


April 29, 2026

TO: Members of the Board of Trustees 

FROM: Pamir Alpay, Ph.D.  
Interim Provost and Executive Vice President for Academic Affairs

RE: New Program: Bachelor of Arts in Linguistics in the College of Liberal Arts and Sciences

**RECOMMENDATION:**

That the Board of Trustees approve the Bachelor of Arts in Linguistics in the College of Liberal Arts and Sciences.

**RESOLUTION:**

“Be it resolved that the University of Connecticut Board of Trustees approves the Bachelor of Arts in Linguistics in the College of Liberal Arts and Sciences.”

**BACKGROUND:**

The new Bachelor Arts (B.A.) in Linguistics will be awarded through the College of Liberal Arts and Sciences, offered in-person at the Storrs campus. Linguistics is relevant for a wide variety of careers, including artificial intelligence, natural language processing, translating and interpreting, and computational fields related to the interaction of language and technology. Interest in the field is demonstrated by Google search volume related to linguistics programs, with over 32,000 annual searches, a number that increased 8% over the previous year. New student enrollment in the field has also increased year on year across the US.<sup>1</sup>

The Department of Linguistics currently offers two joint majors that pair the study of linguistics with philosophy or psychology. In academic year 24-25, there were 13 completions between the two majors. This contrasts with peer institutions offering a

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<sup>1</sup> Data on searches and enrollments taken from Gray DI Program Overview Report for Linguistics CIP code 16.0102.

stand-alone linguistics major: UMass Amherst – 46 undergraduate degree completions in 2024; SUNY Stony Brook – 44; and Rutgers New Brunswick – 40. The new UConn major will offer three areas of concentration: General Linguistics, Linguistics/Philosophy, and Linguistics/Psychology. Crucially, students interested in linguistics will no longer be required to study this in combination with other disciplines. The updated curricular structure is anticipated to result in increased completions that match those of peer institutions within the next four years. Over the same period, enrollment in the program is projected to increase to 100 students, up from 42 in Fall '25. The program can be offered through increasing enrollment in courses currently being taught and requires no new resources.<sup>2</sup>

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<sup>2</sup> Data on program completions draws on Lightcast summary data from February 2026, which is based on IPEDS reported completions.

Linguistics  
Bachelor of Arts  
New program proposal November 2025  
(approved by the CLAS Curriculum Committee, 4/2025)  
Department of Linguistics, College of Liberal Arts & Sciences  
CIP code: 16.0102  
Planned effective term: Fall 2026 if possible; otherwise Fall 2027.

### Introduction

Linguistics is the scientific study of human language. It seeks to understand and explain the properties of language in a clear and formal manner.

The core subfields of linguistics are phonology (the grammar of sounds), syntax (the organization of phrases and sentences), and semantics (the construction of meaning).

Many other vital areas of linguistic study build on these, including morphology (the structure of words), acquisition of language by children, language change, experimental and computational linguistics, and language variation, as do important cross-disciplinary areas involving other fields of study at UConn including psycholinguistics and the philosophical study of meaning.

We presently have two existing joint majors with other departments: (i) Linguistics and Psychology and (ii) Linguistics and Philosophy. The Linguistics and Psychology major does not require any coursework in the core areas identified above. The Linguistics and Philosophy major requires a course in semantics, but no other linguistics core course. This limits the kinds of upper-level courses we can offer to undergraduates. It also means that we do not prepare students for graduate work in linguistics in the way that peer institutions do.

The new major will include these two existing majors as parallel concentrations and add a third, General Linguistics, that focuses on the core areas of the discipline.

The two existing majors are currently underenrolled and have low completion rates. We expect those rates to improve once students can pursue the same specializations and others within a single major.

Turning to the long-term benefits of the revised major, the study of linguistics prepares students for careers which utilize insight into the workings of language including artificial intelligence, natural language processing, language instruction, translation and interpreting, speech pathology, anthropology, the reconstruction of prehistory, and various computational fields related to the interaction of language and technology. Academic careers of linguistic research and teaching are also possible after further training at the graduate level. In addition, a major in linguistics offers students a liberal education and develops verbal and analytical skills that are valuable in a variety of less directly related careers such as journalism, literary study, and the law.

In our region Yale, Harvard, MIT, and the University of Massachusetts offer BA degrees in linguistics. We do not anticipate competing with them for students, because undergraduates

usually learn of linguistics from courses they take after beginning their college studies. This is a consequence of the fact that linguistic instruction is still a rarity before the university level.

### Program Information

The linguistics BA program is taught only in person on the Storrs campus.

### Catalog Description

Linguistics is the scientific study of human language. It seeks to understand and explain the properties of language in a clear and formal manner.

The study of linguistics prepares students for careers which utilize insight into the workings of language including artificial intelligence, natural language processing, language instruction, translation and interpreting, speech pathology, anthropology, the reconstruction of prehistory, and various computational fields related to the interaction of language and technology. This major also provides background for students who wish to pursue linguistics graduate work leading to academic careers.

The major in Linguistics provides students with three concentrations

- General Linguistics
- Linguistics/Philosophy
- Linguistics/Psychology

Below is the plan of study for Concentration 1. Concentrations 2 and 3 are outlined below and each requires 36 credit hours consistent with the College of Arts and Sciences requirements.

### Concentration 1: General Linguistics

The following courses are required:

LING 2010Q: The Science of Linguistics

LING 3310Q: Phonology

LING 3410Q: Semantics

LING 3511Q: Syntax

A Writing Intensive Linguistics course at the 2000-level or above. One of the following Information Literacy courses:

3000Q Introduction to Computational Linguistics *or*

3110 Experimental linguistics

Beyond this the requirements are to complete 6 credits of linguistics electives and 12 related courses from other departments, all at the 2000-level or above.

Concentration 1: General Linguistics Plan of Study

Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Please list the semester and year that you currently intend to graduate: \_\_\_\_\_

Please remember to check the prerequisites for each course. We only list the prerequisites for the required courses below. Elective courses may have additional prerequisites.

**Required courses:**

<u>Course Number</u>	<u>Notes</u>	<u>Semester/Year</u>	<u>Credits</u>
LING 2010Q	_____	_____	3
LING 3310Q	_____	_____	3
LING 3410Q	_____	_____	3
LING 3511Q	_____	_____	3
LING ____W	_____	_____	3
LING 3000Q or 3110	_____	_____	3

**Electives:** At least 6 credits in linguistics at the 3000+ level.

<u>Course Number</u>	<u>Course Title</u>	<u>Semester/Year</u>	<u>Credits</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Related Courses:** At least 12 credits at the 2000-level or above, related to language or linguistics, from a department that is not Linguistics. Each course must be approved by the major advisor, and it is recommended that they constitute a focus area.

<u>Course Number</u>	<u>Course Title</u>	<u>Semester/Year</u>	<u>Credits</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Concentration 2: Linguistics-Psychology Plan of Study

Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Please list the semester and year that you currently intend to graduate: \_\_\_\_\_

This is a fillable pdf. If you open it in a pdf viewer (acrobat, preview, etc), you can type directly into it.

**Linguistics** required courses:

<u>Course Number</u>	<u>Notes</u>	<u>Semester/Year</u>	<u>Credits</u>
LING 2010Q	_____	_____	3
LING 3310Q	_____	_____	3
LING 3410Q	_____	_____	3
LING 3511Q	_____	_____	3
LING ____W	_____	_____	3
LING 3000Q or 3110	_____	_____	3

**Psychology:** At least 18 credits at the 2000 level or above, one of which is Psyc [3500](#). Psyc 1100 and 1101 or 1103 are prerequisites for all other psychology classes.

<u>Course Number</u>	<u>Notes</u>	<u>Semester/Year</u>	<u>Credits</u>
PSYC 1100	Prerequisite for 2100WQ and 2100Q	_____	3
PSYC 1101 or PSYC 1103	Prerequisite for 2100WQ and 2100Q	_____	3
PSYC 3500	<u>The Psychology of Language</u>	_____	3
_____	_____	_____	3
_____	_____	_____	3
_____	_____	_____	3
_____	_____	_____	3
_____	_____	_____	3

Concentration 3: Linguistics-Philosophy Plan of Study

Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Please list the semester and year that you currently intend to graduate: \_\_\_\_\_

This is a fillable pdf. If you open it in a pdf viewer (acrobat, preview, etc), you can type directly into it.

**Linguistics:** The courses below.

**Required courses:**

<u>Course Number</u>	<u>Notes</u>	<u>Semester/Year</u>	<u>Credits</u>
LING 2010Q	_____	_____	3
LING 3310Q	_____	_____	3
LING 3410Q	_____	_____	3
LING 3511Q	_____	_____	3
LING ___W	_____	_____	3
LING 300Q or 3110	_____	_____	3

**Philosophy:** At least 18 credits at the 2000 level or above including [PHIL 3241](#).

<u>Course Number</u>	<u>Course Title</u>	<u>Semester/Year</u>	<u>Credits</u>
PHIL 3241	<u>Philosophy of Language</u>	_____	3
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Teach out Plan

The existing majors - Linguistics/Philosophy and Linguistics/Psychology - will be incorporated into the new Linguistics degree structure, and therefore no teach-out plan is needed for students currently enrolled. All courses required for the associated concentrations will continue to be offered without modification across the Departments of Linguistics, Philosophy, and Psychological Sciences.

# Student Learning Outcomes Assessment Plan

Last updated: 10/31/2025

School/College: CLAS

Department: **Linguistics**

Academic Program & Degree: BA

Contact Person (name, email): **Vicki Carstens (vicki.carstens@uconn.edu)**

## Mission of the Program

The major in Linguistics provides students with a three-course foundation in core areas of the discipline and beyond that, flexibility to build greater expertise in those same or additional areas including many applied and cross-disciplinary fields informed by the core such as linguistics and psychology, linguistics and philosophy, computational or experimental linguistics, field linguistics and many more. The study of linguistics prepares students for careers which utilize insight into the workings of language including artificial intelligence, natural language processing, language instruction, translation and interpreting, speech pathology, anthropology, the reconstruction of prehistory, and various computational fields related to the interaction of language and technology. This major also provides background for students who wish to pursue linguistics graduate work leading to academic careers.

**Responsibility for Assessing Outcomes and Reviewing Results** Faculty or committee responsible for reviewing results of student learning assessments and making recommendations or decisions about program improvements based on the findings

Director of undergraduate studies and ad hoc committee

## Program-Level Learning Objectives

1. Demonstrate knowledge of the basic principles of formal linguistic reasoning including hypothesis creation and testing
2. Analyze data and solve linguistic problems
3. Design and conduct a quasi-experiment (statistical hypothesis-testing) using search tools on a large database.
4. Describe and document primary linguistic data from an unfamiliar language, following the conventions of the discipline

Program Learning Objective	LING 2010Q*	LING 3310Q	LING 3410Q	LING 3510Q	LING 3000Q	LING 3110	LING 3700W	Assessment Methods	Performance Targets
1. Demonstrate knowledge of the basic principles of formal linguistic reasoning including hypothesis creation and testing.	I	M	M	M				<ul style="list-style-type: none"> <li>*Many non-majors; not to be assessed</li> <li>• Assignments or test questions on hypothesis testing</li> </ul>	<ul style="list-style-type: none"> <li>• 75% score <math>\geq</math> 75% on selected questions</li> </ul>
2. Analyze data and solve linguistic problems.	I	M	M	M				<ul style="list-style-type: none"> <li>• Test questions, in-class problem set, or homework assignment on data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• 75% score <math>\geq</math> 75% on selected questions</li> </ul>
3. Design and conduct a quasi-experiment (statistical hypothesis-testing) using search tools on a large database.					M	M		<ul style="list-style-type: none"> <li>• In-lab exercises; final project (lab notebook &amp; written report)</li> </ul>	<ul style="list-style-type: none"> <li>• 80% achieve <math>\geq</math> 80%</li> </ul>
4. Describe and document primary linguistic data from an unfamiliar language, following the conventions of the discipline.							I	<ul style="list-style-type: none"> <li>• Essay assignment describing an aspect of the structure of the Field Methods language</li> </ul>	<ul style="list-style-type: none"> <li>• 80% achieve <math>\geq</math> 80%</li> </ul>

I=Introduced; R=Reinforced; M=Mastered

**Plan for Assessing Student Learning Objectives**

Student Learning Objective	Assessment Methods	Responsible Individual	Timeline
1. Demonstrate knowledge of the basic principles of formal linguistic reasoning including hypothesis creation and testing.	3310Q, 3410Q, 3510Q: Assignments or test questions on hypothesis testing	Director of undergraduate studies and ad hoc committee	3310Q, 3510Q: Fall 3410Q: Spring
2. Analyze data and solve linguistic problems.	3310Q, 3410Q, 3510Q: Test questions, in-class problem set, or homework assignment on data analysis	Director of undergraduate studies and ad hoc committee	3310Q, 3510Q: Fall 3410Q: Spring
3. Design and conduct a quasi-experiment (statistical hypothesis-testing) using search tools on a large database.	3000Q, 3110: In-lab exercises; final project (lab notebook & written report)	Director of undergraduate studies and ad hoc committee	3110: Fall 3000Q: Spring
4. Describe and document primary linguistic data from an unfamiliar language, following the conventions of the discipline.	3700W: Essay assignment describing an aspect of structure in the Field Methods language	Director of undergraduate studies and ad hoc committee	Spring

## Plan for assessing key performance indicators

Key Performance Indicator	Data Source	Performance Target	Responsible Individual	Timeline
Student experience	Internal survey	Majority of students (>50%) rate their experience as a Linguistics major as a positive aspect of their UConn experience and career goal development	Director of undergraduate studies and ad hoc committee	AY 27-28
Enrollment and graduation numbers	Number of majors and graduates each year	Meeting UConn enrollment and completion targets	Director of undergraduate studies and ad hoc committee	AY 27-28

For assistance with developing an assessment plan, please contact the Office of Academic Program Assessment at [assessment@uconn.edu](mailto:assessment@uconn.edu)

Graduate Outcomes

The study of linguistics prepares students for careers which utilize insight into the workings of language including artificial intelligence, natural language processing, language instruction, translation and interpreting, speech pathology, anthropology, the reconstruction of prehistory, and various computational fields related to the interaction of language and technology. This major also provides background for students who wish to pursue linguistics graduate work leading to academic careers. Currently, approximately 18% of those who graduated from our two existing degree programs have continued their education at the graduate level.

Among students who have joined the workforce, some of our top employers are the New England Center for Children, Connecticut Department of Energy and Environmental Protection, Apple Rehab and RSW Group.

Projected enrollment, resources, and evaluation

Prospective students for this program will be both STEM and non-STEM interested students who are considering careers where the understanding of phonology (the grammar of sounds), syntax (the organization of phrases and sentences), and semantics (the construction of meaning) are central to the mission of the organization.

Given our experience with our two interdisciplinary programs coupled with data from institutions across New England with similar profile (e.g., UMASS) housing a Linguistics major, we can project enrollment projections based on educated estimates and understanding of our existing institutional realities. For many of our students, Linguistics will be a discovery major like many other degree programs at UConn. Some of our students have been eager to join disciplines with a combination of qualitative and quantitative approaches relative to knowledge acquisition and application of these skills in a meaning-construction and data-driven landscape. However, many of our academic plans or majors in various academic areas across the institution are structured differently.

The new major should appeal to the same students as the old ones did as well as some with greater interest in linguistics as a stand-alone discipline. Consequently, this new bachelor’s degree in Linguistics will (1) consolidate two existing degrees as parallel concentrations within the Linguistics major and (2) provide students with a degree option that would align with realities at our peer institutions and strengthen our students’ core disciplinary background and career opportunities, while still availing students of the flexibility to also double major with other disciplines.

This major will subsume two small existing joint majors: Linguistics & Psychology and Linguistics & Philosophy.

Here are their program completion and enrollment figures:

<b>Program Completion</b>	2020-21	2021-22	2022-23	2023-24	2024-25	<b>5-yr sum</b>
Linguistics/ Philosophy	2	4	9	3	5	<b>23</b>
Linguistics/Psychology	11	10	8	3	7	<b>39</b>

<b>Program Enrollment</b>	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24	Fall 25
Linguistics/ Philosophy	19	15	13	14	18	12
Linguistics/Psychology	53	58	67	43	34	30

Based on this distribution, we would estimate around 100 students in the program once it has been established after accounting for attrition due to students’ scholastic standing with the institution or degree program changes.

We expect an additional cohort of 40-50 students per semester on top of existing number of majors that is documented in the tables above.

Overall, we expect approximately 100-150 students in the program at maturity. The New England Regional Tuition Break program may also bring an additional 10-20 students as part of this number since Linguistics is not offered in all the various states within our region.

A larger and more robust degree program is expected to emerge from consolidating the two existing majors. This consolidation will also support stronger degree completion outcomes. Over the past five years, the combined total of completions in the programs being merged is 62. Adding a Linguistics concentration, together with targeted student outreach and marketing, should help us meet our goals for both enrollment and completion. Peer institutions such as UMass Amherst, Rutgers, and Stony Brook are common comparators for us and they report 40–46 completions annually for their Linguistics concentrations, and they are all experiencing upward trends in their completion numbers.

We will recruit and welcome students with interdisciplinary interests and explicitly help them develop skills from foci under the umbrella of the new single major. It will also be easier for students to focus purely on linguistics if they wish to, unlike within the framework of the existing majors.

The courses in the new major are already taught on a regular basis by existing faculty. There will be no new hires needed. Apart from 2010Q for which some sections are taught by GAs, all courses are taught by full-time UConn faculty.

Advising for the existing majors is done by UConn faculty in the linguistics department; this will continue and the College Academic Services Center will continue provide support to both students and faculty as it relates to institutional policies, requirements and services.

Budget Projections

This will be a traditional tuition-based program. As noted above, all courses are already taught on a regular basis by existing faculty. We anticipate no new costs, and probably no new revenue. This will be a traditional tuition-based program. As noted above, all courses are already taught on a regular basis by existing faculty. We anticipate no new costs.

However, with the expected increase in enrollment and credit hours across the various concentrations in the degree program the program will generate additional revenues, particularly if the university decides to change to the new budget model under current discussion.

Program Evaluation

One Key Performance Indicator for this program will be its success at exceeding the completion and enrollment numbers in the two existing majors that it subsumes. We would like to see these numbers more than doubled within the first seven years after that discontinuation.

A second KPI will be student satisfaction, to be evaluated in surveys of graduating seniors in the major on an annual basis.

## Linguistics (16.0102)

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## About Lightcast

Lightcast is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Lightcast data offers a three-pronged approach to labor market information:

1. Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.
2. Lightcast’s job posting analytics give a real-time look into the needs of employers in today’s labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.
3. Lightcast also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers—such as education, employment history, skills, and more—to reveal robust detail on what is happening in today’s workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.

# Program Definition

**Institution:**

Code	Description
129020	University of Connecticut

**Program in Question:**

Code	Description
16.0102	Linguistics

# Competitive Landscape

## Institution Sectors:

Description	Description
Administrative Unit Only	Private not-for-profit, 2-year
Public, 4-year or above	Private for-profit, 2-year
Private not-for-profit, 4-year or above	Public, less-than-2-year
Private for-profit, 4-year or above	Private not-for-profit, less-than-2-year
Public, 2-year	Private for-profit, less-than-2-year

## Education Levels:

Description
Bachelor's Degree

## Program Type:

Description	Description
Distance Offered (Includes Hybrid & Mixed Modality Programs)	Non-Distance Offered Programs

## Region:

Code	Description
0	United States

Student Charges Type:Tuition & Fees

Student Charges Grad Status:Undergraduate

Student Charges Residency:In-State

## Program Overview

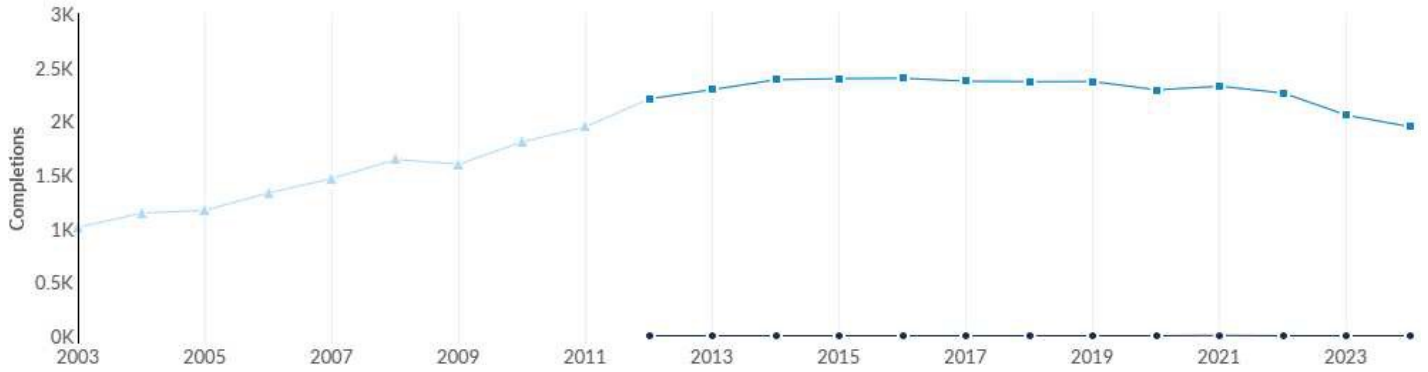


		Completions (2024)	% Completions	Institutions (2024)	% Institutions
A	All Programs	1,946	100%	132	100%
A	Distance Offered Programs	0	0%	0	0%
A	Non-Distance Offered Programs	1,946	100%	132	100%

## Completions by Institution

Institution	Bachelor's Degree Completions (2024)	Growth % YOY (2024)	Market Share (2024)	IPEDS Tuition & Fees (2023)	Completions Trend (2020-2024)
University of California-Santa Barbara	66	-7.0%	3.4%	\$14,965	
University of Washington-Seattle Campus	51	-3.8%	2.6%	\$12,643	
University of California-Berkeley	49	-22.2%	2.5%	\$14,850	
Brigham Young University	47	-2.1%	2.4%	\$6,496	
University of Massachusetts-Amherst	46	4.5%	2.4%	\$17,357	
University of California-Riverside	44	0.0%	2.3%	\$14,170	
Stony Brook University	44	12.8%	2.3%	\$10,560	
University of California-Santa Cruz	40	-9.1%	2.1%	\$14,560	
Rutgers University-New Brunswick	40	2.6%	2.1%	\$17,239	
University of Florida	38	-24.0%	2.0%	\$6,381	

## Regional Trends



	2012 Completions	2024 Completions	% Change
<b>A</b> Distance Offered Programs	0	0	0.0%
<b>■</b> Non-Distance Offered Programs	2,206	1,946	-11.8%
<b>C</b> All Programs	2,206	1,946	-11.8%

# Labor Market Demand

## Labor Market Area Selection:

Code	Description
0	United States

## Target Occupations:

Code	Description	Code	Description
27-3091	Interpreters and Translators	19-3099	Social Scientists and Related Workers, All Other
25-1099	Postsecondary Teachers	29-1127	Speech-Language Pathologists

Degree Levels:Any

Completions Year (default):2024

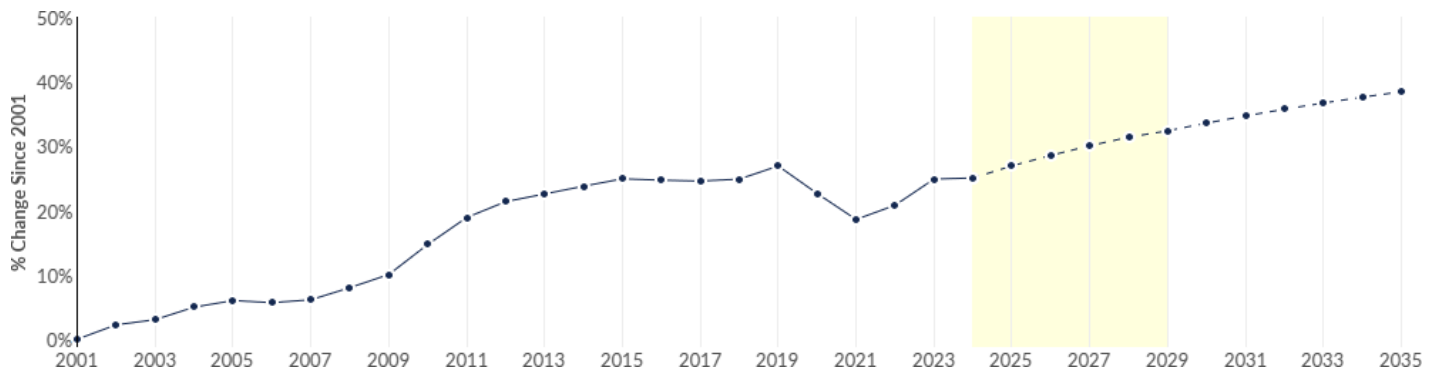
Jobs Year (default):2024

## Target Occupations

<h1>2.13M</h1> <p>Jobs (2024)</p>	<h1>+5.9%</h1> <p>% Change (2024-2029)</p>	<p><b>\$40.67/hr</b> <b>\$84.6K/yr</b></p> <p>Median Earnings</p>	<h1>194,970</h1> <p>Annual Openings</p>
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Occupation	2024 Jobs	Annual Openings	Median Earnings	Growth (2024 - 2029)
Postsecondary Teachers	1,809,593	166,822	\$40.36/hr	+5.31%
Speech-Language Pathologists	189,410	15,128	\$45.62/hr	+12.32%
Interpreters and Translators	82,567	8,813	\$28.45/hr	+4.40%
Social Scientists and Related Workers, All Other	44,509	4,206	\$48.00/hr	+3.46%

## Regional Trends



Region	2024 Jobs	2029 Jobs	Change	% Change
<b>A Region</b>	2,126,079	2,250,645	124,566	5.9%

## Occupation Gender Breakdown



	Gender	2024 Jobs	2024 Percent
A	Males	967,252	45.5%
A	Females	1,158,826	54.5%








## Occupation Age Breakdown




	Age	2024 Jobs	2024 Percent
A	14-18	4,039	0.2%
A	19-24	184,993	8.7%
A	25-34	443,374	20.9%
A	35-44	448,086	21.1%
A	45-54	400,685	18.8%
A	55-64	379,956	17.9%
A	65+	264,947	12.5%

## Occupation Race/Ethnicity Breakdown



Race/Ethnicity	2024 Jobs	2024 Percent
<b>A</b> White	1,413,305	66.5% 
<b>A</b> Asian	268,210	12.6% 
<b>A</b> Hispanic or Latino	202,618	9.5% 
<b>A</b> Black or African American	155,987	7.3% 
<b>A</b> Two or More Races	78,778	3.7% 
<b>A</b> American Indian or Alaska Native	5,554	0.3% 
<b>A</b> Native Hawaiian or Other Pacific Islander	1,627	0.1% 

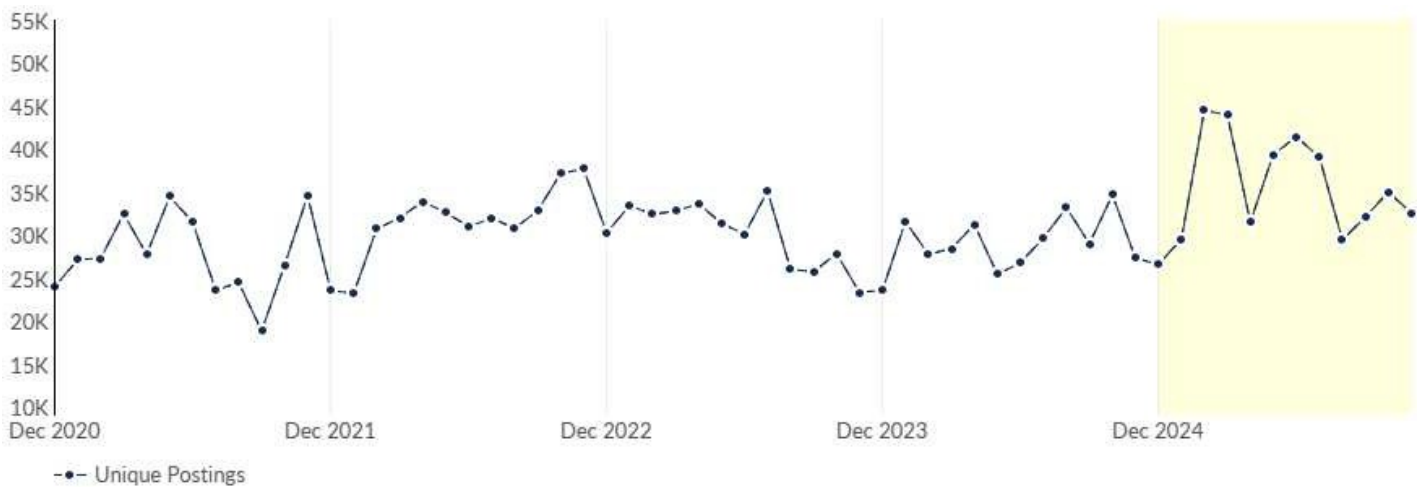
## Job Postings Summary

<h3>425,149</h3> <p>Unique Postings 1.03M Total Postings</p>	<h3>2 : 1</h3> <p>Posting Intensity</p>  <p>Regional Average: 3 : 1</p>	<h3>19,122</h3> <p>Employers Competing 944,306 Total Employers</p>	<h3>31 days</h3> <p>Median Posting Duration Regional Average: 24 days</p>
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There were 1.03M total job postings for your selection from December 2024 to November 2025, of which 425,149 were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

## Unique Postings Trend



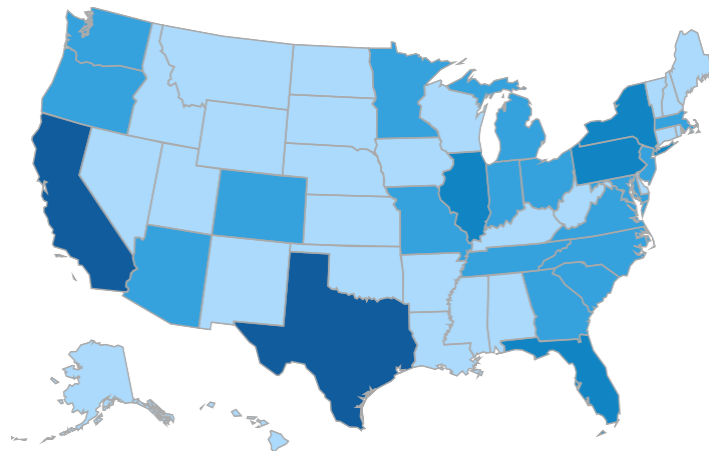
Month	Unique Postings	Posting Intensity
Nov 2025	32,564	2 : 1
Oct 2025	35,034	2 : 1
Sep 2025	32,067	3 : 1
Aug 2025	29,448	2 : 1
Jul 2025	39,097	2 : 1

Month	Unique Postings	Posting Intensity
Jun 2025	41,446	2 : 1
May 2025	39,400	2 : 1
Apr 2025	31,502	3 : 1
Mar 2025	43,994	2 : 1
Feb 2025	44,522	2 : 1
Jan 2025	29,505	3 : 1
Dec 2024	26,570	3 : 1
Nov 2024	27,322	3 : 1
Oct 2024	34,683	3 : 1
Sep 2024	28,993	3 : 1
Aug 2024	33,171	3 : 1
Jul 2024	29,664	2 : 1
Jun 2024	26,779	2 : 1
May 2024	25,420	2 : 1
Apr 2024	31,205	2 : 1
Mar 2024	28,434	2 : 1
Feb 2024	27,752	2 : 1
Jan 2024	31,575	2 : 1
Dec 2023	23,578	2 : 1
Nov 2023	23,321	2 : 1
Oct 2023	27,845	2 : 1
Sep 2023	25,704	3 : 1
Aug 2023	26,042	4 : 1
Jul 2023	35,128	3 : 1
Jun 2023	30,072	3 : 1
May 2023	31,379	3 : 1

Month	Unique Postings	Posting Intensity
Apr 2023	33,637	3 : 1
Mar 2023	32,797	3 : 1
Feb 2023	32,419	3 : 1
Jan 2023	33,414	4 : 1
Dec 2022	30,268	4 : 1
Nov 2022	37,713	3 : 1
Oct 2022	37,167	2 : 1
Sep 2022	32,815	2 : 1
Aug 2022	30,789	2 : 1
Jul 2022	31,971	2 : 1
Jun 2022	30,975	2 : 1
May 2022	32,649	2 : 1
Apr 2022	33,898	2 : 1
Mar 2022	31,989	2 : 1
Feb 2022	30,725	2 : 1
Jan 2022	23,189	2 : 1
Dec 2021	23,546	2 : 1
Nov 2021	34,569	2 : 1
Oct 2021	26,535	3 : 1
Sep 2021	18,833	3 : 1
Aug 2021	24,482	3 : 1
Jul 2021	23,563	4 : 1
Jun 2021	31,476	3 : 1
May 2021	34,500	3 : 1
Apr 2021	27,738	3 : 1
Mar 2021	32,459	4 : 1











Month	Unique Postings	Posting Intensity
Feb 2021	27,299	5 : 1
Jan 2021	27,148	5 : 1
Dec 2020	23,985	4 : 1

### Job Postings Regional Breakdown













State	Unique Postings (Dec 2024 - Nov 2025)
California	53,022
Texas	37,868
Florida	22,948
New York	20,287
Illinois	20,198





## Top Companies Posting

Company	Total/Unique (Dec 2024 - Nov 2025)	Posting Intensity	Median Posting Duration
Soliant Health	110,186 / 69,425	2 : 1 	32 days
Encompass Health	10,716 / 5,376	2 : 1 	17 days
AMN Healthcare	13,722 / 3,911	4 : 1 	28 days
Cayuse Holdings	5,907 / 3,859	2 : 1 	26 days
ProCare Therapy	4,726 / 3,678	1 : 1 	17 days
Amergis	8,401 / 3,619	2 : 1 	32 days
Genesis HealthCare	9,601 / 2,781	3 : 1 	21 days
Care Options For Kids	14,627 / 2,213	7 : 1 	18 days
University of Pennsylvania	11,866 / 2,119	6 : 1 	34 days
HealthPRO Heritage	5,434 / 2,084	3 : 1 	31 days










## Top Cities Posting

City	Total/Unique (Dec 2024 - Nov 2025)	Posting Intensity	Median Posting Duration
New York, NY	12,362 / 5,104	2 : 1 	30 days
Chicago, IL	18,353 / 4,485	4 : 1 	31 days
Houston, TX	13,862 / 4,466	3 : 1 	31 days
Philadelphia, PA	16,537 / 4,040	4 : 1 	32 days
Los Angeles, CA	8,969 / 3,541	3 : 1 	29 days
Boston, MA	6,831 / 2,673	3 : 1 	32 days
San Antonio, TX	5,571 / 2,198	3 : 1 	29 days
Phoenix, AZ	5,308 / 2,096	3 : 1 	27 days
Cincinnati, OH	9,881 / 2,082	5 : 1 	31 days
Columbus, OH	6,314 / 2,034	3 : 1 	28 days

## Top Posted Occupations

Occupation (SOC)	Total/Unique (Dec 2024 - Nov 2025)		Posting Intensity	Median Posting
				Duration
Speech-Language Pathologists	471,796	202,131	2 : 1 	31 days
Postsecondary Teachers	473,734	180,800	3 : 1 	31 days
Interpreters and Translators	71,970	37,792	2 : 1 	27 days
Social Scientists and Related Workers, All Other	10,956	4,426	2 : 1 	24 days

## Top Posted Job Titles

Job Title	Total/Unique (Dec 2024 - Nov 2025)		Posting Intensity	Median Posting
				Duration
Speech Language Pathologists	246,159	109,057	2 : 1 	31 days
School Speech Language Pathologists	49,761	25,904	2 : 1 	32 days
Travel Speech Language Pathologists	59,342	12,629	5 : 1 	20 days
Adjunct Faculties	25,997	10,203	3 : 1 	31 days
Speech Therapists	19,955	8,213	2 : 1 	21 days
Pediatric Speech Language Pathologists	9,806	5,325	2 : 1 	27 days
Home Health Speech Language Pathologists	12,888	4,926	3 : 1 	20 days
Sign Language Interpreters	8,278	4,781	2 : 1 	23 days
Speech Language Pathologist Clinical Fellows	11,109	4,495	2 : 1	31 days
Interpreters	7,504	3,635	2 : 1 	31 days

## Rank as a Talent Provider

Lightcast's workforce profile data shows University of Connecticut has 5,709 alumni working regionally in the occupations *Interpreters and Translators*, *Postsecondary Teachers*, *Social Scientists and Related Workers*, *All Other*, and *Speech-Language Pathologists*. These 5,709 alumni represent 0.35% of regional profiles working in these occupations, which ranks your institution 60th among regional talent providers.

<p><b>5,709</b></p> <p>Your Alumni in Region Working in Target Occupations</p>	<p><b>0.35%</b></p> <p>Percent of Regional Profiles Working in Target Occupations</p>	<p><b>60</b></p> <p>Your Rank as a Regional Talent Provider</p>
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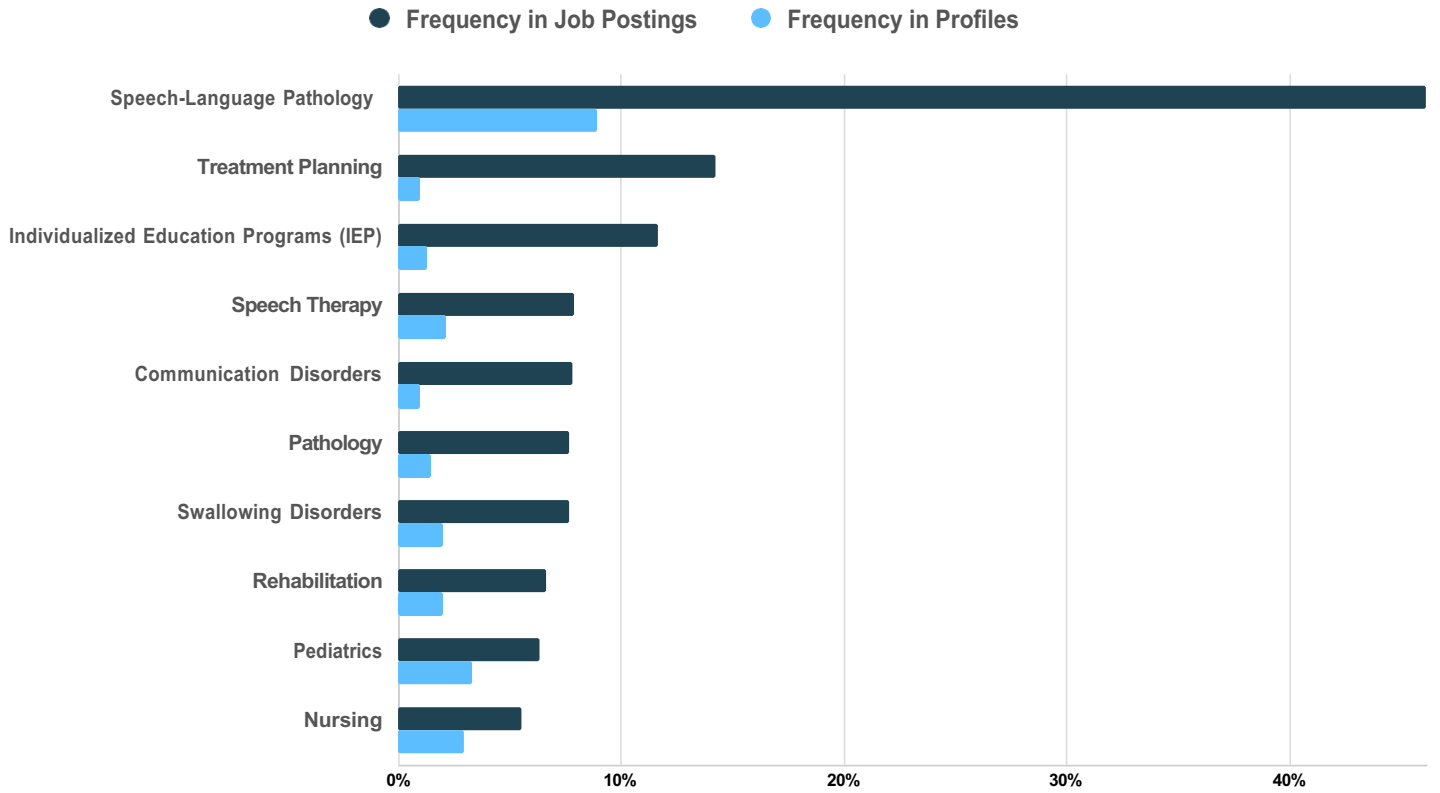
## Top Talent Providers

The top regional institutions supplying the labor market with workers employed in the target occupations listed above, based on Lightcast's workforce profile data.

School	Profiles	Percent
Harvard University	23,846	1.46%
University of Michigan-Ann Arbor	17,026	1.04%
Columbia University in the City of New York	16,630	1.02%
New York University	16,494	1.01%
University of California-Los Angeles	16,288	1.00%
University of California-Berkeley	16,054	0.98%
The University of Texas at Austin	13,662	0.84%
University of Wisconsin-Madison	13,381	0.82%
Ohio State University-Main Campus	13,328	0.82%
University of Illinois Urbana-Champaign	13,007	0.80%

# Relevant Skills

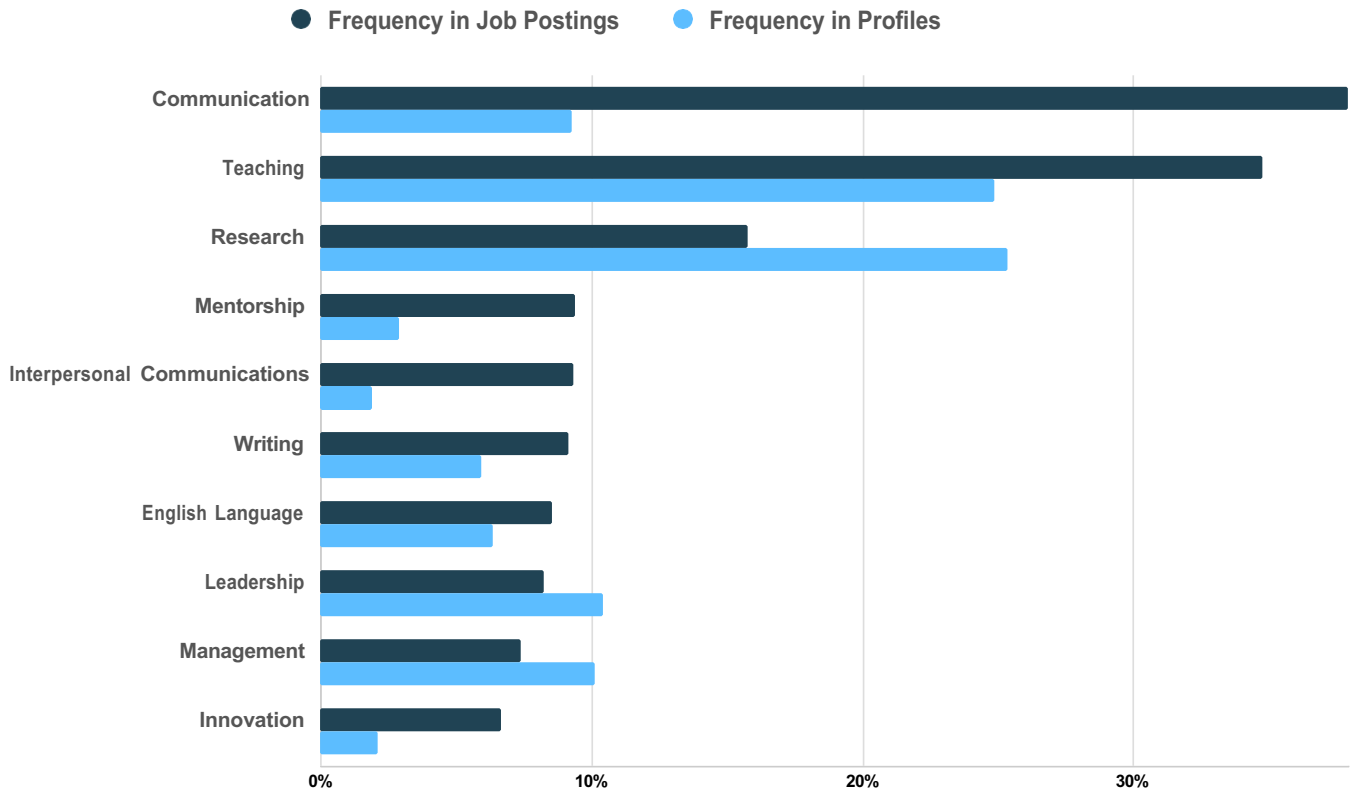
## Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Speech-Language Pathology	196,246	46%	127,653	9%	+6.5%	Stable
Treatment Planning	60,607	14%	14,138	1%	+6.7%	Stable
Individualized Education Programs (IEP)	49,673	12%	18,007	1%	+16.4%	Growing

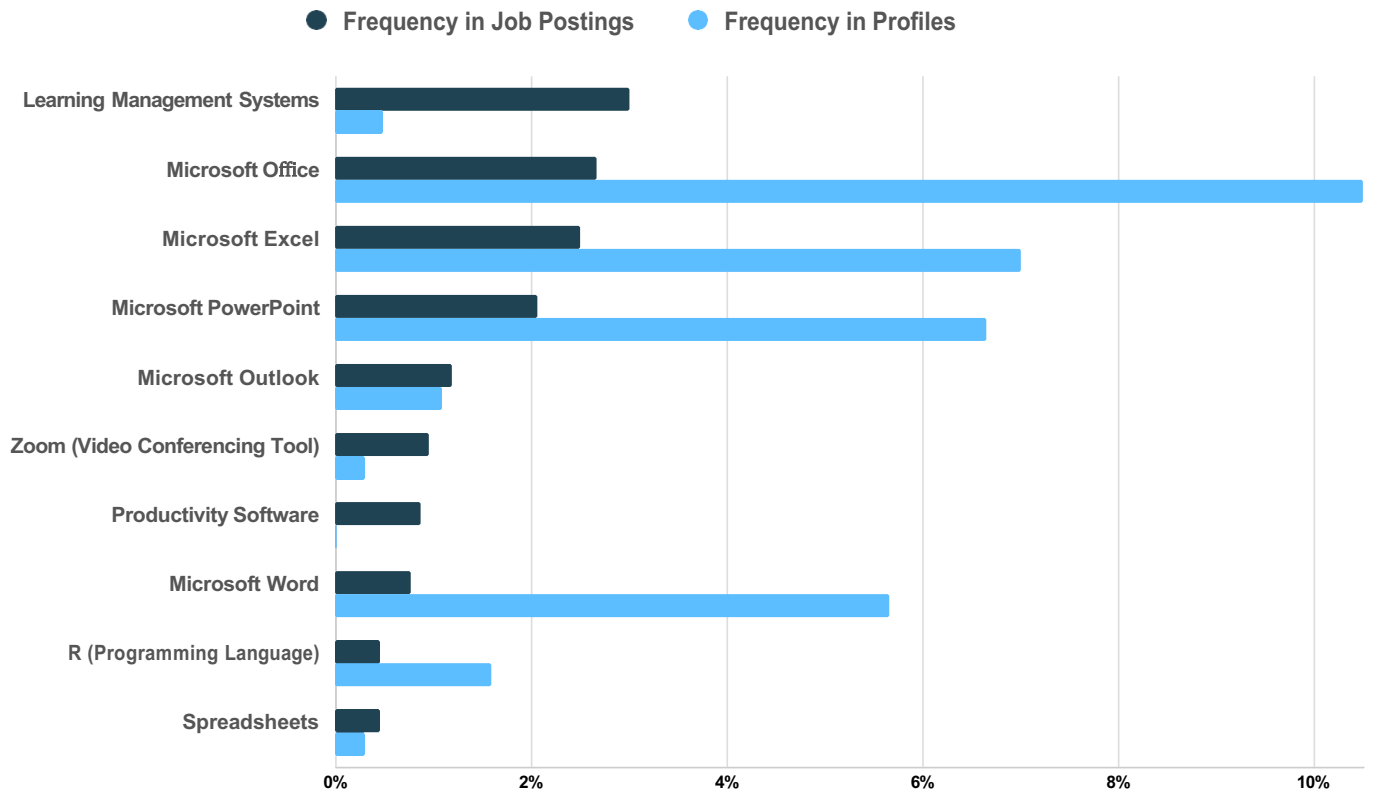
Speech Therapy	33,477	8%	30,834	2%	+8.0%	Stable
Communication Disorders	33,203	8%	13,799	1%	+0.6%	Lagging
Pathology	32,664	8%	20,706	1%	+10.8%	Growing
Swallowing Disorders	32,538	8%	28,902	2%	+4.6%	Stable
Rehabilitation	28,371	7%	28,541	2%	+6.4%	Stable
Pediatrics	26,883	6%	47,582	3%	+11.2%	Growing
Nursing	23,411	6%	42,015	3%	+20.1%	Rapidly Growing

## Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	161,253	38%	132,962	9%	+3.6%	
Teaching	147,836	35%	356,544	25%	+18.8%	<span style="background-color: red; color: white; border-radius: 10px; padding: 2px 5px;">Growing</span>
Research	67,077	16%	362,995	25%	+17.2%	<span style="background-color: #008080; border-radius: 10px; width: 20px; height: 10px;"></span>
Mentorship	40,012	9%	41,906	3%	+16.5%	<span style="background-color: #008080; border-radius: 10px; width: 20px; height: 10px;"></span>
Interpersonal Communications	39,762	9%	27,017	2%	+12.5%	<span style="background-color: #008080; border-radius: 10px; width: 20px; height: 10px;"></span>
Writing	39,078	9%	85,301	6%	+11.8%	<span style="background-color: #008080; border-radius: 10px; width: 20px; height: 10px;"></span>
English Language	36,401	9%	91,547	6%	+15.3%	<span style="background-color: #008080; border-radius: 10px; width: 20px; height: 10px;"></span>
Leadership	34,984	8%	149,643	10%	+8.5%	<span style="background-color: #008080; border-radius: 10px; width: 20px; height: 10px;"></span>
Management	31,486	7%	144,946	10%	+5.3%	<span style="background-color: #cccccc; border-radius: 10px; width: 20px; height: 10px;"></span>
Innovation	28,354	7%	29,993	2%	+25.8%	<span style="background-color: #cccccc; border-radius: 10px; width: 20px; height: 10px;"></span>

## Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Learning Management Systems	12,771	3%	6,986	0%	+6.6%	Stable
Microsoft Office	11,363	3%	150,397	11%	+18.5%	<div style="width: 100%;"></div>
Microsoft Excel	10,615	2%	100,315	7%	+17.7%	<div style="width: 100%;"></div>
Microsoft PowerPoint	8,807	2%	95,299	7%	+26.1%	<div style="width: 100%;"></div>
Microsoft Outlook	5,083	1%	15,756	1%	+25.0%	<div style="width: 100%;"></div>
Zoom (Video Conferencing Tool)	4,103	1%	4,357	0%	+13.1%	Growing
Productivity Software	3,687	1%	239	0%	+11.8%	<div style="width: 100%;"></div>
Microsoft Word	3,288	1%	81,097	6%	+7.2%	<div style="width: 100%;"></div>
R (Programming Language)	1,961	0%	22,795	2%	+20.3%	<div style="width: 100%;"></div>
Spreadsheets	1,947	0%	4,313	0%	+22.2%	<div style="width: 100%;"></div>

## Top Qualifications

Qualification	Postings with Qualification
Certificate Of Clinical Competence In Speech-Language Pathology (CCC-SLP)	79,365
Speech-Language Pathology License	63,480
Basic Life Support (BLS) Certification	18,107
Cardiopulmonary Resuscitation (CPR) Certification	17,698
Valid Driver's License	16,966
Registered Nurse (RN)	15,728
Board Certified/Board Eligible	12,258
Teaching Certificate	7,663
Medical License	3,848
Master Of Business Administration (MBA)	3,649