ECE Course Evaluation Results – Fall 2019
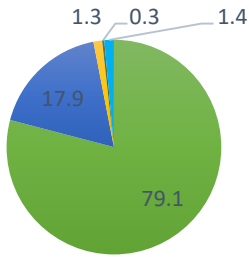
Eval collection period: 1.18.19 – 2.4.19

**1. It was made clear to me that this was a University course.**

1.3 0.3 1.4
17.9
79.1

2. I feel that the syllabus was a clear and useful tool for understanding the class objectives, grading standards, and required readings.

2.6 1.4
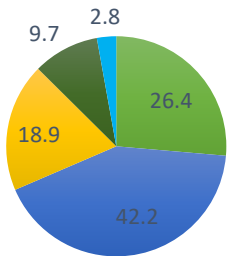24.4 37.0
34.6
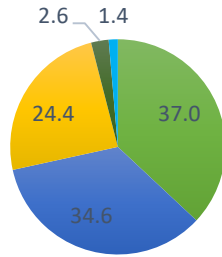
3. UConn grading procedures were explained to me.

10.2 2.3
15.4 35.0
37.0
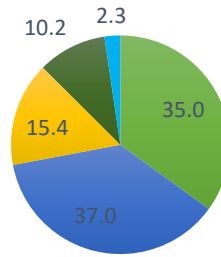
4. Now that the course has ended, I feel the course met the objectives of the class.

2.8 0.8
8.1
43.2 45.1
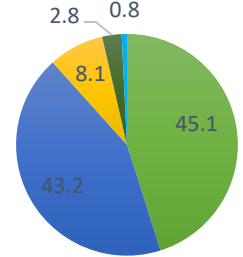
5. I feel that my previous high school classes adequately prepared me for the course.

9.7 2.8
18.9 26.4
42.2

6. I feel that the assigned readings, texts, and assignments were helpful to facilitate learning.

3.9 1.4
9.9 39.1
45.7
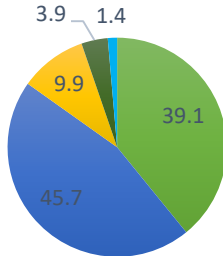
7. I feel that the topics of this course were presented in a sequence that facilitated learning.

1.9 0.8
8.6 43.9
44.8

Legend:
- 🟩 Strongly agree
- 🟦 Agree
- 🟨 Neutral/ no opinion
- 🟩 Disagree
- 🟦 Strongly disagree
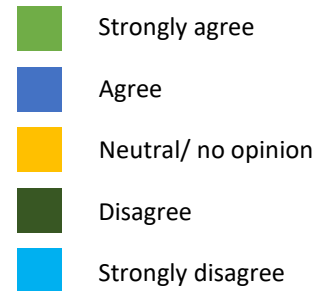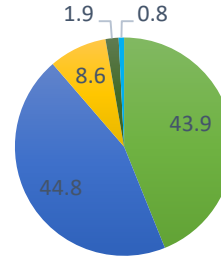
47.7%
overall response rate*

3.0k
of overall respondents*

8. What was the most difficult topic? Please explain.
9. Which topic received too much class time? Please explain.
10. Which topic received too little class time? Please explain.
11. If you could suggest an additional topic to add to the syllabus, what would it be?

As these 4 questions are course-specific, detailed results will be addressed in evaluations sent to instructors

22
Classes with 100% response rate

363
of courses evaluated

12. How did this course differ from your non-UConn courses? Please explain.

top 12 themes

workload	faster	pace	test
hard	learning	challenge	time
difficult	AP/Honors	understand	rigor

*Completion rate through Q4. Completion rate through Q12=37.8%

The above and themes of *study, in-depth, read, think, homework, writing, same, focus, independent, assignment, notes,* and *involved* accounted for the top 24 key words on Q12.

In Their Words...

There were more resources available to me and the class was better structured.

It's a lot more conceptual. Not a lot of dates, knowing names, years, etc. It was a lot of discussion and analysis.

There was more emphasis on practical application of the new vocabulary and less emphasis on the specific rules of grammar. All students were also more encouraged to respond in the language in class.

This course differed from my non-UConn courses in that we had a lot of hands-on experience. The majority of my other classes consisted of the standard AP teach and learn the content by yourself system. I liked being able to apply what we learned in class and get a further understanding of some of the topics.

The workload was different and the class seemed like it would actually be preparing me for things I might face in the real world.

It was taught with a well made and explained syllabus and system, everything was hand in hand.

It was overall a more engaging and mature classroom environment, and since it was a college-level course, there was more independence given to students in how much studying and reading they choose to do outside class time to learn the material.

This UConn course was a lot more intense and information filled than my other courses. For the first time ever I felt like I had taken a class where I utilized all the skills I had obtained in other math classes.

Content was a bit harder; tougher grading; more content with a purpose; left with a bigger understanding of our new discussed topics

It definitely presented more of a challenge. The way to study was different, how we learned was different. Both were a lot harder and more on how it functions and less on memorizing little things.

The workload was more rigorous in both difficulty and volume, so the class was more challenging that non-UConn courses. Also, classes were more focused on reviewing topics already done as homework, opposite to other classes.

This course was more in detail and taught me different study techniques and made me understand the rigor of college classes.

The learning was much more independent. Classes consisted mostly of notes/lectures from the teacher, while all studying/revising was done entirely at home.

I received a UConn syllabus (separate from that of my high school syllabus) for my UConn course.

33.7% 58.9% 7.4%

- 🟩 Yes
- 🟦 No
- 🟨 Not sure

Course Evaluations – Best Practices

| Set aside time for students to complete the course evaluations | Inform your students that surveys are emailed to the email address that they used to register | Student feedback has been used to help clarify grading policies and other course design issues | Create a college culture in your UConn classes |

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EARLY COLLEGE EXPERIENCE

Please contact Carissa.Rutkauskas@UConn.edu for additional information

UCONN

OFFICE OF EARLY COLLEGE PROGRAMS

POINTS OF CONTACT

Student, Parent and General Inquiries- please contact (860)486-1045
Online Registration Questions- 1-855-382-UECE

Brian Boecherer, Ph.D. *Executive Director* *Office of Early College Programs* **Phone: 860.486.8828** **E-mail: Brian.Boecherer@uconn.edu**	Key Responsibilities: • Academic oversight • New course and program development • Program assessment and research initiatives • Summer Professional Development for Faculty
Nella Quasnitschka *Associate Director – Academic Outreach* *Director of Pre-College Summer* **Phone: 860.486.5581** **E-mail: Nella.Quasnitschka@uconn.edu**	Key Responsibilities: • Coordination & development of outreach and HS visits • Strengthening of high school and university partnerships • Liaison between UConn faculty and high schools • Pre-College Summer – Management and Implementation
Jessica Dunn *Assistant Director, OECP* *Director of Student Enrichment & Registration* **Phone: 860.486.4650** **E-mail: Jessica.Dunn@uconn.edu**	Key Responsibilities: • Management of student registration process • Oversees student development opportunities • ECE special events & conferences/student events • Manage on-campus courses for high school students
Melanie Banks *Program Assistant – Academic Standards* *Associate Director, Pre-College Summer* **Phone: 860.486.3419** **E-mail: mbanks@uconn.edu**	Key Responsibilities: • ECE program assistance for UConn faculty coordinators • Course comparability support for ECE faculty • Grading & Syllabus collection • Pre-College Summer – Implementation and Organization
Stefanie Malinoski *Program Specialist – Certification & Workshops* **Phone: 860.486.8033** **E-mail: Stefanie.Malinoski@uconn.edu**	Key Responsibilities: • Discipline-specific workshops • Instructor Certification Process • Instructor databases and records
Todd Blodgett *Program Assistant – Registration Coordinator* **Phone: 860.486.0702** **E-mail: Todd.Blodgett@uconn.edu**	Key Responsibilities: • Student registration • Student databases and records • Course scheduling • On-campus courses for high school students •
Carissa Rutkauskas *Program Specialist – Outreach and Evaluation* **Phone: 860.486.6055** **E-mail: Carissa.Rutkauskas@uconn.edu**	Key Responsibilities: • Program assessment, evaluation, and research initiatives • Program information and national trends • Developing programs at high school level Website and marketing coordination

Policy & Procedures ~ Quick Guide

This quick guide is a conceptual overview of UConn Early College Experience (UConn ECE) and it is designed to draw your attention to the most important elements of the program.

It is useful to think about UConn ECE as being like a regional campus: it has academic departments, administration, and student services. Your class is the location of the course. The policies of the University (e.g., academic integrity, instructor certification, grading standards, and registration) extend from the University and its departments to you as the UConn ECE instructor and to your high school. Please keep in mind that you, as an instructor, should reach out to our office whenever you have questions, concerns, or are experiencing problems.

We are here to support you in offering your UConn class!

Please read the following important bulleted-topics and follow up by reading the complete policies on our website when you encounter issues.

- Instructors are certified by their academic department and have the responsibility of working within the requirements of that department. Each departments has different levels of academic freedom which originate from the individual departmental culture. If you have questions about grading (how to determine partial credit, standards of assessment, lab requirements, etc.) contact your Faculty Coordinator.

- You, as a certified UConn ECE Instructor, are considered University Affiliates with the University of Connecticut teaching your courses at the high school. To maintain your certification, you need to stay connected to the department and attend the regular professional development workshops (minimum once every two years). Instructors can be decertified for not attending workshops without a waiver and/or a demonstrating a flagrant refusal to employ the standards of the program.

- Life happens and sometimes you need to leave the classroom for an extended period of time. If you are out for over 2 weeks, the high school will need to find a replacement who can be approved by the UConn department. Please contact us at the earliest moment so that we can work with the high school and the department to support your temporary replacement.

- Are you preparing your students for the AP test in addition to your UConn class? This may work better for some UConn classes than with others. All we ask is that you maintain the academic standards, philosophy, and integrity of the UConn class. Extra content is a bonus to the student. Discuss this opening with your faculty coordinator so they can help you.

- Students are asked to complete anonymous course evaluations for each class. Please make time in the class for students to complete the course evaluations. We send you all the student feedback and aggregate the departmental feedback for the Faculty Coordinator.

WE REQUEST THAT YOU READ ALL THE POLICIES AND PROCEDURES, WHICH CAN BE FOUND AT: www.ece.uconn.edu. If you are ever in doubt about any part of the program, please contact us directly at 860.486.1045 or ece@uconn.edu.

Quick Reference to understand the areas of your Academic Oversight

You offer a UConn course; it just happens to be for high school credit as well. Course comparability is a shared responsibility where you play the most important role. You are responsible for course delivery.

Be aware of all NACEP standards, they are attached to this reference… But you are responsible for specific standards and they are described below.

Your guiding principle… Students are held to the same standard of achievement as other UConn students.

- **Make sure your students have a syllabus.** The department and the central office will give you guidance, but make sure the UConn information is included, grading information is clear, and it follows departmental guidelines. Have one syllabus for each course. **A syllabus helps your students when transferring credit too!** (See standard A1)

- **Align grading standards with your department's standards.** If you ever have a question, ask your Faculty Coordinator. Make sure you know whether a 93% is an A or A- in your department… (See standard A2)

- **Know your academic freedom.** Some disciplines will prescribe the student assessments and assignments, while others give guidelines for assignments while stressing quality indicators. Never hesitate to contact your Faculty Coordinator for clarification on this topic. **Assessments and assignments need to meet the requirements & philosophy of the department.** (See standard A3)

- **Make yourself accessible for site visits.** Your Faculty Coordinator is required to visit and observe your UConn class. This is a good opportunity to meet your Faculty Coordinator one-on-one and ask questions. This is a time to show off your class! (See standard C3)

If you ever have any questions contact your Faculty Coordinator; Melanie Ochoa (860.486.3419/Melanie.Ochoa@UConn.edu); or Brian Boecherer (860.486.8828/Brian.Boecherer@UConn.edu).

No question is too small!

Quick Reference to understand the areas of your Academic Oversight

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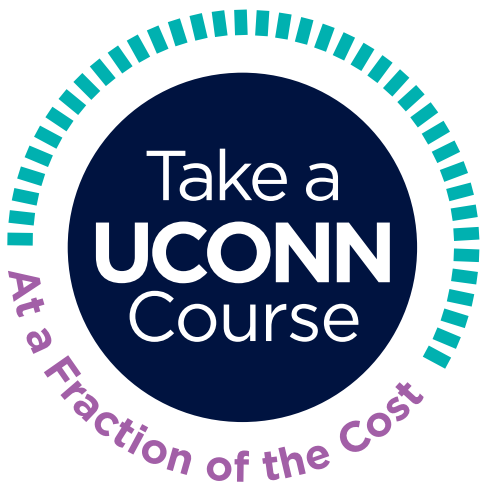
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No question is too small!

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Look Towards Your Future

Take a UCONN Course
At a Fraction of the Cost

Early College Experience
2020-2021

Consent Form 2020 - 2021   UConn Early College Experience

Please read all information herein and obtain all required signatures before you start the online registration process. You will need an electronic copy of this entire form (top to bottom) to submit your online application successfully.

DEADLINES

Applications: Accepted **April 30, 2020 – June 30, 2020**

Enrollments: Accepted **August 11, 2020 – September 30, 2020**

Late Application Period: **August 11, 2020 – September 16, 2020**

Billing: Fall and Full-Year course fees due by **November 7, 2020**
Spring course fees due by **January 8, 2021**

For a fillable version of this form, use Chrome or Edge (not compatible with Firefox), download, complete, save, then upload to Compass.

PROGRAM FEES   1 credit course - $50   2 credit course - $100   3 credit course - $150   4 credit course - $200

Program fees are $50 per registered course credit. Please see attached course offerings list to determine credits per course. The University of Connecticut sends fee notifications to the e-mail address the student provides during the application process. Students are financially responsible for all courses for which they register. ~~An additional $25 non-refundable administrative fee is charged for applications submitted between August 11th and September 16th and must be paid by November 7, 2020.~~

University standard policies on late fees, returned checks, and collections will apply to program participants.*

DROPPING A COURSE

You must log into the Compass Enrollment Center on or before **September 30, 2020** and drop your course. Courses not dropped online by September 30th will require a Withdrawal Form (WAU/W) to be completed and all course fees paid.

FERPA (Family Educational Rights and Privacy Act) & Parent/Guardian Access

Under FERPA, UConn ECE student educational records will be kept confidential and will be disclosed only with a student's consent. UConn can only discuss fee bills with students or FERPA Designees. A parent/guardian must be designated as an Authorized User for e-mail notification of a fee bill, or be a Delegate to access certain portions of a student's education records.*

*For full details of program policies, procedures, and deadlines visit **ece.uconn.edu.**

Student Legal Name _____
                                          Last   First   Middle

High School _____

CONSENTS/AUTHORIZATIONS (All signatures are required in BLUE or BLACK INK ONLY)

In place of your signature, please enter your email address

Student: I have read and understand this consent form. I am aware of all important deadlines and I agree to the financial responsibility of the program fees. I also give UConn ECE my consent to utilize photographs, video, audio recordings, and/or textual material in which I may appear for its use in University publications.

Student Signature _____

Parent/Guardian: I have read and understand this consent form. I acknowledge that my student is participating in UConn ECE and is financially responsible for all program fees incurred. UConn ECE may contact my student's high school and/or district to verify his/her fee waiver eligibility, if applicable. I give UConn ECE my consent to utilize photographs, video, audio recordings, and/or textual material in which my student may appear for its use in University publications.

In place of parent signature, please enter parent email address

Parent/Guardian Signature _____ PRINT Parent/Guardian Name_____

High School: I confirm the above student is approved to register for UConn ECE. I have provided the appropriate documentation to the UConn ECE Program Office to confirm the student's eligibility for free/reduced lunch at our high school, if applicable.

UConn ECE Site Representative or School Counselor Signature _____ *------not required------* _____

APPROVED COURSES FOR ONLINE ENROLLMENT (see Course Offerings list)

Please use this list as a reference when enrolling online. **You must enroll online** to be eligible for UConn ECE credit.

UConn Course Name	Compass Enrollment Center Term		Instructor Full Name
_____	Fall 2020	Spring2021	_____
_____	Fall 2020	Spring2021	_____
_____	Fall 2020	Spring2021	_____
_____	Fall 2020	Spring2021	_____

Please note: Some courses listed under Fall 2020 in the Compass Enrollment Center run for the full-year at your high school. For high school-specific course/term designations, see your Site Representative.

MAKE AN ELECTRONIC COPY OF THIS FORM FOR YOUR RECORDS AND FOR USE DURING THE ONLINE REGISTRATION PROCESS.

UConn Early College Experience
Online Registration Process

When registering, we recommend using the following browser/computer combinations: **Internet Explorer** w

STEP 1:
FILL OUT CONSENT FORM

STEP 2:
APPLY ONLINE

STEP 3:
ACTIVATE NETID

- Work with your school counselor to choose courses.
- Write approved courses on bottom of consent form.
- Obtain all signatures in ink.
- Make an electronic copy.

ALL students MUST submit a new application and consent form each year.

- Go to **ece.uconn.edu** and click **"Apply & Enroll" > "STEP 2: Apply Online" > "Apply Now".** *Be prepared to upload the electronic copy of your completed consent form.*
- Create a Compass User ID and password (or login with your previously created User ID).
- Complete all application steps until you have **ALL GREEN CHECK MARKS.**
- Return to Main Menu and click **"Submit Application."**

- **Activate** your NetID within 1-2 weeks after applying to prepare for enrollment.
- **New students:** activate your NetID on **netid.uconn.edu** by following instructions e-mailed to you.
- **Returning students:** Find your NetID at **netid.uconn.edu** and recall your NetID password. If needed, click **"Reset"** under Reset Forgotten Password on the Home page.

▶ **APPLICATIONS ACCEPTED:** April 30 - June 30, 2020

...hen using a PC · **Google Chrome** when using a Mac

STEP 4:
ENROLL IN COURSES

STEP 5:
PAY YOUR BILL

- Click the link in your approval e-mail or visit **ece.uconn.edu** to enroll in your courses.

- Log in to the Compass Enrollment Center with your activated NetID and password.

- Add all approved Fall and Spring courses to your shopping cart. *Check with your high school for correct course/term designations.*

- Validate and Enroll ("class successfully added to your schedule" confirmation message will pop-up).

- Once enrolled, monitor your e-mail for your "Notification of New Charges". **Fall and Full-Year course fees are due by November 7, 2020. Spring course fees are due by January 8, 2021.**

- Failure to receive an e-mail bill notification does not absolve the student of the responsibility of payment by the due date.

- Use link in e-mail to pay online.

- Visit ece.uconn.edu for all payment information.

Late Application Period: August 11 – September 16

An additional $25 non-refundable administrative fee is charged for applications submitted between August 11 and September 16 and must be paid by November 7, 2020. It will take 3-5 business days for your application to be processed before you are approved to enroll in courses. Once approved you will receive an e-mail to enroll.

ENROLLMENTS ACCEPTED: August 11 - September 30, 2020

Allied Health

AH 2001:	Medical Terminology	1 credit
AH 1100:	Introduction to Allied Health Professionals	1 credit
*AH4092:	EMT Training	4 credits

American Studies

AMST 1201:	Introduction to American Studies	3 credits

Animal Science

ANSC 1602:	Behavior & Training of Domestic Animals	3 credits
ANSC 1676:	Introduction to Companion Animals	3 credits
ANSC 2251:	Horse Science	3 credits

Anthropology

*ANTH 1000:	Other People's Worlds	3 credits

Art

ART 1030:	Drawing I	3 credits

Biology

BIOL 1107:	Principles of Biology I	4 credits
BIOL 1108:	Principles of Biology II	4 credits

Chemistry

CHEM 1127Q:	General Chemistry I	4 credits
CHEM 1128Q:	General Chemistry II	4 credits

Chinese

CHIN 1114:	Intermediate Chinese II	4 credits

Classics and Ancient Mediterranean Studies

CAMS 1103:	Classical Mythology	3 credits
CAMS 3101:	Topics in Advanced Greek	3 credits
CAMS 3102:	Topics in Advanced Latin	3 credits

Digital Media & Design

DMD 1000:	Digital Foundation	3 credits

Economics

ECON 1000:	Essentials of Economics	3 credits
ECON 1201:	Principles of Microeconomics	3 credits
ECON 1202:	Principles of Macroeconomics	3 credits

Education (Leadership/Education Psychology)

EDLR 1162:	Health & Education in Urban Comm.	1 credit
*EPSY 1100:	Introduction to Special Education	3 credits

Engineering

CE 2110:	Applied Mechanics I	3 credits

English

ENGL 1004:	Introduction to Academic Writing	4 credits
ENGL 1010:	Seminar in Academic Writing	4 credits
ENGL 1011:	Seminar in Writing through Literature	4 credits

French

FREN 3250:	Global Culture in French I	3 credits
FREN 3268:	Grammar and Composition	3 credits

Geosciences

*GSCI 1051:	Earths Dynamic Environment	3 credits

German

GERM 3233:	Building Language Skills through Culture I	3 credits
GERM 3255:	Studies in 20th Century German Literature	3 credits

History

HIST 1300:	Western Traditions before 1500	3 credits
HIST 1400:	Modern Western Traditions	3 credits
HIST 1501:	United States History to 1877	3 credits
HIST 1502:	United States History since 1877	3 credits

Human Development and Family Sciences

HDFS 1070:	Individual and Family Development	3 credits

Human Rights

HRTS 1007:	Introduction to Human Rights	3 credits

Italian Literary and Cultural Studies

ILCS 3239:	Italian Composition & Conversation I	3 credits
ILCS 3240:	Italian Composition & Conversation II	3 credits

Latino & Latin American Studies

LLAS 1190:	Introduction to Latin America and the Caribbean	3 credits

Marine Sciences

MARN 1001:	The Sea Around Us	3 credits
MARN 1002:	Introduction to Oceanography	3 credits
MARN 1003:	Introduction to Oceanography with Laboratory	4 credits

Maritime Studies

MAST 1200:	Introduction to Maritime Culture	3 credits

Mathematics

MATH 1030Q:	Elementary Discrete Mathematics	3 credits
MATH 1131Q:	Calculus I	4 credits
MATH 1132Q:	Calculus II	4 credits

Music

MUSI 1001:	Music Appreciation	3 credits
*MUSI 1003:	Popular Music and Diversity in American Society	3 credits
MUSI 1011:	Fundamentals & Ear Training I	3 credits
MUSI 1012:	Fundamentals & Ear Training II	3 credits

Natural Resources and the Environment

NRE1000E:	Environmental Science	3 credits

Philosophy

PHIL 1101:	Problems of Philosophy	3 credits

Physics

PHYS 1201Q:	General Physics I	4 credits
PHYS 1202Q:	General Physics II	4 credits
PHYS 1401Q:	General Physics with Calculus I	4 credits
PHYS 1402Q:	General Physics with Calculus II	4 credits

Plant Science and Landscape Architecture/Horticulture/Soil Science

SPSS 1110:	Fundamentals of Horticulture	3 credits
SPSS 2520:	Floral Art	2 credits
SPSS 3530:	Advanced Floral Design	2 credits
SPSS 1150:	Agricultural Technology & Society	3 credits
SPSS 3230:	Biotechnology - Science, Application, Impact & Perception	3 credits
SPSS 3240:	Plant Biotechnology	3 credits
SPSS 2120:	Environmental Soil Science	3 credits
*SPSS 1100:	Turfgrass Management	3 credits

Political Science

POLS 1202:	Introduction to Comparative Politics	3 credits
POLS 1402:	Introduction to International Relations	3 credits
POLS 1602:	Introduction to American Politics	3 credits

Sociology

SOCI 1001:	Introduction to Sociology	3 credits

Spanish

SPAN 3177:	Composition and Reading for Speakers of Spanish	3 credits
SPAN 3178:	Intermediate Spanish Composition	3 credits
SPAN 3179:	Spanish Conversation: Cultural Topics	3 credits

Statistics

STAT 1100Q:	Elementary Concepts of Statistics	4 credits

*Courses are in pilot phase. Please contact the UConn ECE Program Office for more information. For complete course descriptions visit **ece.uconn.edu**

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EARLY COLLEGE EXPERIENCE

University of Connecticut
UConn Early College Experience
368 Fairfield Way U-4171
Storrs, CT 06269-4171
Phone: 860-486-1045
Fax: 860-486-0042
Email: ece@uconn.edu

UConn Early College Experience is a concurrent enrollment program. Students earn both high school and college credit for each UConn course taken at their high school. UConn ECE is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Key Dates

April 30	Online applications open.
June 30	**Application deadline.** An application must be successfully submitted online prior to enrolling in courses.
August 11	Online enrollment and late applications open.
September 16	**Late application deadline.** Any student who did not successfully submit a 2020-2021 application by June 30th, must do so by September 16, 2020. An additional $25 non-refundable administrative fee is charged for late applications and must be paid by November 7, 2020.
September 30	**Enrollment deadline.** Courses not dropped in the Compass Enrollment Center by September 30th will require a Withdrawal Form (WAU/W) to be completed and all course fees paid.
November 7	**Fall and Full-Year course fees are due. A $50 late fee** will be assessed to all accounts which go unpaid after the published fee bill due date.
January 8	**Spring course fees are due.** A **$50 late fee** will be assessed to all accounts which go unpaid after the published fee bill due date.

For full details of program policies, procedures, and deadlines visit **ece.uconn.edu.**

Need Assistance?

General Application and Enrollment Inquiries ▶

UConn Early College Experience Program Office
ece.uconn.edu • ece@uconn.edu • 1-855-382-UECE (8323)
Mon - Fri 8:00 am - 4:00 pm

UConn NetID Questions and Password Resets ▶

University Information Technology Services
netid.uconn.edu • helpcenter@uconn.edu • 1-860-486-HELP (4357)
Mon - Fri 8:00 am - 5:00 pm

Student Payment Options and Billing Inquiries ▶

UConn Early College Experience Billing Office
ece.uconn.edu • ecebilling@uconn.edu • 1-860-486-5100
Mon - Fri 8:00 am - 4:00 pm

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EARLY COLLEGE EXPERIENCE

TECHNOLOGY QUICK REFERENCE

UCONN TECHNOLOGY RESOURCES

UCONN EARLY COLLEGE EXPERIENCE
Telephone: 860-486-1045
E-mail Address: ece@uconn.edu
Hours of Operation   Monday – Friday 8:00 a.m. – 4:00 p.m.
Website: ece.uconn.edu

EDUCATIONAL TECHNOLOGIES (HUSKYCT)
Telephone: 860-486-5052
E-mail Address: edtech@uconn.edu
Hours of Operation   Monday – Friday 9:00 a.m.– 4:00 p.m.
Website: edtech.uconn.edu

UCONN TECHNOLOGY SUPPORT CENTER
Telephone: 860-486-4357
E-mail Address: helpcenter@uconn.edu
Hours of Operation   Monday – Friday 8:00 a.m. – 5:00 p.m.
Website: helpcenter.uconn.edu

OFFICE OF THE REGISTRAR
Telephone: 860-486-3331
E-mail Address: registrar@uconn.edu
Hours of Operation   Monday – Friday 8:00 a.m. – 5:00 p.m.
Website: registrar.uconn.edu

NET IDS AND PASSWORDS

(class rosters, student grades, Status Reports, financial information, *HuskyCT, UConn Libraries' Online Resources, UConn's wireless networks)*

- NetIDs are an 8-character alphanumeric ID comprised of three letters and 5 numbers. NetID passwords are set by the user during the NetID activation process.
- For assistance with NetIDs and/or NetID passwords go to netid.uconn.edu or contact the ITS Help Center.

Student Information
UCONN ECE ONLINE APPLICATION AND COURSE ENROLLMENT

The following browser/computer combinations are recommended during registration: Internet Explorer/PC and Google Chrome/Mac.

Have your students go to: **ece.uconn.edu** and click on the Students & Parents button. Students must follow all steps in the "Apply & Enroll" process to complete registration.

Our toll-free ECE registration helpline for all UConn ECE partners is **1-855-382- UECE (8323)**.

Help is available from 8:00 am – 4:00 pm M-F, with possible extended hours during high volume periods.

STUDENT ADMINISTRATION SYSTEM
studentadmin.uconn.edu

SIGNING IN TO THE SA SYSTEM

a. Using a web browser navigate to **studentadmin.uconn.edu**
b. Click Login
c. Type your *NetID* **and** *password*
d. Click **Log In**

RESETTING A FORGOTTEN NETID PASSWORD

a. Using a web browser navigate to **netid.uconn.edu**
b. In the **Reset Forgotten Password** box click the Reset button
c. Type your *NetID* (ex: abc12345)
d. Enter your date of birth
e. Select the recovery option you set up and follow appropriate directions. If you need assistance please contact the ITS Help Center

PRINTING CLASS ROSTERS

a. Log in to the SA system
b. Click **Self Service**
c. Click **Faculty Center**
d. Click the **Change Term** button, select the current term and click **Continue**
e. Click the **Class Roster** icon located to the left of the class number (*The selected class roster will appear*)
f. Click the **Printer Friendly Version** link located at the bottom of the roster
(*The selected class roster will appear*)
g. Click **File** and then click **Print**

REGISTRATION STATUS & NETID REPORTS
ece.uconn.edu

VIEW STATUS OF APPLICATIONS, ENROLLMENTS & NETIDS

a. Click **High Schools & Site Reps**
b. Click the **Status Report** button
c. **Log in** with your NetID and password
d. Click on the appropriate report

HUSKYCT
huskyct.uconn.edu

LOGGING IN TO HUSKYCT

a. Using a web browser navigate to **huskyct.uconn.edu**
b. Click the blue Login button (*The NetID Single Sign-On page will appear*)
c. Type your *NetID* and *password*
d. Click **Login**

ADDITIONAL INFORMATION AND INSTRUCTIONS CAN BE FOUND ON THE ECE WEBSITE at ece.uconn.edu

Credential Quick Reference

A quick reference guide about your UConn Email, NetID, and Husky OneCard

UConn Email

Usually "**firstname.lastname@uconn.edu**"

- We automatically link your business email to your UConn email!
- You can look up your email address in the Student Administration System.
- The only time you'll really need it is when using an ILS (Interlibrary Loan Services) account.
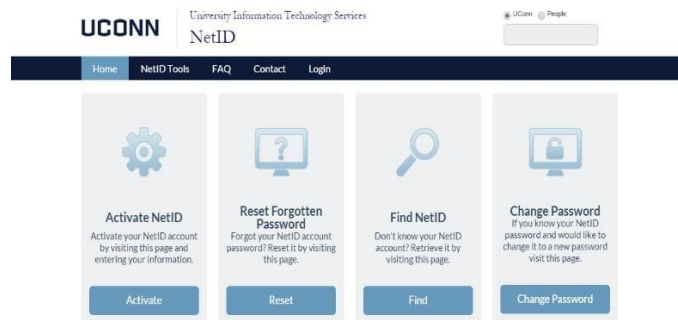
UConn NetID

Usually "**initialsdatejoinedorde**r"

Ex. jth18001

- Single Sign-in for most university services.
- No need to remember lots of different logins.
- At any time, you can look-up your NetID at netid.uconn.edu.

Problems with your NetID?

Go to https://netid.uconn.edu/ or contact UConn Technology Support Center at 860.486.4357 or techsupport@uconn.edu.

UConn ECE Credentials

Use your NetID
- Most Library resources
- HuskyCT
- Student Administration System
- Wireless internet on campus

Use your UConn Email
- Interlibrary Services
- RefWorks
- Google Apps for Education

UConn One-Card

- This is your ID card.
- Often, Instructors use it to borrow library books (but it is not required to do so).
- Information about ID card distribution will be shared with you later this year.

UConn Early College Experience
Instructions for Online Grading

At the end of each course, you must enter final grades for each of your students

Deadlines
Fall semester grades are due **by February 15ᵗʰ**. Spring and Full Year course grades are due by **July 1ˢᵗ**.
Grades turned in after this point profoundly affect a student's ability to receive their official transcript in a timely manner and have courses transferred to other universities.

UConn Grades
UConn final grades are issued on a A – F scale.

Instructions To Enter Final Grades:

- Access the **Student Administration System** by navigating to: studentadmin.uconn.edu
- Select the "login" button and use your NetID and password to successfully log in
- Navigate to the **Grade Roster** by clicking:

  ▸ **Self Service** in the Menu, then click **Faculty Center**

If necessary, change term.

  ▸ From the **Faculty Center**, click the green **Change Term** button located in the center of the page, select **Fall or Spring** of the appropriate year and click the **Continue** button.

  ▸ Click the **Grade Roster** icon to the left of the class for which you wish to enter final grades. The grade roster for the selected class displays.

PLEASE NOTE THIS IS NOT THE GRADE ROSTER LINK DO NOT CLICK

Please Note: The default grade roster view displays the first 20 students in a course. To view all students enrolled in the class, click the **View All** option located at the bottom of the roster grid or use the row navigation icons to view the students in groups of 20.

▸ Access the Roster Grade drop-down list for each student and select the final grade.

▸ When you have entered all grades, click **Save**.

> **NOTE:** *If you change the Approval Status prior to clicking **Save**, all grades will be lost!*

▸ Once the grades are saved, reviewed for accuracy, and ready for approval, access the **Approval Status** drop-down list to change the approval status.

CHEMISTRY, MATHEMATICS, ECONOMICS, AND STATISTICS INSTRUCTORS change the grade roster approval status from **Not Reviewed** to **Ready for Review**.
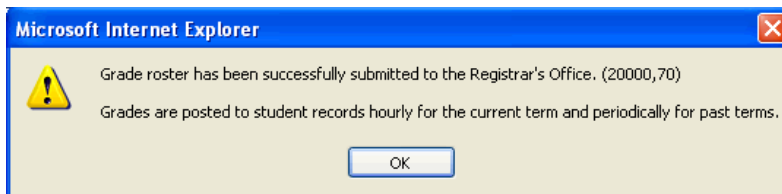

ALL OTHER INSTRUCTORS change the grade roster approval status from **Not Reviewed** to **Approved.**

▸ After changing the Approval Status, click **Save** again.

▸ After a confirmation of successful grade submission displays. Click **OK**.
  (Chemistry, Mathematics, Economics, and Statistics instructors will not receive the confirmation message. Your grade roster will now go under review by the discipline-specific Faculty Coordinator)

Microsoft Internet Explorer

⚠ Grade roster has been successfully submitted to the Registrar's Office. (20000,70)

Grades are posted to student records hourly for the current term and periodically for past terms.

OK

Final grades are now saved. The Registrar's Office will post the grades, at which point the students may view them online.

COURSE GRADE INFORMATION:

UConn courses taken through UConn Early College Experience reflect the University grading scheme. UConn final grades are issued on an A – F scale. Numeric grades are not accepted. Numeric grades must be translated to Alpha format using the conversion policy provided by the discipline-specific UConn Faculty Coordinator. Faculty Coordinators should be contacted directly with questions regarding calculating or converting a course grade. The grade that a student earns will appear on their official UConn transcript, listed on the non-degree portion.

Explanation	Grade	Credits
Excellent	A A-	Yes Yes
Very Good	B+	Yes
Good	B B- C+	Yes Yes Yes
Average	C	Yes
Fair	C-	Yes
Poor	D+ D	Yes Yes
Merely Passing	D-	Yes
Failure	F	No
Incomplete	I	No
Withdrawal	W	No
Withdrawal Audit	WAU	No

I (Incomplete) – A student has not completed all of the assessments, but work completed is of passing quality and a make-up schedule has been agreed upon with the Instructor and UConn ECE Program Office. The student must complete all outstanding work by the agreed upon deadline. Once the student submits the outstanding work or completes the final assessment, the instructor must contact the UConn ECE Program Office to submit the final grade. If the student does not submit outstanding work by the agreed upon deadline and has not been granted an exception, the instructor will calculate the student's grade based on work completed for the course. The final letter grade earned will replace temporary grades on the transcript.

W (Withdrawal) – A student is no longer physically sitting in the course, nor getting UConn credit

WAU (Withdrawal Audit) – A student is sitting in the course but no longer wants to receive UConn credit

> UConn ECE is intended to be a beneficial way to begin a student's college career. Should a student want to drop a course before the end of the enrollment period in late-September, the student must log in to the Compass Enrollment Center and drop the course. The course and course fees will be removed from the student's UConn record. A student who wants to withdraw from a course after the fall enrollment period has the opportunity to complete a Withdrawal Form (WAU/W). The course will appear on an official UConn transcript with a WAU or W as a final grade. A student does not earn credit for a withdrawn course, nor will the course impact a student's grade point average (GPA). A student has until December 12 for Fall courses, and May 1 for Spring and Full-year courses to complete and submit the Withdrawal Form to the UConn ECE Program Office. A student cannot withdraw from a course after the posted deadlines. A student who completes a Withdrawal Form is still financially responsible for all program fees associated with the course from which they have withdrawn.

Mid-way through a course, students should be advised of withdrawal deadlines so an educated decision can be made regarding completion of the course for a final letter grade.

If a student does not complete a Withdrawal Form by the posted deadline, the Instructor will calculate the student's grade according to the grading scheme applied to all students in the course. This may result in a failing grade on an official UConn transcript.

Final Exam

Most UConn courses require a final examination or writing project. The AP exam is not to be used as a UConn final examination under any circumstances. Students registered for a UConn ECE course are required to sit for their UConn final exam, regardless of their current course grade or high school policies. Students who choose not to take their UConn final exam will receive a zero as their exam score grade, which will have a severe impact on their overall course grade.

High School and UConn Grade Differences

It is possible for the high school grade and UConn grade to differ. UConn ECE grades must follow the standards of the specific UConn department providing the credit. For example, the UConn grade may reflect how the University department weighs the mid-term and final exams as a percentage of a student's course grade, whereas the high school grading system may reflect different criteria for assessment. It is to everyone's advantage for such differences to be transparent.

If circumstances warrant two different grades for a student, the high school grade should appear on the high school transcript and the UConn grade should be entered into the University's Student Administration System. The UConn grade will appear on a student's official UConn transcript, listed on the non-degree portion. For credit transfer purposes, all UConn ECE courses on a high school transcript must include a UConn designation.

Sequential Course Grading Policy

There are numerous courses in the UConn ECE course catalog that are considered sequential courses (i.e. the Fall semester course is a prerequisite for the Spring semester course). These courses appear in Chemistry, Mathematics, Italian, Music, Sustainable Plant and Soil Sciences, German, and Physics.

All final grades for sequential courses will be checked by the UConn ECE Program Office at the conclusion of each term. Students unable to pass the first course of the sequence with a grade of C or higher will be dropped by the UConn ECE Program Office from the second course of the sequence and refunded any paid course fees for the second course. For example, if a student receives a C- in Physics 1201Q, they are no longer eligible to take Physics 1202Q, since Physics 1201Q is a prerequisite for Physics 1202Q.

If a student has received a C- or below in the first course of a sequence but wishes to continue to the second course, the student must receive instructor consent and complete a Sequential Course Continuation Form. Students who receive an

F are not eligible to complete this form. Sequential Course Continuation Forms must be submitted to the UConn ECE Program Office by **February 8**, or before the start of the second course in the sequence. A student approved to continue to the second course in a sequence will remain enrolled in the second course and all course fees must be paid. If the second course in a sequence is offered in a different academic year than the first course, the student will be approved to enroll during the next registration cycle. This replicates the University experience for non-degree students who need to consult with the instructor before registration of a course.

Repeating a Course

Any student who is registered for courses and who satisfies the requirements shall be allowed credit only once. The exception is CAMS3102 which may be repeated under different topics.

A student may repeat a course previously taken one time without seeking permission in order to earn a higher grade. When a student repeats a course, credit shall be allowed only once. Furthermore, in the computation of the grade point average, the registered credit and grade points for the most recent taking of the course shall be included in the GPA calculation. The registered credit and grade for the prior taking of the course shall remain on the transcript, but shall be removed from the GPA calculation. The student should note that repeating a course that was previously passed can have negative consequences. For example, if a student fails a class previously passed, the student would lose credit for the first, passed, attempt and not earn credit for the second, failed, attempt. Students considering repeating previously passed courses should consult the UConn ECE Assistant Director.

A student must have permission from the UConn ECE Assistant Director to repeat a course that is listed as a prerequisite or corequisite for any course that the student has passed. For example, a student who received a "D" in CHEM 1127Q and subsequently passed CHEM 1128Q may not retake CHEM 1127Q without permission.

UCONN

EARLY COLLEGE EXPERIENCE

UCONN EARLY COLLEGE EXPERIENCE
INSTRUCTIONS FOR REVIEWING STATUS REPORTS & CLASS ROSTERS

Important Information:

Class rosters are available on Student Administration starting August 11, 2020.
Signed final class rosters are due by October 9, 2020.

Please be sure to monitor your class rosters throughout the **entire** enrollment process.

As discrepancies appear on your class rosters, instruct each incorrectly enrolled student to log into the Compass Enrollment Center to update their class schedule. Each student must update their own record online by **September 30, 2020**. Corrections to student records cannot be made past this date. Final class rosters are available to be printed on Student Administration starting October 1, 2020. Instructors are **required** to print final class rosters, sign on the roster that it is 100% accurate, and e-mail or fax each roster to the Early College Experience Program Office by **October 9, 2020**.

Site Reps Only: TO VIEW THE STATUS OF STUDENT APPLICATIONS, ENROLLMENTS & NETIDS

- Go to **ece.uconn.edu**
- Click the **High Schools & Site Reps** button
- Click the **Status Reports** button
- **Log in** with your NetID and password
- Click on the appropriate report **(Application Report, Enrollment Report, NetID Report)**
- Export each report to **Excel** by clicking the **Export Report** icon at the top of the page

Site Reps & Instructors: TO VIEW & PRINT A CLASS ROSTER

- Access the **Student Administration System** by navigating to: studentadmin.uconn.edu

- Click the Login button and enter your NetID and password. For assistance with your NetID please visit netid.uconn.edu or call the UConn ITS Help Desk at 860.486.4357

- Navigate to the **Faculty Center** by clicking:

▸ **Self Service** in the Menu, then click **Faculty Center**
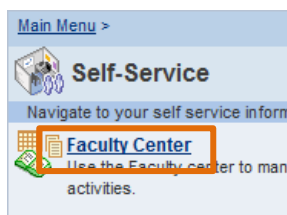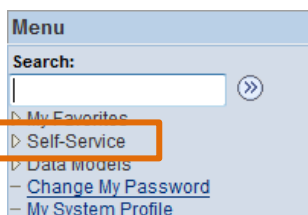
▸ From the **Faculty Center**, click the green **Change Term** button located in the center of the page, select **Fall or Spring of the appropriate year** and click the **Continue** button.

▸ Click the **Class Roster** icon (🏛) to the left of the class for which you wish to view. The class roster for the selected class displays.

PLEASE NOTE:
This is NOT the class roster link.
Click on icons in orange boxes

Select display option: ⦿ Show All Classes   ○ Show Enrolled Classes Only

Icon Legend: 📄 Class Permissions Nbrs   🏛 Class Roster   📋 Grade Roster

My Teaching Schedule > Fall 2011 > University of Connecticut

		Class	Class Title	Enrolled	Wait Tot	Days & Times	Room	Class Dates
🏛	📋	ENGL 1010-869 (14613)	Seminar in Academic Writing (Seminar)	3	0	TBA	TBA	Aug 29, 2011-Dec 9, 2011
🏛	📋	MATH 1125Q-838 (14614)	Calculus Ia (Lecture)	3	0	TBA	TBA	Aug 29, 2011-Dec 9, 2011

▸ Print the **Class Roster**

Class Roster

Fall 2010 | Regular Academic Session | University of Connecticut | Undergraduate

▽ CHEM 1127Q   change class

General Chemistry (Laboratory)

Days and Times	Room	Instructor	Dates
TBA	TBA	Fatma Selampinar-Sotzing,	

For your own records, UConn ECE Class Rosters may be downloaded to Microsoft Excel by clicking the download link (📊) at the top of the roster

*Enrollment Status Enrolled ▾

Enrollment Capacity 30   Enrolled 55

Select display option: ○ Link to Photos ○ Include photos in list

Enrolled Students   Find | 📊   First ◁ 1-55 of 55 ▷ Last

Notify	ID	Name	Grade Basis	Units	Program and Plan	Level	Status	Enrollment Add Date	NetID	Phone	Email Address	Subject	Catalog	Section

Select All   Clear All

notify selected students   notify all students

Printer Friendly Version

a. Scroll to the bottom of the class roster
b. Click the blue **PRINTER FRIENDLY VERSION** link
c. The *Printer Friendly Class Roster* will appear
d. Click **FILE- PRINT**
e. Click **OK**

NOTE:

- To print a class roster for another course, click the blue **RETURN** link. Then click the blue **RETURN TO FACULTY CENTER** link and repeat the same steps. (*The return links are located at the bottom of each page.*)

DO NOT use the browser back button to return to a previous screen

- UConn Student Administration System Internet browser settings and printing guidelines are available at the following web address: http://studentadmin.uconn.edu/help/administrative/browser-and-printing-guidelines/

UCONN
EARLY COLLEGE EXPERIENCE

How to Request a HuskyCT Site for a Class

Use the Student Admin System (PeopleSoft) to request a HuskyCT site.

1. Go to http://www.studentadmin.uconn.edu/

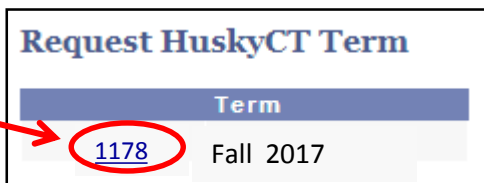**2. Click on Self Service, then Faculty Center , then HuskyCT sections tab**

Faculty Center	Advisor Center	Search	HuskyCT sections

HuskyCT sections
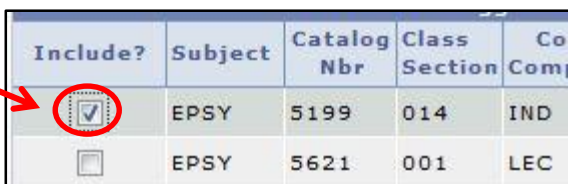
3. Choose the Term

Request HuskyCT Term

Term
1178   Fall 2017

> **Term codes: Fall 2017 is 1178, Intersession 2018 is 1181, Spring 2018 is 1183 and Summer 2018 is 1185**
> If you do not see any term listed, then you are not yet listed in PeopleSoft as the instructor of record for a class that term. Contact your department.
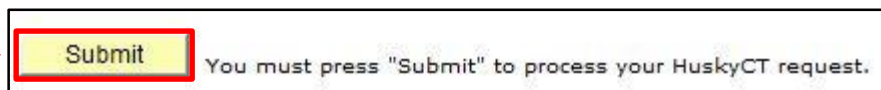
4. Check the appropriate box next to each course you want in HuskyCT
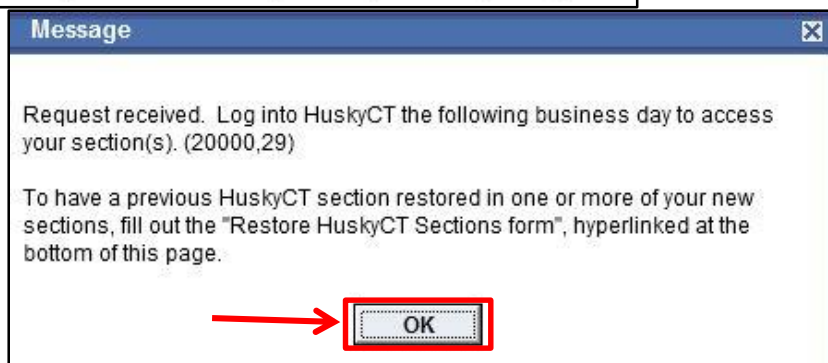
Include?	Subject	Catalog Nbr	Class Section	Co Comp
☑	EPSY	5199	014	IND
☐	EPSY	5621	001	LEC

> For a cross-listed course (e.g., HIST 1211/HRTS 1211) or a course taught in multiple locations at once using iTV, you need to request a site for each section and then request a section combine.

5. Click Submit and OK

Submit	You must press "Submit" to process your HuskyCT request.

Message ☒

Request received. Log into HuskyCT the following business day to access your section(s). (20000,29)

To have a previous HuskyCT section restored in one or more of your new sections, fill out the "Restore HuskyCT Sections form", hyperlinked at the bottom of this page.

OK

> **NOTE: HuskyCT sites are created automatically. No email confirmation is sent when sites are created.**
> **Log into HuskyCT (http://lms.uconn.edu) the next day to access the site(s) requested.**

OPTIONAL STEPS

Use the **Course Restore Request Form** to have content copied over from a prior semester.

Request a Section Combine
- If not restoring content, please email your request to huskyct@uconn.edu
- If requesting a Course Restore use that form to also request the section combine

For assistance, contact CETL Educational Technologies, edtech@uconn.edu; (860)486-5052

To restore HuskyCT content from a prior semester

NOTE: A restore request DOES NOT result in the creation of a HuskyCT site. Sites must be requested first.

1. In PeopleSoft, click the **link** below the Submit button to access the restore request form

> Submit   You must press "Submit" to process your HuskyCT request.
>
> After you click submit, use the   Restore HuskyCT Sections form   if you wish to have a previous HuskyCT section restored in one or more of your new sections.

2. Use the drop-down menus on the Restore Form to select Semester, Year, and Subject for the Old Course and the New Course. Enter the course number and section number in the fields provided.

> **Old Course Information (Previous Semester)**
>
> * Semester of Old Course   * Year of Old Course
> Fall   2013
>
> * Ol
> ANT
> e.g.,
>
> **New Course Information (Upcoming Semester)**
>
> * Semester of New Course   * Year of New Course
> Fall   2014
>
> * New Course Subject   * New Course Number   * New Section Number
> ANTH   1000   001
> e.g.,ENGL   e.g.,2101   e.g.,001

3. Please note the checkboxes below the New Course Information.

Check to **copy over old announcements**	☐ Check if you want to restore the old announcements
Check to **copy over primary discussion posts** (not replies to posts). Forums will always be copied over.	☐ Check if you want to restore the old starter posts of the discussions
	☐ Check if you want to combine HuskyCT course sections
Checking this box will open a new field **for a combine section request**	▼ Request to Combine Courses
	Please list the courses that you want to have combined

PLEASE NOTE

- Section combine requests need to be submitted even for officially cross-listed courses. (e.g., ENGL 1111 & HRTS 1111)
- To avoid complications, section combines should be requested before the start of the semester.
- If no content restore is needed, email huskyct@uconn.edu to request that sites be combined

UConn Early College Experience

is the oldest and one of the largest concurrent enrollment programs in the United States. Founded in 1955, UConn ECE is nationally recognized as a model of academic excellence and rigor.

High School Partners

1,377 Certified UConn ECE Instructors

13,308 Participating Students

81,584 Credits Attempted

208 High School Partners

University Partners

5 Schools & Colleges

32 Departments

75 Courses
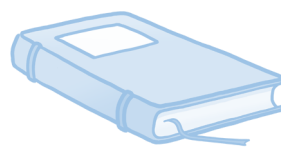
Full Access Homer Babbidge Library
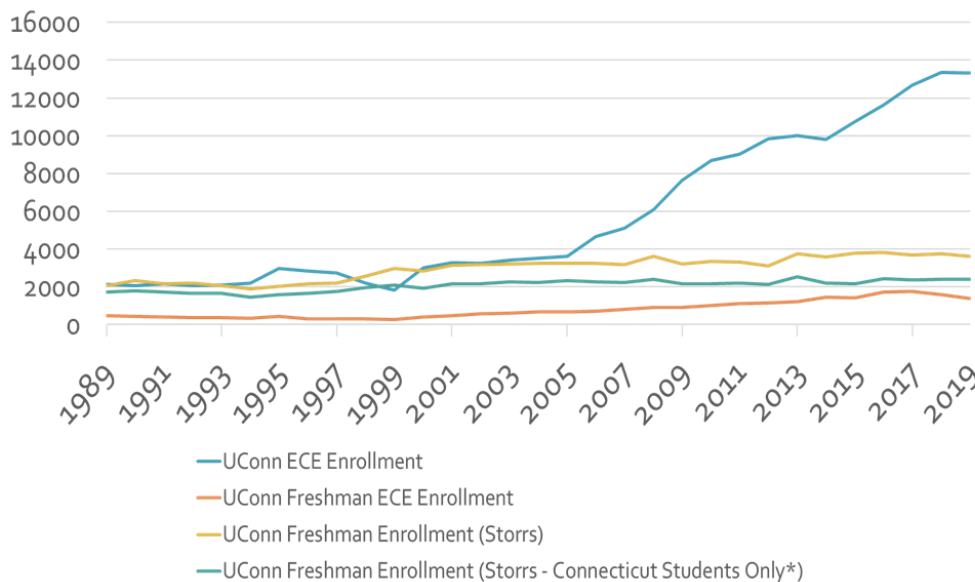
32% of the freshman class at Storrs is an ECE Alumni

ECE Alumni **32%**

Non-ECE Alumni **68%**

- UConn ECE Enrollment
- UConn Freshman ECE Enrollment
- UConn Freshman Enrollment (Storrs)
- UConn Freshman Enrollment (Storrs - Connecticut Students Only*)
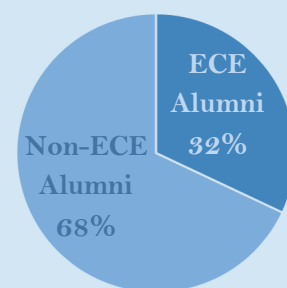
90.0% Students Pass with a C or higher

Female/Male Student Enrollment **65/35**

87% Transfer Credit Rate

Not only do our credits transfer; they increase the likelihood of getting accepted at top-tier universities!

How to Transfer Your Credit

Put your UConn credit to work, you earned it.

Save
syllabi. Colleges and universities might request a copy of your course syllabus to assure that the course is comparable to the one taught on their campus.

Contact
colleges and universities directly. If you already know the institution you plan to attend, you should contact them directly to see where transcripts should be sent and the transfer credits they accept.

Search
the public credit transfer database found on the UConn ECE website. We have mined the policies of hundreds of universities and colleges.

Wait
until your course is completed to request your transcript. One of the most valuable pieces of a transcript is the grade. Make sure grades have been posted before requesting a transcript be sent to another institution.

Request
a UConn transcript. You are responsible for requesting your UConn transcript be sent to a different institution. UConn ECE recommends requesting an additional transcript for your own records.

Speak
to college administration. If your credit was not automatically transferred when a transcript was provided, do not give up. You should speak to your academic advisors or faculty to see if there is any more information that needs to be provided in order to have the credit recognized.

Credits transfer about 87% of the time

While the University of Connecticut cannot guarantee course recognition on behalf of another university, it strives to make the transfer of credits from one institution to another as simple as possible. The majority of students who have taken University of Connecticut courses through UConn Early College Experience have successfully transferred their UConn credits to the college or university of their choice.

*Most university transfer credit policies indicate that grades of C or higher are transferable and grades of C- or below do not typically transfer.

UCONN
EARLY COLLEGE
EXPERIENCE

Talking About Credit Transfer

At the High School

✳ The UConn ECE Program Office would like to encourage our partner high schools to actively speak with students about the credit transfer process. Though we provide guidelines and instructions about the process in the policy guide and on our website, we continuously field questions from students who have not received the necessary information about the credit transfer process. In an effort to ease the process and to increase credit transfer success rate, we would like to ask that our partners, especially site representatives, school counselors, and instructors, include credit transfer instructions with their UConn ECE materials.

General Information

1) Students need to know that they are taking a University of Connecticut course and they have a chance to earn highly transferrable credit for that course. This is different than credit they receive at the high school for the course and they do not need to attend UConn to use the credit. Based on Alumni surveys and a survey of registrars and admissions officers, we can state with confidence that the credit has a **87% transfer success rate** to universities and colleges throughout the nation. UConn ECE has conducted a large study of the transfer policies of over 900 universities and colleges and created an online database where students can explore their transfer options.

2) Students must know the basics of the credit transfer process: they must request a UConn transcript from the UConn Registrar's Office by logging into the Student Administration System with their NetID and password. **Transcripts are not sent automatically**. In most cases, the grade of the course will not transfer but the course will count for general education requirements, and be included in the student's credit total to graduate. In cases where the grade does transfer, it will be included in the student's GPA and record throughout their educational career. If the student has credit for more than one course on their transcript it is likely the student will not be able to choose which courses to transfer as the institution will require all to be transferred.

3) Students must be prepared to advocate for themselves. They should **save all course syllabi** and, in case their request for credit transfer is denied, they should immediately contact the university or college and inquire about the circumstances. We often hear of students successfully reversing the rejection if they speak with the institution and show the syllabus, especially to the faculty of the course in question.

Benefits

Students who transfer credits can use them to skip introductory courses, take more advanced courses quicker, make time for internships or study abroad programs, register for courses early and potentially graduate early. Even if credit transfer is not the goal, students with UConn ECE courses on their transcript look more competitive in the admissions process and are better prepared for college.

UCONN

EARLY COLLEGE EXPERIENCE

The following page is an example of the information you can directly provide to students. If you have any questions, please do not hesitate to contact the UConn ECE Program Office. Thank you for your support in this effort.

Get social with us!

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@UConn ECE

https://linkedin.com/groups/8581168/

Share your pictures from today!

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#concurrentenrollment

#earlycollege

UCONN
OFFICE OF EARLY COLLEGE PROGRAMS

www.ece.uconn.edu

UCONN
PRE-COLLEGE SUMMER

eXPLORE

UCONN NATION

#SummerAtUConn
UConn Pre-College Summer
SEE YOU THIS SUMMER.

PCS.UCONN.EDU

UConn Pre-College Summer provides rising high school juniors and seniors the opportunity to live and learn at a nationally ranked public university campus through four challenging and intensive one-week sessions. Be a part of a Top 25 public university by engaging with passionate faculty in this non-credit academic program. Designed for students to explore college in an intimate way, PCS allows students to study, eat, sleep, and have fun on the bucolic Storrs campus in the heart of Connecticut.

Students have the chance to:

- **Explore** new opportunities
- **Interact** with engaging professors
- **Experience** UConn Nation
- **Understand** college transition

ACADEMIC COURSES INCLUDE: BIOMEDICAL ENGINEERING | DIGITAL MEDIA | MAKESPACE | MARINE BIOLOGY | PHARMACY | PHOTOGRAPHY | PRE-LAW | PRE-PSYCH | PRE-VET | SOCIOLOGY AND MUCH MORE.

We have summer in Storrs for you!

PCS.UCONN.EDU

For more information about the program, visit our website, contact us by email at **pcs@uconn.edu**, or call us at **(860) 486-0149**.

UCONN
PRE-COLLEGE SUMMER

Best Practices, Advice, and Quotable Quotes

Online Teaching & Learning

Spring 2020

Index

Introduction

This project is an attempt to collect what we have learned from our immediate and urgent pivot to teaching online during the quarantine of 2020. With a sense of Yankee ingenuity and a shared spirit, we moved forward, and with our efforts and community we made the spring successful. Our student surveys (n = 3,700 students) report that 63% of students were satisfied or highly satisfied with the online portion of their UConn ECE course, while 22% were neutral, and only 14% were dissatisfied. 43% of students reported that their UConn courses continued with the same level of rigor, while 27% said the rigor was slightly less, and 19% saying the rigor was slightly more – 5% said much less, and 6% said much more. While we as educators tend to be hard on ourselves, I would conclude that little damage was done, and we have many reasons to be proud. This document combines mostly the best practices, but also the things that we should avoid, if/when we have to do this again. Many of the comments below were repeated by the dozens of responses to my request – send me your best and worst practices for online teaching. I edited comments to sound like an editorial conversation. Some of you added hyperlinks, but many hyperlinks I added myself so you can find something that you previously were unaware of. You will also see quotes that I included from individual instructors – things that had a certain poetry or resonance – that needed attribution. Please learn from this document and enjoy it too.

With my appreciation,

Brian

Brian A. Boecherer, Ph.D.
Executive Director

Biggest Problems

Student engagement was really tough. Some students completely checked out.

> *"I found the students who "checked-in" and met with the class, completed their work regularly and learned a lot. The students who didn't "come to class" tended to not get started until later, were less focused and sometimes didn't finish or submit."*
> Karen Beitler, UConn ECE Environmental Science, Staples High School

Many high school students were pulled away from school because they needed to take care of siblings, and/or they ended up working full time because the family needed money or they needed money.

Class Engagement - Best Practices

> *"I was able to treat it as a flipped classroom and give assignments and when we meet online, 2 to 3 times a week, we would have some great discussions on the topics. 100% participation. We also were able to bring many other topics into the conversation due to having more time. I utilized many of the [journal] articles that your group [the HDFS Faculty Coordinator and graduate student] had sent to me."*
> Kate Morrone, Human Development & Family Sciences, Glastonbury High School

Schedule regular class times. Establish a routine, because humans (adults and students) work best with routines and expectations.

Students either had to attend a Zoom class OR they had to complete 2 blogs per class to make up for class-time and preparedness/participation.

Shorter classes were best, but it was important to explain expectations for out-of-class-time and independent learning.

Use one day a week for chit-chatting to meet the social-emotional needs of the students, discuss time management in this new world, and work through projects and assignments.

Outline expectations! Give your students a one-week and sometimes a two-week overview of content, assignments, and readings so they can move at their own pace, but finish at the same time.

Use multi-stage assignments with a two-week final deadline.

Student Engagement & Energy

Having students work in small groups on a common project was very popular and effective.

Meeting with students in smaller groups increased student engagement and allowed students to engage more often, allowing their voices to be heard.

Short meetings with individual students helped keep momentum, especially for those who had external factors that were interfering with their work (like being sick, having parents at work while they took care of siblings, having parents who worked in hospitals...).

Live sessions are essential because students need opportunities to ask questions, engage, and for you to ask them questions too.

Recorded lectures need to be done by the teacher, not found on YouTube and conducted by some other teacher.

Recorded lectures where good for the students who could not show up because they were taking care of the family – babysitting, working, sharing computers with others.

Have students do presentations and require the other students to engage with the presentation.

Invite guest speakers to come to class. These guests included faculty coordinators, artists, siblings, parents, and even the principal. Family members were invited for their expertise, but it was also a little "show and tell", which made it fun. These new and familiar faces made things fresh and also reassuring.

> *"[If a student is falling through the cracks,] call the student and the parents. I found that when I could get a hold of either a parent or a student, I had more results than with emails. Sometimes phones will not take messages from blocked phone numbers (I would do *67 before I called anyone) but often I could get parents on a cell phone.*
> Lisa Ahlstrom-Nasry, UConn ECE French, Bunnell High School, Stratford

Take a break from the computer every day so as to rest and relax. It really helps.

Ask the students if everything is ok. When I didn't get work and I would email a student I always started with "Is everything ok?". The students really appreciated it and often said thanks for asking.

Teaching a Lab Course

You-Tube videos of labs and demos are great, but adding your own analysis is required.

If you can record yourself doing labs, that's even better. But there are only so many things you can take home with you.

Students making and sharing their own videos of anything we can think of that they can do at home or of solutions to complex problems.

The on-line labs that Dr. Selampinar got us access to from textbook publishers were great. They were tedious to complete but they really forced attention to detail. If you used a dirty beaker, they made you start over!

ExploreLearning.com's GIZMO's are awesome on-line simulations, but costly.

PHET on-line simulations are awesome and free.

Sciencegeek.net has great practice/review activities.

Teaching in the Humanities

Give students academic articles with embedded questions.

I had a lot of success having my students listen and reflect on various economic podcasts, Fed Chair interviews, CNBC stories, as well as 60 Minutes and Frontline.

A lot of primary source materials (some of things that received positive feedback from students was analyzing poems and works of art)

A mini-research paper in which I gave the students 40 different choices, and they could also do something else if so inclined (as long as it related to Western Civilization).

"A major takeaway from long distance learning is student choice. In my other classes I was using a 'choice board.' Students were able to select from 12 different assignments on the weekly lesson. This method is a bit more challenging for the West. Civ. class. This is because there are times when you want to discuss the same reading and/or topic. Nonetheless, there are ways of bringing more student choice into lesson plans. That is something I will be thinking about for next year. Bottom line, they like choice!"
Bruce Bardos, UConn ECE European History, Middletown High School

Using Technology – Best Practices

"Get familiar with screen recording apps and extensions (Screencastify is a good one for Chromebooks, but Apple has their own version, and there are options to screen record on iPhone and Droids). This will allow students to continue to create presentations (prezis, slides, ppt, etc) and present them to instructors or classmates."
Christopher Morgan, UConn ECE US History, Prince Technical High School, Hartford

Make videos of lessons and videos of instructions and expectations for the week.

Microsoft Teams will allow you to create sub-team level discussion groups.

FlipGrid.com is really useful for distance learning and sharing student voice!!

Edpuzzle was great for the videos - I highly recommend it.

Schoology (It's like Google Classroom or Blackboard if you are unfamiliar) has better discussion board that makes it easier to tell who is responding to what comment more clearly than some other digital discussion boards.

Keep the cameras on and scan through your students – I helps to see the confusion, attention, and whether students are raising their hands.

"I used the share screen feature to present them with a side-by-side comparison of the 1914 map of Europe with the 1919 map. We walked through a map analysis together, with students taking notes as they normally would in the classroom."
Trina Bowman, UConn ECE European History, Lauralton Hall

Have students make use of the chat feature to raise a question if they didn't want to interrupt the formal instruction/lecture part of the lesson. There is also the electronic hand raise option too, but you need to instruct the students on using that.

LawlessFrench.com and LawlessSpanish.com are wonderful resources of grammar, dictations, readings, "word of the day", culture, and videos. Students take a comprehensive quiz to find out their level and have a dashboard of lessons, quizzes, a "notebook" to save lessons to and a brain map to show them their strengths and weaknesses. This allows me to chime in where needed and be helpful in specific areas as shown by the testing. Love it.

Pedagogy

Project-based learning!

Stay true to your teaching style and pedagogy as much as possible (don't allow the digital to dictate)

Don't value synchronous over asynchronous teaching (they are just different, not hierarchically ordered)

Explore multimodal learning and teaching

Build community so everyone can learn online

Allow yourself to fail (no need to rock any platform at all costs)

Once a week, ask students and colleagues to mention a silver lining to the pandemic.

Crash Course videos were helpful. I use those in class normally, but I created written responses for the students based on the perspectives shared by John Green in these videos.

Opportunities

"I taught the ECE class "Introduction to Companion Animals" this past semester. It was definitely a challenge with the ECE component. One of the highlights ….. I set up webinars with the CT Humane Society for my students. This was like having a guest speaker attend class. They do request a $50 donation per webinar but it is all for a great cause and was well worth it! Currently they offer 4 different webinar topics."
Cheryl Carberry, UConn ECE Animal Science, Nathan Hale-Ray High School

Used the pandemic as a reference to other lessons – historical comparison, role of government in catastrophe, literature during other plagues, and science research.

> *"For my ECE Macro class, I could not have asked for a more direct line to the 'real world' due to this pandemic.*
>
> *[sic]*
>
> *Honestly, I think most of my seniors will be better prepared for their first semester of college since the pandemic allowed them to make some of those classic first semester mistakes - not managing their time effectively despite having more of it and missing 'option' meetings where easy test concepts were discussed if you showed up."*
> Brendan Walsh, UConn ECE Economics, E.O. Smith High School

There was more and better writing going on because [instructors and students] were sending emails, writing reflection papers, and using writing as a tool to communicate and share ideas, rather than just seeing it as an assignment.

> *"My teaching of the unit on Black Lives Matter couldn't have been more timely, which was totally coincidental. Because of distance learning, this unit got pushed further toward the end of the year and it truly brought to life the relevance of this movement. My lesson plans changed daily as a result of what was in the news. My kids felt connected to the information I provided and knew they were witnessing history. My hope is that I ignited a spark in them to move them from complacency to action against the oppression of all marginalized people."*
> Michelle Papa, UConn ECE English, Woodland Regional High School

Students and teachers both got tech savvy. Students are tech dependent but not always tech savvy. Now students know how to use virtual platforms in an organized way, create Google Drives, Google Docs, and, believe it or not, send something with an attachment.

Don't do this, please

Stick to the rigor of your college level class (while at the same time be attentive to social/emotional/technical needs). Don't be browbeaten and keep the class all that it was intended to be - a Freshman or Sophomore UConn class. Hold students accountable.

Pass/Fail was a total demotivator. If/When we return to this in the fall, we need to fight against this option.

Simply posting an assignment and asking students to complete the work with no live component incorporated.

Don't allow the digital to dictate – stay true to your teaching.

Using class time for students to do independent work rather than not attending class was not successful.

Oh, thank goodness!

A supportive school district makes everything possible.

Leadership that leads. When administration takes a firm stand to support educational integrity, I can do my job, which is to teach.

I am so glad UConn ECE didn't allow Pass/Fail, it was the only thing that kept my students working.

"Anthony Rizzie did a great job communicating with the MA 1132Q teachers, giving us information in a timely matter and even meeting via Google Meet."
Elizabeth Capobianco, UConn ECE Mathematics, Trumbull High School

"Dr. Morty Ortega was a huge help in crafting a final project for my NRE 1000 (E) students and advising how to sell it so they would buy in. I have been very fortunate during distance learning to have a strong showing from my students."
Diane Herr, UConn ECE Environmental Science, Waterford High School

"The on-line labs that Dr. Selampinar got us access to from textbook publishers were great."
Bill Schultz, UConn ECE Chemistry, Enfield High School

"I want to recognize Dr. David Perry who oversees the physics teachers in the UCONN ECE program - Dave has been helpful from the start, and this year, he gave good, practical guidance and helped us maintain a rigorous approach while accommodating for COVID-19 restrictions. He keeps the perfect balance between upholding college-level course standards and understanding the realities of high school teaching. For the second year in a row, teaching UCONN ECE Physics has been an outstanding experience for me and my students, thanks to you and Dave, so thank you both!"
Bryan Holmes, UConn ECE Physics, Thomaston High School

"So glad to be an educator, tapping into the youthful resourcefulness and adaptability of my students while also hopefully inspiring them as a teacher/learner in spite of our strange circumstances."
Janet Devaux, UConn ECE French, North Stonington High School

"Thanks to you and all of the ECE group for your continuing support and fast replies to my questions! I am beyond grateful. I am also pleased that you simplified the App and Enrollment process."
Jane Mitchell, Head of Guidance, New Canaan High *School*

"They really were the dream team of students, and I feel so fortunate that UConn has given me the opportunity to teach this course."
Elise Weisenbach, UConn ECE Latin American Studies, Branford High School

Thank you to all of the UConn ECE instructors and faculty coordinators
who helped contribute to this document.

ECE Library Contact:
Sheila Lafferty

Information Literacy / Social Sciences Librarian

Subject Specialist for Education

University of Connecticut

Homer Babbidge Library, Level 1

Voice: 860.486.6020 (storrs) / 203.236.9880 (wtby) / Google Voice 860.880.1597

sheila.lafferty@uconn.edu

Schedule a Virtual Appointment with Sheila:

http://s.uconn.edu/meetwithsheila

Contact Sheila for …..
- Individual (or group) consultations for in-depth research needs
- Answering questions about library resources such as:
    - *ILLiad* (used to request materials not available at our library
    - *RefWorks*, a citation management tool that creates and formats your bibliography and in-text citations
    - Database searching (i.e. *ERIC, PsycINFO, Scopus*)
    - Setting up your own journal alerts or topic search alerts
    - Locating articles and books

Tools and Resources on our webpage:

- **Library webpage:** **http://lib.uconn.edu**

- **ECE Subject Guide: http://guides.lib.uconn.edu/ece**

Click 💬 Ask A Librarian to chat with an UConn librarian

UCONN
LIBRARY

Registration Username/Passwords:

- ☐ **My ILLiad (Interlibrary Services)**
  - ○ Request books, journal articles, videos if not available at UConn. Scan on Demand
  - ○ **ILLiad Username/Password**: NetID and password

- ☐ **RefWorks (refworks.uconn.edu, groupcode: rwunivconn)**
  - ○ Manages your research and formats bibliographies. Easy export from Ebsco databases.
  - ○ **RW Username/Password**:_____
  - ○ **UConn email address required**

- ☐ **My EBSCOhost** (Academic Search Premier, ERIC, PsycINFO, etc.)
  - ○ Save your search strategies & articles in EBSCO Host
  - ○ Set up journal alerts or topical search alerts

    Sign In 📁 Folder

  - ○ Click **Sign In** from tool bar

    Create a new Account

  - ○ Select **Create a new account**:
  - ○ **My EBSCOhost Username/Password**_____
 - ○ **Option: Sign in with UConn Google account**

- ☐ Set up UCONN Full Text option in **Google Scholar** (scholar.google.com). Login to Google Scholar to retain your settings on a public computer.

  - ○ Essential to configure Google Scholar if off campus

  - ○ Menu icon (left)→ Settings→Library Links→ Type UConn → Select UConn-**UConn FullText** and Open WorldCat→**Save**

  - ○ Optional: Modify the Bibliographic Manager to RefWorks→ Save

- ☐ **AnyWare.uconn.edu / Software.uconn.edu**

  Use if you experience access difficulties
  Use if you need to use UConn Software
  Users without administrative rights on their computers will not be able to install Citrix Receiver. Instead choose Use light version.

- ☐ **UConn Library Account** : NetID and password

UConn Library Homepage: lib.uconn.edu
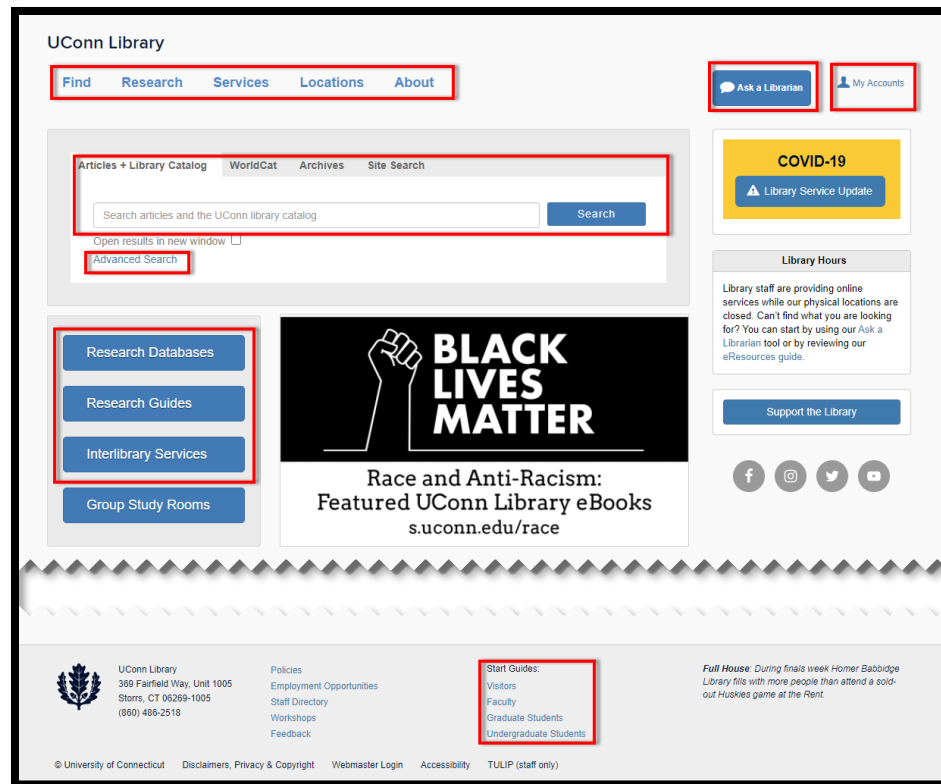
- **My Account**: Access your library account (good for checking all the books you have out!), ILLiad (Interlibrary loan), RefWorks

- **Ask a Librarian**: Live chat with an UConn librarian

- **Navigation Menu**: Access to Resources, Services, Locations and information About the Library

- **General Search (the Search Box)**: The Google of the UConn library. Searches Library books, along with a lot of other material.

- **Research Databases**: The main access point for the UConn Library Databases

- **Research Guides**: Library resources & research tips tailored to your subject

- **Interlibrary Services**: Request article scans, book chapter scans, books and dvds not owned by UConn Library

- **Start Guides**: Collects useful information about the library in one place for Faculty and Undergraduate Students.

2020-2021

What is the ITS Technology Support Center?

- The ITS Tech Support Center provides technology support for UConn's faculty, staff, and students.
  - As ECE students/instructors/media specialists, you are part of the UConn community and receive support from ITS.
- The support we provide ECE includes:
  - Account troubleshooting (email, NetID, compass accounts, etc.)
  - Access requests
  - Virtualization services (Anyware)
  - Email forwarding

How can you contact us?

- To search for self help articles, view our hours or to Chat with us please visit techsupport.uconn.edu

  Chat with a tech

  Online

- Email us at techsupport@uconn.edu

Email Services

- **Coordinators/Instructors:**
  - Although you are not given an @uconn.edu mailbox, the alias does exist and points to your school/work email address.
    - If this is not the case, the ITS Help Center can assist in setting this up.
    - This alias is needed to receive library notices, to register for Interlibrary services and for RefWorks
- **Students:**
  - All ECE students get a UConn Gmail account, which they can activate at email.uconn.edu/g-suite
    - We can assist students with using and managing their UConn email accounts.

INFORMATION TECHNOLOGY SERVICES
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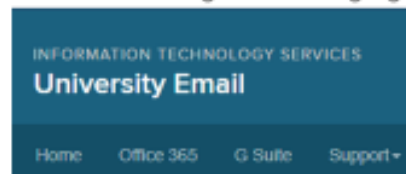
Software

UConn AnyWare

SKYB⬤X

- ECE Students: ECE students are affiliated as undergraduate students and therefore have access to all university-licensed software. Available software can be found at software.uconn.edu
  - Students can access software remotely through either Apps or Desktop. Both give them access to the same software but differ in delivery. With Anyware Apps, they select only the applications they wish to use. AnyWare Desktop (formerly Skybox) they connect to a virtual desktop that includes all the available software.
  - Students can also access education related software like the Microsoft Office Suite by going to uconn.onthehub.com and logging in with their NetID and password.
- ECE instructors: ECE instructors are UConn affiliates so do they not have access to university-licensed software.