)	No non-financial relationships to disclose
Memorie Gosa	Memorie M. Gosa, Ph.D., CCC-SLP, BCS-S, is a pediatric speech-language pathologist, board certified specialist in swallowing and swallowing disorders, and associate professor & chair of the Communicative Disorders Department at The University of Alabama. She has more than twenty years of clinical and research experience in pediatric dysphagia. Additionally, she is the current chair of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).	memorie.gosa@ua.edu	Council for Clinical Certification (CFCC) & Council on Academic Accreditation (CAA) Update Part 1 Council for Clinical Certification (CFCC) & Council on Academic Accreditation (CAA) Update Part 2	University of Alabama: Employee (Ongoing); Council on Academic Accreditation: Chair: Received conference registration and travel support (Ongoing)	Council on Academic Accreditation: Chair (Ongoing): Receives no compensation

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Michael Bamdad	Michael J. Bamdad has focused his clinical and research activities on patients with traumatic brain injuries and their families for over 30 years. He has been published and speaks nationally and internationally on the topics of executive functioning deficits and pragmatic disorders. He is currently working as the Director of Clinical Education in the Department of Speech, Language, and Hearing Sciences at The George Washington University in Washington, D.C.	mbamdad@gwu.edu	Solution Focused Dialogue: Motivating Your Team	George Washington University: Employee (Ongoing); CAPCSD: Conference Planning Committee: Member (Ongoing): Received airfare, hotel accommodations, and a complimentary conference registration (One-time)	CAPCSD: Conference Planning Committee: Member (Ongoing): Receives no compensation
Michelle Jordan	Michelle Jordan, MSP, CCC-SLP, is the Lead SLP for Richland School District Two, a large public school district in Columbia, SC. She specializes in assessment, literacy, leadership, and professional coaching. A school-based SLP for her entire career, Michelle currently supports a team of nearly 50 school-based clinicians, and faces firsthand the the staffing challenges that arise from an increasing shortage of qualified applicants.	michellejordan95@gmail.com	Impacting the School-Based SLP Shortage: SLP Student Perceptions of Working in Schools	Richland School District Two: Employee (Ongoing)	SC Speech-Language Hearing Association (SCSHA): SCSHA Schools Committee: Co-Chair (Ongoing): Receives no compensation
Michelle McOsker	Michelle McOsker, Ed.D., CCC-SLP, is a practicing speech-language pathologist based in Kansas City, Missouri. She currently works for the Thrive Hive, a private practice in Blue Springs, Missouri that embraces neurodiversity affirming practices and affordable private services for clients and families. Michelle still enjoys engaging in research focusing on interprofessional practice for her clinical work and concussion management for the roller derby community.	michelle.mcosker.slp@gmail.com	Using Simulation to Teach Professional Collaboration to Speech-Language Pathology and Education Students	Rockhurst University: Employee (Terminated); The Thrive Hive: Employee (Ongoing)	American Speech-Language-Hearing Association: Committee of Ambassadors (Ongoing): Receives no compensation; Missouri Speech-Language-Hearing Association: Executive Board (Prior Service): Received no compensation

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Mira Fein	Mira Fein is a speech-language pathologist at the Brigham and Women's Hospital specializing in voice, swallowing, and upper airway health. She holds a Bachelor of Science in Psychology from Oberlin College. She received a Master of Science and a Multicultural Bilingual Certificate from the University of Arizona.	mfein@arizona.edu	Current Trends in VFSS Training: A Survey-Based Assessment	Brigham and Women's Hospital: Employee (Ongoing)	No non-financial relationships to disclose
Missy Curtis	Missy Curtis, M.S., R.T. (R)(CT)(ARRT)(CNMT)(NMTCB), is an Instructor and Clinical Coordinator in the Department of Radiologic Sciences at the University of South Alabama. She earned her Bachelor of Science in Radiologic Sciences and a Masters in Instructional Design and Development. She is an active member of the Alabama Society of Radiologic Technologists and currently serves as the Executive Board Member.	macurtis@southalabama.edu	Supporting Integration of AI in Health Professions Education	University of South Alabama: Employee (Ongoing)	No non-financial relationships to disclose
Mohammad Al Rjoob	Mohammad Al Rjoob, Graduate student, and graduate research assistant, Communication Disorders and Sciences Program, School of Health Sciences, Southern Illinois University Carbondale.	mohammad.alrjoob@siu.edu	Study Abroad in Communication Disorders and Sciences: A Pedagogical Approach to Enhancing Learning Outcomes	Southern Illinois University Carbondale: Employee (Ongoing)	No non-financial relationships to disclose

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Nathan Waller	Nathan Waller, SLP.D., CCC-SLP, is an Associate Clinical Professor at Northwestern University and serves as the Director of the Center for Audiology, Speech, Language and Learning. Dr. Waller is responsible for strategy, finance, marketing and operations and is a clinician who specializes in the treatment of voice disorders. He has an interest in clinical teaching and has been a classroom and clinical instructor for over eleven years at Northwestern University.	nathan.waller@northwestern.edu	Competency-Based Education in Speech-Language Pathology (Part 1) Competency-Based Education in Speech-Language Pathology (Part 2)	Northwestern University: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	No non-financial relationships to disclose
Nicole Beckwith	Nikki Beckwith, MA, RD, CDN is the Director of Master of Arts in Nutrition Science program at Syracuse University where she directs an accredited program that prepares students for practice as entry-level dietitians through didactic and experiential learning. Nikki has experience working in acute and long term care settings as a clinical dietitian, clinical nutrition manager, and director of nutrition services.	nmbeckwi@syr.edu	Linking Learning: Interprofessional Education Meets Simulation in CSD Training	Syracuse University: Employee (Ongoing)	No non-financial relationships to disclose
Nicole Magaldi	Nicole Magaldi is a professor in LIU Post's department of Communication Sciences and Disorders where she teaches coursework related to speech and language disorders in children. Her current research and teaching explores problem based learning as a tool to improve critical thinking skills in graduate students training to be speech-language pathologists.	nicole.magaldi@liu.edu	Using Problem-Based Learning to Teach Multiculturalism and Interprofessional Practice to Graduate Students	Long Island University Post: Employee (Ongoing)	No non-financial relationships to disclose

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Nicole Nguyen	Nicole Nguyen, AuD is an Associate Clinical Professor at the University of Maryland. Dr. Nguyen serves as the AuD program Director and Director of Clinical Education in Audiology. She has been a clinical instructor for students at all levels of training as a preceptor and in the University clinic. At UMD, she has expanded student learning opportunities and has implemented innovative methods for assessing competencies in clinical practicum.	nknguyen@umd.edu	Moving Beyond Skills: Competency-Based Teaching and Authentic Assessment in Audiology Clinical Education	University of Maryland: Employee (Ongoing)	CAPCSD: Conference proposal reviewer, October 2024 (One-time): Received no compensation
Nydia Bou	For over 28 years, Nydia Bou has held a variety of roles in higher education, including teaching, administration, new program development, academic and program assessment, and accreditation. Her areas of interest include Spanish phonetics and phonology, speech perception, and speech production analysis. In her previous roles, Nydia led various initiatives aimed at the recruitment, retention, support, and mentoring of undergraduate and graduate students.	nydia_bou@emerson.edu	CAPCSD AI (Artificial Intelligence) Task Force Update Pathways to Success: Effective Mentoring to Promote Success for All Students	Emerson University: Employee (Ongoing)	CAPCSD Academic Affairs Committee: Member (Ongoing): Receives no compensation

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Pam Hart	Pamela Hart, Ph.D., CCC-SLP, currently serves as Professor and Program Director for the Master of Science in Speech-Language Pathology at St. Bonaventure University in Olean, New York. She also serves as a Council on Academic Accreditation site visitor and as part of the Professional Development Committee for SIG 12. Dr. Hart teaches and conducts research in areas of program evaluation, augmentative and alternative communication, child language, and evidence-based practices.	phart@sbu.edu	Curriculum Maps: Navigating the Way to Improved Outcomes	St. Bonaventure University: Employee (Ongoing)	No non-financial relationships to disclose
Pamela Mathy	Pamela Mathy, Ph.D., CCC-SLP, is a Clinical Professor Emeritus from the University of Utah. She served as the Director of Clinical Education at Arizona State University. She was Director of the Preschool Program and supervisor of the speech-language pathology department at the Center for Autism Services, Science and Innovation at Kennedy Krieger Institute. She retired from University of Utah where she served as the Director of Clinical Education.	pamela.mathy@hsc.utah.edu	Innovative Multi-Modal Approach: Training SLP Students to Implement Evidence-Based Early Language Intervention [Kennedy Krieger Institute]	Bundle of Learning: Consulting Fees (Ongoing)	No non-financial relationships to disclose
Patricia Gaffney	Patricia Gaffney, Au.D., MPH, is a professor at Nova Southeastern University (NSU) in Ft Lauderdale, FL. She serves as president of the American Academy of Audiology.	pgaffney@nova.edu	American Academy of Audiology (AAA): The Future of Audiology Education	Nova Southeastern University: Employee (Ongoing)	AAA: President (Ongoing): Receives no compensation

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Patricia Geels	Patricia Geels, Ph.D., CCC-SLP, is an assistant professor at Indiana University South Bend in the Vera Z. Dwyer School of Health Sciences. She has over a decade of clinical experience as a speech-language pathologist, specializing in adult neurorehabilitation. Dr. Geels earned her B.S. and M.A. from Ball State University and her Ph.D. from Western Michigan University. Her research focuses on the cognitive-communication needs of cancer survivors.	pgeels@iu.edu	Alternative Grading Strategies: Enhance Student Engagement, Propel Your Students into Advanced Learning	Indiana University South Bend: Employee (Ongoing)	No non-financial relationships to disclose
Paula Pineda	Paula V. Pineda, SLPD, CCC-SLP, is the Chief Clinical Supervisor at Teachers College, Columbia University. She is passionate about increasing representation in CSD and working closely with graduate students to help them develop the tools/skills needed to feel confident when providing assessments/interventions to pediatric CLD populations. Her areas of interest include culturally and linguistically responsive practices in CSD and using a family-centered approach to interventions/assessments of young children.	pp2778@tc.columbia.edu	Best Practices in Bilingual Clinical Supervision	SUNY Stonybrook University: Employee (Ongoing); Teachers College, Columbia University: Employee (Ongoing)	The Hispanic Caucus for ASHA: Board: President (Ongoing); Receives no compensation
Preston Warren	Preston Warren, DPT, Assistant Professor, Department of Physical Therapy, University of South Alabama	ppwarren@southalabama.edu	Supporting Integration of AI in Health Professions Education	University of South Alabama: Employee (Ongoing)	No non-financial relationships to disclose

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<p>Quincy Conley</p>	<p>Quincy Conley, Ph.D., Teaching & Learning Center Director at A.T. Still University, brings over 20 years of experience in instructional design and learning science to help solve the pressing issues instructors encounter. He combines theory, instructional design techniques, and technology to create comprehensive and versatile solutions. Dr. Conley is also a premier educational researcher. His research uses biometric scans to determine the efficacy of online and in-person learning experiences.</p>	<p>quincyconley@atsu.edu</p>	<p>Enhancing Speech-Language Pathology Education: Applying Merrill's Principles to Teach Cognitive-Communication Disorders</p>	<p>A.T. Still University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>
<p>Radhika Aravamudhan</p>	<p>Dr. Aravamudhan serves as the Dean of Osborne College of Audiology at Salus at Drexel University in Pennsylvania. Dr. Aravamudhan previously served as an academic audiology member and the Vice Chair for Audiology on the CAA. She currently serves on the Academic Affairs Board for ASHA and as Vice President for Academic Affairs-Audiology on ASHA Board. She also serves on CAPCSD'S Admissions Committee.</p>	<p>ra985@drexel.edu</p>	<p>Harnessing CSDCAS Data for Strategic Growth: Recruitment, Admissions, and Retention in CSD</p>	<p>Salus University: Employee (Ongoing)</p>	<p>American Speech-Language-Hearing Association (ASHA): Board of Directors (Ongoing): Receives no compensation; CAPCSD: Admissions Committee: Data Subcommittee: Member (Ongoing): Receives no compensation</p>

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<p>Ramesh Kaipa</p>	<p>Ramesh Kaipa, Ph.D., is an Associate Professor and Head of the Department of Communication Sciences and Disorders at Oklahoma State University. Dr. Kaipa has contributed extensively to clinical research and higher education. His expertise spans scholarship of teaching and learning, motor speech disorders, and bilingualism. Dr. Kaipa is passionate about mentoring students, ensuring the next generation of speech-language pathologists is well-equipped for the evolving landscape of healthcare and education.</p>	<p>ramesh.kaipa@okstate.edu</p>	<p>CAPCSD AI (Artificial Intelligence) Task Force Update</p>	<p>Oklahoma State University: Employee (Ongoing)</p>	<p>CAPCSD: AI Task Force: Member (Ongoing): Receives no compensation</p>
<p>Rebecca Landa</p>	<p>Dr. Rebecca Landa is executive director, Kennedy Krieger Center for Autism Services, Science and Innovation, and Professor, Psychiatry and Behavioral Sciences, Johns Hopkins School of Medicine. Her research foci include effective professional development approaches, early detection of autism and communication delays, learning processes, and intervention efficacy. She developed an interactive LMS-based SLP graduate course supplement on early communication intervention and a translational science public health initiative -Bundle of Learning® (www.bundleoflearning.com).</p>	<p>Landa@kennedykrieger.org</p>	<p>Innovative Multi-Modal Approach: Training SLP Students to Implement Evidence-Based Early Language Intervention [Kennedy Krieger Institute]</p>	<p>Bundle of Learning: Intellectual Property/Patents (Ongoing), Ownership Interest (stocks, stock options, patent or other intellectual property or other ownership interest excluding diversified mutual funds) (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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<p>Reem Khamis</p>	<p>Reem Khamis, Ph.D., CCC-SLP, is a Professor and Academic Director of the CSD Program at Long Island University, Brooklyn, Director of the Culture, Language, and Society in SLP (CLaS in SLP) Lab, holding Professor Emeritus status at Adelphi University. Her expertise lies in language development, processing, and clinical practices, in diverse sociolinguistic contexts. A founding member of the SLHS Human Rights and Translanguaging Collective and cofounder of the JCSCD journal.</p>	<p>reem.khamis@liu.edu</p>	<p>Examining Social Justice Terminology in Graduate Handbooks of Programs with Multicultural Emphasis</p>	<p>Long Island University - Brooklyn: Employee (Ongoing)</p>	<p>Equity Action Collective: Founding Member (Ongoing); Receives no compensation; Journal of Critical Study of Communication and Disability: Managing Editor (Ongoing); Receives no compensation</p>
<p>Renee Bogschutz</p>	<p>Renée Bogschutz, Ph.D., CCC-SLP, is the Assistant Provost for Interprofessional Education and an Associate Professor at Texas Tech University Health Sciences Center. She founded the Office of Interprofessional Education and oversees the strategic implementation of IPE across the university. She serves as the Chair of the Board of Directors for the Texas Interprofessional Education Consortium, the mission of which is to share IPE initiatives, experiences, and lessons-learned across the state.</p>	<p>renee.bogschutz@ttuhsc.edu</p>	<p>IPE/IPP: Examining the Evidence Supporting Immersive IPE Experiences Solution Focused Dialogue: Best Practices in Interprofessional Debriefing for SLP and AuD</p>	<p>Texas Tech University Health Sciences Center: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	<p>Texas Interprofesional Education Consortium: Board of Directors: Chair (Ongoing); Receives no compensation</p>

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<p>Robyn Wahl</p>	<p>Robyn Wahl, M.S, CCC-SLP, has been the Clinic Director of the on-site Speech-Language Hearing Clinic at Eastern Kentucky University (EKU) for 10 years where she serves as Senior Clinical Faculty. Mrs. Wahl has provided clinical supervision for 18 years at various sites and has noticed a generationally-centered shift in student clinician behavior during that time. She is currently the Immediate Past-President and Communications Chair of the Kentucky Speech-Language Hearing Association.</p>	<p>robyn.wahl@eku.edu</p>	<p>The ABCs of X, Y, and Z: Supervision Across Generations</p>	<p>Eastern Kentucky University: Employee (Ongoing)</p>	<p>Kentucky Speech-Language-Hearing Association: Past-President and Communications Chair (Ongoing): Receives no compensation</p>
<p>Rosa Robledo</p>	<p>Rosa Robledo is the Director of Clinical Education and an Associate Professor at Our Lady of the Lake University. A bilingual speech-language pathologist, she has 36 years of expertise in both pediatric and neurogenic adult populations. Her research interests center on service-learning and its role in connecting academic knowledge with clinical practice for Communication Sciences and Disorders (CSD) students. She has presented her work at state, national, and international conferences.</p>	<p>rrobledo@ollusa.edu</p>	<p>Designing and Implementing a SLPD Program: Peaks and Pitfalls</p>	<p>Our Lady of the Lake University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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Samantha Scripture	Samantha Scripture, Ph.D., CCC-SLP, is an assistant professor in the Speech-Language-Hearing Sciences Department at Worcester State University. Her research focuses on alternative grading methods and reflective journaling to promote growth and deeper learning. A licensed pediatric speech-language pathologist with over a decade of early intervention experience (birth to three), Dr. Scripture integrates clinical experience into the classroom to prepare students for future clinical careers.	s scripture@worchester.edu	Alternative Grading Strategies: Enhance Student Engagement, Propel Your Students into Advanced Learning	Worcester State University: Employee (Ongoing)	No non-financial relationships to disclose
Sandra Combs	Sandra Combs, Ph.D., CCC-SLP, is an associate professor and the SLPD Program Director at Rocky Mountain University of Health Professions. Dr. Combs has been a clinician for nearly 35 years, teaching, mentoring, and supervising at the undergraduate, master's, and doctoral levels. Dr. Combs has presented at the local, state, and national levels. Her teaching and research interests include collaboration and training, child language, literacy, AAC, autism, and SSDs.	sandra.combs@rm.edu	Pathways to Success: Effective Mentoring to Promote Success for All Students	Rocky Mountain University of Health Professions: Employee (Ongoing)	CAPCSD Academic Affairs Committee: Member (Ongoing): Receives no compensation

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Sandra Kemper	Sandra Kemper, Ed.D., CCC-SLP, is an Assistant Professor in the Department of Communication Disorders at the University of Central Arkansas. She received her B.S. and M.S. in Communication Disorders from Fort Hays State University. In 2023, she completed her Ed.D. at Marshall University, with a focus on Educational Leadership. Prior to her current appointment at UCA, Dr. Kemper was an Associate Professor at Marshall University.	skemper@uca.edu	Leadership Training Practices in Graduate Communication Sciences and Disorders Programs	University of Central Arkansas: Employee (Ongoing)	No non-financial relationships to disclose
Saneta Thurmon	Saneta Thurmon, M.A., CCC-SLP/A, is the director of the Undergraduate Program of Communication Sciences and Disorders at Saint Louis University (SLU). She has dual certification in both Speech-Language Pathology and Audiology. She has devoted her career to Aural Rehabilitation/Habilitation and clinical supervision. She currently teaches several courses at SLU, which include: Clinical Methods, Clinical Observation, Counseling, Clinical Practicum, Research Seminar, and Aural Rehabilitation. She is an assistant professor at SLU.	saneta.thurmon@health.slu.edu	Using Simulation to Teach Professional Collaboration to Speech-Language Pathology and Education Students	Saint Louis University: Employee (Ongoing)	ASHA: Missouri: Ambassador (Ongoing); Receives no compensation
Sarah Sohns	Sarah Sohns, Au.D., CCC-A, is an Associate Clinical Professor at the University of Maryland. She has clinical experience in a variety of practice settings and has served as a clinical instructor for students at all levels of training. In her current role, she teaches undergraduate and graduate students in the classroom and clinical settings.	ssohns@umd.edu	Moving Beyond Skills: Competency-Based Teaching and Authentic Assessment in Audiology Clinical Education	University of Maryland: Employee (Ongoing)	ASHA: Committee of Ambassadors (Ongoing); Receives no compensation; Hands & Voices MD/DC: Board of Directors (Ongoing); Receives no compensation

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Sarah Warren	Sarah E. Warren, Au.D., Ph.D., M.P.H., is a public health audiologist and Assistant Professor at the University of Memphis School of Communication Sciences and Disorders. Dr. Warren is the Director of the Cochlear Implant Research Laboratory where she is currently leading the Memphis SOUND (Serving our Underrepresented Neighbors who are Deaf/Hard of Hearing) Project, a community-engaged research endeavor to understand barriers to hearing healthcare engagement among minoritized communities.	sarah.warren@memphis.edu	Extending Beyond Health Literacy: Enhancing Public Health Concepts in CSD Curriculum	University of Memphis: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	ASHA: SIG 8: Audiology Public Health Coordinating Committee: Associate Coordinator (Ongoing): Receives no compensation
Sarai Granados	Sarai Granados, M.S., CCC-SLP, is an Assistant Professor of Practice for the Department of Speech, Language, and Hearing Sciences (SLHS) at Texas Tech University Health Sciences Center (TTUHSC). Academically, her primary role is to teach didactic courses within the undergraduate Speech, Language, and Hearing Sciences program. Professor Granados also supervises graduate students within the TTUHSC SLHS Clinic. Her main clinical focus is assessment and treatment of pediatric feeding disorders.	Sarai.granados@ttuhsc.edu	Interprofessional Education: Supporting Collaborative Practice in Classroom Instruction and Clinical Practicum Experiences	Texas Tech University Health Sciences Center: Employee (Ongoing)	CAPCSD: IPE/IPP Committee: Member (Ongoing): Receives no compensation

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Shatonda Jones	Shatonda S. Jones is an Associate Professor and the Director of Clinical Education for the developing Speech-Language Pathology graduate program at St. Bonaventure University. She holds a PhD in Therapeutic Science from the University of Kansas, an MA in Speech-Language Pathology from the University of Iowa, and a BS in Speech Pathology from the University of Tulsa.	SJones@sbu.edu	Curriculum Maps: Navigating the Way to Improved Outcomes	St. Bonaventure University: Employee (Ongoing)	ASHA Member (Ongoing): Receives no compensation; CAA: Council Member (Ongoing): Receives no compensation; Sig10: Member (Ongoing): Receives no compensation
Sheri Bayley	Sheri Tracy Bayley, Ph.D., CCC-SLP, (she/her) is an Assistant Professor and Undergraduate Coordinator of Speech-Language Pathology at Nevada State University in Henderson, NV. She received her Bachelor's and Master's degrees from the University of Wisconsin-Madison and PhD from Florida State University. Her research focuses on early autism identification, neurodivergent supports, and scholarship of teaching/learning. Additional teaching and clinical supervision areas of interests include gender-affirming communication, stuttering, and child language.	sheri.bayley@nevadastate.edu	Busting Myths and Building Strategies: Advancing Access to Learning for Neurodivergent Students Pathways to Success: Effective Mentoring to Promote Success for All Students	Nevada State University: Employee (Ongoing)	CAPCSD: Academic Affairs Committee: Member (Ongoing): Receives no compensation
Shubha Kashinath	Shubha Kashinath is Professor, Speech Language and Hearing Sciences and Director, University Honors Program at Cal State East Bay. She has over 25 years of experience serving individuals with disabilities and their families. Her professional interests focus on autism across the lifespan, early intervention, and bridging the research to practice gap in community settings.	shubha.kashinath@csueastbay.edu	Interprofessional Education: Supporting Collaborative Practice in Classroom Instruction and Clinical Practicum Experiences Pathways to Success: Effective Mentoring to Promote Success for All Students	Cal State East Bay: Employee (Ongoing); CAPCSD: Board of Directors: Received airfare, hotel accommodations, and complimentary conference registration (One-time)	CAPCSD: Board of Directors: VP of Research & Academic Affairs / Monitoring Officer: IPE/IPP Committee and Academic Affairs Committee (Ongoing): Receives no compensation

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<p>Siva priya Santhanam</p>	<p>Dr. Siva priya Santhanam is an Assistant Professor in the Department of Communication Sciences and Disorders at Bowling Green State University, Ohio. She directs the Communication and Neurodiversity (CAN) research lab that focuses on strengths-based supports for autistic adults, self-advocacy, and improving non-autistic understanding of autistic communication. Dr. Santhanam directs the Interactive and Neurodiversity-Affirming Communication Supports (INACS) program, a specialty clinic at the University.</p>	<p>sivaps@bgsu.edu</p>	<p>Prioritizing our Future: Applying Compassionate Pedagogy to Support our Neurodivergent Students</p> <p>Solution-Focused Dialogue: Meaningful Supports for Students in CSD Programs</p>	<p>Bowling Green State University: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	<p>No non-financial relationships to disclose</p>
<p>Stacey Gerding</p>	<p>Stacey Gerding, M.S., CCC-SLP, is an associate professor and clinical supervisor for University of Cincinnati's Speech and Hearing Clinic. She provides clinical services related to stuttering and cluttering, social communication, early intervention, ultrasound biofeedback for /r/, accent modification, language disorders, and speech sound disorders across the lifespan. Stacey serves as Assistant Director of Clinical Education and is the school placement coordinator for the online master's program in SLP at UC.</p>	<p>gerdinsm@ucmail.uc.edu</p>	<p>Ethical Considerations for Supervision: Boundaries, Power Dynamics, and the Learning Continuum</p>	<p>University of Cincinnati: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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<p>Stacie Hatfield</p>	<p>Stacie M. Hatfield began her career working with young children in public schools and early intervention settings in Illinois and Michigan. After 10 years, she became the inaugural clinic director at St. Ambrose University. She is currently an assistant professor and clinical director at Augustana College. Her research focuses on clinical education and currently focuses on the experience of students with disabilities in their clinical education placements.</p>	<p>staciehatfield@augustana.edu</p>	<p>Empowering New Supervisors and Clinical Educators: Enhancing the Supervision Process Solution Focused Dialogue: Core Functions</p>	<p>Augustana College: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)</p>	<p>No non-financial relationships to disclose</p>
<p>Stephanie Fowler-Brookman</p>	<p>Stephanie L. Fowler-Brookman received her AuD and PhD from The University of Texas at Dallas, where she is currently Director of AuD Clinical Education. She is an active member of CAPCSD, AAA, and Texas Academy of Audiology. Currently, she serves on AAA's Foundation Board. Her research interests include scholarship of teaching/learning as applied to clinical education.</p>	<p>fowlerbrookman@utdallas.edu</p>	<p>Navigating the Future of Audiology Education</p>	<p>The University of Texas at Dallas: Employee (Ongoing); CAPCSD: Pre-Conference Speaker: Received hotel accommodation, honorarium, and complimentary conference registration (One-time)</p>	<p>AAA: Foundation Board (Ongoing): Receives no compensation; AAA: Guidelines and Strategic Documents Subcommittee (Ongoing): Receives no compensation</p>
<p>Stephen Feikes</p>	<p>Stephen Feikes, MA, RT, RRT is chair and program director of the Department of Respiratory Therapy Education at SUNY Upstate Medical University. After taking his MA in English, he taught writing for twenty years at Syracuse Univeristy before making a career shift that took him back to school and into practice as a respiratory therapist at Upstate University Hospital for twelve years. He assumed his current role in 2022.</p>	<p>feikess@upstate.edu</p>	<p>Linking Learning: Interprofessional Education Meets Simulation in CSD Training</p>	<p>Syracuse University: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose</p>

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Sujini Ramachandar	Sujini Ramachandar, Ph.D., CCC-SLP, is the Director of Clinical Education at Southern Connecticut State University. Her applied research focuses on increasing efficacy of clinical education. In addition, her interests include perceptions and cultural differences in the assessment and treatment of stuttering. She has over 20 years of experience working with children and adults who stutter, providing parent and family education, and collaborating with other disciplines.	ramachandas1@southernct.edu	Solution Focused Dialogue: Core Functions	Southern Connecticut State University: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	CAPCSD: Essential Functions Task Force (2021-2023): Member: Task Force developed Core Functions document (One-time): Received no compensation
Susan Gordon-Hickey	Dr. Susan Gordon-Hickey, Au.D., Ph.D., serves as the Dean of the Pat Capps Covey College of Allied Health Professions at the University of South Alabama. Her research focuses on communication challenges associated with background noise. She is dedicated to advancing academic programs, interprofessional education, and innovative teaching, with a focus on preparing for AI's role in healthcare delivery.	gordonhickey@southalabama.edu	Supporting Integration of AI in Health Professions Education	University of South Alabama: Employee (Ongoing)	Council on Academic Accreditation: Immediate Past Chair (Ongoing): Receives no compensation
Susan Ronan	Dr. Susan Ronan, PT, BS, MA, DPT, is a Clinical Associate Professor at Sacred Heart University. She has been a board certified specialist in pediatric physical therapy since 2004, and has continued to work with children from birth to 5 years of age in home care and preschool. Her previous pediatric experience includes inpatient rehabilitation, acute care, pediatric ICU, neonatal ICU, outpatient, and preschool related services.	ronans2@sacredheart.edu	Competency Based Education Experience for Physical Therapy & Speech-Language Pathology Graduate Students	Sacred Heart University: Employee (Ongoing)	No non-financial relationships to disclose

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Suzanne Adlof	Suzanne M. Adlof, Ph.D., is an Associate Professor of Communication Sciences and Disorders and the director of the SCROLL Lab at the University of South Carolina. Her research focuses on relations between spoken language and reading development and disorders, including developmental language disorder (DLD) and dyslexia. Long term goals include improving the identification and treatment of language-based learning disorders and to promote strong literacy skills for all children.	sadlof@mailbox.sc.edu	Impacting the School-Based SLP Shortage: SLP Student Perceptions of Working in Schools	University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose
Suzanne Moineau	Dr. Suzanne Moineau is the founding faculty member of the Department of SLP at CSUSM where she has served as Chair, MS Program Director and lead faculty in her main area of specialization in adult neurogenic communication and swallowing disorders. She has a special interest in the scholarship of teaching and learning and innovative instruction.	smoineau@csusm.edu	Expanding Your Toolkit with Evidence Based Teaching Strategies Pathways to Success: Effective Mentoring to Promote Success for All Students	California State University - San Marcos, CA: Employee (Ongoing); Intellectual Property/Patents (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	No non-financial relationships to disclose
Tara Davis	Tara M. Davis, Ph.D., CCC-A Associate Professor University of South Alabama	taradavis@southalabama.edu	Supporting Integration of AI in Health Professions Education	University of South Alabama: Employee (Ongoing)	No non-financial relationships to disclose

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Tena McNamara	Tena L. McNamara, Au.D., CCC-A/SLP; Retired Associate Professor, Eastern Illinois University. Dr. McNamara is employed at Midwest Children's Therapy and coordinates the Cultural/Informational Hearing Center, Peoria, IL. She is a retired associate professor from EIU and educational audiologist from SEAPCO of Peoria County. She has been a practicing audiologist for over 40 years and has dual certification in speech-language pathology for 33 years. She served as the 2024 ASHA President.	tmcnamara@eiu.edu	Reconstructing Equitable Environments by Addressing Ableism in CSD Education	Midwest Children's Therapy: Employee (Ongoing); American Speech-Language Hearing Association: Board of Directors: Past President (Ongoing); Receives assistance with travel expenses to conferences; CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	
Teresa Anthony	Teresa Anthony, Ph.D., candidate in Public Health at the University of South Florida (USF), aims to improve healthcare access for individuals with disabilities. Formerly USF CSD Clinic Director, she serves on the SLP Academy strategic planning committee of the National Academies of Practice, ASHA's SIG 08 Public Health Audiology steering committee, and CAA's nominating committee. An alumnus of ASHA's LDP and CAPCSD's Leadership Academy, Teresa works for a health insurer.	tianthony@usf.edu	Extending Beyond Health Literacy: Enhancing Public Health Concepts in CSD Curriculum Integrating Social Determinants of Health into CSD Curricula and Clinical Training	University of South Florida: Employee (Ongoing); CAPCSD: Invited Speaker: Received complimentary conference registration (One-time)	University of South Florida: PhD candidate in Public Health (Ongoing); ASHA: Steering Committee: Member (Ongoing); Receives no compensation
Teresa Roberts	Teresa Roberts, Ed.D., SLP (she, her) works as a Clinical Professor in Speech and Hearing Sciences at Portland State University in Portland, Oregon. Her areas of interest include language development and disorders, multiculturalism, and postsecondary pedagogy. She teaches undergraduate and graduate courses and provides clinical training with a focus on pediatric telepractice.	robertst@pdx.edu	Attracting Excellence: Strategies for Recruiting and Retaining Successful Students	Portland State University: Employee (Ongoing); CAPCSD: Pre-Conference Speaker: Received hotel accommodation, honorarium, and complimentary conference registration (One-time)	No non-financial relationships to disclose

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Todd Philbrick	Todd Philbrick, CAE, ICE-CCP is ASHA's Chief Certification Officer and Ex Officio to the CFCC. Todd has over 20 years of healthcare certification and regulation experience and is a past Chair of the Institute of Credentialing Excellence's Board of Directors.	tphilbrick@asha.org	Council for Clinical Certification (CFCC) & Council on Academic Accreditation (CAA) Update Part 1 Council for Clinical Certification (CFCC) & Council on Academic Accreditation (CAA) Update Part 2 Model Curriculum for 2 and 4-year SLPA Programs	American Speech Language Hearing Association: Employee (Ongoing)	Institute of Credentialing Excellence: Board Member (Ongoing): Receives no compensation
Tracy Toman	Tracy Toman M.S., CCC-SLP, is an ASHA-certified speech-language pathologist with West Virginia University. She has experience working in-person and via telepractice with West Virginia public schools for eight years. She is currently an assistant professor and active supervisor/service provider at WVU. Her areas of research lie in both phonological processes and language services for elementary-aged students.	ttoman@hsc.wvu.edu	Implementing Culturally Responsive Pedagogy in Communication Sciences and Disorders: Practical Approaches	West Virginia University: Employee (Ongoing)	West Virginia Speech Language and Hearing Association: Executive Board Member: Receives no compensation
Valerie Boyer	Valerie Boyer, Ph.D., CCC-SLP, is an associate professor at Southern Illinois University Carbondale and is supported by the Mark and Susan Ashley endowed professorship. Dr. Boyer, currently serves as the interim director for the School of Health Sciences at Southern Illinois University Carbondale.	valboyer@siu.edu	Study Abroad in Communication Disorders and Sciences: A Pedagogical Approach to Enhancing Learning Outcomes	Southern Illinois University Carbondale: Employee (Ongoing)	No non-financial relationships to disclose

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Vicki Haddix	Vicki L. Haddix, M.S., CCC-SLP, is a Clinical Associate Professor at the University of Memphis. She teaches the graduate level AAC course and supervises students in the university clinic. Her current research interests involve UDL in graduate school and clinical education. Vicki was a principal investigator on the Tennessee Talks grant that ended in 2023, which helped to build school districts' capacity to support students using AAC across Tennessee.	vhaddix@memphis.edu	Cultivating Inclusive Practices in CSD Clinical Education for Students with Disabilities	University of Memphis: Employee (Ongoing)	ASHA: Member (Ongoing): Receives no compensation
Wilson Knapp	Wilson Knapp, Business Development Manager, Exxat Inc. has worked with Allied Health Programs, specifically CSD programs, for 6 years. He has been consulting and providing tailored software solutions to streamline program management. With his background in OT and technology, he is able to understand pain points programs have and figure out creative solutions for reducing work.	wilson.knapp@exxat.com	Elevating CSD Management Through Unified Systems and A.I. [Exxat INC]	Exxat, Inc.: Employee (Ongoing)	No non-financial relationships to disclose
Yoseline Ramos	Yoseline Ramos, M.S., CCC-SLP, is a bilingual speech pathologist with 8 years of pediatric experience. She graduated from The University of Texas Pan-American with a bachelors in Communication Disorders (2014) and from The University of Texas Rio Grande Valley with her graduate degree in Communication Disorders (2016). Her interests include bilingualism, language disorders, and early intervention. She currently works as a part-time pediatric SLP in private and home health settings.	yoselineg@yahoo.com	Best Practices in Bilingual Clinical Supervision	Disclosure(s): No financial relationships to disclose	The Hispanic Caucus for ASHA: Board: Editor (Ongoing): Receives no compensation

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Yunfang Zheng	Yunfang Zheng, Sc.D., M.D., CCC-A, is a full professor and audiology division director in the Department of Communication Sciences and Disorders at Central Michigan University. She was a physician and received her Sc.D. in Audiology from Montclair State University in New Jersey. Her research interests include diagnostic audiology, amplification, cochlear implant, and aural rehabilitation with the goal of helping individuals with hearing difficulties achieve a better quality of life.	zheng4y@cmich.edu	CAPCSD AI (Artificial Intelligence) Task Force Update	Central Michigan University: Employee (Ongoing)	CAPCSD: AI Task Force: Member (Ongoing): Receives no compensation; CAPCSD: Online Professional Development Committee: Member (Ongoing): Receives no compensation
Zahava Friedman	Dr. Zahava Friedman is currently a full time Assistant Professor at Kean University's Occupational Therapy department. Zahava has worked as a pediatric occupational therapy clinician, in both public and private school-based settings and in Early Intervention settings, since 2007. Dr. Friedman's research interests include inter professional collaboration, synergies between occupational therapy and applied behavior analysis, serving young caregivers and families, and the creation of rigorous, engaging student learning experiences.	yarmuszcz@kean.edu	All Hands on Deck: Clinical Supervision in a Multidisciplinary Setting	Kean University: Employee (Ongoing)	No non-financial relationships to disclose

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Zeth Collom	Zeth Collom is an assistant professor and the interim department chair of WTAMU's Department of Speech & Hearing Sciences. He has presented at state and national conferences over objective structured clinical examinations (OSCEs) in clinical education and supervision for SLP programs. Dr. Collom's additional scholarly work includes patient-reported outcome measures in voice and upper airway disorders. Dr. Collom's clinical experiences ranges from the public schools to acute care.	zcollom@wtamu.edu	Leveraging AI to Streamline ASHA Accreditation Reports: Enhancing CAA Compliance in Graduate SLP Programs	West Texas A&M University: Employee (Ongoing)	No non-financial relationships to disclose
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