



Dear Dean:

There is a significant nationwide shortage of highly skilled neurodiagnostic technologists and an insufficient number of formal education programs to address this shortage. The United States Bureau of Labor and Statistics predicts 11,800 future job openings. We at ASET – The Neurodiagnostic Society, are hoping that you will consider developing a neurodiagnostic technology program to help alleviate this critical shortfall. We have included a statistical information document to further emphasize the current shortage of qualified neurodiagnostic technologists nationwide.

ASET is the largest international professional association for individuals involved in the study and recording of electrical activity in the brain and nervous system. Our over 7,500 members include technologists, students, physicians and institutions involved in neurodiagnostics, which includes but is not limited to electroencephalography (EEG), evoked potentials (EP), nerve conduction studies (NCS), polysomnography/sleep technology, intraoperative neurophysiological monitoring (IONM), long-term monitoring (LTM), autonomic function testing, magnetoencephalography (MEG) and intensive care unit/continuous EEG monitoring (ICU/cEEG).

As part of our mission, ASET is committed to encouraging institutions like yours to provide innovative educational opportunities that will meet employers' needs and help allied health professionals meet the demands of working in today's healthcare environment. The employment rate for graduates of CAAHEP-accredited neurodiagnostic technology programs is over 92%, with mean salaries of \$78,214 for graduates of bachelor's degree programs.

With respect to neurodiagnostics, the variety and complexity of diagnostic testing procedures presents new challenges in educating these important allied health professionals. Rendering today's technologists competent to perform these highly technical procedures is one that requires rigorous academic and clinical instruction which extends beyond the scope offered in traditional associate-level degree programs.

In today's health care system, there is an increasing demand for neuromonitoring in intensive care settings and during complex surgeries where there is risk to the brain and spinal cord. The responsibilities carried out by neurodiagnostic technologists are commensurate with a highly educated health care professional. With a focus on how best to meet the educational demands for our profession, ASET developed the Formal Education Task Force (formerly known as the Bachelor's Degree Task Force). One goal of this task force is to provide institutions with the information necessary to create bachelor-level educational programs in neurodiagnostic technology. This level of education has been the standard in Europe for many years. Our organization has published the following statement in support of a formal four-year curriculum in neurodiagnostic technology:

*In 2007, ASET held an online poll on the subject of whether ASET should foster the development of opportunities for a bachelor's degree for the profession. With more than 500 responses to the question, 75 percent were in favor of pursuing the development of a bachelor's degree program. Acting upon these results, the ASET Board of Trustees created a Bachelor's Degree Task Force on October 20, 2007 to further investigate the benefits and need for the development of bachelor's degree programs related to the profession. Upon review of the findings of this task force, ASET recommends and will strongly support the development of bachelor's degree programs that specifically address the educational needs of neurodiagnostic professionals.*

We strongly encourage you to consider the development of a bachelor's degree program in neurodiagnostic technology as a new addition to your health care degree programs. The development of bachelor-level education

will do more than equip graduating students with the necessary knowledge and skills for such diagnostic testing. It will also benefit the public's health and welfare by elevating the technologist's skill set, which effectively promotes patient safety. A bachelor-level program is very feasible, given the variety of neurodiagnostic procedures and specialties within the field and will prepare graduates for leadership roles such as, laboratory and clinic managers and educators.

Support is available from ASET by way of publications such as our "Program Development Handbook for Neurodiagnostic Technology" and "Clinical Sites Handbook." Additionally, we offer a turnkey curriculum to make program start-ups more easily attainable. The EEG Core Curriculum was designed to equip educators and students with the tools they need to succeed without the time intensive and costly venture of creating a new curriculum. This online curriculum provides standardized, high quality education to hospital staff or students in training programs, for the purpose of growing a qualified workforce. Among these important benefits is a viable solution to short staffing. Furthermore, we would be pleased to add your college to our list of schools that provide a degree in neurodiagnostic technology. This list is posted on our website and receives frequent views by potential students.

There are several neurodiagnostic technology credentials that may be considered for college credits and could serve to attract degree-seeking students to your college. These credentials include the following:

R.EEG T., R. EP T., R.NCS.T., CNIM, CLTM, CAP, CMEG (administered by ABRET, [www.abret.org](http://www.abret.org))

CNCT (administered by AANEM, [www.aanem.org](http://www.aanem.org))

RPSGT and CPSGT (administered by the BRPT, [www.brpt.org](http://www.brpt.org))

RST (administered by ABSM, [www.absm.org](http://www.absm.org))

Please contact ASET for more information or for any questions that you may have. We also encourage you to learn more about the neurodiagnostic profession by viewing introductory videos on our YouTube channel at <https://www.youtube.com/@ASETTheNeurodiagnosticSociety>.

Sincerely,



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