

# SPEECH LANGUAGE PATHOLOGY, MS

The Department of Communicative Disorders offers a graduate program in speech-language pathology leading to the master of science (MS) degree. Our program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).

The University of Alabama Master of Science degree program in speech-language pathology is designed to prepare speech-language pathologists to contribute to the prevention, assessment, and treatment of communicative disorders.

Through formal academic coursework, clinical experience, and exposure to research, students enrolled in the program acquire

- knowledge of the literature in human communication sciences and disorders
- skill in the administration and interpretation of speech, language and hearing measures
- the ability to apply therapy techniques
- an appreciation of related behavior, physical and biological sciences
- an awareness of, and an appreciation for, the multicultural nature of our society
- insight into their own professional strengths and limitations

Students completing the requirements for the MS degree at The University of Alabama meet the academic and clinical practicum requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in speech-language pathology and for state licensure in Alabama.

The MS degree program provides the following:

- a prescribed sequence of courses in human communication sciences and disorders and related disciplines
- opportunities to observe, discuss, and participate in the assessment and treatment of individuals of all ages with a wide range of communication disabilities at The University of Alabama Speech and Hearing Center and various off-campus facilities
- experience in the assessment and treatment of individuals with speech, language and hearing disorders
- opportunities for research experiences which may include the writing of a thesis

## Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Official GRE score
- Official GPA with complete Transcript(s)
- Three letters of recommendation
  - Students that did not complete their undergraduate degree at The University of Alabama: Submit three letters of recommendation from individuals that can speak to your potential for success in graduate school. Letter writers should provide examples of your outstanding scholarship, leadership experience, community involvement, strength of character, independence, and any related experiences that have enhanced your undergraduate learning experience. Additionally, letter writers should speak to your strengths/weaknesses, resiliency and ability to overcome obstacles. *Note: Students that completed their undergraduate*

*degree at The University of Alabama do not have to submit letters of recommendation.*

- Essay
  - Compose and submit a standard five-paragraph essay in response to the following:
    - The field of speech-language pathology requires active collaboration with numerous other disciplines. A competent speech-language pathologist must therefore be first and foremost a communication specialist. To successfully hone this skill, students must be completely committed to the intense academic and clinical training necessary for successful completion of the graduate program.
      - Do you expect to have difficulty meeting the clinical and/or academic expectations of this graduate program? Why or why not?
      - What kinds of people do you work best with? Please elaborate and tell us why.
    - *Note: This structured essay replaces the previous requirement of the unstructured statement of purpose.*
- Video Submission:
  - Prepare and submit a video of you responding to the following prompts/questions. Make sure that you respond to all the prompts/questions below. Be as creative as possible. There is no required minimum length. Videos may not exceed more than five (5) minutes in length. Videos may be submitted in any standard format (.mp4, avi, etc.).
    - Describe something you have learned about speech-language pathology and/or other areas of interest outside of a traditional classroom/learning environment
    - Tell us about relationships you have with people that have given you advice about your future plans. Was the advice helpful or not and why?
    - Aside from becoming an SLP, what other goals do you have in your life?
    - There is no tangible discrimination against groups in our society. Do you agree or disagree with this statement and why?
- Curriculum vita/resume
  - Construct and submit a comprehensive curriculum vitae that documents your academic, professional, and community achievements.

Please make sure to check the department's website for a complete listing of all required application materials.

See the Admission Criteria section of this catalog for more information.

### Deficiencies:

Undergraduate course deficiencies must be removed as soon as possible, but such courses may be taken concurrently with ones for graduate credit.

In unusual cases certain requirements or procedures may be modified or waived by the Graduate Faculty of the Department.

## Curricular Requirements

### First Year

Fall	Hours Spring	Hours Summer	Hours
Clinic: 5- 10 Hours	Clinic: 10 - 15 Hours	Clinic: 15 - 20 Hours	
CD 509	3 CD 553	3 CD 517	3
CD 501	3 CD 512	3 CD 515	3
CD 551	3 CD 545	1 Elective Course	3-6
CD 552	3 CD 554	3	
CD 517*	1 CD 576	3	
	<b>13</b>	<b>13</b>	<b>9-12</b>

### Second Year

Fall	Hours Spring	Hours
Clinic: 15 - 20 Hours	Clinic: 40 Hours	
CD 555	3 CD 518	6
CD 556	3 CD 508	3
CD 576	3	
CD 517	3	
Elective Course	3	
	<b>15</b>	<b>9</b>

Total Hours: 59-62

## Degree Requirements

Code and Title	Hours
<b>Required Courses</b>	
CD 501 Intro To Research Meth	3
CD 508 Diagnostic Practicum	3
CD 509 Language Development	3
CD 512 Language Disorders	3
CD 515 Professional Seminar	3
CD 517 Adv Clin Pract Speech	7
CD 518 Advanced Clinical Practicum II	8
CD 545 Audiology Lab Experience	1 to 3
CD 551 Phonolog Dev Assessmnt Intervn	3
CD 552 Neurology I	3
CD 553 Neuro II	3
CD 554 Fluency Disorders	3
CD 555 Sem In Voice Disorders	3
CD 556 Acquired Motor Speech Disorder	3
CD 575 Dysphagia In Children	3
CD 576 Dysphagia In Adults	3
<b>Elective Courses</b> <sup>1</sup>	<b>6</b>
CD 505 Augmentative/Alt Communication	
CD 514 Autism Spectrum Disorders	
CD 525 Applied Research in CD	
CD 535 Medical SLP	
CD 546 Aural Rehab for SLP	
CD 549 Sociolinguistics in SLP	
CD 550 Independent Study	
CD 565 Advanced Aphasia	
CD 578 Counseling in CD	

CD 599 Thesis Research	Total Hours
	<b>61-63</b>

### Footnotes

<sup>1</sup> Electives offered each semester are subject to change.

## Transfer Credit

Graduate School information about Transfer Credit.

## Comprehensive Exam

### Written Comprehensive Examination

- Students will take written comprehensive examinations over the course of the five semesters Master's program. Students must pass comprehensive exams in order to graduate.
- Students taking the examinations will be relieved of academic and clinical duties on the examination days. The time and place will be set and announced by the Chair of the Department but will take place in a campus computer lab with internet access disabled, unless announced otherwise.
- The examination is designed to reveal the knowledge gained by students in multiple content areas, and their ability to express that knowledge in professional, clinical written communication. Therefore, in addition to content, clarity and grammar will be assessed. Comprehensive exams are the summative assessment for the educational program in speech-language pathology, CAA Standard 5.2.
- Each answer will be reviewed by a graduate faculty member with expertise in the content area. Answers that do not receive a passing mark will be reviewed by a second faculty member.

### Nature of Written of Comprehensive Questions

As this is a comprehensive examination, the topics of the questions may overlap across course lines, requiring the student to integrate information from more than one content area. Since the questions will be chosen to reflect the content areas represented on the ASHA Praxis exam for speech-language pathology, all areas must be studied in preparation for the comprehensive examination. Students must achieve a passing grade on comprehensive exams to graduate. Not all areas will be necessarily included in the test questions. The twelve content areas from which questions will be drawn are:

- Child language development
- Child language disorders
- Phonological/articulation disorders
- Fluency disorders
- Motor speech disorders
- Voice disorders
- Neurogenic language disorders
- Dysphagia
- Multicultural issues
- Audiology
- Research methods
- Professional issues

### Supplementary Examination

The purpose of this examination is to provide a mandatory second comprehensive exam question for any student who fails one of the original questions given during the comprehensive examination period. The second question may or may not be the original question and

the examination format may be written or oral depending. This will be determined by the primary faculty member responsible for the question. A supplementary exam can be administered a maximum of two times.

If a student does not pass their supplementary examination(s) then the relevant academic faculty will meet to determine the plan for future academic remediation. The remediation plan may include additional coursework and/or enrollment in additional semesters of graduate study. The plan will be communicated to the student and a signed copy of the remediation plan will be uploaded to the student file. Failure of the supplementary examination(s) may result in the student not finishing the graduate program in the typical 5 semester sequence.

Graduate School information on Comprehensive Exams.

## **Clinical Practicum**

### **Clinical Practicum Experience Step 1: Pre-Professional Observations**

Each student majoring in Speech-Language Pathology is required to complete 25 clock hours of observation of appropriate clinical activities prior to enrollment in the first practicum course.

Undergraduate students at UA typically gain this experience while enrolled in CD 277 Preprofess Lab Experienc: Pre-professional Laboratory Experience. During this course, the student completes a minimum of 25 hours of observation of diagnostic and/or intervention activities with individuals representing a variety of age groups and types of speech, language, and hearing disorders via the interactive Simucase Guided Observation Program.

Students will complete the Observation Hour Form as a log of the observations completed. These hours will be verified by the instructor at the end of the course. The student must turn in the form to the course instructor before a grade will be posted. The student should keep a copy of the form for his/her records.

Students who enter the program from another university must provide written documentation of observation hours before receiving any clinical assignments. Students who have not completed 25 hours of observation must do so before participating in clinical practicum.

### **Step 2: In-House Clinical Practicum**

In-house clinical practicum is available to both undergraduate and graduate students. Students typically complete a minimum of 1 in-house clinical practicum before being assigned to an off-campus facility. Most students will complete at least 2 in-house placements. Undergraduate students participate in in-house clinical practicum through enrollment in CD 447 Clinical Practicum I. Graduate students participate in in-house practicum through enrollment in CD 517 Adv Clin Pract Speech and CD 508 Diagnostic Practicum.

At the Speech and Hearing Center, clients are seen across the lifespan with a wide variety of speech, language, voice, swallowing and hearing disorders often complicated by additional problems such as cognitive, behavioral, and social challenges. Clients from diverse multicultural backgrounds are common.

### **Step 3: Off-Campus Clinical Practicum**

Undergraduate students are not assigned to off-campus practicum.

All graduate students are expected to complete practicum at sites outside The Speech and Hearing Center once they have demonstrated acceptable professional conduct, academic performance, and clinical performance. A variety of settings are available. Ideally, students will complete at least one pediatric placement (i.e. public school) and

one adult placement (i.e. skilled nursing facility, rehabilitation setting, or hospital). The student's preference for a particular site will be accommodated when possible if it is compatible with the knowledge and skill requirements that are appropriate for the student at that point in the clinical training process.

Decisions regarding off-campus clinical practicum placement will be made on a student-by-student basis by the Internship Coordinator with input from the Clinical Educators and Academic Faculty and approval from the Clinic Director and Department Chair. Students must abide by the terms for placement agreed upon by the site and The Speech and Hearing Center.

Some travel by the student may be required to provide adequate hours and experiences. Costs associated with all off-campus travel will be incurred by the student. Off-Campus Clinical Practicum sites considered to be in-area include any location within a two hour drive of the city of Tuscaloosa.

Only students in good standing are assigned to off-campus clinical practicum. Good standing is defined by a student's professional conduct, academic performance and clinical performance. Students with a remediation plan are not eligible for off-campus placement until the terms of the remediation plan are met. Students under review for misconduct will not be assigned to an off-campus placement or might be removed from the site. If a student is on Academic Probation or demonstrates questionable academic misconduct (i.e. poor class attendance), the student may be required to complete the 5th semester practicum locally. Students who are not performing to the standards and expectations outlined prior to the placement (See Student Handbook Appendix X: Expectations for the Student Intern at an Off-Campus Site) will be required to complete a remediation plan. If a practicum experience is delayed or not completed due to review of good standing, the student will complete a rotation the following semester and graduation will be delayed one semester.

For information regarding the out-of-area clinical practicum requirements refer to Appendix VIII: Guidelines for Requesting Out-of-Area Sites for Clinical Training.

### **Time Commitment for Clinical Experience**

Graduate students must be enrolled in clinical practicum each semester they are enrolled in the graduate program. They must complete a minimum of 25 observation hours and 375 clock hours of clinical practice prior to graduation. The Clinic Director, Internship Coordinator and Clinical Educator determine the number of days and hours a student attends his or her practicum. Students must plan to be available as required for practicum assignments. Students who have jobs or are involved in activities outside the department must be prepared to schedule those time commitments around clinic assignments. Students must recognize that personal decisions (pregnancy, job changes, moves, getting married, etc.) may impact or delay graduation timelines.

### **Clinical Practicum Grading and Remediation**

Graduate clinical practicum is graded as Pass/Fail/Incomplete. Graduate students will be formally evaluated and graded by their Clinical Educator at mid-term and at the end of the semester using Calipso, a web-based tool for managing student clinical education. Knowledge and skills in the follow areas will be assessed according to the Performance Rating Scale below. These are equally weighted.

- Evaluation skills
- Intervention skills
- Preparedness, Interaction, and Interpersonal Qualities

A remediation plan may be put in place following a clinical practicum mid-term evaluation, a final evaluation, a diagnostic evaluation, or at any time when a student's clinical performance is not in good standing. A remediation plan is developed for any student who receives an "F" or "I" grade in clinic. If a remediation period carries over to the next semester, the student will receive a grade of "I" at the end of the semester in which the remediation period began. This grade will be changed to "P" or "F" at the completion of the remediation period.

The remediation plan will be developed by a remediation committee and will include:

- A description of the problem(s) or area(s) of concern
- Plan/process for remediation
- Explanation of how outcome/success will be measured/determined
- Timeline for completion will be specified in the remediation plan

The remediation committee may include the Department Chair, at least one Clinical Educator, and the Clinic Director.

If the student successfully meets the terms of the remediation plan within the timeline specified, the student proceeds with graduate study as normal. If the student does not successfully complete the remediation process, a second remediation plan may be developed. A maximum of 2 remediation plans may be implemented for a student during their graduate program. If after a second remediation plan, the deficits in clinical performance are not successfully resolved, as determined by the remediation committee, the student will be dismissed from the graduate program, even if the student is not on academic probation.

A student who earns an "F" or Fail grade in clinic is not awarded the clinical clock hours earned that semester. A student who earns an "F" or Fail grade in clinic will be required to complete an additional semester of clinical work.

A student who earns an "F" or Fail grade in clinic may be at risk for academic probation.

#### Evaluation of Clinical Performance

Clinical Educators will observe treatment (therapy sessions) a minimum of 25% of the student's contact time and each diagnostic session a minimum of 50% of the time. Observation is not the only method used in determining competency. The student will also be evaluated on quality of written work, professionalism, as well as other pertinent indicators of professional development.

## **Time Limits for Degree Completion**

The MINIMUM length of the program for the master's degree is the equivalent of five semesters for a student with an undergraduate background in communicative disorders, or seven semesters for a student without such a background. The Graduate School requires that the degree be completed within six years.

Students with a typical pre-professional undergraduate background in communicative disorders generally can complete the above requirements in five continuous semesters beginning in the Fall semester (F, SP, S, F, Sp).

Students with no undergraduate background in communicative disorders typically are able to complete the above requirements in seven semesters beginning only in Fall Semesters (F, Sp, F, Sp, S, F, Sp).

Graduate School information on Time Limits.

## **Certification and Licensure**

In addition to having completed all the academic and clinical requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in Speech-Language Pathology, students completing this program will be eligible to apply for a state license granted by the Alabama Board of Examiners in Speech Pathology and Audiology.

Graduates may also become employed in the public schools of Alabama on a provisional basis prior to becoming licensed, and on a permanent tenure earning basis after obtaining licensure and receiving a Class A teacher's certificate from the State Department of Education.

## **HIPAA Policy**

The security and privacy of clinical records is protected by professional ethics (American Speech-Language-Hearing Association) and federal legislation (Health Insurance Portability and Accountability Act). The Speech and Hearing Center is bound by ethics and law to adhere to HIPAA Policies and Practices as prescribed by The University of Alabama HIPAA Compliance Committee. (HIPAA, Appendix III) All members of The Speech and Hearing Center workforce must comply with HIPAA Policies and Practices.

- Students enrolled in clinical practicum/courses are part of The Speech and Hearing Center workforce.
- The obligation to protect the confidentiality and security of clinical records begins with enrollment in clinical courses and is on-going (i.e., does not end with completion of clinical coursework or graduation).

Clinical practicum students will complete HIPAA training prior to engaging in delivery of clinical services. Documentation of training will be kept by The Speech and Hearing Center HIPAA Privacy Officer.

HIPAA Policies and Practices apply to all clinical records, which includes all paper and electronic clinical records, billing records, photographs, video and audio recordings, and verbal and telephone conversations.

#### Important Points related to HIPAA

- Clinical data/records cannot be stored on a personal electronic device, such as a laptop, flash drive, or smart phone. Students cannot email clinical records to themselves.
- UA Box may be used to create and store clinic related work that contains protected health information (PHI). Documents created or stored on UA Box that contain PHI may not be saved or downloaded to any computer, personal device, flash drive, or smart phone.
- The Permanent Client File or its contents can never be taken from The Speech and Hearing Center. This policy applies to paper and electronic records or copies of records.
- The Working File can be taken from The Speech and Hearing Center. The clinician should access the information in the file only in a secure and private setting. The clinician must understand and accept that the Working File and its content are the responsibility of the clinician. Unauthorized or inappropriate disclosure of the information contained in the file is a violation of HIPAA Policies and Practices. The clinician is responsible for protecting that information and will be accountable if a breach occurs. Sanctions are enforced for all breaches of privacy and security, even if the violation was unintentional or out of the control of the clinician. Precautions for protecting the records include but are not limited to:

- Never leave a Working File unattended in your car.
- Never leave a Working File unattended in your home. If you are not working on the file, store in a secure and private location.
- Never access the content of the file around other people, such as roommates, or in a public venue, such as a restaurant.
- Violations of HIPAA Policies and Practices will be reported to the The Speech and Hearing Center Privacy and Security Offices, Clinic Director, and Department Chair.
- Students who violate HIPAA Policies and Practices will be subject to sanctions.
  - The sanction imposed will be based on the severity of the breach. Mitigating factors as well as whether the breach was a first or repeat offense will be considered.
  - Neither The University of Alabama nor the Speech and Hearing Center can protect the students from legal charges filed through the court system on behalf of a client should such an action occur.
- If a student is accused of a HIPAA violation, a meeting will be scheduled to address the accusation. The HIPAA Privacy and Security Officers, Clinic Director, and Department Chair will attend the meeting with the student. Other Speech and Hearing Center personnel, such as a clinical educator, may be present as well.
  - The accusation and concerns will be presented. The student will be given the opportunity to provide an explanation/defense.
  - If it is determined that the student is guilty of a HIPAA violation, the HIPAA Officers, Clinic Director, and Department Chair will determine the appropriate sanctions.
  - The purpose of the meeting the outcome will be documented. A copy will be placed in the Student's Department File.
- Disclosing information about a client to someone without-a-need-to-know causing damage to the client's reputation, embarrassment, or personal anxiety.
- Disclosing information about a client to an attorney, media, estranged spouse, etc.
- Disclosing information for personal profit; selling information.
- Disclosure of information damages the reputation of The Speech and Hearing Center or results in legal vulnerability.

Typical sanctions would include:

- Both a first offense and a serious offense typically require disciplinary sanctions but do not threaten the student's opportunity to complete the program in the expected number of semesters. HIPAA re-training, loss of clock hour credit, and a letter of reprimand are examples of possible sanctions.
- A second serious offense or critical offense warrants a grade of "F" or "fail" in the clinical course. The student will remain in-house one extra semester for clinic rather than be placed at an off-campus site. The student will have to extend the completion date of the graduate program by one semester.
- A fatal offense, third serious offense, or second critical offense warrants dismissal from The Department of Communicative Disorders for a graduate student.

## Student Progress Requirements

The M.S. degree in Speech-Language Pathology offered by the Department of Communicative Disorders at The University of Alabama is a standards-based education program. Standards based educational programs are systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their educational programs. Our degree program is based on the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved from [www.asha.org/certification/2020-SLP-Certification-Standards](http://www.asha.org/certification/2020-SLP-Certification-Standards).)

Students will work systematically through all of the required standards during their clinical training and academic coursework. Students must maintain an overall GPA of 3.0 or higher throughout their graduate program to avoid academic probation. However, regardless of overall grade earned in the course- the professor for each course will evaluate a student's mastery of standards on each summative assessment offered in the course. If a student fails to show mastery on any of the targeted standards in a course, the professor will meet with the student to outline a remediation plan to ensure that the standard is met prior to the end of the course. The professor will document the plan and student and professor will sign the documented plan and it will be filed within the professor's records for the course. Successful completion of the plan should also be documented within the professor's records for the course.

At the conclusion of the course, the professor of record will evaluate each student's mastery of targeted standards for each course. They will provide a list of students that require remediation due to failing to meet mastery criteria for standards addressed in their courses by the due date for final grade reporting. This list will be provided to the Chair and Director of Graduate Studies. The Chair, Director of Graduate Studies, Professor, and student will meet to discuss and finalize the remediation plan for the standards that require additional work to demonstrate mastery by the

### HIPAA Sanctions

Each violation will present unique circumstances. Sanctions will be determined on a case-by-case basis. General guidelines will be applied when determining sanctions. The severity of the offense is determined by considering intent and potential harm to the client and/or Speech and Hearing Center.

- Serious offense involves poor judgement on the part of the clinician; however, no harm was done to the client or the reputation of The Speech and Hearing Center. No serious legal implications are anticipated as a result of the act. There was a breach of policies and practices, but protected information was not disclosed to an outside/inappropriate source. Examples include:
  - Client File is taken from The Speech and Hearing Center
  - Working Files are left in the student's car.
- Critical offense involves not only poor judgement on the part of the clinician, but harm or potential harm could occur to the client or the reputation of The Speech and Hearing Center. Confidential information was disclosed as a result of this action. Legal vulnerability is a concern. Examples include:
  - A Working File is left in a restaurant.
  - A Working File is stolen from the student's car.
  - Posting photos or video to social media. (This could be a fatal offense.)
- Fatal offense occurs when the violation was committed for personal profit or with malicious intent causing harm to both the client and The Speech and Hearing Center. Legal implications are serious. Examples include:
  - Disclosing information about a client to someone without-a-need-to-know for the purpose of gossip.

first week of the following semester. The remediation plan will include the standards to be targeted, activities to teach/remediate understanding of the standards, assessment of mastery for each standard, and the timeline for accomplishing the tasks. This will be signed by all parties and filed in the student's department record.

## **Academic Misconduct**

Graduate School information on Academic Misconduct.

## **Withdrawals and Leave of Absence Information**

Graduate School information on Withdrawals and Leave of Absence.

## **Academic Grievances Information**

Graduate School information on Academic Grievances.

## **Grades and Academic Standing Probation**

### *1. Academic GPA*

A graduate student with unconditional standing who drops below a B average in grades at any time after earning 6 semester hours will be placed on probation. Probationary status must be removed by raising the overall average to a B or better during the next 12 hours of graduate work following the semester in which the probation was incurred. Failure to do so will result in dismissal from the Graduate School. If a student's overall average drops below a B during the last 12 hours of prescribed course work this will result in dismissal from the program and academic suspension from the Graduate School.

### *2. Clinic Grades*

A "Fail" grade in clinic will place any student on probation. A remediation plan will be instituted. If a "fail" grade is earned after implementation of the remediation plan the student will be dismissed from the program. A student will not be allowed to graduate with a "Fail" grade in clinic in their last semester.

Graduate School information on Grades and Academic Standing.

## **Graduate School Deadlines Information**

Information on Graduate School Deadlines.

## **Application for Graduation Information**

Information on the Application for Graduation.

All successful new applicants to the graduate program are considered for available scholarships and graduate assistantship positions. As additional scholarships and graduate assistantship positions become available, all current graduate students will be considered for these positions. A separate application is not required for graduate assistantship or scholarship consideration.

## **Faculty**

### **Chair**

Dr. Memorie Gosa

### **Clinic Director**

Dr. JoAnne Payne

### **Coordinator, Audiological Services**

Dr. Christy Albea

### **Clinical Audiologists**

Dr. Christy Albea

Dr. Emma Brothers

Dr. Abigail Hubbard

### **Full Professor**

Dr. Marcia Hay-McCutcheon

### **Associate Professors**

Dr. Anthony Buhr

Dr. Memorie Gosa

Dr. Evie Malaia

### **Assistant Professors**

Dr. Luca Campanelli

Dr. Spyridoula Cheimariou

Dr. Paul Reed

Dr. HyunJoo Yoo

### **Instructor**

Dr. Laura Moss

### **Clinical Educators**

Dr. Christy Albea

Mrs. Jennifer Baggett

Mrs. Mary Bryan

Mrs. Candace Cook

Mrs. Kayce Hinton

Mrs. Amanda Mennen

Mrs. Mary Ray-Allen

Mrs. Sara Shirley

Mrs. DeLaine Stricklin

### **Graduate Research Professor Emeritus**

Dr. Charles Formby