

# UConn Early College Experience

# MAGAZINE

A PUBLICATION FOR THE UCONN ECE COMMUNITY



## Growth Mindset: *Challenging the Status Quo*

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# The Director's Thoughts

As the entire UConn ECE community basks in the glory of summer break, we welcome you to our 2023 summer edition of the UConn Early College Experience (ECE) Magazine. This summer's theme: *Challenging the Status Quo* represents not only a reflection on this past year, inclusive of the tremendous efforts made by students, instructors, faculty, and program staff, but also serves as a foundational principle and vision for the work that lies ahead.



We hope that as the dust settles on the 2022-23 academic year, you are afforded an opportunity to take stock in all that you accomplished this past year, as well as all that our ECE community collectively accomplished in our mission to support schools and the students they serve. In the coming weeks, take a moment to peruse the many highlights of programmatic success captured within this edition of the magazine, and to reflect upon your own role within this work. We celebrate the return of in-person student and programmatic events in addition to recognizing our incredible instructor and faculty accomplishments and awards. This past spring the UConn ECE program increased course offerings, expanded student access with updated fee waiver policies, and welcomed nearly 200 newly certified ECE Instructors to our community. In partnership with the Connecticut State Department of Education (CSDE), UConn ECE worked to support the release of \$5.5 million in grant funding to support the expansion and growth of Concurrent Enrollment/Dual Enrollment for our partner schools and students across the state. This watershed moment represents a significant shift in statewide emphasis and support for each and every school working to provide high school students with meaningful access to college coursework. At each and every stage, the UConn ECE community is working to challenge the status quo.

As my first year as director comes to a close, I would be remiss if I didn't extend a huge thank you to the entire UConn ECE community for your support and partnership as I have transitioned into this role. To our Instructors, Site Representatives and building principals, thank you for your advocacy on behalf of your schools and your tireless commitment to student success. To our ECE Faculty Coordinators and UConn professional colleagues, thank you for standing behind a vision which maintains high standards and expectations, but places those discussions within the contextual framework of expanded access, improved pathways, and program exceptionalism. Finally, to my friends and co-workers within the Office of Early College Programs and Early College Experience team, thank you for being the consummate professionals you are, dedicated to the mission and goals of providing access to, and preparation for, higher education for all Connecticut students.

Wishing all members of the UConn ECE community a memorable and restful summer break!

With gratitude,

A handwritten signature in black ink that reads "Chris - Todd". The signature is written in a cursive, slightly informal style.

Christopher M. Todd  
*Executive Director*



# Ways to Change Language Learning: Advocacy and Courses for Heritage Speakers

Dr. Sarah Lindstrom  
SPAN 3178 and 3179

Bristol Central High School  
UConn ECE 2023 Instructor Award Winner for Excellence in Course Instruction



When I moved back to my hometown and began working at one of the high schools in 2020, I hoped to make a difference in a district that had done so much for me. After surviving the challenges and growth of that first year, the next year I felt energized to more closely examine the way things were in our language program in an effort to reach students who I felt were not engaged like I knew they could be even when back in the classroom.

As a teacher of Spanish, I quickly noticed there was not a great path for our heritage or native Spanish speakers to get to the ECE Spanish courses we offer. I had a good number of heritage speakers in Spanish 2, where they were being underserved by verb charts, vocabulary lists, and a level of input that was far below their proficiency level. At the same

time I had a relatively small ECE class with only one native speaker, who I happened to recruit from my study hall. There was so much Spanish being spoken in our school, I could not sit back while those students missed the chance to gain college credit for their home language.

When I set out to challenge what the current course offerings were, I was careful to do my research and bring forth recommendations that could be implemented in ways that made sense for our district. The first thing I did was ask my Spanish-speaking students what they thought of the class they were taking. I listened to their concerns and asked them what they thought of having classes that could help them learn Spanish in a different way. Each student was not only interested but excited about the idea. With this

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information, and some research, I created a presentation to share with district administrators that highlighted some ways we could better serve our Spanish-speaking students and families. I shared a variety of possible solutions and offered ways I could help make these a reality. Fortunately, the administration spoke to the high school administrators and with the help of a supportive guidance department, they decided to run heritage Spanish courses in both of our high schools for the 2022-2023 school year.

After spending the spring of 2022 writing curriculum, the course was officially approved and this year we had four

successful classes run between the two high schools. We are fortunate to have two highly qualified heritage speaker teachers who tell me that students and families have expressed gratitude for this opportunity to not only learn Spanish in a way that is more natural for them, but also to be seen as multilingual individuals who bring a great language legacy with them into the classroom. I have an ECE class this year that is about half native speakers and next year I am going to have even more. The students, families, teachers, and administrators would all agree that in this case the change we made was for the better and I cannot wait to see how this program grows in the future.

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## Un camino hacia cambios en el aprendizaje de idiomas: Apoyo y clases para los hablantes de herencia

Cuando me mudé de nuevo a mi ciudad natal y empecé a trabajar en una de las escuelas secundarias aquí en 2020, quería tener un impacto positivo en un distrito que había hecho tanto para mí. Después de sobrevivir los desafíos y el crecimiento del primer año, el próximo año tuve la energía para examinar bien como eran las cosas en nuestro programa con el deseo de ayudar a los estudiantes quienes mostraban menos interés de lo que esperaba estando otra vez en las escuelas.

Como profesora de español, en poco tiempo me enteré de que no existía un camino fácil para que nuestros estudiantes hispanohablantes llegaran a la clase de ECE que ofrecemos. Tenía unos hablantes de herencia en mi clase de Español 2, donde les enseñaba con tablas de verbos, listas de vocabulario, y un nivel de lenguaje mucho menos de lo que tenían. Al mismo tiempo, tenía una clase pequeña de ECE con una sola hablante nativa, quien yo había reclutado de mi hora de estudio. Había tanto español en los pasillos de nuestra escuela que me parecía impensable no hacer nada para mejorar las opciones para nuestros estudiantes hispanohablantes.

Cuando empecé a cuestionar nuestro programa de estudios en español, tenía cuidado con investigar y recomendar ideas que serían posibles y beneficiosas para nuestro distrito. La primera cosa que hice fue hablar con mis estudiantes quienes hablaban español y les pedí sus opiniones sobre

las clases que tomaban. Presté atención a sus dudas y les pregunté sobre la idea de aprender español en una manera diferente, una manera más natural. A todos los estudiantes les gustaba la idea y estaban emocionados. Con esta información y las investigaciones que leí, presenté a la administración algunas recomendaciones para mejor apoyar a los estudiantes y a las familias hispanohablantes. También ofrecí mi ayuda. Afortunadamente, la administración tenía interés y hablaron con los directores de las escuelas secundarias. Con el apoyo del departamento de consejeros, decidieron añadir clases de español para los hablantes nativos en el año escolar de 2022-2023.

Después de pasar la primavera de 2022 escribiendo el currículo, la clase nueva fue aprobada y este año tuvimos cuatro clases exitosas entre las dos escuelas secundarias. Tenemos la suerte de tener dos profesores muy cualificados para enseñarlas y me dicen que tienen estudiantes y familias que les han comentado el agradecimiento que se sienten por tener la oportunidad de aprender su idioma en una manera más natural y además tener una clase donde se sienten como individuos bilingües quienes traen un rico legado lingüístico consigo. Mi clase de ECE este año tiene más hablantes nativos y el año que viene va a tener aún más. Los estudiantes, sus familias, los profesores, y la administración están de acuerdo que en este caso los cambios que hemos hecho han mejorado nuestro programa y tengo muchas ganas de ver cómo va a crecer en el futuro. ■



# UConn ECE Student Events

We are back on campus!

By Jessica Dunn | Photos by Gordon Daigle and Mike Illuzi



## UConn ECE Chinese Talent Show

March 24, 2023

UConn ECE Faculty Coordinator of the Year, Dr. Chunsheng Yang, brought back the UConn ECE Chinese Talent show to the benefit of 175 students this past March. With 100 UConn ECE Students, and about 75 UConn undergraduates, this event provided a space for students to work together to demonstrate their Chinese skills through various abilities and learn to embrace cultural diversity. As Dr. Yang explained in an interview for the UConn Daily Campus, “the Chinese talent show provides an avenue for both high school Chinese learners and UConn undergrad Chinese learners to showcase their Chinese language skills and have fun while socializing with peers both from other CT high schools and UConn undergraduate students.”

Participants from Connecticut high schools were students enrolled in UConn Chinese 1114 through UConn ECE and represented Amity Regional High School, Simsbury High School, Granby Memorial High School, Hall High School, Miss Porter’s School, and Norwich Free Academy. Along with attendance from high schools across the state, there was also a wide variety of

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talents showcased at the event. From a Kung Fu performance from Amity Regional High School and a Gourd Flute performance from Miss Porter's School to an authentic Dragon Dance from Hall High School, the talent was

extraordinary, and it was evident the students worked very hard throughout the year to improve their Chinese language skills and gain the confidence to perform at UConn in front of their peers.

We commend all students for their willingness to participate and look forward to offering this event to future UConn ECE students.

*Translated by UConn ECE Chinese Faculty Coordinator, Dr. Chunsheng Yang*

UConn ECE项目负责人杨春生是2023年度ECE Faculty Coordinator Award获得者，他于今年3月组织了UConn ECE中文才艺秀。此次活动汇聚了100多名UConn ECE学生和75名UConn本科生，为学生提供了一个共同展示中文技能、欣赏文化多样性的平台。正如杨博士在接受UConn Daily Campus采访时所说：“中文才艺秀为高中中文学习者和UConn中文学习者提供了展示中文技能、与其他高中和UConn本科生社交的机会。”

才艺秀的高中参与者都是UConn ECE中文课程的学生，包括Amity Regional High School、Simsbury High School、Granby Memorial High School、Hall High School、Miss Porter's School和Norwich Free Academy。来自不同高中的同学展示了各种各样的才艺，从Amity Regional High School的功夫表演，到Miss Porter's School的葫芦丝表演，到Hall High School的正宗舞龙表演，同学们个个才华横溢，在展示中文语言能力的同时，也表现出精湛的表演才能。

我们为所有参与的同学喝彩，并期待将类似活动扩大到UConn ECE的其他项目中去。■

## Connecticut High School Ethics Bowl January 28, 2023

UConn Early College Experience, in partnership with UConn's Department of Philosophy, hosted the Fifth Annual Connecticut High School Ethics Bowl on the UConn Storrs Campus. Dr. Mitchell Green, UConn ECE Faculty Coordinator, managed and supported this year's event. This year there were ten teams from eight high schools around the state who competed: Hotchkiss School, Choate Rosemary Hall, Masuk High School, Torrington High School, H.C. Wilcox

Technical High School, the Hopkins School, Xavier High School, and Trumbull High School.

Students arrived for the day-long event with excitement and eagerness to engage with one another and debate the most challenging ethical issues of our time. Teams consisted of 3-7 students each who were judged by philosophers from both UConn and Yale University on the breadth and depth of their thinking. This regional compe-

tion is a qualifier for participating in the National High School Ethics Bowl at UNC-Chapel Hill, and this year's competition was very impressive, with Hotchkiss School coming out on top as the #1 winner, and Choate Rosemary Hall as the runner up.

UConn looks forward to hosting this event again in 2025, as Yale University will host the 2024 regional competition. ■



# UConn Chemistry May ECE Lab Day

UC MELD | May 18, 2023

Dr. Michael Kienzler  
*Assistant Professor*  
*UConn Chemistry*

Dr. Fatma Selampinar  
*UConn ECE Faculty Coordinator for Chemistry*  
*Associate Professor in-Residence UConn Chemistry*

On May 18th, the UConn Department of Chemistry hosted the May ECE Lab Day (MELD) for students taking UConn Chemistry at their high schools. UConn Chemistry opened its labs to almost 125 high school students from Berlin High School, New Britain High School, Norwich Free Academy, O. H. Platt High School, and The Woodstock Academy at the UConn Storrs Campus. MELD was coordinated by the UConn Early College Experience Program Office in partnership with UConn ECE Faculty Coordinator, Dr. Fatma Selampinar and Assistant Professor in Chemistry, Dr. Michael Kienzler. The event started with a presentation by Dr. Kienzler on a surprising phenomenon for a select group of molecules—a process called photoswitching. The lengthy Q&A session after the presentation showed the remarkable interest from high school students on the topic. Next, the students transitioned to the hands-on activities where they split into groups and went to six undergraduate teaching laboratories. In the labs they did a set of experiments designed by Dr. Kienzler and supervised by graduate students, to learn more about photoswitches. Small groups of high school students synthesized a bright red azobenzene dye and then recorded the ultra-violet/visible spectrum for their molecules. At the same time, students learned about thin-layer chromatography and used this chemical separation method to observe photoswitching of an azobenzene after shining light on it.

The event enabled the high school students to have a hands-on laboratory experience on the UConn Storrs campus and provided opportunities for students who are interested in doing research of their own to communicate and connect with a research faculty member, Dr. Michael Kienzler, and research graduate students.

Feedback from the Instructors was inspirational and provided confirmation of the true benefit to the student participants:



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*“My students were raving about the quality of the presentation and correlated lab experience. They were inspired to ponder the connections between their own understanding and the concept of photoswitches.”* – Brendan Wilkosz, Berlin High School



*“The students and I thoroughly enjoyed the presentation and the lab experience! The event was well organized and hands-on which is most engaging for the students.”* – Manila Mathur, New Britain High School

*“I can say that my students were excited by the new (to them) subject matter in the lab experiment and inspired by being at the University and in a college setting, if only for a day. We will now finish our school year with renewed enthusiasm thanks to the UConn trip!”* – Donna Kaiser, Stamford High School

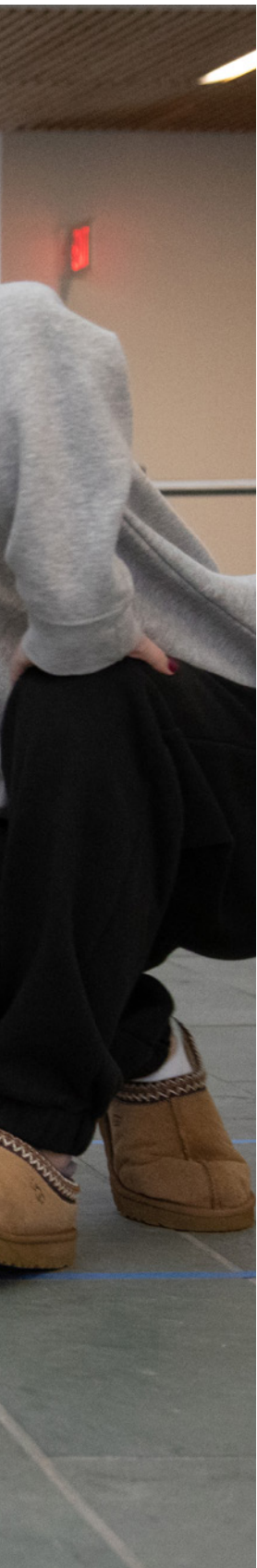


*“It was fantastic! The students thoroughly enjoyed it. I’m just sorry I couldn’t have convinced the others in my class to sign up for the UConn ECE program, because I know they would have loved it as well.”* – Nike Agman, Enfield High School









# CT Students Shine at CONNECTICUT SCIENCE OLYMPIAD COMPETITION March 11, 2023

By Janet Belvel

CT State Director, CT Science Olympiad  
UConn ECE Instructor at  
South Windsor High School  
(UConn AH 1000, Intro to Allied Health Professions  
& AH 2001, Medical Terminology)

UConn ECE was happy to host the return of the in-person 2023 CT State Science Olympiad Competition ([ctscioly.org](http://ctscioly.org)) on March 11th. This annual event brought together some of the brightest young minds from across the state to showcase their scientific skills, problem-solving abilities, and teamwork. The day was filled with excitement, collaboration, and intense competition as these budding scientists left no stone unturned in their quest for victory.

Science Olympiad is a highly regarded competition that challenges students in various scientific disciplines, including biology, chemistry, physics, engineering, and more. With an impressive lineup of over 23 events, the participants were required to exhibit their knowledge, innovation, and analytical thinking. Over 40 Science Olympiad teams from around the state showed remarkable dedication, preparing rigorously for months leading up to the event.



This year South Windsor High School defended their title to emerge as the State Winners and will represent Connecticut at the National Tournament in Wichita, Kansas in May. Rounding out the top high school teams were Glastonbury High School, Hopkins School, and Staples High School with outstanding performances. Wilton High School was awarded the Best New Team for this year by demonstrating their exceptional skills throughout the competition. The spirit of camaraderie was palpable as team members encouraged and supported each other, showcasing the true essence of the Science Olympiad. Their passion for science was reflected in every task. It was apparent that their hard work, combined with their commitment to excellence, propelled them towards success.

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# “It’s not just a day.. it’s an experience”

By Cyndee McManaman, CT History Day Regional Coordinator | Introduction By Christopher Todd



## Connecticut History Day Returns to Storrs March 11, 2023

On a brisk Saturday at the onset of UConn’s spring break, over 200 students accompanied by family, friends, and educators descended upon UConn’s Storrs Campus to participate in the Connecticut History Day’s Mansfield/Storrs Regional Contest. Organized by the Connecticut Democracy Center, in partnership with the Department of History at UConn as well as UConn’s Office of Early College Programs, Connecticut History Day (CHD) successfully returned to in-person on the Storrs campus after a three-year hiatus during the Covid pandemic.

### Connecticut History Day

Connecticut History Day is an affiliate program of National History Day (NHD) which annually engages nearly 5,000 middle and high school students in historical research, interpretation, and creative expression through project-based learning. As stated by the CHD, the program seeks to bring students, teachers, museums, and scholars together to support young people as they engage in history. Led by the Connecticut Democracy Center, CHD is presented with major funding and partnership support from CT Humanities.

CHD offers a wide array of free resources for teachers and students to assist them with the History Day process, including:

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- Teacher Handbook (English and Spanish)
- Student Handbook (English and Spanish)
- Educator Workshops
- In-class student workshops
- Digital resources for research and writing

### Mansfield/Storrs Regional Competition

Throughout the Northeastern Connecticut Region, 23 teachers representing 27 schools brought History Day into their classrooms during the 2022-2023 school year. The Northeastern region supported 536 of the statewide, 4,670 school-level participants, with 224 students attending the Mansfield/Storrs Regional Contest at UConn on Saturday, March 11th. In all, CHD held 6 regional contests around the state with the state contest held at Central Connecticut State University (CCSU) on May 6th. As 47 Connecticut students head to University of Maryland – College Park this June for the National Contest, 22 of them are students from the Northeastern Region.

Because of the unique design of CHD, teachers have the flexibility of using the History Day program in a format that meets their diverse needs: integrated into the content area or honors/enrichment curriculum or as an after-school activity or club. Students have the flexibility of working alone or in a small group to create a project in one of five formats: documentary, exhibit, historical paper, dramatic performance, or a website. The students select a topic that interests them and then use the annual theme as a lens through which to view and analyze their research and frame their projects.

While at the Mansfield/Storrs



Regional Contest, CHD teachers Dr. Matt Cieslowski (UConn AMST 1201: Seminar in America Studies) and Ian Webster (UConn HIST 1501 & 1502: US History to 1877 & Since 1977; HRTS 1007: Intro to Human Rights) from Manchester High School were recognized as this year's recipients of the Patricia Behring History Day Teacher of the Year Award-Senior Division for Connecticut. Patricia Behring was a longtime benefactor of National History Day, and each affiliate selects a teacher for the Junior and Senior divisions to then compete for the honor of becoming recognized as the National History Day Teacher of the Year at the national contest in June.

It was wonderful to support the return of CHD's Mansfield/Storrs Regional Contest to the UConn Storrs campus. All the hard work and planning by participants, families and program staff alike translated into an amazing day for CHD. Who better to share some highlights than the participants themselves.

#### Comments from students at the Mansfield Regional Contest:

*"The thing I liked best about the*



*Regional Contest was that I got to be an expert on a topic I had a lot of interest in. I truly feel like I know a large amount of information regarding my topic and am happy to have this knowledge that really no other experience could provide me with."*

*"I thought that it was really fun to be a part of something that so many people were invested in and took so much pride in being a part of this contest."*

*"The thing that I liked best about the contest is that I got to do a project on a topic of my choosing."*

#### Comments from parents/guardians at the Mansfield Regional Contest:

*"She gained significant research and writing experience, honed her time management skills, speaking with judges was a good public speaking experience."*

*"Great learning and growing experience! An overall beneficial experience in character building."*

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# Connecticut History Day Returns to Storrs

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## Comments from teachers at the Mansfield Regional Contest:

*“History Day offers a variety of academic challenges for students. Developing a long-term, well-researched project is quite a daunting task for students who often have been asked [at best] to complete a ‘research’ project over the course of a few weeks. Scheduling time to work on a project over a few months’ time and meeting deadlines for registration, paperwork upload and finally project submission is an excellent learning experience for all participants.”*

*“Participation in History Day enhanced their research skills and attention to detail in formal academic work; challenged them to reach higher standards for their work.”*

## Comments from judges at the Mansfield Regional Contest:

*“As a future teacher, I found it a great experience not only the judging but also seeing the students work, and talking with*



*other professionals in History, and hearing not only their approach to judging but what they do in their work and their experiences. It’s a great way to connect with people!”*

*“I am always so impressed by the students’ knowledge, level of commitment, and energy.” ■*

# CT Students Shine at Connecticut Science Olympiad Competition

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Participating in Science Olympiad is more than just a competition; it is an opportunity for young minds to explore their passion for science and ignite their curiosity. Teams are challenged in building and engineering events as well as written performance and experimental design. On campus, you could see everything from glider planes being flown in Hawley Armory to a Forensic Crime Lab run in the Chemistry Building. These are the experiences that create lasting memories for high school students and inspire them to join the next generation of scientists.

The success of the Connecticut Science Olympiad competition reflects the importance of cultivating scientific curiosity and encouraging students to pursue their passion for science. This would not be possible without the support of the coaches, parent and community volunteers, and the staff of the ECE program. ■





[ece.uconn.edu/courses](http://ece.uconn.edu/courses)

# UConn ECE

## Offers Additional Courses

UConn ECE is continuously partnering with new UConn academic departments to offer additional UConn courses in the high schools. Here are our most recent.



### **Agricultural and Resource Economics** (supported by Faculty Coordinator, Dr. Emma Bojinova)

- ARE 2210: Essentials of Accounting and Business  
An analysis of basic business principle, fundamentals, and concepts for agribusiness entrepreneurs.



### **Asian and Asian American Studies** (supported by Faculty Coordinator, Dr. Jason Chang)

- AAAS 2201: Introduction to Asian American Studies  
A multidisciplinary and interdisciplinary introduction to major themes in Asian American Studies. Concepts of identity and community, migration and labor histories, Asians and the law, representations of Asians in visual and popular culture, gender issues, interracial and interethnic relations, and human rights.



### **Communication** (supported by Faculty Coordinator, Dr. Svetlana Kalnova)

- COMM 1000: The Process of Communication  
A study of modern communication theories and principles useful in understanding how you affect and are affected by others through communication. Methods to develop your communication skills, the role of technology and media in various aspects of daily life.
- COMM 1100: Principles of Public Speaking  
Theory and performance in public speaking; methods for organizing presentation and delivery skills, overcoming anxiety of speaking in public; audience analysis; maximizing message impact; professional presentation skills; evidence; listening and speech evaluation.



### **Computer Science and Engineering** (supported by Faculty Coordinator, Mr. David Strimple)

- CSE 1010: Introduction to Computing for Engineers  
Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.



### **Earth Sciences** (supported by Faculty Coordinator, Dr. Robert Thorson)

- EARTH 1000E: The Human Epoch: Living in the Anthropocene  
Introduction to geoscience focusing on human activities as agents of geologic change. Examines human planetary processes in our current epoch, the Anthropocene. Provides a novel frame for contemporary environmental issues such as climate change, sustainability, mass extinctions, land use, and waste disposal.
- EARTH 2800: Our Evolving Atmosphere  
An introduction to atmospheric science, including a history of the field, features of the atmosphere, weather forecasting, and a geologic history of climate change.



### **English** (supported by Faculty Coordinator, Dr. Tom Deans)

- ENGL 3082: Writing Center Practicum  
Introduction to Writing Center pedagogy, theory and research methods. Intended primarily for students staffing UConn ECE Partner School Writing Centers. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory). ■



# News To Know



## NEACEP Conference 2023

In their first post-pandemic regional conference, attendees

from the six New England states and beyond gathered at the University of Rhode Island, Feinstein Campus in Providence for the New England Alliance of Concurrent Enrollment Partnerships (NEACEP) on Friday, May 5, 2023. The theme was “Upward and Outward” and over a dozen breakout session centered on themes of equity, policy, and teaching and learning. Dianne Lassai Barker, National Alliance of Concurrent Enrollment Partnerships (NACEP) Director of State Engagement, addressed a group of nearly 100 people with an overview of NACEP and thoughts on equity and inclusion. UConn ECE was well-represented: on the planning committee, as a sponsor, and through presentations. University High School of Science & Engineering (Hartford) Principal, Sean Tomany, and UConn ECE American Studies Instructor, Jennifer Todisco, presented “Expanding ECE Offerings and Equity”; Jake Skrzypiec and Sarah Wiederecht (Manchester High School) and Chris Buckley (Brookfield High School) UConn ECE Human Rights Instructor presented “Building Bridges: Human Rights & the Early College Experience Classroom”; and our own, Chris Todd, represented UConn ECE in two sessions. His first presentation, “Navigating the Tide: Expanding Pathways to Concurrent Instructor Certification in an Era of Teacher Uncertainty,” Todd spoke to the struggle with the recruitment and retention of teachers. He was also part of a panel for the “Expanding Pathways to Postsecondary Readiness through Dual Credit” session with others from

the state: Ajit Gopalakrishnan, CT State Department of Education; John Maduko, President, CT State Community College; Anne Dichele, Quinnipiac University, CT; Karen Hynick, CEO, Quinebaug Valley Community College; and Thomas Coley, Executive Vice President of Strategic Partnerships and Enterprise Performance, CT State Community College.



## UConn Pre-College Summer

(PCS) is growing with options! With over 30 course offerings for students to experience in the areas of Fine Arts,

Digital Media, Pre-Med, STEM, and Social Sciences, we are also now offering a credit course option. Students now have the opportunity to earn two credits by taking the AH 2001: Medical Terminology course. The course provides an introduction to and mastery of medical terminology. Students will be studying the location, functions, terminology and pathology of the organs of the various systems of the body. In a unique two-week format, the course will be delivered in a distance learning model during the first week followed by a second week of a hands-on, residential experience. To check out the full list of course offerings visit, [pcs.uconn.edu/courses/](https://pcs.uconn.edu/courses/). *(contributed by Melanie Banks)*

## Italian Studies Workshop

This winter, Italian Studies at UConn (ILCS) launched a pilot Professional Development workshop series for teachers of Italian across Connecticut and the Tri-State area. The series, entitled, “Lasciatemi cantare: Teaching Italian Language and Culture through Music,” was generously supported by funds from the Consulate General of

Italy in NY and ECE and was delivered in hybrid form – simultaneously online and in person. The workshop’s four Saturday morning sessions in January and February focused on using music theory and Italian theater, opera, and popular music in the language classroom. UConn Italian Ph.D. candidates David Lara and Rosy Pitruzzello (who is also a Plainville HS teacher) led two sessions each with presentations and interactive exercises aimed at expanding the didactic benefits of incorporating different kinds of music into language instruction. The combination of language



pedagogy, songs, and music videos led to lively discussions among the participants, all of whom came away with access to new materials, a collaborative space for continued development, and many practical applications for their classrooms. ILCS hopes to bring the workshop back next year with a different topic of focus. Please contact Tina Chiappetta-Miller with any suggestions at: [concetta.chiappetta-miller@uconn.edu](mailto:concetta.chiappetta-miller@uconn.edu) *(contributed by Tina Chiappetta-Miller)*

## Congratulations to our UConn ECE Faculty Coordinators on their promotions

- Promotion to Associate Professor In-Residence
  - Dr. Emma Bojinova, Agricultural and Resource Economics

*continued on page 17*

# News To Know

continued from page 16

- Promotion to Professor  
- Dr. Oksan Bayulgen,  
Political Science
- Promotion to Professor In-Residence  
- Dr. Fatma Selampinar, Chemistry

Congratulations to Educational Leadership UConn ECE Faculty Coordinator, Dr. Danielle DeRosa, for defending her dissertation, *Exploring Sense of*

*Community for Undergraduate Women in Sport Management.*

### TEDx Talk

UConn ECE HDFS 1070: Individual & Family Development Instructor, Mr. Becker, from Daniel Hand High School gave a TEDx Talk about his passion for wellness and journey on becoming a teacher, called *The skill*

*of wellness: maximizing your health to benefit the world.* He talks about, “How a transformational moment at 15 would inspire my life’s work... I teach to enhance the wellness of my students; I coach to help students become respectful, responsible, honest, & caring people who will impact the world for good.” ■

## Additional UConn ECE Benefits *Creating a Community*

By Jessica Dunn

### DISCOUNT TICKETS

As part of the UConn ECE Community, Students, Instructors, Site Representatives, Library Media Specialists, and Faculty Coordinators have access to attend select UConn athletic events and performances at the Jorgensen Center for the Performing Arts at discounted rates! UConn Early College Experience has partnered with UConn Athletics to offer YOU the opportunity to be in the stands and show your Husky pride with your friends and family. We have also partnered with Jorgensen who offers UConn Early College Experience Students and high school partners, with a valid UConn NetID, FREE tickets to a selection of their annual performances.

Available athletic event tickets and Jorgensen performance offers are announced throughout the academic year to the UConn ECE Community. Take advantage of these great offers and opportunities to immerse yourself in the UConn culture. Hundreds of UConn ECE partners did this year! You may not be in Storrs, Avery Point, Hartford, Stamford, or Waterbury, but you are a part of UConn wherever you are. Bring your class, your friends, or your family to a game or a show! This is just one of the many benefits of being part of the UConn ECE family, and we hope to see you on campus.

Find your tickets here: [s.uconn.edu/ece-discount-tix](https://s.uconn.edu/ece-discount-tix)

Don't forget, show your Husky Pride and tag us in your photos from the games and shows you attend!

**Facebook @uconnece   Twitter @uconnece   Instagram @uconn\_ece   TikTok @uconnece**

### UConn Recreation Center Access – just for our partners

UConn ECE Instructors, Site Representatives, and Library Media Specialists are eligible for affiliate membership to the UConn Recreation Center. UConn ECE administrative partners must provide a UConn One Card for purchase of membership. ■





# ECE Wallace Stevens Poetry CONTEST



[See Poetry Reading](#)

*By Sean Frederick Forbes, Ph.D.*  
Director, Creative Writing Program  
UConn English Department

When I learned that the theme of this year's ECE summer magazine was going to be "Growth Mindset: Challenging the Status Quo," I nodded in approval. For any writer, especially a poet, it's important to consider the role that a healthy "growth mindset" plays in the writing process. Every time one writes a poem, an essay, a text message, or even a grocery list, one is learning to write all over again. Writing a villanelle requires an understanding of the way repeated alternating refrains and a specific end rhyme scheme are employed to convey a complex narrative to the reader/listener versus texting one's sibling to ask for a huge favor which requires one to think about effective and persuasive phrasing. The writer adapts to the nuances and limitations of each writing form, and in turn, the writer is growing by questioning and challenging the norms set before them. It's the poet's exuberant curiosity coupled with the impulse to take risks that allows for creative thought and expression.

My fellow judges, Sophie Buckner and Dan Healy, (both PhD candidates in the English department and creative writers), and I selected three poetry packets by Grace Dehnel, McKena Clemons, and Natalie Crowley, as the first, second, and third prize winners, respectively. With almost 100 submissions for this contest, and no identifying information on each packet during the review process, our three winners all happened to be students from Rockville High School. This was very exciting to find out as Mrs. Nordlund, their Rockville High School instructor, was once a Summer Institute fellow for the Connecticut Writing Project housed in the English department at UConn and she's also a poet herself.

During the reading and deliberation process, Sophie, Dan and I thought carefully and critically about the presentation of the poems in each packet. We considered the ways in which the speaker's voice establishes tone, the language and imagery presented, and the form and style employed, as well as many other factors. What was most telling to the three of us was that these three poets were moved by their rumbustious desires to express themselves in poetic form, and for that we are eternally grateful.

In Grace Dehnel's poem "Air," the speaker presents the denotative meaning of the word "free fall," and takes on the typography that one would expect to find in an online or print dictionary such as a phonetic pronunciation guide, the part of speech of the word ("free fall" is a verb), and the word's meaning. Typographically, the poem's layout is a free fall-esque form that can unsettle the reader ever so slightly. This innovative decision allows the speaker to present a narrative voice to the reader in a most provocative manner with lines such as "A gravitational pull--/ intangible & untouchable & yet/doesn't let you leave does it?" What's most striking in these lines are the ways in which spacing, notably the large gaps within a line, create a tension within the narrative presented since the speaker breaks free from the constraints of traditional poetic line and stanza breaks expectations.

McKena Clemons' poem "The second month" astonishes the reader with its use of a spare aesthetics juxtaposed with deep-rooted cultural and historical stings about the month of February. In the first few lines, the reader is symbolically exposed to the natural elements associated with a wintery climate—the chilled air, the dead trees, and the muddy slush of

too much snow and sometimes rain. Clemons then ends the poem with three thought-provoking lines for the reader to ponder over: The streets are flooded with red hearts but they didn't leave blood stains. / The shortest month dedicated to love and black bodies. / February is hypocrisy." These lines can lead the reader to be contemplative and inquisitive about how some months in a calendar year can induce such deep thinking.

Natalie Crowley's poem "Maybe it's the Maybelline" the speaker confronts feminine beauty standards based on the cosmetics industry and the emotional, physical, and psychological affects and effects of applying mascara to one's eyelashes. In the first few lines, the speaker informs the reader that in 1872 the first commercial mascara was created: a mixture of "petroleum jelly and coal dust." In doing so, the reader becomes fixated on the human eye and the drastic and harmful "lengths" one takes in wanting to have alluring-looking eyelashes: "Sneaking into my sister's makeup. / I used her mascara. / Got a cyst on my eye." As one continues to read Crowley's poem, one engages with the speaker on multiple levels in a succinct yet profoundly substantive style of voice. ■

*continued on page 19*



### Grace Dehnel

Grace Dehnel is a junior attending Rockville High School and is enrolled in the creative writing program. She enjoys writing poetry and is a Sunken Garden finalist.

My ECE courses have allowed me to gain a new understanding of the world and see things through different lenses. With my pieces, I thematically and structurally explored the four elements of nature.

I love poetry because it allows me to explore the dark side of human nature through the use of metaphors.

#### Air

*free fall*  
*/ˈfrē fôl/*  
verb

*“to move under the force of gravity only; fall rapidly.”*

Vertical descent--  
I was weightless.

My body began rapidly  
approaching the ground--  
reaching its terminal velocity.

Time is impermanent & I  
wondered who it was going to take next.

*[Was I the one chosen on Time’s waitlist?]*

A gravitational pull--  
intangible & untouchable & yet  
doesn’t let you leave does it?  
My body steadily becoming limp.  
My eyes feel dry, my mouth arid & my  
arms sting from the harsh gusts of air  
that tear at my skin. *[Razor blades]*  
I think I’ve accepted that this is it for me--  
Perhaps my body will become a cloud  
& overlook the sky--

Transitory clouds  
do not have worries or fears.  
I feel my body shutting down--  
My eyes unfocus as I stare at the sky  
littered with clouds--

I see nothing anymore *[Dead before I had hit the ground.]*



### Natalie Crowley

Natalie Crowley is a junior at Rockville High School and is a member of the creative writing program. She enjoys painting and is a part of the lacrosse team at her school.

Poetry has allowed me to express my opinions and commentate on issues in an artistic way.

My UConn ECE experience has given me a broader perspective on United States history as well as current social and political issues.

My poetry addresses my own experiences in the school system as well as how creativity is suppressed in modern education.

### Maybe it’s the Maybelline

In 1872, the first commercial mascara was created:  
Eugene Rimmel’s plumping serum--  
a formula consisting of petroleum jelly and coal dust.

A rite of passage for middle school girls.  
Cheap drugstore Maybelline,  
pulled over lashes,  
over and over,  
until the hairs clumped together--  
Just like how those girls stick together,  
traveling in packs that I pretended to hate.

I wanted to be more like them.  
Sneaking into my sister’s makeup.  
I used her mascara.  
Got a cyst on my eye.  
I will never do that again.  
It was like the Universe told me,  
*No, it’s not your time yet.*  
I settled for an eye lash curler and Vaseline.

I am jealous of those girls now.  
When the tiny bottle and wand don’t fit in my hand,  
I try over and over.  
Black smears on my fingertips,  
a constant reminder of who I am not.  
Uneven, stuck together--  
I practice at night instead of studying. *I’ll do it in the morning.*

The mascara weighs my eyes down in class.  
I’m fighting sleep as I watch those wide-awake girls  
*Is there a HIIT for eyelids?*  
No one looks at me differently.  
No one looks at me.  
I wonder if Mr. Rimmel is a scam artist.  
*Do guys even like it?*  
*Do I even like it?*  
Sitting in my chair with a test  
I barely passed--  
I let my finger run over the still wet ink--  
my fingers coated in another layer of black.



### McKena Clemons

McKena Clemons is a Junior at Rockville High School where she is on the Varsity Golf Team. McKena is a proud advocate for social and environmental justice.

Sophomore year of high school I dealt with the transition of growing into my skin and where I fit socially. I began writing poetry which helped me grow

and continue to grow into a better artist, activist, and a better person.

I have taken two ECE UConn classes and they both have been my favorite. The classes are challenging but I know they have prepared me for college.

My poetry has always been a tool so I could express myself. Throughout my poems there are themes of racial identity, gender identity, and coping with difficult moments in life as a child.

### The second month

The air is chilled but days are warm.  
The trees are dead but they dance in the wind more.  
The pure white snow is nothing but a muddy slush.  
The ground is frozen but grass still grows.  
The weatherman promises just rain but no one is surprised by snow.  
The month is second to all and first to some.  
The streets are flooded with red hearts but they didn’t leave blood stains.  
The shortest month dedicated to love and black bodies.  
February is hypocrisy.





# Growth by the Sea

By Carissa Rutkauskas

**The 2023 UConn ECE Marine Science Symposium was held over two days this year, May 30-31, and saw a record number of participants. Nearly 200 students from seven schools...**

...(The Morgan School, University High School of Science and Engineering, Marine Science Magnet High School, Ledyard High School, Waterford High School, Coginchaug High School, and The Sound School) spent a day at the UConn Avery Point Campus. The first day was opened with Larissa Graham, Education Coordinator, of the Connecticut National Estuarine Research Reserve (NERR) introducing her work. NERR provides stewardship, research, training, and education at each of the 30 reserves in the National Estuarine Research Reserve System, allowing reserves to have an environmental impact at the local level, as well as at the national level.<sup>1</sup> Ms. Graham closed her talk by sharing opportunities with students on how they can volunteer with NERR

([s.uconn.edu/ctreserve](https://s.uconn.edu/ctreserve)). The rest of the day was student-driven with students presenting about and listening to poster presentations on the

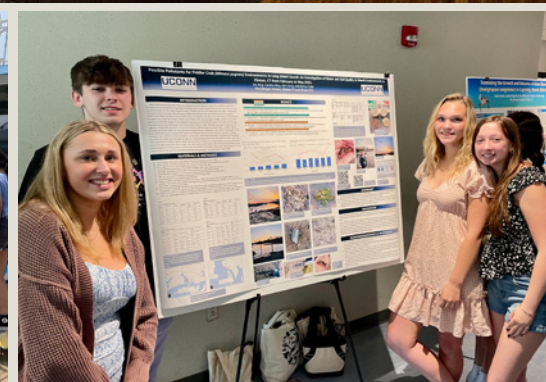
research they had done and touring different aspects of the Avery Point Campus. Capitan Marc Liebig hosted a tour of the R/V Connecticut, a 90' steel single screw research vessel that was designed and built for the University of Connecticut in 1998 and is outfitted for year-round coastal service.<sup>2</sup> Dr. Koerting also provided tours of the water labs and other research labs throughout campus. On Wednesday morning, 33 students presented their work, individually or in small groups, in front of their peers in the auditorium. The afternoon session featured over 30 poster presentations, including posters from the previous day. Faculty and members of the Marine Sciences Department joined the ECE Students for this part of the event to show their support and provide the students the opportunity to make connections with UConn Faculty and students.

UConn ECE Marine Science Faculty

Coordinator and event organizer, Dr. Claudia Koerting, explained that participants were from two very different courses - MARN1003E: Introduction to Oceanography with Laboratory or MARN 1001E: The Sea Around Us. Introduction to Oceanography is designed for marine sciences and environmental sciences majors. Students study the processes governing the geology, circulation, chemistry, and biological productivity of the world's oceans. Laboratory experiments, hands-on exercises, and field observations are a required component. UConn ECE Students may meet this requirement through their year-long projects which were presented during the symposium. The Sea Around Us helps students understand the relationship of humans with the marine environment. This non-majors course teaches students about the ocean processes they need to understand marine resources, the development and use of the coastal zone, and the impact of technology on marine ecosystems. The students enrolled in MARN 1001E reviewed the literature to take complex topics that could then be accurately communicated to the general public. ■

<sup>1</sup><https://estuarineresearchreserve.center.uconn.edu/ct-reserve/>







# 2022-2023 UConn ECE Professional Recognition Awards

*By Jessica Dunn*



UConn Early College Experience and the University of Connecticut publicly recognize and thank outstanding Instructors and administrators whose dedication and commitment help make UConn ECE successful. Those recognized have exceeded program expectations and excelled in preparing their high school's students for the next level in their education.

UConn ECE faculty, staff, and award winners look forward to the annual Professional Recognition Awards Ceremony each year as a momentous time to decompress and celebrate the accomplishments and successes of the community. This year, we were finally able to host a fully in-person Awards Ceremony for award winners, family, and friends on the UConn Storrs Campus, something we have not been able to do for the past four years. Our award winners and guests gathered for the Awards Ceremony at the UConn Alumni Center on April 21<sup>st</sup> for an elegant sit-down dinner where they were welcomed by OECP Executive Director, Christopher Todd as well as UConn's Associate Vice Provost, Dr. Peter Diplock.

This year there were many outstanding nominees, who were nominated by colleagues, students, and UConn Faculty for their exemplary instruction and management of the UConn ECE Program. We had the great honor to select and recognize eleven Professional Recognition Award winners along with six award winners of the Silver Jubilee Award, newly recognized at this event. The Silver Jubilee winners were recognized for their dedicated partnership with the UConn Early College Experience Program for the last 25 years. These instructors have successfully maintained their certification by attending workshops and have remained engaged with the UConn ECE program as a dedicated partner, advocate, and ally. Recognizing partners with at least 25 years of service is the first step in rolling out our years of service recognition program, and we look forward to identifying and honoring those with long standing partnerships with the UConn ECE Program.

The UConn ECE Program would not be successful without the passionate and dedicated partners we are honored to work with, and we are grateful for all you do. ■



# Congratulations to all!



**Thomas E. Recchio**  
**Faculty Coordinator**  
**Award for Academic Leadership**  
*Dr. George Chunsheng Yang*, Chinese,  
 University of Connecticut



**Principal Award for Program Support & Advocacy**  
*Katelyn Miner*,  
 Manchester High School



**Site Representative Award for Excellence in Program Administration**  
*Kathleen Deane*, Conard High School



**Instructor Award for Excellence in Course Instruction**  
*Sarah Lindstrom*, Spanish,  
 Bristol Central High School  
*Joseph Mancino*, Physics,  
 Glastonbury High School  
*Joshua Hersh*, Political Science,  
 The Spire School  
*John Lizzi*, Political Science/Human Rights,  
 Housatonic Valley Regional High School  
*Jennifer Todisco*, American Studies,  
 University High School of Science and Engineering



**"Rookie of the Year" Award for Excellence in First-Year Course Instruction**  
*Christopher Kerr*, Educational Curriculum and Instruction,  
 Newington High School



*Joseph Tarantino*, English,  
 University High School of Science and Engineering



**Award for Outstanding Research in the Field of Concurrent Enrollment**  
*Pamela Peters*,  
 University of Connecticut/  
 Michigan State University



**Silver Jubilee Award**  
*David Bittel*, Physics,  
 Bristol Eastern High School  
*Joanne Choquette*, Spanish,  
 Portland High School  
*Richard Fritz*, Biology,  
 Marine Science Magnet High School  
*Michelle Graveline*, Statistics & Mathematics,  
 Conard High School  
*Margaret Kimmett*, Chemistry,  
 Valley Regional High School  
*Marcie Vázquez*, Spanish,  
 Lyman Hall High School



# Congratulations to the UConn ECE Student Scholarship Winners



[See Scholarship Video](#)

Increased Scholarship amounts garner more competitive application pool.

By Jessica Dunn

UConn Early College Experience increased the student scholarship amount for each available award to \$1,000 this year! For many years, the scholarship award was \$500 each, and we are excited to be able to increase the value of these scholarships to \$1,000 each. Partly due to the increase in value for these scholarships, we received a record number of incredibly competitive applications, making the selection process difficult.

Through a rigorous review process, the UConn Early College Experience Office selected six outstanding 2022-2023 UConn ECE Students as Scholarship winners, awarding each a \$1,000 scholarship to be used at any institution. All winners are high school seniors, who have taken or are currently taking at least one UConn Early College Experience course and have excelled in the area in which they submitted their project. Additionally, applications are scored on a holistic rubric which aims to capture a variety of factors including academic success, future academic aspirations, and demonstrated financial need. ■

## Excellence in the Arts, Humanities, or Social Sciences

Winners demonstrate academic achievement and a potential for future academic and professional accomplishments in a field focusing on the Arts, Humanities, and/or Social Sciences.



**ZULEYDY TORRES**

CREC Academy of Computer Science and Engineering  
Original Project, "The Real Talk on: Anxiety and Depression"



**LUCY HOMER**

Hall High School  
Personal Essay, "Children of Sunshine and Rain"

## Excellence in Science, Technology, Engineering, or Mathematics

Winners demonstrate academic achievement and a potential for future academic and professional accomplishments in the fields of Science, Technology, Engineering, and/or Mathematics.



**KATERINA NGUYEN**

Trumbull High School  
Original Coding of a Murder Mystery Game



**NATALIA MOCARSKI**

New Britain High School  
Research Paper on Serotonin Receptors

## Excellence in Civic and Community Engagement

Winners are academically successful, are already making a positive difference in their town or neighborhood, and are inspiring others to do the same. The students chosen for this award are UConn ECE Students who demonstrate ambition and self-drive evidenced by outstanding achievement in both school and their community.



**ELSA HOLAHAN**  
James Hillhouse High School  
Youth Director at Dixwell Community Q House



**OLIVER TUFF** (center)  
New Canaan High School  
Founder of Feeding 500

## We challenged our community to submit artwork with the prompt: *Growth Mindset: Challenging the status quo* and received many fabulous submissions.



**First Place/cover**  
**Jane Freiler**, Fairfield Ludlowe High School  
*The Voyager*, mixed media

This piece is a connection of the person I am through the places I have been and the places I have yet to go. The strings tie the self of selfhood to the natural land, the county, and our memories. I constructed this piece from the parts of my past, the thread I used to make friendship bracelets, an old map I weathered and tore, and simple package tape from the closet. The package tape transfer is a simple and beautiful method to blend separate images, such as my photograph of the girl, seamlessly with the map.



**Second Place**  
**Lila Gillon**, E.O. Smith High School  
*A Hyacinth Peeks Out from Among Green Stalks*, photo

This issue's theme of a "growth mindset" immediately calls to mind the joyful perseverance and adaptability of spring plants. In this close-up photo, a purple hyacinth is dwarfed by the tall green stalks all around it yet still manages to bloom. I imagine the flower's undaunted display of color as symbolizing a challenge to the status quo - regardless of what else surrounds it, it can thrive and proudly showcase its unique qualities.



**Third Place**  
**Ella Sigurdsson**, Ridgefield High School  
*Unplugging*, mixed media

Social media and electronics have become a prominent part of our everyday lives. Everyone is expected to be on social media and when "unplugging" I challenge the status quo. My work is comprised of a collage for the background of the photo and I created an original makeup as well as taking my own photo.



## Free UConn Environmental Philosophy Course for Students and Teachers

*Environmental Philosophy: Addressing Humanity's Most Pressing Challenges* is known as a massive open online course – MOOC – and is available to anyone on the planet with an internet connection. You'll engage with major environmental movements and be able to apply what you learn to investigate questions about what we eat, how we clothe ourselves, and how we travel.

This course was developed by Mitch Green, UConn ECE Faculty Coordinator for Philosophy.

Course details and to register at [s.uconn.edu/envr-phil-mooc](https://s.uconn.edu/envr-phil-mooc)



# 2023 Annual Site Representative Conference Returns to Storrs

By Todd Blodgett



After three years of a virtual conference, the annual Site Representative Conference returned to the Storrs campus for the first time since 2019. Coincidentally it was the same day that our UConn men's basketball team was returning to the Storrs campus after a National Championship victory in Houston, Texas. The Early College Experience Program Staff hosted 175 Site Representatives from 140 of our partner high schools. The morning kicked off with inspiring and encouraging words from our keynote speaker, Barbara Beebe, the 2022 Connecticut School Counselor of the Year. Her message of "Lean In" was a perfect way to bring the group together as they spent the rest of the day discussing and engaging with their peers and colleagues about closing out another academic year and looking ahead to next year. It was a tremendous day to have the conference back on campus and to see so many of our partners face-to-face and work with them on continuing to move their programs and ECE offerings forward at their high schools.



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*Welcome Back in-Person*

# ECE PROFESSIONAL

## Development Events and New Instructor Orientation

*By Stefanie Malinoski*

UConn Early College Experience Faculty Coordinators offer annual professional development workshops for their Instructors. This spring, UConn ECE hosted twenty-nine different professional development workshops for certified Instructors. Many of these events occurred in person on the Storrs and Hartford campuses and others were held in a virtual capacity. Some highlights are below. Please be sure to check out the UConn ECE Professional Development Blog on the ECE website for details and pictures from our events.

### **Animal Science**

Our certified Animal Science Instructors along with Faculty Coordinators Dr. Jenifer Nadeu and Dr. Amy Safran took a tour of UConn’s animal facilities including the voluntary milking system, and Molly Riser, UConn ANSC PhD student, provided an overview of the domestication and breeding of dogs.



### **Anthropology**

Along with ECE Faculty Coordinator, Dr. Alexia Smith, certified UConn ECE Anthropology Instructors met for a virtual workshop where they focused on practical strategies for teaching anthropology today and recent changes within the field. Hot topics such as participation agreements, accessibility issues, and engagement modalities were the main topics of discussion. UConn’s Dr. Noga Shemer served as a guest facilitator for the workshop. Dr. Shemer is an Assistant Professor-in-Residence of Anthropology at UConn, where she also serves as an Affiliate faculty member of El Instituto (Institute of Latina/o, Caribbean, and Latin American Studies) and as an Assistant Director of Faculty Development at the Center for Excellence in Teaching and Learning. As a cultural anthropologist with many years teaching experience, she provides workshops across the university focusing on diversity, equity, and inclusion in the classroom and has published journal articles focusing on her use of person-centered ethnographies to build empathy.

### **Art**

UConn ECE Faculty Coordinator for Art, Prof. Cora Lynn Deibler, met with UConn ECE Art Instructors for their virtual professional development session and invited Dr. James

J. Hughes to speak with the group about artificial intelligence (AI) in the art world. Dr. Hughes is an American sociologist and bioethicist. He serves as the Executive Director of the Institute for Ethics and Emerging Technologies and as Associate Provost at UMass Boston. He writes and speaks often on topics of bioethics, technology, and Buddhism. The group listened to Dr. Hughes' presentation and engaged in a lively conversation discussing the rise of technological art-generating tools that use artificial intelligence. While students are interested in new AI tools, established artists are skeptical - even fearful. The group discussed strategies for talking about, contextualizing, and using or discouraging use of AI artmaking in our classrooms.

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### Biology

Dr. Thomas Abbott, Associate Professor In-Residence and ECE Faculty Coordinator for Biology, met with a group of fifty Instructors for an on-campus workshop.

The Instructors engaged in hands on laboratory experience dealing with Maltose Transport Assays with Dr. Chris Malinoski, Assistant Professor in Residence and Rebecca Newcomer, Laboratory Manager for UConn's undergraduate Biology 1000 courses.



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### Educational Psychology

Dr. Joe Madaus invited author of "The Lottery", Patricia Wood, to speak with our group of certified Special Education Instructors. Patricia shared her personal experiences with the group in a lively virtual discussion all the way from Hawaii!

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### Spanish

Faculty Coordinators for Spanish Dr. Guillermo Nanclares and Dr. Eduardo Urios-Aparisi invited

special guest Dr. Maria Lourdes Casas to speak to a group of 40 UConn ECE certified Spanish Instructors. Dr. Casas is a professor in the World Languages, Literatures, and Cultures Department at Central Connecticut State University.

### UConn Early College Experience New Instructor Orientation

occurred in May on the Storrs campus for over 150 newly certified ECE Instructors. Returning to an in-person event for the first time since 2019 the morning was spent covering all things Early College Experience. Topics included: student registration, instructor responsibilities and resources, creating a UConn ECE community, data highlights, enrichment programs, and Pre-College Summer. After some Q&A and lunch as a group, teachers met with their ECE Faculty Coordinators for discipline-specific orientation sessions.



Instructors shared their feedback after orientation and some mentioned that they were happy to hear that UConn ECE is aware of the struggles teachers may face convincing their school boards that running multiple UConn course offerings is beneficial to their students and faculty. They are now aware that the ECE program staff is willing and able to help teachers work with their schools to promote and "package" their UConn courses (with meetings, promotional materials, etc.). Most Instructors reported they enjoyed learning about how to create a UConn ECE community in their classrooms and schools and were grateful to have the opportunity to participate in orientation in person to meet with their discipline specific UConn Faculty Coordinator. ■



# Congratulations to our 2023-2024 Course Enhancement Award Winners!

By Nella Quasnitschka

UConn Early College Experience is happy to announce the return of the Course Enhancement Awards for UConn courses taught in partner high schools. Eligible UConn ECE partners were invited to submit proposals for two types of projects: (1) Classroom Enhancement and (2) Community Development. Below is a list of proposals that have been funded for the 2023-24 academic year. We look forward to sharing results and outcomes with you next year.

## **Bullard Havens Technical High School**

**ECE Instructor:** Bridget Wrabel

**UConn Course:** ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition

**Description:** A class set of “Worn Stories” by Emily Spivack will be purchased to help build their classroom library.

## **Christian Heritage School**

**ECE Instructor:** Jamie Cosgrove

**UConn Course:** BIOL 1107: Principles of Biology I

**Description:** Students will have hands on experience to new technology that they otherwise would not be exposed to because of Professor Cosgrove’s effort to secure funding for a new CRISPR lab set.

## **East Hampton High School**

**ECE Instructor:** Kasey Tortora

**UConn Course:** HDFS 1070: Individual & Family Development

**Description:** A Reality Works Pregnancy Profile Simulator will be purchased to help students understand pregnancy’s impact on the body. The goal of these simulation experiences is to give students real hands-on exposure to pregnancy and stages of life.

## **Glastonbury High School**

**ECE Instructor:** Laura Haddad

**UConn Course:** ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition

**Description:** Microphones will be purchased to script and record informational podcasts. This multi-modal project allows students to have a voice and to practice putting their writing into real-world applications.

## **Hall High School**

**ECE Instructor:** Connie Xu

**UConn Course:** CHIN 1114: Intermediate Chinese II

**Description:** Lanterns, dragons, mahjong, tea set, and calligraphy are great authentic materials that will be acquired for the classroom over the years. What was missing was a karaoke machine – a very popular form of entertainment among Chinese culture across age groups.

## **Lewis S. Mills High School**

**ECE Instructor:** Laura Faga

**UConn Course:** FREN 3250: Global Culture I

**Description:** This award will allow students to attend the French Quiz bowl in the Fall of 2023. Students will return to their school and share the knowledge they have gained with younger students.

## **Middletown High School**

**ECE Instructor:** UConn ECE team

**UConn Course:** HIST1300: Western Traditions Before 1500, HIST1400: Modern Western Traditions, ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition, ANSC 1676: Introduction to Companion Animals, ANSC

*continued on page 31*

1602: Behavior and Training of Domestic Animals, SPSS 1110: Fundamentals of Horticulture, and HRTS 1007: Introduction to Human Rights

**Description:** This award will be used to support an all-day community event for Middletown High School students. Students will be able to network with community members and explore resources available to them. Middletown High School Pride Leaders, who are students that take UConn ECE courses, will lead events, direct students, and be positive role models. This event will benefit all involved parties.

#### **Newington High School**

**ECE Instructor:** Carla Toney

**UConn Course:** ILCS 3239 & ILCS 3240: Composition & Conversation I & II

**Description:** With the goal of increasing opportunities for students to access authentic materials, funds have been provided to create a readers' library in the classroom.

#### **Ridgefield High School**

**ECE Instructor:** JR Condosta

**UConn Course:** EARTH 1051: Earth's Dynamic Environment

**Description:** Funding for this award will support the development and implementation of a self-guided geoscience walking trail on the Ridgefield High School campus. This educational walking trail will be a valuable resource for students in various high school courses and members of the community. It will provide an engaging way to learn about the geology and natural history of the area.

#### **Trumbull High School**

**ECE Instructor:** Gregg Basbagill

**UConn Course:** ECON 1201: Principles of Microeconomics

**Description:** One major deficiency in Mr. Basbagill's course is the gap between the economic models being taught and the lived experience in the real world. To address this gap, microphones will be purchased so students can begin podcasting. This will allow students to develop a more empathic understanding of how inflation, unemployment, and output affect actual people.

#### **University High School of Science and Engineering**

**ECE Instructor:** Caryn Baseler

**UConn Course:** MARN 1001E: The Sea Around Us

**Description:** Students in the UConn ECE Marine Sciences class will visit Meigs Point Nature Center and participate in their Three Shoreline Ecosystems program so students can visualize and apply what they have learned in class to the rocky shore, sandy beach and salt marsh ecosystems.

#### **Waterbury Career Academy**

**ECE Instructor:** Frank F. Marcucio, III

**UConn Course:** AH 4092: EMT Training

**Description:** Funds for this award will go towards the purchase of cardiopulmonary resuscitation mannequins that record their performance and interface with AEDs. This will provide immediate feedback to Mr. Marcucio's students. The mannequins will allow students to develop and hone their skills and address inadequacies in a scientific method based on recorded performance.

#### **The Woodstock Academy**

**ECE Instructor:** Sharon Geyer

**UConn Course:** CHEM 1127Q & CHEM 1128Q: General Chemistry I & II

**Description:** This classroom enhancement award is for the acquisition of Go Direct sensors and probes that will allow the implementation of science experiments in UConn ECE courses. The sensors will be used throughout all UConn ECE Science courses, allowing approximately 160 students annually to benefit.

*The Office of Early College Programs will award UConn ECE Course Enhancement Awards again next year. Please see our website for more application details.*



# Connecticut State Department of Education (CSDE) Dual Credit Expansion Grant Program: UPDATE

*Congratulations! You've received a grant from the CSDE to expand your dual credit offerings...now what?*

The UConn Early College Experience Program staff is here to help as you navigate the year ahead to expand your UConn course offerings, bolster the number of certified ECE Instructors on your staff, and provide increased opportunities for students to access UConn coursework.

Please consider the following steps to leverage your grant funding to support expanded course offerings in the years ahead:

UConn ECE Expansion Timeline		
<b>Aug. - Oct. 2023</b>	Explore 91 UConn course offerings including new courses (pg. 15)	<a href="https://ece.uconn.edu/courses/">ece.uconn.edu/courses/</a>
	Identify and recruit potential instructors keeping in mind department-specific requirements	<a href="https://ece.uconn.edu/instructors/become-an-instructor/">ece.uconn.edu/instructors/become-an-instructor/</a>
	Present potential new UConn courses to BOE for approval within Program of Studies	
<b>Nov. 2023 - Jan. 2024</b>	Support and submit ECE instructor applications	<a href="https://ece.uconn.edu/instructors/become-an-instructor/">ece.uconn.edu/instructors/become-an-instructor/</a>
<b>Feb. - Mar. 2024</b>	Rolling ECE instructor approvals from Faculty Coordinators	
	ECE instructor applicants requiring additional graduate coursework pursue summer/fall course offerings	<b>April 15<sup>th</sup> deadline for summer graduate coursework scholarships:</b> <a href="https://ece.uconn.edu/instructors/funding/graduate-scholarships/">ece.uconn.edu/instructors/funding/graduate-scholarships/</a>
<b>May 2024</b>	New ECE Instructor Orientation	

When looking for pathways to expand your ECE Instructor certification pools, consider adding UConn courses with broader professional learning-based pathways to ECE Instructor certification:

Course	Pathway	Cost
AAAS 2201: <i>Introduction to Asian American Studies</i>	Multi-Session Virtual Professional Development Series (Spring 2024)	No Cost
CSE 1010: <i>Introduction to Computing for Engineers</i>	UConn ECE Summer Institute - Computer Science (Summer 2024)	\$500.00
ENGL 1004: <i>Introduction to Academic Writing &amp; ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition</i>	UConn ENGL 5100: The Theory and Teaching of Writing (available through UConn eCampus beginning Summer 2024)	\$3030.00*
MAST 1200: <i>Introduction to Maritime Culture</i>	Multi-Session Virtual Professional Development Series (Spring 2024)	No Cost

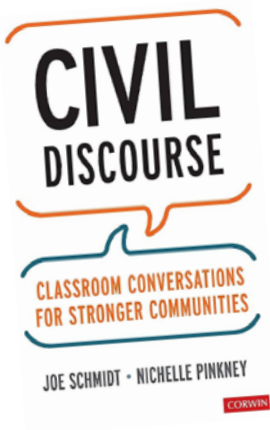
\* Anticipated cost 3-credit graduate summer session course

The Office of Early College Programs is here to help. If you have additional questions about potential course offerings, Instructor qualifications or school specific data, please do not hesitate to contact us via phone (860.486.1045) or email us at [ece@uconn.edu](mailto:ece@uconn.edu).



## SUMMER/FALL EVENTS FOR EDUCATORS

The Connecticut Democracy Center invites educators and administrators to an exciting series of professional development and networking opportunities hosted by Connecticut's Old State House!



THURSDAY, JULY 27, 2023 AT 6:30 PM

### Virtual Book Talk with Joe Schmidt of Social Studies LLC

Civil Discourse: Classroom Conversations for Stronger Communities

SATURDAY, AUGUST 12, 2023

### Educator Workshop with Joe Schmidt

A Republic if We Can Keep It:

Civil Discourse in Our Classrooms and Communities

AUGUST AND SEPTEMBER

### Teacher Appreciation Nights at the HARTFORD LIVE Concerts

Thursday nights - dates to be announced. Families welcome!

WEDNESDAY, SEPTEMBER 20, 2023

### Educator Workshop

Civics in the Capital City:

Authentic Civic Learning in the Classroom & Beyond

The Connecticut Democracy Center at Connecticut's Old State House provides people with a lifetime pathway to active citizenship and the tools to take civic action in their own communities.

SIGNATURE PROGRAMS:

School Programs at Connecticut's Old State House

Connecticut's Kid Governor®

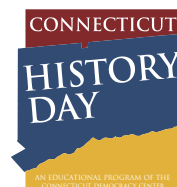
Connecticut History Day

Connecticut Network

SCAN



FOR DETAILS



Connecticut  
Network





# Early College Experience

*ECE the UConn Way*

- ▶ Take UConn courses at your high school for a fraction of the cost
- ▶ Be assessed as a college student not by a 3-hour exam
- ▶ Build your collegiate resume with a UConn transcript
- ▶ Credits transfer 87% of the time
- ▶ Remember to complete the UConn ECE registration process in the late summer/ early fall

**UCONN**

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# Join the Group



To facilitate learning, knowledge, and opportunities by connecting UConn ECE Students with UConn ECE Alumni.



Join the UConn ECE Alumni Group on LinkedIn at [bit.ly/UConnECEAlumni](https://bit.ly/UConnECEAlumni)



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## UConn ECE

# 68 YEARS STRONG



UConn Early College Experience was founded in 1955 and is proud to have offered hundreds of thousands of Connecticut high school students the opportunity to take college courses in high school over the past 68 years. UConn ECE is the nation's longest running concurrent enrollment program.

## ECE.UCONN.EDU