

**UConn**

Early College Experience

# MAGAZINE

A PUBLICATION FOR THE UCONN ECE COMMUNITY



## 110 ECE French Students Visit UConn Storrs

**2018 French Immersion Day  
and Quiz Bowl Competition**

(see page 10)

**WINTER 2019 • VOLUME 2**

**UConn ECE** by the numbers  
**13,363** students enrolled in UConn Early College Experience courses

Check out our registration numbers:

**1,385**  
**4**

UConn ECE course sections offered throughout the state



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Cooperative Program

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## The Director's Thoughts

*Dear UConn ECE Community,*

*The Fall semester has come and gone with a rapidity that has stunned us all. I feel the election season added to the sense that there was so much to do and very little time to accomplish it. Hopefully the Spring semester will offer us a different pace where we can accomplish just as much but with not as much frenzy. That being said, we have a lot to show for our efforts. This is the second issue of the Magazine, a natural progression from our popular newsletter. This season's UConn ECE Magazine showcases many student events, thoughts on student advising, important interviews, and much more. I hope you enjoy reading these articles as much as we enjoyed writing them.*

*With our appreciation,*

*Brian A. Boecherer, Ph.D.*

*Executive Director*

*Office of Early College Programs*



# 13,363

 students   
enrolled in UConn Early  
College Experience courses

Check out our registration numbers:

# 1,385

**UConn ECE**  
**course sections**  
offered throughout  
the state

# 979

**ECE instructors**  
**teaching**  
throughout  
the state

# 194

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

### Welcome to the following new partner schools!

Bassick High School  
Harvard H. Ellis Technical High School

J.M. Wright Technical High School  
High School in the Community

Miss Porter's School

## Highest Number of Students Enrolled in UConn Courses:

**322** Edwin O. Smith High School  
**307** Manchester High School  
**278** Norwich Free Academy  
**240** Glastonbury High School  
**238** Fairchild Wheeler Interdistrict Science Magnet Schools

**215** Daniel Hand High School  
**215** William H. Hall High School  
**196** Xavier High School  
**193** The Woodstock Academy  
**175** Wolcott High School

**322**  
 Highest Number of Students enrolled:  
 E.O. Smith High School

## 2018 - 2019 ACADEMIC YEAR

2017  
2018

**307%**

Highest enrollment increase:  
 Newington High School

## Highest Percent Enrollment Increase From 2017-2018:

**307%** ↑ Newington High School  
**233%** ↑ East Hampton High School  
**208%** ↑ Platt Technical High School  
**173%** ↑ James Hillhouse High School  
**164%** ↑ North Haven High School  
**153%** ↑ A. I. Prince Technical High School  
**145%** ↑ Wilton High School  
**144%** ↑ Wamogo Regional High School  
**136%** ↑ Naugatuck High School  
**133%** ↑ The Spire School & Windham Technical High School



## Most Credit Hours Taken:

**2,849** 🕒 Edwin O. Smith High School  
**2,263** 🕒 Norwich Free Academy  
**2,202** 🕒 Manchester High School  
**2,001** 🕒 Fairchild Wheeler Interdistrict Science Magnet Schools  
**1,816** 🕒 Daniel Hand High School  
**1,804** 🕒 Glastonbury High School  
**1,724** 🕒 William H. Hall High School  
**1,480** 🕒 Marine Science Magnet High School of Southeastern CT  
**1,359** 🕒 The Woodstock Academy  
**1,312** 🕒 Xavier High School



# Resistance Leader

# ROBERT FORD



*By Brian A. Boecherer*

I left the interview with Robert Ford wishing I was one of his students. Not a teenaged student, but as I am right now – a Ph.D. who focuses on law, society, and social change. His depth of knowledge and his approach to teaching are equally inspiring. During our hour together we covered topics on Black Nationalism, protest literature from James Baldwin and Allen Ginsberg, as well as music from The Doors and Bob Dylan. Prior to this conversation I would have guessed that such themes don't get a lot of coverage in an intro UConn class. The reality is, at the very least, that they have been topics of discussion for years at North Branford High School where Rob teaches UConn American Studies (AMST 1201) and First Year Composition (ENGL 1011).

Rob probably would not strike you as a revolutionary. He probably would not claim to be one either. However, it is resistance and protest in America that offer the lens for his teaching and exploration of composition and the inquiry into, *What is an American?* Rob feels these are the best themes for helping students become more compassionate and empathic. Moreover, they allow students a structured way of maturing as young adults, becoming more self-aware, and taking a learned and reasoned stance on social issues. In an age where students are cornered by the influence of social media on politics, it is Rob's class that offers students the space and the tools to make sense of their feelings in relation to other epochs in American history.

I asked Rob about "his creation story" and how his interests developed. "They started in 7th grade," he said, "when I was at soccer camp down at Duke [University]." Every morning before practice he would listen to the music coming from where the older kids would hang out. The music spoke to him, and new doors were opened to the world. After he returned home to Maryland from soccer camp, Rob went to a music store and told the owner he was looking for some music. He started singing one of the songs he heard. It turns out that Bob Dylan spoke to his soul that summer, and it sparked his life-long interest in the forms, movements, and motivations of resistance and social protest.

Rob finds resistance literature, music, and poetry a meaningful way of engaging with composition and American identity. He tells me that "protest equals love." People who decide to take action and protest are doing so because they feel that their country is

out of balance and that it needs to be restored to its ideals. "There is a real love there for what the country represents." When he joined the faculty at North Branford, his administration offered him the freedom to create his own classes. Recalling his faculty mentor, Dr. Mary Helen Washington from University of Maryland, College Park, he set forward to create a course that engaged students through social protest literature. Rob tells me that he continues to structure a course that is "individualized and personalized" so that his students learn through his lectures but also through their own discovery. "I put my trust in the students," he says, to develop the class along with him by infusing their research interests into the class.

It should be noted that Rob's innovative approach to teaching, his assignments, and many areas of his curriculum are now being used at the University as well as in other UConn courses offered through UConn ECE. This November he presented at the annual UConn ECE American Studies workshop, generously offering his curriculum as well as his teaching philosophy. In his American Studies class, he developed a thematic merit badge system to illustrate the areas where students have studied and mastered. Looking at a bright display of badges with artistic renditions of Nina Simone and the Black Panthers, every section of his curriculum is luring me to enter so that I can read introductory materials, hear and see primary resource materials, and engage with academic journal articles.

But Rob is not satisfied to "just" be an excellent and inspirational instructor. He has also chosen to be a dedicated and motivating colleague and academic. In the last two years, Rob has

published in peer-reviewed journals and presented at prestigious regional conferences. In 2017, Rob published "Ernest Hemingway in the Rearview: Jack Kerouac's Aesthetic Protest in *On the Road*." After I shared this article with the UConn ECE community, Kristine Harger from New Britain High School responded to me, "Great article ... Even though I am a Hemingway fan (after many years of first despising him), Rob's article makes me want to re-read *On the Road*. I enjoyed his perspective on the literary evolution happening then." This year Rob presented on one of his newest passions—gamification—at the New England Association of Teachers of English (NEATE). His presentation, entitled, "Adventures in Gamification and Personalized Learning," covered his approaches to modernizing pedagogy and student assessment in English classes. Rob is also the NEATE Board Member-at-Large and their newsletter editor.

When concluding an article on Rob Ford, it is important to emphasize his overarching message for all of his students, which is to be open, curious, and accepting. These are messages that benefit society and bear repeating, no matter your age, status, or location. Rob wants his students to be passionate, not passive, and he asks a lot of them. But with his cool ease Rob sets his expectations through his own actions and high-quality interactions. Having seen what his students produce, and how his colleagues hungrily record the points of his presentation, it is very clear that Rob lives what he teaches.

# 2018 ECE CARDBOARD BOAT RACE AT AVERY POINT

*By Jessica Dunn*

On September 19, 2018, about 450 participants gathered at the UConn Avery Point campus for the 8th Annual Avery Point Cardboard Boat Race. In preparation for the race, undergraduate students, UConn ECE students, faculty, and staff spent many hours constructing boats out of cardboard and duct tape with hopes that they would stay afloat on race day!

Even with a light drizzle of rain the morning of the event, it turned out to be a beautiful day for a boat race. Students spent the morning on the Avery Point Campus and the afternoon at Eastern Point Beach in Groton, CT participating in in-depth lectures and conversations with UConn Faculty and racing their cardboard boats. This year there were 23 spectacular cardboard boats created by 17 teams from partner high schools: Bridgeport Regional Aquaculture, Ellington High School, Emmet O'Brien Technical High



2018 EARLY COLLEGE EXPERIENCE EVENTS AND ACTIVITIES



School, Enfield High School, Ledyard High School, Lyman Hall High School, Manchester High School, Marine Science Magnet High School of Southeastern CT, Northwestern Regional High School, Norwich Free Academy, RHAM High School, Science and Technology Magnet High

School, Shelton High School, The Morgan School, University High School, Waterford High School, and Westbrook High School. Teams were recognized for team spirit, best boat design, best boat name, and best presentation, as well as placing in the races. This year, Westbrook High School's UConn ECE Physics team

brought home the trophy for first place in the UConn ECE Championship Race with their "Batmo Boat", followed by Science and Technology High School's "The Boat" in second, and Emmett O'Brien High School's "HMS Ligo" in third. We look forward to more creativity and competition next year!





## 2018 EARLY COLLEGE EXPERIENCE EVENTS AND ACTIVITIES



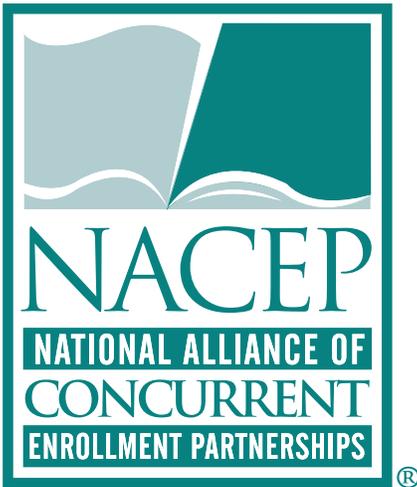
# FRENCH IMMERSION DAY & QU?Z BOWL

**COMPETITION 2018** *By Jessica Dunn*

On November 8, 2018, UConn Early College Experience hosted the annual French Immersion Day and Quiz Bowl Competition. UConn ECE French students from across the state came together on the UConn Storrs Campus for a day of fun competition. Students participated in academic sessions with UConn French Department teaching assistants in the morning and competed in the Quiz Bowl in the afternoon. There were enthusiastic teams from Glastonbury High School, E.O. Smith High School, Lewis S. Mills High School, Norwich Free Academy, Cheshire High School, RHAM High School, and Coventry High School.



Taking home first place in this year's Quiz Bowl Competition was E.O. Smith, followed by RHAM High School in second place, and Lewis S. Mills in third place. From the UConn Early College Experience Program Office, we want to congratulate all high schools who participated in this year's event. The passion and drive to master the French language is evident by the students' engagement and enthusiasm at this event, and the knowledge brought to the table is more and more remarkable each year.



## 2018 Conference

# National Alliance of Concurrent Enrollment Partnerships

*By Todd Blodgett*

On November 3rd, a group of four UConn ECE staff members traveled to San Antonio, Texas to attend the 2018 NACEP National Conference. Over 1,000 representatives attended the conference from high schools, 2- and 4-year institutions, as well as educational leaders from across the country. The ECE staff was able to attend workshops and breakout sessions focusing on concurrent enrollment, accreditation, program evaluation, and program growth. On Sunday our Director, Brian Boecherer, provided a welcome and moderated a workshop titled: *Concurrent Enrollment 201*. The workshop was attended by established programs that wanted to focus on improving their program. Brian also gave two presentations on program growth, which narrowed in on piloting courses and how to get rid of courses that are not working.

On the final day of the conference, Carissa Rutkauskas, Program Coordinator for Outreach and Evaluation, was able to tour two Texas high schools and engage with their administration and students. She was able to view their facilities and see firsthand the incredible benefits that concurrent enrollment is having on high school students in the San Antonio area. Our third and final UConn representation was an open forum led by Erin Blanchette, Administrative Coordinator for Billing and Financials. Attendees were able to discuss best practices and ask questions in regards to finances, registration, and program tendencies.

Throughout the four-day conference, our staff was also able to visit various landmarks and sites throughout downtown San Antonio. We enjoyed tours of the San Antonio river walk and Alamo and were able to explore what the city had to offer. We look forward to sharing our experiences and applying our best takeaways from the conference with our partner programs.

# See Yourself as an Advisor

By Brian A. Boecherer

This year 13,363 students in Connecticut and Fisher's Island, New York are attempting 80,923 credits through UConn ECE. Approximately half of these students are enrolled in UConn ECE for the second year in a row. The average UConn ECE student will leave high school with between 9 and 12 credits (not to mention any AP tests where they have earned a 4 or 5), but many students earn more credits. With the number of credits that students are earning, it is important for them to understand the implications of this *early college experience*. This winter we are meeting with advisors at UConn to remind them that over a third of the freshman class at UConn is also UConn ECE alumni. However, I believe that we are all responsible for educating students on what these credits mean. As an instructor or administrator it is important to see yourself as an academic resource, and I would like to share with you some perspective and information, which will arm you for a conversation with students—no matter if, or where, they go to college.

All of the courses offered through UConn ECE are considered “gateway courses.” They introduce students to a field and start them on a pathway to a major. Most of our courses are also considered general education requirements, which are required courses established by the University to ensure a well-rounded student. Students must complete a number of general education courses in order to graduate college. The “number” of courses is not always so straight forward. Let's play around with a few examples. For example, if a student takes POLS 1602 - Intro to American Government or LLAS 1190 - Intro to Latin America, and just one Chemistry or Physics course, the student has satisfied 4 of their 10 required general education requirements with just two courses. This opens the door to greater flexibility while in college. General education courses are designed to expose students to a diversity of disciplines. When looking at your school's UConn offerings, it is useful to expand your UConn course offerings with that diversity in mind.

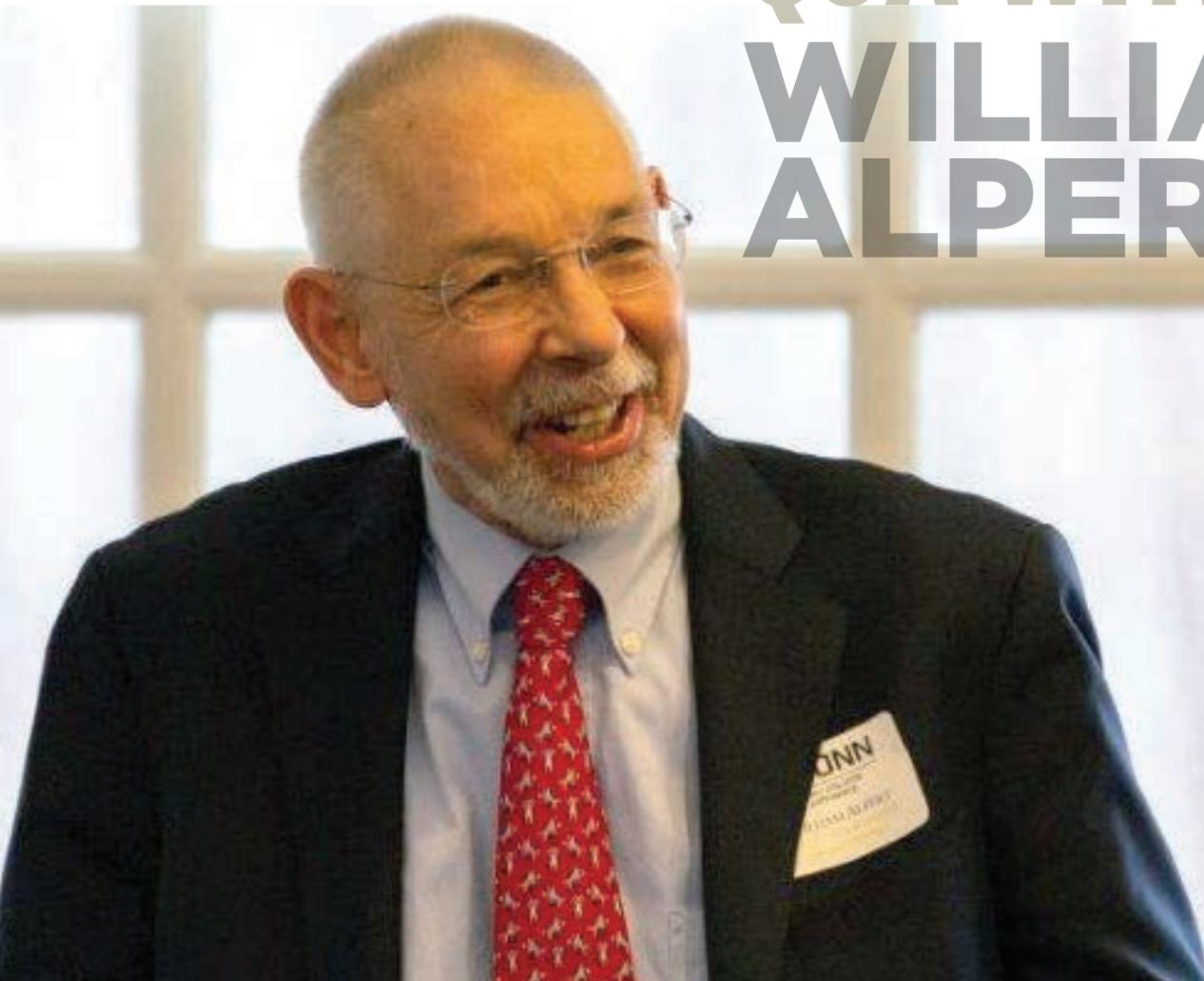
To better understand UConn ECE and General Education, visit: [ece.uconn.edu](http://ece.uconn.edu) and search “Advising.”

We also offer many upper-level courses which allow students the opportunity to advance quickly into a major or minor. For example, by taking our two German courses (GERM 3233 and GERM 3255), a student needs only three more upper-level courses to complete a German Minor. Correspondingly, if students take FREN 3268 they are four courses away from a minor, and our UConn ECE Spanish and Italian students are only five courses away from a minor. Language minors are the best accessory to any major and open many doors to employment domestically and abroad.

Additionally, it is important to advise your students on following their passions and discussing the wide variety of how a major leads to a job. I have taught a first year seminar at UConn on nationalism and identity for years. So many of my students are declared business majors, but openly admit to not liking business or enjoying the classes. They are taking the major because they think it will lead to a job. But if they don't like their major, then the job will have the same flavor. Advise your students to research potential jobs and learn which majors support those jobs. There are many job opportunities out there; the pathways may not always be so evident. Students can start their search at: [whatcanidowiththismajor.com](http://whatcanidowiththismajor.com).

Let's face it; students seek out different sources of information for understanding their world. We all need to be ready to advise students. Indeed, we should all be proactive in advising students in our area of expertise. Start a classroom conversation on how your discipline leads to concrete job opportunities. Our UConn ECE students are highly motivated, but this often brings with it pressure to be successful, which may foreclose deeper self-exploration.

# Q&A WITH WILLIAM ALPERT



## **Faculty Spotlight: 10 questions with William Alpert**

*By Melanie Banks*

Get to know our faculty and learn some tricks of the trade with advice they have to offer. In this year's Faculty Spotlight we invited William Alpert, UConn ECE Faculty Coordinator for Economics and 2017-2018 award winner of the Thomas E. Recchio Faculty Coordinator Award for Academic Leadership, to answer some questions about his personal and professional interests.

### **1. How did you get involved with UConn ECE?**

**WA:** My involvement with ECE came as a result of the retirement of the previous ECE Economics Coordinator. The Economics Department Head thought that because of my long association with Economic Education I would be a good fit for the position. Interestingly, my first assignment from the Department Head was to decertify all the ECE Economics Instructors who did not meet the Department requirements for instructor status (the Economics Department standard for an instructor is a Master's in Economics - NOT an MBA or an Ed.D., or the like). This meant that only two ECE Economics instructors remained certified. The first few semesters of my tenure as ECE Coordinator were not much fun for me.

First, I attempted to use technology to "solve" the problem by having UConn Economics faculty deliver content to the high schools via HuskyCT with the high school classroom teachers acting as learning coaches. After a protracted discussion this idea was rejected by the ECE Executive Director and the head of the Center for Teaching and Learning. Shortly thereafter we were able to create another work around which was to invent the position of Preceptor in Economics. This position was endorsed by the ECE Executive Director and unanimously adopted by the Department of Economics. While the ECE program currently has only one adjunct professor of Economics, it has 35 plus preceptors of Economics.

### **2. Where did you go to college, and what attracted you to economics?**

**WA:** My undergraduate degree was a double major in Economics and International Relations from Lehigh University with my graduate degrees (MA, M.Phil., and Ph.D. all in Economics) from Columbia University.

Frankly, what attracted me to economics is more about what moved me away from chemical engineering. While I did well in my engineering course work at Lehigh, it was clear to me I was unlikely to ever become an excellent engineer. In the late 1960s and early 1970s (before Stagflation and the plethora of real economic issues that succeeded the Kennedy/Johnson era of smoothly running macroeconomies and markets that appeared to work well with a few notable exceptions) economics had a tool kit that appeared to be applicable to many eco-

nomics and social issues and could be used to correctly solve problems. It was something one could learn and successfully apply to "real world" imperfections. Those characteristics attracted me to the field, and I thought I was reasonably good at it. I thought I would be a better economist than a chemical engineer. Not to mention, Columbia offered me, and I accepted, a full fellowship to study there.

### **3. What is your philosophy of teaching and learning?**

**WA:** Teaching, of course, involves the clear concise communication of knowledge by an instructor in a way that is understandable and learnable by every student regardless of ability, or learning style. In teaching economics, I am most fortunate because economics is unusual among the academic disciplines because economics consists of a set of tools students of economics can use to address problems of all kinds, both in the class and in their professional lives. It's important to challenge students with questions that require them to apply the tools of economic analysis such as supply and demand, comparative advantage, and distributional theories of output to both in-class and actual problems facing society.

### **4. What do you consider to be one of your greatest achievements? Why?**

**WA:** I'd prefer to restate the question and say what I have taken the most satisfaction in doing in my life. I have been privileged to have productively worked for and with some of the most accomplished and human of people imaginable. This includes my wife and children as well as the professional relationships. I have been privileged to have been the recipient of thanks from many of my fellow economists. I have been "thanked" in important publications such as Alice Hanson Jones' *Wealth of a Nation to Be*, the seminal book on American wealth prior to the Revolutionary War. I also enjoyed appearing on *The Today Show* to discuss my (and Eileen Trzcinski's) research on family leave.

### **5. What are your hobbies?**

**WA:** My hobbies include reading, walking, and watching very bad movies! For example, I think that *1941* is an overlooked classic! Now economics has become one of

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## Trumbull UConn ECE Political Science Students win Award

Congratulations to UConn ECE Political Science instructor Katie Boland and her POLS 1602: Introduction to American Politics students from Trumbull High School for winning the state championship at the “We the People” competition for the 8th straight year! They will be moving on to the national competition in Washington D.C. in April. Best wishes to Katie and the team!

## Faculty Spotlight: 10 questions with William Alpert

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my favorite hobbies. Although I still write for publication, I can do so at my own pace, on topics I deem important and interesting.

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

**WA:** My favorite undergraduate class was “Modern European Literature in Translation” taught by Professor James Frakes (English). The name of the class was a misnomer because we also read English literature such as *Lucky Jim* by Kingsley Amis and *Pincher Martin: The Two Deaths of Christopher Martin* by William Golding. This class introduced me to some of the most meaningful books to me. The two authors whose work stand out are Albert Camus’, *The Plague* and Jean-Paul Sartre’s *Nausea*. I have since read through almost all of Camus’ work and a good chunk of Sartre’s. I took the class pass/fail and probably just barely passed. However, this took the pressure off so that I could slog through (or at least read enough of to get by) wretched works like *Under the Volcano* by Malcolm Lowry.

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

**WA:** An instructor should learn from his/her students. The students control the class and you, as the instructor, must perform for the audience in a way that is meaningful and memorable so that they will take away what you know they must “take away” from the class.

### 8. What would you recommend students do to succeed in a UConn ECE class?

**WA:** Ask questions! Listen to the answers and ask more questions. Enquire if a point is important and why it is important. Ask the instructor “why are you teaching us this and not that...”

Work very, very, very hard to learn the course material and beyond. This habit of mind will serve you well wherever you go! Doing well at anything is hard work. To do well, hard work is essential. There are only two “four letter words” that matter: play and work. The fact that you must pay to play, but you get paid to work should tell you the distinction between the two words.

### 9. If you were a superhero, what would your superpower be?

**WA:** Always make the right choices for myself.

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

**WA:** Ambrosia! On second thought, I’ll stick with Mark Twain (of Hartford) who supposedly said, “too much of anything is bad, but too much good whiskey is barely enough.”

# AITE Academy of Information Technology & Engineering

## students visit UConn Storrs

By Michelle Pusser, UConn ECE Instructor

On Wednesday, November 14, 2018, my fellow colleague at the Academy of Information Technology & Engineering (AITE) Claude Morest and I brought thirty-two UConn Early College Experience Political Science 1602 students to the UConn Storrs Campus. The purpose of the trip was for students to learn how to use the UConn library databases for their Making a Civics Connection Capstone project. The AITE Capstone project is a graduation requirement and a requirement of the UConn ECE Political Science course specifically. It includes a research paper, presentation, and action step. One of the benefits of being a UConn Early College Experience student is having access to the UConn library's databases for their research.

Planning the trip from Stamford took a little time and effort but was well worth it. We were able to get partial funding for the bus through a mini-grant provided by the AITE PTSO and funding from our school. There was no one point of contact to plan the trip; however, Dr. Fred Turner, Professor Emeritus of political science and Stefanie Malinoski, Program Specialist, Office of Early College Programs were extremely helpful in providing guidance in that area. I was able to make contact with Sheila Lafferty, the Information Literacy/Social Sciences Librarian, at the Homer Babbage Library. Ms. Lafferty and I worked together to choose a date. I also contacted Tammy Lorenzo, the Group Tours and Events Coordinator with the Lodewick Visitors Center to schedule a tour of the Storrs campus. Due to timing, we were unable to get an official tour, but were provided with information to conduct a self-guided tour.

Upon arrival to the Storrs campus, Dr. Turner met us at the Lodewick Visitor Center and was our guide for the day. From there we went to the Student Union where students were able to purchase something to eat before meeting with Ms. Lafferty. At Homer Babbage Library, Ms. Lafferty provided the students with a hands-on research lesson with student research topics. After the lesson, students were given independent research time. During this time, Ms. Laf-



ferty provided invaluable one-on-one help to the students. The students were also provided with UConn library cards. This allowed some of the students to request books on their topics that they are able to pick up at the UConn Stamford campus. Dr. Turner also arranged for us to meet with Paul Ostick, Admissions Officer for Freshmen Admissions, who spoke to our students about UConn. He answered many questions the students had about UConn and the application process. We ended our trip at the Dairy Bar.

The trip was beneficial for the students. UConn Early College Experience student Alina Peele stated "I think that the UConn trip was worth it because, it is good to know that we have access to the databases that all UConn students have access to. I also think that it was useful because we were given library cards and we are allowed to check out books from the school itself." Another UConn Early College Experience student, Catherine Massa, stated "It was helpful having a UConn librarian there to help us understand how to use the databases. Having that resource was a unique opportunity and really helped me navigate the amazing—yet overwhelming— UConn databases". Authentic research is an integral part of any college level Political Science course and giving our UConn Early College Experience students access, and knowledge on how to use the UConn library databases is invaluable to their learning.

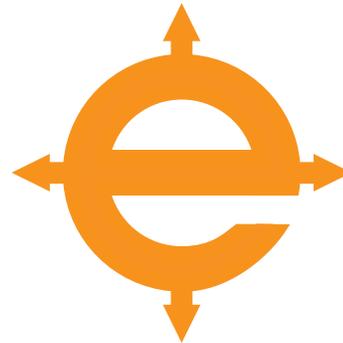


“ My summer at UConn was extremely helpful during my college selection process. I really liked how we got to explore the campus and how we were essentially taking an accelerated college course without having to worry about grades. The learning experience and the friends I made allowed me to see myself as a student at UConn. ”

# Exploring

## Pre-College Summer Connections: Where Are They Now?

By Erin Donohue  
and Cody Olson



Pre-College Summer  
Graduate Assistants

This past summer, UConn's Pre-College Summer (PCS) program offered over 25 courses to rising high school juniors and seniors in a variety of content areas. The nearly 400 students we hosted from around the world were able to take courses in science, technology, engineering, mathematics (STEM) fields, social sciences, and creative and fine arts. At Pre-College Summer, part of our mission is to provide an exploratory experience in which



students gain an understanding of the college classroom. Students work with and learn from University faculty while exploring the nuances of college life at a nationally ranked public University. Interacting with peers in the residence halls and faculty in the classroom provide students the opportunity to create individual successes. We

consider a student successful in PCS if they use the opportunity to learn more about their future aspirations, find that the course they enrolled in is a good (or bad) fit to pursue as a potential college major, or feel better prepared for learning and growing

in a college or university setting. Now that PCS has completed its 5th summer, we are starting to see more alumni attend UConn as matriculated college students. We were able to catch up with some of our PCS alumni and current faculty members to learn

more about how the program has impacted them and what they're doing now. Students and faculty alike noted how ready for college our PCS students are, which may stem from the connections that students made on campus with peers and faculty members at the University during their PCS experience.

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A major theme that transpired in our catch-up conversations with students and faculty was that attending PCS instilled a sense of college readiness in students. PCS alumna, Kelly, who attended the program in the summer of 2015, is now a junior, majoring in Communication at UConn and is set to graduate with a bachelor's degree in May of 2020. Kelly reflected on her time with PCS as a high school student, where she took our one-week chemistry course with Dr. Clyde Cady, Assistant Professor in Residence and 5-year PCS faculty member of our chemistry course, in pursuit of determining if chem-

istry was the right major for her. Although as a college student Kelly has found her niche in the communication department, she noted that taking the chemistry course during PCS was extremely helpful when taking chemistry as a general education requirement, stating, "I had the same instructor for PCS as a professor for my chemistry course as a UConn student. It was nice having him again and we even did some of the same experiments the summer before. I felt prepared and ahead of the game." Kelly also commented on the biggest take-away that she gained from the program, saying:

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**"My summer at UConn was extremely helpful during my college selection process. I really liked how we got to explore the campus and how we were essentially taking an accelerated college course without having to worry about grades. The learning experience and the friends I made allowed me to see myself as a student at UConn."**

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Today, Kelly is a successful, involved UConn student and spends her free time as a music director of an a cappella group, vocalist in the UConn Chamber Singers choir, and spin instructor at the recreation center on campus. Kelly's narrative of her time in the PCS Program conveys success, as the connections she made during PCS prepared her for college life and allowed her to feel a part of the UConn Storrs campus. Kelly's story about extending her relationship with a UConn faculty member isn't as rare as you may

think and doesn't only take place for our PCS students who become Huskies. Kenneth Thompson, Assistant Professor in Residence in the Digital Media and Design Department and 5-year PCS faculty member of the Digital Media: Game Design course, informed us that his former PCS students, even those who do not attend UConn, update him via email regarding the games they created in his class. They often look to him for meaningful feedback about their progress. Ken elaborated on this, sharing, "Every year I get a

few students who continue working on their class project, with one student even adding a whole level that he wanted to show me in January.” Ken also commented on the creativity and

enthusiasm of his PCS students, saying, “There’s a mix of different types of students, all of whom are motivated to create something cool by the end of the week! I’ve also had 3-4 students from

PCS apply to the department as game design students, so some students I see every day in class!” Ken commended PCS’s ability to prepare students for college-level learning, saying:

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**“Students engage with college-level coursework in a focused and pressure-free environment. We have students from all walks of life and a number of parents sending their child away for the first time, but we take the time to work with everyone despite any different learning styles...often I hear back from parents at the end of the journey that their child had a wonderful time.”**

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It is through supportive, caring faculty members like Ken that students are able to feel a sense of accomplishment while attending PCS. This contributes to students’ readiness to learn in a college setting and how their passions may transform into a college major.

Other faculty members have shared similar stories to those of Professor Thompson. Dr. Jason Courtmanche,

Assistant Professor in Residence for the English Department and 5-year PCS faculty member of the Creative Writing course, shared with us that he also has a former PCS student as a current student in his UConn First Year Experience course for students interested in Secondary English. “It is nice that the current student sought me out for a class, and hopefully she and I can continue to work together,” he added.

In addition, Dr. Kimberly Bergendahl, Assistant Professor in Residence in the Department of Political Science and 2-year PCS faculty member of the Pre-Law course, has had wonderful experiences with PCS students. She is currently working with a former PCS student who is now a UConn honors student studying political science and performing undergraduate research. Kimberly states:

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**“The student and I have been doing research on the U.S. Supreme Court appointments process. He has been great to work with so far and is attentive to the details of the research project. We are currently working on an application for a SHARE\* grant to keep the research project going so that we can get a presentation and (hopefully) a publication out of it!”**

**\*[Social Sciences, Humanities and Arts Research Experience]**

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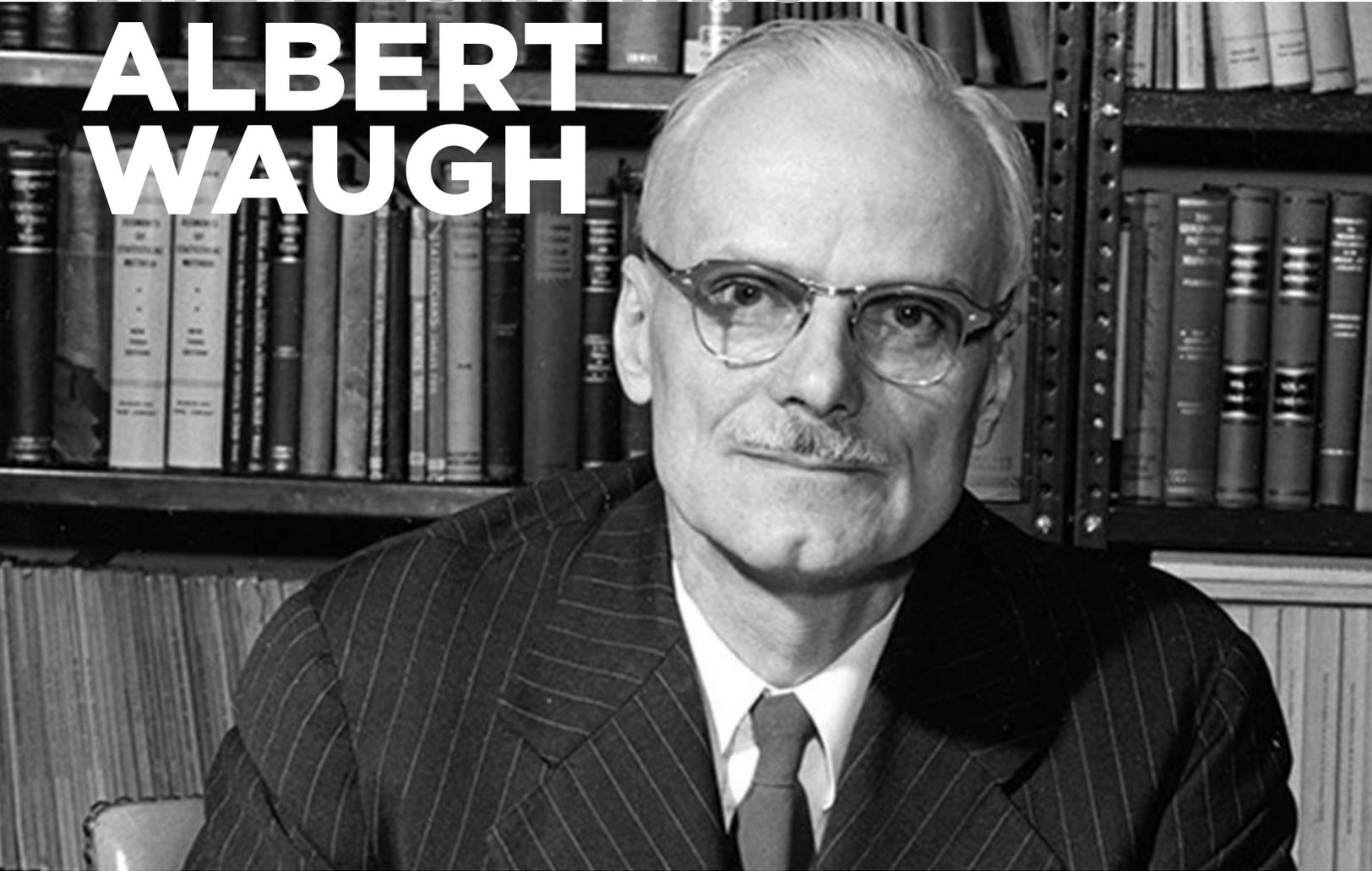
Clearly, these connections with faculty members foster incredibly transformative learning experiences that help students build connections through the PCS Program and guide students toward a path to success.

When we first meet our PCS students, we see eager, talented, and passionate students dedicated to making the most

out of their short time with us in their area of interest. It is amazing to see how they are able to succeed in their own way, whether that means feeling more prepared for college life, learning about which college major is right for them, or perhaps realizing a desire to pursue a different path. Faculty play an integral role in these discoveries for students, and our faculty partners not

only appreciate the students that come through the program but want to hear from, and make connections with them even after their participation in Pre-College Summer. Our students leave us each summer thinking of all the places they’ll go, and it’s rewarding to see how their successes at Pre-College Summer shape their future.

# THE BEGINNING ALBERT WAUGH



## **The Genesis of Concurrent Enrollment: Albert E. Waugh and the UConn High School Cooperative Program**

*By Kathrine Grant*

Albert E. Waugh served the University of Connecticut from 1924 to 1965 as both an academic instructor in agricultural economics and as an administrator. He was a writer, a researcher, and an avid sundial enthusiast. He was also the father of UConn's concurrent enrollment program, now called UConn Early College Experience—the first of its kind in the nation.

Beyond the service he provided to the University, one of Waugh's lasting legacies is a meticulously kept journal spanning 1941 to 1974; in it, he details both his personal and professional life. For 15 years, from 1950 to 1965, Waugh worked as the Provost for the University where he served as the chief academic officer. In his entries Waugh often detailed the day-to-day issues that he faced; one of his top concerns was about maintaining the academic integrity of the University.

With the advent of World War II came many changes. On January 9, 1942, the President of the University—Albert N. Jorgensen—held a heavily attended staff meeting titled “The readjustment of the college to the war situation.” Among these adjustments was the change to accelerate the rate of education available to students, “favoring summer sessions, shorter terms, [and the] acceptance of high-standing high school juniors by colleges.” Early acceptance and enrollment at a University would allow these students to get a head-start on their academic careers; they would then be able to join the workforce or armed forces early, a critical factor in the overall effort to win the war. This became the origin for the idea of early engagement with, and enrollment at, the University for high school students.

On January 29, 1946 Waugh, along with other University officials, met with the Connecticut High School

Principals Association, which suggested “that the colleges set up the freshman year of college work in high schools throughout the state... and the colleges would in turn promise to honor the credit so obtained.” The idea was well-received by the colleges: it would allow the acceleration of education for high-achieving students. Yet, the issue of space provided an immediate concern for the collegiate representatives; with veterans now returning to campus via the G.I. Bill, space was at a premium, and the universities were hesitant to build this connection with high school students. The universities ultimately felt that the time was not right to consider the proposal.

The University continued to adapt and expand over the next several years, and priorities centered on ensuring the quality of education offered on campus. Then, in a 1952 entry, Waugh notes that there was meeting of the Senate's Committee on Curricula and Courses in which his proposal to admit “a bright few youngsters who have not graduated from high school” was received with significant interest. Waugh noted additional meetings in June and in November, where the committee also heard from a Yale representative on their acceptance of “pre-induction scholars.” These scholars had been offered early admittance at a few universities to increase the likelihood that they would return to college after fighting in the war. With the knowledge of the work done at sister

institutions and the continuing need of academically challenging opportunities for high school students, it became clear that some type of program was needed to facilitate collegiate-level academics for high school students still in their high school careers.

The Senate's Committee began the following year by continuing to consider Waugh's idea to “admit a few bright youngsters.” On February 9, 1953, the University Senate voted to adopt the proposal, and the development of the program was able to move forward. Pivotal to the development of Waugh's proposal was a November 5, 1953 meeting with executive committee of the Secondary School Principals Association. Waugh, along with other University representatives, met with the executive committee over their intended protest of the early admittance program. Waugh noted that the proposal had now changed to “allowing these outstanding students to stay on in the high school taking work under our supervision and getting college credit for the work.” The program had shifted from early admittance to the University to concurrent enrollment with university-level courses offered to students while still in high schools: this was the first instance of concurrent enrollment in the nation. In the following year, the University Committees on Scholastic Standards and on Curricula and Courses continued to meet and work on Waugh's proposal, which unanimously approved

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# The Genesis of Concurrent Enrollment: Albert E. Waugh and the UConn High School Cooperative Program

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for the work.” The program had shifted from early admittance to the University to concurrent enrollment with university-level courses offered to students while still in high schools: this was the first instance of concurrent enrollment in the nation. In the following year, the University Committees on Scholastic Standards and on Curricula and Courses continued to meet and work on Waugh’s proposal, which unanimously approved of his idea. In December the committee met to discuss the proposal alongside the principals of Manchester, Norwich Free Academy, and New London High School. The proposal was officially moving toward program implementation.

Waugh and the committee continued to plan and prepare for the program during the following months; in January of 1954, they met with department heads in the University’s College of Liberal Arts and Sciences to discuss the supervision of the program. In March, Waugh met with 25 area superintendents and principals to discuss the program, all of whom were enthusiastic about the idea. The committee continued to refine the program through the rest of the academic year and the summer. At the end of September, Waugh met with the High School

Principal’s Association about their new “cooperative program for gifted students.” In November of 1954, Waugh discussed the possibility of a Honors English class at New Britain High School joining the cooperative program.

And, at the end of the 1955-1956 school year, that class of New Britain High School students had become part of the first cohort of the Cooperative Program for Superior High School Students, operated by the University of Connecticut. The students at New Britain High School had peers at Bristol Eastern and Bristol Central High Schools (formerly Bristol High School), Manchester High School, Nonnewaug High School (formerly Woodbury High School), Norwich Free Academy, Rockville High School and Valley Regional High School; in total, 112 students were the first in the nation to take part in a concurrent enrollment program. Nine collegiate-level courses were offered that first year: English 105 and 106, History 110 and 112, Mathematics 105 and 109, French 163, Chemistry 127, and Zoology 111. At the end of the 1955-1956 school year, 76 students had earned a total of 126 credits, and participating students were offered admission at 33 different post-secondary institutions.

Today, UConn Early College Experience serves over 13,000 students in the state of Connecticut and Fisher’s Island, NY. In the 2018-2019 school year, 1,385 course sections are currently being taken by high school students; over 80,000 credits will be earned at 194 partnering high schools. The program has grown over a hundredfold in the past 60 years—but it still maintains its root in Waugh’s goal of providing access to and preparation for post-secondary study to students while they are still in high school.

*All references are from the Albert E. Waugh’s Daily Journal, housed in the Albert E. Waugh Papers at the University of Connecticut Library Archives and Special Collections.*

# Congratulations to our 2018-2019 Classroom Grant Winners!

By Nella Quasnitschka

UConn Early College Experience continues to offer Small Classroom and Community Development Grants for courses taught in partner high schools. UConn ECE Instructors currently teaching courses at their high school were able to submit proposals for technology, equipment, and 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 set up a financial literacy program and expose students to human rights issues. This year the UConn ECE Program Office received sixteen competitive applications for innovative enhancement and projects from partner schools all over Connecticut. Below is a list of proposals that have been funded.

## **Christian Heritage High School**

Instructor: Jamie Cosgrove

Course: BIOL 1107

**Description:** Two CRISPR kits will be purchased to expose UConn ECE students to this new DNA sequencing technology. Students in Professor Cosgrove's class will use the CRISPR kits to grow bacteria on a medium that contains streptomycin which binds ribosome and prevents it from bidding, not allowing the bacteria to replicate and grow colonies.

## **E.O. Smith High School**

Instructor: Beth Daitch

Course: HDFS 1070

**Description:** Professor Diatch has been funded to purchase two active learning experience simulators that will help students to appreciate the many challenges and obstacles faced in both pregnancy and later adulthood/elderhood stages of development. The simulators will replicate the third trimester of pregnancy as well as what hearing loss, tremors, and arthritis feels like. These experiences will help students gain real life exposure to these stages of life.

## **Hartford Magnet Trinity College Academy**

Instructor: Taylor Bacon

Course: STAT 1100Q

**Description:** UConn ECE Statistics students in Professor Bacon's class are working with calculating descriptive statistics as well as creating histograms and boxplots to describe shape, center, and spread for distributions. Later in the course, students will need to create scatterplots, generate linear regression equations, calculate binomial and geometric

probabilities, and run hypothesis tests, which requires the use of a graphing calculator. This grant will fund the purchase of graphing calculators so all current students, and future students will have access to the tools needed to practice problems both inside and outside the classroom.

## **Masuk High School**

Instructor: Mari O'Rourke & Peter Schmitt

Course: MATH 1131Q, PHYS1201Q, PHYS 1202Q

**Description:** A 3D printer will be purchased to provide hands on technology experience as well as allow students to do more science activities and experiments. The addition of a 3D printer in the classroom will increase students' understanding of the concepts being taught and will spark interest in the areas of math and science by providing a hands-on experience in programming and engineering tasks.

## **New Britain High School**

Instructor: Keith Ontko

Course: PHYS 1201Q, PHYS 1202Q

**Description:** High school students taking UConn Physics courses face a great challenge in learning the concepts of a fast-paced college-level course, which most students find difficult in nature. To enhance learning opportunities for his students, Professor Ontko has created a website where he provides tutorials using different types of media including textual media and videos to match the textual tutorials. To help capture the video and audio a screen drawing tablet will be purchased. Presenting the physics concepts and solved example problems in a video format will complement the instruction provided in the classroom.

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# Congratulations to our 2018-2019 Classroom Grant Winners!

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## **New Canaan High School**

Instructors: Michael Staffaroni & Donna Sapienza

Course: ECON 1201, ECON 1202, HDFS 1070

**Description:** Students will set up a financial literacy and economics knowledge program at the local elementary school by using children's literature to teach economic concepts and financial literacy to 2nd grade students. Students in the economics course will use what they learn in class to determine the appropriate content goals and objectives for each book. Students in the childhood development course will use their knowledge to analyze available resources, develop new ones, and ensure the correct and most effective pedagogical approaches are used.

## **Stamford High School**

Instructor: Anne Runge & Ella Kraiz

Course: CHEM 1127Q, CHEM 1128Q

**Description:** Spectrophotometers will be purchased to increase students' access to a central piece of equipment in all chemistry and biology courses. This increased access will allow students to become more engaged, and better understand how the principles of spectroscopy can be applied in a real scientific experiment. In addition, the ability to collect their data more efficiently means that they will have more time in which to analyze their results.

## **Vinal Technical High School**

Instructor: Cheryl Lee

Course: ECON 1000

**Description:** This grant will provide the materials students in ECON 1000 need to build modified ride-on cars for young children who experience limited mobility. Research has shown that the interaction provided to children who are able to use the cars help development, physical, social, language, and cognitive skills. Students will build the cars while in shop and then conduct research on the economic impact of people with disabilities in the workforce. Professor Lee and her students seek to contribute to the growth and development of people in their community by allowing them to blossom into productive members of the workforce.

## **Wilbur Cross High School**

Instructor: Moira Cassell

Course: ENGL 1004

**Description:** Professor Cassell will take students to the Newport Mansions to support and enhance the students' cultural comprehension and analysis of *The Great Gatsby*. Students will identify and evaluate the lifestyle of 1920's-era mansion-dwellers, which will inform their analysis of characters' lives and motives in *The Great Gatsby*—a book they will be reading for class at the same time of the trip. The students will then use their notes and experience to write an analysis of the setting, characters, and characters' flaws and motives with respect to the American dream.

## **Woodstock Academy**

Instructor: Sara Dziejdzic

Course: HRTS 1007, POLS 1402

**Description:** Funds for this grant will go towards a human rights leadership conference that is open to all high school and middle school students in Northern CT and Southern MA. Topics will focus on human rights and include a keynote speaker and breakout sessions focusing on a variety of topics such as LGBTQ rights in schools, immigration rights, women in the workplace, etc. Students enrolled in Professor Dziejdzic's courses will help facilitate breakout sessions and discussions, as well as research relevant topics to high school and middle school students. Students will also be tasked with developing promotional materials and visiting area schools to explain the event.

### **The Office of Early College Programs**

will award UConn ECE Classroom Grants again next year.

The deadline to apply will be **October 16, 2019**.

We encourage all UConn ECE Instructors to submit applications. To be eligible for a grant, applicants must be instructors of an UConn ECE course running during the 2019-2020 academic year.

Please see our website at [ece.uconn.edu](http://ece.uconn.edu) for more application details.

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



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# UConn

## EARLY COLLEGE PROGRAMS

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### UConn ECE Upcoming Events and Deadlines

**ECE**  
at its  
**BEST**

**March 26, 2019**  
Globalization  
Conference

**March 30, 2019**  
Connecticut Science  
Olympiad

**ECE STUDENT  
SCHOLARSHIP APPLICATIONS**  
will be accepted **January 28, 2019**  
- **March 13, 2019**

Scholarships will be awarded to graduating high school seniors entering an institution of post-secondary education in Fall 2019 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 staff at the student's high school award event. Scholarship details and application requirements can be found at: [ece.uconn.edu](http://ece.uconn.edu).



*\*Check our website for professional development workshop dates.*

**ECE.UCONN.EDU**