

ELC 2026

October 16-18 | Marriott Marquis | Washington, D.C.



AUTHOR GUIDELINES FOR ELC SUBMISSIONS

SUBMISSION PORTAL FOR ELC 2026: OPENS MARCH 4, 2026 AND CLOSES APRIL 17, 2026

The submitted abstracts (poster and platform) and educational sessions (traditional and microlearn sessions) will be blindly reviewed by 3-5 individuals. Reviews will occur April 24 – May 17. The ELC committee will review the scores, and notifications of acceptance or denial will be sent to all submitters by June 12.

*Please note that all proposals and abstracts should be devoid of any promotional content. Moreover, if you have presented this same topic at ELC, CSM, or another conference before there should be a substantive update to the content.

When completing the submission, utilize the following APTA Academy of Education terminology:

- **Physical Therapy Education** — references both Physical Therapist Education and Physical Therapist Assistant Education.
- **Delivery of Physical Therapy services** — references both partners in the delivery of patient care; physical therapists and physical therapist assistants.
- **DPT Education** — references the education provided to Doctor of Physical Therapy students.
- **PTA Education** — references the education provided to Physical Therapist Assistant students.

POSTER AND PLATFORM ABSTRACT SUBMISSION

[LINK TO SUBMIT A POSTER AND PLATFORM ABSTRACT SUBMISSION](#)

DEFINITIONS: **Posters** are displayed for an entire day during the conference, with presenters scheduled for 45-minute time slots either in the morning or afternoon. **Platform presentations** are 15-minute oral presentations scheduled throughout the 3 days of the conference.

AUTHORS AND FEES: A fee of \$40 is associated with each submitted abstract. This defrays a portion of ELC's submission site cost. If an abstract is accepted for presentation as either a poster or a platform, the presenter must register for ELC. **There is no discount on registration fees for presentation of a poster or platform.**

SUBMISSION: All abstracts must be submitted online. In the submission, you may specify your preferred presentation format (poster or platform). Submitters are expected to ensure that all information is correct at the time of submission. Author information will appear exactly as submitted in the submission portal. Abstracts

require presenter/author information (including bio and CV), credentials, contact information, institutions, city, and state. Please be sure that your contact information is correct, as all correspondence relating to submissions will occur via email. **All listed presenting-authors are REQUIRED to complete their Bio and CV on their profile by June 30, 2026.**

NUMBER OF SUBMISSIONS ALLOWED: ELC strives to offer a diverse range of topics and presenters within the physical therapy education community. Each individual may submit **no more than three (3) educational sessions total**, including **both traditional 90-minute educational sessions and 30-minute MicroLearn sessions**, **regardless of whether they are listed as the primary speaker or a co-presenter**. Each individual may also submit **no more than two (2) abstracts total** for poster or platform presentations, **regardless if listed as primary author or co-author**.

In total, an individual may not be listed as a presenter or author on **more than five (5) submissions** across all categories.

REQUIRED SUBMISSION FIELDS:

The following are the **required** submission fields for posters and platforms:

1. **Title** -- Enter a title for your abstract (maximum of 15 words).
2. **Abstract Text** -- Provide your abstract text (no more than 450 words, excluding References) using the following headings:
 - **Background/Purpose/Hypothesis**
 - **Methods/Description**
 - **Results/Outcomes**
 - **Conclusions**
 - **Impact and Significance**
 - **References**- A maximum of 10 references can be added. A minimum of 5 references published within the last 7 years is required for submission. If a submission does not meet this criteria, it will not be forwarded for review.
3. **Primary Audience** (select one)
 - PTA
 - SCCE
 - DCE/ACCE
 - Academic Faculty
 - Clinician/Clinical Instructors
 - Resident/Fellow
 - Academic administrators
4. **Additional Audience** (Please indicate up to two secondary audiences for this abstract)
5. **Programming Tracks** (select one): The provided categories encompass a range of overarching topics derived from the most current and pertinent topics in physical therapy education, extending from last year's ELC programming. Please specify **one track** that most closely aligns with your submission. While the listed tracks may not capture all those which will be showcased in the ELC 2026 programming, this input will aid us in effectively pairing reviewers with their areas of expertise during the peer review process. Furthermore, it will significantly contribute to the overall planning and scheduling of the programming.

- **Physical Therapist Assistant Education:**
Addresses curriculum design, teaching, and strategies to support PTA student success across academic and clinical settings.
- **Clinical Education:**
Focuses on designing, coordinating, and strengthening clinical learning experiences, academic–clinical partnerships, and strategies for student and CI success.
- **Residency and Fellowship Education:**
Includes best practices and innovation in post-professional education programs, mentorship development, accreditation considerations, and assessment of program outcomes.
- **Teaching, Learning, and Educational Innovation:**
Explores pedagogy-focused themes including active learning, interprofessional education, assessment approaches, and innovative instructional strategies.
- **Technology and Simulation in Education:**
Explores AI, simulation-based learning, virtual/hybrid platforms, and evolving technologies that support and enhance PT education.
- **Student Success and Wellness:**
Addresses wellness, mental health, ethics, professionalism, financial literacy, accommodations, and strategies that promote student persistence and holistic development.
- **Curricular Design and Academic Quality:**
Encompasses curriculum development, competency-based models, curricular mapping, assessment alignment, and continuous quality improvement.
- **Leadership, Administration, and Faculty Development:**
Includes leadership, governance, accreditation, admissions, resource management, and ongoing faculty growth and mentorship across academic and clinical settings.
- **Opportunity and Engagement**
Focuses on cultivating learning, work, and community environments where individuals feel welcomed, supported, and engaged. Includes learner engagement, psychological safety, professional identity formation, and strategies to support learners and faculty across the spectrum of physical therapy education.

6. Submission Tags (Please select up to 3 tags for your abstract)

To help AoE and ACAPT track engagement with strategic initiatives, please select 3 tags related to your abstract.

- Academic Advancement
- Community Engagement
- Scholarly Inquiry
- Teaching and Learning
- Academic Faculty
- PTA Educator
- Scholarship of Education
- Anatomy Educators
- Interprofessional Education and Collaborative Practice
- Clinical Education
- Residency & Fellowship Education

7. What is your primary role in physical therapy? - Clinician, Academic, Other

8. Funding

9. Conflicts of Interest

ABSTRACT PLATFORM/POSTER SESSION SCORING

Below is the rubric reviewers will use to evaluate each poster/platform abstract submission. We are sharing this information with authors to help them create a thorough and robust abstract. This initiative is part of our efforts to enhance transparency in the review process.

ABSTRACT RUBRIC (40 MAXIMAL POINTS):

PLEASE CHECK REFERENCES FIRST, IF THE SUBMISSION DOES NOT HAVE FIVE REFERENCES WITHIN THE LAST 7 YEARS, THE SUBMISSION WILL NOT BE REVIEWED. PLEASE PROVIDE SUPPLEMENTAL COMMENTS FOR PROPOSAL RECEIVING SCORES OF "2" UNACCEPTABLE.

Background/Purpose/Hypothesis:
8- Exceptional: Clearly stated well described background based on contemporary evidence. Appropriate rationale is provided and supported by references. 6- Strong: clearly stated, rationale described but may be lacking, background well described and somewhat supportive of purpose, little or no rational support from literature. 4- Fair: Purpose/hypothesis Purpose stated but not clearly, background not well described. Weak rationale. 2- Unacceptable: Purpose poorly/not stated, Description is unclear, background poorly described no rationale.
Methods/Description:
8- Exceptional: Well written, grammatically correct, concise. Well-described including importance and relevance to Physical Therapy education, supported by literature. Methods are appropriate for topic or research question. 6- Strong: Well written, grammatically correct. Methods are well described. One-two areas are incomplete or unclear. 4- Fair: Writing and methods described are unclear or not well supported for the research or topic presented. Several grammatical issues throughout submission. 2- Unacceptable: Methods are poorly described, unsupported by literature, and poorly written.
Results/Outcomes:
8- Exceptional: Clearly stated results and outcomes and/or statistical analyses (as appropriate) that are consistent with the stated hypothesis and description. 6- Strong: Clearly stated results and outcomes. Statistical analyses are described, if appropriate, and are mostly consistent with the stated hypothesis and description. 4- Fair: Results are incomplete or unclear and/or partially consistent with the stated hypothesis and description. 2- Unacceptable: Results are not consistent with the stated hypothesis and description. Results are poorly described and unclear.
Conclusions:
8- Exceptional: Conclusions are clearly stated and are appropriate given the design and the results. Clear statement related to importance of the findings to Physical Therapy Education. 6- Strong: Conclusions are clearly stated and appropriate for the methods and results with minor errors in reasoning or overstatement. Clear statement related to importance of the findings to Physical Therapy Education. 4- Fair: Conclusions are not well written; authors make statements that are inappropriate or unclear and/or only loosely consistent with the methods and results. Poor connection of the importance of the findings to Physical Therapy Education. 2- Unacceptable: Conclusions are poorly written, not consistent with the methods and results. No connection of the importance of the findings to Physical Therapy Education.
Impact and Significance:
8- Exceptional: The proposal addresses or introduces highly relevant or innovative topics related to Physical Therapy Education. 6 – Strong: The proposal addresses an established but current topic related to Physical Therapy Education with innovative elements present that contribute to the relevance of the project and impact on Physical Therapy Education. 4 – Fair: The proposal includes relevant topics related to Physical Therapy Education; however the topics are conventional or well established. 2 – Poor: The proposal fails to address any noteworthy innovations, or relevant topics related to Physical Therapy Education.

EDUCATIONAL SESSION PROPOSALS

[Link to Submit Educational Session Proposal](#)

EDUCATIONAL SESSION DEFINITIONS: There are two types of Educational Session Formats:

- **STANDARD EDUCATIONAL PRESENTATION** (90-minutes): Traditional educational presentations scheduled for 1 ½ hours and will occur any of the 3 days of the conference.
- **MICROLEARN EDUCATIONAL SESSION** (30-minutes): These compact, focused sessions are designed to deliver quick insights, practical skills, and actionable takeaways. Authors will be paired with 2 other MicroLearn submissions on similar topics to form a complete 90-minute session.

AUTHORS AND FEES: A fee of \$40 is associated with each submitted proposal submission. This defrays a portion of ELC's submission site cost. If an educational session is accepted for presentation, the presenter(s) must register for ELC. **There is a \$50 discount on registration fees for presentation of a standard educational presentation. Presenters must register by August 1 with the given link that will be provided in the acceptance email; failure to do so will result in an alternate presentation being moved into your spot.**

SUBMISSION: All sessions must be submitted online. Submitters are expected to ensure that all information is correct at the time of submission. Author information will appear exactly as submitted to the submission portal. Sessions require presenter/author information (including bio and CV), credentials, contact information, institutions, city, and state. Please be sure that your contact information is correct, as all correspondence relating to submissions will occur via email. **All listed presenting-authors are REQUIRED to complete their Bio and CV on their profile by June 30, 2026.**

NUMBER OF SUBMISSIONS ALLOWED: ELC strives to offer a diverse range of topics and presenters within the physical therapy education community. Each individual may submit **no more than three (3) educational sessions total**, including **both traditional 90-minute educational sessions and 30-minute microlearn sessions, regardless of whether they are listed as the primary speaker or a co-presenter.** Each individual may also submit **no more than two (2) abstracts total** for poster or platform presentations, **regardless if listed as primary author or co-author.**

In total, an individual may not be listed as a presenter or author on **more than five (5) submissions** across all categories.

REQUIRED SUBMISSION FIELDS:

The following are the **required** submission fields for education sessions:

1. **Preferred Presentation Format**- Traditional Education Session (90 min), MicroLearn (30 min)
2. **Content Level** - Basic, Intermediate, Advanced
3. **Title** - Enter a session title (limited to a maximum of 15 words).
4. **Short Session Description** - A summarized description of the educational session to post on the program (200 word max).
5. **Session Proposal**- All text must conform to a structured format, including each of the following headings. (1500 word total between Background/Purpose, Description of Teaching, and Impact/Significance)
 - **Background/Purpose:** Provide a comprehensive overview of the subject, referencing relevant and current literature to provide a sufficient background that clearly defines the purpose of the educational session

- **Description of Session and Teaching Methods:** Provide a clear overview of the session including a detailed session outline and a description of the contemporary teaching methods that align with the session objectives.
 - **Teaching Method List:** Please select one or more options from the list below to indicate which interactive teaching methods will be used to facilitate participant learning:
 - Lecture/Formal presentation
 - Demonstration
 - Instructional Video
 - Active learning/role playing
 - Reflection
 - Laboratory practice
 - Case studies
 - **Assessment:** Q & A, Interactive Polling, Knowledge Check, Group Discussions, Other (fill in).
 - **Learning Objectives** (3-6)
 - **Impact and Significance:** Provide a short statement illustrating the impact and significance of this topic to Physical Therapy Education.
6. **References** - A maximum of 10 references can be added. **A minimum of 5 references published within the last 7 years is required for submission. If a submission does not meet this criterion, it will not be forwarded for review.**
7. **Primary Audience** (select one)
- PTA
 - SCCE
 - DCE/ACCE
 - Academic Faculty
 - Clinician/Clinical Instructors
 - Resident/Fellow
 - Academic administrators
8. **Additional Audience** (Please indicate up to two secondary audiences for this abstract)
9. **Programming Tracks** (select one)
- **Physical Therapist Assistant Education:**
Addresses curriculum design, teaching, and strategies to support PTA student success across academic and clinical settings.
 - **Clinical Education:**
Focuses on designing, coordinating, and strengthening clinical learning experiences, academic-clinical partnerships, and strategies for student and CI success.
 - **Residency and Fellowship Education:**
Includes best practices and innovation in post-professional education programs, mentorship development, accreditation considerations, and assessment of program outcomes.
 - **Teaching, Learning, and Educational Innovation:**
Explores pedagogy-focused themes including active learning, interprofessional education, assessment approaches, and innovative instructional strategies.
 - **Technology and Simulation in Education:**
Explores AI, simulation-based learning, virtual/hybrid platforms, and evolving technologies that support and enhance PT education.
 - **Student Success and Wellness:**
Addresses wellness, mental health, ethics, professionalism, financial literacy, accommodations, and strategies that promote student persistence and holistic development.

- **Curricular Design and Academic Quality:**
Encompasses curriculum development, competency-based models, curricular mapping, assessment alignment, and continuous quality improvement.
- **Leadership, Administration, and Faculty Development:**
Includes leadership, governance, accreditation, admissions, resource management, and ongoing faculty growth and mentorship across academic and clinical settings.
- **Opportunity and Engagement**
Focuses on cultivating learning, work, and community environments where individuals feel welcomed, supported, and engaged. Includes learner engagement, psychological safety, professional identity formation, and strategies to support learners and faculty across the spectrum of physical therapy education.

10. **Submission Tags** (Please select up to 3 tags for your abstract)

To help AoE and ACAPT track engagement with strategic initiatives, please select 3 tags related to your abstract.

- Academic Advancement
- Community Engagement
- Scholarly Inquiry
- Teaching and Learning
- Academic Faculty
- PTA Educator
- Scholarship of Education
- Anatomy Educators
- Interprofessional Education and Collaborative Practice
- Clinical Education
- Residency & Fellowship Education

11. **What is your primary role in physical therapy?** - Clinician, Academic, Other

12. **SIG or Institutes/Commission Sponsorship-** Is this an educational session submitted on behalf of an Academy of Education SIG or ACAPT Institute/Commission

13. **Previous Speaking Experience-** International conference, National Conference, Previous ELC, Other speaking experience, No other speaking experience

14. **Funding Disclosure**

15. **Conflict of Interest Disclosure**

16. **All listed co-authors MUST complete their Bio and CV on their profile prior to submission of the abstract.**

EDUCATION SESSION SCORING

Below is the rubric reviewers will use to evaluate each education session proposal submission. We are sharing this information with authors to help them create a thorough and robust proposal. This initiative is part of our efforts to enhance transparency in the review process.

EDUCATION SESSION RUBRIC (40 MAXIMAL POINTS):

PLEASE CHECK REFERENCES FIRST, IF THE SUBMISSION DOES NOT HAVE FIVE REFERENCES WITHIN THE LAST 7 YEARS, THE SUBMISSION WILL NOT BE REVIEWED. PLEASE PROVIDE SUPPLEMENTAL COMMENTS FOR PROPOSALS RECEIVING SCORES OF "2" UNACCEPTABLE.

Background/Purpose 8 – Exceptional: Rich, current background; referencing relevant and current literature. 6 – Strong: Sufficient background; clear purpose but could add details. 4 – Fair: Basic or outdated background; purpose needs clarification. 2- Unacceptable: Inadequate background; unclear purpose, not advancing excellence.
Description of Session and Teaching Methods 8 - Exceptional: Clear description using a session outline. Teaching methods are contemporary, clear, and appropriate for session objectives. 6- Strong: Describes activities but needs clarity; teaching methods are included but require additional clarity and are sufficient for session objectives. 4 - Fair: The session description is unclear and lacks focus; teaching methods are unclear. 2 – Unacceptable: Description of the session is poorly communicated; teaching methods are lacking or not suitable for session objectives.
Learning Objectives and Assessment 8- Exceptional: Clear, comprehensive objectives; align with purpose. 6 – Strong: Relevant objectives but need stronger alignment with overall session purpose. 4 – Fair: Objectives are loosely related to the session purpose. 2 – Unacceptable: Objectives not applicable or unclear.
Impact and Significance 8- Exceptional: Innovative, relevant, practical approaches; applicable insights. 6 – Strong: Acknowledges trends, but needs stronger connection; some practical applications. 4 – Fair: Lacks innovation, relies on conventional methods; minimal connection to trends. 2 – Unacceptable: No innovation, impractical; addresses outdated practices.
Format and Style 8 – Exceptional: Well-organized, proper grammar, consistent style; clear, concise writing. The submission meets the reference requirement of 5 references from the past 7 years. 6 – Strong: Some inconsistencies, minor issues; generally clear writing. 4- Fair: Noticeable errors affecting readability. 2 – Unacceptable: Inconsistent formatting, significant deviations; numerous grammatical errors. The submission does not meet the reference requirement of 5 references from the past 7 years.
OVERALL Rating: <ul style="list-style-type: none">• Strongly Recommend: Well-constructed, clear, and relevant; potential for significant impact.• Recommend with Reservations: Positive, but certain areas need improvement or clarification.• Do Not Recommend: Significant shortcomings; unclear objectives or outdated content.