

Priority 5

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Academic Program Development Form

COLLEGE/SCHOOL: Allied Health Sciences DEPARTMENT: Speech-Language and Auditory Pathology

API DISCIPLINE SPECIALTY TITLE: Speech Pathology and Audiology

API DISCIPLINE SPECIALTY NUMBER: 1220

LEVEL: Bachelor Master 1st professional Doctoral

PROPOSED YEAR OF: Establishment 1995 Deletion Redesign

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL MISSION AND UNIT VISION:

(See Attached)

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

(See Attached)

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	-	-	-	-	1	1	1	1	1	1
White	-	-	-	-	1	2	1	1	1	1
Other	-	-	-	-	-	-	1	1	1	1
Total	0	0	0	0	2	3	3	3	3	3

Percent non-resident: _____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty *	-	-	-	2	1	-	-	-	-	-
Staff *	-	-	1°	1°	1+	-	-	-	-	-
Total	0	0	1	3	2	0	0	0	0	0

*All faculty/staff are 12 months

°Staff-Clinical Instructors/Asst. Professors

+Secretary

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1991

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel								
Operating								
Library								
Computing								
Other						\$40,000		
Total								

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL MISSION
AND UNIT VISION

Objectives

The educational objectives of the doctoral program in Speech-Language Pathology or Audiology are to foster scholarship, critical analysis, clinical expertise and creative research abilities. It is our intention to select a small number of candidates for admission in order to give full attention to the individuality of aptitudes and career goals. Curricula will be designed to expressly address their goals as well as strengths and weaknesses of previous experiences or education.

The doctoral program in speech-language pathology or audiology will offer optional tracks from which a candidate may choose: 1) Clinical Service Provider Emphasis (CSPE) or 2) Teacher/Investigation Emphasis (TIE). The CSPE places emphasis on those areas of study germane to providing clinical service in the discipline of Speech-Language Pathology or Audiology (i.e. less course work/practica in teaching, and more in areas of management and differential diagnosis). The TIE places emphasis on those areas of study germane to becoming a teacher and/or investigator (i.e. less instruction in the area of management, and more course work with experimental design, grant writing, and math and computer science). Both tracks will require 3-5 years to complete and must culminate in a major research project (dissertation) and the passing of a Doctoral Candidacy Examination.

The proposed doctoral programs relate to several ideals held in distinction by the East Carolina University community. These ideals are stated in the educational, research and service missions of East Carolina University.

The Division of Health Sciences' Vision Statement states "... a strong commitment to scholarship with special reference to applied clinical research...seeking a better understanding of the health problems, concerns, and needs of the elderly, the poor, the underprivileged, and individuals in under served communities". These statements are in concert with the proposed doctoral programs which would provide expanding information, research and clinical service to the eastern North Carolina community.

The doctoral programs in speech-language pathology and audiology will assist these Missions by providing information and opportunity for students to assist the communicatively impaired by enhancing their potential to learn and be productive in our society. Research performed in these Programs will advance the understanding and remediation of various communicative disorders (i.e. aphasia, hearing impairment, deafness, stuttering, childhood language disorders). The eastern North Carolina community, which is under served in these disciplines, will benefit from expanded and improved clinical training and services for the communicatively impaired.

RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

It is the opinion of many prominent educators, researchers and practitioners that the two year graduate degree is no longer serving as adequate preparation in speech-language pathology and audiology. "It is now apparent that for the intensive demands of clinical practice, the two years of professional education .. are no longer adequate to provide today's and tomorrow's clinicians with adequate basic science and clinical knowledge" (Aronson, ASHA Nov. 1987, p. 35). This recognized need in increasing educational preparation is attributed to several areas: changing job responsibilities, increased information in basic and clinical sciences and . increases in technology.

"There is incongruity between the quantity, quality and duration of training and the complicated demands of our profession. What other profession assumes comparable responsibility for understanding the communicative disorders arising from dental defects, craniofacial anomalies, neurologic diseases, ear diseases, developmental disorders and laryngeal dysfunctions while at the same time purports to be the authority on speech, language and auditory rehabilitation -- on the strength of two years of professional education?" (ASHA 1987, p. 37). As stated by Dr. Patricia Cole, President of the American Speech-Language-Hearing Association, "We must encourage and recognize the importance of more advanced levels of expertise...I am distressed that at a time when the knowledge base in our field is expanding rapidly and the needs for leadership in research, teaching and service delivery are growing we are seeing a decline in the number of doctoral degrees being earned by persons in our profession. If we are to hold a place of prominence in the health and human services systems, we must reverse this trend." (ASHA, Dec. 1987 p. 25). Some believe that the profession itself will not exist unless the doctorate degree is stressed. It is thought that unless strong and numerous doctoral programs are established, our profession will lose autonomy and be absorbed by other professions with more predominant doctoral level training. There has been a continuous decline in the number of doctoral trained professionals. According to ASHA data from 1986 only 7.6% of the membership holds a doctorate. Between 1982 and 1985 the number of doctoral degrees awarded decreased 44%. This occurred during a period when the membership in our national organization (ASHA) increased by 77%.

In the surrounding ten state area, there was a total of eleven doctoral degrees granted in 1986 in speech-language pathology or speech science, and only seven doctorates granted in audiology or hearing science. In the mid-atlantic states of South Carolina, Georgia, Virginia and Maryland, four doctoral degrees in speech-language pathology or audiology were granted in 1986. Note that North Carolina does not have any programs that grant the doctorate in either speech-language pathology or audiology (See Appendix). Because of the decline in new doctorates, the demand for these individuals has substantially increased over the past two years. A review of the "Classifieds" Section of ASHA, a monthly publication of the American Speech-Language-Hearing Association consistently show numerous openings that require the Ph.D. The critical shortage will become even more evident as doctoral faculty retire from their institutions with fewer doctoral graduates available to fill their positions.

The concern for the need for more doctoral programs has received national attention as evident in the 1988 Legislative Council meeting in New Orleans, November 13-16, 1988. The Legislative Council is the governing body of the

American Speech-Language-Hearing Association which has a membership of 50,000 speech-language pathologists and audiologists. At the session, the Council passed resolution 6-87 which "Encourages the American Speech-Language-Hearing Association to promote doctoral programs in clinical speech-language pathology and audiology". It is anticipated that the National Association will be providing assistance and resources for programs desiring to develop doctoral programs.

As stated earlier, there are no training programs in North Carolina that offer the doctorate in either speech-language pathology or audiology. The questions must then be asked: "Is there the need for the doctoral degree granting program in North Carolina?" "Are there residents of North Carolina that could or would have considered obtaining a doctorate at a North Carolina institution in speech-language pathology or audiology?" A brief and cursory survey of some of the graduates of the M.S. program at East Carolina University revealed that 1) for those who either started or completed a doctoral program, all would have given serious consideration to attending ECU had a program been available, and 2) there are graduates who would pursue a doctoral program at ECU if it were available. In some instances, graduates were not able to complete the degree because of out-of-state fees and/or distance to the training program from their home state (the department holds supporting letters). It is expected that there may be a significant number of graduates from all the current masters level training programs in North Carolina who would pursue the doctorate if a program were available to them in North Carolina.

The need for a doctoral program in North Carolina has merit and it is appropriate that the Department of Speech-Language and Auditory Pathology at East Carolina University be given the opportunity to develop the degree for the following reasons:

1. The graduate programs in both speech-language pathology and audiology have demonstrated their high standards of academic excellence as evident in their having received accreditation by the Educational Standards Board of the American Speech-Language-Hearing Association. The programs were the first in the state to receive such accreditation.
2. There is an exceptionally strong base from which a doctoral program can draw:
 - a) Doctoral programs already available in the following departments of the School of Medicine: Anatomy, Biochemistry, Microbiology, Pharmacology, and Physiology.
 - b) Appropriate minor concentration areas.
 - c) Adequate library holdings in the Health Sciences Library, Joyner Library, and the Departmental library.
 - d) Availability of statistical consultants in the School of Allied Health Sciences' Biostatistics Department.
 - e) Established clinical relationships with Pitt County Memorial Hospital Rehabilitation Center, Developmental Evaluation Center, Otolaryngologists, (Bost, Camnitz, Knott, Sabiston, et al.) and other clinical training sites.
 - f) Established liaison to the planned Gerontology Center.

3. The present SLAP faculty required to undertake a doctoral degree program approaches the appropriate size when compared to 10 other southern state programs.
 - a) SLAP Faculty (12/6)
 - (1) 12 full time faculty
 - (2) 6 doctoral faculty
 - b) Comparable to other doctoral training programs (See Appendix A)
 - (1) Compares favorably with University of Virginia (7/7)
 - (2) Somewhat more similar than South Carolina (11/5)
 - (3) Unfavorable to Florida State (13/9)
4. Appropriate masters degree programs that would provide for an applicant base from which to draw candidates.

Three areas have been defined in which additional support would be needed.

1. Physical facilities: Laboratory/clinical space is less than adequate and approximately 2400 square feet of clinical/lab space needs to be considered for implementation of the program. Through reallocation of resources, the department will be able to provide for approximately 1100 square feet.
2. Faculty/Staff: There will be a need for three additional doctoral positions, 2 staff clinical supervisor positions and one secretarial position. One doctoral position in audiology, one in speech science and one in voice/oro-facial will be required in order to provide the depth of training required at the doctoral level. Two clinical supervisors' positions (masters level) are required in order to alleviate the existing doctoral faculty of their clinical supervision responsibilities. An additional secretarial position is needed plus upgrading our current level 4 position to level 5 in order to better meet the needs of a department of 17 faculty/staff. Through reallocation of resources, the department may be able to secure one of the doctoral positions.
3. Equipment and Computer hardware/software: There will be a need for additional equipment in both clinical and research areas.

Summary Statement: East Carolina University is the appropriate North Carolina university to be providing these doctoral degree programs. This is due to the availability of personnel, physical and ancillary resources. The present available faculty provides an exceptional level of expertise to which minimal additions would be required. The physical facilities are in need of expansion. The present clinical facilities along with the existing resources at the ECU Medical Center provide a foundation for adequate patient and interdisciplinary communication upon which to build. Ancillary resources include the developing Gerontology Program and the minor study areas such as Psychology, Biostatistics and Gerontology. In addition, eastern North Carolina is a large, relatively unserved rural area in need of service and study in both audiology and speech-language pathology.

APPENDIX
DEMOGRAPHICS OF 10 SOUTHERN INSTITUTIONS
GRANTING PH.D'S IN SPEECH-LANGUAGE PATHOLOGY
AND
AUDIOLOGY

APPENDIX A

PH.D. DEGREES FOR 10 SELECTED UNIVERSITIES

	Grad.Last 5 Years	Grad. 85-86	Admission	Graduated 86-87		86-87 Admissions		Entry to Grad.	Library			Federal	Research Support			Current Enrollment	Full & Part Faculty	Doctor Facult
				Sp. Path.	Aud.	Sp. Path.	Aud.		Univ.	Med.	In-House		State	Private	Institutional			
Georgia	0	0	3.0 GRE	1	0	1	0	-	X	X	X	X	X	-	X	0	-	-
Maryland	5	2	GRE	0	0	0	0	4	X	X	X	X	-	-	X	15	14	10
South Carolina	0	0	GRE	2	0	1	0	4	X	X	X	X	-	-	-	4	11	5
Southern Mississippi	0	0	3.5 GRE	2	0	5	2	4	X	X	-	X	-	-	X	5	9	8
University Tennessee	6	2	GRE	0	0	0	0	3	X	X	-	X	X	X	X	13	19	14
University Virginia	8	1	3.5 GRE	0	1	1	1	3	X	X	X	-	-	-	-	9	7	7
Vanderbilt	12	3	2.67 GRE	1	3	0	2	3	X	X	X	X	-	X	X	6	17	12
Memphis State	8	2	GRE	0	2	3	3	3	X	X	X	X	X	-	X	14	11	10
Florida State	8	0	3.0 GRE	0	0	0	1	4	X	-	X	-	X	X	X	10	13	9
Florida	22	4	3.0 GRE	5	1	7	4	4	X	X	X	X	X	X	X	17	21	18