

# Title II

## Higher Education Act

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University of Connecticut  
Traditional Program  
2008-09

### Print Report Card

### Program Information

**Name of Institution:** University of Connecticut

**Institution/Program Type:** Traditional

**Academic Year:** 2008-09

**State:** Connecticut

**Address:** 249 Glenbrook Road

U-2064

Storrs, CT, 06269-2064

**Contact Name:** Dr. Yuhang Rong

**Phone:** 8604863816

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**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:** No

**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No

Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	Yes	Yes
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: )	No	No

**Provide a link to your website where additional information about admissions requirements can be found:**

<http://www.education.uconn.edu/howtoapply/>

**Indicate when students are formally admitted into your initial teacher certification program:**

Junior year Post Graduate

**Does your initial teacher certification program conditionally admit students? No**

**Please provide any additional about or exceptions to the admissions information provided above:**

The University offers two initial teacher preparation programs. The Integrated Bachelor's and Master's Program (IB/M) admits candidates in their undergraduate junior year. Candidates complete their program requirements in the fifth years and graduate with a master's degree. The Teacher Certification Program for College Graduates (TCPCG) admits candidates with an undergraduate degree in a subject field. Candidates complete the program with a Master's degree. The University recommends candidates for state certification only after they have completed all program requirements (in either program) and have passed all state licensing tests.

### Section I.b Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add**

up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	431
Unduplicated number of males enrolled in 2008-09:	82
Unduplicated number of females enrolled in 2008-09:	349

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	24
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	14
Black or African American:	13
Native Hawaiian or Other Pacific Islander:	0
White:	366
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	216
Average number of clock hours required for student teaching	440
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	44
Number of students in supervised clinical experience during this academic year	431

Please provide any additional information about or descriptions of the supervised clinical experiences:

Candidates in the IB/M component take five clinical experiences - three clinics, student teaching, and an internship. TCPCG candidates have a student teaching experience and internship requirements. There are no required clinical clock hours for TCPCG students prior to student teaching.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	218	188	205

Elementary - K through 8	84	49	56
English, grades 7-12	24	29	26
French, grades 7-12	1	0	4
Italian, grades 7-12	1	0	0
Spanish, grades 7-12	5	10	10
Latin, grades 7-12	0	0	1
History/Soc Studies, grades 7-12	25	24	26
Mathematics, grades 7-12	14	15	22
Biology, grades 7-12	14	18	7
Earth Science, grades 7-12	1	2	3
Physics, grades 7-12	0	2	3
Chemistry, grades 7-12	0	3	2
General Science, grades 7-12	1	0	4
Agriculture, PreK through grade 12	12	5	3
Vocational Agriculture, PreK through grade 12	1	2	2
Music, PreK through grade 12	12	14	17
Special Education: Comprehensive, Grades K-12	23	15	19

**Section I.e Program Completers**

**Provide the total number of initial teacher certification preparation program completers in each of the following academic years:**

2008-09: 171

2007-08: 159

2006-07: 156

**Section II. Annual Goals**

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.**

<b>Teacher shortage area</b>	<b>Goal for increasing prospective teachers trained</b>
Mathematics	<b>Academic year:</b> 2008-09 <b>Goal:</b> 25

**Goal met?** No

**Description of strategies used to achieve goal:**

The Neag School of Education has implemented several strategies for increasing the number of teachers in each of the critical shortage areas:

We continually track and report on the number of applicants, admitted students, and graduates of each of our critical shortage area programs.

We use all public opportunities with potential teacher candidates to discuss critical shortage areas, the advantages of teaching in critical shortage areas, and the financial aid available in some of the areas.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

The Neag School of Education is now doing the following:

Our Teachers for a New Era efforts have resulted in several collaborative teacher recruitment projects with arts and sciences departments of Mathematics, Biology, Chemistry, Modern and Classical Languages. We have build more shared understandings of both the arts and sciences and education fields, developed courses, shared ideas, conducted research, and written joint grants aimed at teacher recruitment. We developed the dual degree option for teacher education students so they could also complete their degrees in the arts and sciences fields.

In 2009 we applied for and received nearly \$1 million in Robert Noyce Foundation Scholarships for arts and sciences students who want to enter the teaching profession in mathematics or science. We have partnered with the Connecticut Association of Urban Superintendents to strengthen our placement efforts in conjunction with the Robert Noyce Scholarship program. In addition, through Teachers for a New Era we have established other endowed scholarships in mathematics and science.

We hired an academic advisor, whose work focuses on pre-education majors and recruitment of first and second year students. Her efforts have included teaching a First Year Experience course, outreach to cultural centers, outreach to Connecticut high schools, and targeted advising and information sessions.

We have learned about and clearly advertised to our candidates federal and state financial aid programs (TEACH grant, Weisman Scholarships, etc) targeted at meeting needs in critical shortage areas. We guide students to apply for and secure federal and state financial aid grants for which they are eligible.

Based on our results, we believe we are on the right track with increasing numbers of student admitted to the shortage area programs and we intend to continue with our efforts as well as to look for new opportunities to strengthen our program.

Science

**Academic year:** 2008-09

**Goal:** 25

**Goal met?** No

**Description of strategies used to achieve goal:**

The Neag School of Education has implemented several strategies for increasing the number of teachers in each of the critical shortage areas:

We continually track and report on the number of applicants, admitted students, and graduates of each of our critical shortage area programs.

We use all public opportunities with potential teacher candidates to discuss critical shortage areas, the advantages of teaching in critical shortage areas, and the financial aid available in some of the areas.

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In 2009 we applied for and received nearly \$1 million in Robert Noyce Foundation Scholarships for arts and sciences students who want to enter the teaching profession in mathematics or science. We have partnered with the Connecticut Association of Urban Superintendents to strengthen our placement efforts in conjunction with the Robert Noyce Scholarship program. In addition, through Teachers for a New Era we have established other endowed scholarships in mathematics and science.

We hired an academic advisor, whose work focuses on pre-education majors and recruitment of first and second year students. Her efforts have included teaching a First Year Experience course, outreach to cultural centers, outreach to Connecticut high schools, and targeted advising and information sessions.

We have learned about and clearly advertised to our candidates federal and state financial aid programs (TEACH grant, Weisman Scholarships, etc) targeted at meeting needs in critical shortage areas. We guide students to apply for and secure federal and state financial aid grants for which they are eligible.

Based on our results, we believe we are on the right track with increasing numbers of student admitted to the shortage area programs and we intend to continue with our efforts as well as to look for new opportunities to strengthen our program.

Special education

**Academic year:** 2008-09

**Goal:** 25

**Goal met?** No

**Description of strategies used to achieve goal:**

The Neag School of Education has implemented several strategies for increasing the number of teachers in each of the critical shortage areas:

We continually track and report on the number of applicants, admitted students, and graduates of each of our critical shortage area programs.

We use all public opportunities with potential teacher candidates to discuss critical shortage areas, the advantages of teaching in critical shortage areas, and the financial aid available in some of the areas.

	<p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>The Neag School of Education is now doing the following:</p> <p>We hired an academic advisor, whose work focuses on pre-education majors and recruitment of first and second year students. Her efforts have included teaching a First Year Experience course, outreach to cultural centers, outreach to Connecticut high schools, and targeted advising and information sessions.</p> <p>We have learned about and clearly advertised to our candidates federal and state financial aid programs (TEACH grant, Weisman Scholarships, etc) targeted at meeting needs in critical shortage areas. We guide students to apply for and secure federal and state financial aid grants for which they are eligible.</p> <p>Based on our results, we believe we are on the right track with increasing numbers of student admitted to the shortage area programs and we intend to continue with our efforts as well as to look for new opportunities to strengthen our program.</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
<p>Other</p>	<p><b>Academic year:</b></p> <p><b>Goal:</b></p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

**Provide any additional comments, exceptions and explanations below:**

**Section II. Assurances**

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

Yes

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution’s most successful strategies in meeting the assurances listed above:**

Based on evidence-based research, we have found that we needed to address classroom management and working with ELL students. For the former, we have developed and implementing a required course on classroom management incorporating Response to Intervention (RTI). For the latter, methods faculty are modifying curriculum to incorporate strategies working with ELL students.

**Section III. Assessment Rates**

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking test</b>	<b>Avg. scaled score</b>	<b>Number passing test</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	14		14	100		
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	11		11	100		
242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	1					
242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2006-07	3					



245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	16		16	100		
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	17		17	100		
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	22		22	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	16		16	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2007-08	16		16	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2006-07	21		21	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	16		16	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	16		16	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2006-07	21		21	100		
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2008-09	19		19	100		

353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2007-08	17		17	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2006-07	15		15	100		
012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2008-09	37		37	100		
012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2007-08	43		43	100		
012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2006-07	40		40	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	37		37	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	45		45	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	40		40	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	30		29	97		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11		11	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	26		26	100		
042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	31		30	97		
042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2007-08	11		11	100		
042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2006-07	26		26	100		

435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	1					
433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2006-07	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	13		13	100		
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	18		18	100		
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	14		14	100		
111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2008-09	15		15	100		
111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2007-08	10		10	100		
111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2006-07	10		10	100		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	15		15	100		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	10		10	100		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	10		10	100		
262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	1					
262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2006-07	2					

265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	20		20	100		
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	8					
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	15		15	100		
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	20		20	100		
710 -PPST READING Educational Testing Service (ETS) All program completers, 2007-08	9					
710 -PPST READING Educational Testing Service (ETS) All program completers, 2006-07	16		16	100		
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	20		20	100		
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	9					
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2006-07	16		16	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	21		21	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	16		15	94		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	20		20	100		

## Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	158	156	99	
All program completers, 2007-08	126	125	99	
All program completers, 2006-07	150	150	100	

#### Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

**If yes, please specify the organization(s) that approved or accredited your program:**

State

NCATE

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

#### Section V. Technology

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

**Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

The Neag School of Education recognizes the critical role that technology plays in the development of human knowledge and

advancement; it is committed to provide up-to-date technology to its candidates.

Candidates are expected to apply appropriate technology in their teaching, learning, and professional activities. At the initiation of their respective teacher preparation program, candidates are required to arrive with specific multimedia applications available to them (e.g., laptop with MS Office, Taskstream). With program faculty facilitating candidate skill development and understanding, these technologies are utilized across the teacher preparation sequence in activities such as project web design, electronic portfolio, and clinical experiences (which include student teaching) while incorporating the principles of universal design.

## Section VI. Teacher Training

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All candidates take a course designed to embrace instruction for students with exceptionalities (which includes individualized education teams and plans). Additionally, at least one of the five clinical experiences is in a special education setting and instruction in the methods classes deal with differentiation of instruction for all learners (encompassing special education, gifted and talented, and limited English proficient). In addition, the candidates are required to take a course on teaching English language learners.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

In addition to all requirements listed above, all candidates in special education are instructed to meet national and state standards, receive training on becoming an active collaborative member of the individualized education program team, develop/ implement/ monitor individualize education plans, and assess in 18 research-based teaching practices which candidates need to demonstrate during their student teaching experience.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

As part of the 1939 reorganization of the University of Connecticut, the School of Education was formally created. The School of Education received a vote of confidence in 1999 when Ray Neag, an alumnus of the University, committed \$21 million to the School of Education for faculty and program support and development. Mr. Neag's transformational gift to the School, which now bears his name, was the largest ever given to a school of education nationally, as well as the largest single gift to a public university in New England. The Neag School of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954, one of the first groups of institutions accredited by the organization. In the past decade, the Neag School of Education rose from nationally unranked to the top Graduate Schools of Education in the northeast by the U. S. News and World Report. Just this month, it was announced that two of our teacher education programs are ranked within the top 20 in the nation: Elementary Education is ranked 18th in the country and Special Education is ranked 15th. Additional information on our teacher preparation can be found at: <http://www.education.uconn.edu>.

### Supporting Files

University of Connecticut  
Traditional Program  
2008-09

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