



CSD
Education
Survey

Communication Sciences and Disorders (CSD)
Education Survey
National Aggregate Data Report
2024–2025 Academic Year

Introduction

The *Communication Sciences and Disorders (CSD) Education Survey National Aggregate Data Report* is published by the American Speech-Language-Hearing Association (ASHA). It is the authoritative data source for information about CSD undergraduate and graduate education. The report provides information on applications, admissions, enrollment, graduation, and first employment as well as other data about undergraduate through research doctoral (PhD) education to inform the pipeline of the CSD discipline. Much of the data are also published on individual institution profiles in [EdFind](#), ASHA's online searchable directory. Trend data are available at <https://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>.

Data and Methods

The data contained in the national aggregate data tables were collected between August 1, 2025, and November 7, 2025, via the *CSD Education Survey*, which was electronically distributed to 372 higher education institutions with undergraduate and graduate CSD degree programs. Data were collected for academic year (AY) Fall 2024 through Summer 2025 for the 50 U.S. states, the District of Columbia, and Puerto Rico. Data in the tables are based on the actual numbers provided by academic institutions that completed and submitted the survey; no statistical extrapolation was conducted.

The academic program directors or chairs were asked to indicate the CSD degree programs available at their respective institutions. The survey system then assigned sections and questions to the institution's survey on the basis of the degree programs offered and the answers that respondents provided to key questions. Program directors and chairs were given the option to authorize access to faculty or staff to assist in completing the survey.

The survey contained questions in various formats, including yes/no, single- or multi-selection, data tables, and open-text responses. Questions were to be completed for each relevant degree program offered at an institution. An institution with multiple degree programs would, therefore, answer the select questions applicable to each degree program.

Response Rate

A total of 372 academic institutions received the *2025 CSD Education Survey*, and 330 of those institutions completed and submitted data—representing an 89% response rate. Academic programs were contacted via email during the open period to encourage participation.

Among the institutions that completed the *2025 CSD Education Survey*, data were provided by the following:

- Undergraduate programs with a major in the field of CSD—88% (252 of 286)
- Clinical entry-level master's programs in speech-language pathology—92% (295 of 322)
- Clinical entry-level doctoral programs in audiology—95% (77 of 81)
- Post-entry-level clinical doctoral programs in speech-language pathology—100% (10 of 10)
- Research doctoral programs in audiology, speech-language pathology, and/or speech, language, and hearing sciences—98% (78 of 80)

Content of National Aggregate Data Report

Degree Program

Data were collected for undergraduate, master's, entry-level clinical doctoral (i.e., AuD), post–entry-level clinical doctoral (e.g., SLPD), and research doctoral (e.g., PhD) degree programs in CSD. The number of programs was determined through information provided by program directors or chairs in the program selection portion of the electronic survey. A search of ASHA's database and institutional websites was conducted for institutions that did not submit the survey to determine the number and types of degree programs offered at each institution. Research doctoral programs may reflect multiple areas of study (e.g., audiology, speech-language pathology, and/or speech, language, and hearing sciences) at one institution.

Gender, Race and Ethnicity, International Status, and Language Use

Respondents were asked to supply data on students' (a) gender, (b) race and ethnicity, (c) international status, and (d) language use. The number of programs responding may be fewer than in other tables, as some institutions indicated that they are prohibited from collecting or releasing such data.

Data tables allowed programs to indicate grand totals when a breakdown by these four categories was not available. Data tables also allowed programs to indicate a total for *unknown* as part of the breakdown by student gender, student race and ethnicity, student international status, and student language use.

International status was defined as the status of students who applied from outside the United States and who have been issued an F1, M1, or J1 visa by the U.S. government. *Bilingual/multilingual* was defined as having an intermediate level of proficiency or higher in at least one language other than English, with *intermediate level* defined as having the ability to communicate in a conversation effectively and independently.

Applications

Respondents were asked to provide data on the total number of applications received. The number of applications reported by area of study and degree type does not reflect a 1:1 correspondence with the number of students applying to graduate programs because individual students often apply to multiple programs. Data on the average number of applications submitted by individual students are not available from the *CSD Education Survey*.

Admissions

Respondents were asked to provide information about academic program capacity for admissions. Some variability across capacity for new admissions occurs based on an academic program's known resources for a given year. In some cases, academic programs are able to enroll a larger number of students than anticipated; hence, capacity may exceed 100%.

Enrollment

The survey asked respondents to provide data on first-year enrollment, total enrollment, enrollment of students with a documented disability or disorder, and factors impacting enrollment. Students who are reflected in first-year enrollments represent a cohort of students different from those reflected in the applications and admissions data for the same academic year.

Factors Impacting Enrollment

Data on the factors impacting enrollment were not collected for the 2024–2025 academic year. This information has moved to a 3-year cycle for data collection. These data were last collected in 2024 for the 2023–2024 academic year and will be collected again in 2027.

Graduation

Respondents were asked to provide data on the number of degrees granted. Data collected for research doctoral degrees differed from data collected for undergraduate degrees, entry-level degrees, and post–entry-level clinical doctorates, as the former also asked the respondent to indicate number of degrees granted by primary area of specialty. Data collected on time-to-degree was only collected for research doctoral programs.

Employment

Respondents with research doctoral programs were asked to include information about first employment post-graduation for research doctoral graduates. Employment totals may not equal data totals on number of degrees granted.

Clinical Practicum

Data on the average number of clinical hours for graduates were not collected for the 2024–2025 academic year. This information has moved to a 3-year cycle for data collection. These data were last collected in 2024 for the 2023–2024 academic year and will be collected again in 2027. Respondents with entry-level degree programs were asked to provide the average number of clinical hours that graduates obtained (a) at “on-campus” sites and (b) at “off-campus” sites.

Time-to-Degree

Academic programs with research doctoral programs were asked to provide average time-to-degree. Respondents were asked to indicate the number of graduates who completed the degree within certain timeframes measured in 3-year increments.

Administrative Location

Respondents were asked to indicate where the academic degree program was administratively housed within the institution in accordance with the most common locations:

- Allied Health, Health Sciences, Health Professions, Public Health
- Arts, Sciences, Humanities, Liberal and Fine Arts, Social and Behavioral Sciences
- Audiology, Speech-Language Pathology, Communication Disorders
- Communications
- Education
- Medicine
- Professional Programs/Studies
- Other School/College Types

Faculty

Data were collected to gauge faculty recruitment and retention. Numbers in the same row or column may not add up to the totals reported, as some institutions provided information in total only and not by area of study.

Postdoctoral Appointments

The number of postdoctoral appointments *available* and the number of postdoctoral appointments *filled* were reported for the most recently completed academic year.

Grants and Contracts

Respondents were asked to provide the total number of federally funded, state-funded, and university-funded research and personnel preparation active grants and contracts across all degree programs during the most recently completed academic year. Respondents were asked to provide the total combined dollar amount of direct costs budgeted for the most recently completed academic year.

Cautions and Limitations of the Data

Academic programs were encouraged to complete the survey in its entirety. However, some questions have dependent questions. If a dependent question was determined not to be relevant to an academic program based on its response to a key question earlier in the survey, then the dependent question would not be displayed to the program. In addition, some displayed questions allowed the respondent to indicate “no data available”; therefore, sum totals for “number of programs responding” may vary within and across tables.

Column and row totals may not always be equal, as some tables allowed entry of totals only where discrete breakdowns were not permitted. In addition, some demographic questions allowed the respondent to indicate “unknown”; therefore, sum totals for demographic categories may vary and may not reflect all individuals within a given population. Responses of “unknown” for student gender demographics, student race and ethnicity demographics, and student language use demographics are not included in the calculations of percentages for those tables. The program’s director or chairperson was instructed to review and confirm the accuracy of the data prior to submitting the completed survey.

ASHA staff conducted data review during the survey open period. Program directors were alerted to possible data errors via email and were given the opportunity to correct those errors. ASHA staff conducted additional quality control checks and data cleaning after the close of the survey to eliminate obvious data errors. Tables were generated using R Version 4.3.1 and RStudio Version 2023.09.0.

Acknowledgments

This report is published by ASHA as a service to the CSD academic community. This comprehensive data report also seeks to inform students, agencies (local, state, and federal), related organizations, and the general public about the current state of CSD education. Support of the *CSD Education Survey* is made possible by ASHA, which maintains the program and provides financial, statistical, and technical support.

Contact Information

Questions or comments regarding this and related data reports should be directed to CSDEducationSurvey@asha.org.

Suggested Citation

American Speech-Language-Hearing Association. (2026). *Communication sciences and disorders (CSD) education survey national aggregate data report: 2024–2025 academic year*. www.asha.org/academic/hes/csd-education-survey-data-reports/

Data-At-A-Glance Summary for Academic Year 2024-2025

Institution Summary

- 372 institutions offer undergraduate and/or graduate degrees in CSD education
- 286 offer an undergraduate degree in CSD
- 322 offer a master's degree in speech-language pathology
- 81 offer an entry-level clinical doctoral degree in audiology
- 10 offer a post–entry-level clinical doctoral degree in speech-language pathology
- 80 offer research doctoral degrees in audiology, speech-language pathology and/or speech, language, and hearing sciences
- 61.2% of all CSD programs are administratively housed in schools of allied health, health sciences, health professions and public health

Applications Received (total number of applications across institutions; not number of unique applicants)

- 4,671 applications to entry-level clinical doctoral degree programs in audiology
- 52,830 applications to master's degree programs in speech-language pathology
- 310 applications to post–entry-level clinical doctoral degree programs in speech-language pathology
- 936 applications to research doctoral degree programs in audiology, speech-language pathology and/or speech and hearing sciences

Total Enrollment

- 33,726 undergraduate students in a CSD major
- 3,065 entry-level clinical doctoral students in audiology
- 22,587 master's students in speech-language pathology
- 442 post–entry-level clinical doctoral students in speech-language pathology
- 899 research doctoral students in audiology, speech-language pathology and/or speech and hearing sciences

Degrees Granted

- 9,585 undergraduate degrees in CSD
- 777 entry-level clinical doctoral degrees in audiology
- 9,896 master's degrees in speech-language pathology
- 143 post–entry-level clinical doctoral degrees in speech-language pathology
- 139 research doctoral degrees in audiology, speech-language pathology and/or speech and hearing sciences

Data was based on an overall response rate of 89% (330 of 372 institutions responding). No extrapolation was conducted.

Data At-A-Glance for Speech-Language Pathology Master's Programs for Academic Year 2024-2025

Institution Summary

- 322 institutions offer a master's degree in speech-language pathology
- 40.6 is the mean student capacity for new admissions
- 32 is the median student capacity for new admissions

Applications and Admissions (total number of applications across institutions; not number of unique applicants)

- 52,830 applications received
- 24,413 offered admission
- 46.2% offered admission
- 3.08-3.99 GPA mean range of students offered admission
- 21.3% offers of admission with funding
- Assistantships and scholarships were the majority of the funding offered

Enrollment

- 10,668 first-year students enrolled
- 3.4% of first-year students were male
- 31.6% of first-year students were of a racial/ethnic minority
- 1.4% of first-year students were international students
- 22,587 total enrollment

Degrees Granted

- 9,896 master's degrees in speech-language pathology were granted

Data based on an overall response rate of 92% (295 of 322) of the master's in speech-language pathology programs completing the CSD Education Survey. No extrapolation was conducted.

Data At-A-Glance for Audiology Entry-Level Clinical Doctoral Programs for Academic Year 2024-2025

Institution Summary

- 81 institutions offer an entry-level clinical doctoral degree in audiology
- 13.1 is the mean student capacity for new admissions
- 12 is the median student capacity for new admissions

Applications and Admissions (total number of applications across institutions; not number of unique applicants)

- 4,671 applications received
- 2,388 offered admission
- 51.1% offered admission
- 3.16-3.99 GPA mean range of students offered admission
- 26.6% offers of admission with funding
- Assistantships and scholarships were the majority of the funding offered

Enrollment

- 792 first-year students enrolled
- 10.5% of first-year students were male
- 27.3% of first-year students were of a racial/ethnic minority
- 3.3% of first-year students were international
- 3,065 total enrollment

Degrees Granted

- 777 entry-level clinical doctoral degrees in audiology were granted

Data based on an overall response rate of 95% (77 of 81) of the entry-level clinical doctoral programs in audiology completing the CSD Education Survey. No extrapolation was conducted.

Data At-A-Glance for Research Doctoral Degree (PhD) Programs for Academic Year 2024-2025

Institution Summary

- 80 institutions offer a research doctoral degree (e.g., PhD) in audiology, speech-language pathology, or speech and hearing sciences
- 4.7 is the mean student capacity for new admissions
- 4 is the median student capacity for new admissions
- 4-6 years is the time-to-degree for the majority of graduates

Applications & Admissions (number of applications across institutions; not the number of individual applicants)

- 936 applications received
- 259 offers of admission
- 27.7% offered admission
- 81.5% offers of admission with funding
- Assistantships and fellowships were the majority of the funding offered

Enrollment

- 197 first-year students enrolled
- 22.0% of first-year students were male
- 14.4% of first-year students were of a racial/ethnic minority
- 39.5% of first-year students were international students
- 899 total enrollment

Degrees Granted and First Employment

- 139 research doctoral degrees were granted
- Faculty/academic position in a CSD program is the primary first employment setting among recent research doctoral graduates

Data based on an overall response rate of 98% (78 of 80) of the research doctoral programs completing the CSD Education Survey. No extrapolation was conducted.

Data Tables, 2024-2025 Academic Year

Applications and Admissions Tables 1-13.....23

Table 1—Number and Percent of Programs with Prerequisite Requirements for Non-CSD Undergraduates by Area of Study and Degree Type	23
Table 2—Number and Percent of Programs with Prerequisite Offerings for Non-CSD Undergraduates by Area of Study and Degree Type	24
Table 3—Total Number of Applications by Area of Study and Degree Type.....	25
Table 4—Number and Percent of Applications for Research Doctoral Programs by International vs. Non-International Status	26
Table 5—Number and Percent of Programs that Require GRE Scores for Admission	27
Table 6—Student Capacity for Admissions by Area of Study and Degree Type	28
Table 7—Student Capacity for Admissions and Actual First-Year Enrollments by Area of Study and Degree Type	29
Table 8—First-Year Enrollments over Student Capacity for Admissions of Clinical Entry-Level Audiology Doctoral Programs and Speech-Language Pathology Master’s Programs by State	30
Table 8—First-Year Enrollments over Student Capacity for Admissions of Clinical Entry-Level Audiology Doctoral Programs and Speech-Language Pathology Master’s Programs by State (continued).....	31
Table 9—Number and Percent Approved for Admission by Area of Study and Degree Type	32
Table 10—Number and Percent Approved for Admission for Research Doctoral Programs by International vs. Non-International Status	33
Table 11—Number and Percent of Students Offered Admission with Funding by Area of Study and Degree Type	34
Table 12—Number and Percent of Students Offered the Following Types of Funding among Students Offered Admission with Funding by Area of Study and Degree Type.....	35
Table 13—GPA Range of Students Offered Admission by Area of Study and Degree Type.....	36

Enrollment Tables 14-2237

Table 14—Graduate First-Year Enrollment by Area of Study and Degree Type	37
Table 15—Graduate First-Year Enrollment by Area of Study, Degree Type, and Gender	38
Table 16—Graduate First-Year Enrollment by Area of Study, Degree Type, and Race/Ethnicity	39
Table 17—Total Enrollment by Area of Study and Degree Type	40
Table 18—Total Enrollment by Area of Study, Degree Type, and Gender	41

Table 19—Total Enrollment by Area of Study, Degree Type, and Race/Ethnicity	42
Table 20—Total Enrollment by Area of Study, Degree Type, and Student Language Use	43
Table 21—Number of Students Enrolled with a Documented Disability or Disorder by Area of Study and Degree Type	44
Table 22—Number of First-Year Research Doctoral Students and the Experiences that Immediately Preceded Their Enrollment	45
Graduation Tables 23-28.....	46
Table 23—Total Number of Degrees Granted by Area of Study and Degree Type.....	46
Table 24—Number and Percent of Degrees Granted by Area of Study, Degree Type, and Gender	47
Table 25—Number and Percent of Degrees Granted by Area of Study, Degree Type, and Race/Ethnicity....	48
Table 26—Number and Percent of Programs that Require a Thesis and/or a Capstone for Conferral of the Graduate Degree by Area of Study and Degree Type	49
Table 27— Total Number of Research Doctoral Degrees Granted by Broad Area of Study.....	50
Table 28—Number of Research Doctoral Degrees Granted by Primary Area of Specialty	51
First Employment.....	52
Table 29—First Employment for Research Doctoral Degree Graduates by Area of Study and Employment Setting	52
Time to Degree Tables 30-31	53
Table 30—Number of Graduates Who Completed the Research Doctoral Degree Requirements within the Following Time Frames	53
Table 31—Number of Research Doctoral Students Who "Officially Dropped Out" of the Degree Program When the Following Requirements Were Unfulfilled.....	54
Administrative Location	55
Table 32—Administrative Location of Programs within Academic Institutions	55
Post-Doctoral Appointments.....	56
Table 33—Number of Post-Doctoral Appointments Available and Filled	56
Faculty Tables 34-41	57

Table 34—Total Number of Academic and Clinical Faculty by Full-Time and Part-Time Employment Status	57
Table 35—Total Number of Full-Time Faculty with Research Doctoral Degrees by Area of Study	58
Table 36—Total Number of Openings for Full-Time Faculty with Research Doctorates.....	59
Table 37— Total Searches for Full-Time Faculty with Research Doctorates Conducted and Filled	60
Table 38— Full-Time Research Doctoral Faculty Searches Filled/Unfilled by Position Area of Study.....	61
Table 39— Full-Time Research Doctoral Faculty Searches Filled by Faculty Area of Study.....	62
Table 40 — Full-Time Research Doctoral Faculty Searches Filled by Faculty Degree	63
Table 41 — Full-Time Research Doctoral Faculty Searches Filled by Faculty Full/Part Time Status	64
Grants and Contracts Tables 42-43	65
Table 42—Total Number and Dollar Amount of Federally Funded Research and Personnel Preparation Grants and Contracts by State.....	65
Table 42—Total Number and Dollar Amount of Federally Funded Research and Personnel Preparation Grants and Contracts by State (continued)	66
Table 43—Total Number and Dollar Amount of State-Funded Research and Personnel Preparation Grants and Contracts by State.....	67
Table 43—Total Number and Dollar Amount of State-Funded Research and Personnel Preparation Grants and Contracts by State (continued)	68

Participating Institutions

The following institutions completed the 2025 CSD Education Survey. They represent 330 of the 372 institutions invited to participate.

Alabama (7)

Auburn University
Auburn University, Montgomery
Faulkner University
Samford University
University of Alabama, Tuscaloosa
University of Montevallo
University of South Alabama

Arizona (6)

A.T. Still University - Arizona School of Health Sciences (Audiology)
A.T. Still University - Arizona School of Health Sciences (SLP)
Arizona State University
Midwestern University, Arizona
Northern Arizona University
University of Arizona

Arkansas (6)

Arkansas State University
Harding University
Ouachita Baptist University
University of Arkansas for Medical Sciences
University of Arkansas, Fayetteville
University of Central Arkansas

California (23)

Biola University
California Baptist University
California State University, Chico
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Sacramento
California State University, San Marcos
Chapman University
Loma Linda University
Pepperdine University
San Diego State University
San Diego State University & University of California-San Diego – AuD Joint Doctoral Program

California (*continued*)

San Francisco State University
San Jose State University - Audiology Program
San Jose State University - SLP Program
University of Redlands
University of Southern California
University of the Pacific - Audiology Program
University of the Pacific - SLP Program

Colorado (3)

Metropolitan State University of Denver
University of Colorado, Boulder
University of Northern Colorado

Connecticut (4)

Sacred Heart University
Southern Connecticut State University
University of Connecticut
University of New Haven

Delaware (1)

University of Delaware

District of Columbia (4)

Gallaudet University
George Washington University
Howard University
University of the District of Columbia

Florida (9)

Florida Atlantic University
Florida International University
Florida State University
Jacksonville University
Nova Southeastern University - Audiology Program
Nova Southeastern University - SLP Program
University of Central Florida
University of Florida, Gainesville
University of South Florida

Georgia (3)

Georgia Southern University
Georgia State University
University of Georgia

Hawaii (1)

University of Hawaii at Mānoa

Idaho (1)

Idaho State University

Illinois (15)

Augustana College (IL)
Bradley University
Eastern Illinois University
Elmhurst University
Illinois State University
Lewis University
Midwestern University, Illinois
Northern Illinois University
Northwestern University
Rush University
Southern Illinois University, Carbondale
Southern Illinois University, Edwardsville
St. Xavier University
University of Illinois, Urbana - Champaign
Western Illinois University

Indiana (7)

Ball State University
Butler University
Indiana State University
Indiana University South Bend
Indiana University, Bloomington
Purdue University
Purdue University Fort Wayne

Iowa (3)

St. Ambrose University
University of Iowa
University of Northern Iowa

Kansas (4)

Fort Hays State University
Kansas State University
University of Kansas
Wichita State University

Kentucky (5)

Eastern Kentucky University
Murray State University
University of Kentucky
University of Louisville
Western Kentucky University

Louisiana (6)

Louisiana State University - Health Science
Center, New Orleans
Louisiana Technical University
Southeastern Louisiana University
University of Louisiana, Lafayette
University of Louisiana, Monroe
Xavier University of Louisiana

Maine (1)

University of Maine, Orono

Maryland (4)

Loyola University Maryland
Towson University
University of Maryland, College Park
Women's Institute of Torah Seminary & College

Massachusetts (13)

Boston University
Bridgewater State University
Elms College
Emerson College
Gordon College
Harvard Medical School
MGH Institute of Health Professions
MGH Institute of Health Professions – Audiology
Program
Northeastern University
Regis College
Springfield College
University of Massachusetts, Amherst
Worcester State University

Michigan (9)

Andrews University
Calvin University
Central Michigan University
Eastern Michigan University
Grand Valley State University
Michigan State University
Northern Michigan University
Wayne State University
Western Michigan University

Minnesota (5)

Minnesota State University, Mankato
Minnesota State University, Moorhead
St. Cloud State University
University of Minnesota Duluth
University of Minnesota, Minneapolis

Mississippi (4)

Jackson State University
Mississippi University for Women
University of Mississippi
University of Southern Mississippi

Missouri (9)

Maryville University
Missouri State University
Rockhurst University
Saint Louis University
Southeast Missouri State University
Truman State University
University of Central Missouri
University of Missouri
Washington University

Montana (1)

University of Montana

Nebraska (3)

University of Nebraska, Kearney
University of Nebraska, Lincoln
University of Nebraska, Omaha

Nevada (2)

Nevada State University
University of Nevada, Reno

New Hampshire (1)

University of New Hampshire

New Jersey (8)

College of New Jersey
Kean University of New Jersey
Monmouth University
Montclair State University
Rutgers, The State University of New Jersey
Saint Elizabeth University
Seton Hall University
Stockton University

New Mexico (3)

Eastern New Mexico University
New Mexico State University
University of New Mexico

New York (31)

Adelphi University
Binghamton University - SUNY

New York (continued)

CUNY, Brooklyn Coll / Hunter Coll – Grad Center
CUNY, Brooklyn College
CUNY, Hunter College
CUNY, Lehman College
CUNY, Queens College
CUNY, The Graduate Center (PhD Program)
D'Youville University
Elmira College
Hofstra University
Ithaca College
LIU Brooklyn
LIU Post
Long Island AuD Consortium – Adelphi/Hofstra/St. John's Universities
Molloy University
Nazareth University
New York Medical College
New York University
Pace University
St. John's University
Stony Brook University
SUNY at Buffalo
SUNY at Cortland
SUNY at Fredonia
SUNY at New Paltz
SUNY Buffalo State University
Syracuse University
Teachers College, Columbia University
Touro University
Yeshiva University Katz School of SLP

North Carolina (7)

Appalachian State University
East Carolina University
Montreat College
North Carolina Central University
University of North Carolina, Chapel Hill
University of North Carolina, Greensboro
Western Carolina University

North Dakota (3)

Minot State University
University of Mary
University of North Dakota

Ohio (16)

Baldwin Wallace University
Bluffton University
Bowling Green State University

Ohio (continued)

Case Western Reserve University
Cleveland State University
College of Wooster
Kent State University
Miami University
Mount St. Joseph University
Mount Vernon Nazarene University
Northeast Ohio AuD Consortium (NOAC)- Kent State/Univ of Akron
Ohio State University
Ohio University
University of Akron
University of Cincinnati
University of Toledo

Oklahoma (6)

Northeastern State University
Oklahoma State University
University of Central Oklahoma
University of Oklahoma - Health Sciences Center
University of Science & Arts of Oklahoma
University of Tulsa

Oregon (4)

Pacific University - Audiology
Pacific University - SLP
Portland State University
University of Oregon

Pennsylvania (24)

Carlow University
Commonwealth University of Pennsylvania
DeSales University
Duquesne University
East Stroudsburg University
Geneva College
Gwynedd Mercy University
Indiana University of Pennsylvania
La Salle University
Lebanon Valley College
Marywood University
Misericordia University
Moravian University
Penn State University Harrisburg
Pennsylvania State University
Pennsylvania Western University
Salus University - Audiology Program
Salus University - SLP Program
Temple University

Pennsylvania (continued)

Thomas Jefferson University
University of Pittsburgh
University of Scranton
West Chester University
Widener University

Puerto Rico (5)

Carlos Albizu University
Inter American University of Puerto Rico
Pontifical Catholic University of Puerto Rico
Universidad Ana G. Mendez – Recinto de Gurabo
University of Puerto Rico, San Juan

Rhode Island (2)

New England Institute of Technology
University of Rhode Island

South Carolina (4)

Bob Jones University
Francis Marion University
Medical University of South Carolina
University of South Carolina

South Dakota (2)

Augustana University
University of South Dakota

Tennessee (6)

Austin Peay State University
East Tennessee State University
Tennessee State University
University of Memphis
University of Tennessee Health Science Center
Vanderbilt University

Texas (23)

Abilene Christian University
Baylor University
East Texas Baptist University
Lamar University
Our Lady of the Lake University
Schreiner University
Stephen F. Austin State University
Tarleton State University
Texas A&M University, Kingsville
Texas Christian University
Texas State University
Texas Tech University Health Sciences Center
Texas Woman's University

Texas (continued)

The University of Texas at Tyler
The University of Texas Rio Grande Valley
University of Houston
University of North Texas
University of St. Augustine for Health Sciences
University of Texas at Dallas
University of Texas Health San Antonio
University of Texas, Austin
University of Texas, El Paso
West Texas A & M University

Utah (4)

Brigham Young University
Rocky Mountain University of Health
Professions
University of Utah
Utah State University

Vermont (1)

University of Vermont

Virginia (6)

James Madison University
Longwood University
Old Dominion University
Radford University
Shenandoah University
University of Virginia

Washington (3)

Eastern Washington University
University of Washington
Western Washington University

West Virginia (3)

Marshall University
West Liberty University
West Virginia University

Wisconsin (8)

Concordia University Wisconsin
Marquette University
University of Wisconsin, Eau Claire
University of Wisconsin, Milwaukee
University of Wisconsin, River Falls
University of Wisconsin, Stevens Point
University of Wisconsin, Whitewater
Viterbo University

Wyoming (1)

University of Wyoming

Highlights

Prerequisites

- More than half (54.4%) of audiology clinical doctoral entry-level programs had prerequisite requirements for non-CSD undergraduates, as did 86.7% of speech-language pathology master's programs (see Table 1).
- More than four-fifths (87.8%) of audiology clinical doctoral entry-level programs and more than four-fifths (82.1%) of speech-language pathology master's programs offered prerequisite courses to students whether or not they were admitted to their program (see Table 2).

Applications

- A total of 4,671 **applications** were received by the 77 audiology clinical doctoral entry-level programs that responded to the survey, of which 2,388 were approved for admission, averaging 61 applications and 31 approvals per program (see Tables 3 and 9). By comparison, in the 2023–2024 academic year, 4,176 applications were received by the 77 programs that responded to the survey, of which 2,150 were approved for admission, averaging 54 applications and 28 approvals per program. Note that the total number of applications does not represent the number of unique applicants. Prospective students may have applied to more than one program and received multiple admission offers. As such, the number of applications reported does not reflect a 1:1 correspondence with the number of students that applied to graduate programs during the academic year.
- A total of 52,830 **applications** were received by the 295 speech-language pathology master's programs that responded to the survey, of which 24,413 were approved for admission, averaging 179 applications and 83 approvals per program (see Tables 3 and 9). By comparison, in the 2023–2024 academic year, 52,179 applications were received by the 293 programs that responded to the survey, of which 23,655 were approved for admission, averaging 178 applications and 81 approvals per program. Note that the number of applications reported does not reflect a 1:1 correspondence with the number of students that applied to graduate programs during the academic year.
- A total of 936 research doctoral **applications** were received by the 78 institutions that offered research doctoral programs across all areas of study and responded to the survey, of which 259 were approved for admission (see Tables 3 and 9). By comparison, in the 2023–2024 academic year, 862 applications were received by the 79 institutions that had research doctoral programs across all areas of study and responded to the survey, of which 303 were approved for admission.
- Research doctoral programs reported that 52.9% of **applications** came from international applicants, compared to 54.5% in the 2023–2024 academic year. (see Table 4).

Admissions

- The majority of applicants **approved for admission** to research doctoral programs were non-international, making up 61.8%. (see Table 10).
- More than one-quarter (26.6%) of audiology clinical doctoral entry-level students and 21.3% of speech-language pathology master's students were **offered admission with funding**. A much larger percentage (81.5%) of research doctoral students were offered admission with funding (see Table 11).

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- Of those offered admission with funding, the most prevalent **types of funding** offered to audiology clinical doctoral entry-level students were scholarships (56.9%) and assistantships (36.7%). More than half (57.6%) of speech-language pathology master's students who were offered admission with funding were offered scholarships, and 24.4% were offered assistantships. The majority of (62.1%) research doctoral students who were offered admission with funding were offered assistantships, 18.5% were offered fellowships, and 17.1% were offered scholarships (see Table 12).
 - The median **grade point average** (GPA) range for students offered admission to audiology clinical doctoral entry-level programs was 3.18–4.00. For students offered admission to speech-language pathology master's programs, the median GPA range was 3.07–4.00 (see Table 13).

Student Capacity for Admissions

- The median student capacity for admissions was 12 students for audiology clinical doctoral entry-level programs, 32 students for speech-language pathology master's programs, and 4 students for research doctoral programs (see Table 6).
- Audiology clinical doctoral entry-level programs were filled to 78.6% of their first-year enrollment capacity, speech-language pathology master's programs were filled to 89.1%, and research doctoral programs were filled to 53.2% (see Table 7). By comparison, in the 2023–2024 academic year, audiology clinical doctoral entry-level programs were filled to 86.5% of their first-year enrollment capacity, speech-language pathology master's programs were filled to 88.8%, and research doctoral programs were filled to 51.0%.

Graduate First-Year Enrollments

- Academic programs that responded to the survey reported a total of 792 first-year enrollments in audiology clinical doctoral entry-level programs, 10,668 in speech-language pathology master's programs, and 197 in research doctoral programs (see Table 14). By comparison, in the 2023–2024 academic year, academic programs that responded to the survey reported a total of 863 first-year enrollments in audiology clinical doctoral entry-level programs, 9,899 in speech-language pathology master's programs, and 198 in research doctoral programs.
- Across all areas of study and degree types, most first-year students self-identified as female—88.9% in audiology clinical doctoral entry-level programs, 96.3% in speech-language pathology master's programs, and 76.3% in research doctoral programs (see Table 15).
- Most first-year entry-level students self-identified as white (non-international)—69.3% in audiology clinical doctoral entry-level programs and 67.0% in speech-language pathology master's programs, as did most (46.1%) students in research doctoral programs (see Table 16).

Total Enrollment

- A total of 33,726 undergraduate students were enrolled for the 2024–2025 academic year based on 88.1% of programs responding (see Table 17). Of the enrolled students, 4.3% self-identified as male and 0.1% self-identified as non-binary (see Table 18). About one-third (34.1%) self-identified as a racial/ethnic minority (non-international) and 0.9% were international students (see Table 19). Note that 69.9% of programs reported data for gender and 62.9% reported data for race and ethnicity. By comparison, in the 2023–2024 academic year, a total of 33,019 undergraduate students were enrolled based on 89.0% of programs responding. Of the enrolled students, 4.1% self-identified as male and 0.1% self-identified as non-binary. About one-third (33.5%) self-identified as a racial/ethnic minority (non-international) and 0.9% were international students.
- In graduate programs, 3,065 students were enrolled in audiology clinical doctoral entry-level programs, 22,587 students were enrolled in speech-language pathology master's programs, and 899 students were enrolled in research doctoral programs for the 2024–2025 academic year (see Table 17).

- Of the programs reporting data for gender, individuals who self-identified as male comprised 8.7% of audiology clinical doctoral entry-level students, 3.3% of speech-language pathology master's students, and 20.9% of research doctoral students. Individuals who self-identified as non-binary comprised 0.6% of audiology clinical doctoral entry-level students, 0.2% of speech-language pathology master's students, and 1.1% of research doctoral students (see Table 18).
- Of the programs reporting data for race and ethnicity, the majority of entry-level students self-identified as white (non-international)—71.9% in audiology clinical doctoral entry-level programs and 67.3% in speech-language pathology master's programs. Students who self-identified as a racial/ethnic minority (non-international) comprised 25.1% of audiology clinical doctoral entry-level students, 31.3% of speech-language pathology master's students, and 20.4% of research doctoral students (see Table 19).
- Of the programs reporting disability data, the median number of enrolled students with a documented disability per program was 5 in audiology clinical doctoral entry-level programs, 4 in speech-language pathology master's programs, and 1 in research doctoral programs (see Table 21).
- Among first-year research doctoral students, 29.5% enrolled immediately following receipt of their master's degree, 23.3% enrolled after practicing for five or fewer years in the profession(s)/discipline, and 16.4% enrolled after practicing for six or more years in the profession(s)/discipline. Another 10.3% enrolled in a research doctoral degree program while simultaneously enrolled in a clinical doctoral degree program (e.g., AuD/PhD) (see Table 22).

Graduation

- A total of 9,585 undergraduate CSD degrees were granted in the 2024–2025 academic year based on 88.1% of programs responding (see Table 23). By comparison, in the 2023–2024 academic year, 9,538 undergraduate CSD degrees were granted based on 89.0% of programs responding.
- A total of 777 clinical entry-level doctoral degrees in audiology were granted in the 2024–2025 academic year based on 77 programs responding, and 9,896 master's degrees in speech-language pathology were granted based on 295 programs responding (see Table 23). By comparison, in the 2023–2024 academic year, a total of 730 clinical entry-level doctoral degrees in audiology were granted based on 77 programs responding, and 9,844 master's degrees in speech-language pathology were granted based on 293 programs responding.
- A total of 139 research doctoral degrees were granted in the 2024–2025 academic year based on 78 programs responding (see Table 23)—slightly down from 141 research doctoral degrees in the 2023–2024 academic year.
- Most (96.0%) individuals who earned an undergraduate degree self-identified as female. Individuals who self-identified as male represented 9.7% of audiology clinical doctoral entry-level degree graduates, 3.1% of speech-language pathology master's degree graduates, and 20.6% of research doctoral degree graduates. Those who self-identified as non-binary represented 0.7% of audiology clinical doctoral entry-level degree graduates, 0.2% of speech-language pathology master's degree graduates, and 0.8% of research doctoral degree graduates (see Table 24).
- About two-thirds (66.2%) of individuals who earned an undergraduate degree self-identified as white (non-international); 32.9% self-identified as a racial/ethnic minority (non-international); and 0.9% held an international status (see Table 25).
- Individuals who self-identified as white (non-international) represented the majority of graduates from audiology clinical doctoral entry-level degree programs (75.8%), speech-language pathology master's degree programs (69.9%), and research doctoral degree programs (71.4%) (see Table 25).
- Hearing science ($n=13$) was the top primary area of specialty for audiology/hearing sciences research doctoral degree graduates. Child language ($n=16$), neurogenic communication disorders ($n=16$), AAC ($n=7$), literacy ($n=7$), and swallowing ($n=7$) were the top primary areas of specialty for speech-language pathology/speech and language sciences research doctoral degree graduates (see Table 28).

Thesis and Capstone Project Requirements

- The majority of (64.7%) audiology clinical doctoral entry-level programs required a capstone project for conferral of the degree (see Table 26).
- More than one-quarter (29.3%) of speech-language pathology master's programs required a capstone project for conferral of the degree; 15.2% required a thesis (see Table 26).

First Employment

- The first employment position for the majority of research doctoral degree graduates was either a faculty/academic position in a CSD program (32.8%) or a postdoctoral position (31.1%) (see Table 29).

Time to Degree

- Most (84.7%) research doctoral graduates completed their degree requirements within 4 to 6 years; 10.2% completed them within 7 to 10 years (see Table 30).
- Most research doctoral students who “officially dropped out” of their degree program did so when academic coursework, comprehensive exams, and dissertation requirements were unfulfilled (see Table 31).

Administrative Location

- More than half (61.2%) of all CSD degree programs were administratively located in schools or colleges of Allied Health, Health Sciences, Health Professions, or Public Health within academic institutions (see Table 32).

Postdoctoral Appointments

- For the 2024–2025 academic year, 30 of the 306 institutions responding indicated offering postdoctoral appointments. A total of 84 postdoctoral appointments were available, and of these, 76 were filled (see Table 33).

Total Number of Faculty

- A total of 6,195 academic and clinical faculty were employed during the 2024-2025 academic year based on 88.7% of institutions responding. Of these, 2,440 were full-time academic faculty, 1,061 were part-time academic faculty, 1,482 were full-time clinical faculty, and 1,212 were part-time clinical faculty (see Table 34).
- Of the 2,228 full-time faculty with research doctoral degrees, nearly half (49.4%, $n=1,100$) held a research doctorate in speech-language pathology. The remainder held a research doctorate in audiology (12.5%, $n=278$), speech/language science (14.5%, $n=323$), hearing science (6.4%, $n=142$), or in another area of study (17.3%, $n=385$) (see Table 35).

Faculty Openings

- During the 2024–2025 academic year, there was a total of 259 openings for full-time faculty with research doctorates (48 in audiology, 165 in speech-language pathology, 7 in hearing sciences, 21 in speech/language sciences, and 18 in no specific area of study) (see Table 36).

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- A total of 254 searches for faculty with research doctorates were conducted during the 2024–2025 academic year; 68.9% of these searches were filled (see Table 37).
 - Most of the positions for faculty with research doctorates were filled by individuals who held a research doctorate (89.7%, n=156). An additional 6.9% (n=12) of the positions were filled by individuals who held a clinical doctorate. An additional 3.4% (n=6) of the positions were filled by individuals who held a clinical master's degree (see Table 40).

Applications and Admissions Tables 1-13

Table 1—Number and Percent of Programs with Prerequisite Requirements for Non-CSD Undergraduates by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Prerequisite Requirements for Non-CSD Undergraduates			
	Existing Programs	Programs Responding	Required		Not Required	
Audiology						
Clinical Doctorate: Entry-Level	81	68	37	54.4%	31	45.6%
Speech-Language Pathology						
Master's	322	270	234	86.7%	36	13.3%

Table 2—Number and Percent of Programs with Prerequisite Offerings for Non-CSD Undergraduates by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Prerequisite Offerings for Non-CSD Undergraduates			
	Existing Programs	Programs Responding	Programs Offering Prerequisites	Offered to All Students		Offered to Admitted Students Only	
Audiology							
Clinical Doctorate: Entry-Level	81	68	41	36	87.8%	5	12.2%
Speech-Language Pathology							
Master's	322	270	218	179	82.1%	39	17.9%

Table 3—Total Number of Applications by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Applications
	Existing Programs	Programs Responding	Programs with Applications	
Audiology				
Clinical Doctorate: Entry-Level	81	77	74	4,671
Speech-Language Pathology				
Master's	322	295	295	52,830
Clinical Doctorate: Post Entry-Level	10	10	9	310
Research Doctorate	80	78	70	936

Note: The number of applications reported by area of study and degree type does not reflect a 1:1 correspondence with the number of students applying to graduate programs.

Table 4—Number and Percent of Applications for Research Doctoral Programs by International vs. Non-International Status

Area of Study and Degree Type	Number of		Number of Applications			
	Existing Programs	Programs Responding	Non-International		International	
Research Doctorate	80	63	405	47.1%	454	52.9%

Table 5—Number and Percent of Programs that Require GRE Scores for Admission

Area of Study and Degree Type	Number of Existing Programs	Number of Programs Responding	Number and Percent of Programs that Require GRE Scores for Admission	
Audiology				
Clinical Doctorate: Entry-Level	81	74	8	10.8%
Speech-Language Pathology				
Master's	322	295	16	5.4%

Table 6—Student Capacity for Admissions by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Student Capacity for Admissions				
	Existing Programs	Programs Responding	Sum	Mean	Median	Minimum	Maximum
Audiology							
Clinical Doctorate: Entry-Level	81	77	1,007	13.1	12	0	32
Speech-Language Pathology							
Master's	322	295	11,968	40.6	32	8	330
Clinical Doctorate: Post Entry-Level	10	10	220	22.0	12	5	80
Research Doctorate	80	78	370	4.7	4	0	20

Table 7—Student Capacity for Admissions and Actual First-Year Enrollments by Area of Study and Degree Type

Area of Study and Degree Type	Number of			First-Year Enrollments	Percent of Student Capacity Filled
	Existing Programs	Programs Responding	Student Capacity for Admissions		
Audiology					
Clinical Doctorate: Entry-Level	81	77	1,007	792	78.6%
Speech-Language Pathology					
Master's	322	295	11,968	10,668	89.1%
Clinical Doctorate: Post Entry-Level	10	10	220	179	81.4%
Research Doctorate	80	78	370	197	53.2%

Table 8—First-Year Enrollments over Student Capacity for Admissions of Clinical Entry-Level Audiology Doctoral Programs and Speech-Language Pathology Master’s Programs by State

State	Audiology	Speech-Language Pathology
Alabama	96.2%	87.5%
Arizona	71.4%	91.3%
Arkansas	90.0%	91.3%
California	81.3%	91.4%
Colorado	95.5%	97.4%
Connecticut	80.0%	97.1%
Delaware	—	91.9%
District of Columbia	115.4%	67.5%
Florida	90.2%	89.1%
Georgia	—	88.2%
Hawaii	—	87.5%
Idaho	85.7%	85.0%
Illinois	65.4%	94.9%
Indiana	91.2%	84.9%
Iowa	85.7%	87.3%
Kansas	64.0%	94.2%
Kentucky	75.0%	95.7%
Louisiana	80.0%	88.6%
Maine	—	68.0%
Maryland	74.1%	98.3%
Massachusetts	68.2%	101.4%
Michigan	76.5%	94.0%
Minnesota	70.0%	73.9%
Mississippi	72.7%	76.4%
Missouri	96.2%	87.2%
Montana	—	100.0%
Nebraska	50.0%	94.4%

Table 8—First-Year Enrollments over Student Capacity for Admissions of Clinical Entry-Level Audiology Doctoral Programs and Speech-Language Pathology Master’s Programs by State (continued)

State	Audiology	Speech-Language Pathology
Nevada	—	128.0%
New Hampshire	—	54.3%
New Jersey	87.5%	98.2%
New Mexico	—	85.3%
New York	83.7%	80.5%
North Carolina	69.0%	90.9%
North Dakota	—	78.8%
Ohio	80.3%	91.1%
Oklahoma	80.0%	87.8%
Oregon	92.6%	92.5%
Pennsylvania	51.4%	81.1%
Puerto Rico	100.0%	88.3%
Rhode Island	—	100.0%
South Carolina	—	90.9%
South Dakota	87.5%	100.0%
Tennessee	66.7%	99.0%
Texas	89.4%	87.8%
Utah	100.0%	91.1%
Vermont	—	39.1%
Virginia	100.0%	92.3%
Washington	83.3%	99.0%
West Virginia	46.7%	82.5%
Wisconsin	—	97.9%
Wyoming	—	105.0%

Note: Where dashes (—) occur, no data were provided.

Table 9—Number and Percent Approved for Admission by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Number Approved for Admission	Number of Applications	Percent Approved for Admission
	Existing Programs	Programs Responding	Programs with Approvals for Admission			
Audiology						
Clinical Doctorate: Entry-Level	81	77	74	2,388	4,671	51.1%
Speech-Language Pathology						
Master's	322	295	295	24,413	52,830	46.2%
Clinical Doctorate: Post Entry-Level	10	10	8	222	310	71.6%
Research Doctorate	80	78	68	259	936	27.7%

Table 10—Number and Percent Approved for Admission for Research Doctoral Programs by International vs. Non-International Status

Area of Study and Degree Type	Number of		Number Approved for Admission			
	Existing Programs	Programs Responding	Non-International		International	
Research Doctorate	80	64	154	61.8%	95	38.2%

Table 11—Number and Percent of Students Offered Admission with Funding by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Students Offered Admission with Funding	Percent of Students Offered Admission with Funding
	Existing Programs	Programs Responding	Students Offered Admission		
Audiology					
Clinical Doctorate: Entry-Level	81	77	2,388	635	26.6%
Speech-Language Pathology					
Master's	322	295	24,413	5,212	21.3%
Clinical Doctorate: Post Entry-Level	10	10	222	36	16.2%
Research Doctorate	80	78	259	211	81.5%

Table 12—Number and Percent of Students Offered the Following Types of Funding among Students Offered Admission with Funding by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Students Offered Admission with Funding									
	Existing Programs	Programs Responding	Students Offered Admission with Funding	Assistantships		Extramural		Fellowships		Intramural		Scholarships	
Audiology													
Clinical Doctorate: Entry-Level	81	64	635	233	36.7%	20	3.1%	35	5.5%	19	3.0%	361	56.9%
Speech-Language Pathology													
Master's	322	217	5,212	1,270	24.4%	155	3.0%	231	4.4%	343	6.6%	3,004	57.6%
Clinical Doctorate: Post Entry-Level	10	3	36	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35	97.2%
Research Doctorate	80	66	211	131	62.1%	29	13.7%	39	18.5%	3	1.4%	36	17.1%

Note: The sum of the students offered each type of funding may not equal the total students offered admission with funding as students may have been offered more than one type of funding.

Table 13—GPA Range of Students Offered Admission by Area of Study and Degree Type

Area of Study and Degree Type	Number of		GPA Range	
	Existing Programs	Programs Responding	Mean	Median
Audiology				
Clinical Doctorate: Entry-Level	81	72	3.16-3.99	3.18-4.00
Speech-Language Pathology				
Master's	322	286	3.08-3.99	3.07-4.00

Note: Programs may report a top GPA above 4.0, depending on the scale of the GPA.

Enrollment Tables 14-22

Table 14—Graduate First-Year Enrollment by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Graduate First-Year Enrollment
	Existing Programs	Programs Responding	Programs with First-Year Students	
Audiology				
Clinical Doctorate: Entry-Level	81	77	76	792
Speech-Language Pathology				
Master's	322	295	295	10,668
Clinical Doctorate: Post Entry-Level	10	10	10	179
Research Doctorate	80	78	59	197

Table 15—Graduate First-Year Enrollment by Area of Study, Degree Type, and Gender

Area of Study and Degree Type	Number of		Graduate First-Year Enrollment by Gender							
	Existing Programs	Programs Responding	Male		Female		Non-Binary		Unknown	
Audiology										
Clinical Doctorate: Entry-Level	81	69	77	10.5%	649	88.9%	4	0.5%	0	
Speech-Language Pathology										
Master's	322	262	315	3.4%	8,871	96.3%	24	0.3%	11	
Clinical Doctorate: Post Entry-Level	10	9	4	3.8%	102	96.2%	0	0.0%	5	
Research Doctorate	80	53	41	22.0%	142	76.3%	3	1.6%	0	

Note: Percentage calculations do not include unknown.

Table 16—Graduate First-Year Enrollment by Area of Study, Degree Type, and Race/Ethnicity

Area of Study and Degree Type	Number of		Graduate First-Year Enrollment by Race/Ethnicity							
	Existing Programs	Programs Responding	Non-International				International	Unknown		
			White	Racial/Ethnic Minority						
Audiology										
Clinical Doctorate: Entry-Level	81	62	436	69.3%	172	27.3%	21	3.3%	21	
Speech-Language Pathology										
Master's	322	226	5,058	67.0%	2,387	31.6%	104	1.4%	258	
Clinical Doctorate: Post Entry-Level	10	8	56	57.7%	36	37.1%	5	5.2%	11	
Research Doctorate	80	51	77	46.1%	24	14.4%	66	39.5%	9	

Note: Percentage calculations do not include unknown.

Note: Data on race and ethnicity were not gathered for international students. Considering all research doctoral first-year students, 46.1% were reported as white. Considering only non-international research doctoral first-year students, 76.2% were reported as white.

Table 17—Total Enrollment by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Total Enrollment
	Existing Programs	Programs Responding	Programs with Students	
Undergraduate	286	252	252	33,726
Audiology				
Clinical Doctorate: Entry-Level	81	77	77	3,065
Speech-Language Pathology				
Master's	322	295	295	22,587
Clinical Doctorate: Post Entry-Level	10	10	10	442
Research Doctorate	80	78	76	899

Table 18—Total Enrollment by Area of Study, Degree Type, and Gender

Area of Study and Degree Type	Number of		Total Enrollment by Gender						
	Existing Programs	Programs Responding	Male	Female	Non-Binary	Unknown			
Undergraduate	286	200	1,127	4.3%	25,285	95.6%	37	0.1%	117
Audiology									
Clinical Doctorate: Entry-Level	81	67	237	8.7%	2,478	90.7%	17	0.6%	0
Speech-Language Pathology									
Master's	322	258	647	3.3%	18,674	96.4%	48	0.2%	21
Clinical Doctorate: Post Entry-Level	10	9	5	2.5%	192	96.5%	2	1.0%	5
Research Doctorate	80	69	169	20.9%	632	78.0%	9	1.1%	24

Note: Percentage calculations do not include unknown.

Table 19—Total Enrollment by Area of Study, Degree Type, and Race/Ethnicity

Area of Study and Degree Type	Number of		Total Enrollment by Race/Ethnicity						
	Existing Programs	Programs Responding	Non-International				International	Unknown	
			White	Racial/Ethnic Minority					
Undergraduate	286	180	15,906	65.1%	8,326	34.1%	217	0.9%	710
Audiology									
Clinical Doctorate: Entry-Level	81	60	1,672	71.9%	584	25.1%	70	3.0%	102
Speech-Language Pathology									
Master's	322	228	10,822	67.3%	5,030	31.3%	232	1.4%	637
Clinical Doctorate: Post Entry-Level	10	8	112	58.3%	74	38.5%	6	3.1%	9
Research Doctorate	80	63	382	52.0%	150	20.4%	202	27.5%	37

Note: Percentage calculations do not include unknown.

Note: Data on race and ethnicity were not gathered for international students. Considering all research doctoral students, 52.0% were reported as white. Considering only non-international research doctoral students, 71.8% were reported as white.

Table 20—Total Enrollment by Area of Study, Degree Type, and Student Language Use

Area of Study and Degree Type	Number of		Total Enrollment by Language Use				
	Existing Programs	Programs Responding	Bilingual/Multilingual		English Monolingual		Unknown
Undergraduate	286	55	621	19.2%	2,619	80.8%	558
Audiology							
Clinical Doctorate: Entry-Level	81	26	237	23.9%	754	76.1%	26
Speech-Language Pathology							
Master's	322	139	1,945	24.5%	6,003	75.5%	360

Note: Percentage calculations do not include unknown.

Table 21—Number of Students Enrolled with a Documented Disability or Disorder by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Number of Students Enrolled with a Documented Disability or Disorder			Percent of Students Enrolled with a Documented Disability or Disorder*
	Existing Programs	Programs Responding	Sum	Mean	Median	
Undergraduate	286	98	1,021	10.4	6	9.7%
Audiology						
Clinical Doctorate: Entry-Level	81	37	214	5.8	5	14.3%
Speech-Language Pathology						
Master's	322	135	699	5.2	4	7.0%
Clinical Doctorate: Post Entry-Level	10	2	2	1.0	1	5.0%
Research Doctorate	80	12	17	1.4	1	10.8%

*Only data reported from programs that provided both the total number of students enrolled and the number of students with a documented disability or disorder were used to calculate the percent of students enrolled with a documented disability or disorder.

Table 22—Number of First-Year Research Doctoral Students and the Experiences that Immediately Preceded Their Enrollment

Area of Study	Number of			Immediately Following Receipt of						After Practicing in the Profession(s)/Discipline(s)				Other experience outside of the profession(s) /discipline					
	Existing Programs	Programs with First-Year Students	Programs Responding	Bachelor's Degree	Master's Degree	Clinical Doctoral Degree	While Simultaneously Enrolled in Clinical Doctoral Degree (e.g., AuD/PhD)	Immediately Following Completion of Clinical Fellowship	5 or Fewer Years	6 or More Years									
Research Doctorate	80	59	50	16	11.0%	43	29.5%	0	0.0%	15	10.3%	4	2.7%	34	23.3%	24	16.4%	10	6.8%

Graduation Tables 23-28

Table 23—Total Number of Degrees Granted by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Total Number of Degrees Granted
	Existing Programs	Programs Responding	Programs with Graduates	
Undergraduate	286	252	248	9,585
Audiology				
Clinical Doctorate: Entry-Level	81	77	76	777
Speech-Language Pathology				
Master's	322	295	284	9,896
Clinical Doctorate: Post Entry-Level	10	10	8	143
Research Doctorate	80	78	52	139

Table 24—Number and Percent of Degrees Granted by Area of Study, Degree Type, and Gender

Area of Study and Degree Type	Number of		Total Number of Degrees Granted						
	Existing Programs	Programs Responding	Male		Female		Non-Binary		Unknown
Undergraduate	286	191	269	3.8%	6,751	96.0%	9	0.1%	5
Audiology									
Clinical Doctorate: Entry-Level	81	65	66	9.7%	612	89.6%	5	0.7%	0
Speech-Language Pathology									
Master's	322	242	254	3.1%	7,977	96.7%	16	0.2%	6
Clinical Doctorate: Post Entry-Level	10	7	2	2.6%	74	96.1%	1	1.3%	0
Research Doctorate	80	47	27	20.6%	103	78.6%	1	0.8%	1

Note: Percentage calculations do not include unknown.

Table 25—Number and Percent of Degrees Granted by Area of Study, Degree Type, and Race/Ethnicity

Area of Study and Degree Type	Number of		Total Number of Degrees Granted						
	Existing Programs	Programs Responding	Non-International				International	Unknown	
			White	Racial/Ethnic Minority					
Undergraduate	286	159	4,018	66.2%	2,000	32.9%	54	0.9%	66
Audiology									
Clinical Doctorate: Entry-Level	81	57	422	72.3%	135	23.1%	27	4.6%	7
Speech-Language Pathology									
Master's	322	208	4,689	68.9%	2,022	29.7%	97	1.4%	207
Clinical Doctorate: Post Entry-Level	10	6	39	58.2%	28	41.8%	0	0.0%	7
Research Doctorate	80	43	70	57.9%	28	23.1%	23	19.0%	1

Note: Percentage calculations do not include unknown.

Note: Data on race and ethnicity were not gathered for international students. Considering all research doctoral graduates, 57.9% were reported as white. Considering only non-international research doctoral graduates, 71% were reported as white.

Table 26—Number and Percent of Programs that Require a Thesis and/or a Capstone for Conferral of the Graduate Degree by Area of Study and Degree Type

Area of Study and Degree	Number of Existing Programs	Number of Programs Responding	Number and Percent of Programs that Require Thesis	Number and Percent of Programs that Require Capstone Project
Audiology				
Clinical Doctorate: Entry Level	81	68	3 4.4%	44 64.7%
Speech-Language Pathology				
Master's	322	270	41 15.2%	79 29.3%
Clinical Doctorate: Post-Entry Level	10	10	0 0.0%	8 80.0%
Research Doctorate	80	69	5 7.2%	0 0.0%

Table 27— Total Number of Research Doctoral Degrees Granted by Broad Area of Study

Broad Area of Study	Number of Programs Responding with Graduates	Degrees Granted
Audiology/Hearing Science	17	30
SLP/Speech Science	40	87
Total		117

Table 28—Number of Research Doctoral Degrees Granted by Primary Area of Specialty

Area of Study and Primary Area of Specialty	Number of			Research Doctoral Degrees Granted
	Existing Programs	Programs with Graduates	Programs Responding	
Audiology/Hearing Sciences				
Balance	80	17	14	1
Hearing conservation	80	17	14	0
Hearing science	80	17	14	13
Pediatric audiology	80	17	14	0
Psychoacoustics	80	17	14	1
Other Audiology/Hearing Science	80	17	14	7
Unknown	80	17	14	0
Total	80	17	14	22
Speech-Language Pathology/Speech and Language Sciences				
AAC	80	40	38	7
Aural rehabilitation	80	40	38	1
Child Language	80	40	38	16
Fluency	80	40	38	5
Language science	80	40	38	3
Literacy	80	40	38	7
Neurogenic communication disorders	80	40	38	16
Phonology/articulation	80	40	38	2
Speech science	80	40	38	6
Swallowing	80	40	38	7
Voice	80	40	38	3
Other SLP/Speech Sciences	80	40	38	12
Unknown	80	40	38	0
Total	80	40	38	85

First Employment

Table 29—First Employment for Research Doctoral Degree Graduates by Area of Study and Employment Setting

Area of Study, Degree Type and Employment Setting	Number of			Graduates	Percent of Graduates
	Existing Programs	Programs with Graduates	Programs Responding		
Research Doctorate					
Faculty/academic position in a CSD program	80	52	44	39	32.8%
Faculty/academic position in another discipline	80	52	44	5	4.2%
Clinical position in an academic setting	80	52	44	4	3.4%
Clinical position in a non-academic setting	80	52	44	4	3.4%
Administrative position in an academic setting	80	52	44	0	0.0%
Administrative position in a non-academic setting	80	52	44	3	2.5%
Research position in an academic setting	80	52	44	7	5.9%
Research position in a non-academic setting	80	52	44	8	6.7%
Postdoctoral position	80	52	44	37	31.1%
Other or unknown employment setting	80	52	44	6	5.0%
Not employed	80	52	44	1	0.8%
Unknown employment status	80	52	44	5	4.2%

Time to Degree Tables 30-31

Table 30—Number of Graduates Who Completed the Research Doctoral Degree Requirements within the Following Time Frames

Area of Study	Number of			Number of Years			
	Existing Programs	Programs with Graduates	Programs Responding	1-3	4-6	7-10	More than 10
Research Doctorate	80	52	45	5 4.2%	100 84.7%	12 10.2%	1 0.8%

Table 31—Number of Research Doctoral Students Who "Officially Dropped Out" of the Degree Program When the Following Requirements Were Unfulfilled

Area of Study	Number of		Number of Students Who Drop Out When the Following Requirements Were Unfulfilled		
	Existing Programs	Programs Indicating student dropouts	Academic Coursework, Comprehensive Exams, Dissertation	Comprehensive Exams, Dissertation	Dissertation Only
Research Doctorate	80	13	10	2	3

Administrative Location

Table 32—Administrative Location of Programs within Academic Institutions

Number of		Administrative Location of CSD Degree Programs within the Institution															
Existing Institutions	Responding Institutions	Allied Health; Health Sciences; Health Professions; Public Health	Arts; Sciences; Humanities; Liberal & Fine Arts; Social and Behavioral Sciences	Audiology; Speech-Language Pathology; Communication Disorders	Communications	Education	Medicine	Professional Programs/ Studies	None of the above								
372	330	202	61.2%	51	15.5%	12	3.6%	10	3.0%	32	9.7%	6	1.8%	8	2.4%	9	2.7%

Post-Doctoral Appointments

Table 33—Number of Post-Doctoral Appointments Available and Filled

Number of			Total Number of	
Existing Institutions	Institutions Responding	Institutions that Offer Post-Doctoral Appointments	Post-Doctoral Appointments Available	Post-Doctoral Appointments Filled
372	306	30	84	76

Faculty Tables 34-41

Table 34—Total Number of Academic and Clinical Faculty by Full-Time and Part-Time Employment Status

Employed	Academic Faculty	Clinical Faculty	Total
Full time	2,440	1,482	3,922
Part time	1,061	1,212	2,273
Total	3,501	2,694	6,195

Note: 330 of 372 (88.7%) institutions provided data.

Table 35—Total Number of Full-Time Faculty with Research Doctoral Degrees by Area of Study

Research Doctoral Degree by Area of Study	Number of Full-Time Faculty with Research Doctoral Degrees
Audiology	278
Speech Language Pathology	1,100
Hearing Science	142
Speech/Language Science	323
Other	385
Total	2,228

Note: 328 of 372 (88.2%) institutions provided data.

Table 36—Total Number of Openings for Full-Time Faculty with Research Doctorates

Area of Study	Academic Year (2024-2025)
Audiology	48
Speech Language Pathology	165
Hearing Sciences	7
Speech/Language Sciences	21
No Specific Area of Study	18
Total	259

Note: 319 of 372 (85.8%) institutions provided data.

Table 37— Total Searches for Full-Time Faculty with Research Doctorates Conducted and Filled

Number of		Total Number of	
Existing Institutions	Institutions Responding	Searches Conducted	Searches Filled
372	330	254	175

Table 38— Full-Time Research Doctoral Faculty Searches Filled/Unfilled by Position Area of Study

Area of Study	Number of Searches Filled	Number of Searches Unfilled
Audiology	30	16
Speech Language Pathology	110	43
Hearing Sciences	4	0
Speech/Language Sciences	15	6
No Specific Area of Study	15	5
Total	174	70

Note: 330 of 372 (88.7%) institutions provided data.

Table 39— Full-Time Research Doctoral Faculty Searches Filled by Faculty Area of Study

Area of Study	Number of Searches Filled
Audiology	28
Speech Language Pathology	102
Hearing Sciences	7
Speech/Language Sciences	15
No Specific Area of Study	22
Total	174

Note: 330 of 372 (88.7%) institutions provided data.

Table 40 — Full-Time Research Doctoral Faculty Searches Filled by Faculty Degree

Degree	Number of Searches Filled
Clinical Master's	6
Clinical Doctorate	12
Research Doctorate	156
Total	174

Note: 330 of 372 (88.7%) institutions provided data.

Table 41 — Full-Time Research Doctoral Faculty Searches Filled by Faculty Full/Part Time Status

Status	Number of Searches Filled
Full Time	174
Part Time	0
Total	174

Note: 330 of 372 (88.7%) institutions provided data.

Grants and Contracts Tables 42-43

Table 42—Total Number and Dollar Amount of Federally Funded Research and Personnel Preparation Grants and Contracts by State

State	Number of		Number of Research Grants	Total \$ Amount of Research Grants	Number of Personnel Preparation Grants	Total \$ Amount of Personnel Preparation Grants
	Existing Institutions	Institutions Responding				
Alabama	8	1	4	\$1,066,556	0	\$0
Arizona	7	3	26	\$26,158,273	2	\$1,373,677
Arkansas	7	2	5	\$585,113	0	\$0
California	24	10	17	\$2,801,009	8	\$2,869,063
Colorado	3	1	3	\$580,312	0	\$0
Connecticut	4	3	7	\$443,211	0	\$0
Delaware	1	1	9	\$9,448,358	0	\$0
District of Columbia	4	3	4	\$627,063	0	\$0
Florida	12	3	17	\$3,246,373	3	\$279,836
Georgia	6	2	3	\$1,553,214	0	\$0
Hawaii	1	0	—	—	—	—
Idaho	1	1	1	\$1,150,000	0	\$0
Illinois	17	6	55	\$8,995,907	1	\$1,000,000
Indiana	8	1	3	\$855,304	0	\$0
Iowa	3	1	21	\$10,989,442	0	\$0
Kansas	4	3	9	\$14,492,012	2	\$2,250,000
Kentucky	6	2	1	\$50,000	0	\$0
Louisiana	9	2	4	\$745,239	0	\$0
Maine	1	0	—	—	—	—
Maryland	4	3	29	\$3,486,097	1	\$250,000
Massachusetts	13	8	57	\$41,701,026	1	\$48,974
Michigan	9	5	14	\$2,668,072	1	\$2,400,000
Minnesota	5	0	—	—	—	—
Mississippi	6	1	0	\$0	2	\$2,561,300
Missouri	9	2	11	\$2,082,661	0	\$0
Montana	1	1	4	\$73,985	1	\$15,154
Nebraska	3	2	11	\$3,219,523	0	\$0

Table 42—Total Number and Dollar Amount of Federally Funded Research and Personnel Preparation Grants and Contracts by State (continued)

State	Number of			Total \$ Amount of Research Grants	Number of Personnel Preparation Grants	Total \$ Amount of Personnel Preparation Grants
	Existing Institutions	Institutions Responding	Number of Research Grants			
Nevada	2	1	1	\$938,000	0	\$0
New Hampshire	1	1	2	\$265,269	0	\$0
New Jersey	9	3	4	\$3,110,209	0	\$0
New Mexico	3	2	4	\$970,299	0	\$0
New York	36	10	42	\$54,928,561	1	\$1,000
North Carolina	9	4	7	\$1,305,773	1	\$200,000
North Dakota	3	0	—	—	—	—
Ohio	16	6	24	\$4,701,494	0	\$0
Oklahoma	6	1	1	\$1,000,000	0	\$0
Oregon	4	2	10	\$15,072,085	1	\$1,250,000
Pennsylvania	28	5	45	\$11,092,162	2	\$320,998
Puerto Rico	5	1	2	\$100,000	0	\$0
Rhode Island	3	0	—	—	—	—
South Carolina	6	2	18	\$8,147,039	0	\$0
South Dakota	2	1	1	\$10,000	0	\$0
Tennessee	8	4	24	\$12,575,407	13	\$1,839,804
Texas	25	10	39	\$42,692,675	1	\$3,427,000
Utah	4	2	9	\$1,500,917	1	\$162,003
Vermont	1	1	5	\$372,385	0	\$0
Virginia	7	4	6	\$3,979,177	1	\$162,000
Washington	4	2	16	\$14,465,894	0	\$0
West Virginia	3	1	0	\$0	0	\$0
Wisconsin	10	4	5	\$2,324,016	0	\$0
Wyoming	1	1	1	\$183,817	0	\$0
Total	372	135	581	\$316,753,929	43	\$20,410,809

Notes: Where dashes (—) occur, no data were provided.

Table 43—Total Number and Dollar Amount of State-Funded Research and Personnel Preparation Grants and Contracts by State

State	Number of			Total \$ Amount of Research Grants	Number of Personnel Preparation Grants	Total \$ Amount of Personnel Preparation Grants
	Existing Institutions	Institutions Responding	Number of Research Grants			
Alabama	8	2	1	\$25,000	0	\$0
Arizona	7	2	0	\$0	1	\$154,000
Arkansas	7	1	0	\$0	0	\$0
California	24	3	0	\$0	0	\$0
Colorado	3	2	2	\$11,500	0	\$0
Connecticut	4	1	3	\$12,914	0	\$0
Delaware	1	1	0	\$0	0	\$0
District of Columbia	4	0	—	—	—	—
Florida	12	5	3	\$103,390	1	\$1,231,623
Georgia	6	1	5	\$28,336	0	\$0
Hawaii	1	1	0	\$0	1	\$409,520
Idaho	1	1	2	\$987,310	0	\$0
Illinois	17	1	0	\$0	0	\$0
Indiana	8	1	1	\$5,000	0	\$0
Iowa	3	0	—	—	—	—
Kansas	4	2	1	\$1,000	0	\$0
Kentucky	6	0	—	—	—	—
Louisiana	9	1	0	\$0	0	\$0
Maine	1	0	—	—	—	—
Maryland	4	2	1	\$55,548	0	\$0
Massachusetts	13	1	1	\$98,034	0	\$0
Michigan	9	1	0	\$0	0	\$0
Minnesota	5	0	—	—	—	—
Mississippi	6	0	—	—	—	—
Missouri	9	1	0	\$0	0	\$0
Montana	1	1	0	\$0	0	\$0

Table 43—Total Number and Dollar Amount of State-Funded Research and Personnel Preparation Grants and Contracts by State (continued)

State	Number of			Total \$ Amount of Research Grants	Number of Personnel Preparation Grants	Total \$ Amount of Personnel Preparation Grants
	Existing Institutions	Institutions Responding	Number of Research Grants			
Nebraska	3	2	1	\$52,591	0	\$0
Nevada	2	0	—	—	—	—
New Hampshire	1	0	—	—	—	—
New Jersey	9	2	2	\$560,000	0	\$0
New Mexico	3	3	0	\$0	0	\$0
New York	36	0	—	—	—	—
North Carolina	9	1	0	\$0	0	\$0
North Dakota	3	2	0	\$0	1	\$60,000
Ohio	16	3	3	\$31,798	0	\$0
Oklahoma	6	1	0	\$0	0	\$0
Oregon	4	1	1	\$20,000	0	\$0
Pennsylvania	28	4	0	\$0	1	\$1,000
Puerto Rico	5	0	—	—	—	—
Rhode Island	3	0	—	—	—	—
South Carolina	6	1	0	\$0	0	\$0
South Dakota	2	1	1	\$235,000	0	\$0
Tennessee	8	3	0	\$0	1	\$1,300,000
Texas	25	2	2	\$1,039,207	0	\$0
Utah	4	1	0	\$0	0	\$0
Vermont	1	0	—	—	—	—
Virginia	7	0	—	—	—	—
Washington	4	0	—	—	—	—
West Virginia	3	3	1	\$62,500	1	\$20,313
Wisconsin	10	1	1	\$4,000	0	\$0
Wyoming	1	0	—	—	—	—
Total	372	62	32	\$3,333,128	7	\$3,176,456

Notes: Where dashes (—) occur, no data were provided.