

The Present



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Current Status: Data Bases



- CAPCSD Data Base
 - http://www.capcsd.org/cgi-bin/caplist.exe/Programs_By_Name
- National Academy of Pre-professional Programs
 - <http://calvin.edu/~jvwoude/membership.htm>
 - B. Schmidt
- ASHA Academic Affairs
 - Silvio Quevedo, Assoc Director
- ASHA EdFind
 - <http://www.asha.org/students/academic/EdFind/default.htm>
- Net searches
- Targeted and general CAPCSD membership surveys
 - Handout contains preliminary data

Breakdown

- Total of 314 colleges/universities granting CSD degrees (US only)
 - AA degrees only - 7
 - BA/BS only – 54
 - BA/BS + Masters – 125
 - BA/BS + Masters, AuD, ClinDoc – 76
 - MS + Doctorate – 19
 - Masters only – 18
 - Doctorate only – 5 (includes 2 res doc progs)
 - Uncertain – 10

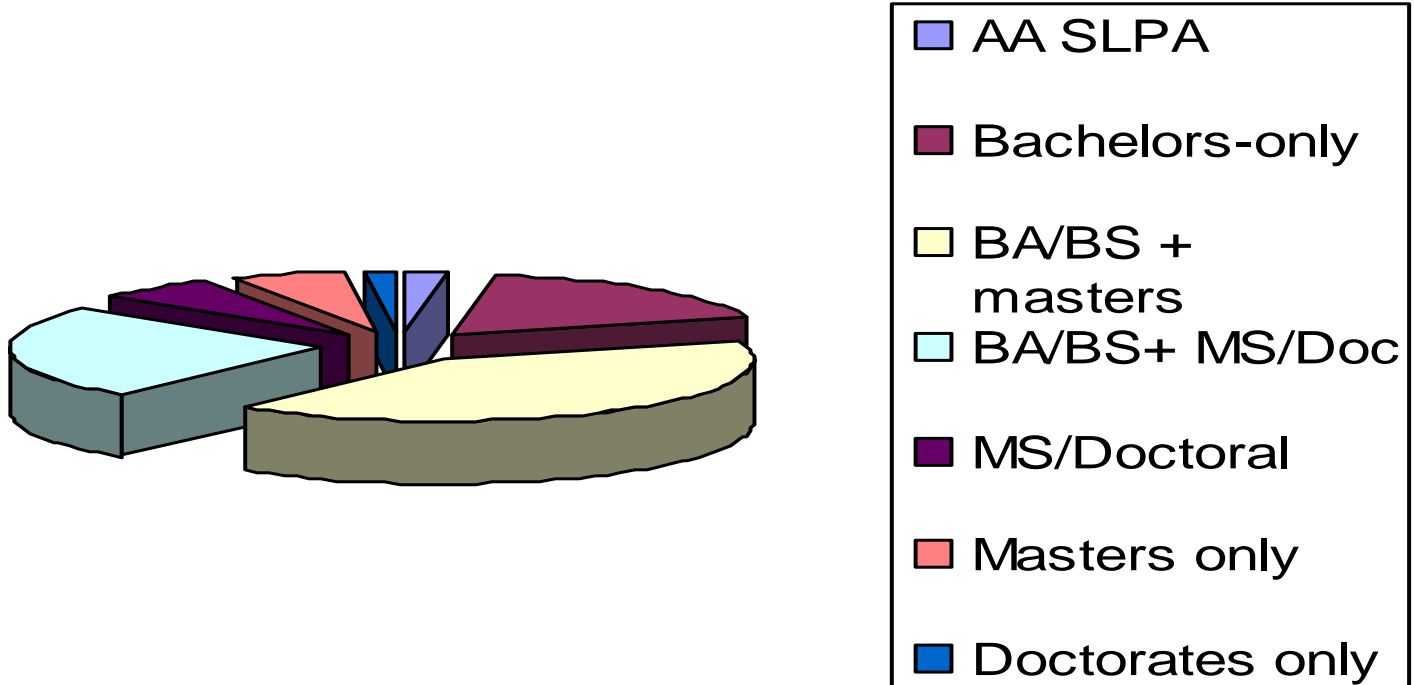


EdFind graduate *programs*

- SLP masters or entry/clinical doctorate degree **programs** (accredited and nonaccredited) = 244
- Audiology doctoral **programs** (accredited and nonaccredited) = 76

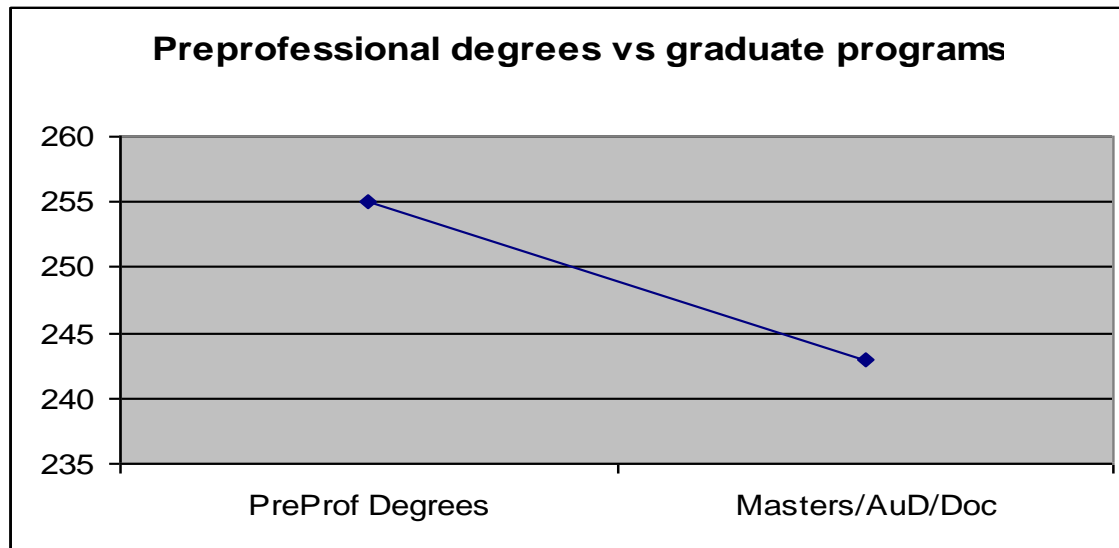
Breakdown

CSD Degree Pie



Pre-Professional vs Grad Programs

- BA/BS degree-granting institutions = 255
- Institutions granting graduate degrees in CSD = 243



And our survey says....

- Title
- Mission or purpose of the UG program?
 - Mission specific to UG program? Mission pre-professional? Other?
- Faculty FTE
- Number of students
- Rank the educational aims/objectives:
 - Terminal degree, prep for paraprofessional employment, prep for further study in variety of professions, prep for grad studies in the profession (your program or other CSD programs)
- Strengths of the program? What's right?
- Describe the model of the program.
- What should be the primary emphasis of UG education?
- What would you change about UG education in the US?

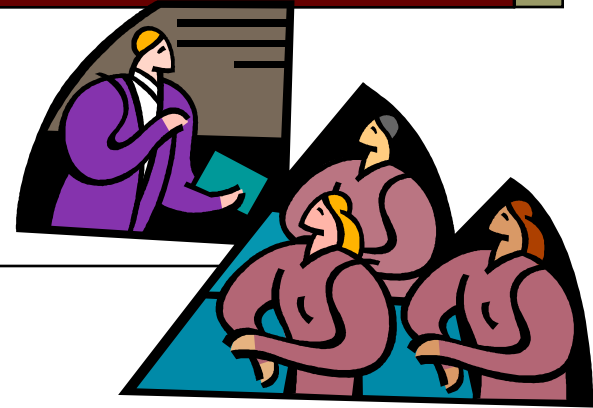
Variety of bachelors degree titles include...

Bachelor of Science in CSD, Bachelors of Arts in Com Dis, Bachelor of Health Sciences in Com Dis, Bachelor of Science in S & H Sci, BA in SP & A, BA in SLP/A, BA in Com Dis, BS in Education with Concentration in Com Dis, BS (major not specified), BA or BS in Com Dis, Bachelors in Hearing and Speech Sciences, “Pre-professional emphasis in CSD” (not a major) within the Dept of Com Dis, BS in Speech Pathology...

Variety of Mission/Goals of the UG program....

- Have a Mission that specifically mentions the UG program (19%)
- “*Prepare for graduate education in the professions*” (55%)
- Some have multi-faceted mission/goals (25%)
Ex: “*The undergraduate degree program is designed to prepare students for graduate study in speech-language pathology or audiology, or related areas, to prepare them for paraprofessional employment, or to help students make decisions concerning future graduate study in this or related fields.*”
- Core skills (organization, problem-solving, critical thinking, communication).
- Personal values/traits (thinking, feeling, competent, caring professionals, positive impact on society).
- Economic, cultural life, diversity of the state; university values (moral, religious), and diversities.

Survey continued...



- The average number of faculty FTE per reporting program devoted to the undergraduate program is 3.8.
- The average number of admissions/major declaration for BA/BS majors within our sample is 39 (# ranged from 5 to 90).
- With 255 programs graduating classes 39 students each year = 9900 BA/BS graduates.

Compare that to Ed Find (US) data

- 76 audiology graduate programs listed; number of newly enrolled students in audiology doctorate programs range 1 – 25 per year (12-16 per class).
- 244 SLP graduate programs listed; number of newly enrolled students in SLP masters/clinical doctorate programs ranges from 4 to 150 per year (25-30 per class).
- 8000 graduate enrollment slots

Ranking: Primary Educational Objective of the BA/BS degree

- 1- Preparation for graduate studies in prof (79%)
- 2- General background in CSD in preparation to continue graduate education and enter a variety of professions (16%)
- 3- Preparation to enter employment as an SLP-A, paraprofessional certificate, provisional credential, or a terminal degree (4%)



Strengths... what's right?

- ❑ Committed, enthusiastic, knowledgeable, accessible faculty (exposure to tenure track, PhD level faculty)
- ❑ Opportunities for PhD candidates to teach
- ❑ Recruitment into the profession
- ❑ Selection process (find students with higher GREs, ACTs)
- ❑ Observation and practicum in a Model School Lab
- ❑ Small group experiential learning, critical thinking, writing skills, well rounded liberal arts experience
- ❑ Research and basic principles of SLP and Audiology
- ❑ Involvement of UG with grad students in NSSLHA chapter, Journal Club



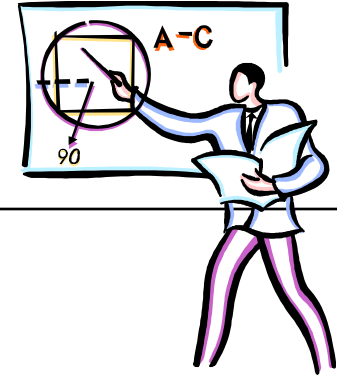
Strengths... what's right?

- ❑ UG independent research, UG honors theses, highly ranked Independent Study (IS) program.
- ❑ Focus on speech, language, and hearing sciences
- ❑ Foundational framework in anatomy, physiology, math, physics, statistics, and psychology
- ❑ Rigorous, broad foundation and basic processes courses and the humanities.
- ❑ Curricular support in ASL and Psychology
- ❑ Focus on linguistics and cognitive science
- ❑ Offering an interdisciplinary minor (neuroscience, linguistics, gerontology, deaf studies)
- ❑ Cross cultural diversity of students

Strengths... what's right?

- ❑ Small class size
- ❑ Observations of master clinicians
- ❑ 50 clock hours over 3 semesters, 75 clock hrs+obs
- ❑ Practicum experiences as seniors
- ❑ Interdisciplinary clinical experiences
- ❑ UG access to on site and off site clinics
- ❑ Well-thought-out, structured, sequenced curriculum
- ❑ Bridge, continuum to graduate studies, exceptional 5-year program
- ❑ Individual advising about educational and career goals, monitoring progress

Models



- ❑ “Pre-professional” (most frequent response)
- ❑ “Foundational” (second most frequent)
- ❑ Skills development (e.g. writing) and science oriented (“minimal clinic”)
- ❑ Basic sciences, normal development
- ❑ General education in speech, language, hearing science and exposure to clinic
- ❑ Content knowledge and fundamental skills
- ❑ Traditional undergraduate education curriculum model (general studies, survey classes, basic sciences, disorders, then clinic)
- ❑ Continuity model, UG to graduate (5 yr prog)
- ❑ Variety of teaching/learning experiences

Models

- ❑ Lectures and labs
- ❑ Competency-based
- ❑ Students are *selectively admitted* after general studies requirements are met
- ❑ Lecture and observations, paired with graduate students
- ❑ Basic information plus experiential learning
- ❑ “Student centered”
- ❑ Develop “respect and awe” for the complexity of the human body and the nature and development of communication.
- ❑ Educational model with clinical experiences
- ❑ CSD presented in a well-rounded education in liberal A&S
- ❑ I don’t know what you mean?



What should be the primary emphasis of undergraduate CSD programs?

- Within the context of a broad, strong, liberal arts education...
- Basic biological, physical, math, and communication (anatomy, acoustics, physiology, sociolinguistics, psycholinguistics) sciences; survey exposure; multidisciplinary experiences; research experience; hands on, pre-clinical experience; disorders courses; critical thinking; writing; etiologies and communication across the life span; and independent problem-solving (through the lens of the discipline).



....primary emphasis of undergraduate CSD programs?

- Principles and practices of the professions, understanding the skills and personal (interpersonal) traits required for a satisfying, successful career in the professions (not all students are suited to the professions).
- Learning to reason ethically and morally and live responsibly in a multicultural society and as a part of a global citizenry.

What would you change?

Preparation and recruitment

- Better HS preparation in math and science, attract stronger students out of HS
- Some of our best student discover CSD after completing non CSD majors.

R-E-S-P-E-C-T

- Take undergraduate education more seriously
- Make clear the contribution of UG ed to a liberal arts education, increase the perceived value
- More respect for *students* who have completed undergraduate CSD degree programs
- More appreciation of the UG degree as an end into itself, not just a preparation for graduate studies



Clarify of the Pre-professional Role

- National commitment to UG as a pre-professional degree, not a terminal degree
- Consider UG as basic sciences only, enter CSD for a 3 year graduate program
- Less clinical emphasis
- Eliminate the UG practicum
- Teach disorders at the graduate level!
- More emphasis on critical thinking, do away with disorders courses per se
- Earlier exposure to “clinic culture”
- Offer a student teaching track for UG
- More hands on experience and disorders classes

Enhance the Undergraduate CSD Curriculum

- Greater emphasis on science and interpersonal and intercultural communication
- Broader more rigorous liberal arts curriculum
- Flexibility in courses, learning outcomes and ways to meet prerequisites for graduate studies
- More exposure and time for research
- Stronger component in writing skills
- Stronger science background for graduate studies
- Increased opportunities for “service learning.”
- Need to confirm undergraduate programs have “the goods.”
- Greater consistency in preparatory curricula
- Establish a national undergraduate curriculum for CSD.

Gap Analysis



Continuum gap?

- We are granting something close to **10,000** BA/BS degrees in CSD in the US each year.
- We have about **8,000** graduate enrollment slots.

Maybe...

- Roughly 80% of respondents considered their programs to be preparatory for graduate studies in the professions.
- While, 20% are aimed at SLP-A, paraprofessional employment/terminal degrees (4%) or anticipate their graduates will continue studies in a variety of other professions (16%).
- Some programs offer separate “tracks” or options.
- BUT, some programs take students without a background.



Gaps in perceptions and opinions

- Perception that BA/BS programs lack **legitimacy and respect** for what they are doing.
- Gap in opinions as to the role or amount of **clinical exposure and disorders classes** in UG education.
- Strong consensus regarding the need to emphasize **sciences and CSD foundations** in the UG curriculum.
- Some want **more flexibility** in pre-prof preparation.
- While, others want a more consistent, **national curriculum for CSD** those undergraduate programs that are “pre-professional” tracks.

Round Table Discussions

