

ACPA21 CONVENTION EDUCATION SESSION PROPOSAL WORKSHEET

For Career Snapshot, Career Focus, Convention Programs, Experiential Programs, and Pre-Convention Workshops ONLY

This worksheet serves as a guide to assist you in developing your proposal and is not an official proposal. You will need to [follow this link to submit your official Education Session Proposal](#) for consideration as a part of the ACPA21 curriculum.

The due date to submit an Education Session Proposal proposal is Friday, September 4, 2020.

Please refer back to [ACPA21 Curriculum webpage](#) for more information and if you have any questions about the ACPA21 Curriculum please contact conventionprograms@acpa.nche.edu.

Thank you for your interest in submitting an Educational Session proposal for the ACPA21 Annual Convention in Long Beach, California, USA 14-17 March, 2021. The ACPA21 Convention Team, ACPA Governing Board, Entity Leadership, and International Office are committed to a Convention centering attendees' experience, focusing on building community, dedicated to a strong curriculum, and embracing the future of [ACPA's Strategic Imperative for Racial Justice and Decolonization](#).

ACPA21 Guiding Framework

Real. We will engage in honest, difficult, and enlightening conversations about timely topics and critical issues affecting our work, including ACPA's Strategic Imperative for Racial Justice and Decolonization.

Revitalizing. We will offer opportunities for professionals to learn, connect, engage, and recommit ourselves to our work in higher education. We will welcome ACPA members from across the world to our largest membership state (California) and engage in contemporary issues on campus and in the region/state.

Refreshing. We will support the community and development ACPA provides professionals and we will celebrate and uplift our members and their contributions to the world.

The ACPA21 Convention Team invites educational session proposals that engage this framework as well as those that reflect our continuing work with the [ACPA's Strategic Imperative for Racial Justice and Decolonization](#). The Call for Programs includes the following session types:

Session Type	Session Time	Description
Career Snapshot	30 minutes	Abbreviated session presented in an open-space setting within Career Wellness Center focused on career development, wellness, and/or advancement.
Career Focus Session	60 minutes	Presentation or panel session focused on convention attendees' career development, wellness, and/or advancement.
Convention Program	60 minutes	Presentation or panel sessions on a specific topic.
Experiential Program	75 minutes	Presentation of a specific topic but includes an interactive skill-building or active learning opportunity for participants.

Pre-Convention Workshops	4 or 6 hours	Workshops taking place the Saturday afternoon and Sunday morning before Convention and provide an in-depth discussion on current and emerging topics that transform higher education.
Scholarship Sessions	30 or 60 minutes	Please review the separate Scholarship Sessions Worksheet for more information about scholarship sessions types including Research-in-Process, Multimodal, Methods Workshop, and Research & Practice Poster sessions.

ACPA members of color, trans members, women, members with differing disability and ability statuses, and members with other minoritized or silenced identities are encouraged to submit program proposals for the ACPA21 Convention.

The following sections are representative of information needed for Career Snapshot, Career Focus Sessions, Convention Programs, Experiential Programs, and Pre-Convention Workshops ONLY

Please note the fillable content areas below do not have a word limit and will not restrict the amount of words you use. You will need to monitor the word count.

For Scholarship Sessions: A different proposal and evaluation criteria is being used. For research papers and posters, please use the Scholarship Sessions Worksheet listed on the [Proposal Resources](#) to plan your session.

Presenter Information

Coordinating Presenter: On the online form you will be asked to select a Coordinating Presenter that will start the initial online proposal form.

If the Coordinating Presenter is an ACPA Member:

- You will need to search the Coordinating Presenter in the ACPA Member Database by either First Name, Last Name, or Email Address.

If the Coordinating Presenter is not in the ACPA Database:

- Select Search Again to create a new profile for the Coordinating Presenter.
- The Coordinating Presenter will be asked to provide profile information including First Name/Family Name, Last Name/Family Name, Title, College/University/Organization, Address, Phone, and Email Address.

NOTE: If you plan to have co-presenters you will have the opportunity to add their name and contact information on the final proposal submission page titled Proposal Review.

Presenter Experience (300-word-limit):

To aid the review process, describe each presenter's familiarity/experience with the topic.

Include pertinent information, but **DO NOT INCLUDE ANY NAMES OR OTHER CHARACTERISTICS THAT CLEARLY IDENTIFY THE PRESENTER(S)**. Here are two examples of how to craft the description without including identifying information:

- Presenter one is an academic advisor in a business school at a large public university. They engage in an intrusive advising model in their workspace and they have been presenting on the efficacy of this model for underrepresented students over the past four years.
- The presenter is a tenured faculty member at an urban research extensive university in the midwest. Their research focuses on the influence of family on first generation students of color in predominantly white institutions. They have published over 20 articles on the topic in various research journals.

If your session has multiple presenters, the ACPA21 Convention Team encourages you to include individuals with differing institutions, functional areas, or professional experiences. The ACPA21 Convention Team may connect individual session presenters with similar topics and ask for those proposals to be combined into one session.

Session Information

ACPA Equity and Inclusion Statement:

ACPA — College Student Educators International actively promotes and recognizes principles of fairness, equity, and social justice in relation to, and across, intersections of race, age, color, disability, faith, religion, ancestry, national origin, citizenship, sex, sexual orientation, social class, economic class, ethnicity, gender identity, gender expression, and all other identities represented among our diverse membership.

By appreciating the importance of inclusion, we acknowledge that the collective and individual talents, skills, and perspectives of members, constituent groups, and partners foster a culture of belonging, collaborative practice, innovation, and mutual respect. ACPA seeks to empower and engage professionals, scholars, and partners in action that productively contribute to accomplishing the goals of our association.

- I acknowledge my proposal meets the expectations reflected in the ACPA Equity and Inclusion Statement.

Inclusive Language:

As you develop your presentation, please ensure that your session utilizes inclusive language and that you are checking that any marginalizing language (e.g., ableist, ageist, gendered, racist, homophobic, classist, elitist) is removed.

You will be asked to certify that you have reviewed your proposal for inclusive language at the end of the proposal. Please note the ACPA21 Equity & Inclusion (E&I) team will also review the title and abstract for any language that may be problematic. If any such language is found, you will be contacted by the E&I or Program team.

Review [APA Guidelines on Bias Free Language](#).

Session Type:

Please select the type of educational session type for which you are submitting a proposal:

Session Type	Session Time	Description
Career Snapshot	30 minutes	Abbreviated session presented in an open-space setting within Career Central focused on career development, wellness, and/or advancement.
Career Focus Session	60 minutes	Presentation or panel session focused on convention attendees' career development, wellness, and/or advancement.
Convention Program	60 minutes	Presentation or panel sessions on a specific topic.
Experiential Program	75 minutes	Presentation of a specific topic but includes an interactive skill-building or active learning opportunity for participants.
Pre-Convention Workshops	4 or 6 hours	Workshops taking place the Saturday afternoon and Sunday morning before Convention and provide an in-depth discussion on current and emerging topics that transform higher education.
Scholarship Sessions	n/a	Please view the separate call for scholarship sessions for more information about scholarship sessions types including Research-in-Process, Multimodal, Methods Workshop, and Research & Practice Poster sessions.

Session Title (10-word limit):

Create a short yet impactful title that accurately reflects your topic and is also reflective of the goals set forth by ACPA21.

Promoting Equity and Inclusion Through Socially Just Assessment

Implementing Socially Just Assessment: Methods for Practice

Session Description (80-word limit):

This session description will be used in the ACPA App and will not be printed in the program book. The session description serves as context for attendees on your topic area and should provide a general summary and overview of your session. Attendees use the ACPA App to decide which sessions to attend at the Convention. Make sure the session description is consistent with your presentation.

This comprehensive session will provide an introduction to assessment that fosters equity and inclusion. The session will begin with an overview of culture and the impact culture has on assessment. The presenters will then present the research paradigms that inform current assessment process and cover the connection between philosophy and practice, focusing particularly on critical theory and poststructuralism. A continuum of socially just assessment will be presented and a discussion will be facilitated to identify practices that align with each component of the model. After the discussion of the model, will be introduction to the concept of individual and organizational readiness for equity and inclusion. This session is based on three webinars regarding socially just assessment that were implemented in the summer and fall of 2018 facilitated by CAS and Campus Labs.

Learning Outcomes and Goals (25-word limit for each):

Learning outcomes and goals should outline what participants gain will hopefully gain from your session. Each learning outcome should be specific and measurable. They should be relevant to the topic and achieved in the outline of the session. Please limit to 25 words Learning Outcome/Goal.

Evaluation Criteria: This section will be evaluated based on the degree to which submissions:

- Clearly articulated and easily understood using accessible language (i.e. not using unnecessary jargon, not using unneeded large words)
- Specific, measurable, and tangible outcomes. Participants will walk away with specific tools, perspectives, ideas to take back to their campus
- Relevant and connects to the topic and goals of the proposed session
- Meets established criteria for this section (i.e., between 1-3 Learning Outcomes/Goals)

Learning Outcome/Goal 1

As a result of participating in this session, participants will be able explain the intersection of assessment and equity and inclusion.

Learning Outcome/Goal 2

As a result of participating in this session, participants will be able to describe the socially just assessment model.

Learning Outcome/Goal 3

As a result of participating in this session, participants will be able to identify strategies for implementing socially just assessment.

As a result of participating in this session, participants will develop an actionable plan to implement socially just assessment on their home campuses.

As a result of participating in this session, participants will be able to describe how to prepare individually and as an organization to engage in socially just assessment.

Relevance to the Profession (400-word limit):

Provide a brief overview of this session's relevance to the student affairs profession. This can include relevant literature, theoretical frameworks, general observations from your campus which may be applicable broadly, OR ways of knowing/being in/understanding the world that explain why your topic matters to higher education, student affairs and/or college students.

Evaluation Criteria: This section will be evaluated based on the degree to which submissions:

- Provides a clear explanation of why the topic is relevant to higher education, student affairs, OR a specific student affairs/higher educational functional area.
- Includes relevance for a diverse range of professionals on the basis of positionality, social identities, OR institutional types and locations.
- Connects relevant literature, theoretical frameworks, their general observations from their professional practice OR ways of knowing/being in/understanding the world to how the session is relevant to a broader student affairs professional population.
- Meets established criteria for this section (i.e. limited to 400 words, provides citations as needed).

The concept of socially just assessment and using assessment to foster equity and inclusion is based upon the work of Erick Montenegro and Natasha Jankowski in their NILOA Occasional Paper entitled *Equity and Assessment: Moving Towards Culturally Responsive Assessment* (2017) along with works by other authors including Bourke (2017) and (Heiser, Prince, & Levy, 2017). These writings spurred closer consideration of the multiple intersections of assessment, equity and inclusion, and social justice.

To envision what assessment for equity and inclusion could look like, it is important to explore the underlying philosophical assumptions. Traditional assessment is primarily built upon research methods using positivist and post-positivist approaches. These research paradigms are used to generalize through objective data collection and analysis, but not necessarily understand the diversity of a phenomenon which results in marginalizing and minoritizing students and their voices. To implement assessment for equity and inclusion, critical theory and poststructuralism must be the driving paradigm. The goal of critical theory is liberation of individuals from the constraints of social structures such as power and oppression (Henning, 2019). DeLuca Fernandez (2015) frames assessment through a critical theory lens suggesting that assessment should interrogate and address equity questions in higher

education, asserting that power, privilege, and structures must be exposed by assessment. Poststructuralism follows critical theory on the continuum of philosophies of knowledge which extends critical theory's analysis of the link between knowledge and power (Peters & Burbules, 2004). Poststructuralism centers on wholeness and connection rather than disconnection between experience or knowledge and psychological and sociological structures and influences (Peters & Burbules, 2004). These structures include social norms, institutionalized power, privilege, and oppression (Henning, in press) and perpetuate systems of power and oppression. Assessment can be used for equity and inclusion when it is implemented to expose and understand how these social structures impact college students. Higher education professionals must understand students' context and place within systems of power and oppression to fully comprehend their experience.

The social just assessment model is rooted in critical theory and poststructural philosophical underpinnings. The model is a continuum that can be easily understood and implemented. The five stages of the continuum are:

- Bias free assessment
- Culturally responsive assessment
- Socially just assessment
- Deconstructed assessment
- Assessment for social justice (Henning & Lundquist, 2018)

To further the conversation in the field, some higher education organizations are collaborating to explore these intersections further and explore action steps to foster socially just assessment. Campus Labs, the Council for the Advancement of Standards in Higher Education (CAS), National Institute on Learning Outcomes Assessment (NILOA), Student Affairs Assessment Leaders, the ACPA Commission for Assessment and Evaluation, and the NASPA Assessment, Evaluation, and Research Knowledge Community, The Canadian Association of College and University Student Services (CACUSS) are teaming together on the Assessment for Social Justice Project.

Citations:

Please use APA formatting for your citations. Citations should be provided if you reference work that is not your own or your work that is also published in outside sources (e.g. scholarly journals, dissertations, etc.). Citations should also be used if your presentation is heavily influenced by or based on the work of someone else (e.g. presentations based on theories, programs from other schools/departments, research studies, etc.) For more information on formatting citations in APA, please visit [Purdue Owl](#).

- Bourke, B. (2017). Advancing toward social justice via student affairs inquiry. *Journal of Student Affairs Inquiry*, 2(1).
- DeLuca Fernandez, S. (2015, December 5). *Critical assessment*. Presented at Student Affairs Assessment Leaders Structured Conversations.
- Heiser, C.,A. Prince, K., and Levy, J. D. (2017). Examining critical theory as a framework to advance equity through student affairs assessment. *The Journal of Student Affairs Inquiry*. Vol. 2, Issue 1.
- Montenegro, E. & Jankowski, N. A. (2017, January). *Equity and assessment: Moving towards culturally responsive assessment* (Occasional Paper No. 29). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
- Henning, G. W. (2019). Using deconstructed assessment to address issues of equity, civility, and safety on college campuses. In, Magolda, Baxter Magolda, and Carducci (Eds.), *Contested Issues in Student Affairs* (2nd ed.)
- Henning, G. W. & Lundquist, A. (2018). Moving towards socially just assessment: Response to NILOA Occasional Paper No. 29. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
- Peters, M. & Burbules, N. (2004). *Poststructuralism and educational research*. Lanham, MD: Rowman and Littlefield Publishers.

Outline of Session Presentation (300-word limit):

Provide a detailed outline of the session via bullet points. Include:

- What the session will cover,
- Time allocations to each component,
- Activities planned for participant engagement,
- And ability for participants to synthesize/apply knowledge.

The following session types have unique needs to be addressed below.

- A) **Convention Program Session** (60 Minutes), **Career Snapshot Session** (30 minutes), & **Career Development Sessions** (60 Minutes) - Provide a detailed outline including opportunities for participant engagement in active learning and application.
- B) **Experiential Program Session** (75 minutes) - Provide a detailed outline describing how this session helps participants develop a more in-depth understanding of the designated competency as well as opportunities for participant engagement in active learning and application.
- C) **Pre-Convention Workshop** - Please provide a detailed agenda/outline and rationale for proposing this content as an extended session, including opportunities for attendee engagement.

Evaluation Criteria: This section will be evaluated based on the degree to which submissions:

- Time allocation is realistic and the session as outlined can be reasonably presented in the time allotted (Convention programs- 60 minutes, Experiential programs- 75 minutes, Career Snapshot sessions- 60 minutes)
- Includes multiple methods (more than 1) for audience engagement, participation, and reflection (i.e. pair shares, group discussions, text in an answer activity, reflection activity, etc.).
- Plan audience engagement and participation activities are connected to the learning outcomes and goals.
- Activities are informed by principles of universal design. For more information, go to: <https://humancentereddesign.org/index.php/inclusive-design/principles>
- Content and delivery methods appear appropriate and accessible for the target audience outlined in the proposal (i.e. are you using terminology used by SSAOs in a presentation geared towards graduate students; will terms, concepts, or jargon be defined for those who may not understand).
- Includes a session timeline that demonstrates a logical order of clearly explained topics/activities.
- Meets established criteria for this section (i.e. time limits meet the maximums depending on session type, includes a timeline and explanations of activities in the section).

1st 4-Hour Session

- Introductions (10 min)
- Expectations for participants (10 min)
- Overview of the sessions (5 min)
- Small group discussion regarding context of higher education (20 min)
- Small group discussion of culture and how culture influences assessment (20 min)
- Mini-lecture of philosophical paradigms (30 min)
 - Positivism
 - Post-positivism
 - Interpretivism
 - Constructivism
 - Critical theory
 - Poststructuralism
- Large group discussion of the impact of philosophical paradigm on assessment procedures and methods – what does assessment look like from each paradigm (20 min)
- Break (15 min)
- Large group discussion and analysis of definitions of key diversity terms (e.g., diversity, multiculturalism, equity, inclusion, etc.) (20 min)
- Small group discussion regarding the intersection of assessment and equity and inclusion (20 min)
- Mini lecture of continuum of socially just assessment (20 min)
- Small group discussion regarding application of each component (30 min)
- Wrap up (15 min)
- Evaluation (5 min)

2nd 4-Hour Session

- Introductions (10 min)
- Review of socially just assessment continuum (15 min)

- Large group discussion of individual readiness for socially just assessment (15 min)
- Large group discussion of organizational readiness for socially just assessment (15 min)
- Group strategy brainstorming (20 min)
- Action planning for implementing socially just assessment on campus (60 min)
 - Identification of goals
 - Identification of barriers
 - Development of strategies and action steps
 - Meta assessment plan to assess extent to which socially just assessment is implemented
- Break (20 min)
- Group presentation of action plans (30 min)
- Plan revisions (20 min)
- Debrief (20 min)
- Evaluation (5 min)

Considerations for COVID-19 (200-word limit):

ACPA continues to monitor the impact of the COVID-19 pandemic and the feasibility of safely gathering in-person. Please comment on the changes you would need to make to your proposal should you need to deliver your session virtually. If there are specific platforms you might need, please include those here. While we may not be able to accommodate all platform needs, we will take them into account.

In thinking about potential needs to successfully facilitate your session virtually, please consider:

- How would your presentation change if it were to be presented virtually?
- What would you need to move your presentation virtually?
- What functions would you need to create an optimal learning environment for your participants?

ACPA Strategic Imperative for Racial Justice and Decolonization (400-word limit):

ACPA is committed to helping our members develop competencies to engage in this work within their respective roles and responsibilities in student affairs. We encourage each of our members and all of our colleagues in student affairs and higher education to reflect on this essential question, “How does my work contribute towards advancing racial justice and decolonization work?”

Review more information about [ACPA's Strategic Imperative for Racial Justice and Decolonization](#).
Review more information about [ACPA's Equity and Inclusion Statement](#).

In what ways does your session contribute to this goal of advancing racial justice, healing, and decolonizing practices and/or promotes inclusion and equity in the field?

Evaluation Criteria: This section will be evaluated based on the degree to which submissions:

- Has a clear explanation as to how this session is believed to contribute to the goal of advancing the strategic imperative regarding racial justice, healing, indigenization, and decolonization practices OR how the session promotes inclusion and equity in the field.
- References appropriate theoretical frameworks, evidence (e.g., data from a campus climate survey), observations, reflections, OR ways of knowing/being in/understanding the world that indicate how this session advances the goals of the strategic imperative or inclusion and equity in student affairs.
- Meets established criteria for this section (i.e. meets the maximum word count).

Socially just assessment is both process and product. It is an approach to ensure that assessment is implemented in a socially just way, but it is also a method for deconstructing systems of power and oppression. This session provides an overview of the socially just assessment continuum and will provide opportunity for participants to work alone and collaborative to develop an actionable plan for implementing socially just assessment on their home campuses.

Target Audience and Competencies

Target Audience for your Session:

Please identify the ideal target audience for your session (which audience would benefit most from your session). These should connect in some way to your expressed learning outcomes. As you develop your session, please note that your session will still remain open to all participants. This section will better help participants identify sessions to guide their professional development. **Select all that apply**

- Adjunct Faculty Member
- College/University Pres or CEO
- Entry Level
- Faculty Member
- Graduate Student
- Mid Level

- Senior Level
 - Senior Level Academic Affairs Officer
 - SSAO - Executive
 - SSAO - Upper Level
 - Undergraduate Student
 - Other (includes blank)
-

Professional Competencies:

An essential component of the Convention experience is for all educational sessions to address the ACPA/NASPA Professional Competencies. Select no more than two competencies your program session engages. To learn more about the ACPA/NASPA Competencies for Student Affairs Professionals, please visit: <https://www.myacpa.org/sites/default/files/ACPA%20NASPA%20Professional%20Competency%20Rubrics%20Full.pdf>

- Advising and Supporting (A/S)
- Assessment, Evaluation, and Research (AER)**
- Law Policy and Governance (LPG)
- Leadership (LEAD)
- Organizational and Human Resources (OHR)
- Personal and Ethical Foundations (PEF)
- Social Justice and Inclusion (SJI)**
- Student Learning and Development (SLD)
- Technology (TECH)
- Values, Philosophy, and History (VPH).

Topics:

Select no more than two options among the following list of topics as indication of the topic of knowledge shared in the session you have proposed.

- | | |
|--|--|
| <input type="checkbox"/> Academic Advising and Support | <input type="checkbox"/> Historically Black Colleges and Universities (HBCU) |
| <input type="checkbox"/> Academic Affairs | <input type="checkbox"/> Housing and Residential Life |
| <input type="checkbox"/> Administrative Leadership | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Admissions/Enrollment Management | <input type="checkbox"/> Men's Identities and Masculinities |
| <input type="checkbox"/> Adult Learners | <input type="checkbox"/> Mid-Level Professionals |
| <input type="checkbox"/> Alcohol and Other Drugs | <input type="checkbox"/> Minority Serving Institutions (MSI) |
| <input type="checkbox"/> Asian America and Native American | |

- Pacific Serving Institution (AANAPISI)
- Assessment and Evaluation**
 - Athletics/Recreation
 - Career Development and Services
 - Career Planning/Job Searching
 - Colonization in Higher Education
 - Community Service/Service Learning/Civic Engagement
 - Commuter Students
 - Compliance/Legal Issues
 - Counseling and Psychological Services
 - Crisis Response and Campus Safety
 - Disability and Disability Awareness
 - Diversity and Inclusion
 - Doctoral Students
 - Entry-Level Professional
 - Faculty/Teaching
 - Faith/Spirituality
 - Fraternity/Sorority Life
 - Gender Identity/Gender Expression
 - Global Dimensions of Student Development/International Education and Issues
 - Graduate and Professional Schools / Graduate and Professional Student Affairs
 - Graduate Students
 - Higher Education Associations/Non-Profit Management
 - Hispanic Serving Institutions (HSI)
 - Multicultural Affairs
 - New Professionals
 - Orientation/First-Year Experience
 - Parents/Families
 - Personal Development
 - Professional Preparation
 - Religious/Faith-Based Institutions
 - Senior Student Affairs Officers
 - Sexual Assault and Violence/Title IX
 - Sexual Orientation/Sexuality
 - Social Justice**
 - Student Conduct and Legal Issues
 - Student Involvement
 - Supervision/Management
 - Sustainability
 - Technology/Social Media
 - Trans Identities
 - Tribal Colleges and Universities
 - Two-year Colleges/Community Colleges
 - Veterans Services
 - Wellness
 - Women and Women's Identities
 - Other _____

Program Session Sponsorship:

[Question for Convention Programs and Experiential Programs Only]

You have the option to request sponsorship by an ACPA entity group (Commissions, Coalitions/Networks, or Communities of Practice) for your program. Sponsored sessions are promoted by the entity groups, due to the alignment with their missions. Session types available for sponsorship are Convention Program Sessions and Experiential Program Sessions. Be intentional in determining if your program proposal clearly aligns with an entity group. If a proposal is not selected as a sponsored or co-sponsored session, it is reviewed as part of the larger

program review process. Before deciding, review the list of [ACPA entity groups](#) including the Commissions, Coalitions/Networks, and Communities of Practice.

- I am requesting this proposal be reviewed as a possible sponsored session by one or two ACPA Entity Groups (Commissions, Coalitions/Networks, or Communities of Practice).
- I am not requesting this proposal be reviewed as a sponsored session.

On the online form, if you request sponsorship a list of ACPA entity groups will be presented and you may select no more than two.

Entity Group Sponsorship Rationale (100-word limit):

[Question for Convention Programs and Experiential Programs Only and only if selected sponsorship in the question above.]

Provide a brief description as to relevance to the selected Entity Group(s). Select no more than two entity groups to review your proposal for sponsorship/co-sponsorship: Please consider the information available about [ACPA entity groups](#) including the Commissions, Coalitions/Networks, and Communities of Practice. ACPA encourages you to connect information from ACPA entity groups to your topic. Your responses in this section will be shared with the selected entity groups to aid in their determination to provide sponsorship for your program.

Continuing Education Units (CEUs):

Some programs may be eligible for Continuing Education Units (CEUs). Is this program psychological in nature so that it can be considered for CEUs?

- Yes
 - No
-

AV Requests:

The Convention Planning Team tries to accommodate technology requests for sessions. To guide this process, select the technology requested to deliver your session. Please only select the technology you know you will need and use.

Note microphones are planned to be available in session rooms (but are not available for round-table or small discussion environments including research-in-process or poster sessions).

- No technology is needed for this session
 - LCD and screen - with sound connection**
 - LCD and screen - without sound connection
 - Microphone
-

Room Set-Up Preferences:

The Convention Planning Team tries to accommodate preferences as related to proposals. To guide this process, select one of the following room set-up options:

- Theatre (rows of chairs)

- Rounds (round table with 6-10 chairs)**
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Inclusive Language Check:

Please note the ACPA21 Equity & Inclusion (E&I) team will review the title and abstract for any language that may be problematic. If any such language is found, you will be contacted by the E&I or Program team.

Review [APA Guidelines on Bias Free Language](#).

- I agree that this session utilizes inclusive language and that I have reviewed this proposal for, and removed, any marginalizing language (e.g., ableist, ageist, gendered, racist, homophobic, classist).
-

Universal Design:

The purpose of Universal Design Principles for Presentations is to support the design of materials, discussions, and educational activities that are accessible to all participants. Examples of implementing Universal Design Principles include but are not limited to: using the provided microphone during a session, designing presentations with contrasting colors and sans serif fonts, and providing opportunities for participants to engage content in multiple ways (e.g. presentation, discussion, activities). Review this page for more information about [Universal Design Principles](#). Additional information about Universal Design Principles and resources will be provided to ACPA21 presenters.

- I agree, should this session be accepted, I will use Universal Design Principles in designing and implementing this session.
-

Land Acknowledgement:

A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.

Each ACPA session, meeting, and event is expected to begin with the reading of the land acknowledgement. We do this to recognize the land as an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought you to reside on the land, and to seek to understand your place within that history.

Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.

- I agree, should this session be accepted, I will ensure that the land acknowledgement that will be provided to me by ACPA21 is respectfully read aloud AND displayed at the beginning of my session in a way that honors the indigenous people whose land is host to ACPA21 in Long Beach, CA.
-

Provision of Materials:

ACPA is committed to ensuring that the convention experience is accessible to as many members as possible. It is good practice to have a few sets of slide printouts in large print as well as a few sets of handouts in paper for

attendees to follow along during your session, while offering slides and materials in an electronic format for those who need or prefer that option. We ask that:

- Presenters make available a few paper copies of presentation materials for those session participants with different needs who may need them to better follow along and engage with your material.
- Presenters make available electronic copies of presentation materials to session participants.

Providing materials in paper AND electronically allows participants with different needs to understand and engage with the information you provide and supports the learning of all session participants, while also providing them with information to take back to their campus.

- I agree, should this session be accepted, I will provide session participants with the option to receive relevant session materials as a physical copy or through electronic means.
-

Proofreading Confirmation:

Check the box below to confirm that you have proofread the submissions for spelling, punctuation, capitalization, and language that may be problematic. What you enter here is exactly what will appear in the final program book and convention app, with the exception of any changes that need to be made to address concerning language/word choice.

- I have proofed all content for correct spelling, punctuation, and capitalization.
-

Proposal Review:

On the online form you will be asked to review the information that you entered above.

Adding Co-Presenters:

If the Co-Presenter is an ACPA Member:

To add Co-Presenter(s) select the icon that has a person and a plus sign (when hovering on icon it says "Add Another Presenter"). You will need to search each Co-Presenter in the ACPA Member Database by either First Name, Last Name, or Email Address to add them to the proposal.

If the Co-Presenter is not a current ACPA member in the ACPA Database:

- Select Search Again to create a new profile for the Co-Presenter.
- You will need to provide the Co-Presenters profile information including First Name/Family Name, Last Name/Family Name, Title, College/University/Organization, Address, Phone, and Email Address.

Save and Edit Later:

Select the "Save and Edit Later" button if you plan to return to the proposal to make edits.

Submit:

When you are satisfied the information in your proposal is correct and finalized select the "Submit" Button." Please note you will still be able to edit your information after you click Submit until the proposal due date by returning to the [Educational Session Service Center](#). Submissions must be submitted by the Coordinating Presente in order to be considered. Sessions that are just "saved" in the system cannot be considered.

REMINDERS: This worksheet serves as a guide and is not an official proposal. **You will need to [follow this link to submit your official Education Session Proposal](#) for consideration as a part of the ACPA21 curriculum.**

The due date to submit an Education Session Proposal proposal is Friday, September 4, 2020.

Please refer back to the [ACPA21 Curriculum webpage](#) for more information and if you have any questions about the ACPA21 Curriculum please contact conventionprograms@acpa.nche.edu.