

Name	Biography	Email	Presentation Title(s)	Financial Disclosure	Non-Financial Disclosure
Michelle Aldridge	Michelle Aldridge, Ph.D., CCC-SLP, serves as Program Head of the academic programs in Speech-Language Pathology at the University of Texas -Dallas. As a Professor of Instruction, Dr. Aldridge teaches undergraduate and graduate coursework in Autism Spectrum Disorders, Articulation Disorders, and Motor Speech Disorders. She also supervises graduate students in a group clinical intervention program for toddlers with severe communication delays.	michelle.aldridge@utdallas.edu	Innovative Graduate Program Designs to Meet Evolving Student Learning Needs	University of Texas - Dallas: Employee (Ongoing); CAPCSD: Invited speaker: received conference registration.	No non-financial relationships to disclose.
Radhika Aravamudhan	Dr. Aravamudhan serves as the Dean of Osborne College of Audiology at Salus 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.	raravamudhan@salus.edu	Diving into the CSDCAS Data: Benefits to Programs, Universities, and the Profession	Salus University: Employee (Ongoing)	ASHA: Board of Directors (Ongoing): receives no compensation; CAPCSD Admissions Committee member (Ongoing): receives no compensation.

Robert Augustine	Robert M. Augustine, Ph.D., CCC-SLP, is Senior Vice President of the Council of Graduate Schools, Washington DC, where he consults with universities on best practices in graduate education. He is Dean Emeritus of the Graduate School, Research, and International Students and Scholars at Eastern Illinois University, and served as Professor and Chair of the Department of Communication Disorders and Sciences and Visiting Scholar at Herzen State Pedagogical University of Russia.	raugustine@cgs.nche.edu	Landscape in Higher Education	Council of Graduate Schools: Employee (Ongoing); CAPCSD: Plenary moderator: Received conference registration, airfare, hotel accommodation, and an honorarium.	Board of Directors: ASHA (Ongoing): receives no compensation as a member of the board of directors.
Christa Babjack	Christa Babjack, M.A., CCC-SLP, is an assistant professor and clinical supervisor at West Virginia University (WVU). She helped create and implement the virtual supervision process for WVU's online master's program in speech-language pathology. She previously worked in Michigan and West Virginia schools which developed her passion for collaboration and school-based services. Her current work includes direct, virtual supervision and coordinating various virtual supervisors.	christa.babjack@hsc.wvu.edu	Poster: Online Supervision: Navigating and Adapting to New Waters	West Virginia University: Employee (Ongoing); A portion of salary is paid for by a grant.	No non-financial relationships to disclose.

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	Keeping Time: Running Meetings Effectively	The George Washington University: Employee (Ongoing); CAPCSD: Conference Planning Committee member (Ongoing): Received conference registration, airfare, and hotel accommodation.	CAPCSD: Clinic Director Academy Ad Hoc Committee member (Ongoing): Receives no compensation.
Kate Barlow	Dr. Kate Barlow is an associate professor at American International College and the CDC's Act Early Ambassador for Massachusetts. She was described as an "internationally renowned feeding expert" by Feeding Matters in 2021. She has presented her research on pediatric feeding for Feeding Matters, WFOT, AOTA and ASHA. For volunteer work, Kate founded OT ECHO®, an International Interprofessional Mentorship Program that provides mentorship to therapists in over 30 countries.	kate.barlow@aic.edu	International Clinic Improves Perceptions of Cultural Humility and Interprofessional Education and Practice	American International College: Employee (Ongoing)	Therapy Abroad: volunteer clinical instructor (Ongoing)
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	Poster: Using Focus Group Feedback to Enhance Speech-Language Pathology Education	University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose.

Jill Bates	Jill P. Bates, M.S., CCC-SLP, is the Clinic Director of the Calvin University Speech Language Pathology Department in Grand Rapids, MI. She has served in this role for 28 years and helped to build a strong undergraduate program into a Masters level program 13 years ago. Her areas of interest include preparing graduate students to excel in clinical externships and in their vocation.	jill.bates@calvin.edu	Equipping Clinical Educators for Effective Teaching	Calvin University: Employee (Ongoing); CAPCSD: Invited Speaker: Received conference registration.	No non-financial relationships to disclose.
Robyn Becker	Robyn Becker, SLP.D, CCC-SLP, is an Assistant Professor in the Department of Communication Sciences/Disorders (CSD), Montclair State University, Montclair, New Jersey. With nearly 30 years of clinical experience as a licensed speech-language pathologist, she has worked across settings with children and adults. Her research interests encompass the impact of articulatory gestures on early literacy development, the scholarship of teaching/learning in CSD, and the cultivation of interprofessional and parent partnerships.	beckerr@montclair.edu	Poster: Myth Busting in Communication Sciences and Disorders: The Effects of Explicit Literacy Graduate Coursework	Montclair State University: Employee (Ongoing)	No non-financial relationships to disclose.
Nick Bellack	Nicholas A. Bellack, Client Relations Director, Professional Licensure and Certification, Educational Testing Service (ETS), is responsible for providing support for professional licensure and certification stakeholders around the country. Before joining ETS, Bellack held the assistant and director position for the Wyoming Professional Teaching Standards Board, was an early learning consultant for the State of Wyoming, and was an elementary school teacher. He holds a bachelors and masters degree in education.	nbellack@ets.org	ETS / Praxis: Diving into Data and Program Updates	Educational Testing Services: Employee (Ongoing)	No non-financial relationships to disclose.

Cara Boester	Cara Boester, M.A., CCC-SLP, is the Director of Clinical Experiences for Speech-Language Pathology in the CSD Department at Illinois State University. In addition to her administrative duties scheduling on-campus and externship placements, she provides speech, language, and aural rehab services to deaf/ hard of hearing clients across the age span.	clboest@ilstu.edu	Solution-Focused Dialogue: Clinical Placements	Illinois State University: Employee (Ongoing); CAPCSD: Invited speaker: Received conference registration.	CAPCSD: Nominations Committee member (Ongoing): Receives no compensation.
Ashley Bourque Meaux	Dr. Ashley Bourque Meaux, Ph.D., CCC-SLP, is an Associate Professor and Assistant Academic Program Director in the Master of Science in Speech-Language Pathology program at the University of St. Augustine for Health Sciences. Dr. Meaux has worked on teams to develop and refine SLPA, undergraduate, and graduate programs. Dr. Meaux's explores caregiver (i.e., guardian, teacher) interactions with children to support language-literacy development in the child's primary environment (e.g., home, classroom).	ameaux@usa.edu	Developing a Speech-Language Pathology Assistant (SLPA) Program	University of St. Augustine for Health Sciences: Employee (Ongoing); CAPCSD: Invited speaker: Received conference registration.	No non-financial relationships to disclose.

<p>Lisa Bowers</p>	<p>Lisa Bowers is an associate professor at the University of Arkansas in CSD. Her research focuses on language and literacy abilities of children from diverse populations, including children with hearing loss and dyslexia. She is a member of several interprofessional research teams that focus on communication access and best practices in Interprofessional Education and Practice in educational settings.</p> <p>Dr. Bowers is also Director of the Service Learning Initiative, a campuswide initiative formalizing and expanding service learning opportunities for students taught by faculty while enriching and extending the university's impact with community partners.</p>	<p>lbowers@uark.edu</p>	<p>Preparation for School-Based Collaborations: Designing and Evaluating Interprofessional Education Experiences</p>	<p>University of Arkansas: Employee (Ongoing); CAPCSD: IPE/IPP Committee member (Ongoing) &amp; speaker: Received conference registration.</p>	<p>No non-financial relationships to disclose.</p>
<p>Shanon Brantley</p>	<p>Shanon Brantley, Ph.D., CCC-SLP, is the Graduate Program Director for the Communication Disorders Department at Arkansas State University. She has 24 years of experience providing SLP services, clinical supervision, and education in the areas of Dysphagia, Voice Disorder, and Motor Speech Disorders. Her research has concentrated on empowering clients, care partners, and the healthcare system through health literacy and health literacy education.</p>	<p>sbrantley@astate.edu</p>	<p>Health Literacy: What Students Need to Learn to Support their Clients</p>	<p>Arkansas State University: Employee (Ongoing); CAPCSD: Invited speaker: Received conference registration.</p>	<p>No non-financial relationships to disclose.</p>

Joshua Breger	Joshua Breger, M.S., CCC-SLP, is a Clinical Assistant Professor in Arizona State University's College of Health Solutions, and Clinic Director for the ASU Speech & Hearing Clinic. His background is in acute care, and he has expertise in the areas of dysphagia, traumatic brain injury, and medically complex patients. Joshua teaches courses in dysphagia and fluency, and supervises graduate students working with adults with acquired neurological conditions.	joshua.breger@asu.edu	Equitable Access: Exploring the Realities Between Pro Bono and Insurance-Based Clinics;  Solution-Focused Dialogue: Evidence-Based (Telepractice)	Arizona State University: Employee (Ongoing); CAPCSD: Invited speaker: Received conference registration.	No non-financial relationships to disclose.
Christine Brennan	Christine Brennan is the current CAA SLP Program Director for the University of Colorado Boulder. Her research focuses on communication phenotypes of rare populations, including Smith-Magenis Syndrome (SMS), Sanfilippo Syndrome, and Autoimmune Encephalitis. She also co-leads an AAC outreach project for individuals with complex communication needs. Dr. Brennan teaches graduate and undergraduate courses in neuroanatomy, developmental language disorders, learning disabilities, and aphasia.	christine.brennan@colorado.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	University of Colorado Boulder: Employee (Ongoing)	Parents and Researchers Interested in Smith-Magenis Syndrome (PRISMS): Professional Advisory Board member: Receives no compensation.
Irene Brettman	Irene Brettman, SLP.D., CCC-SLP, is an inpatient and outpatient speech pathologist at the Brigham and Women's Faulkner Hospital in Boston. Her research investigates patient and clinician experiences using telepractice in stroke support groups. Her clinical interests include dysphagia, clinical mentorship, and culturally humble care. Irene is a capstone mentor in the SLPD program at the MGH Institute of Health Professions, where she is also a teaching fellow and term lecturer.	ibrettman@bwh.harvard.edu	Clinical Doctorate in Speech-Language Pathology: Professional Identities, Attitudes, and Outcomes	MGH Institute of Health Professions: Employee (Ongoing); Brigham and Women's Faulkner Hospital: Employee (Ongoing)	No non-financial relationships to disclose.

Danielle Brimo-Picanes	Danielle Brimo is an associate professor and graduate program 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.brimo@tcu.edu	Hearing Science. Speech Science. Where's Language Science?;  Poster: Camp Leaps: Using Community Outreach to Improve Student Clinician's Confidence and Preparedness	Texas Christian University: Employee (Ongoing)	
Kris Brock	Dr. Kris Brock, CCC-SLP, is an Associate Professor at Idaho State University. He is also the academic Director at Therapy Abroad, an organization that partners with various countries to build capacity in the areas of SLP, O.T., and P.T. while also developing undergraduate and graduate student's cultural humility and interprofessional practice skills.	Brockkris@isu.edu	International Clinic Improves Perceptions of Cultural Humility and Interprofessional Education and Practice	Idaho State University: Employee (Ongoing); Therapy Abroad: Ownership Interest (stocks, stock options, patent or other intellectual property or other ownership interest excluding diversified mutual funds) (Ongoing)	No non-financial relationships to disclose.
Alison Brown	Alison Brown, Ed.D., CCC-SLP, is an assistant professor in the Center for Communication Disorders at Murray State University. She earned a B.A. in English from Murray State University, M.S. in SLP from the University of Kentucky, and an Ed.D. from Murray State University. She has practiced and taught in many settings, including schools, acute care, and outpatient. Alison's clinical and research interests include dyslexia and DEI in communication disorders programs.	abrown70@murraystate.edu	Poster: Lessons Learned: Initiating and Leading a DEI Program in a University Setting	Murray State University: Employee (Ongoing)	Murray State University CDI Diversity Council: Faculty Advisor (Ongoing); Receives no compensation.
Erin Burns	Erin S. Burns, Au.D., CCC-A, leads clinical services in Audiology at Lamar University in Beaumont, TX. They also serve on the CAPCSD Admissions Resource Subcommittee. Their clinical, teaching, and research interests are evidence based practice in clinical audiology and graduate admissions.	esburns@lamar.edu	Optimizing Undergraduate Advising	Lamar University: Employee (Ongoing)	CAPCSD: Admissions Committee member (Ongoing); Receives no compensation.

Regina Bush	Regina Lemmon Bush, Ph.D., CCC-SLP, is the Dean of the SLP Program at West Coast University. She is a graduate of Columbia College with a Bachelor of Arts degree in SLP along with a MSP and Ph.D. in COMD at the University of South Carolina. Her professional experience spans over two decades in the role of clinician, educator, program director, Founding Dean, author, and state as well as national positions.	rbush@westcoastuniversity.edu	Poster: A Hands-On Approach to Competency-Based Education	West Coast University: Employee (Ongoing)	No non-financial relationships to disclose.
Lynne Cameron	Lynne Cameron, M.S., CCC-SLP, is an assistant professor at Eastern Illinois University in Charleston, Illinois. She currently teaches dysphagia, voice, professional regulations and issues, and introduction to medical speech-language pathology. Lynne has a background in the medical setting and has experience in acute care, inpatient rehabilitation, outpatient neuro and voice, and skilled nursing. She is passionate about preparing students to provide quality care to patients across medical settings and situations.	lncameron2@eiu.edu	Varied Summative Assessment and the Praxis: A 10-Year Retrospective Program Study	Eastern Illinois University: Employee (Ongoing)	No non-financial relationships to disclose.
Kate Campbell	Kate Campbell, FNP-C is the Chief Commercial Officer at TrueLearn. TrueLearn specializes in leveraging learning science to optimize student and program outcomes. Kate draws from over 20 years of experience leading teams across various healthcare industries. Her background in healthcare education is coupled with years of clinical practice as an RN and FNP. Kate has a deep-seated passion for healthcare education and helping translate principles into practice.	kcampbell@truelearn.com	Vendor: JAZZ UP Praxis Prep with TrueLearn	TrueLearn LLC: Employee (Ongoing)	No non-financial relationships to disclose.

Wyndi Capeci	Wyndi L. Capeci M.S., CCC-SLP, is a Clinical Assistant Professor at Jacksonville University. She has a passion for connecting students to community-based experiences. Her background is in early intervention and school-age services. She is currently the VP for Educational Services for FLASHA. Wyndi also holds a masters degree in special education and is completing her doctorate in counseling and traumatology.	wcapeci@ju.edu	Poster: Service Learning in the Caribbean: Universities Collaborate for Improved Continuity of Care	Jacksonville University: Employee (Ongoing)	Florida Association of Speech-Language Pathologists & Audiologists: Board of Directors (Ongoing): Receives no compensation; ASHA: State Education Advocacy Leader - Florida: Receives no compensation.
Matthew Capriotti	Matthew Capriotti is an Associate Professor of Psychology at San Jose State University and a Licensed Psychologist in the State of California.	matthew.capriotti@sjsu.edu	Poster: Bold and Beautiful: San Jose State University's Healthy Development Community Clinic (HDCC)	Appa Health: Equity as member of Clinical Advisory Board (Ongoing); San Jose State University: 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	Evidence-Based Strategies for Mental Health and Well-Being in Teaching and Learning	University of Scranton: Employee (Ongoing); CAPCSD: Plenary panelist: Received conference registration, airfare, hotel accommodation, and an honorarium.	No non-financial relationships to disclose.
Wendy Chase	Wendy Chase is the Director of Clinical Education/Assistant Professor at Rocky Mountain University of Health Professions. Ms. Chase earned her B.S. at Central Michigan University and her M.A. at Northwestern University. Her interests are in clinical methods, clinical education, and work with clients with alternative airways. She has more than 30 years of clinical experience treating clients from infancy through geriatrics and in multiple locations.	wendy.chase@rm.edu	Competency-Based Clinical Education: Two Educators Trying to Figure it Out	Rocky Mountain University of Health Professions: Employee (Ongoing)	CAPCSD: Clinical Education Committee member (Ongoing): Receives no compensation.

Steffany Chleboun	Steffany M Chleboun, Ph.D., CCC-SLP, is a Professor and Graduate Program Director at Southern Illinois University-Edwardsville. She has taught both graduate and undergraduate courses. Her research interests include working with individuals living with acquired brain injury and aphasia. She has worked in the hospital setting as a speech-language pathologist and has experience working with adults and children with a variety of acquired communication disorders.	schlebo@siue.edu	Diving into the CSDCAS Data: Benefits to Programs, Universities, and the Profession	Southern Illinois University - Edwardsville: Employee (Ongoing)	CAPCSD: Admissions Committee member (Ongoing): Receives no compensation.
Stephanie Christensen	<p>Dr. Christensen completed her doctoral degree at Arizona State University and has been a licensed and certified speech-language pathologist for over 20 years. She has worked in a variety of settings, including acute care, inpatient rehabilitation, outpatient, home health, and sub-acute care.</p> <p>Dr. Christensen has worked in academia for over 15 years with expertise in aphasia and neuroscience. In clinical practice, she enjoys assessing and treating adults with acquired neurogenic communication disorders and is particularly interested in helping individuals with aphasia maximize their quality of life.</p>	schris@midwestern.edu	Beyond Rapport: Promoting and Measuring the Therapeutic Alliance in Clinical Education	Midwestern University: Employee (Ongoing)	No non-financial relationships to disclose.

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 Vice President 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	"AuDiting" and Elevating: the Past, Present, and Future of Audiology Education;  Refining Undergraduate Education for Today's Students in Speech, Language, and Hearing Sciences	University of Texas - Dallas: Employee (Ongoing)	Accreditation Commission for Audiology Education: Board of Directors (Ongoing: Receives no compensation).
Emily Conkey	Emily Conkey, MA-SLP Graduate Student at University of Colorado, Boulder, is passionate about working with the adult population, particularly those with neurodegenerative diseases. She is currently an intern at Longs Peak Hospital in both the inpatient and outpatient settings. She ran her own successful preschool music teaching businesses for 13 years and loves mountain biking, skiing, backpacking, reading, singing, and spending time with her husband and 14 year-old son.	emily.conkey@colorado.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	No relevant financial relationship exists.	University of Colorado: Graduate Student (Ongoing): Receives no compensation.
Aeriana Culpitt	Dr. Aeriana Culpitt, SLPD, CCC-SLP, is the Director of Clinical Education in the newly formed speech therapy program at Viterbo University in Lacrosse, 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	Poster: Utilizing a Nursing Simulation Lab for Speech Therapy Students: A Transdisciplinary Perspective	Viterbo University: Employee (Ongoing)	No non-financial relationships to disclose.

<p>Lauren Ccyk</p>	<p>Lauren M. Ccyk, Ph.D., CCC-SLP, is an Associate Professor in Communication Disorders and Sciences at the University of Oregon. Her research focuses on early language development, disorders, and assessment and intervention for young Spanish-English speakers. She also studies (in)equity in early intervention and early childhood special education. Lauren speaks Spanish and has served as a speech-language pathologist in medical and education settings in the United States and Mexico.</p>	<p>lcycyk@uoregon.edu</p>	<p>Preparing Culturally-Responsive Clinicians: How to Create Case Studies Showcasing Least-Biased Practices</p>	<p>University of Oregon: Employee (Ongoing), US Department of Education Grant: Principal Investigator (Ongoing)</p>	<p>No non-financial relationships to disclose.</p>
<p>Mark DeRuiter</p>	<p>Mark DeRuiter, M.B.A., Ph.D., is Professor and Vice Chair for Academic Affairs in the department of Communication Science and Disorders at the University of Pittsburgh. He has held varied higher education CSD roles including clinic director, graduate program director, and associate department head. Mark has served on the CAPCSD Board, ASHA's Health Care Economics Committee, and the Founding Editorial Board of Teaching and Learning in Communication Sciences and Disorders.</p>	<p>mnd24@pitt.edu</p>	<p>Beating the Blues: Protecting and Advocating for Resources during Financial Uncertainty;  SoTL and Clinical Education 101: Understanding Your Role</p>	<p>Plural Publishing, Inc.: Royalties (Ongoing); Slack Inc: Royalties (Ongoing); University of Pittsburgh: Employee (Ongoing); CAPCSD: Invited speaker: Received conference registration.</p>	<p>ASHA: Board of Directors (Ongoing): Receives no compensation.</p>
<p>Amy Dickson</p>	<p>Amy Dickson joined the CALIPSO team in 2015 as Client Development Manager. Amy is a Speech-Language Pathologist who served as Assistant Director of Clinical Education for the Communication Sciences and Disorders Program at the Medical University of South Carolina where she coordinated placements and taught academic courses. Amy remains active in clinical practice and supervision in adult acute care.</p>	<p>amy@calipsoclient.com</p>	<p>Vendor: CALIPSO's Best Features for Tracking CAA and CFCC Standards</p>	<p>CALIPSO LLC: Employee (Ongoing)</p>	<p>No non-financial relationships to disclose.</p>

Ali Dietz	Ali Dietz, B.S., is the Simulation Coordinator for the Nursing Simulation Center at Viterbo University in Lacrosse, WI. With a background in information technology, mathematics, coding, and engineering, Ms. Dietz ensures that both low and high-fidelity simulations across various academic programs, including nursing, dietetics, and speech pathology, are successful and impactful.	amdietz@viterbo.edu	Poster: Utilizing a Nursing Simulation Lab for Speech Therapy Students: A Transdisciplinary Perspective	Viterbo University: Employee (Ongoing)	No non-financial relationships to disclose.
Jill Dolata	Dr. Jill Dolata is an Associate Professor in the School of Communication Sciences and Disorders at Pacific University in Forest Grove, Oregon. She holds an additional appointment as an Adjunct Associate Professor at Oregon Health & Science University in Portland. She is interested in autism, social communication, neurodivergence, and assessment. Her research is collaborative and multi-disciplinary.	dolata@pacificu.edu	Developing Students' Clinical Communication Skills Through a Dedicated Simulation Initiative	Pacific University: Employee (Ongoing); Oregon Health & Science University: Employee (Ongoing)	No non-financial relationships to disclose.
Carol Dudding	Carol Dudding, Ph.D., CCC-SLP, is Professor at James Madison University. She holds a degree in Instructional Technology. Carol's areas of research centers on the uses of technology for clinical education and instruction, including simulations, telesupervision and distance education. Carol is an ASHA Fellow, and Certified Healthcare Simulation Educator. She is serves on the ASHA Board of Directors and is a Past President of CAPCSD.	duddincc@jmu.edu	A Framework for Competency-Based Education	James Madison University: Employee (Ongoing)	ASHA: Board of Directors (Ongoing): Receives no compensation.

Laura Dumin	Dr. Laura Dumin obtained her Ph.D. in English from Oklahoma State University in 2010 and currently is a professor in English and Technical Writing at the University of Central Oklahoma. She has been exploring the impact of generative AI on writing classrooms and runs a Facebook learning community to allow instructors to learn from each other <a href="https://www.facebook.com/groups/632930835501841">https://www.facebook.com/groups/632930835501841</a>	ldumin@uco.edu	Empowering Teaching: Integrating AI in Education (0.4 CEUs)	University of Central Oklahoma: Employee (Ongoing); CAPCSD: Invited Pre-Conference Speaker: Received conference registration, hotel accommodation, and honorarium.	No non-financial relationships to disclose.
Lillian Durán	Lillian Durán has a Ph.D. in Educational Psychology from the University of Minnesota and is a Professor in the Department of Special Education and Clinical Sciences at the University of Oregon. She is involved in multiple efforts developing Spanish language and literacy assessments from preschool to 6th grade. Dr. Durán's also worked for 9 years as an early childhood special education teacher both in Prince George's County, Maryland and in southwestern Minnesota.	lduran@uoregon.edu	Preparing Culturally-Responsive Clinicians: How to Create Case Studies Showcasing Least-Biased Practices	University of Oregon: Employee (Ongoing)	No non-financial relationships to disclose.
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 on Academic Accreditation (CAA)	American Speech-Language-Hearing Association: Employee (Ongoing)	No non-financial relationships to disclose.

Kellie Ellis	Kellie Ellis, Ph.D., CCC-SLP, is a Professor and Department Chair at Eastern Kentucky University. She teaches coursework in child language and speech sound disorders. Kellie is a former Chair of the Kentucky Board of Speech-Language Pathology and Audiology, Kentucky Speech-Language-Hearing Association (KSHA) President, and Chair of ASHA's Governmental Relations/Public Policy Board. She currently serves as KSHA Governmental Relations/PAC Chair and is a Governor appointee on Kentucky's Council on Postsecondary Education.	kellie.ellis@eku.edu	Poster: Jazzing Up Language Therapy with Morphological Awareness Instruction: A Collaborative Research Project	Eastern Kentucky University: Employee (Ongoing)	Kentucky Speech-Language-Hearing Association: PAC Chair (Ongoing): Receives no compensation; Kentucky Council on Postsecondary Education: Governor appointee (Ongoing): Receives no compensation.
Jill Fahy	Jill Fahy, M.A, CCC-SLP, is director of STEP and professor in the Department of Communication Disorders & Sciences at Eastern Illinois University. Ms. Fahy is a nationally known speaker, co-author of two books, and author of several articles on the assessment and treatment of executive dysfunction. She teaches graduate courses in aphasia, right hemisphere dysfunction, EFs, cognition, and medical grand rounds, linking to her earlier years as a medical SLP.	jkfahy@eiu.edu	Varied Summative Assessment and the Praxis: A 10-Year Retrospective Program Study	Eastern Illinois University: Employee (Ongoing)	No non-financial relationships to disclose.
Danai Fannin	Danai Kasambira Fannin Ph.D., CCC-SLP, is an associate professor in the Department of CSD at North Carolina Central University. Dr. Fannin is the recent past co-chair of the CAPCSD DEI Committee and is a member of the CSDCAS Admissions Committee. Overall interests include determinants of access to autism services for children and families in underserved areas and strategies to diversify the communication disorders workforce through enhanced recruitment and retention efforts.	dfannin@ncsu.edu	Optimizing Undergraduate Advising	North Carolina Central University: Employee (Ongoing); CAPCSD: DEI Academy Co-Chair and Presenter: Received conference registration, hotel accommodation, and an honorarium.	CAPCSD: Admissions Committee member (Ongoing): Receives no compensation.

Kelly Farquharson	Dr. Kelly Farquharson, Ph.D., CCC-SLP, is an associate professor at Florida State University. She directs the Children's Literacy and Speech Sound (CLaSS) Lab, which has a mission to help children with speech and language impairments achieve classroom success. In a related line of work, she uses implementation science to help school-based SLPs and graduate student clinicians use evidence-based practices, particularly for children with speech sound disorders.	kelly.farquharson@cci.fs u.edu	Creating a Rhythm: Leveraging Social Media for Recruitment and Retention;  Maintaining Harmony - Handling Difficult Conversations with Students	Florida State University: Employee (Ongoing); CAPCSD: Invited Speaker: Received conference registration.	No non-financial relationships to disclose.
Lori-Ann Ferraro	Lori-Ann Ferraro, Ph. D., CCC-SLP, is currently a faculty member and the Director of Clinical Education at the Medical University of South Carolina. She began her career in a public school and then transitioned to practice in an outpatient rehabilitation center affiliated with a large academic medical center where she provided clinical services, coordinated outpatient speech-language pathology services, and supervised many graduate students, which ignited her passion for clinical education.	ferrarlo@musc.edu	Poster: Specifications Grading in Graduate Coursework: Benefits and Recommendations for Implementation;  The 2:1 Collaborative Learning Model's Pedagogical Influence on Acquiring Clinical Competencies	MUSC: Employee (Ongoing)	
Schea Fissel	Schea Fissel Brannick, Ph.D., CCC-SLP, is an Associate Professor at Northwestern University, where she directs the Translational Adapted Group (TAG) Lab, and the TAG Scholars Program. Her research uses a dynamical systems lens to examine how neurodiverse populations recruit attentional resources, best acquire reading skills, and engage in inclusive learning groups. The aim of her work is to build affirming communities with neurodivergent adults that supports their identity and self-determinism.	sfisse@midwestern.edu	Poster: Enhancing Autism Competencies Using Collaborative Clinical Education	Midwestern University: Employee (Ongoing); US Dept of Education - OSEP: Grantee (Ongoing)	No non-financial relationships to disclose.

Caitlin Fitzgerald	Caitlin Fitzgerald is the Director of Clinical Education at Pacific University in the School of Communication Sciences and Disorders. In addition to her background and passion for clinical education, she has experience in pediatric medical settings with a special focus on feeding and swallowing disorders.	caitlinf@pacificu.edu	Developing Students' Clinical Communication Skills Through a Dedicated Simulation Initiative	Pacific University: Employee (Ongoing)	No non-financial relationships to disclose.
Valarie Fleming	Valarie B. Fleming, Ph.D., CCC-SLP, Senior Associate Vice Chancellor for Academic and Faculty Affairs at the University of Tennessee Health Science Center, provides executive leadership for central campus administrative units supporting academic programs and faculty members. Dr. Fleming holds degrees in Speech-Language Pathology from the University of Central Arkansas and the University of Memphis, and a Ph.D. in Communication Sciences and Disorders from the University of Texas at Austin.	vflemin2@uthsc.edu	Academic Leadership in CSD: Shaping the Future of the Professions;  Jazz Up Your Courses with Culturally Responsive Teaching and Learning	University of Tennessee Health Science Center: Employee (Ongoing); CAPCSD: Invited speaker: Received conference registration.	ASHA: Academic Affairs Board: Receives no compensation; ASHA Texas Representative: Receives no compensation; ASHA Committee of Ambassadors: Member: Receives no compensation.
Tania S. Flink	Tania S. Flink, Ph.D., Professor of Physiology, Lake Erie College of Osteopathic Medicine, Bradenton, FL	tflink@lecom.edu	Poster: Relationship Between Vocal Fitness and Physical Fitness in Older Adults	Lake Erie College of Osteopathic Medicine: Employee (Ongoing)	No non-financial relationships to disclose.
Stephanie Fowler	Stephanie L. Fowler, Ph.D., Au.D., ABA-C, is Director of Au.D. Clinical Education at The University of Texas at Dallas. She earned her bachelor's degree at Wichita State University and her Au.D. and Ph.D. at The University of Texas at Dallas. She is interested in the scholarship of teaching and learning in the clinical environment, simulated educational opportunities, and expanding interprofessional education and practice to drive adaptability in graduates.	stephanie.fowler@utdallas.edu	"AuDiting" and Elevating: the Past, Present, and Future of Audiology Education	The University of Texas at Dallas: Employee (Ongoing)	American Academy of Audiology: Guidelines and Strategic Documents Subcommittee member (Ongoing): Receives no compensation.

Lana Fox	Lana Fox is co-founder & CEO of ClinicNote. Our goal is to always help you help your students, staff and patients.	lana@clinicnote.com	Vendor: Insurance Billing - Equipping Students with Business Basics	ClinicNote Inc: Employee (Ongoing), Ownership Interest (stocks, stock options, patent or other intellectual property or other ownership interest excluding diversified mutual funds) (Ongoing)	No non-financial relationships to disclose.
Tammy Fredrickson	Tammy Fredrickson, Ph.D., CCC-A, is Director of Clinical Audiology Education at the University of Colorado Boulder. Her primary interests include pediatric audiology and precepting students.	tammy.fredrickson@colorado.edu	Navigating AuD Clinical Rotations and Final Year Externships;  Solution-Focused Dialogue: Clinical Placements	University of Colorado Boulder: Employee (Ongoing); CAPCSD: Clinical Education Committee member (Ongoing) and speaker: Received conference registration.	CAPCSD: Clinic Director Academy Ad Hoc Committee member (Ongoing): Receives no compensation.
Jennifer Friberg	Dr. Jennifer Friberg is the Director of Scholarly Teaching, Cross Endowed Chair in the Scholarship of Teaching and Learning, and Professor of Communication Sciences & Disorders at Illinois State University. She's the founding Associate Editor for Teaching and Learning in Communication Sciences & Disorders and is the co-editor of the recently published volume, Going Public Reconsidered.	jfribe@ilstu.edu	Applying What We Know About Learning to Generative Artificial Intelligence in the Classroom;  Jazz Up Your Courses with Culturally Responsive Teaching and Learning;  SoTL and Clinical Education 101: Understanding Your Role	Illinois State University: Employee (Ongoing); Slack Inc, Plural Publishing, and Stylus: Royalties (Ongoing)	CAPCSD: SoTL Task Force member (Ongoing): Receives no compensation.
Melissa Fryer	Melissa Fryer MA, CCC-SLP, (she/her), is clinical faculty at Pacific University. Melissa supervises graduate student clinicians in the Pacific University Psychology and Comprehensive Health Clinics and teaches graduate Seminar courses. She coordinates a foundational interprofessional course in Pacific's College of Health Professions focused on equity, diversity and inclusion, and manages an online Clinical Supervisor training course for the School of Communication Sciences and Disorders.	fryer@pacificu.edu	Developing Students' Clinical Communication Skills Through a Dedicated Simulation Initiative	Pacific University: Employee (Ongoing)	No non-financial relationships to disclose.

Emily Gaines	Emily A. Gaines, Au.D., CCC-A, is a Clinical Assistant Professor in Audiology and Coordinator of Clinical Education for the Au.D. program at University of Florida. She teaches courses in amplification, audiologic counseling, diagnostics, and tinnitus. She received her Bachelors in CSD and Doctorate in Audiology at the University of Florida. Her professional interests include tinnitus, medical audiology, vestibular audiology, auditory processing disorder, and clinical teaching and supervision.	emily.gaines@p.php.ufl.edu	Poster: Student Perception of the Use of Feedback Fruits in Evaluating Peer and Self Performance	University of Florida: Employee (Ongoing)	No non-financial relationships to disclose.
Amanda Gallagher	Amanda Gallagher, M.A., CCC-SLP, is the ASHA Director of Clinical Certification Programs and an ASHA certified Speech-Language Pathologist with over 17 years of clinical experience including clinical care, supervision and mentorship. She serves as ex-officio to the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) Committee on Clinical Specialty Certification (CCSC).	agallagher@asha.org	Council for Clinical Certification (CFCC): ASHA Certification Update	American Speech-Language-Hearing Association (ASHA): Employee (Ongoing)	No non-financial relationships to disclose.
April Garrity	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.	agarrity@georgiasouthern.edu	Evidence-Based Strategies for Mental Health and Well-Being in Teaching and Learning	Georgia Southern University - Armstrong Campus: Employee (Ongoing); CAPCSD: Plenary panelist: Received conference registration, hotel accommodation, and an honorarium.	No non-financial relationships to disclose.

Jordan Gilbert	Jordan W. Gilbert, B.S.   Customer Support & Office Manager   CALIPSO, LLC	support@calipsoclient.com	Vendor: CALIPSO's Best Features for Tracking CAA and CFCC Standards	CALIPSO LLC: Employee (Ongoing)	No non-financial relationships to disclose.
Teresa Girolamo	Teresa Girolamo, Ph.D., is an Assistant Professor in the School of Speech, Language, and Hearing Sciences at San Diego State University. Her research addresses: 1) underlying mechanisms of linguistic and cognitive processing in autistic youth with language impairment; 2) how systemic factors (e.g., social drivers of health) plus individual differences in language skills influence outcomes in autistic youth. To pursue this work, Teresa uses community-based participatory methods.	tgirolamo@sdsu.edu	Championing Inclusivity in CSD Education: Strategies for Navigating DEIBJ No Matter What	San Diego State University: Employee (Ongoing); American Speech Language Hearing Foundation: Received a New Investigators Research Grant (Dec. 2022-Dec. 2023) (Ongoing); CAPCSD: DEI Committee member (Ongoing) and speaker: Received conference registration.	San Diego State University: School of Speech, Language, and Hearing Sciences Committee member: Receives no compensation.
Laura Glufling-Tham	Laura Glufling-Tham, M.S., CCC-SLP, is the Graduate Program Director for the distance education modality in the Department of Communication Sciences and Disorders at Emerson College. Ms. Glufling-Tham is a Speech-Language Pathologist with over 30 years of clinical education experience. Previously, she was the Director of Clinical Education for 5 years at Emerson College. Her areas of expertise are in the areas of clinical education, supervision, and adult neurogenics.	laura_glufling_tham@emerson.edu	Innovative Graduate Program Designs to Meet Evolving Student Learning Needs	Emerson College: Employee (Ongoing); CAPCSD: Invited Speaker: Received conference registration.	No non-financial relationships to disclose.

Kyomi Gregory-Martin	Dr. Kyomi Gregory-Martin is an Associate Professor in the Communication Sciences and Disorders program and the Co-Coordinator of Anti-Racist Education at Pace University. She received her Bachelor of Arts degree in Communication Sciences and Disorders with a minor in Black studies and Linguistics. She received her Master of Arts from University of Buffalo and her Ph.D. from Louisiana State University in Communication Sciences and Disorders.	kgregory@pace.edu	Policies and Procedures Matter: How to Build an Inclusive CSD Framework	Pace University: Employee (Ongoing); CAPCSD: Pre-conference Session Speaker: Received conference registration, hotel accommodation, and an honorarium.	ASHA: Multicultural Issues Board member: Receives no compensation.
Leslie Grubler	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.	Leslie.Grubler@lehman.cuny.edu	Championing Inclusivity in CSD Education: Strategies for Navigating DEIBJ No Matter What;  CSD Student Clinicians with Non-Apparent Disabilities: Research Findings of their Lived Educational Experiences;  Prioritizing Student Clinician Retention through Paid Clinical Experiences with Neurodivergent College Students	Lehman College CUNY: Employee (Ongoing)	CAPCSD: DEI Committee member: Receives no compensation.

Megan-Brette Hamilton	Megan-Brette Hamilton, Ph.D., CCC-SLP, Chief Staff Officer for Multicultural Affairs at ASHA, is an ASHA-certified SLP. She has published, presented, and trained on the topics of African American English, culturally responsive practices, and effective communication across a variety of audiences. She worked previously as an academic professor, researcher, and practicing clinician in K-12 schools. Megan-Brette is the former host/producer of the Honeybee Connection podcast by MB, and owner of www.meganbrettehamilton.com.	mhamilton@asha.org	Policies and Procedures Matter: How to Build an Inclusive CSD Framework	American Speech-Language-Hearing Association (ASHA): Employee (Ongoing); CAPCSD: Pre-conference session speaker: Received conference registration, hotel accommodation, and an honorarium.	Auburn University: Former assistant professor and researcher
Mollie Harding	Mollie Harding, Au.D., CCC-A, is a clinical associate professor in the College of Health Solutions at Arizona State University. Mollie serves as a clinical instructor in the on-campus clinic and teaches academic coursework in aural rehabilitation throughout the lifespan, counseling for communication disorders, pediatric audiology, and clinical preparedness for beginning graduate clinicians.	mollie.harding@asu.edu	Counseling in Communication Disorders: A Skill-Building and Self-Reflection Course for Graduate Students	Arizona State University: Employee (Ongoing)	No non-financial relationships to disclose.
Amanda Hardy	Amanda Hardy, B.A., is a graduate student clinician in the Speech-Language Pathology program at the University of Colorado Boulder. She is eagerly anticipating graduation in the spring of 2024 and is passionate about advocacy, building meaningful connections, and implementing creativity in her professional endeavors.	amanda.hardy@colorado.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	No relevant financial relationship exists.	University of Colorado: Graduate Student (Ongoing): Receives no compensation.

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 focus on physiological correlates of speech perception and production. She is responsible for a multi-million dollar budget, four on campus clinics, 50 faculty and staff, and 350 students. Ashley currently is Treasurer of CAPCSD.	aharkrid@uthsc.edu	Solution-Focused Dialogue: Budgeting	University of Tennessee Health Science Center: Employee (Ongoing); CAPCSD: Board of Directors and Invited speaker: Received conference registration, airfare, and hotel accommodation.	No non-financial relationships to disclose.
Kimmerly Harrell	Kimmerly Harrell, Ph.D., CCC-SLP, BCS-CL, is an Assistant Professor in the department of Communication Sciences and Disorders at Jacksonville University in Jacksonville, FL. She is a Board-Certified Specialist in Child Language and specializes in language and literacy. Her other clinical and research interests include reading comprehension and vocabulary acquisition in culturally and linguistically diverse adolescents, cultural competence and humility in graduate education, and school-based issues.	kharrel4@ju.edu	Cultivating Success: Effective Strategies for Mentoring Diverse Students;  Solution-Focused Dialogue: Supporting Faculty	Jacksonville University: Employee (Ongoing); CAPCSD: Conference Planning Committee member: Received conference registration, airfare, and hotel accommodation.	ASHA: Academic Affairs Board (Ongoing): Receives no compensation.
Jennifer Hatfield	Jennifer Hatfield Ed.D., CCC-SLP, is a clinical associate professor of speech language pathology in the Vera Z Dwyer College of Health Sciences at Indiana University South Bend. She also continues to work in her private practice. Additionally, Jennifer serves as a Peer and Master Reviewer for Quality Matters. Her current research focuses on student perceptions of online course design and online pedagogy.	jenmhatf@iu.edu	Poster: Innovative Approaches to Teaching Anatomy & Physiology in Undergraduate Online/Hybrid SLP Courses	Indiana University South Bend: Employee (Ongoing)	No non-financial relationships to disclose.

Laurel Hays	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.	laurel@calipsoclient.com	Vendor: CALIPSO's Best Features for Tracking CAA and CFCC Standards	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)	No non-financial relationships to disclose.
Kate Helms Tillery	Kate Helms Tillery, Ph.D., CCC-SLP, is a speech-language pathologist and clinical educator at Arizona State University. She completed her M.A. in Communication Disorders at the University of Minnesota and her Ph.D. in Speech and Hearing Science at Arizona State University. Her research and clinical interests include individualizing aural rehabilitation for cochlear implant users, providing speech, language, and literacy intervention for individuals with hearing loss, and preparing students for person-centered practice.	ahelms@asu.edu	Counseling in Communication Disorders: A Skill-Building and Self-Reflection Course for Graduate Students;  Poster: Evidence-Based Excellence: Teaching Students to Present Clinical Cases Using SBAR and PICO	Arizona State University: Employee (Ongoing)	No non-financial relationships to disclose.
Karen Hennington	Karen Hennington, M.S., CCC-SLP, is an Assistant Professor of Professional Practice at Texas Christian University where she supervises both undergraduate and graduate students while also teaching clinical labs and lecturing on the topics of Stuttering Disorders, Preschool Language and Literacy Disorders and Parent Training.	k.hennington@tcu.edu	Poster: Camp Leaps: Using Community Outreach to Improve Student Clinician's Confidence and Preparedness	Texas Christian University: Employee (Ongoing)	No non-financial relationships to disclose.

Terry Hopkins-Rossabi	Theresa Hopkins-Rossabi, an Assistant Professor at the Medical University of South Carolina (MUSC) has over 35 years of clinician experience primarily in the acute care setting, and is board-certified in swallowing. Her current research is focused on dysphagia and competency-based master-level education. Dr. Rossabi has helped develop the curriculum at the MUSC SLP medically focused master's program that emphasizes competency-based education and encourages critical problem-solving.	hopkinth@musc.edu	Poster: Specifications Grading in Graduate Coursework: Benefits and Recommendations for Implementation	Medical University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose.
Sabrina Horvath	Sabrina Horvath, Ph.D., CCC-SLP, is an Assistant Professor in the Division of Speech-Language Pathology at the Medical University of South Carolina. She received her Ph.D. from Boston University and completed a post-doc at Purdue University prior to starting at MUSC in 2021. Dr. Horvath's research is in the areas of preschool language development and disorder, with particular interest late talkers and word-learning.	horvaths@musc.edu	Poster: Specifications Grading in Graduate Coursework: Benefits and Recommendations for Implementation	Medical University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose.
Annette Hurley	Annette Hurley, Ph.D., CCC-A, is Department Head and Audiology and Speech-Language Pathology Program Director in the Department of Communication Disorders at LSUHSC. She is an associate professor and her duties at LSUHSC include administration, teaching, research and providing clinical services.	ahurle@lsuhsc.edu	Energizing the Next Generation: Engaging Students in Research	Louisiana State University: Employee (Ongoing): CAPCSD: Invited speaker: Received conference registration.	No non-financial relationships to disclose.

Almara Hutchinson	Almara Hutchinson, M.A., CCC-SLP, is an Assistant Professor and Coordinator of Clinical Training at West Virginia University. Ms. Hutchinson oversees the clinical curricula for the Division of Communication Sciences and Disorders and coordinates all activities related to clinical training. Ms. Hutchinson is currently working toward her PhD in Higher Education Administration. Her current research interests are centered around best practices in supervision and leadership.	almara.hutchinson@hsc.wvu.edu	Poster: Online Supervision: Navigating and Adapting to New Waters	West Virginia University: Employee (Ongoing)	No non-financial relationships to disclose.
Kelly Ingram	Kelly Ingram is a Clinical Professor for the Masters in Communication Disorders program at Arizona State University in Tempe, Arizona. Her research and clinical interests include neurologically based communication disorders, assessment and treatment of phonological problems and enhancing the supervisory process.	ingramk@asu.edu	Poster: Evidence-Based Excellence: Teaching Students to Present Clinical Cases Using SBAR and PICO	Arizona State University: Employee (Ongoing)	No non-financial relationships to disclose.
Clint Johnson	Clint Johnson, M.A., CCC-SLP, CHSE, is the Vice President of Simucase Education and trains faculty and students to use computer-based simulations successfully. Mr. Johnson has been an SLP for 29 years and has experience working in educational publishing, universities, home health, outpatient rehab, and in schools.	clint.johnson@simucase.com	Vendor: Utilizing Interactive Simulations and Videos to Prepare CSD Students to Enter the Workforce	Simucase: Employee (Ongoing)	No non-financial relationships to disclose.

Kia Johnson	Kia Noelle Johnson, Ph.D., CCC-SLP is the Associate Director of the Arthur Blank Center for Stuttering Education and Research through the University of Texas at Austin. She specializes in stuttering and is a growing leader in DEI. She served on the ASHA Board of Directors, was the National Advisor to NSSLHA, is the immediate Past-Chair of the NBASLH Board of Directors and a member of the ASHA Board of Ethics.	kia.johnson@austin.utexas.edu	Preparing Clinical and Academic Faculty for the Promotion and Tenure Journey	University of Texas at Austin: Employee (Ongoing); Arthur Blank Center for Stuttering Education and Research: Travel Support (Ongoing)	National Black Association for Speech-Language-Hearing: Board of Directors (Ongoing); Receives no compensation; ASHA: Board of Ethics (Ongoing); Receives no compensation; ASHA: Board of Directors (Past); National Student Speech Language Hearing Association: National Advisor (Past).
Danielle Jones	Danielle Jones is a doctoral student at the University of Oregon and a pediatric Speech-Language Pathologist specializing in child language disorders. She earned her master's in Communication Sciences and Disorders from Loma Linda University and primarily worked in public schools and outpatient clinical settings. Her doctoral research interests are in educational and therapeutic equity as it pertains to children from culturally and linguistically diverse backgrounds.	djones5@uoregon.edu	Preparing Culturally-Responsive Clinicians: How to Create Case Studies Showcasing Least-Biased Practices	University of Oregon: Employee (Ongoing); U.S. Department of Education: Grantee (Ongoing)	No non-financial relationships to disclose.
Diana Julbe-Delgado	Diana Julbe-Delgado is the Director of Residency and Associate Professor in the graduate Speech-Language Pathology program at the University of St. Augustine for Health Sciences. Dr. Delgado is passionate about teaching and mentoring future health care professionals through competency-based education in areas of interprofessional education and collaborative practice. Her area of specialty is adult neurocommunicative sciences with a research focus on healthy aging and early identification of cognitive decline.	diana.julbe1@gmail.com	Poster: Relationship Between Vocal Fitness and Physical Fitness in Older Adults	University of St. Augustine for Health Sciences: Employee (Ongoing)	No non-financial relationships to disclose.

McLoddy Kadyamusuma	McLoddy Kadyamusuma is a Department Chair & ASHA Program Director at Illinois State University. His research focuses on how brain damage affects the processing of Language in Neurologically Intact and impaired Individuals. His interests are in Multilingualism, Language Assessment and Aphasia. He is also interested in the processing Prosody in native and non-native speakers. McLoddy teaches Phonetics, Linguistics, Neurolinguistics, Multicultural Issues, Speech-Language Pathology, and Neurogenic Language Disorders courses.	mrkadya@ilstu.edu	Innovative Strategies for Recruiting Undergraduate Student;  Solution-Focused Dialogue: Supporting Faculty	Illinois State University: Employee (Ongoing); CAPCSD: Invited speaker: Received conference registration.	
Pui Fong Kan	Pui Fong Kan is an associate professor in the Department of Speech, Language, and Hearing Sciences of the University of Colorado Boulder. Her research examines language learning in typically developing children and bilingual children with language impairments.	puifong.kan@colorado.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	University of Colorado Boulder: Employee (Ongoing)	No non-financial relationships to disclose.
Laura Karcher	Laura Karcher, M.A., CCC-SLP, CBIS, is a Clinical Professor at Indiana University. She is a Certified Brain Injury Specialist and teaches coursework in clinical practice, professional issues, counseling, aphasia and adult & pediatric dysphagia; she serves as Speech-Language Clinic Director and clinical educator in the IU Speech-Language Clinic. Laura has also served on the CAPCSD IPE/IPP Committee since 2019 and is the current chairperson.	lkarcher@indiana.edu	Solution-Focused Dialogue: IPE/IPP	Indiana University: Employee (Ongoing); CAPCSD: IPE/IPP Committee member (Ongoing) & speaker: Received conference registration.	No non-financial relationships to disclose.

Shubha Kashinath	Shubha Kashinath is Professor, Speech Language and Hearing Sciences, Co-Director for the Center for Disability Justice Research, and Faculty Research Fellow at the Office of Research and Sponsored Programs 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@csu eastbay.edu	Solution-Focused Dialogue: IPE/IPP	California State University - Easy Bay: Employee (Ongoing); CAPCSD: Board of Directors (Ongoing) and Invited speaker: Received conference registration, airfare, and hotel accommodation.	CAPCSD: Monitoring Officer: Academic Affairs Committee and IPE/IPP Committee (Ongoing): Receives no compensation.
Beth Kelley	Beth Kelley, Ph.D., CCC-SLP, is an associate professor in the Department of Speech, Language and Hearing Sciences at the University of Missouri. Her research focuses on improving language outcomes for children in the preschool and early school years by identifying, developing, and evaluating effective approaches for language intervention in clinical and educational settings. She has a strong interest in implementation research and in researcher-practitioner partnerships.	kelleyes@health.missouri.edu	Powerful Partnerships: Including Clinical Experts in Research	University of Missouri: Employee (Ongoing); Brookes Publishing: Royalties (Ongoing); CAPCSD: Invited Speaker: Received conference registration.	Journal of Speech, Language and Hearing Research: Editorial Board (Ongoing): Receives no compensation.
Angela Kennedy	Angela Kennedy, SLP.D., CCC-SLP, is the Director of Clinical Education and an Assistant Professor in the Department of Communication Sciences and Disorders at the University of Texas Health Science Center in San Antonio, Texas. Her current areas of research interest include increasing access to rehabilitative services for pediatric patients with communication disorders in under-resourced areas and the implementation of interprofessional clinically based activities in graduate-level curriculums.	kennedyaj@uthscsa.edu	A Clinic Without Walls: Incorporating Social Determinants of Health into Clinical Training	University of Texas Health Science Center at San Antonio - San Antonio, TX: Employee (Ongoing); Plural Publishing, Inc.: Royalties (Ongoing)	No non-financial relationships to disclose.

Reem Khamis	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 member of the Speech, Language, Hearing Scientists Equity Action Collective and cofounder of the JCSCD journal.	Reem.khamis@liu.edu	Enhancing Curriculum Development via Outcome Assessment: Addressing Ableism and Racism in SLP	Long Island University - Brooklyn: Employee (Ongoing)	Adelphi University: Professor Emeritus (Ongoing); Journal of Critical Study of Communication and Disability: Co-founder (Ongoing); Speech, Language, Hearing Scientists Equity Action Collective: member (Ongoing).
Charlotte King	Charlotte King, SLP.D., CCC-SLP, is an Assistant Professor of Instruction at the University of South Florida. She completed her clinical doctorate in April 2022, completing her culminating capstone, "A Comparison of Sound Production Treatment and Metrical Pacing Therapy for Apraxia of Speech: A Single-Case Experimental Design." Her interest areas for research are treatment effectiveness for motor speech disorders, implementation science, and bridging clinical and research opportunities for students and clinicians.	cpurcell@usf.edu	Clinical Doctorate in Speech-Language Pathology: Professional Identities, Attitudes, and Outcomes	Rocky Mountain University of Health Professions: Employee (Ongoing); University of South Florida: Employee (Ongoing)	No non-financial relationships to disclose.

Holly Kleiber	Holly Kleiber, M.S., CCC-SLP, is a Clinical Assistant Professor and Co-director of Clinical SLP Education at the University of Colorado Boulder who specializes in the area of acquired adult neurogenic cognitive-linguistic disorders. She supervises students in the assessment and treatment of adults with swallowing, language, motor speech, and cognitive impairments. Before joining the faculty at CU Boulder, she worked with adults in the hospital setting for nearly a decade.	holly.kleiber@colorado.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	University of Colorado Boulder: Employee (Ongoing)	No non-financial relationships to disclose.
Carol Koch	Carol Koch, Ed.D., CCC-SLP, ASHA Fellow, Professor/Graduate Program Director - Samford University	ckoch2@samford.edu	Jazz Up Your Courses with Culturally Responsive Teaching and Learning;  Vendor: JAZZ UP Praxis Prep with TrueLearn	Samford University: Employee (Ongoing)	ASHA: Special Interest Group 10, Issues in Higher Education (Ongoing); Receives no compensation; American Board of Child Language and Language Disorders: Ad Hoc Committee member (Ongoing); Receives no compensation.
Stacey Korson	Dr. Stacey J. Korson is a District Instructional Specialist with Clark County Public Schools in Winchester, KY. She was previously an Associate Professor and Director of Professional Education Services at Eastern Kentucky University. Her expertise is in the use and selection of children's literature in classrooms, as well as students' responses to different formats of literature; role of pre-service teachers and teacher education in social movements.	Stacey.korson@clark.kys	Poster: Jazzed Up Collaboration: Helping Future SLPs and Teachers Reach New Heights Together	Clark County Public Schools: Employee (Ongoing); Eastern Kentucky University: Employee (Past)	No non-financial relationships to disclose.
Emily Laff	Emily Laff is currently finishing her Masters in Speech Language Pathology from University of Colorado, Boulder. She is passionate about leadership and advocacy in the field of speech language pathology as well as medical research.	emily.laff@colorado.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	No relevant financial relationship exists.	University of Colorado: Graduate Student (Ongoing); Receives no compensation.

Tricia Larkin	Patricia Larkin, M.S., CCC-SLP/L, is a licensed and certified speech-language pathologist and is a clinical educator and course instructor at Illinois State University. Patricia has worked in a variety of clinical settings across the lifespan in Central Illinois. She currently specializes in gender-affirming communication healthcare while also offering services to address needs associated with stuttering, aphasia, motor speech, executive functions, literacy, and autism.	pllarki1@ilstu.edu	Stronger Together: Approaches to Establishing Gender-Affirming Clinical Experiences. Voices of 3 Programs	Illinois State University: Employee (Ongoing)	No non-financial relationships to disclose.
Leanna Lawrence	Leanna Lawrence, M.H.S., CCC-SLP, is an associate clinical professor at the University of Missouri in the Department of Speech, Language and Hearing Sciences. She has served as the director of the MU Speech and Hearing Clinic since 2015 and has been a clinical supervisor at MU since 2006. She also teaches courses at the undergraduate and graduate levels and coordinates the outplacements for their program's graduate students.	lawrencelb@umsystem.edu	Addressing Workload Issues in Supervision: Promoting Equitable Practices in Graduate Programs;  Solution-Focused Dialogue: Supporting Students	University of Missouri: Employee (Ongoing); CAPCSD: Conference Planning Committee member (Ongoing) and Invited Speaker: Received conference registration, airfare, and hotel accommodation.	No non-financial relationships to disclose.
S. Lee-Holloway	S. Caprice Lee-Holloway is an Assistant Professor and Graduate Program Coordinator at Southeastern Louisiana University. Her research interests relate to child language and cultural and linguistic diversity.	shanna.lee@selu.edu	Considerations for Accessibility and Inclusion in CSD Education	Southeastern Louisiana University: Employee (Ongoing); CAPCSD: Invited speaker: Receives conference registration.	No non-financial relationships to disclose.

Alison Lemke	Alison Lemke, M.A., M.P.A., CCC-SLP, CBIS, is a Visiting Clinical Associate Professor at the University of Iowa, where she teaches courses in the area of adult acquired neurogenic communication disorders. She is past Director of SLP Clinical Education at the University of Colorado Boulder, past member of the ASHA Board of Directors, past President of the NCSB, and past President of the Iowa Speech Language Hearing Association.	alison-lemke@uiowa.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	University of Iowa: Employee (Ongoing)	University of Colorado - Boulder: Employee (Past); ASHA: Board of Directors (Past); National Council of State Boards of Examiners: Board of Directors (Past); Iowa Speech Language Hearing Association (Past).
Rita Lenhardt	Rita Lenhardt, D.H.Sc., CCC-SLP, Assistant Professor at Gannon University's MS-SLP program, specializes in traumatic brain injury research and project-based intervention for recovery. Dr. Lenhardt employs creative teaching methods, such as case-based escape rooms and service-learning trips, to offer hands-on learning experiences for her graduate students.	lenhardt001@gannon.edu	Poster: Service Learning in the Caribbean: Universities Collaborate for Improved Continuity of Care	Gannon University: Employee (Ongoing)	No non-financial relationships to disclose.
Jen Walentas Lewon	Jen Walentas Lewon, M.S., M.A., CCC-SLP, is a speech-language pathologist and Clinical Assistant Professor at the University of Colorado Boulder. She loves clinical education, voice, accents, technology and efficient systems.	jen.lewon@colorado.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	University of Colorado - Boulder: Employee (Ongoing)	No non-financial relationships to disclose.

Erica Ligon	Erica Ligon is an SLP and Certified Healthcare Simulation Educator (CHSE). In her role as Simucase Supervision Manager, she develops speech-language pathology simulations and works with faculty to coordinate/implement Simucase supervision experiences. Erica has practiced as a speech-language pathologist for over ten years and has experience diagnosing and treating a broad range of communication disorders across the lifespan. Erica completed her undergraduate and master's degrees at The University of Georgia.	erica.ligon@simucase.com	Vendor: Utilizing Interactive Simulations and Videos to Prepare CSD Students to Enter the Workforce	Simucase: Employee (Ongoing)	No non-financial relationships to disclose.
Evan Liu	Evan Liu, PT, DPT, OCS, SCS, FAAOMPT, is an Assistant Professor at Pacific University School of Physical Therapy and Athletic Training. He is board certified as an orthopedic and sports clinical specialist, and a Fellow of the American Academy of Orthopedic Manual Physical Therapists.	evan.liu@pacificu.edu	International Clinic Improves Perceptions of Cultural Humility and Interprofessional Education and Practice	Pacific University: Employee (Ongoing)	No non-financial relationships to disclose.
Mirza Lugo-Neris	Dr. Lugo-Neris is a bilingual SLP licensed in Puerto Rico and Texas with 15+ years of experience in working in various pediatric clinical settings. She is also an Assistant Professor at MGH Institute of Health Professions and mentors Clinical Doctorate SLPD student capstone projects. She researches effective assessment and intervention practices with Spanish-English bilinguals with DLD as well as the scholarship of teaching and learning in CSD.	mlugo-neris@mghihp.edu	Poster: The SLPD as a Vehicle for Change	MGH Institute of Health Professions: Employee (Ongoing)	No non-financial relationships to disclose.

Colin Macpherson	Mr. Colin Macpherson, M.A., CCC-SLP, is an Assistant Professor and former Director of Clinical Education at Midwestern University in Arizona. Mr. Macpherson has 45 years of experience as a speech-language pathologist and has been a Clinical Educator at four universities. Mr. Macpherson's current research interests address how student speech language pathologists develop clinical relationships and alliances as well as the development of a professional identity by student speech-language pathologists.	cmacph@midwestern.edu	Beyond Rapport: Promoting and Measuring the Therapeutic Alliance in Clinical Education	Midwestern University: Employee (Ongoing)	No non-financial relationships to disclose.
Cara Maffini	Cara Maffini is an Associate Professor in the Department of Child and Adolescent Development at San Jose State University (SJSU). Cara has expertise in counseling psychology, trauma-informed care, and culturally-responsive approaches to healing and healthy development. Along with her talented colleagues from Communicative Disorders and Sciences and Clinical Mental Health Counseling, she co-founded SJSU's Healthy Development Community Clinic (HDCC) and currently serves as the Director.	cara.maffini@sjsu.edu	Poster: Bold and Beautiful: San Jose State University's Healthy Development Community Clinic (HDCC)	San Jose State University: Employee (Ongoing)	No non-financial relationships to disclose.

Nidhi Mahendra	Nidhi Mahendra, Ph.D., CCC-SLP, F-ASHA, is a Professor in the department of Communicative Disorders and Sciences at San José State University (SJSU). She is a co-founder of the Healthy Development Community Clinic at SJSU. An active teacher-scholar, leader, and multilingual SLP, her areas of expertise are in adult neurogenic communication disorders (dementia and aphasia), community health and wellness, community-based interventions, and health equity.	nidhi.mahendra@sjsu.edu	Poster: Bold and Beautiful: San Jose State University's Healthy Development Community Clinic (HDCC)	San Jose State University: Employee (Ongoing); Chan-Hua Family: Gift (Terminated); El Camino Foundation and Healthcare District: Grant Funding (Ongoing); Santa Clara Family Health Plan: Grant Funding (Ongoing); Substance Abuse and Mental Health Services Administration (SAMHSA), Department of Health and Human Services: Grant Funding (Ongoing)	No non-financial relationships to disclose.
Megan Mahowald	Megan Mahowald, Ph.D., CCC-SLP, is an Interim Associate Dean and Director of College Operations at Minnesota State University, Mankato. She was formerly a Professor and Department Chair in the Communication Sciences & Disorders Program. Dr. Mahowald is responsible for implementing equity, inclusion and belonging initiatives across the College of Allied Health & Nursing.	megan.mahowald@mnsu.edu	Passion, Practice and Persistence: How to Reach New Heights in DEI Work	Minnesota State University Mankato: Employee (Ongoing)	No non-financial relationships to disclose.
Kerry Mandulak	Kerry Callahan Mandulak, Ph.D., CCC-SLP, is associate 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 methods 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 in Graduate Coursework and Clinical Education: Methodology and Implementation;  Developing Students' Clinical Communication Skills Through a Dedicated Simulation Initiative;  Solution-Focused Dialogue: Motivating your Team	Pacific University: Employee (Ongoing); CAPCSD: Admissions Summit Co-Chair (Ongoing): Receives conference registration, hotel accommodation, and an honorarium.	ASHA: Special Interest Group 10, Issues in Higher Education (Ongoing): Receives no compensation; Teaching and Learning in Communication Sciences & Disorders [Journal]: Assistant Editor (Ongoing)

Jessica Martin	Jessica L. Martin, Ph.D., CRC, is a clinical associate professor and director of the online counseling program at William & Mary. Dr. Martin is a certified rehabilitation counselor and has a clinical background in disability and clinical mental health counseling. Her research, activism and clinical work focuses on health disparities among marginalized populations, the impact of race/ethnicity in the counseling process and counselor identity development, preparation, and training.	jlmartin@wm.edu	Evidence-Based Strategies for Mental Health and Well-Being in Teaching and Learning	William & Mary: Employee (Ongoing); CAPCSD: Plenary moderator: Received conference registration, hotel accommodation, and an honorarium.	No non-financial relationships to disclose.
April Massey	April Massey, Ph.D., CCC-SLP, currently serves as the Interim Chief Academic Officer at the University of the District of Columbia (UDC). She served as Dean of the College of Arts and Sciences at UDC prior to this appointment. Dr. Massey has earned degrees from the Ohio State University, the University of Cincinnati, and Howard University. Her work focuses on career supports faculty and high impact learning for students.	amassey@udc.edu	Landscape in Higher Education	University of the District of Columbia: Employee (Ongoing); CAPCSD: Plenary panelist: Received conference registration, hotel accommodation, and an honorarium.	No non-financial relationships to disclose.
Sue McAllister	Professor Sue McAllister, Ph.D., FSPA, CPSP, is an expert speech pathologist, placement educator, project manager, researcher, and academic. Her work encompasses developing and translating evidence that supports the growth of professional expertise such as learning through work, assessment of performance, competency/outcomes and curriculum design. Her work has received several prestigious national awards in Australia and influenced placement assessment internationally through use of the COMPASS(R) assessment tool.	sue.mcallister@canberra.edu.au	A Framework for Competency-Based Education	University of Canberra: Employee (Ongoing); University of Sydney: Professor (Past) and Honorary Professor (Ongoing)	No non-financial relationships to disclose.

Kevin McNamara	Kevin M. McNamara, M.A., CCC-SLP, is Clinical Director Emeritus in the Department of Communication Disorders at Southern Connecticut State University. He has presented on the topic of clinical education, served as past chair of the CAPCSD Clinical Educator Resources Committee and currently serves as CAPCSD Vice President for Clinical Education. He was named an ASHA Fellow due, in part, to his work in advancing best practices in clinical education.	vpce@capcsd.org	Solution-Focused Dialogue: Supporting a Transition to Competency-Based Education	CAPCSD: Board of Directors (Ongoing): Received conference registration, airfare, and hotel accommodation.	Southern Connecticut State University: Professor Emeritus (Ongoing): Receives no compensation.
Lemmietta McNeilly	Lemmietta McNeilly, PhD, CCC-SLP, FASAE, CAE, ASHA Fellow, serves as ASHA's Chief Staff Officer for Speech-Language Pathology, responsible for SLP Practices, Government Affairs and Public Policy, Special Interest Groups, International Programs and the Enhanced Service Delivery Strategic Objective. She has international publications and presentations regarding the topics of innovative models of education, competency based education, working with SLPAs, advocacy and functional rehabilitation outcomes.	lmcneilly@asha.org	Political and Public Policy Trends that Impact CSD Programs, Faculty, and Students	American Speech Language Hearing Association: Employee (Ongoing)	No non-financial relationships to disclose.
Angela Medina	Angela M. Medina, Ph.D., CCC-SLP, is an Associate Professor in the Department of Communication Sciences and Disorders at Florida International University in Miami, Florida. Her areas of expertise are stuttering in the adult Hispanic/Latino-x population as well as student and client wellness. As Research Director of the CSD department's Mindfulness Research Lab, Dr. Medina is engaged in designing and exploring the efficacy of mindfulness programs for stutterers and SLP students.	medinaam@fiu.edu	Evidence-Based Strategies for Mental Health and Well-Being in Teaching and Learning	Florida International University: Employee (Ongoing); CAPCSD: Plenary speaker: Received conference registration, hotel accommodation, and an honorarium.	National Stuttering Association: Board of Directors: Receives no compensation.

Clarion Mendes	Clarion Mendes, M.A., CCC-SLP/L, is a speech-language pathologist (SLP) and clinical assistant professor at the University of Illinois. She is a specialist working on behalf of the trans and gender minority community. She is a member of the World Professional Association for Transgender Health (WPATH) and a certified member of OutCare Health. Clarion has given invited talks about providing culturally humble care to universities and organizations across the Midwest.	cmendes2@illinois.edu	Stronger Together: Approaches to Establishing Gender-Affirming Clinical Experiences. Voices of 3 Programs	University of Illinois: Employee (Ongoing)	World Professional Association of Transgender Health (WPATH): member (Ongoing): Receives no compensation; OutCare Health: Certified member (Ongoing): Receives no compensation.
Jennifer Meyer	Jennifer Meyer, M.S., CCC-SLP, is the Director of Clinical Education at the University of Oregon with a special interest clinical supervision efficiency and effectiveness. Jennifer's professional expertise include gender affirming communication services, and justice equity, diversity and inclusion work.	jmeyer7@uoregon.edu	Exploring New Technology: An Introduction to Utilizing Artificial Intelligence in Clinical Supervision	University of Oregon: Employee (Ongoing)	No non-financial relationships to disclose.
Christina Meyers	Dr. Meyers' areas of teaching and research expertise are child language development, disorders, and intervention. She directs the iTOYS Lab (Improving Treatment Outcomes for Young Speakers) to improve the efficacy and efficiency of intervention provided by speech-language pathologists, parent-implemented interventions, and screening procedures. Her research involves toddlers who are late to talk, children with developmental language disorder, bilingual children, and families of children who struggle with communication.	christina.meyers@colorado.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	University of Colorado - Boulder: Employee (Ongoing)	No non-financial relationships to disclose.

Juliana Miller	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.	MILLER39@mailbox.sc.edu	Poster: Using Focus Group Feedback to Enhance Speech-Language Pathology Education	University of South Carolina: Employee (Ongoing)	ASHA: Special Interest Group 10: Issues in Higher Education: Professional Development Manager (Ongoing): Receives no compensation
Mary Mitchell	Mary Mitchell, Ph.D., CCC-SLP, is an Assistant Professor in the School of Communication Sciences and Disorders at Pacific University. Her clinical background is in school-based services. Her clinical and research interests include collaboration, language/literacy, dynamic assessment, supervision, and professional learning.	mary.mitchell@pacificu.edu	Developing Students' Clinical Communication Skills Through a Dedicated Simulation Initiative	Pacific University: Employee (Ongoing)	No non-financial relationships to disclose.
Ranjini Mohan	Ranjini Mohan, Ph.D., CCC-SLP, is an Associate Professor in the Department of Communication Disorders at Texas State University in Round Rock, TX.	rmohan@txstate.edu	Poster: Diversity, Equity, and Inclusion Efforts Within the US Speech-Language Pathology Clinical Programs	Texas State University: Employee (Ongoing)	No non-financial relationships to disclose.

Bijoyaa Mohapatra	Dr. Bijoyaa Mohapatra is an Assistant Professor of Communication Sciences and Disorders and directs the Aphasia-Behavior-Communication (ABC) Research Lab at Louisiana State University. Her research interests include psychophysiological measurement of cognitive behavior, biofeedback training, and complementary-alternative practices in rehabilitation of adults with communication disorders following acquired brain injury. She has disseminated research findings through journal publications and conference presentations.	bmohap@lsu.edu	Poster: Diversity, Equity, and Inclusion Efforts Within the US Speech-Language Pathology Clinical Programs	Louisiana State University: Employee (Ongoing)	No non-financial relationships to disclose.
Tricia Montgomery	Tricia Montgomery, Ph.D., CCC-SLP, is a faculty member at Florida State University. She serves as the Director of Clinical Education and the Director of the FSU Speech & Hearing Clinic. She also serves as the VP for Professional Development for the Council for Academic Programs in Communication Sciences and Disorders.	tmontgomery@fsu.edu	Maintaining Harmony – Handling Difficult Conversations with Students	Florida State University: Employee (Ongoing); CAPCSD: Board of Directors (Ongoing) and Invited Speaker: Received conference registration, airfare, and hotel accommodation.	No non-financial relationships to disclose.
Laura Moody	Laura Moody is the Clinic Coordinator at the University of Nebraska Kearney (UNK). She has been a Lecturer and Clinical Educator at UNK for 9 years. Her interests are in the areas of supervision and training graduate students, including telepractice speech-language services.	moodyln@unk.edu	Poster: Outcomes & Insights: Jazzing Up Online Clinical Education with an On-Campus Experience	University of Nebraska Kearney: Employee (Ongoing)	No non-financial relationships to disclose.

Lisa Moran	Lisa Moran, SLP.D., CCC-SLP, is the Assistant Director of External Clinical Education with the Department of Communication Sciences and Disorders in the School of Health and Rehabilitation Sciences at MGH Institute of Health Professions (MGH IHP). In addition to her primary roles at the MGH IHP, she is the ASHA CE Administrator, Chair-Elect of the MGH IHP Faculty Senate, and leads the Acquired Disorders Curriculum Committee.	lmmoran@mghihp.edu	Poster: Which Would Win? Case-Discussion Versus Simulation for Patient-Centered Decision-Making in Dysphagia Management	MGH Institute of Health Professions: Employee (Ongoing)	MGH Institute of Health Professions Faculty Senate: Chair-Elect, ASHA Continuing Education Administrator, Acquired Disorders Curriculum Committee (Ongoing): Receives no compensation.
Nelson Moses	Nelson Moses, Ph.D., CCC-SLP, is Full Professor, founder, and former Chairperson of the Graduate Program in Speech-Language Pathology at LIU-Brooklyn. Dr. Moses has served as Director of the Bilingual Speech-Language Personnel Development Center and the Preschool English as a New Language Center at LIU-Brooklyn. Dr. Moses has published and presented on cognition, language, literacy and supervision. Dr. Moses is co-author with Harriet Klein of texts on Intervention Planning in SLP.	nelson.moses@liu.edu	Enhancing Curriculum Development via Outcome Assessment: Addressing Ableism and Racism in SLP	Long Island University - Brooklyn: Employee (Ongoing)	No non-financial relationships to disclose.
Nichole Mulvey	Nichole Mulvey, Ph.D., CCC-SLP, is a professor in the Department of Communication Disorders and Sciences at Eastern Illinois University. She is the graduate coordinator and teaches graduate courses in language disorders as well as the educationally based graduate capstone course. Her research interests include social communication and language development, language and narrative sampling, and school-based issues.	namulvey@eiu.edu	Varied Summative Assessment and the Praxis: A 10-Year Retrospective Program Study	Eastern Illinois University: Employee (Ongoing)	No non-financial relationships to disclose.

Crystal Murphree-Holden	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.	CMHOLDEN@mailbox.sc.edu	Poster: Using Focus Group Feedback to Enhance Speech-Language Pathology Education	University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose.
Amy Nebesniak	Amy Nebesniak, Ed.D., is a Professor of Mathematics Education at the University of Nebraska at Kearney, where she is also the Honors Program Associate Director and the Director of Loper Launch Enrichment Camps. Her interest include improving mathematics education and the impact of summer learning opportunities for students from low-income families.	nebesniaka2@unk.edu	Poster: Outcomes & Insights: Jazzing Up Online Clinical Education with an On-Campus Experience	University of Nebraska Kearney: Employee (Ongoing)	No non-financial relationships to disclose.
Christie Needham	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.	cneedham@bw.edu	Preparing Clinical and Academic Faculty for the Promotion and Tenure Journey;  Solution-Focused Dialogue: Supporting a Transition to Competency-Based Education	Baldwin Wallace University: Employee (Ongoing); CAPCSD: Board of Directors (Ongoing) and Invited Speaker: Received conference registration, airfare, and hotel accommodation.	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, but I also teach, conduct research, and serve the profession, university, and community. I focus on the speech-language pathologist's scope of practice in prevention, counseling, assessment, and treatment of cognitive and cognitive-communication impairments in mild cognitive impairment and dementia.	neilsstj@mailbox.sc.edu	Poster: Using Focus Group Feedback to Enhance Speech-Language Pathology Education	University of South Carolina: Employee (Ongoing)	Council on Academic Accreditation: Committee member (Ongoing): Receives no compensation.
Peggy Nelson	Peggy Nelson is Professor of Audiology in the Speech-Language-Hearing Sciences Department, and is Associate Dean for Social Sciences in the College of Liberal Arts at the University of Minnesota. She has been an active researcher with federal research funding from numerous agencies for her work on hearing loss and hearing devices. She also serves as a governor's appointee on the Minnesota Commission of the Deaf, DeafBlind & Hard of Hearing.	nelso477@umn.edu	Beating the Blues: Protecting and Advocating for Resources during Financial Uncertainty	University of Minnesota: Employee (Ongoing); CAPCSD: Invited Speaker: Received conference registration.	Minnesota Commission of the Deaf, DeafBlind & Hard of Hearing: Governor Appointee (Ongoing): Receives no compensation
Marjorie Nicholas	Marjorie Nicholas is Professor and Associate Chair of the CSD Department at MGH Institute of Health Professions in Boston. She has co-authored research articles and presented nationally on aphasia. At the Institute she founded the Aphasia Center based on the Life Participation Approach to Aphasia, and which operates as a student clinical training site.	Mlnicholas@mghihp.edu	Poster: The SLPD as a Vehicle for Change	MGH Institute of Health Professions: Employee (Ongoing)	No non-financial relationships to disclose.

Donald Nielsen	Nielsen has been Director, Audiology Clinic, and Translational Research at Northwestern University and Professor and Chair of Speech and Hearing Department Washington University, Saint Louis. Don has led various hearing research institutes. As Fuel Medical Group's Audiology University Advisor, he consults with several universities.	dnielsen@fuelmedical.com	Vendor: Healthcare's Transformation to Precision Medicine Requires Shifts in Audiology and AuD Education	Fuel Medical Group: Consulting Fees (Ongoing)	No non-financial relationships to disclose.
Katie Ondo	Katie is a Certified Healthcare Simulation Educator and the Managing Director for Simucase. She has been creating simulations for 15+ years and has been providing supervision services for the past 5 years. Katie also serves as a pediatric speech-language pathologist at Cincinnati Children's Hospital Medical Center, where she specializes in acute care. She is a graduate of Miami University in Oxford, OH.	katie.ondo@simucase.com	Vendor: Utilizing Interactive Simulations and Videos to Prepare CSD Students to Enter the Workforce	Simucase: Employee (Ongoing)	No non-financial relationships to disclose.
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	"AuDiting" and Elevating: the Past, Present, and Future of Audiology Education	Washington University: Employee (Ongoing)	No non-financial relationships to disclose.
Michelle Parish	Michelle Parish, SLP.D., CCC-SLP, Assistant Adjunct Professor and Clinical Supervisor for the Speech-Language Pathology program in the Department of Communication Sciences and Disorders at UT Health in San Antonio. She received her B.S. in Deaf Education from Texas Tech University, her M.S. from Texas Tech University Health Sciences Center, and her clinical doctorate in speech-language pathology from Northwestern University. Areas of research interest include AAC device abandonment and caregiver involvement.	parish@uthscsa.edu	A Clinic Without Walls: Incorporating Social Determinants of Health into Clinical Training	University of Texas Health Science Center at San Antonio - San Antonio, TX: Employee (Ongoing)	No non-financial relationships to disclose.

Melissa Passe	Melissa S. Passe, M.A., CCC-SLP, has served as the Director of Clinical Education in the Department of Communication Disorders at Truman State University for the past 32 years. She has supervised hundreds of students and places all students in their on site and externship locations. She has presented on various topics including all aspects of clinical supervision, ethics, having difficult conversations and the Praxis test prep for students.	passe@truman.edu	Equitable Access: Exploring the Realities Between Pro Bono and Insurance-Based Clinics;  Formative and Summative Assessments: Collaborating with Students to Assess the Assessments	Truman State University: Employee (Ongoing); CAPCSD: Invited Speaker: Received conference registration.	No non-financial relationships to disclose.
Christina Pelatti	Christina Yeager Pelatti, Ph.D., CCC-SLP, is an associate professor and director of the Division of Speech-Language Pathology at the Medical University of South Carolina. As a clinical SLP, Dr. Pelatti demonstrates teaching and research expertise in the areas of oral and written language in children, specifically Down syndrome and traumatic brain injury. She has extensive experience supervising/mentoring students, and she is an active, engaged leader.	pelatti@musc.edu	Poster: Specifications Grading in Graduate Coursework: Benefits and Recommendations for Implementation	Medical University of South Carolina: Employee (Ongoing); Towson university: Employee (Terminated, July 31, 2022)	South Carolina Speech-Language-Hearing Association: Board of Directors (Ongoing): No compensation received.
Bridget Perry	Bridget Perry, Ph.D., CCC-SLP, is an assistant professor in the Department of Communication Sciences and Disorders, and the program director of the Clinical Doctorate in Speech-Language Pathology (SLPD) program at MGH IHP. Dr. Perry directs the Swallowing & Communication Collaborative, a lab centered around optimizing the management of swallowing and speech impairments to improve the quality of life for adults with serious illnesses.	bjperry@mghihp.edu	Poster: The SLPD as a Vehicle for Change	MGH Institute of Health Professions: Employee (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 Graduate Program Director. She loves being a clinician and a researcher and tries to incorporate clinical issues/outcomes into her research.	dpitts1@loyola.edu	Generational Differences Revisited: How to Reach and Teach Generation Z	No relevant financial relationship exists.	
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 Graduate Program Director. She loves being a clinician and a researcher and tries to incorporate clinical issues/outcomes into her research.	dpitts1@loyola.edu	Solution-Focused Dialogue: Supporting Students	Loyola University: Employee (Ongoing); CAPCSD: Conference Planning Committee (Ongoing): Received conference registration, airfare, and hotel accommodation.	No non-financial relationships to disclose.
Ryan Pollard	Ryan Pollard, Ph.D., CCC-SLP, BCS-F, is an assistant clinical professor at the University of Colorado Boulder. He has taught graduate fluency disorders and counseling courses for over 12 years, and has published and presented in the areas of counseling, fluency disorders, health care equity, and disability studies.	ryan.pollard@colorado.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	University of Colorado - Boulder: Employee (Ongoing)	No non-financial relationships to disclose.

Patricia Prelock	Patricia Prelock, Ph.D., CCC-SLP, BCS-CL, FNAP-SLP, is Provost and Senior Vice-President, University of Vermont. Formerly, she was the Dean of the College of Nursing and Health Sciences at the University of Vermont for 10 years. She is also a Professor of Communication Sciences & Disorders, and Professor of Pediatrics in the College of Medicine at the University of Vermont. Dr. Prelock currently serves on the ASHFoundation Board.	patricia.prelock@uvm.edu	Landscape in Higher Education	University of Vermont: Employee (Ongoing); CAPCSD: Plenary speaker: Received conference registration, hotel accommodation, and honorarium.	ASHFoundation: Board of Directors (Ongoing): Receives no compensation.
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 the areas of cognitive aging and speech-in-noise processing. Her research aims to develop effective clinical interventions fostering successful communication across the lifespan. She currently serves on CAPCSD's Admissions Committee.	CEPrice@uams.edu	Diving into the CSDCAS Data: Benefits to Programs, Universities, and the Profession	University of Arkansas for Medical Sciences: Employee (Ongoing)	CAPCSD: Admissions Committee member (Ongoing): Receives no compensation.

Ileana Ratiu	Ileana Ratiu, Ph.D., CCC-SLP, is a Clinical Associate Professor and Program Director for the M.S. in Communication Disorders at Arizona State University where she teaches courses in aphasia and bilingual language acquisition. Her research examines differences in executive function, memory, language processing, and reading comprehension in monolingual and bilingual adults with acquired neurogenic disorders using both behavioral and physiological (i.e., eye tracking) measures.	ileana.ratiu@asu.edu	Poster: Evidence-Based Excellence: Teaching Students to Present Clinical Cases Using SBAR and PICO	Arizona State University: Employee (Ongoing)	CAPCSD: Conference Planning Committee: Abstract Reviewer: Received no compensation.
Nicole Reisfeld	Nicole Reisfeld, SLPD, CCC-SLP is an Instructor and graduate Program Coordinator at the University of Northern Colorado. Areas of interest include graduate admissions processes, Community Engaged Learning, and support and supervision of graduate clinical experiences.	nicole.reisfeld@unco.edu	Optimizing Undergraduate Advising	University of Northern Colorado: Employee (Ongoing); CAPCSD: Admissions Committee (Ongoing) and Selected Speaker: Received conference registration.	No non-financial relationships to disclose.
Victoria Reynolds	Victoria Reynolds, Ph.D., CCC-SLP, B.Sc. (Hons), LL.B., is an associate professor in the M.S. SLP Program in the College of Nursing and Health Sciences at Lewis University in Romeoville, IL. Victoria has extensive clinical, teaching, and supervision experience in both Australia and the United States. Her clinical and research areas of interest include voice (pediatric and occupational), cleft/craniofacial conditions, pediatric feeding and stuttering. Outside work, she enjoys hiking, cycling, and gardening.	mreynolds1@lewisu.edu	Stronger Together: Approaches to Establishing Gender-Affirming Clinical Experiences. Voices of 3 Programs	Lewis University: Employee (Ongoing)	No non-financial relationships to disclose.

Kelly Richardson	Kelly Richardson, Ph.D., CCC-SLP, is an Associate Professor in the Division of Speech-Language Pathology at the Medical University of South Carolina. Her research aims to assess the impact of speech and voice interventions on adults with neurodegenerative diseases. Specifically, she seeks to understand the physiologic and psychosocial impact of behavioral and prosthetic treatments on individuals with Parkinson's disease.	richkell@musc.edu	Poster: Specifications Grading in Graduate Coursework: Benefits and Recommendations for Implementation	Medical University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose.
Jean-Franco Rivera Perez	Jean-Franco Rivera-Pérez, Ph.D., is an Associate Professor of Communication Sciences and Disorders at Texas Christian University. His academic interest and areas of expertise include the use of technology to promote vocabulary in bilingual (Spanish/English) preschool children with and without language disorder. Other areas of expertise include bilingual development, biliteracy, vocabulary intervention/instruction, assessment and treatment of bilingual (Spanish/English) preschool children, and social justice.	j.riveraperez@tcu.edu	Championing Inclusivity in CSD Education: Strategies for Navigating DEIBJ No Matter What	Texas Christian University: Employee (Ongoing)	CAPCSD: DEI Committee member (Ongoing): Receives no compensation.

Jade Robinson	Jade Robinson, Ph.D., CCC-SLP, is an Associate Professor in Communication Sciences & Disorders (CSD) at Eastern Kentucky University. Jade serves as CSD Program Coordinator and CSD Coordinator for the Autism Certificate Program. Her clinical research interests include language and emergent literacy development, early intervention, and caregiver-implemented strategies that facilitate language development. She teaches a variety of courses, including language development, language assessment, diagnostics, school-based services, and augmentative & alternative communication.	jade.robinson@eku.edu	Poster: Jazzed Up Collaboration: Helping Future SLPs and Teachers Reach New Heights Together	Eastern Kentucky University: Employee (Ongoing)	No non-financial relationships to disclose.
Jane Roitsch	Dr. Jane Roitsch, CCC-SLP, MBA, is an Assistant Professor at the University of Nebraska - Kearney whose research involves cognition, neurology, language and swallowing disorders. Her focus is on preparing healthcare professionals for work in their fields.	roitschj2@unk.edu	Poster: Outcomes & Insights: Jazzing Up Online Clinical Education with an On-Campus Experience	University of Nebraska Kearney: Employee (Ongoing)	No non-financial relationships to disclose.
Amy Rominger	Amy Rominger is a Clinical Associate Professor at Ithaca College in Ithaca, NY. She teaches undergraduate and graduate courses in the classroom and does clinical supervision and teaching in the on-campus hearing clinic. Her areas of interest include adult aural rehabilitation, hearing conservation, and the scholarship of teaching and learning in relation to CSD students. She is also currently serving in the Resources sub-committee of the CAPCSD Admissions Committee.	arominger@ithaca.edu	Optimizing Undergraduate Advising	Ithaca College: Employee (Ongoing)	CAPCSD: Admissions Committee member (Ongoing): Receives no compensation.

<p>Brianne Roos</p>	<p>Dr. Brianne Roos is an Assistant Professor and director of the undergraduate program in the Department of Speech-Language-Hearing Sciences at Loyola University Maryland. Formerly a medical speech-language pathologist, she has been teaching in higher education for over 15 years. With research focused on belonging, stress, and well-being for students and faculty, Brianne's publications, podcasts, and classroom practices connect theoretical and empirical support with application that centers the whole person.</p>	<p>bhiggins@loyola.edu</p>	<p>Mapping the Essentials: Crafting an Inclusive Undergraduate Major</p>	<p>Loyola University Maryland: Employee (Ongoing); CAPCSD: Invited Speaker: Receives conference registration</p>	<p>No non-financial relationships to disclose.</p>
<p>Hollea Ryan</p>	<p>Hollea Ryan, Ph.D. Au.D., CCC-A, currently serves as the University of Florida's Audiology Program Director and is a clinical associate professor. Previously, she worked at Samford University for six years. She earned her Au.D. and Ph.D. from Vanderbilt University. Her professional interests include pediatric audiology, cochlear implants, aural rehabilitation, attachment development, and scholarship of teaching and learning. Additionally, Dr. Ryan serves as the Coordinator for ASHA's SIG 6 Coordinating Committee.</p>	<p>hollea.ryan@php.ufl.edu</p>	<p>Poster: Student Perception of the Use of Feedback Fruits in Evaluating Peer and Self Performance</p>	<p>University of Florida: 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 &amp; retention. Currently, she is also pursuing a Ph.D. in education and leadership through Pacific University.</p>	<p>lgschaid@pacificu.edu</p>	<p>Optimizing Undergraduate Advising</p>	<p>Pacific University: Employee (Ongoing)</p>	<p>CAPCSD: Admissions Committee member (Ongoing): Receives no compensation.</p>

Megan Schliep	Megan Schliep, Ph.D., CCC-SLP, M.P.H., is an Assistant Professor in the Department of Communication Sciences & Disorders at MGH Institute of Health Professions in Boston, MA. She also holds a clinical appointment as a speech-language pathologist at Spaulding Rehabilitation Hospital in Boston, MA. Her research focuses on post-stroke aphasia and explores the implementation of standardized and interdisciplinary assessment practices across the care continuum, with a focus on learning health systems.	mschliep@mghihp.edu	Poster: The SLPD as a Vehicle for Change	MGH Institute of Health Professions: Employee (Ongoing)	No non-financial relationships to disclose.
Whitney Schneider-Cline	Whitney Schneider-Cline, Ph.D., CCC-SLP, is an associate professor in the Department of Communication Disorders at the University of Nebraska Kearney. Her teaching and research interests include childhood speech, language, and literacy disorders, and Scholarship of Teaching and Learning in Communication Sciences and Disorders (specifically, using technology to support graduate student clinician development and developing graduate students' professional writing skills).	schneiderwm@unk.edu	Poster: Outcomes & Insights: Jazzing Up Online Clinical Education with an On-Campus Experience	University of Nebraska Kearney: Employee (Ongoing)	No non-financial relationships to disclose.
Clare Melanie Schuele	C. Melanie Schuele, Ph.D., CCC SLP, Professor, Department of Hearing and Speech Sciences at Vanderbilt University School of Medicine. Her research focuses on complex syntax, phonological awareness, and early literacy acquisition. With Danielle Brimo, Ph.D., CCC-SLP, she is developing self-paced learning modules to build students' language science knowledge. In June 2024 she hosted the Teaching Language Science Symposium, an on-line conference.	melanie.schuele@vumc.org	Hearing Science. Speech Science. Where's Language Science?	ED, NIH: grant funding (Ongoing); Vanderbilt University School of Medicine: Employee (Ongoing)	No non-financial relationships to disclose.

Jennifer Schultz	Jennifer is the Speech-Language Pathology Assistant program director at Mitchell Technical College in Mitchell, SD and earned her degree in SLP from the University of Iowa. She worked in education settings for 12 years and in inpatient rehabilitation for 9 years. Jennifer has served on the ASHA SLP Advisory Council, as an ASHA Convention Topic Chair, and as president of the South Dakota Speech-Language-Hearing Association.	jennifer.schultz@mitchelltech.edu	Developing a Speech-Language Pathology Assistant (SLPA) Program	Mitchell Technical College: Employee (Ongoing); MedBridge: Royalties (Ongoing); Northern Speech Services: Royalties (Ongoing); CAPCSD: Invited Speaker: Received conference registration.	ASHA: Speech-Language Pathology Assistants Certification Program Workgroup: Volunteer in development of program: Received no compensation.
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	Poster: Using Focus Group Feedback to Enhance Speech-Language Pathology Education	University of South Carolina: Employee (Ongoing)	No non-financial relationships to disclose.
R. Danielle Scott	R. Danielle Scott, Ph.D., CCC-SLP, is an Assistant Professor at Minnesota State University Mankato in the Communication Sciences & Disorders Program, leading the efforts in Diversity, Equity and Inclusion (DEI), including leading the Diversity & Inclusion Fellows programming. Dani graduated from Spelman College with her B.A. in Psychology and Comparative Women's Studies, Indiana University with her M.A. in Speech-Language Pathology, and Grand Canyon University with her Ph.D. in general psychology.	roszina.scott@mnsu.edu	Alternative Grading in Graduate Coursework and Clinical Education: Methodology and Implementation;  Passion, Practice and Persistence: How to Reach New Heights in DEI Work	Minnesota State University Mankato: Employee (Ongoing); CAPCSD: Invited Speaker: Received conference registration.	No non-financial relationships to disclose.

Nicole Shears	Dr. Nicole Shears Ed.D., CCC-SLP, is an Assistant Professor for the online MSLP graduate program at West Coast University. She earned her Doctorate of Education in Educational Leadership from Liberty University. Dr. Shears has over 18 years of experience working across the lifespan as a speech-language pathologist. She has experience providing therapy services in schools, early childhood intervention, outpatient clinics, acute care, inpatient rehabilitation, nursing homes, home health, and teletherapy.	nshears@westcoastuniversity.edu	Poster: A Hands-On Approach to Competency-Based Education	West Coast University: Employee (Ongoing)	No non-financial relationships to disclose.
Lauren Siemers	Lauren Siemers received her Master of Speech-Language Pathology degree from Illinois State University. She currently serves as an academic and clinical instructor holding appointment as the Director of Clinical Services for the Welch-Schmidt Center for Communication Disorders at the University of Central Missouri. Lauren's research interests include interprofessional practice between educators and clinical providers, the scholarship of teaching and learning in communication disorders, speech sound disorders, and clinical writing instruction.	siemers@ucmo.edu	A Clinical Writing Lab Pilot Study: The Good, Bad, and the Ugly	University of Central Missouri: Employee (Ongoing)	Rocky Mountain University of Health Professions: Student (Ongoing): Receives no compensation.

Jennifer Simpson	<p>Jennifer M. Simpson, Au.D., Clinical Professor, has been a clinical faculty member in the Speech, Language, and Hearing Sciences department since April of 2002. She received her B.A. from Western Washington University in 1995, her M.A. in Audiology from the University of Colorado at Boulder in 1997, and her Doctor of Audiology (AuD) from the University of Florida in 2004. She currently serves as the Associate Head and a Provost Fellow for Clinical/Professional Faculty.</p> <p>Dr. Simpson provides clinical education for graduate students in the Doctor of Audiology (AuD) program, while she evaluates and treats patients of all ages. She is a First Steps Provider for the State of Indiana, specializing in infant and toddler hearing evaluations and intervention. Dr. Simpson is one of the few audiologists in the greater community who have the advanced skills to diagnose hearing loss at birth and provide appropriate intervention to those children and families. She holds her Indiana state license in Audiology, is an ASHA-certified audiologist, and is active in the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD).</p>	jsible@purdue.edu	PRESIDENT'S ADDRESS;  CAPCSD BUSINESS MEETING	Purdue University: Employee (Ongoing); CAPCSD: Board of Directors (Ongoing) and Invited Speaker: Received conference registration, airfare, and hotel accommodation.	No non-financial relationships to disclose.
Cara Singer	<p>Cara M. Singer, Ph.D., CCC-SLP, is an assistant professor in the Department of Communication Sciences and Disorders at Grand Valley State University. Her primary research interest relates to childhood stuttering, with a focus on improving prognostic assessments and social-emotional outcomes for children who stutter.</p>	singerca@gvsu.edu	Poster: Providing Stuttering-Focused Intervention and Treatment Experience: A Two-Part Simulated Patient Encounter	Grand Valley State University: Employee (Ongoing)	No non-financial relationships to disclose.

Renee Speight	Renee Speight, Ph.D., BCBA-D, is an Assistant Professor of Special Education at the University of Arkansas. Dr. Speight's research and teaching interests focus on supporting in-service and pre-service teachers in implementation of evidence-based practices to foster improved outcomes for adolescent learners at-risk for and with disabilities. Her research occurs in typical school-based settings where Speight investigates the impact of practices on student outcomes using single-case research methodology.	Rspeight@uark.edu	Preparation for School-Based Collaborations: Designing and Evaluating Interprofessional Education Experiences	University of Arkansas: Employee (Ongoing)	No non-financial relationships to disclose.
Alisha Springle	Alisha Springle, Ph.D., CCC-SLP, BCS-CL, is an Assistant Professor at Indiana University - South Bend. She is a Board Certified Specialist in Child Language Disorders; has taught and supervised SLP students for almost a decade with 24 years of experience as an SLP. Her research interests focus on treatment of comorbid developmental language disorders, childhood apraxia of speech, and the process of teaching and learning in communication sciences and disorders.	aspringl@iu.edu	Poster: Development & Dragons: Ascending to New Heights in Clinical Education	Indiana University South Bend: Employee (Ongoing)	American Board of Child Language and Language Disorders: Board of Directors (Ongoing): Receives no compensation.
Deepa Srikant	Dr. Deepa Srikant is an Assistant Professor in Communication Sciences and Disorders at Pacific University, Oregon. Holding a Doctorate in Speech-Language Pathology, Dr. Srikant has dedicated her career to studying and practicing communication sciences. With a profound interest in dementia, bilingualism, and cognitive communication, Dr. Srikant is actively engaged in research, teaching, and clinical work.	myso0208@pacificu.edu	Developing Students' Clinical Communication Skills Through a Dedicated Simulation Initiative	Pacific University: Employee (Ongoing)	No non-financial relationships to disclose.

Jennifer St. Clair	Jennifer St. Clair, Ph.D., CCC-SLP, is the Director of Clinical Education at Loma Linda University. She spent nine years in the public schools, private practice, and hospitals. In 2008 she became the director of clinical education and now specializes in clinical education of graduate students. In addition to clinical education, she teaches undergraduate and graduate courses in speech sound disorders.	jstclair@llu.edu	Factors Affecting the Clinical Educator's Productivity When Supervising a Student Clinician	Loma Linda University: Employee (Ongoing)	No non-financial relationships to disclose.
Denise Stats-Caldwell	Denise Stats-Caldwell, M.A., CCC-SLP, is a Clinical Associate Professor of Speech and Hearing Science at Arizona State University (ASU). She has been a practicing speech-language pathologist for over 20 years and a clinical educator at ASU beginning in 2005. In her role at ASU, she provides graduate-level academic and clinical instruction on a myriad of clinical topics, with an emphasis on pedagogical excellence.	denise.stats-caldwell@asu.edu	Poster: Evidence-Based Excellence: Teaching Students to Present Clinical Cases Using SBAR and PICO	Arizona State University: Employee (Ongoing)	No non-financial relationships to disclose.
Amanda Stead	Amanda Stead is a professor in the School of Communication Sciences and Disorders. She is also the coordinator of the school's simulation program and is credentialed as a Certified Healthcare Simulation Educator (CHSE). It is her personal goal to educate students and the community about the important role speech-language pathologists play in the care of patients with dementia and in end-of-life care.	amanda.stead@pacificu.edu	Notes of Expertise: Designing Clinical Simulations for Comprehensive CSD Training;  Developing Students' Clinical Communication Skills Through a Dedicated Simulation Initiative	Pacific University: Employee (Ongoing); CAPCSD: Pre-Conference Session Speaker: Received conference registration, hotel accommodation, and an honorarium.	Pacific University: Coordinator of Simulation Education (Ongoing)

Anu Subramanian	Anu Subramanian, Ph.D., CCC-SLP, is a clinical associate professor and director of clinical programs in SLP at the Department of Communication Sciences and Disorders at the University of Iowa. She supervises graduate students in stuttering and early childhood clinical placements. Her research interests are in clinical practice in early childhood, stuttering, and clinical education. Anu serves the CAPCSD Clinical Education Committee.	anu-subramanian@uiowa.edu	Competency-Based Clinical Education: Two Educators Trying to Figure it Out;  Jazz Up Your Courses with Culturally Responsive Teaching and Learning	The University of Iowa: Salary (Ongoing); CAPCSD: Clinical Education Committee (Ongoing), speaker: Received conference registration.	CAPCSD: Clinic Director Academy Ad Hoc Committee (Ongoing); Receives no compensation.
Casey Taliancich-Klinger	Casey Taliancich-Klinger is an associate professor in the Woolfolk School of Communication Sciences and Disorders in San Antonio, TX and a Project Director for Western Psychological Services. She teaches courses at the graduate level in the areas of language and, fluency, and bilingualism. Her research interests include training culturally responsive graduate students, language production in dual language speakers and developmental language disorders in bilingual children.	taliancichkl@uthscsa.edu	A Clinic Without Walls: Incorporating Social Determinants of Health into Clinical Training	University of Texas - Austin: Employee (Ongoing)	No non-financial relationships to disclose.
Jennifer Taylor	Jennifer P. Taylor is Director of Clinical Services 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. She serves as Past President for CAPCSD. Dr. Taylor volunteers at the local, state and national levels.	jptaylr2@memphis.edu	Solution-Focused Dialogue: Motivating your Team	University of Memphis: Employee (Ongoing); CAPCSD: Board of Directors (Ongoing) and Invited Speaker: Received conference registration, airfare, and hotel accommodation.	No non-financial relationships to disclose.

Stephanie Teale-Sanchez	<p>Stephanie Teale-Sanchez, CCC-SLP, has worked as a medical speech-language pathologist her entire career and has served medically complex infants in the NICU as well as geriatric patients in acute, subacute, home health, and outpatient settings.</p> <p>She has been certified in Lee Silverman Voice Training (LSVT), vital stimulation for dysphagia with children and adults, Neonatal Oral-Motor Assessment Scale (NOMAS) and Modified Barium Swallow Impairment Profile (MBSImP). Her specialties include working with neonate and adult patients with dysphagia, modified barium swallow studies, tracheostomy/ventilator needs, and traumatic brain injury.</p>	ssanch@midwestern.edu	Beyond Rapport: Promoting and Measuring the Therapeutic Alliance in Clinical Education	Midwestern University Clinics: Employee (Ongoing)	No non-financial relationships to disclose.
Laurel Teller	Laurel Teller is an assistant professor and clinical supervisor at Eastern Illinois University. Her professional interests are in the scholarship of teaching and learning and child language and literacy.	lteller@eiu.edu	Varied Summative Assessment and the Praxis: A 10-Year Retrospective Program Study	Eastern Illinois University: Employee (Ongoing)	No non-financial relationships to disclose.
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	Formative and Summative Assessments: Collaborating with Students to Assess the Assessments	Truman State University: Employee (Ongoing)	No non-financial relationships to disclose.

Rachel Theodore	Dr. Rachel M. Theodore is Associate Professor of Speech, Language, and Hearing Sciences at the University of Connecticut, where she directs the UConn Laboratory for Spoken Language Processing. She is also Faculty Affiliate of the Language and Cognition program in the Department of Psychological Sciences, the Cognitive Science Program, and the Connecticut Institute for the Brain and Cognitive Sciences.	rachel.theodore@uconn.edu	Diving into the CSDCAS Data: Benefits to Programs, Universities, and the Profession	University of Connecticut: Employee (Ongoing); CAPCSD: Board of Directors (Ongoing): Received conference registration, airfare, and hotel accommodation.	No non-financial relationships to disclose.
Rebecca Throneburg	Rebecca Throneburg, Ph.D., CCC-SLP, is a professor and department chairperson at Eastern Illinois University. She is also a site visitor for ASHA's Council on Academic Accreditation. She was a long-term member and frequent chair of the university's assessment committee, past graduate coordinator, and past department assessment coordinator.	rmthroneburg@eiu.edu	Varied Summative Assessment and the Praxis: A 10-Year Retrospective Program Study	Eastern Illinois University: Employee (Ongoing)	No non-financial relationships to disclose.
Jordan Tinsley	Jordan Tinsley, M.S., CCC-SLP, (she/her), is a clinical assistant professor in Pacific University's School of Communication Sciences and Disorders. She teaches undergraduate and graduate courses, and coordinates clinical placements. Her clinical interests include voice disorders and gender-affirming care. Research focuses include: Scholarship of Teaching and Learning (SoTL) and simulation.	jtinsley@pacificu.edu	Developing Students' Clinical Communication Skills Through a Dedicated Simulation Initiative	Pacific University: Employee (Ongoing)	No non-financial relationships to disclose.

Emily Touchstone	Emily Touchstone, Ph.D., CCC-SLP, interacts with graduate and undergraduate speech-language pathology students at The University of Texas at Dallas where she is a Professor of Instruction and serves as the Assistant Dean of Undergraduate Studies. She teaches a wide range of courses and works with other SLH faculty members to strengthen the undergraduate speech, language, and hearing curriculum.	etouchstone@utdallas.edu	Refining Undergraduate Education for Today's Students in Speech, Language, and Hearing Sciences	University of Texas - Dallas: Employee (Ongoing)	No non-financial relationships to disclose.
Greg Turner	Greg Turner, Ph.D., CCC-SLP, currently holds an appointment as Program Director for the Communication Disorders Program at the University of Central Missouri. Dr. Turner teaches both undergraduate and graduate courses, and provides clinical supervision. He teaches the clinical methods course at the undergraduate level, along with the undergraduate mentee/mentoring experience. He has presented and published on numerous topics, with current interests focusing on developing methods to improve clinical writing skills.	turner@ucmo.edu	A Clinical Writing Lab Pilot Study: The Good, Bad, and the Ugly	University of Central Missouri: Employee (Ongoing)	No non-financial relationships to disclose.

Cara Tyson	Dr. Cara E. Tyson is a certified speech-language pathologist, educator, and researcher with experience in the treatment of child speech and language disorders. Her expertise includes assessment and intervention for children on the autism spectrum, with extensive experience with both behavioral-based and naturalistic-based approaches. Dr. Tyson holds a faculty position in speech-language pathology and teaches courses on early intervention, diagnostics, motor speech disorders, and autism spectrum disorder.	cara.tyson@selu.edu	Considerations for Accessibility and Inclusion in CSD Education	Southeastern Louisiana University: Employee (Ongoing); CAPCSD: Invited speaker: Receives conference registration.	No non-financial relationships to disclose.
Christy Ubieta	Christy Ubieta is a graduate student in the Speech-Language Pathology program at the University of Colorado Boulder. She is the creator, editor, and host of the Speaking it Real podcast, and she has a B.A. from Florida State University in English.	christina.ubieta@colorado.edu	University of Colorado's Portfolio-Based Comprehensive Exam: Components, Procedures, and Faculty/Student Outcomes	No relevant financial relationship exists.	University of Colorado - Boulder: Student (Ongoing): Receives no compensation.
Heidi Verticchio	Heidi Verticchio, Ed.D., CCC-SLP, is the Clinic Director and Director of Advisement in the Department of Communication Sciences and Disorders at Illinois State University. Heidi's primary responsibilities include managing the business operations of the on-campus Eckelmann-Taylor Speech and Hearing Clinic. Additionally, Heidi is the academic advisor for graduate students in the Master's in Speech-Language Pathology and the Clinical Doctorate in Audiology programs.	hrfritz@ilstu.edu	Diving into the CSDCAS Data: Benefits to Programs, Universities, and the Profession;  Solution-Focused Dialogue: Budgeting	Illinois State University: Employee (Ongoing); CAPCSD: Conference Planning Committee, Admissions Committee (Ongoing) and Invited Speaker: Received conference registration, airfare, and hotel accommodation.	No non-financial relationships to disclose.

Albert Villanueva-Reyes	Dr. Albert Villanueva-Reyes, Ed.D., CCC-SLP, is the Program Director for the Speech-Language Pathology Program, as well as a Professor at Gannon University, at Ruskin, Florida. Dr. Villanueva-Reyes holds a B.A. in Secondary Education, an M.S. in Speech-Language Pathology, and an Ed.D. in Linguistics from the University of Puerto Rico. Dr. Villanueva-Reyes also holds postdoctoral studies in Clinical Research, and an M.A. in Bible Studies from Grace School of Theology.	villanue001@gannon.edu	Poster: Relationship Between Vocal Fitness and Physical Fitness in Older Adults	Gannon University: Employee (Ongoing)	No non-financial relationships to disclose.
Colleen Visconti	Colleen F. Visconti, Ph.D., CCC-SLP, is Professor/Program Director of Speech-Language Pathology at Baldwin Wallace University. She is the Editor and co-founder of Teaching and Learning in Communication Sciences & Disorders; co-author of Evidence-Based Education in the Classroom: Examples from Clinical Disciplines; and Scholarship of Teaching and Learning in Speech-Language Pathology and Audiology: Evidence-Based Education. Her research focuses on service-oriented study abroad, peer review and peer mentoring, and evidence-based educational practices.	cviscont@bw.edu	SoTL and Clinical Education 101: Understanding Your Role	Baldwin Wallace University: Employee (Ongoing); Slack Inc and Plural Publishing: Royalties (Ongoing)	Teaching and Learning in Communication Sciences & Disorders [Journal]: Co-founder and Editor (Ongoing); "Scholarship of Teaching and Learning in Communication Sciences & Disorders: Past, Present, and Future": co-author
Patrick Walden	Patrick R. Walden, Ph.D., CCC-SLP, is an Associate Professor, Chair, and SLP Program Director in the Department of Speech-Language Pathology at Monmouth University in West Long Branch, NJ. He is a nationally certified Speech-Language Pathologist with research interests in disorders of voice and speech in adults, learning theory, and the Scholarship of Teaching and Learning (SoTL).	patrick@patrickwalden.com	Jazz it Up: Taking Adult Learning Principles to the Next Level;  SoTL and Clinical Education 101: Understanding Your Role	Monmouth University: Employee (Ongoing); CAPCSD: Invited Speaker: Received conference registration.	No non-financial relationships to disclose.

Bethany Walker	Bethany Walker is the Clinical Coordinator and Clinical Assistant Professor for Jacksonville University Palm Coast. Ms. Walker has served as a clinician in a variety of settings with experience in acute care, schools and early intervention. She has experience in administration, outpatient and inpatient rehabilitation. Bethany is active in the SLP community with a career focus in training and learning about multicultural issues and how to best serve these populations.	bwalker20@ju.edu	Poster: Service Learning in the Caribbean: Universities Collaborate for Improved Continuity of Care	Jacksonville University: Employee (Ongoing)	No non-financial relationships to disclose.
Kimberly Ward	Kimberly Ward, Au.D., CCC-A, is an Associate Professor and Audiologist at the University of Southern Mississippi. She recently served on ASHA's Healthcare Economics Committee (HCEC) and has previously chaired ASHA's Medicaid Committee. She is a past president of the Educational Audiology Association and of the Mississippi Speech-Language-Hearing Association. She continues to serve on leadership boards and committees for numerous state and international philanthropic and professional organizations.	kimberly.ward@usm.edu	Beignet, Done That: Strategies for a Successful Accreditation Site Visit	University of Souther Mississippi: Employee (Ongoing); CAPCSD: Invited Speaker: Received conference registration.	Council on Academic Accreditation: Site Visitor (Ongoing): Receives no compensation.
Ethan Wash	Ethan Wash is a clinical assistant professor who specializes in rehabilitation services for aphasia and motor speech and swallowing disorders associated with Parkinson disease. He currently supervises student clinicians providing SLP services in MWU's Speech-Language Institute and is serving as the program's Advanced Practicum Coordinator. Ethan's research interests include training and development of reflective practices in SLP graduate clinicians and clinical education experiences through community-based programs.	ewash@midwestern.edu	Beyond Rapport: Promoting and Measuring the Therapeutic Alliance in Clinical Education	Midwestern University: Employee (Ongoing)	No non-financial relationships to disclose.

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 Admissions Committee for the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC), and is a member of the Foundation Board for the Tennessee Association of Audiologists and Speech-Language Pathologists.	dhayes10@tnstate.edu	Optimizing Undergraduate Advising	Tennessee State University: Employee (Ongoing)	CAPCSD: Admissions Committee (Ongoing): Receives no compensation; Council for Clinical Certification in Audiology and Speech-Language Pathology: Board of Directors (Ongoing): Receives no compensation; Tennessee Association of Audiologists and Speech-Language Pathologists: Foundation Board (Ongoing): Receives no compensation.
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, and audiology education and precepting.	devon_weist@med.unc.edu	"AuDiting" and Elevating: the Past, Present, and Future of Audiology Education	University of North Carolina at Chapel Hill: Employee (Ongoing)	American Academy of Audiology Foundation: Board of Directors (Ongoing): Receives no compensation.
Kim Wilcox	Dr. Kim A. Wilcox serves as the ninth chancellor of UC Riverside, a national leader in social mobility and member of the prestigious AAU. Wilcox received his B.A. from Michigan State University and his M.A. and Ph.D. in speech and hearing science from Purdue University. He has directed teaching, research, and service projects funded by the National Science Foundation and the U.S. Department of Education.	kim.wilcox@ucr.edu	Landscape in Higher Education	University of California - Riverside: Employee (Ongoing); CAPCSD: Plenary panelist: Received conference registration, hotel accommodation, and an honorarium.	No non-financial relationships to disclose.

Erica Williams	Erica Williams, Ph.D., CCC-A, is a Clinical Professor in the College of Health Solutions at Arizona State University. She is currently the Program Director for the Doctor of Audiology Program and Co-Director of the Audiology Clinic. Dr. Williams teaches undergraduate and graduate academic coursework and is a clinical instructor in the on-campus clinic. She also co-leads an annual humanitarian trip to Guaymas, Mexico.	erica.williams@asu.edu	Addressing Workload Issues in Supervision: Promoting Equitable Practices in Graduate Programs;  Best Practices for Working with Interpreters in the Clinic and the Classroom;  Solution-Focused Dialogue: Evidence-Based (Tele)practice	Arizona State University: Employee (Ongoing); CAPCSD: Conference Planning Committee (Ongoing) and Invited speaker: Received conference registration, airfare, and hotel accommodation.	No non-financial relationships to disclose.
Sharita Williams-Crossen	Sharita Williams-Crossen, Ed.D., CCC-SLP, is the Director of Clinical Education of the Speech-Language Pathology Program. She is a native of Greensboro, NC, and has been practicing in Speech-Language Pathology for over 25 years. She enjoys maximizing the communication of individuals of all ages by working collaboratively with families and other community professionals. Her passion is preparing future clinicians to make a difference in the lives of individuals with communication needs.	swilliamscrossen@westcoastuniversity.edu	Poster: A Hands-On Approach to Competency-Based Education	West Coast University: Employee (Ongoing)	No non-financial relationships to disclose.
Shana Williamson	Shana Williamson, M.S., CCC-SLP, an Assistant Professor of Communication Sciences and Disorders and Clinical Education Director for the Speech-Language Pathology Program at the University of Arkansas for Medical Sciences, and a graduate of the University of Central Arkansas with her M.S. in Communication Sciences and Disorders. Current research focuses on the impact of reading group participation for persons with aphasia and the use of telepractice to serve persons with aphasia.	SFWilliamson@uams.edu	Utilizing Clinical Research to Advance the Professions of Speech-Language Pathology & Audiology	University of Arkansas for Medical Sciences: Employee (Ongoing)	No non-financial relationships to disclose.

Janina Wilmskoetter	Janina Wilmskoetter, Ph.D., CCC-SLP, is an assistant professor at the Medical University of South Carolina (USA). She works in acute medical care and neurological outpatient settings, teaches graduate students, and conducts NIH-funded research. Janina researches the neuroanatomical underpinnings of swallowing (dysphagia) and language (aphasia) disorders and their recovery after stroke. She seeks to develop evidence-based, innovative, individualized treatments for patients suffering from brain injury to maximize their potential for recovery.	wilmskoe@musc.edu	Poster: Specifications Grading in Graduate Coursework: Benefits and Recommendations for Implementation	Medical University of South Carolina: Employee (Ongoing)	Medical University of South Carolina: Employee (Ongoing)
George Wolford	George Wolford, Ph.D., CCC-SLP, is an assistant professor at Appalachian State University. His research focuses on how students and clinicians develop clinical expertise. He is developing a second line of research that seeks to understand the relationship between motor synchrony and autism.	wolfordgw@appstate.edu	Poster: Enhancing Autism Competencies Using Collaborative Clinical Education	Appalachian State University: Employee (Ongoing)	No non-financial relationships to disclose.
Laura Wolford	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.	lwolford@mghihp.edu	Poster: The SLPD as a Vehicle for Change	MGH Institute of Health Professions: Employee (Ongoing)	CAPCSD: DEI Committee (Ongoing): Receives no compensation.