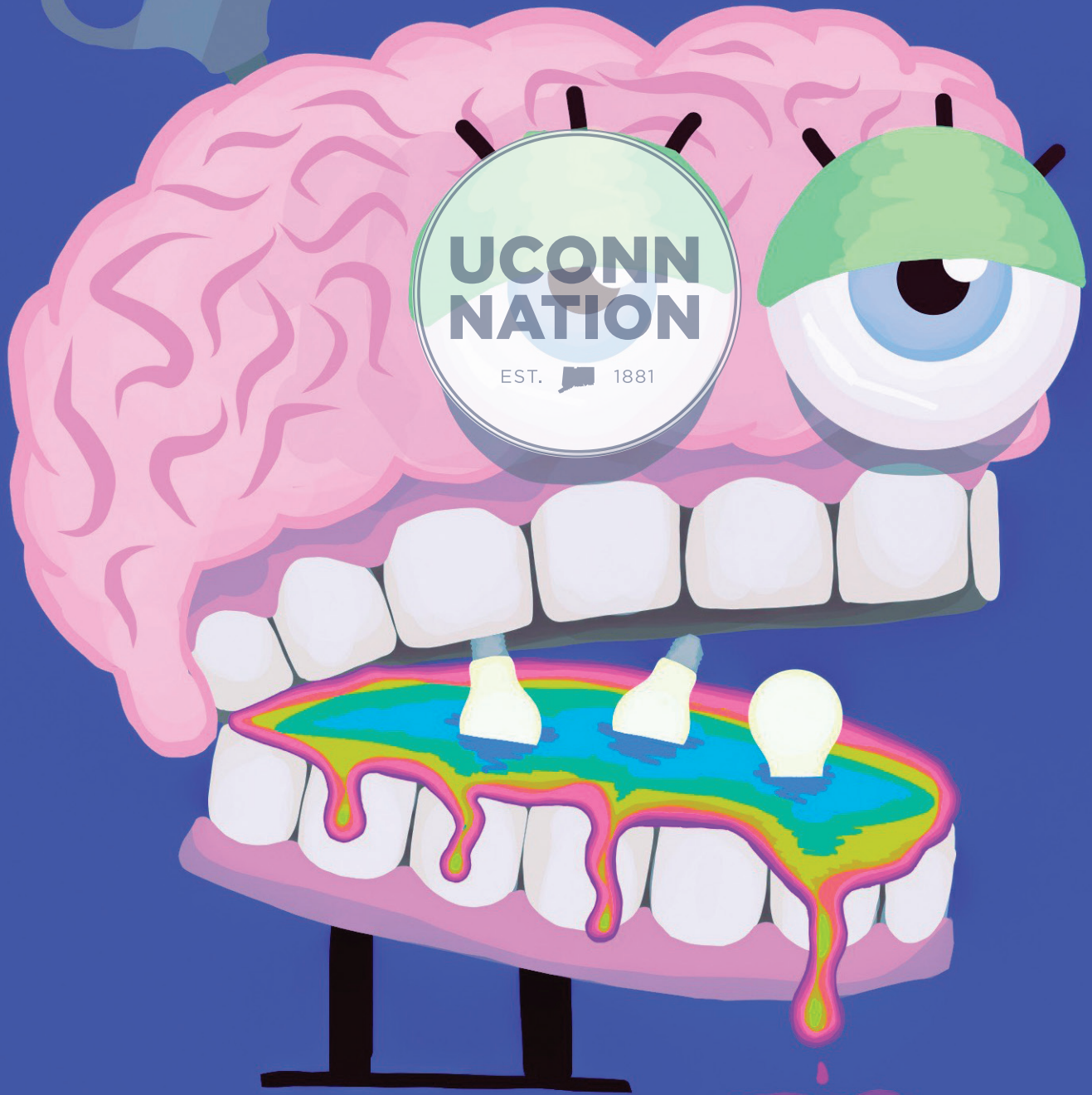


UConn Early College Experience

MAGAZINE

A PUBLICATION FOR THE UCONN ECE COMMUNITY



UConn ECE Students Get Creative

(see page 23)

UConn ECE by the numbers
13,308 students enrolled in UConn Early College Experience courses
 Check out our registration numbers:
1,409 UConn ECE course sections offered throughout the state
4



10



16



6



8

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The Director's Thoughts

Welcome to the Winter Edition of the UConn ECE Magazine!

As you surely noticed, this edition of the UConn ECE Magazine looks a little different from the past. We are celebrating student art on the cover for the first time, which reflects our interest in publishing a magazine that connects with our community. As I write this welcome it is Thanksgiving, by the time the magazine goes to print and gets to our community it will be New Years. These holidays bookend an important concept that does not go unappreciated in the UConn ECE Program Office — we all have a lot to be thankful for. This semester, it seems to me, embraces that concept more than in recent memory. One example that stands out from the Fall semester is our community effort to inform the Department of Education about changing the State Accountability index because UConn ECE positively impacts our students' academic careers, as well as our professional careers. The emails I was copied to told important stories of how our partnership fosters something special. Additionally, this semester saw a quadrupling of student events: we hosted not only our flag-bearing French Immersion Day & Quiz Bowl; but also a German and Italian version, as well as a Chemistry Day that connected UConn ECE Students and Instructors with students and instructors from a STEM-intensive high school in Japan. These examples illustrate my reflection that since the time I first started with UConn ECE, back when it was called High School Co-op, we have transformed the program into a cultural part of education in Connecticut — not just in the high schools, but also here at UConn, and hopefully at the Department of Education. This transformation was not easy, and it didn't happen overnight or without incident either. We all worked at it — encouraging, forgiving, and inspiring each other for something better. It was our shared ideals and common values that made UConn ECE an expectation in our Connecticut high schools. This transformation happened during our careers and is a great example of how working together can create great things. Thank you for being the agent of change that has positively impacted so many thousands of lives in Connecticut each year.

The Spring Semester is ahead of us! To paraphrase Ebenezer Scrooge, let's keep the spirit of thanks and collaboration in our hearts and honor it all year through. And when current events make us fret about the arrow of progress, we can invest ourselves more deeply in what we can control — insightful classroom discourse, dynamic professional development workshops, and the next great educational opportunities.

From all of us at UConn ECE, thank you!

Brian A. Boecherer, Ph.D.

by the numbers

13,308 students 
enrolled in UConn Early
College Experience courses

Check out our registration numbers:

1,409 **UConn ECE
course sections**
offered throughout
the state



984 **UConn ECE
Instructors
teaching**
throughout
the state



189 **Connecticut
High Schools**
participating
[208 total partner
schools]



Welcome to our new partner school!

West Haven High School

Highest Number of Students Enrolled in UConn Courses:

325	Edwin O. Smith High School	218	Conard High School
288	Manchester High School	203	The Woodstock Academy
267	Norwich Free Academy	190	Wethersfield High School
255	William H. Hall High School	188	Frank Scott Bunnell H.S.
233	Stamford High School	183	Ellington High School

Highest Number
of Students enrolled:
E.O. Smith
High School

325

2019 - 2020 ACADEMIC YEAR

2018/2019

to

2019/2020

Highest enrollment
increase:

Lyman Memorial
High School

300%

Highest Percent Enrollment Increase From 2019-2020:

300%	▲	Lyman Memorial High School
217%	▲	Miss Porter's School
192%	▲	Norwalk High School
150%	▲	Easton Country Day School
150%	▲	Westminister School
123%	▲	Naugatuck High School
108%	▲	Wheeler High School
104%	▲	East Haven High School
96%	▲	Staples High School
94%	▲	Greater Hartford Academy of the Arts



Most Credit Hours Taken:

2,970	🕒	Edwin O. Smith High School
2,148	🕒	Manchester High School
2,088	🕒	Norwich Free Academy
2,033	🕒	William H. Hall High School
1,720	🕒	Conard High School
1,612	🕒	Marine Science Magnet High School of Southeastern CT
1,514	🕒	Daniel Hand High School
1,432	🕒	Stamford High School
1,384	🕒	Berlin High School
1,362	🕒	Ellington High School





CELEBRATING LANGUAGES WITH UCONN ECE

By Jessica Dunn

Congratulations to the following high schools for participating in the 2019 UConn ECE Student Language events:

Bristol Central High School
Cheshire High School
Coventry High School
Edwin O. Smith High School
Glastonbury High School
Granby Memorial High School
Lewis S. Mills High School
Nathan Hale Ray High School
Newington High School
Norwich Free Academy
North Haven High School
RHAM High School
Staples High School

2019 EARLY COLLEGE EXPERIENCE EVENTS AND ACTIVITIES

November was UConn Early College Experience's month of celebrating languages! For the first time, UConn Early College Experience hosted three different Language Immersion Days which included a competitive Quiz Bowl to culminate each event.

We started our celebrations with our 19th annual UConn ECE French Immersion Day and Quiz Bowl Competition on November 13, 2019, closely followed by our new UConn ECE German Immersion Day and Quiz Bowl Competition on November 14th, and wrapped up with our new UConn ECE Italian Immersion Day and Quiz Bowl Competition on November 22nd.

For each event, UConn ECE Students from across the state came together on the UConn Storrs Campus for a day of immersion and fun competition in the respective language of the event. In the morning of each event, students participated in academic sessions with department specific UConn teaching assistants and



competed in a Quiz Bowl Competition in the afternoon. The academic sessions reflected the interests of the TAs, and all lessons were given in the respective language of the event. Each participating high school put forth a team of up to four UConn ECE Students to compete in the afternoon Quiz Bowl Competitions, which were moderated in French, German, or Italian. The Students were then required to answer in the same language that the questions were presented to them in.

All day, students were given the opportunity to be culturally immersed in the language by practicing their vocabulary and pronunciation, tuning their ears to new voices speaking foreign languages, learning about different cultures, and interacting with other Connecticut high school students who have a passion for learning a second (third, fourth, fifth, etc.) language. With just about 250 students in attendance for all three events, it was apparent the Students were very enthusiastic about being at the UConn

Storrs Campus and excited to engage with the UConn ECE Faculty and Staff over a love of languages.

As this was the first year for the German and Italian Immersion Days and Quiz Bowl Competitions, we look forward to these events growing and becoming annual events as French has for many years. With UConn courses in Chinese, Latin, and Spanish as well, we hope to grow the number of student events in the languages in the future.



UPCOMING STUDENT EVENTS:

February 29, 2020
Connecticut History Day

March 31, 2020
Globalization Conference

April 4, 2020
Connecticut Science Olympiad

Q&A WITH

NALINI RAVISHANKER



Our chat with Nalini Ravishanker

By Melanie Banks

Get to know our faculty and learn some tricks of the trade with advice they have to offer. To answer some questions about her personal and professional interests, we are giving the spotlight to Nalini Ravishanker, UConn Faculty Coordinator for Statistics and 2018-2019 award winner of the Thomas E. Recchio Faculty Coordinator Award for Academic Leadership.

1. How did you get involved with UConn ECE?

It was a while ago, when UConn ECE was called the UConn High School Co-op Program. I liked what I heard about the program either through the UConn Mentor Connection or from our Department Head, Uwe Koehn, and agreed to become the faculty coordinator for Statistics. I am sure I must have continued to like it a lot, since I am still here!

2. Where did you go to college, and what attracted you to statistics?

My Undergraduate major was in Statistics at Presidency College, Chennai, India. I got my PhD in Statistics from NYU. I have always been attracted to Mathematics and recall deciding to major in statistics when I heard someone say it combined Math with the randomness that arises in practical applications. I think this now has a cooler name: "Uncertainty Quantification (UQ)".

3. What is your philosophy of teaching and learning?

I think my philosophy in teaching is to make sure the material reaches each learner. A friend recently suggested I do the semi-flipped classroom format, which I think both my students and I like a lot.

4. What are your hobbies?

I like gardening, indoor and outdoor.

5. What was your favorite course you took in your undergraduate career?

As an undergraduate, I liked Linear Algebra a lot.

6. What is the best advice an instructor can give to their students?

I like to ask my students whether they wish to really learn the material or be satisfied with the perception of having learned the material.

7. What would you recommend students do to succeed in a UConn ECE course?

The UConn ECE Statistics course is the first real introduction students get to statistics. I think the teachers in our high schools build enthusiasm through a variety of examples that resonate with their students. It would be great if the students catch the enthusiasm from their teachers, and if they are also strong in calculus, consider majoring or minoring in statistics. Their teachers and I can give them more information.

8. If you could only eat one thing for the rest of your life, what would it be?

As a South Indian (Tamil) girl, I should say "rasam sadam" (white rice with a tomato based thin soup), but I am going to go healthy and say spinach.





2019 UConn Avery Point

By Jessica Dunn

UConn Avery Point hosted their 9th Annual Avery Point Cardboard Boat Race on September 18, 2019. With just about 350 UConn Early College Experience Students in attendance, and many UConn Avery Point Students, the event was one for the books! As in years past, undergraduate students, UConn ECE Students, faculty, and staff prepared for the event by spending many hours constructing boats out of cardboard and duct tape with the hope to stay afloat on race day. Participants gathered at Eastern Point Beach in Groton, Connecticut and were tasked with paddling their boat (by hand or actual paddle) around the marked course and crossing the finish line to qualify for an award.

Although the boat race was the main attraction of the day, UConn ECE Students also spent time on the UConn Avery Point Campus. UConn ECE Students were given a warm welcome by Dr. Annemarie Seifert, the UConn Avery Point Campus Director; attended academic lectures with University faculty

and staff; engaged in discussions with fellow UConn ECE Students; and explored a portion of the Connecticut Blue Heritage Trail, an interactive maritime heritage trail, all before indulging in lunch, and heading to the beach to race!

This year the boat race theme was Historic Boats, and many teams came prepared with creative boat names and original designs such as “Jolly Roger Penrose the (Pi)rate” from the UConn ECE Physics class at Emmett O’Brien Technical High School. We had a total of 25 boats compete, representing 15 different high schools across the state: Bridgeport Regional Aquaculture High School, East Lyme High School, Ellington High School, Emmett O’Brien Technical High School, Glastonbury High School, Ledyard High School, Lyman Hall High School, NFA, Science & Technical Magnet High School, Shelton High School, The Masters School, University High School, Waterford High School, and Wilby High School.

continued on page 11



2019 EARLY COLLEGE EXPERIENCE EVENTS AND ACTIVITIES

CARDBOARD BOAT RACE



continued from page 10

Teams were recognized for team spirit and best boat design, as well as placing in the races. For the second year in a row Westbrook High School's UConn ECE Physics team brought home the trophy for first place in the UConn ECE Championship Race with their "Westbrook Turtle II". Ledyard High School's UConn ECE Marine Science team in the "Mayflower" brought home 2nd place, and Waterford High School's UConn ECE Physics team in the "Exxon Valdez" brought home 3rd place.





WORKSHOP

Updates and Highlights

By Stefanie Malinoski



Fall has been a busy time for UConn Early College Experience. This semester we held almost 20 different UConn ECE Professional Development Workshops for almost 500 UConn ECE Instructors. Many thanks to our UConn ECE Faculty Coordinators for their partnership and primary role in planning excellent professional development opportunities that support course instruction!



Fall 2019 Professional Development



September

- 6 Philosophy
- 12 Sustainable Plant and Soil Science
- 13 United States History
- 25 Natural Resources and the Environment; English
- 30 Physics; Economics



October

- 3 Library Media Specialists
- 15 Political Science
- 16 European History
- 21 Human Rights & Educational Leadership
- 23 Marine Sciences



November

- 14 American Studies & Maritime Studies
- 20 Sociology
- 21 Music

December

- 17 Math



Three of our workshops that were noted for their high quality and interest were our Political Science, Marine Sciences and American Studies and Maritime Studies Workshops.

Political Science



Prof. Sanford Levinson, a notable legal scholar from the University of Texas spoke to UConn ECE Instructors about his area of expertise—Constitutional Law. Instructors were able to hear from him and enjoy a lively conversation about current affairs. Special thanks to UConn ECE Instructor Aaron Hull (Greenwich High School), UConn’s Political Science Department, and UConn ECE Faculty Coordinator, Fred Turner for inviting Prof. Levinson to campus.



Marine Sciences



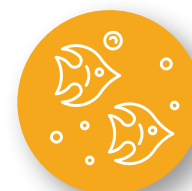
The UConn ECE Marine Science Instructors held their professional development day in New London at the Credabel Coral Laboratory where they heard from Michael Gerdes about the research conducted at the laboratory. Later the group discussed high school students’ projects. We are thankful that UConn ECE Faculty Coordinator Claudia Koerting established this partnership with the Credabel Coral Laboratory and look forward to future collaborations.



American Studies and Maritime Studies



Certified American Studies Instructors and Maritime Studies Instructors enjoyed a visit to UConn’s Benton Museum of Art as a part of their professional development day. The theme for the workshop was learning how to integrate visual arts into the interdisciplinary classroom. Instructors and UConn Faculty and staff discussed Winslow Homer’s paintings and wood engravings and were able to view a painting by Martin Johnson Heade, *Rye Beach* (1863), which is a part of the Benton Museum of Art’s permanent collection. Many thanks to UConn ECE Faculty Coordinators for American Studies and Maritime Studies, Laurie Wolfley and Matthew McKenzie, Jeanne Ciravolo (adjunct faculty), Betsy Athens (Assistant Professor Art and Art History), and Amanda Douberley (Art Museum Registrar, Benton Museum of Art).



Details about all of our fall events can be referenced on the UConn ECE website under the “Instructor Benefits” section where our new “Professional Development Blog” is located. Information and pictures from each event are posted here regularly.

Looking ahead to the Spring, we will be planning another series of professional development events. They include events for Instructors who teach Italian, Allied Health, Biology, Classics, Chinese, Spanish, English, Medieval History, Animal Science, Art, French, Human Development and Family Sciences, Chemistry, Digital Media, Engineering, German, Latino and Latin American Studies, and Statistics. Please look to the UConn ECE website “Events” section to view upcoming dates.



New Pilot Courses

By Stefanie Malinoski

The growth of courses in UConn Early College Experience course offerings is an intentional one. We actively pursue diverse course offerings because we know there are diverse student interests. In 2005, there were only 20 different courses, and all courses were ones where students needed to be tracked into the courses (Ex. English, Math, and Chemistry). Now, we offer 74 different UConn courses that represent a wide variety of student interests and needs.

We are currently exploring three pilot course additions for the 2020-2021 school year. These courses are more varied, based on student interest, and open doors to all sorts of students. Should the interest be there from our high school partners, our current collaboration with 32 different University Departments may grow to include three additional courses from two new to UConn ECE UConn Departments. The pilot courses are:

- Anthropology (ANTH) 1000 - Introduction to Anthropology
- Geoscience (GSCI) 1051 - Earth's Dynamic Environment (Introduction to Geoscience)
- Sustainable Plant and Soil Sciences (SPSS) 1100 - Turfgrass Management

If you are you interested in these UConn courses, please contact the UConn ECE Program Office so we can work together to see if a pilot course may be possible. In addition, a representative from the UConn ECE Program Office may be available to schedule a school visit to help encourage the addition of any of the current UConn ECE course offerings in your high schools and as well as the recruitment of qualified instructors. Please contact the UConn ECE Program Office at ece@uconn.edu.

We look forward to hearing from you!





2019 Conference

National Alliance of Concurrent Enrollment Partnerships

By Carissa Rutkauskas

As only 2 of over 1,000 participants in attendance at the National Association of Concurrent Enrollment Partnerships (NACEP) conference in Salt Lake City, Utah, UConn Early College Experience Executive Director Brian Boecherer and I had the opportunity to share, learn, and network with colleagues from around the U.S. and Canada. It was a very memorable conference as it marked NACEP's 20th anniversary as an established association.

The pre-conference started with Brian's participation on the "Concurrent Enrollment 201" panel, geared towards programs that have built the foundation of their program and are looking to move it to the next level. The session focused on managing growth, advising, program improvement, professional development, sharing of best practices, and effects of accreditation. As a 20-year veteran of a 64-year old program, Brian had a lot to share! Meanwhile, I attended the Program Evaluation workshop where presenters covered methods and approaches to evaluate program effectiveness and student success and most importantly reviewed NACEP's new E2 standard: Regular and On-Going Evaluation of Concurrent Enrollment Program (CEP). I then had the opportunity to meet with fellow peer reviewers to collectively offer our suggestions and guidance to representatives from a Midwestern community college who are working on their NACEP reaccreditation application.

On days one and two, Brian and I had the opportunity to attend the



plenary sessions, each equally engaging. Keynote speaker, Dr. Jim Johnson, Distinguished Professor of Strategy and Entrepreneurship in the Kenan-Flagler Business School and Director of the Urban Investment Strategies Center in the Frank Hawkins Kenan Institute of Private Enterprise at the University of North Carolina Chapel Hill, presented his research on the Six Disruptive Demographics that Will Change the

U.S. Forever: (1) The South Rises – Again; (2) The Browning of America; (3) Marrying Out is “In”; (4) The Silver Tsunami is About to Hit; (5) The End of Men?; and (6) Cooling Water from Grandma's Well... and Grandpa's Too! Based in U.S. decennial census and American Community Survey data, Dr. Johnson's charisma showed through as he discussed these demographic trends, challenges, and opportunities of our changing population and how that related to secondary and post-secondary education.

Day two's plenary session was titled "A Tale of Two Utah's," a panel discussion that included an urban superintendent, two college concurrent enrollment (CE) faculty, and Utah's Lt. Governor, Spencer Cox. The panel was impressive, but it was Utah's Lt. Governor who captivated the audience. Lt. Governor Cox's experience growing up in an extremely rural area (where he still lives

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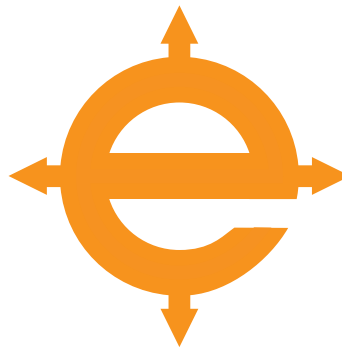
“ UConn will allow me to experience being independent and away from home for the first time, something that I am excited and nervous about. I want to take on the risk of being away from my mother, being in a new state, and starting a new chapter in my life as a young adult. ”



Exploring

UConn Pre-College Summer: We Had the Experience of a Lifetime!

By Erin Donohue
and Nicole Hyman



Pre-College Summer
Graduate Assistants

The Summer of 2019 marked another successful year that was also full of changes for UConn's Pre-College Summer (PCS) program. An all-time high 396 registrations spanning across 4 weeks was certainly influenced by the addition of four new

courses, including Data Science, Food Science and Technology, Digital Animation and Motion Graphics, and Digital Media: Introduction to Programming. In student feedback regarding these courses,

they noted that they provided, "wonderful," "fun," and "hands-on" experiences, while instructors were described as "supportive," "friendly," and "knowledgeable" in their respective fields. This past summer, the PCS program also hosted more students from



around the globe, including the United Kingdom, Japan, Brazil, and Saudi Arabia. In addition, more students stayed for multiple weeks than in previous summers, with a total of 42 students attending the program for either two, three, or four weeks depend-

ing on the number of courses in which they chose to enroll. Aside from the new courses added this past summer and our outreach expanding to new regions of the world, perhaps the most important change for the PCS program was the forging of a new partnership with Noble

Network's Summer of a Lifetime (SOAL).

The mission of the SOAL program is to bring diverse, high-achieving high school students to college campuses to explore subject areas in which they are passionate.

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SOAL's partnership with UConn's PCS program during the summer of 2019 emerged in part because this past summer was the first in which Pre-College Summer was unable to work with an organization called Wishbone, a nonprofit that supports low-income high schoolers from New York City and Connecticut to attend summer programs. As Wishbone was not accepting new student applications this past summer, the professional staff at PCS actively sought to establish a new relationship with a similar program. PCS staff wanted to ensure that hard-working high school students who

they transition through the summer program.

This summer, PCS hosted 18 SOAL students all hailing from Chicago, Illinois. For many of these students, attending PCS was their first time away from home or travelling on an airplane. One of our SOAL students, who completed our Game Design course, stated, "I've never been outside of Illinois, nor have I visited a college outside of Illinois, so this experience could broaden my collegiate perspective and show me that I might really like colleges outside of Illinois." In addition,

"Attending [Pre-College Summer] will allow me a fresh start and the opportunity to get a better outcome in life. Being on the campus will test my maturity and show me how hard I have to work to get to my next destination."

otherwise may not have been able to afford to join us for the summer have the opportunity to attend PCS. Through the SOAL program, low-income, minority scholars are given funding and support, assisting them in participating in life-changing summer academic enrichment programs on college campuses across the nation. In addition, SOAL students are provided with sufficient resources to support their expenses while attending a summer program, including covering costs such as program room, board, and transportation, as well as administrative and emotional support as

another SOAL student who enrolled in our Pre-Law course was very candid about her feelings toward attending the PCS program, saying, "UConn will allow me to experience being independent and away from home for the first time, something that I am excited and nervous about. I want to take on the risk of being away from my mother, being in a new state, and starting a new chapter in my life as a young adult."

While this was a new experience for many of our SOAL students, all students who attended our PCS program took the opportunity very

seriously and recognized the impact that the program would have on their academic and overall goals if they worked hard and utilized it as a jump-start toward their future aspirations

tion this summer, including their personal, socioemotional, and academic growth, but on their overall goals for attending college in the future. These students came into

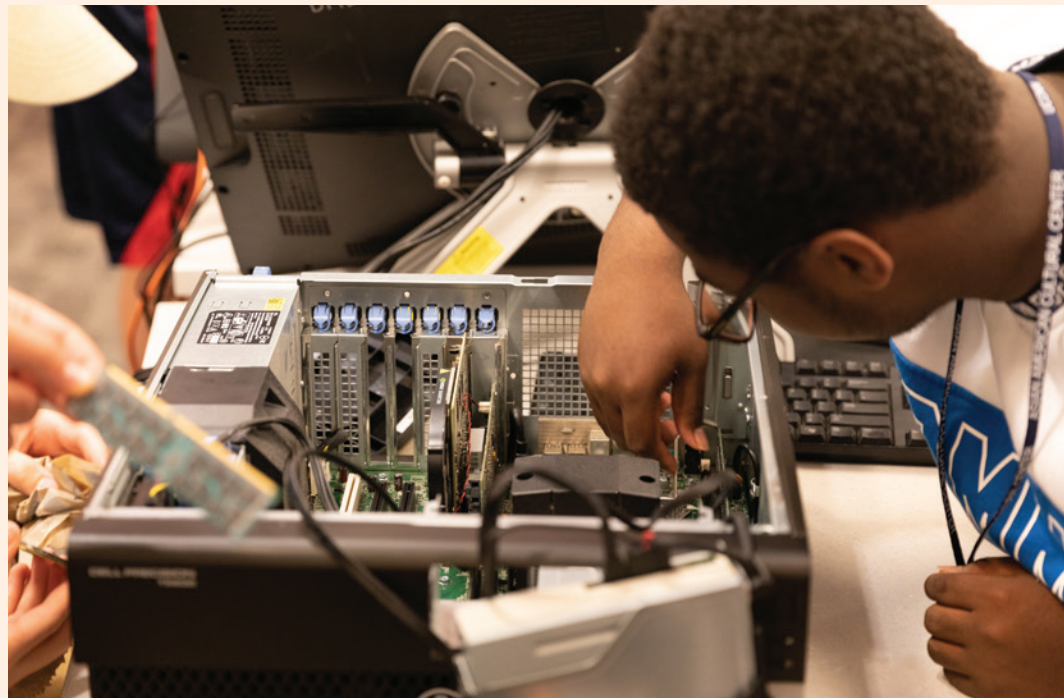
Seeing the direct impact that PCS is able to make on diverse populations of students has inspired us to actively seek out additional programs and organizations with which we could partner with for the summers to come. At Pre-College Summer we hope to continue to provide students from all backgrounds the chance to be a part of our program so that they may acclimate to college life before actually attending college and solidify that college is an attainable goal to strive towards. If you are aware of any organizations or programs that support student learning in summer programs, please reach out to our office, as we would love to continue to expand our reach and provide more students the with the opportunity to learn and grow through a summer at Storrs.

“I know college is way harder than high school and grammar school, which I am prepared for. It scares me to go to college because I’m not sure if I’m ready. I want to be successful so that when I graduate I can be on my own. This program will allow me to see if I’m ready to go to college and give it my all.”

while still in high school. “Attending [Pre-College Summer] will allow me a fresh start and the opportunity to get a better outcome in life,” said a SOAL student who completed our Pre-Law course. Another SOAL student who attended our Sports Medicine course stated, “Being on the campus will test my maturity and show me how hard I have to work to get to my next destination,” while in a similar vein a SOAL student who pursued our Creative Writing course stated, “I know college is way harder than high school and grammar school, which I am prepared for. It scares me to go to college because I’m not sure if I’m ready. I want to be successful so that when I graduate I can be on my own. This program will allow me to see if I’m ready to go to college and give it my all.”

the program with the understanding that the opportunity to attend a pre-college summer program would allow them to grow as a student as an individual, and they were determined to utilize the experience to the fullest.

It is without a doubt that UConn’s Pre-College Summer program had a positive impact not only on SOAL students’ experience in higher educa-



UConn Chemistry and ECE hold first UConn CT-JAPAN photochemistry workshop

By Dr. Tomoyasu Mani

On October 29th and 30th, UConn Chemistry held the first CT-JAPAN photochemistry workshop for high school students. The two-day workshop was held in conjunction with the visit of five high school students and two teachers of Matsuyama Minami High School from Ehime Prefecture, Japan. Fifty high school students from The Woodstock Academy attended the workshop. The workshop was organized by Prof. Tomoyasu Mani with the help from Prof. Fatma Selampinar and graduate assistants. The students from the two countries attended lectures by Prof. Mani and afterwards jointly performed experiments, learning new chemistry (photon upconversion on Day 1 and charge-transfer absorption on Day 2) and at the same time fostering friendship and cultural understanding. The agenda and the materials of the workshop (lecture slides and experiment procedures) are available online. The workshop was in part supported by the Department of Chemistry and UConn Early College Experience. Japanese high school travel was supported by the Japan Science and Technology through the Super Science High School program.



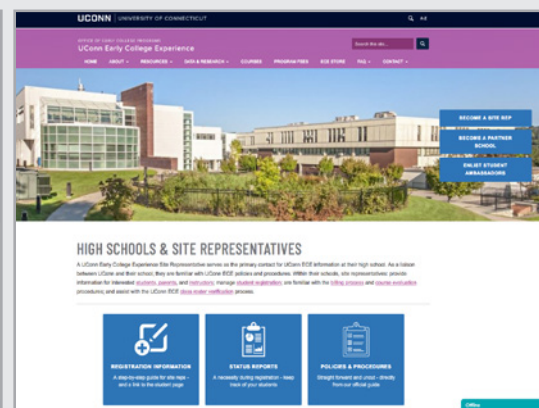
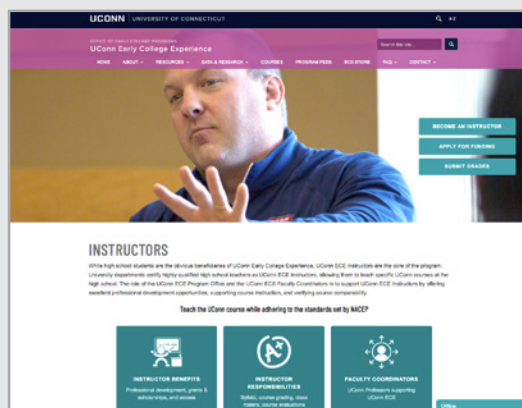
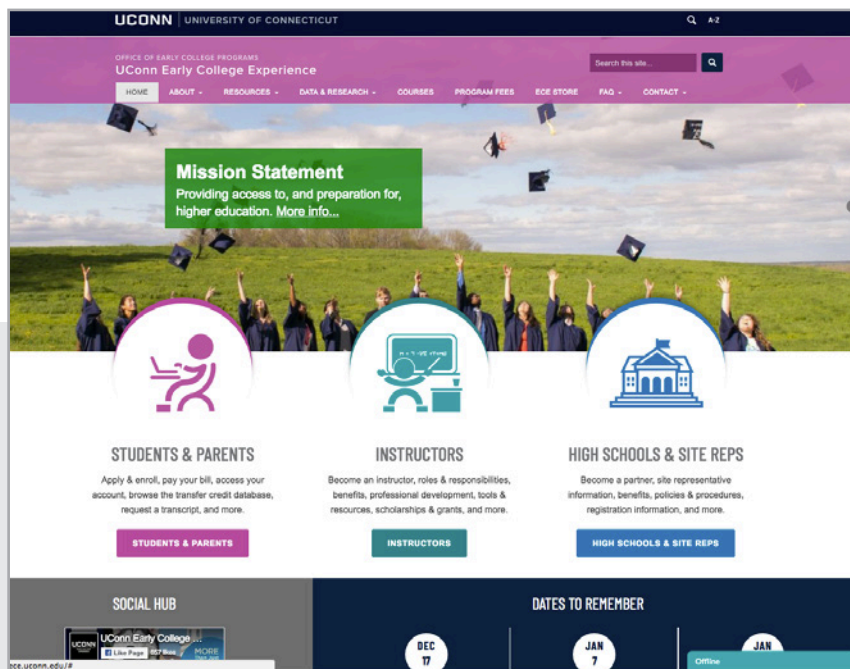
2019 EARLY COLLEGE EXPERIENCE EVENTS AND ACTIVITIES

Same Program, New Look!

By Jessica Dunn

Over the years, the UConn Early College Experience Program has undergone minor design changes on the (ece.uconn.edu) website as well as within program marketing materials. With a desire to create a more seamless look and to support our program partners with the resources they need to meet the goals of the program, Brian Boecherer, Jessica Dunn, and Carissa Rutkauskas sat down in July of 2018 to write up a new marketing plan. With a brand new site map in hand, a vision in our minds, two amazing designers, Susan Schadt and Barry Costa, to guide us, we began to create the new and improved UConn ECE look! After many months of strategic designing, rewriting

of design and website content, and updating information, we launched the new ece.uconn.edu website in August of 2019. Although we never imagined this project would take just over a year to complete, we are thrilled by the finished product, and we hope our partners are too. Recognizing the unique needs of our 13,000 Students (and their parents), 1,300 Instructors, and 208 high school partners (and 300 Site Representatives), each audience can now easily find the information specific to them by selecting on their icon from the home page, or reference general information from the top navigation menus. Keep an eye out for our new marketing materials!



UConn ECE Student Scholarship Applications

**will be accepted January 2, 2020
– February 26, 2020**

Scholarships will be open to graduating UConn ECE high school seniors entering an institution of post-secondary education in Fall 2020 for: Excellence in Arts, Humanities or Social Sciences (2 awards), Excellence in Science, Technology, Engineering or Mathematics (2 awards), and Civic and Community Engagement (1 award). Students competing for the excellence awards must demonstrate academic achievement and a potential for future academic and professional accomplishments in their chosen field. All applicants must have taken or be currently taking at least one UConn Early College Experience course. Award recipients will receive a certificate of accomplishment along with a \$500 monetary award to use towards post-secondary education expenses. Awards will be presented by UConn ECE Program Staff at the student's high school award event. Scholarship details and application requirements can be found at: ece.uconn.edu.

2019 Conference

National Alliance of Concurrent Enrollment Partnerships

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and commutes 100 miles each way, (each day) spoke of how his CE experience shaped his life and how state-wide legislation benefits the students. It was evident that all 4 speakers appreciated each other, their work, and their passion for student success. Prior to the session, the day opened with a showing of "UConn ECE: The Video" projected on two large screens. We were honored that our animated program overview video was one of the top 3 finalists in the 2019 video marketing contest.

A collaborative spirit was apparent in the beehive state. Commissioners, peer-reviewers, and newly accredited colleges came together and celebrated the successful NACEP accreditation and re-accreditation of two dozen colleges and universities! There were also "state" lunches which provided the opportunity for those that share a governor to come together and discuss practices, courses, and opportunities. Most notably, there was positive interest shown during a session that Brian hosted, alongside administrators from Syracuse



University's Project Advance and Boise State University Concurrent Enrollment Program, to discuss the development of an independent, peer-reviewed, academic journal dedicated to research and scholarship in CE.

Brian stayed an extra day to attend the post-conference Accreditation Institute on strategies for implementing NACEP standards for UConn's upcoming reaccreditation in 2020. Though reaccreditation is a lengthy and time-consuming process consisting of a one-year programmatic self-study review, application, peer-review, and interview, UConn ECE believes that NACEP's work to ensure quality standards applicable to concurrent enrollment partnerships is one to follow. UConn ECE is a founding member of NACEP (2002) and has contributed to NACEP's success and national standing through generous start-up support and through staff service. We will be working hard for the next few months to gather all our application materials and look forward to submitting it in July.



What Inspires You?

By UConn ECE Program Office Staff

We would like to congratulate Lenis Pereira-Ortiz, on his piece “Brainiac”, chosen as the winner of the first student artwork-featured UConn ECE Magazine cover. To Lenis and the judges, his piece represents inspiration. The theme –Inspiration– was chosen because we are continuously inspired by the UConn ECE Community, and the high quality education and dedication exhibited by all Students, Instructors, Site Representatives, high school administrators, and Faculty Coordinators.

This unique opportunity for UConn ECE Students proved to be a challenge for them and encouraged creativity, out-of-the box thinking, and self-reflection. With over 15 entries submitted by UConn ECE Digital Media & Design (DMD 1000) and Drawing I (ART 1030) Students, from CREC Greater Hartford Academy of the Arts, Glastonbury High School, Immaculate High School, and Windsor High School, it was very difficult to choose a winner. A committee of UConn faculty and staff judged all entries, which included illustrations, pencil drawings, paintings, collages, photography, mixed media, and digital formats. Each piece revealed what inspiration meant to the student, and what inspired them as an individual.



WINNER: Lenis M. Pereira-Ortiz

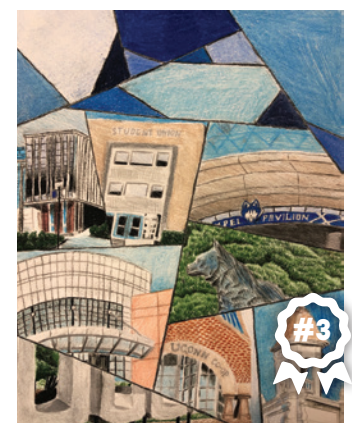
Description/Summary of the artwork: For my piece “Brainiac”, I wanted to convey a different perspective with my general interpretation of what inspiration is. Designing this involved taking elements associated with the theme and incorporating each of its attributes to create cohesive yet whimsical composition. With the reaction of the wind-up teeth being ‘powered’ up by the brain, resulting in the creation of ideas floating in a pool of imagination.

The Winter 2020 magazine is our 4th edition of the magazine and is produced in both digital (magazine.ece.uconn.edu) format and hard copy. Congratulations to Lenis, Madison, and Jonathan. Your schools will be receiving a framed copy of your piece for their trophy case. Thanks to all who submitted artwork!



Madison Rayne Thomas

Description: Based on the prompt “Inspiration”, this is a digital drawing of the things that inspire me as an artist and aspiring animator. The items exploding out of the head are all the things that inspire me like Pixar, Disney, music, animals, writing, painting, and romance.



Jonathan Chester Pohorylo

Description: Several buildings are depicted in my drawing that are around the UCONN campus that are special to me because of their potential to inspire and create education and learning within the different departments. The buildings themselves were an interesting subject matter to draw. I photographed them while on campus and then did the drawing.

Congratulations to our 2019-2020 Course Enhancement Grant Winners!

By Nella Quasnitschka

UConn Early College Experience continues to offer Course Enhancement Grants for courses taught in partner high schools. The purpose of these grants is to create opportunities for classroom and community development for UConn ECE courses. Instructors currently teaching courses at their high school are able to submit proposals for books, technology, equipment, or other materials that enhance the subject matter taught in the classroom. Community development applications solicit funds for projects that have a large impact on the surrounding community, including plans to eliminate an eyesore, make communities healthier, or to foster creativity and research. See below for our list of this year's winners.

Bais Yaakov of Waterbury High School

Instructor: Davita Rosenbloom

Course: AH 4092, ENGL 1010, ENGL 1011

Description: Books and equipment will help ensure that students receive the most out of their UConn ECE courses. Supplies such as medical equipment and textbooks to supplement the instructor's teaching will benefit the students in these courses.

Central High School

Instructor: Jill Vital

Course: CHEM 1127Q, CHEM 1128Q

Description: Funds will be used to acquire equipment and needed glassware such as hot plates, pipets, Buchner funnel kits, etc. This will greatly impact the effectiveness in both the accuracy of the experiments being run in the course as well as teach students the most efficient and foundational methods of using this equipment.

Central High School

Instructor: Ann Trapasso

Course: ENGL 1010

Description: Funds will be used towards art supplies and transportation to fully engaged with the second text they study, "Untitled 2009," a painting of a painter by Kerry James Marshall, which is exhibited at the Yale University Art Gallery.

Cromwell High School

Instructor: Christina Williams

Course: SPAN 3179

Description: Purchase of the Voice Thread program will be used to enhance the learning environment. The program will help students gain proficiency and confidence in both auditory and verbal aspects of the Spanish language.

E.O. Smith High School

Instructor: Suzanne DasJarlais

Course: HRTS 1007

Description: A performance from Looking In Theatre will be available to students from multiple courses such as UConn ECE Human Rights, Creative Writing, Social Studies, etc. This performance will illustrate local and global social issues. Students will be exposed to this in hopes that it opens dialogue about the issues students face.

E.O. Smith High School

Instructor: Amy Nocton

Course: SPAN 3178, SPAN 3179

Description: Students will produce a monthly podcast about equity and social justice issues. The podcast will consist of stories from community members and students. This podcast will connect students with adults who have expertise in areas of interest as well as give a creative connection with others through storytelling.

Frank Scott Bunnell High School

Instructor: Kristen Record

Course: PHYS 1201Q, PHYS 1202Q

Description: To enhance teaching of wave phenomena, PASCO Ripple Generators and Light Sources will be purchased. This equipment will allow for better demon-

stration of phenomena across many inquiry labs. This equipment will also allow for small group work leading to more interactive labs.

Franklin Academy

Instructor: Amy Bigelow

Course: STAT 1100Q

Description: With the purchase of TI-84 graphing calculators all students will have access to a calculator. Having a standard calculator for all students throughout the class allow for efficient instruction as well as time allows to focus on the important concepts and analyses found in these courses.

Jonathan Law High School

Instructor: Tracy Turcotte

Course: CHEM 1127Q, CHEM 1128Q

Description: Vernier digital probes will allow students to work in smaller groups when conducting experiments which allows more hands-on experience for each student. Additional hardware will allow this equipment to connect to student's Chromebooks allowing students to integrate their technology into learning.

Miss Porter's School

Instructor: Lisa-Brit Wahlberg

Course: HRTS 1007, POLS 1402

Description: Students will use statistics from UNICEF along with other sources to learn about child marriage in Mexico and methods used to end it. They will examine current methods and how cultural understanding effects these efforts. They will then look at how ending poverty could address the issue of child marriage. Ultimately, the students will organize an awareness campaign, create an online petition, and design a fundraising venture to contribute to the eradication of child marriage in Mexico.

New Fairfield High School

Instructor: Karon McGovern

Course: AMST 1201

Description: A trip to New York City will allow students

who have learned about 20th Century issues for five units to walk in the footsteps of those who experienced them first hand. Students will visit places such as Ellis Island, the African Burial Ground & Memorial and more to immerse themselves in the events of that time.

Waterford High School

Instructor: Diane Herr

Course: NRE 1000

Description: To gather authentic data, camera traps will be used to capture images of wildlife. Students will have to use these images to quantify and sort the animals to draw meaningful conclusions from their data. This data will also be used over the span of multiple years to look for trends over the years.

Westbrook High School

Instructor: Nancy Malafrente

Course: ENGL 1011

Description: Books as well as author visits will be arranged through the bookstore RJ Julia to enhance student learning about diverse cultures. With the implementation of Literature Circles students will learn about cultures including Cuba, the Middle East, and the South Pacific.

The Office of Early College Programs will award UConn ECE Course Enhancement Grants again in 2021-2022. Please stay tuned for more application details in Fall 2020.

We encourage all UConn ECE Instructors to submit applications. To be eligible for a grant, applicants must be instructors of a UConn ECE course running during the 2021-2022 academic year.


UConn ECE Student Benefits

New this year, UConn ECE Students are eligible for special discounts through UConn Athletics as well as UConn's Jorgensen Center for the Performing Arts. Visit ece.uconn.edu to see the upcoming discounts and free events!




Athletics

WOMEN'S BASKETBALL

 FEB 7 (FRI) / 7:00 PM
VS MEMPHIS


AMERICAN STORRS, CONN. / [HARRY A. GAMPPEL PAVILION](#)
 TV: SNY/ESPN3 / RADIO: 97-9 ESPN

MEN'S BASKETBALL

 FEB 23 (SUN) / 2 PM.
VS UNIVERSITY OF SOUTH FLORIDA

AMERICAN STORRS, CONN. / [HARRY A. GAMPPEL PAVILION](#)
 TV: CBSSN / RADIO: UCONN IMG RADIO NETWORK

MEN'S ICE HOCKEY

 FEB 28 (FRI) / 7:05 PM
VS MASSACHUSETTS
 SENIOR NIGHT & "WHITE OUT"

HOCKEY EAST HARTFORD, CONN. / [XL CENTER](#)
EW20 RADIO: UCONN SPORTS NETWORK FROM
 LEARFIELD IMG COLLEGE - ESPN 97.9 FM; WILI 1400 AM/95.3 FM



Jorgensen

WE SHALL OVERCOME FEAT.
 DAMIEN SNEED
 Thurs, Jan 23, 2020, 7:30 PM

CINDERELLA - RUSSIAN NATIONAL
 BALLET
 Tues, Mar 24, 2020, 7:30 PM

THE TAP PACK
 Sat, Feb 15, 2020, 8 PM

ARCIS SAXOPHONE QUARTET
 Tues, Mar 31, 2020, 7:30 PM

DRUM TAO 2020
 Thurs, Feb 20, 2020, 7:30 PM

COMPLEXIONS
 Thurs, Apr 2, 2020, 7:30 PM

VIENNA PIANO TRIO
 Sat, Feb 22, 2020, 8 PM

ISABEL LEONARD, MEZZO-SOPRANO
 Wed, Apr 15, 2020, 7:30 PM

PETE THE CAT
 Sun, Feb 23, 2020, 2 PM

ANGELINA BALLERINA THE MUSICAL
 Sun, Apr 19, 2020, 2 PM

CIRQUE FLIP FABRIQUE - "BLIZZARD"
 Thurs, Mar 12, 2020, 7:30 PM

MATT HAIMOVITZ, CELLO & SIMONE
 DINNERSTEIN, PIANO
 Wed, Apr 22, 2020, 7:30 PM



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