



CSD Education Survey

Communication Sciences and Disorders Education Trend Data

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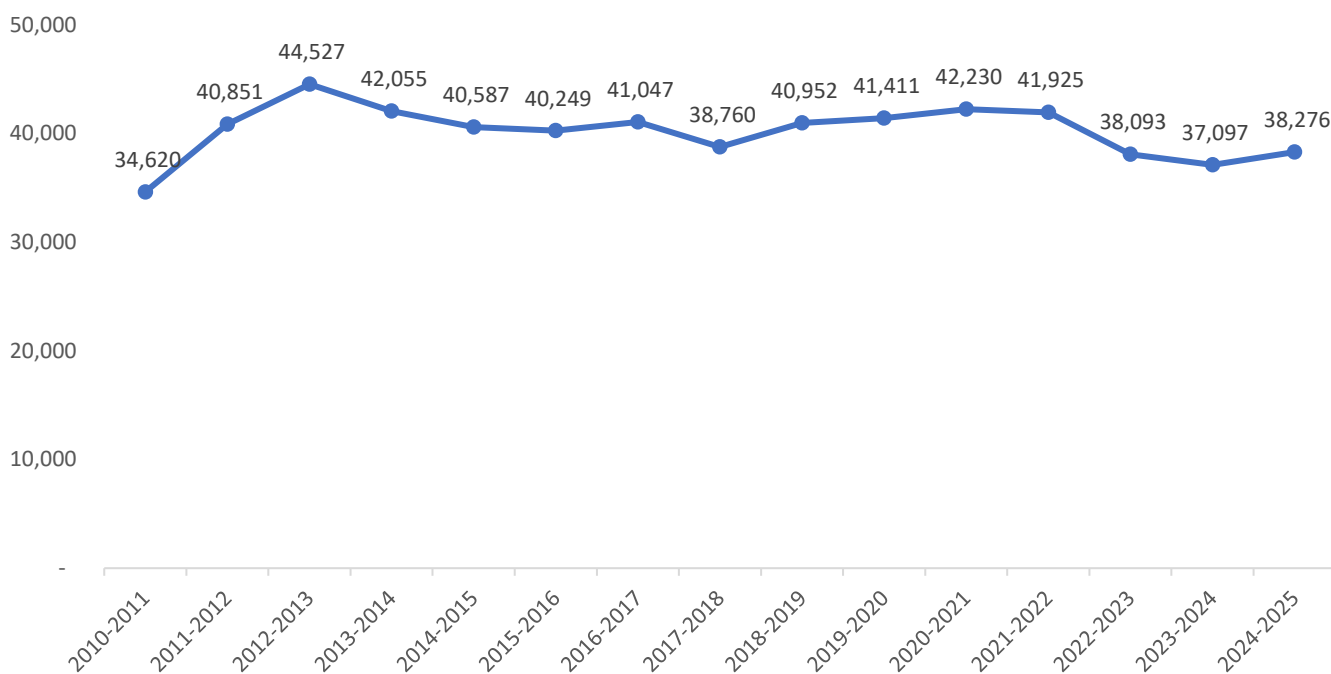


Undergraduate Programs

2010–2011 to 2024–2025

Total Enrollment

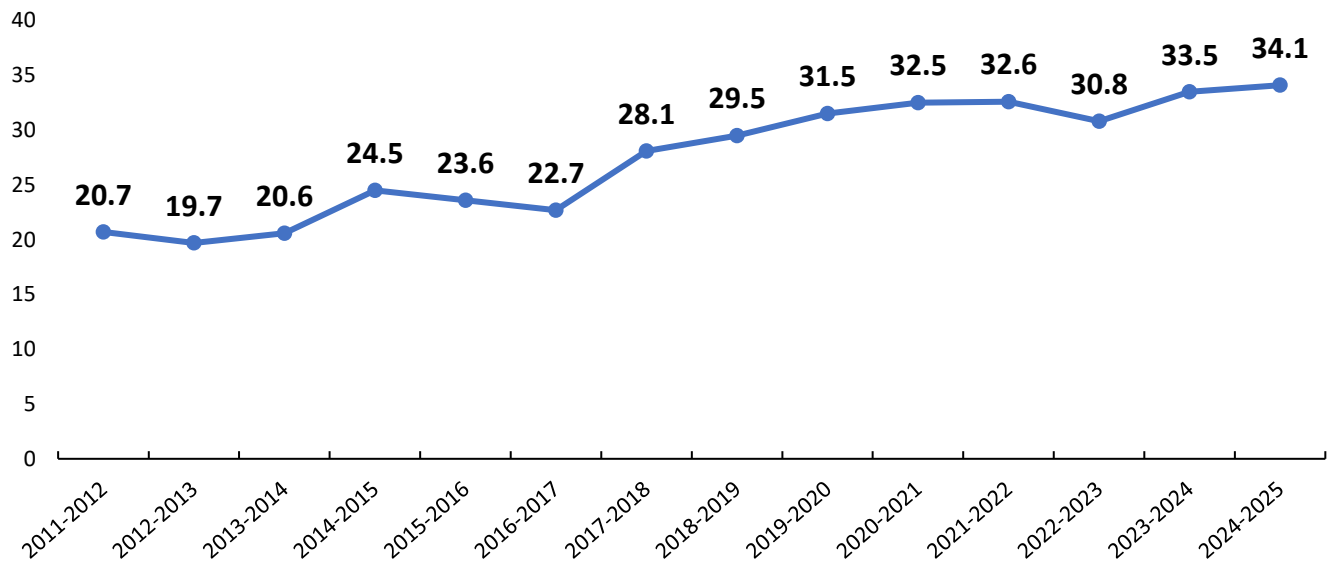
Total enrollment in undergraduate communication sciences and disorders (CSD) programs increased from 34,620 in 2010–2011 to 44,527 in 2012–2013, then mostly decreased between 2012–2013 and 2017–2018. Total enrollment decreased to 38,276 in the most recent academic year (2024–2025), averaging 40,179 over the 15-year period.



Data have been extrapolated to 100% of existing programs.

Minority Student Enrollment

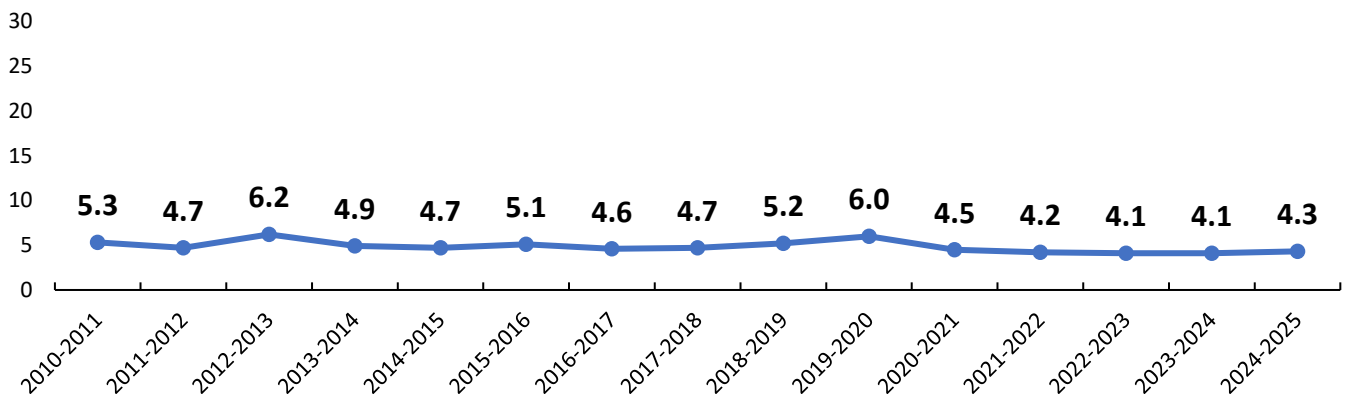
The percentage of racial/ethnic minority students enrolled in undergraduate CSD programs remained relatively stable between the 2011–2012 and 2013–2014 academic years, increasing to 34.1% in the most recent academic year (2024–2025). The percentage of racial/ethnic minority students enrolled in undergraduate CSD programs averaged 27.5% over the 14-year period.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Male Student Enrollment

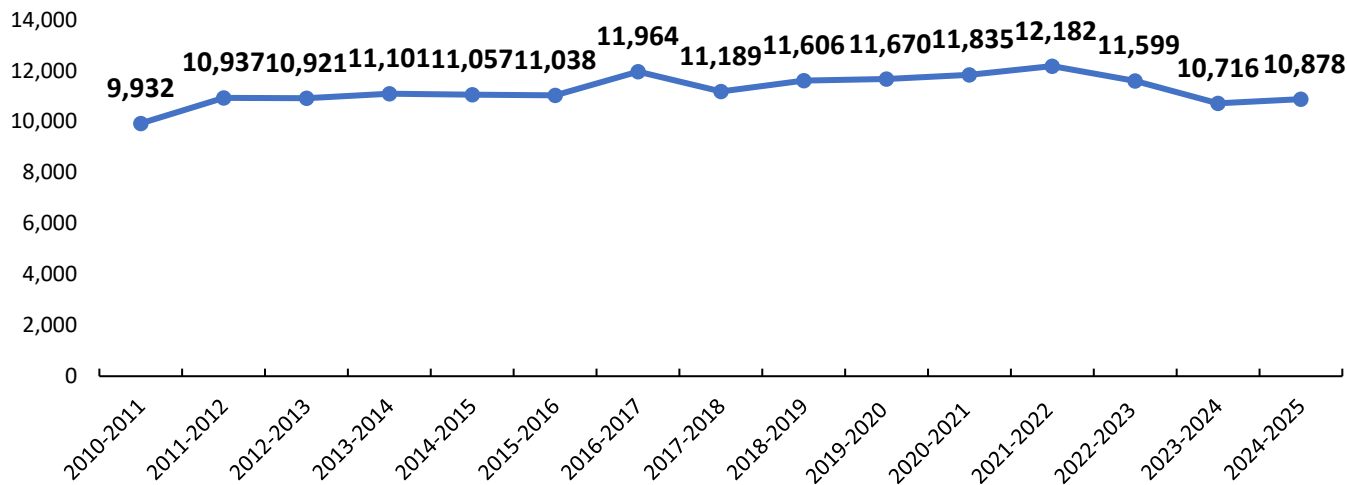
The percentage of males enrolled in undergraduate CSD programs averaged 4.8% between 2010–2011 and 2024–2025, ranging from 4.1% in 2023–2024 to 6.2% in 2012–2013.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Degrees Granted

The number of undergraduate degrees granted mostly increased from 9,932 in 2010–2011 to 11,964 in 2016–2017, slightly decreased to 11,189 in 2017–2018, then increased to 12,182 in 2021–2022. The number of undergraduate degrees granted decreased to 10,716 in 2023–2024 and then increased to 10,878 in 2024–2025. The number of undergraduate degrees granted averaged 11,242 between 2010–2011 and 2024–2025.



Data have been extrapolated to 100% of existing programs.

The data in this report were gathered through the annual *Communication Sciences and Disorders (CSD) Education Survey*. The number of institutions responding to the survey varies from year to year. For more information on the *CSD Education Survey* National Aggregate Data Tables, visit <http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>, or contact CSDEducationSurvey@asha.org.

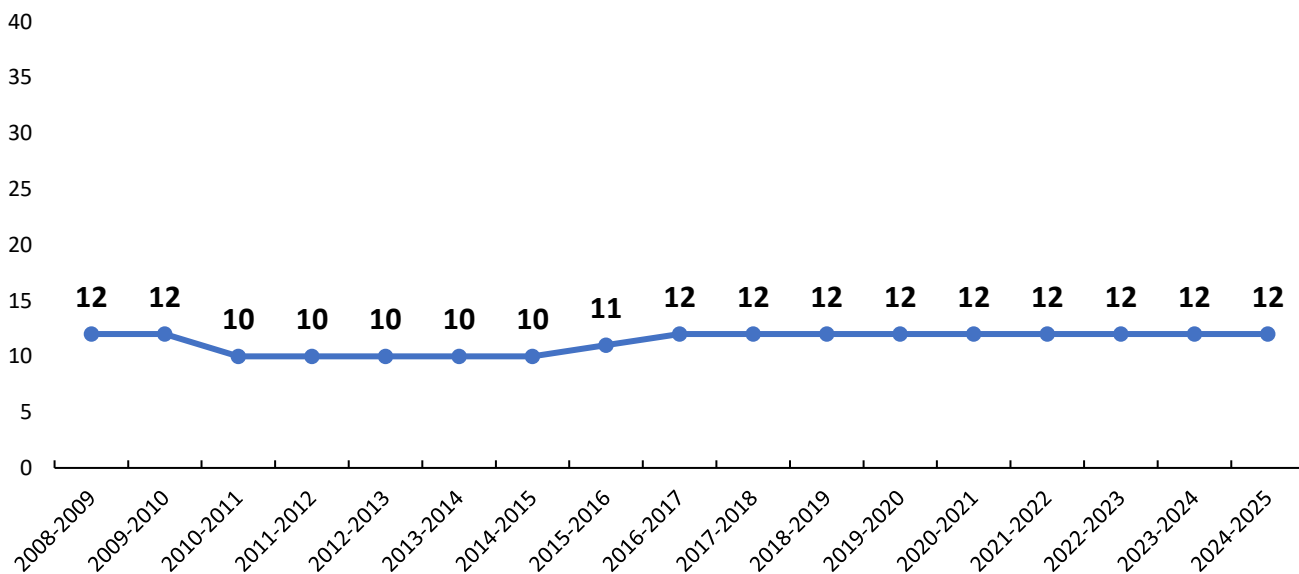
Audiology Clinical Doctorate Entry-Level Programs

2008–2009 to 2024–2025

Beginning in 2007, the AuD became the entry-level degree for the clinical practice of audiology.

Median Capacity for Admissions

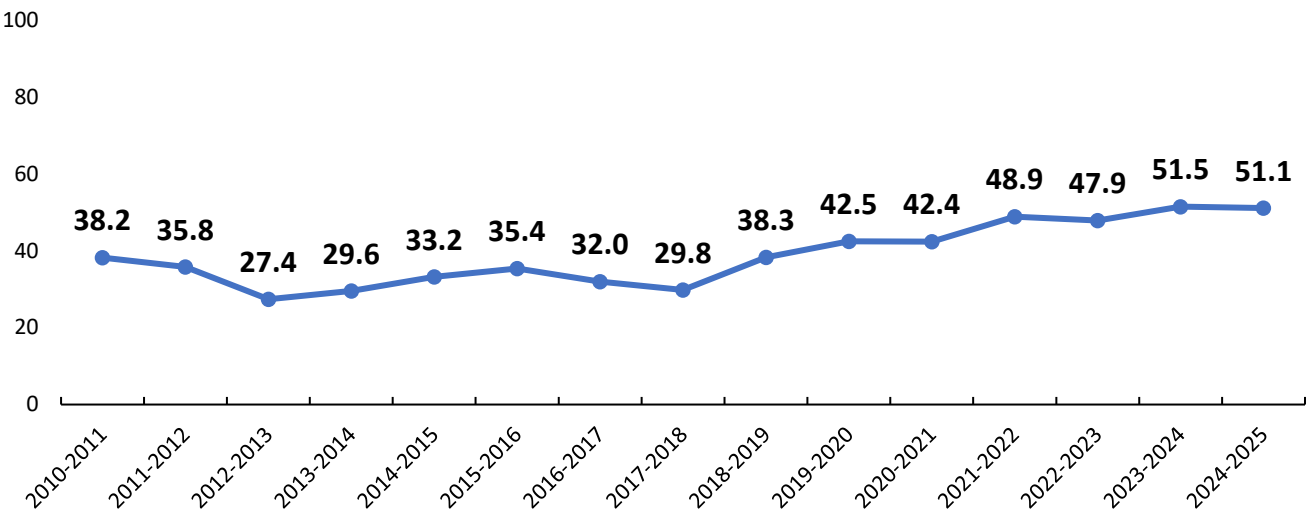
The median capacity for admissions refers to the midpoint in the distribution of the number of students that programs can accommodate. The median student capacity for admissions for audiology clinical doctorate entry-level programs remained between 10 and 12 between 2008–2009 and 2024–2025. In the most recent academic year (2024–2025), program capacities for admissions ranged from 0 to 32. Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent of Applicants Approved for Admission

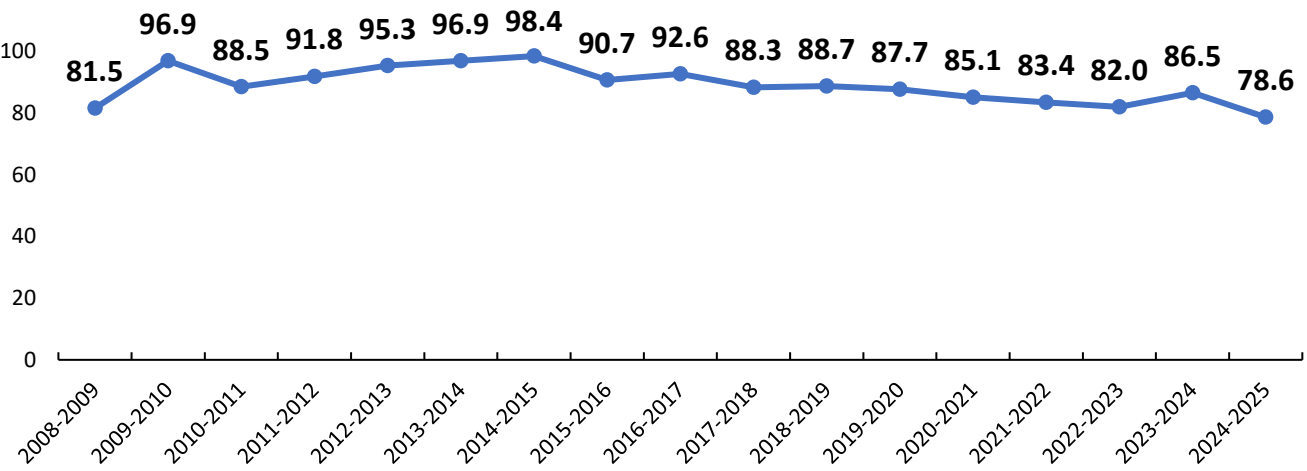
The percent of applicants approved for admission for audiology clinical doctorate entry-level programs averaged 38.9% between 2010–2011 and 2024–2025, ranging from 27.4% in 2012–2013 to 51.5% in 2024–2025.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent Filled Capacity (First Year Enrollment Divided by Capacity)

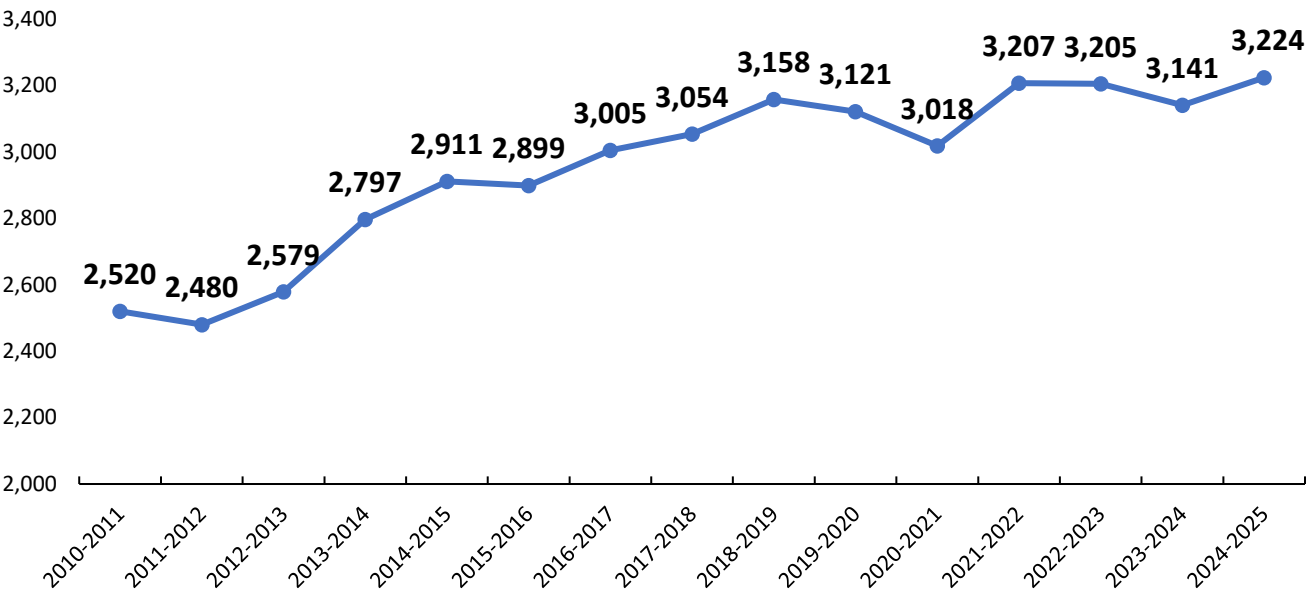
First year enrollment divided by student capacity for audiology clinical doctorate entry-level programs averaged 89.0% between 2008–2009 and 2024–2025, ranging from 78.6% in 2024–2025 to 98.4% in 2014–2015.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Total Enrollment

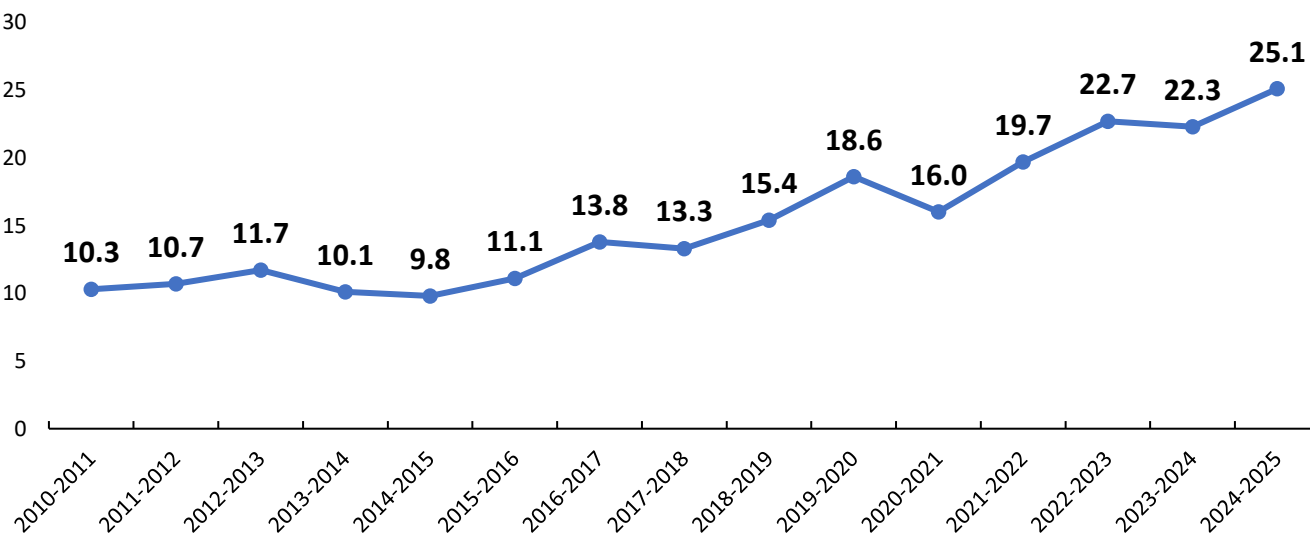
Total enrollment for audiology clinical doctorate entry-level programs was 3,224 in the 2024–2025 academic year, a 27.9% increase over 2010–2011. Total enrollment mostly increased between 2011–2012 and 2018–2019, dipped over the following two years, and then rebounded to 3,224 in 2024–2025.



Data have been extrapolated to 100% of existing programs.

Minority Student Enrollment

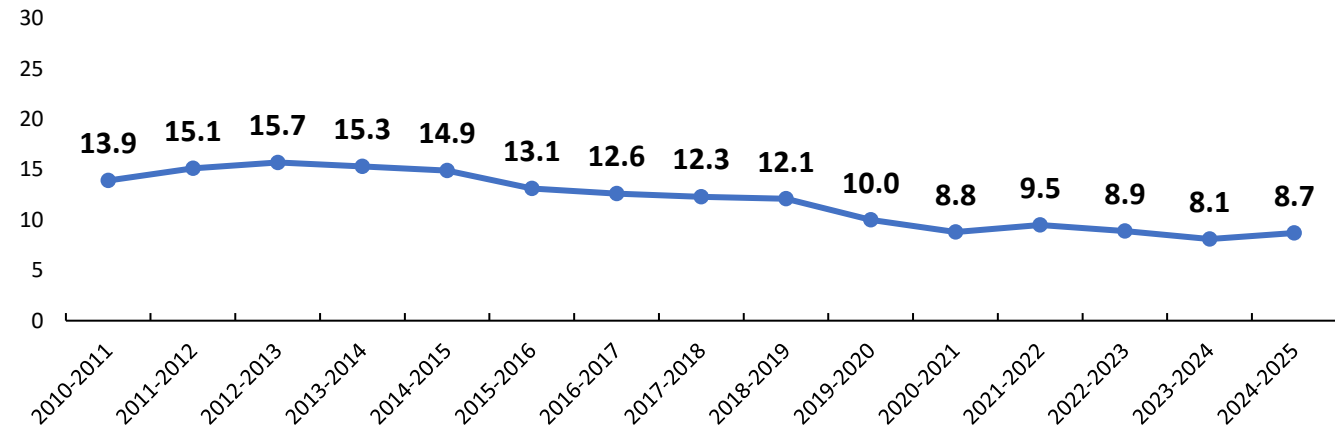
The percentage of racial/ethnic minority students enrolled in audiology clinical doctorate entry-level programs averaged 15.4% between 2010–2011 and 2024–2025, ranging from 9.8% in 2014–2015 to 25.1% in 2024–2025.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Male Student Enrollment

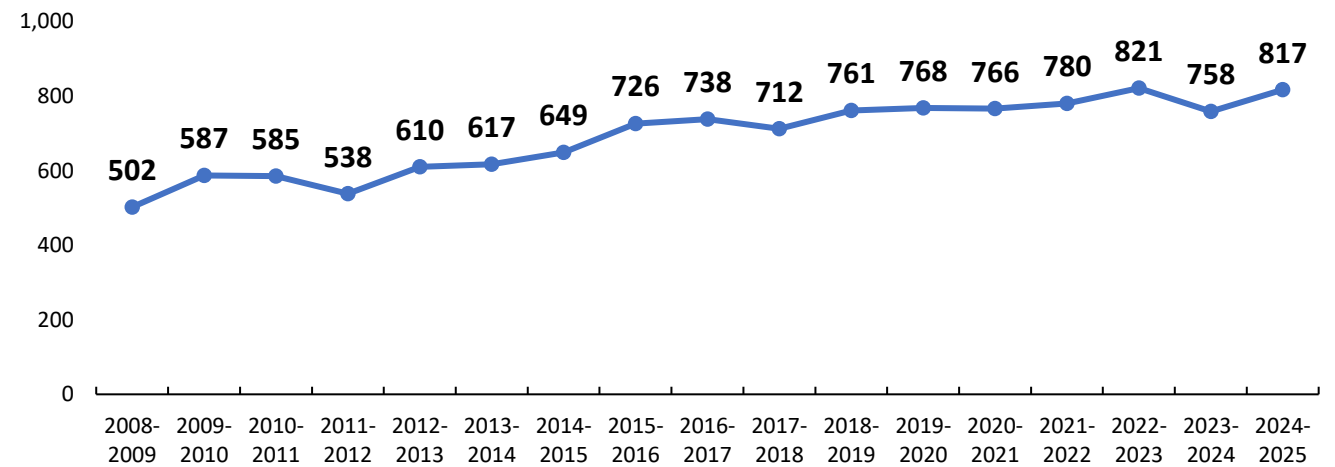
The percentage of males enrolled in audiology clinical doctorate entry-level programs averaged 11.9% between 2010–2011 and 2024–2025. The percentage of males increased from 13.9% in 2010–2011 to 15.7% in 2012–2013, then gradually decreased to 8.1% in 2023–2024 and 8.7 in 2024–2025.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Degrees Granted

The number of audiology clinical doctorate entry-level degrees granted increased from 502 in 2008–2009 to a height of 821 in 2022–2023, before decreasing to 758 in 2023–2024 and then rebounding to 817 in 2024–2025. This represents a 62.7% increase from 2008–2009, with an average of 690 degrees granted each year over the 17-year period.



Data have been extrapolated to 100% of existing programs.

The data in this report were gathered through the annual *Communication Sciences and Disorders (CSD) Education Survey*. The number of institutions responding to the survey varies from year to year. For more information on the *CSD Education Survey National Aggregate Data Tables*, visit <http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>, or contact CSDEducationSurvey@asha.org.

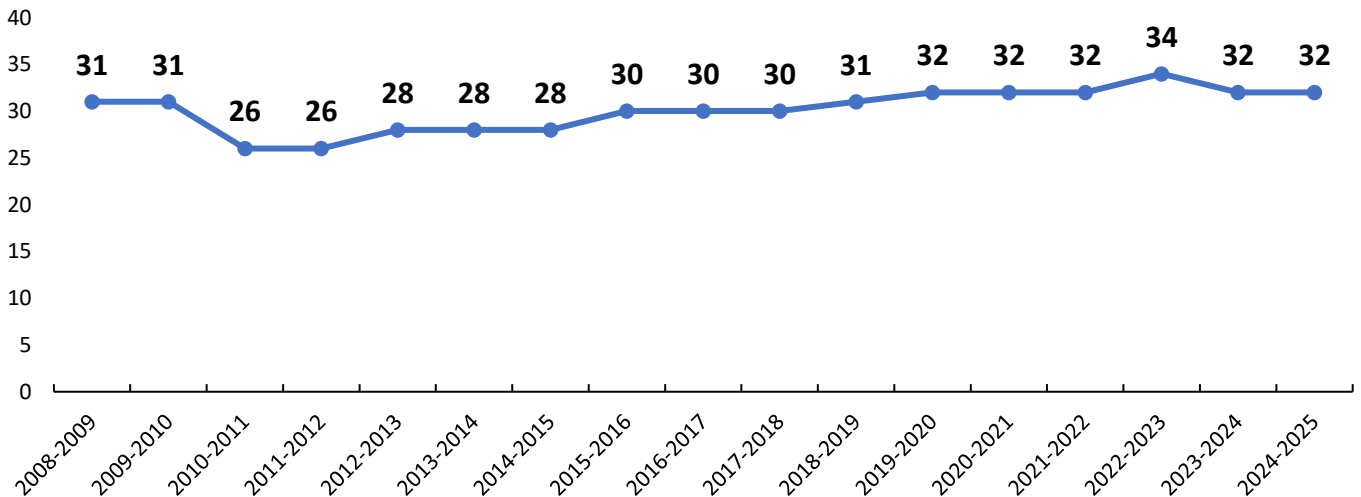


Speech-Language Pathology Master's Programs

2008–2009 to 2024–2025

Median Capacity for Admissions

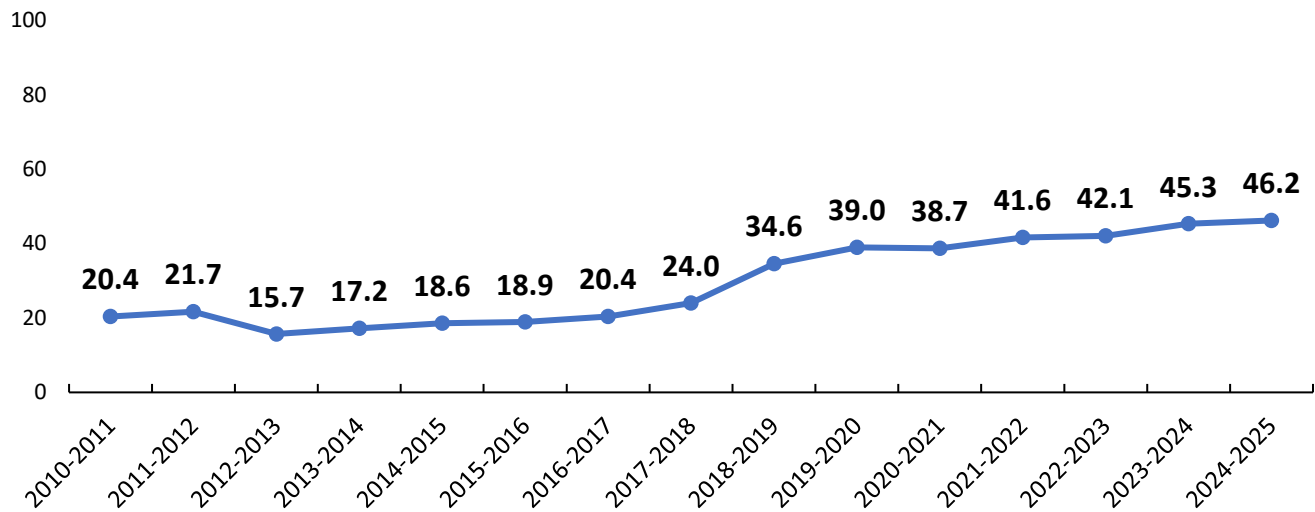
The median capacity for admissions refers to the midpoint in the distribution of the number of students that programs can accommodate. The median student capacity for admissions for speech-language pathology master's programs remained between 26 and 34 for the time period from 2008–2009 to 2024–2025. In the most recent academic year (2024–2025), program capacities for admissions ranged from 8 to 330. Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent of Applicants Approved for Admission

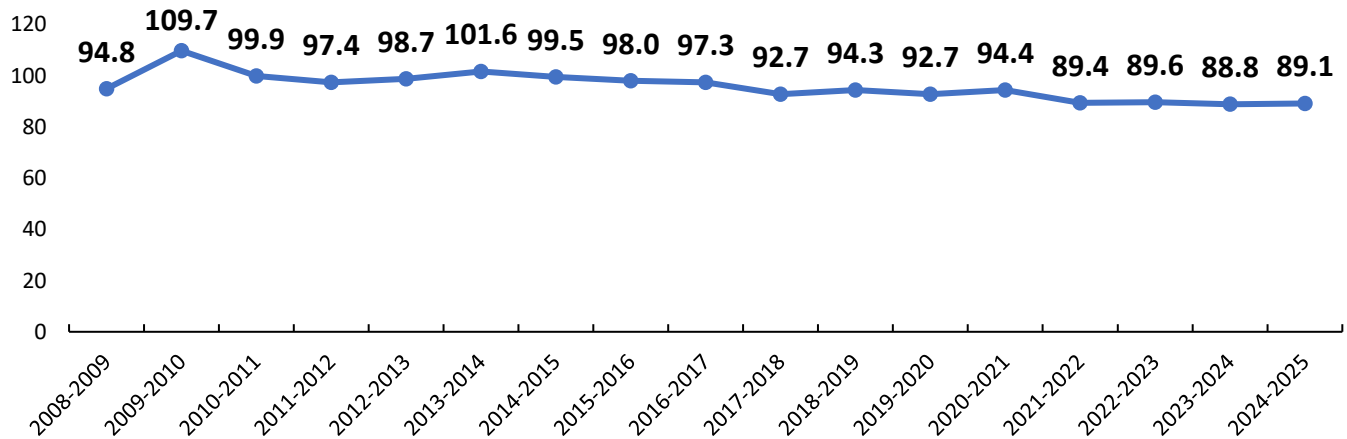
The percent of applicants approved for admission for speech-language pathology master’s programs averaged 29.6% between 2010–2011 and 2024–2025, ranging from 15.7% in 2012–2013 to 46.2% in 2024–2025.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent Filled Capacity (First Year Enrollment Divided by Capacity)

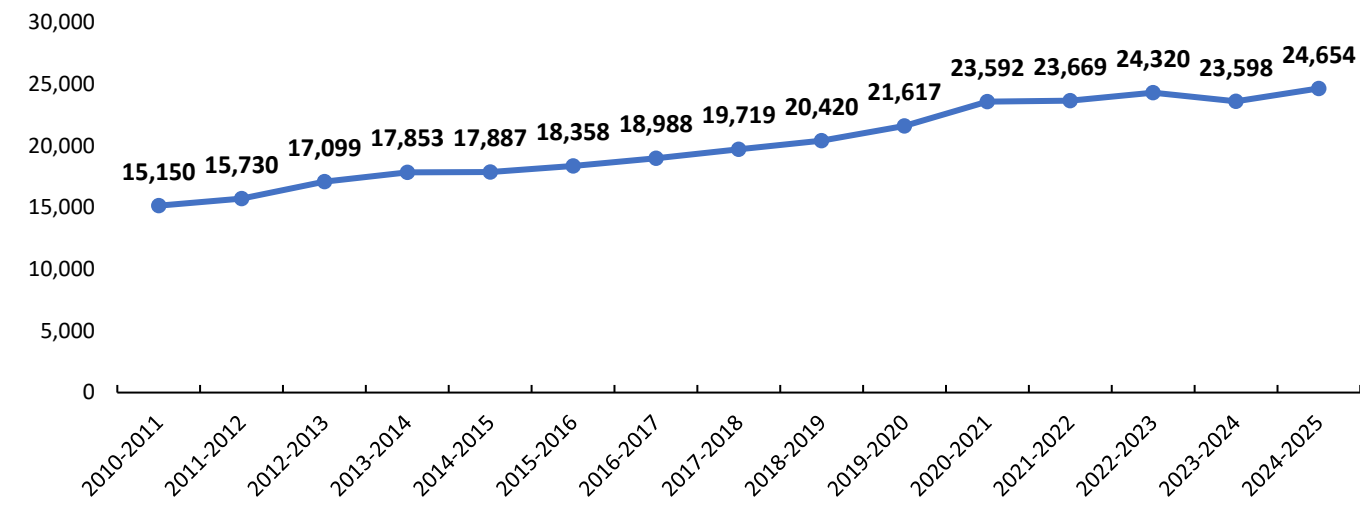
First year enrollment divided by student capacity for speech-language pathology master’s programs remained close to, and twice exceeded, 100.0% between 2008–2009 until 2021–2022, where it decreased to 89.4% and remained around that level in subsequent years, averaging 95.8% over the 17-year period.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Total Enrollment

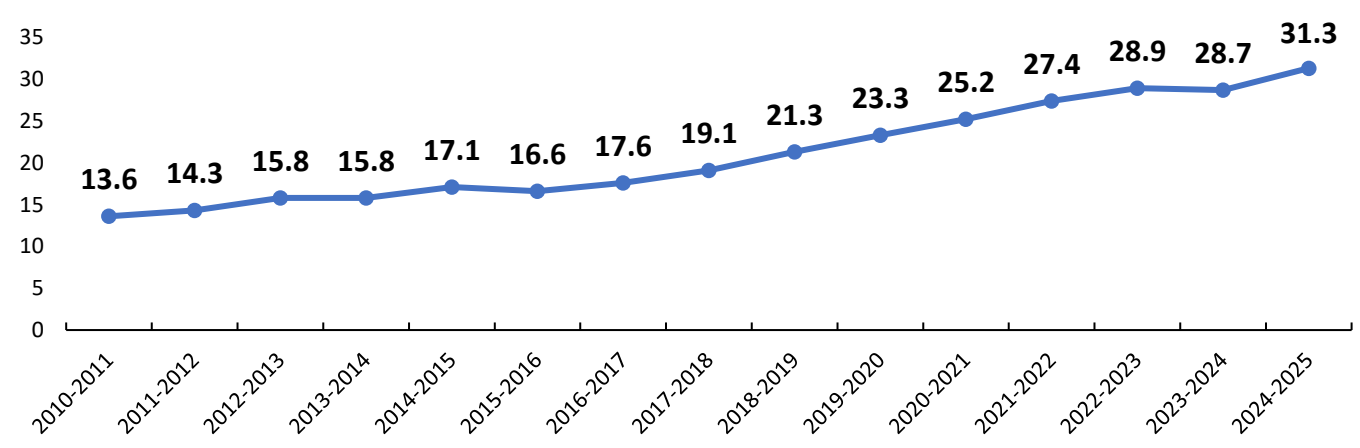
Total enrollment in speech-language pathology master’s programs steadily increased from 2010–2011 to 2022–2023, reaching 24,320 before decreasing to 23,598 in 2023–2024, and then increasing again to 24,654 in 2024–2025. This represents a 62.7% increase since 2010–2011.



Data have been extrapolated to 100% of existing programs.

Minority Student Enrollment

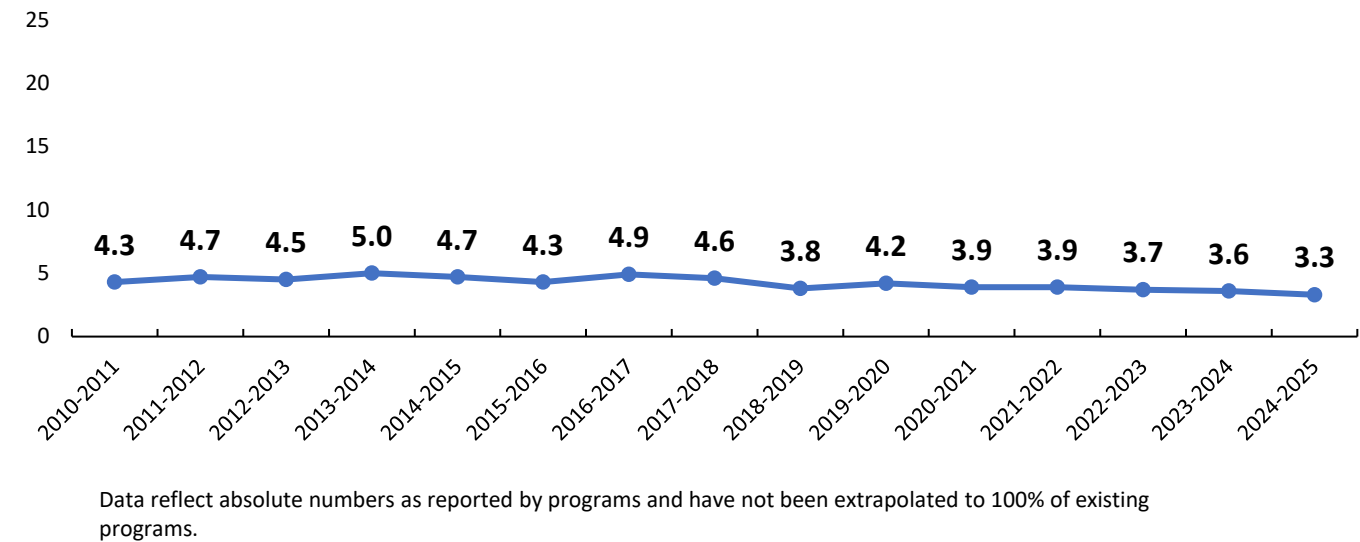
The percentage of racial/ethnic minority students enrolled in speech-language pathology master’s programs mostly trended upward between the 2010–2011 and 2024–2025 academic years, from 13.6% in 2010–2011 to 31.3% in 2024–2025.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

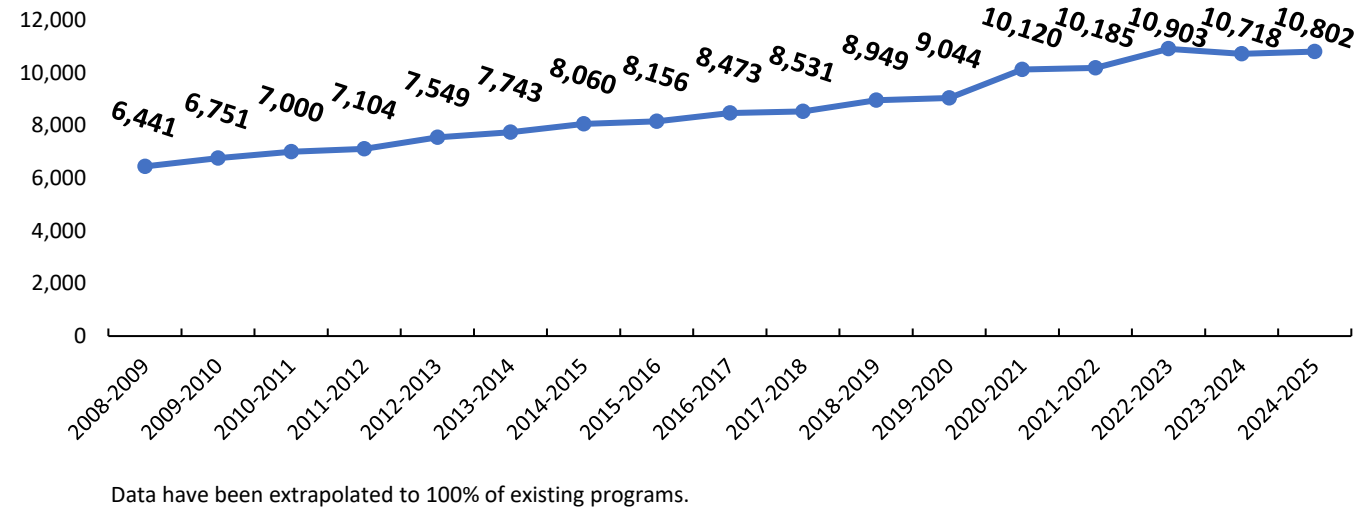
Male Student Enrollment

The percentage of males enrolled in speech-language pathology master’s programs averaged 4.2% between 2010–2011 and 2024–2025, ranging from 3.3% in 2024–2025 to 5.0% in 2013–2014.



Degrees Granted

The number of speech-language pathology master’s degrees granted steadily increased from 2008–2009 to 2022–2023, reaching a high of 10,903 before decreasing slightly to 10,718 in 2023–2024, then increasing again to 10,802 in 2024–2025. This represents a 67.7% increase from 2008–2009.



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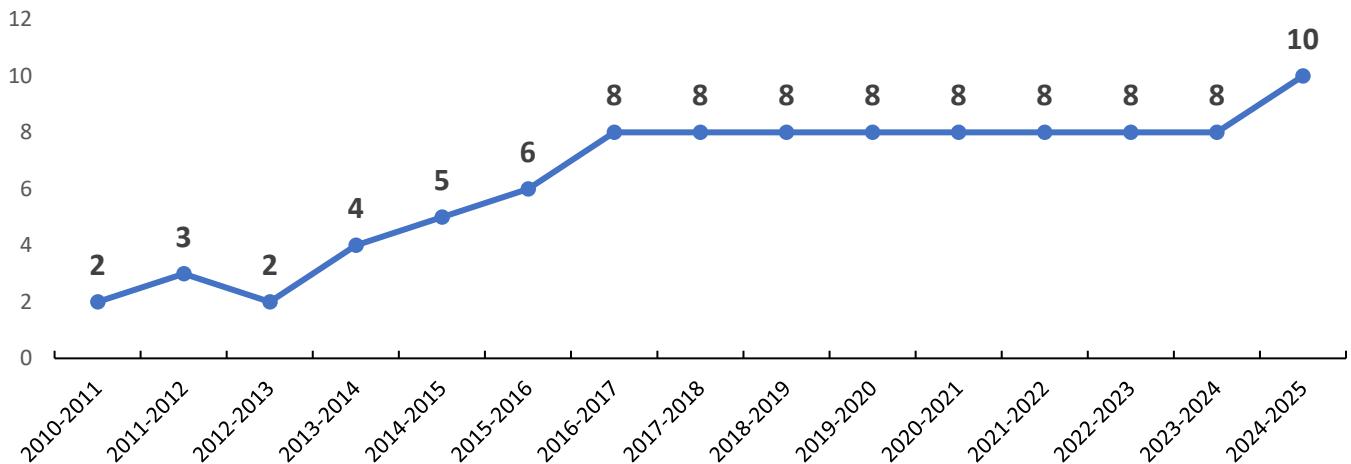


Speech-Language Pathology Clinical Doctorate Post Entry-Level Programs

2010–2011 to 2024–2025

Number of Programs

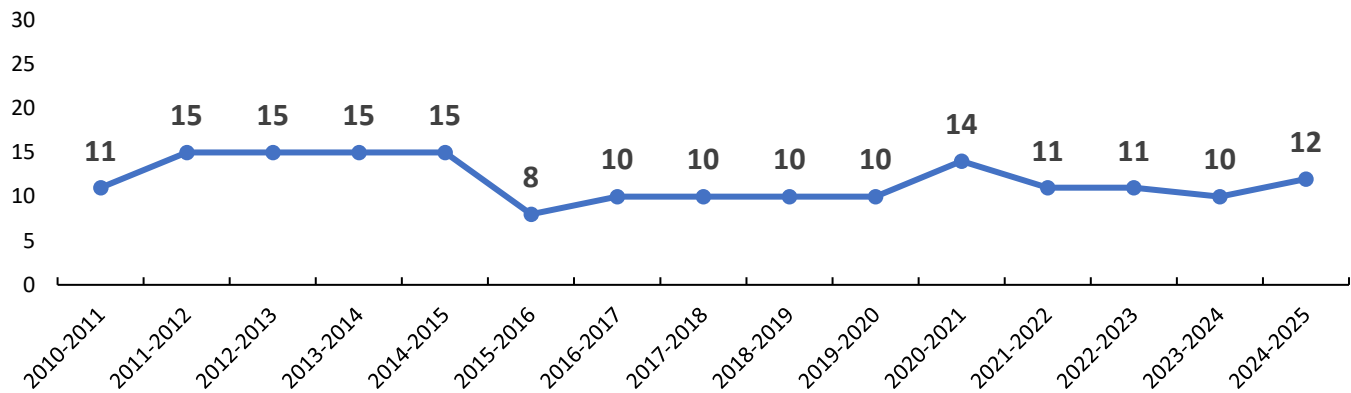
The number of speech-language pathology clinical doctorate post entry-level programs increased from two in 2010–2011 to eight by 2016–2017, remained at that level through 2023–2024, and increased again to 10 in 2024–2025.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Median Capacity for Admissions

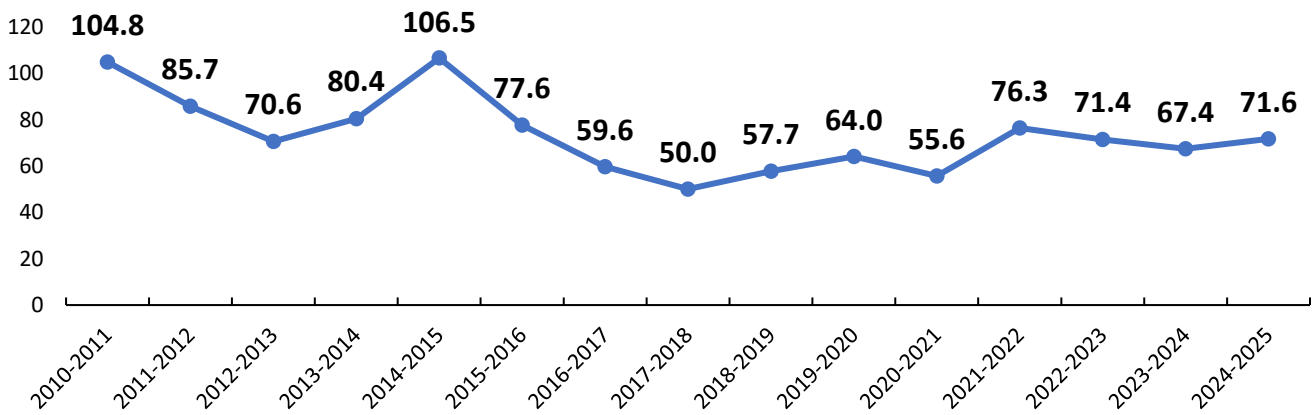
The median capacity for admissions refers to the midpoint in the distribution of the number of students that programs can accommodate. The median student capacity for admissions for speech-language pathology clinical doctorate post entry-level programs decreased from a four-year plateau of 15 to 8 in 2015–2016, then increased to 10 from 2016–2017 through 2019–2020, then to 14 in 2020–2021, followed by a decrease from 2021–2022 to 2023–2024, and an increase to 12 in 2024–2025. In the most recent academic year (2024–2025), program capacities for admissions ranged from 5 to 80. Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent of Applicants Approved for Admission

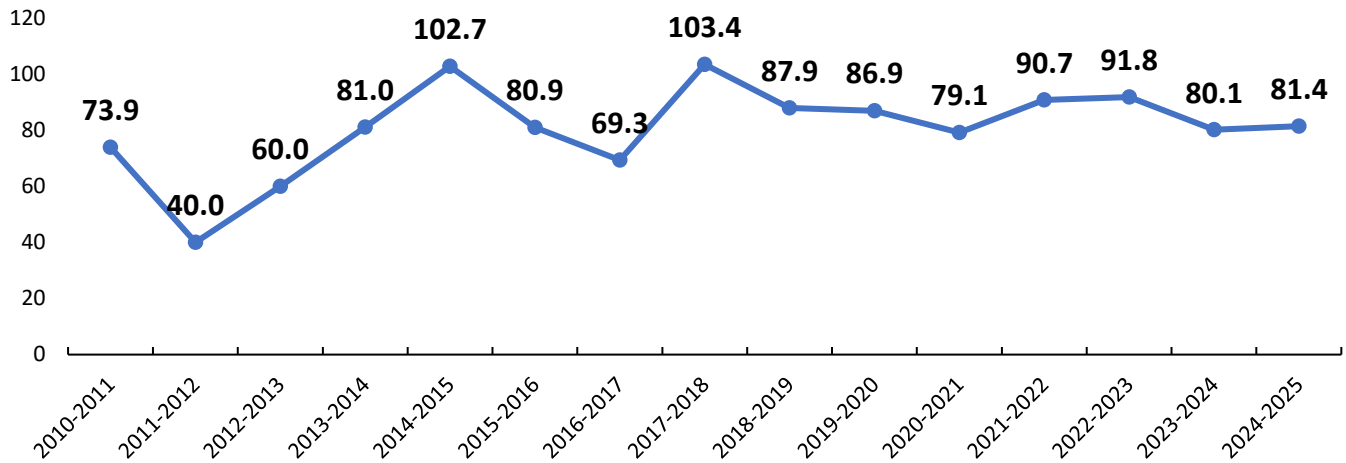
The percent of applicants approved for admission for speech-language pathology clinical doctorate post entry-level programs averaged 73.3% between 2010–2011 and 2024–2025, ranging from 50.0% in 2017–2018 to 106.5% in 2014–2015. Note that the *number* approved for admission has ranged from 12 in 2011–2012 and 2012–2013 to 222 in 2024–2025.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent Filled Capacity (First Year Enrollment Divided by Capacity)

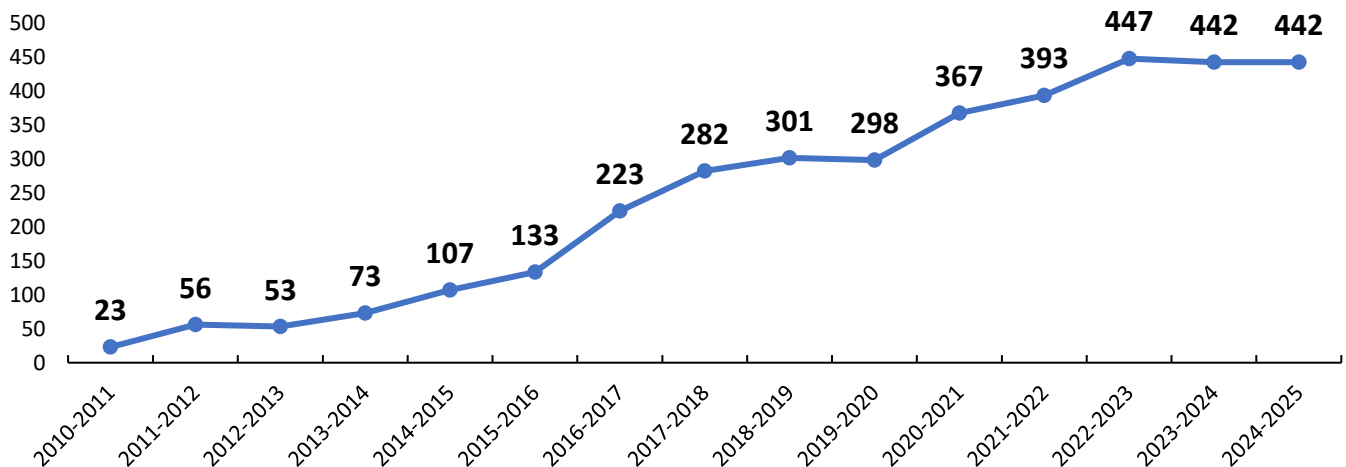
First year enrollment divided by student capacity for speech-language pathology clinical doctorate post entry-level programs averaged 80.6% between 2010–2011 and 2024–2025 and ranged from 40.0% in 2011–2012 to 103.4% in 2017–2018.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Total Enrollment

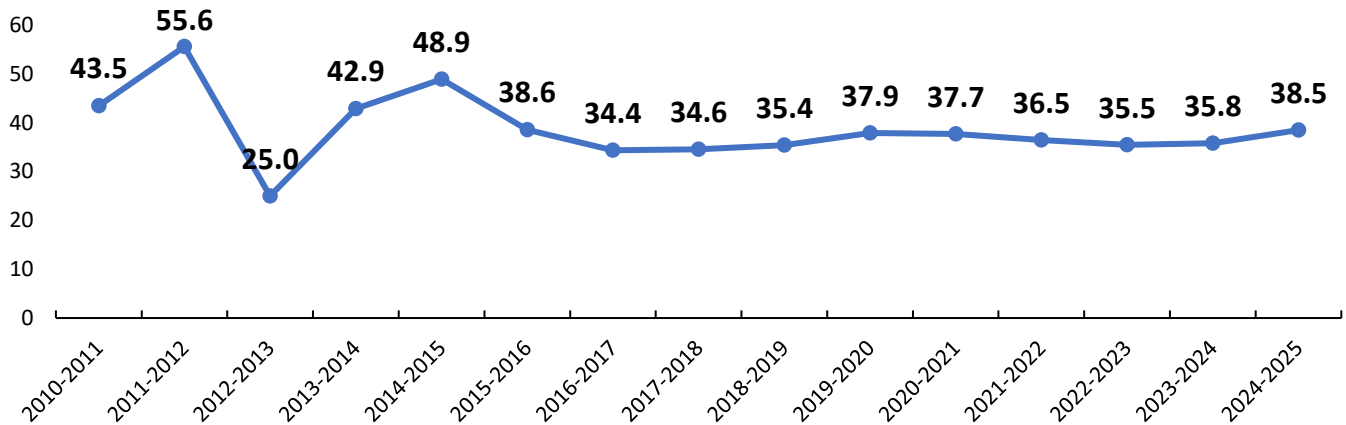
Total enrollment for speech-language pathology clinical doctorate post entry-level programs grew significantly (1,822%) between 2010–2011 and 2024–2025. Total enrollment increased from 23 in 2010–2011 to 442 in 2024–2025.



Data have been extrapolated to 100% of existing programs.

Minority Student Enrollment

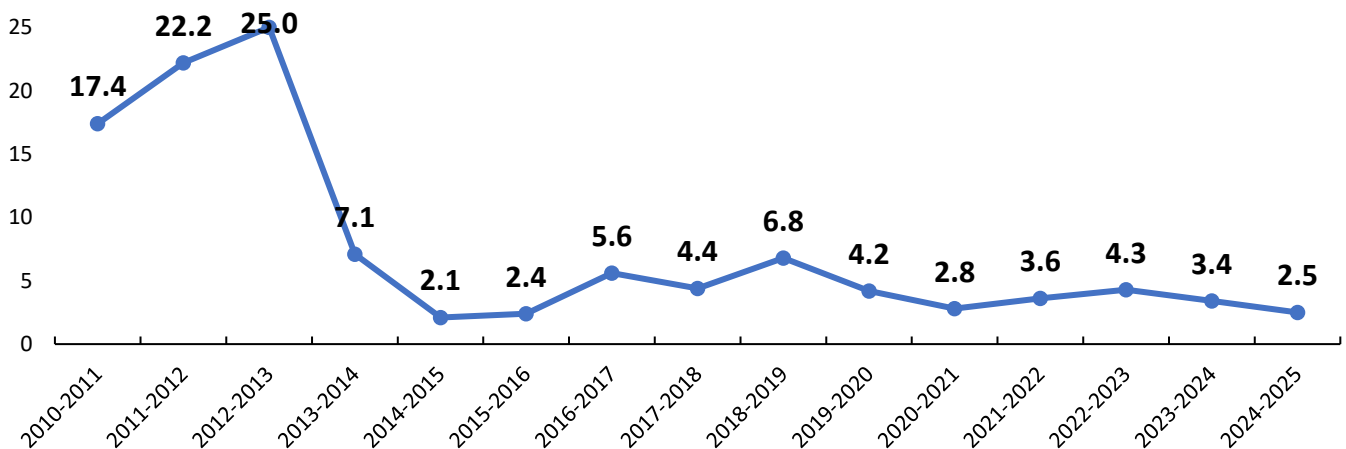
The percentage of racial/ethnic minority students enrolled in speech-language pathology clinical doctorate post entry-level programs averaged 38.7% between 2010–2011 and 2024–2025, remaining relatively steady in the last ten academic years (2015–2016 to 2024–2025).



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Male Student Enrollment

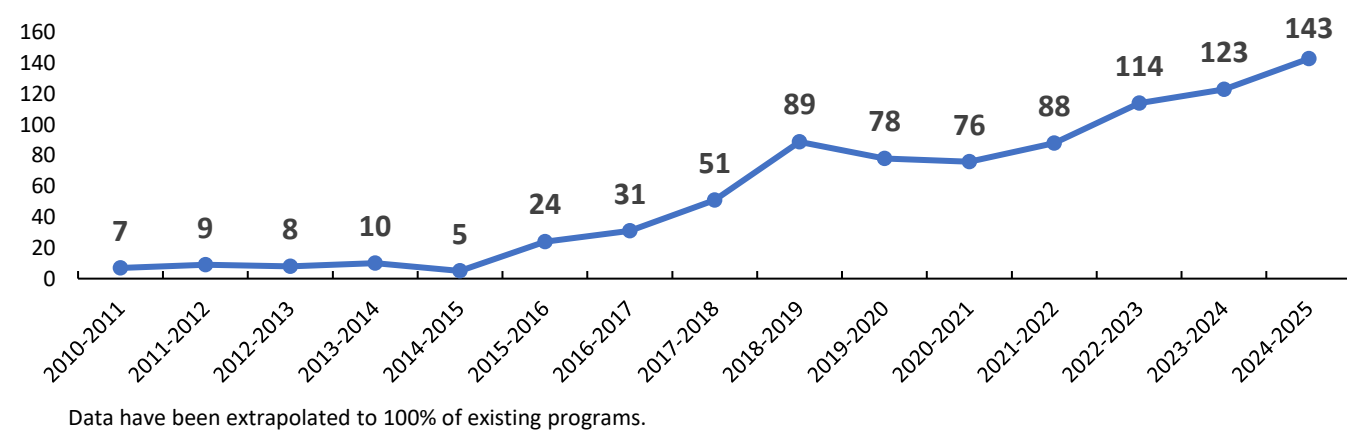
The percentage of males enrolled in speech-language pathology clinical doctorate post entry-level programs ranged from 25.0% in 2012–2013 to 2.1% in 2014–2015. The higher percentages in the earlier academic years may be due to the paucity of gender data reported (e.g., available for 16.1% of students in 2011–2012 compared to 100% of students in 2021–2022). The percentage of males enrolled in speech-language pathology clinical doctorate post entry-level programs in the last eleven academic years (2014–2015 to 2024–2025) has averaged 3.8%.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

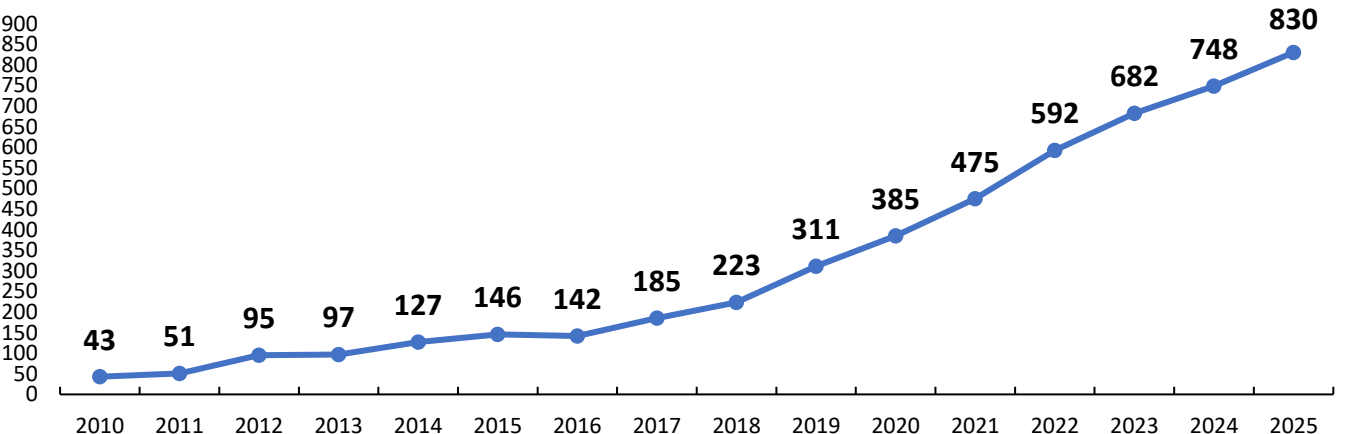
Degrees Granted

The number of speech-language pathology clinical doctorate post entry-level degrees granted fluctuated from 7 to 5 between 2010–2011 and 2014–2015, then significantly increased between 2014–2015 and 2024–2025. One hundred and forty-three speech-language pathology clinical doctorate post entry-level degrees were granted in the most recent academic year (2024–2025). The overall increase in the number of degrees granted may be a reflection of the growth in the number of speech-language pathology clinical doctorate post entry-level programs (i.e., from 2 to 10 in the 15-year period).



Number of ASHA Members with a Clinical Doctorate in Speech-Language Pathology

Based on ASHA’s year-end counts, the number of ASHA members and affiliates who hold a clinical doctorate in speech-language pathology increased from 43 in 2010 to 830 in 2025. Note that these data include expected degrees, as well as those already conferred.



Data in the above graph are based on ASHA’s [official membership and affiliation counts](#).

The data in this report were gathered through the annual *Communication Sciences and Disorders (CSD) Education Survey*. The number of institutions responding to the survey varies from year to year. For more information on the *CSD Education Survey* National Aggregate Data Tables, visit <http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>, or contact CSEducationSurvey@asha.org.

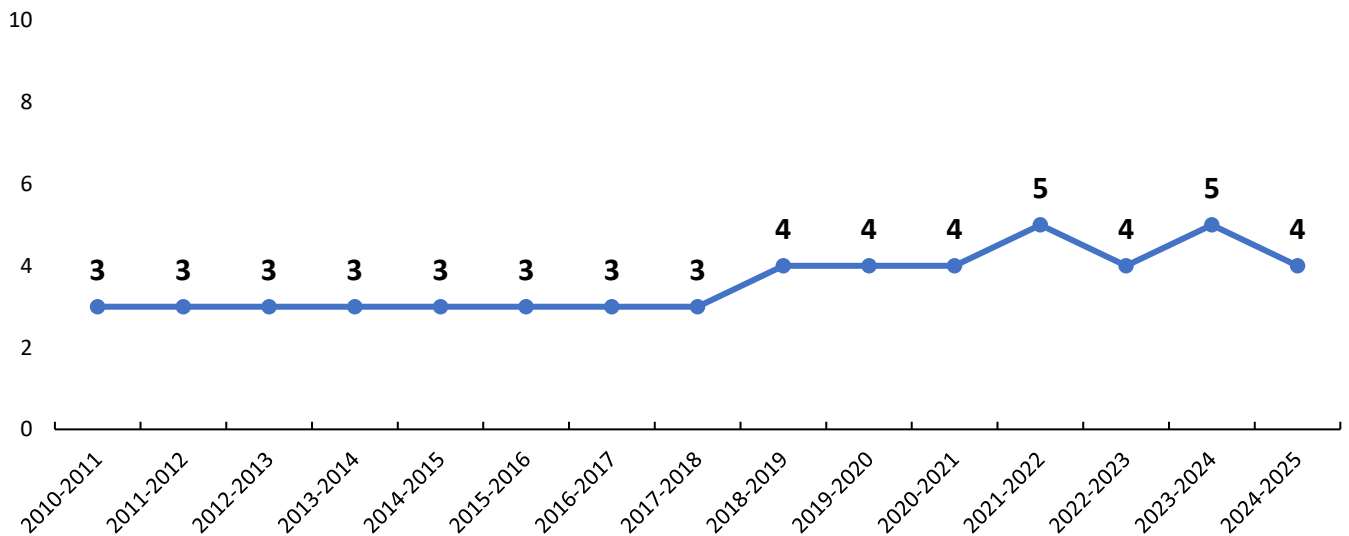


Research Doctorate Programs

2010–2011 to 2024–2025

Median Capacity for Admissions

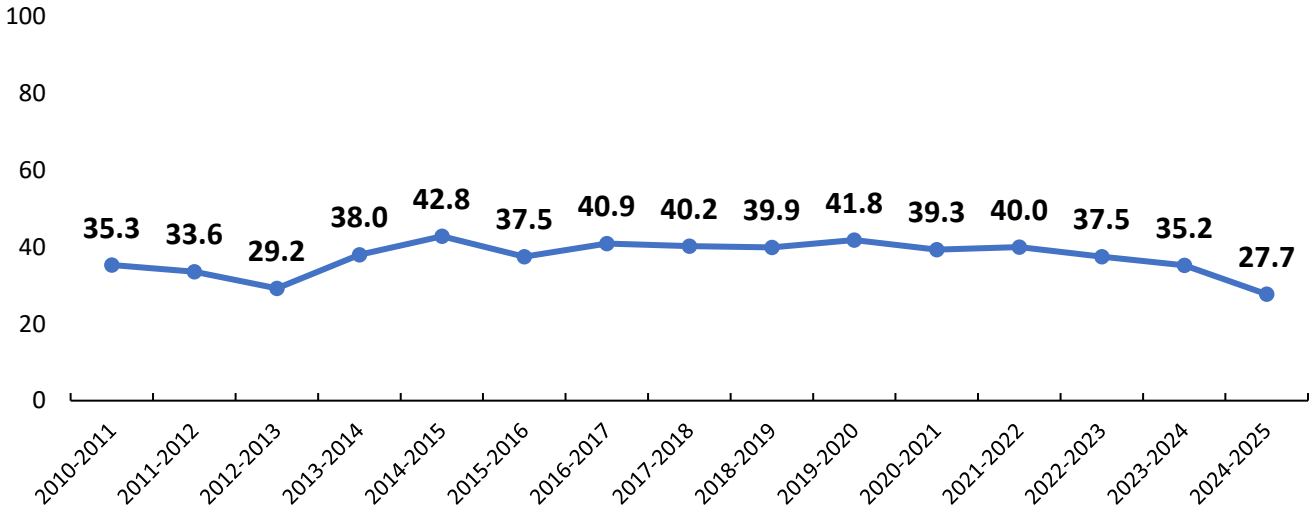
Data on student capacity in communication sciences and disorders (CSD) research doctorate programs was first collected in the 2010–2011 academic year. The median capacity for admissions refers to the midpoint in the distribution of the number of students that programs can accommodate. The median student capacity for research doctorate programs remained steady at 3 between the 2010–2011 and 2017–2018 academic years and varied between 4 and 5 through 2023–2024. The student capacity for admissions to research doctorate programs had a median of 4, with a range of 0–20 in the most recent academic year (2024–2025). Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent of Applicants Approved for Admission

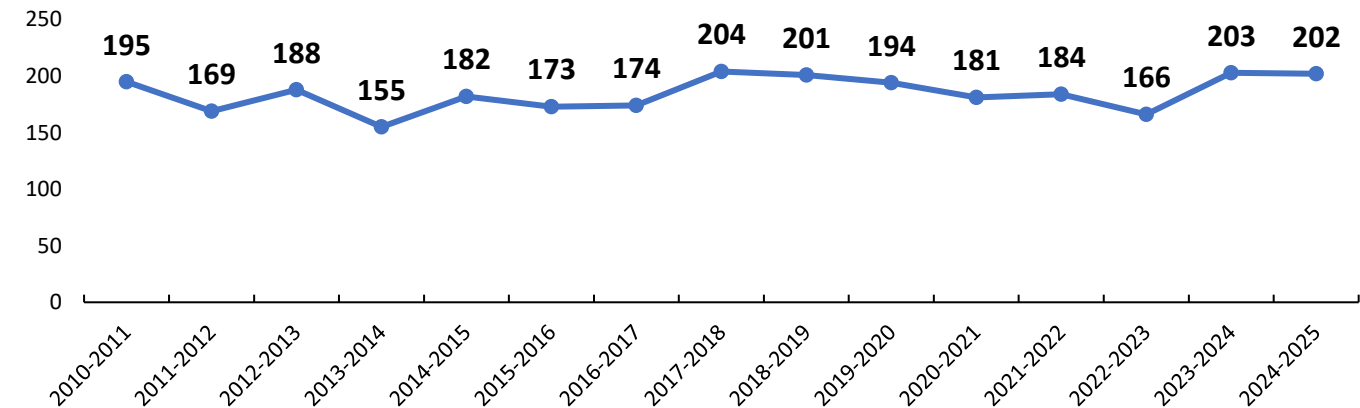
The percent of applicants approved for admission for CSD research doctoral programs averaged 37.3% between 2010–2011 and 2024–2025, ranging from a low of 27.7% in 2024–2025 to a high of 42.8% in 2014–2015. In the most recent academic year (2024–2025), the percent of applicants offered admission was 27.7%.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

First Year Enrollment

First year enrollment for CSD research doctoral programs was 202 in 2024–2025. It has fluctuated from year to year, ranging from 155 in 2013–2014 to 204 in 2017–2018, and averaging 185 over the 15-year period.

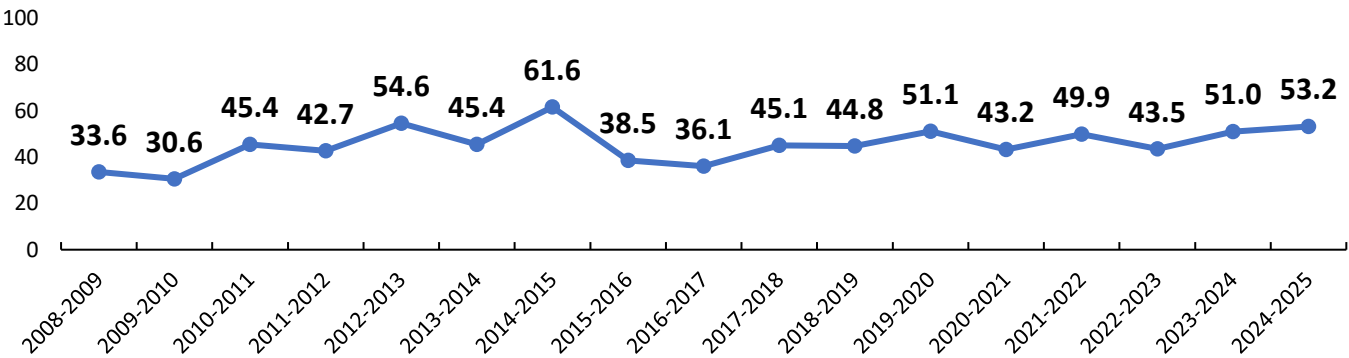


Data have been extrapolated to 100% of existing programs stratified by the size of the program in terms of total enrollment.

Percent Filled Capacity (First Year Enrollment Divided by Capacity)

First year enrollment divided by student capacity for CSD research doctoral programs ranged from 30.6% in 2009–2010 to 61.6% in 2014–2015; averaging 45.3% over the 17-year period. The first-year enrollments over student capacity for research doctoral programs in 2024–2025 was 53.2%.

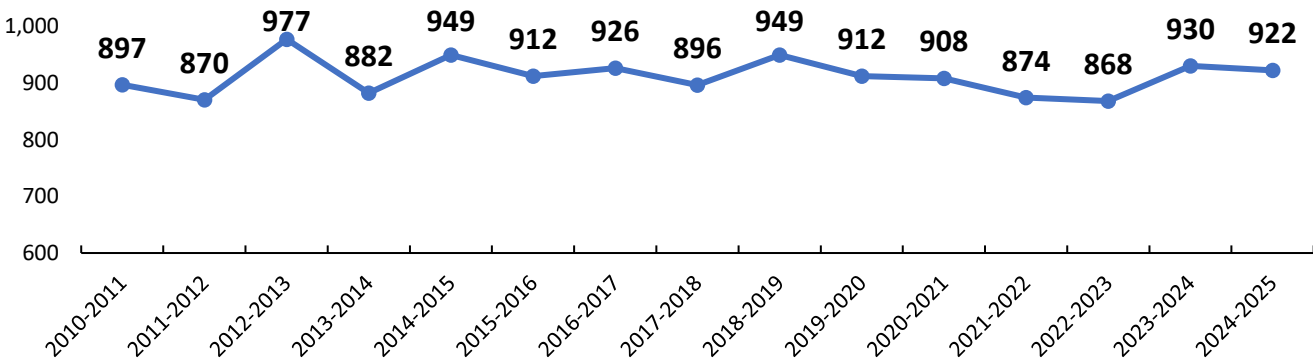
The drop from 61.6% in 2014–2015 to 38.5% in 2015–2016 and 36.1% in 2016–2017 is because CSD research doctoral programs reported higher capacity for 2015–2016 and 2016–2017, which caused the percent filled capacity to be lower. The total sum of capacity for all CSD research doctoral programs that responded was 237 in 2014–2015, 379 in 2015–2016, and 360 in 2016–2017.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs. Only data from programs who reported both first enrollment and student capacity are included in the analysis.

Total Enrollment

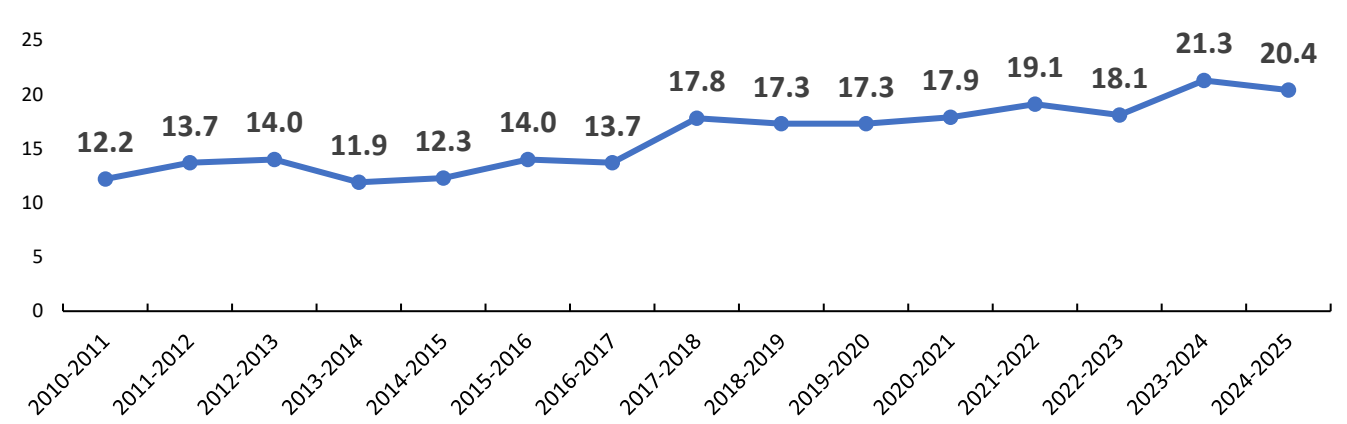
Total enrollment in CSD research doctoral programs for the time period from 2010–2011 to 2024–2025 shows some fluctuation from year to year, ranging from 868 in 2022–2023 to 977 in 2012–2013. Total enrollment was 922 in the most recent academic year, averaging 911 over the 15-year period.



Data have been extrapolated to 100% of existing programs stratified by the size of the program in terms of total enrollment.

Minority Student Enrollment

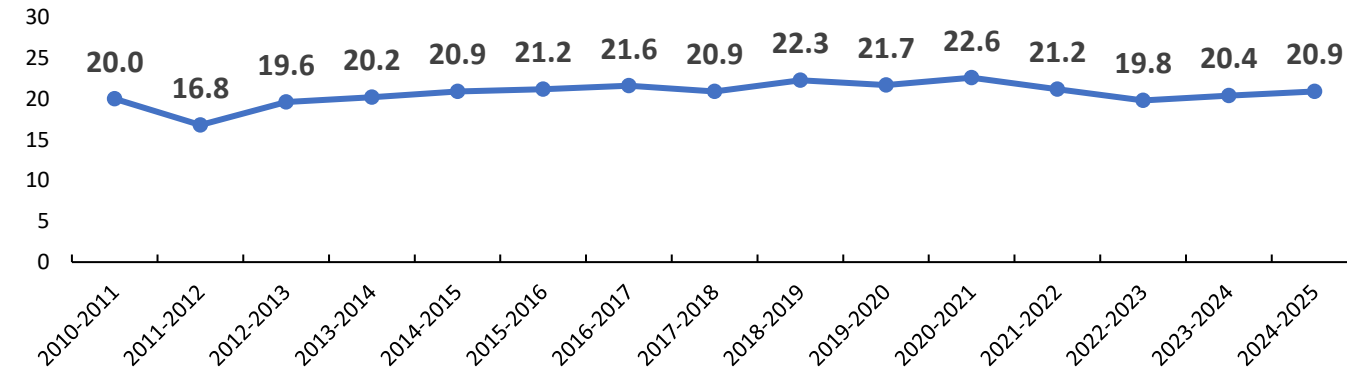
The percentage of racial/ethnic minority students enrolled in CSD research doctoral programs increased 67.2% between 2010–2011 and 2024–2025, ranging from 11.9% in 2013–2014 to 21.3% in 2023–2024.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Male Student Enrollment

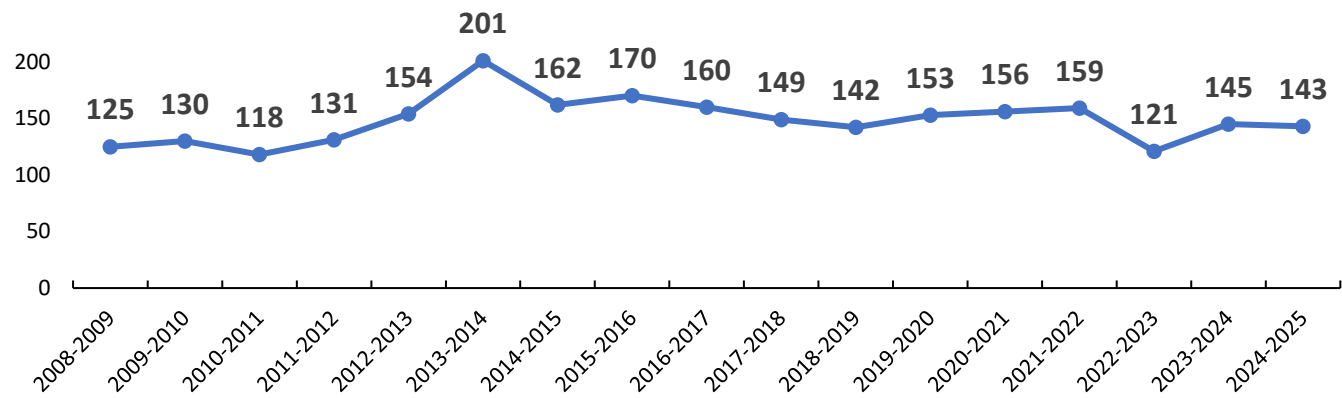
The percentage of males enrolled in CSD research doctoral programs averaged 20.7% between 2010–2011 and 2024–2025, ranging from 16.8% in 2011–2012 to 22.6% in 2020–2021. In the most recent academic year, the percentage of males enrolled was 20.9%.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Degrees Granted

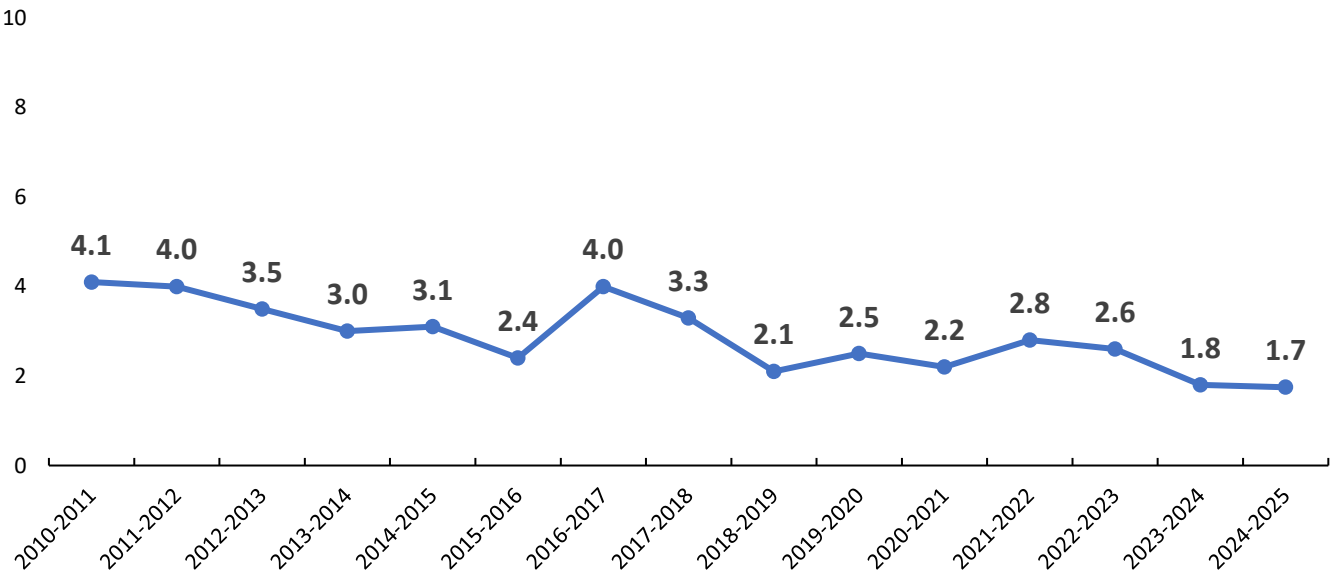
The number of research doctoral degrees granted averaged 148 between 2008–2009 and 2024–2025, ranging from 118 in 2010–2011 to 201 in 2013–2014. A total of 143 research doctoral degrees were granted in 2024–2025.



Data have been extrapolated to 100% of existing programs stratified by the size of the program in terms of total enrollment.

Attrition Rate

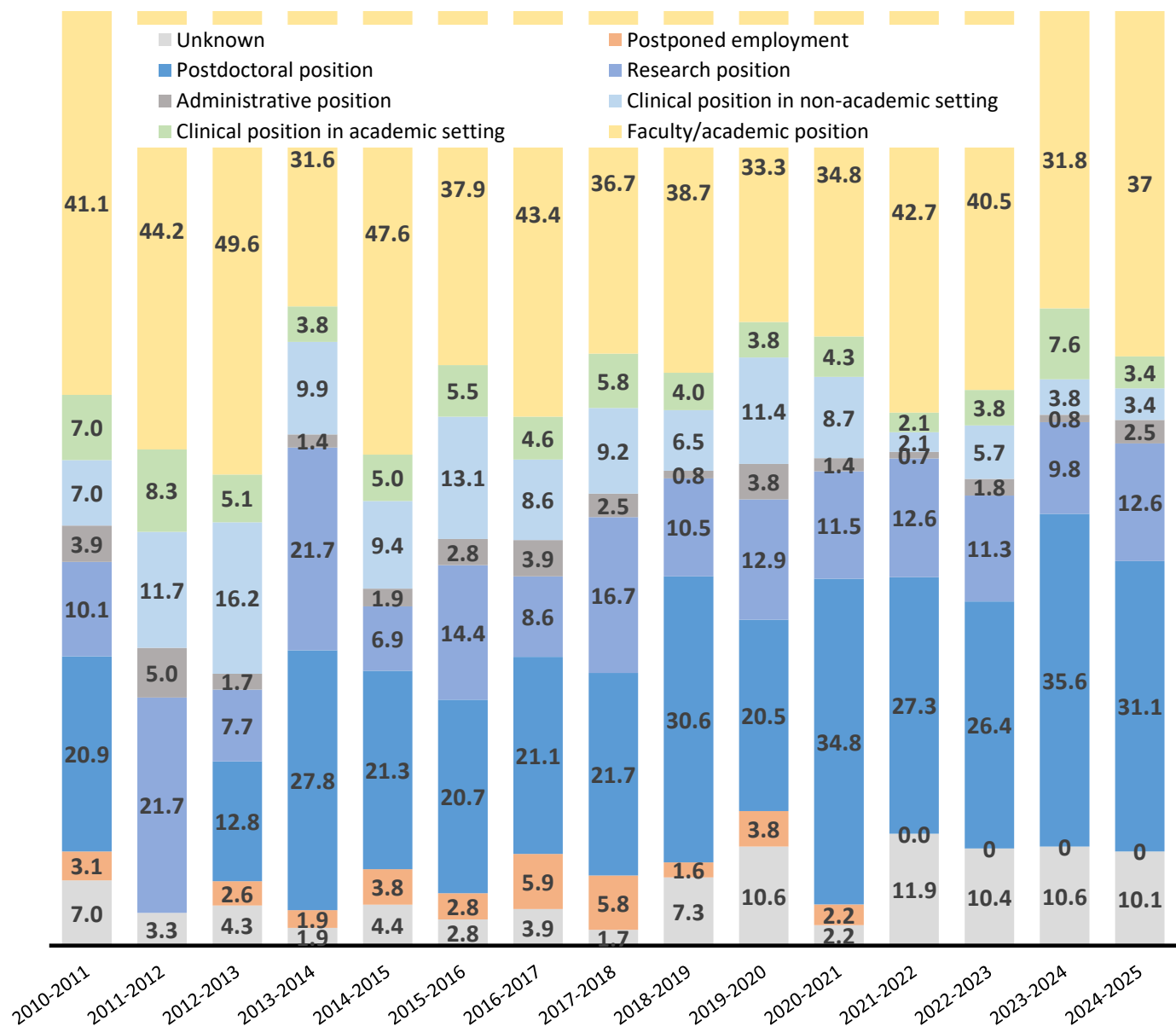
Attrition rates were calculated by adding the total number of research doctoral students enrolled to the number of dropouts, then dividing the number of dropouts by the total enrollment and dropout sum. For example, 899 research doctoral students were enrolled in 2024–2025 and programs reported that 16 students officially dropped out of the degree program, leaving academic coursework, comprehensive exams, and/or dissertation requirements unfulfilled. The sum of the 899 students enrolled and the 16 dropouts was 915; 16 divided by 915 equals 1.7%.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

First Employment for Research Doctoral Graduates

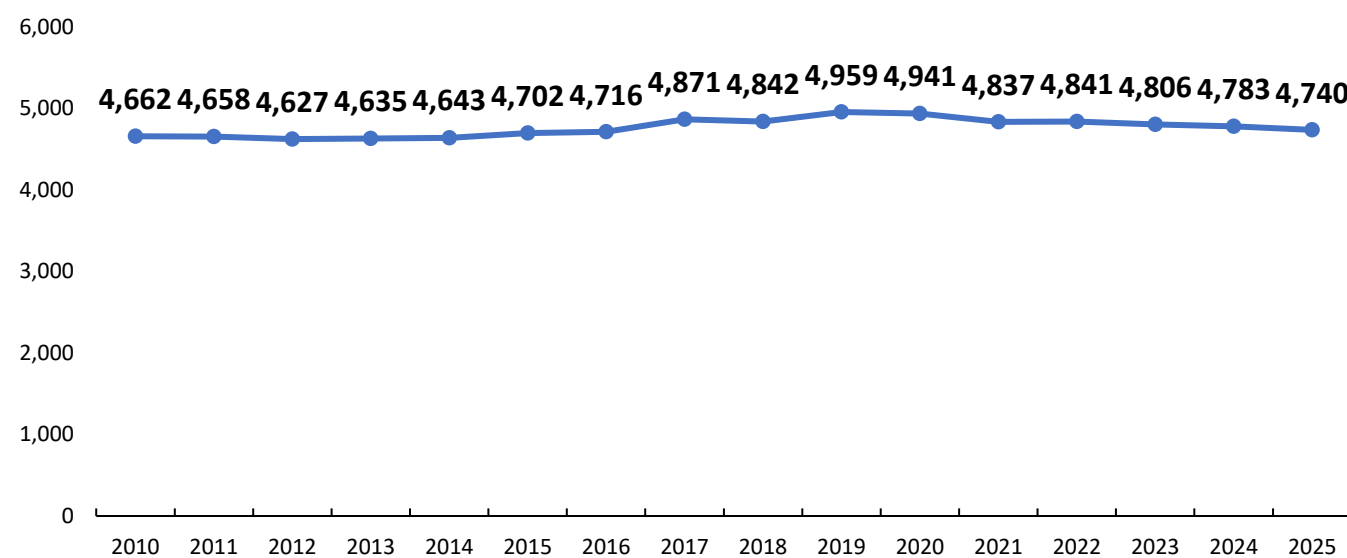
The percentage of research doctoral graduates pursuing a faculty or academic position as their first employment was 37.0% in 2024–2025, averaging 39.4% between 2010–2011 and 2024–2025. Those taking a research position decreased from 16.7% in 2017–2018 to 9.8% in 2023–2024, then increased to 12.6% in 2024–2025. About one third (31.1%) of 2024–2025 research doctoral graduates held a postdoctoral position. Note that the *CSD Education Survey* did not include the “postdoctoral position” and “postponed employment” response options in 2011–2012. The categories were further altered in 2021–2022, with “postponed employment” and “unknown” being removed and “Other or unknown employment setting”, “Not employed”, and “Unknown employment status” being added. In addition, the academic/non-academic setting reporting has been combined for certain types of positions.



Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Number of ASHA Members Who Hold a Research Doctorate

Based on ASHA’s year-end counts, the number of ASHA members and affiliates who hold a research doctorate (i.e., PhD) increased 1.7% between 2010 and 2025. In 2025, 4,740 individuals held a research doctorate, slightly down from 2024. Note that these data include expected degrees, as well as those already conferred.



Data in the above graph are based on ASHA’s [official membership and affiliation counts](#).

The data in this report were gathered through the annual *CSD Education Survey*. The number of institutions responding to the survey varies from year to year. For more information on the *CSD Education Survey* National Aggregate Data Tables, visit <http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>, or contact CSEducationSurvey@asha.org.

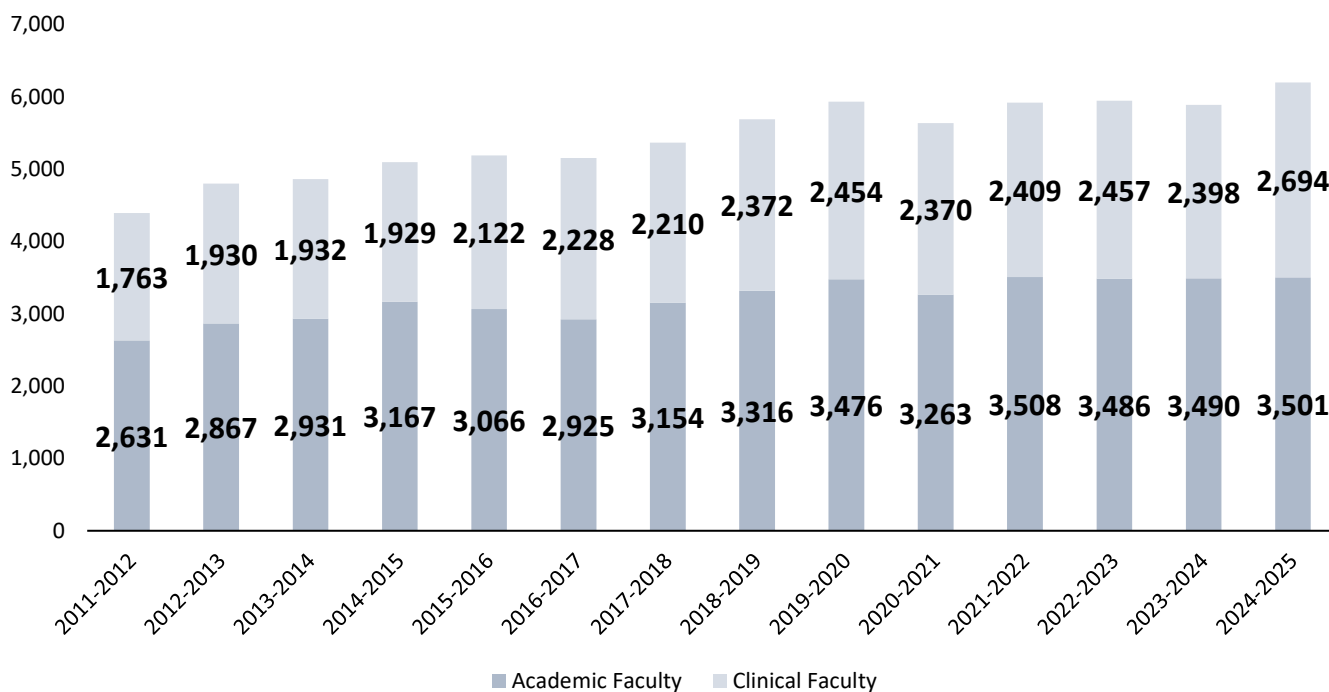


Program Faculty

2011–2012 to 2024–2025

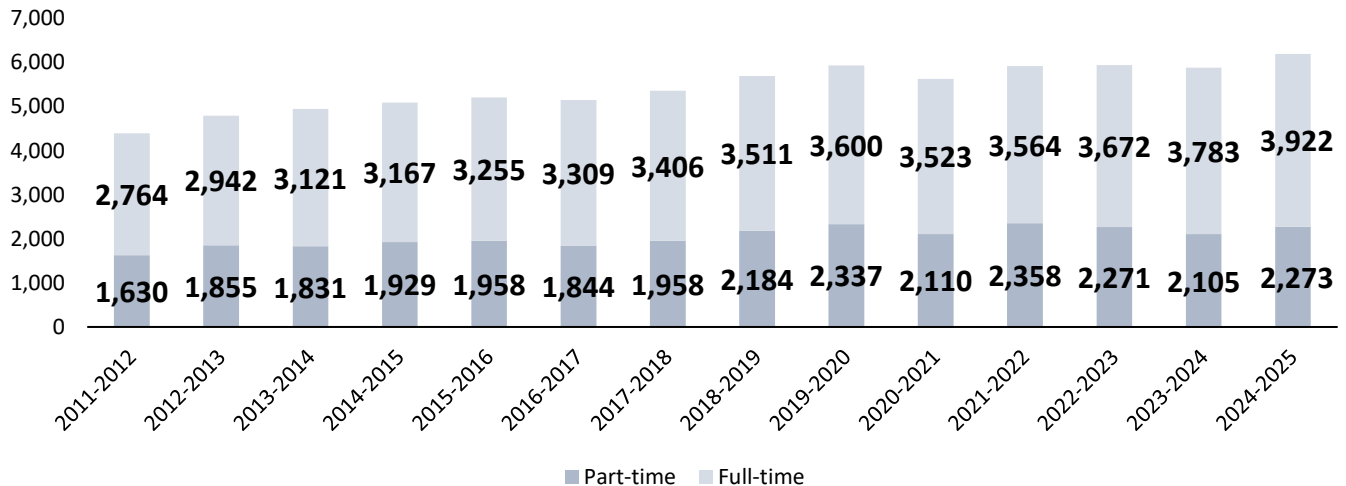
Total Number of Academic and Clinical Faculty

The total number of faculty in communication sciences and disorders (CSD) programs increased from 4,394 in 2011–2012 to 6,195 in 2024–2025. Note that these data reflect 84.0% of programs reporting in 2011–2012 and 88.7% reporting in 2024–2025, which may account for some of the differences in numbers. The proportion of academic faculty to clinical faculty remained about the same over the fourteen years. Of the total, 59.9% were academic faculty in 2011–2012, and 56.5% were academic faculty in 2024–2025.



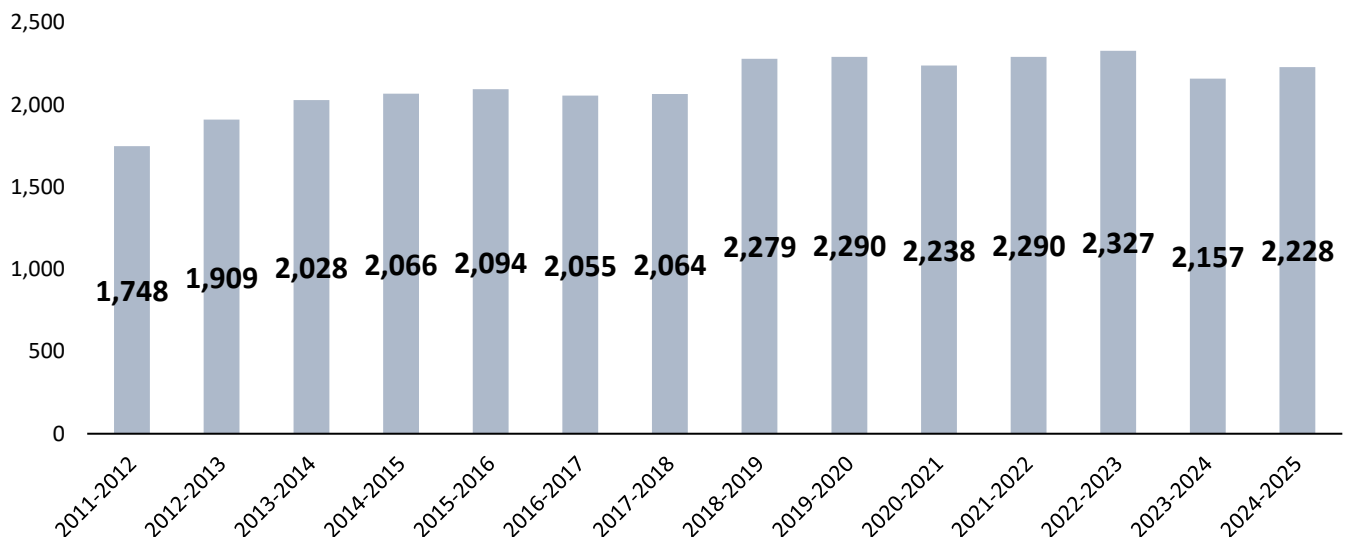
Number of Full- and Part-Time Faculty

Full-time faculty comprised about two-thirds of all faculty employed in CSD education programs in 2024–2025. The proportion of full-time faculty to part-time faculty remained about the same over the fourteen-year academic period (2011–2012 to 2024–2025). Of the total, 62.9% were full-time faculty in 2011–2012, and 63.3% were full-time faculty in 2024–2025.



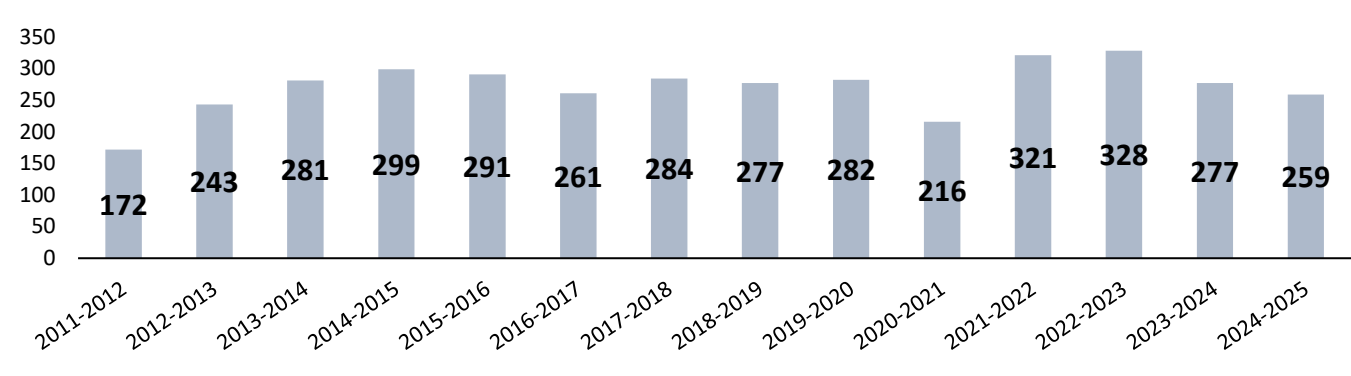
Number of Full-Time Faculty with Research Doctoral Degrees

The number of full-time faculty with research doctoral degrees increased from 1,748 in 2011–2012 to 2,228 in 2024–2025. Note that these data reflect 84.0% of programs reporting in 2011–2012 and 88.2% reporting in 2024–2025, which may account for some of the differences in numbers. Of the 2,228 full-time faculty with research doctoral degrees in 2024–2025, 1,100 were in speech-language pathology, 278 in audiology, 323 in speech/ language science, 142 in hearing science, and 385 in another area of study.



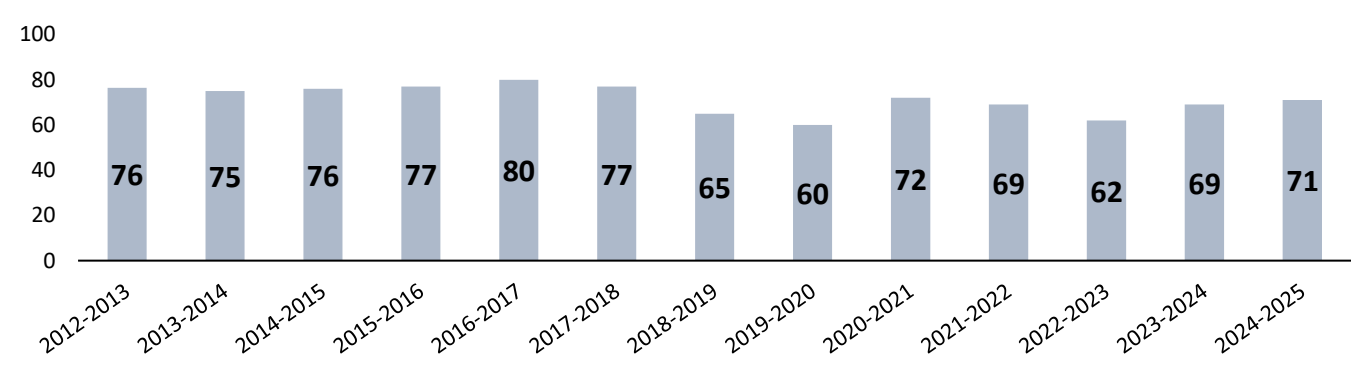
Number of Full-Time Faculty Openings

The total number of full-time faculty openings averaged 271 between 2011–2012 and 2024–2025. Of the 259 full-time faculty openings in 2024–2025, 48 were in audiology, 165 in speech-language pathology, 7 in hearing sciences, 21 in speech/ language sciences, and 18 in no specific area of study.



Percent of Faculty Searches Filled

The percent of faculty positions filled averaged 71.5% over the last thirteen academic years, ranging from 60% in 2019–2020 to 80% in 2016–2017. In 2024–2025, 175 of the 254 faculty searches conducted resulted in the position being filled; 30 of the 46 audiology positions, 110 of the 153 speech-language pathology positions, 4 of the 4 hearing sciences positions, 15 of the 21 speech/ language sciences positions, and 15 of the 20 positions in no specific area of study. Note that data are not presented for the 2011–2012 academic year because the total number of positions filled exceeded that of the total number of faculty searches conducted.



Note: The data presented in the above graph have been revised to more accurately reflect the percent of faculty searches filled. Previously published Trend Reports (2012–2013 to 2017–2018) used the total number of searches conducted as the denominator. The total number of searches did not equate to the sum of the number of filled and unfilled positions, the latter of which was typically greater than the total number of searches. Percentages have been recalculated using the sum of the number of filled and unfilled positions as the denominator.

The data in this report were gathered through the annual *Communication Sciences and Disorders (CSD) Education Survey*. The number of institutions responding to the survey varies from year to year. Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs. For more information on the *CSD Education Survey National Aggregate Data Tables*, visit <http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>, or contact CSDEducationSurvey@asha.org.