The Neag School of Education stands out as a major contributor to instructional and research excellence at the University of Connecticut, one of the nation’s leading public higher education institutions. With academic departments dedicated to educational leadership, educational psychology, and curriculum and instruction, the Neag School also offers a five-year integrated bachelor’s/master’s program in teacher education and a one-year, post-baccalaureate teacher education program.

**Facts & Figures 2015-2016**

**ALUMNI SUCCESS:**
Colleen Palmer ’75, ’07 — 2016 Connecticut Superintendent of the Year
Stephen Merlino ’08 — 2016 Connecticut High School Assistant Principal of the Year
Alicia (Qerim) Bowman ’01, ’02, ’08 — 2015 National Distinguished Principal of the Year
Cara Quinn ’03, ’04 — 2015 Connecticut Teacher of the Year

**THE NEAG SCHOOL PROVIDED**
$1.5 MILLION
IN SCHOLARSHIP & FELLOWSHIP AID TO STUDENTS FROM 2015 TO 2016

<table>
<thead>
<tr>
<th>UNDERGRAD STUDENTS</th>
<th>GRAD STUDENTS</th>
<th>TOTAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>276</td>
<td>757</td>
<td>1,033</td>
</tr>
</tbody>
</table>

**STUDENTS FROM 37 STATES AND 12 COUNTRIES**

- 3.8 AVERAGE GPA FOR RECENT NEAG SCHOOL GRADS
- 130 BACHELOR’S DEGREES AWARDED (2016)
- 384 GRADUATE DEGREES AWARDED (2016)
- 22K+ NEAG SCHOOL ALUMNI
85 Faculty
4 Endowed Chairs
4 Endowed Professorships

No. 16 Among Public Graduate Schools of Education in the Nation*

160/162 Connecticut School Districts Employ Neag Alumni

4 OF THE NEAG SCHOOL’S SPECIALTY PROGRAMS RANK IN THE TOP 20 NATIONALLY*:

No. 12 Special Education
No. 14 Educational Psychology
No. 14 Secondary Teacher Education
No. 18 Educational Administration and Supervision

* According to the U.S. News & World Report

4 STRATEGIC AREAS OF FOCUS AS OUTLINED IN NEAG SCHOOL’S ACADEMIC PLAN:

STEM Education
Creativity & Innovation
Educator Quality & Effectiveness
Equity & Social Justice

Endowment value $17M

The Neag School is one of 10 institutions nationwide to participate in the American Association of Colleges for Teacher Education’s Networked Improvement Community, aimed at increasing the number of young men of color in teacher education programs by 25% by 2016-17.

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