

**COMMUNICATION SCIENCES AND DISORDERS****Program of Study**

The Graduate Program (thesis or non-thesis) provides students with the competencies associated with the delivery of high quality clinical services. The objective of the program is to prepare beginning clinicians for independent professional activities. The graduate program extends over a two-year period for regular, full-time students (September entry only).

A faculty of experienced clinicians and a faculty-student ratio that permits considerable individual attention accomplishes supervision of practicum. In addition to weekly observations of the student's practicum, the supervisor and student have one-hour conferences each week to discuss the various aspects of the student's clinical work. Practicum experiences are provided under the auspices of the University's Conley Speech and Hearing Center, which offers on-campus and outreach services to a broad spectrum of persons with language, speech and hearing problems. The out-reach services place graduate students in regular and special schools, as well as in hospitals and other settings.

The basic program requirements meet the current academic and clinical education requirements for clinical certification in Speech-Language Pathology of the American Speech-Language-Hearing Association. As a matter of policy, we require those admitted to the program to meet these certification standards.

Graduates with a Master of Arts degree in Communication Sciences and Disorders find positions as speech-language pathologists in schools, hospitals, and other service agencies, as well as in private practice. Positions are readily available in Maine, other states, and the Canadian provinces, especially the Maritimes.

**Financial Aid**

A limited number of graduate assistantships and other financial aid is available on a competitive basis each year. Applications for financial aid should be received by February 15 for the following academic year. A definite decision on financial aid is made only after an applicant has been fully admitted to the Graduate School.

**Applying**

The application deadline for the Graduate Program in Communication Sciences and Disorders is January 15. Fall enrollment only is offered. Student selection for the coming fall semester occurs between February 1 and April 1. A complete application contains: (a) a completed Graduate School Application form; (b) transcripts of completed undergraduate and graduate work; (c) letters of recommendation; (d) GRE Scores.

**Correspondence**

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## **Graduate Faculty**

**Amy Engler Booth**, M.A. (Kent State University, 1987), Lecturer, Staff Audiologist. Audiological assessment and hearing aid fitting, hearing impairment, aural rehabilitation.

**Nancy E. Hall**, Ph.D. (Case Western Reserve, 1992), Associate Professor. Fluency disorders, developmental language disorders.

**Allan B. Smith**, Ph.D. (University of Connecticut, 2002). Associate Professor. Speech disorders, speech acoustics, language development.

**Susan Smith**, Ph.D. (University of Connecticut, 2003). Assistant Professor. Dyslexia, phonological disorders, phonological development, preschool language disorders.

**Judith L. Stickles**, M.A. (University of Maine, 1982), Clinical Director, Staff Speech-Language Pathologist. Child language development and disorders, school-based practice.

**Judy P. Walker**, Ph.D. (University of Massachusetts, 1994), Associate Professor, Department Chair. Aphasia, TBI, motor speech disorders, dysphagia.

## **Associate Faculty**

**Marybeth S. Allen**, M.A. (University of Maine, 1990), Lecturer, Staff Speech-Language Pathologist. Fluency disorders, child speech and language disorders.

**Susan D. Burgess**, M.A. (University of Maine, 1998), Lecturer, Staff Speech-Language Pathologist. Language development and disorders, phonological development and disorders, family-centered practice.

**Lorriann Orr**, M.S. (Boston University, 1986), Lecturer, Staff Speech-Language Pathologist. Child language development and disorders, phonological disorders, school-based practice, family-centered practice.