

**Agenda**  
**EPSY Department Meeting**  
**February 6, 2015 – 9:30 a.m. to 11 a.m. – Gentry 144**

1. Welcome
2. Corrections to December Minutes (Attachment)
3. Guest – Associate Dean Sandra Chafouleas (Attachment)
4. Announcements
  - a. Maria LaRusso Guest
  - b. Jesslyn Neves – Crandall-Corderro Fellowship (LaSalle)
  - c. William French & Victor Muratella Morales – Crandall-Corderro Fellowship (Colbert)
  - d. Vanessa Montori, Counseling graduate, visits White House (Perusse)
  - e. 2015 Faculty of the Year Award to Ron Beghetto
  - f. Collaborative on Academic Careers in Higher Education – COACHE Survey
  - g. CBER Events (Attachment - Everett)
  - h. 100 Years of Women Scholarship (Attachment)
  - i. AAUP Excellence Awards Dues February 20 (Attachment)
  - j. Financial Conflict of Interest in Research (Attachment)
  - k. Graduate Student Acceptance Process
  - l. NCATE
  - m. Student Evaluation of Teaching (Attachment)
  - n. PTR Form and Date Change Update
  - o. Grant Writing Workshops (Attachment)
  - p. Makeup Snow Day Classes (Attachment)
  - q. Dean’s Doctoral Scholars Visit
  - r. Other
5. Committees Issues
  - a. MEA Search Hire of Aarti Bellara (Rogers)
  - b. Sunshine Committee
  - c. C&C Proposal: EPSY 5850—Introduction to the Science of Creativity (Attachment – Little)
  - d. C&C Proposal: EPSY 6601—Methods and Techniques of Educational Research (Attachment—McCoach)
  - e. C&C Proposal: EPSY 6651—Introduction to Methods for Causal Inference Using Educational Data (Attachment—McCoach)
  - f. EPSY PTR Guidelines Committee Update (Little)
  - g. Formation of Syllabus Template Committee
  - h. Other
6. Discussion: Courtesy Appointments
7. Other
8. Adjourn

Attachment B: Corrections to Minutes  
**EDUCATIONAL PSYCHOLOGY DEPARTMENT  
FACULTY MEETING MINUTES  
December 5, 2014**

**Attendees: M. Bray, S. Brown, N. Card, M. Coyne, S. Everett, J. Freeman, J. Goldstein, J. Gubbins, E. Hines, J. Kaufman, D. Kearns, T. Kehle, T. La Salle, C. Little, A. Lombardi, J. Madaus, B. McCoach, B. Montrosse-Moorhead, N. Olinghouse, J. O’Neil, R. Perusse, J. Plucker, C. Rhoads, J. Rogers, D. Siegle, G. Sugai, J. Van Heest, S. Ware, M. Young, T. Knupp**

**3. Guest – Richard Schwab**

**The Dean addressed the EPSY faculty with his future plans and visions for the school.**

**1. Welcome**

**The meeting commenced at 9:35 am.**

**4. Announcements**

- a. Tawnya Knupp was introduced to the faculty. She comes to us from the University of Iowa. She will be teaching one course in the spring for the department. She is a research associate who is working with the National Center for Research on Gifted Education. She started with NCRGE on October 1<sup>st</sup>.**
- b. There are 128 candidates in the pool for the Dean’s Scholars program. There is a meeting on Monday to review all the applications. They will be inviting 10 – 12 to interview. The cost to support each student will be \$30,000 - \$40,000 a year. The program will need at least \$1.5 million to support this project. Candidates are also encouraged to apply for next year, as well. The MEA area had the most applicants.**
- c. There will be a holiday party at Del and Betsy’s home on December 18<sup>th</sup>. RSVPs to Cheryl Lowe.**
- d. J. O’Neil shared his new book – “Men’s Gender Role Conflict” with the faculty. It took Jim 3-1/2 years to complete this book. APA was the publisher and he highly recommended APA as a publisher.**
- e. Jae Eun Joo will be doing an online presentation for the faculty on December 9<sup>th</sup>.**
- f. The Provost’s Outstanding Service Award application needs to be submitted by February 15<sup>th</sup>.**
- g. The ITL Teaching Award is due by December 19<sup>th</sup>. There are four different awards and four members of our faculty have received this award in the past.**

## **5. Committee Issues**

- a. The MEA search has two (2) potential candidates. There will be a decision made within the next two weeks.
- b. Sunshine Committee is requesting \$40 from each faculty member for the year.
- c. The faculty discussed the EPSY 6850 course proposal and suggested revisions. The syllabus will be revised and presented at the February meeting.
- d. Motion: B. McCoach suggested that the department create a C&C committee. N. Card seconded the motion. There was discussion about how much longer everything would take. It was mentioned how the program coordinators could make the corrections. The motion was amended to use the following process: 1) each program initially reviews syllabi and provides feedback to the faculty creating or revising the syllabi. 2) Once the program is satisfied with the syllabi, the program coordinators will review it and provide feedback. 3) After the program coordinators approve the syllabi, the program coordinator will present the syllabi to the faculty for approval. Motion passed 26 yes, 2 no, and 1 abstain.
- e. D. Siegle shared the results of the PTR Guidelines Committee Election results. Catherine Little, Michael Coyne, Jae-Eun Joo, and Tamika LaSalle were elected to the committee.
- f. Everyone has been encouraged to read the draft of the Graduate Advising Handbook and provide feedback to M. Bray or C. Little.

## **6. Courtesy Appointments**

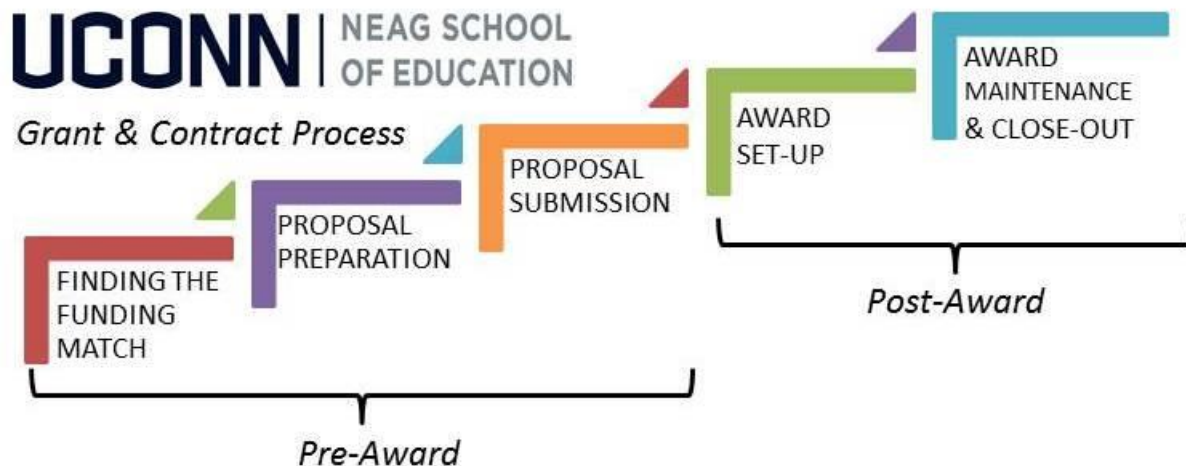
D. Siegle explained to the faculty the issues related to courtesy appointments that need to be discussed. These include: who qualifies, whether the individual should be tied to a program and whether the individual should have voting privileges. This topic will be discussed further at the next faculty meeting.

## **7. Other**

S. Brown and J. Van Heest will be on sabbatical next semester. L. Sanetti has returned from her fall sabbatical.

## **8. Adjourn**

C. Rhoads motioned to adjourn the meeting. It was seconded by B. McCoach at 11:20 am.



## Proposal Submission Procedures

- As soon as you contemplate submitting a grant or contract proposal (as PI or in another collaborating role), please provide the following information to the Neag Research Office for planning purposes:
  - Tentative proposal title
  - Information regarding the grant opportunity (with link to guidelines)
  - If applicable, indication of the specific competition within the grant opportunity (e.g. teacher quality – measurement goal)
  - Proposal due date
  - Proposed project period (start and end dates)
  - Indication as to UConn as prime or sub-award
  - Anticipated key personnel at UConn
  - If applicable, anticipated sub-awardees

[Information should be emailed to the Neag Research Officer Administrator, who will log the proposal in a Neag database.]
- Prepare a draft budget and budget justification: <http://research.uconn.edu/sps-proposals/proposal-preparation-guidelines/budget-prep-guidelines/>.  
 [Schedule a meeting with the Neag Grants & Contracts Specialist if assistance is needed.]
- Begin drafting the full proposal. Make sure to include prioritization of a draft abstract to facilitate connecting with Sponsored Programs Services.
- Send the draft abstract, budget & justification to the Grants & Contracts Specialist, who will review accuracy of salaries, fringe benefit rates, IDC rates, etc. for the project period. Feedback to the PI will be provided until an agreed-upon budget and justification is completed.
- The Grants & Contracts Specialist will make an initial connection with Sponsored Program Services Pre-Award by providing the draft abstract, budget & justification. Staff will log the proposal and assign a Sponsored Programs Services Pre-

Award Grant Manager for review and communication.

6. The Grants & Contracts Specialist will share the information with the Neag Research Office Administrator, who will prepare the Internal Proposal Review Form (IPRF), the Significant Financial Interest Review Form, and any other forms required for the specific proposal (e.g., Consortium Statement, Subrecipient Checklist & Consortium Statement, etc.). The Neag Research Office Administrator will contact the PI when those forms are ready for completion.
7. The PI will obtain necessary signatures on all forms, making sure to allow for sufficient processing time (see step 8). The PI will coordinate signing of all internal forms, including having the Department Head(s) sign the IPRF as well. Once all signatures are completed, the forms are returned to the Neag Research Office Administrator to obtain the signature of the Associate Dean for Research. The Associate Dean for Research will review the IPRF, abstract, budget & justification. (If the PI is the Dept. Head, s/he will sign the IPRF and then send to Neag Research Office Administrator, who will obtain the Dean's signature.) The Neag Research Office will then forward to SPS.
8. If applicable, necessary work to complete the sub-award will be initiated.
  - a. If the prime Principal Investigator (PI) is from another institution and UConn is seeking a sub-award, the Neag Grants & Contracts Specialist will assist in completing the appropriate "Cooperating Institution Consortium Statement".
  - b. If the prime PI is from UConn and a sub-award is to be granted to a Co-PI at another institution, the Grants & Contracts Specialist will assist in completing the "Sub-recipient Checklist and Consortium Statement". The PI will complete the Sub-recipient Profile.
9. Because Sponsored Programs Services asks that the proposal be completed at least 5 business days before the submission date, please send the completed and signed internal forms, budget, budget justification and necessary scope of work to the Neag Research Office Administrator **at least 7 business days before the submission date**. *Proposals that do not meet this deadline will be reviewed and processed based upon availability of personnel in the Neag Research Office.*
10. Assistance with uploading documents can be provided by either the Neag Research Office Administrator or Grants & Contracts Specialist, depending on current workload and other resources available to the PI.
  - a. If the grant application will be submitted through Grants.gov, assistance in completing and uploading the forms can be provided (e.g., SFS 424, budget and justification, etc.).
  - b. If the grant application will be submitted through NSF's Fastlane, assistance in completing the budget forms and uploading the justification can be provided if the PI provides access. The PI should upload any other forms required for the submittal OR send the documents for uploading. Note that the PI must allow Sponsored Programs Services SRO access, to then review in

FastLane and ensure that all documents have been attached properly and the font and letter size, etc. are correct.

- c. If the grant is to be submitted to any other agency, assistance can be provided in completing that particular agency's application (e.g., Dept of Defense, etc.).
11. The Neag Grants & Contracts Specialist will provide review of the final uploaded documents, and communicate with Sponsored Program Services Pre-Award regarding that review and “ready for submission” process. The PI should expect to be available for clarification questions and to provide final approval for submission as the deadline closes.
12. Once the PI provides final approval and “ready for submission”, Sponsored Program Services completes the submission for any sponsor requiring institutional submittal.

**Neag Research Office Personnel**

Administrator: Donalyn Maneggia ([d.maneggia@uconn.edu](mailto:d.maneggia@uconn.edu))

Grants & Contracts Specialist: Dan Stolzenberg ([daniel.stolzenberg@uconn.edu](mailto:daniel.stolzenberg@uconn.edu))

Associate Dean for Research: Sandra Chafouleas ([sandra.chafouleas@uconn.edu](mailto:sandra.chafouleas@uconn.edu))



# Neag School of Education:

*Directions in Research Infrastructure and  
Data Operations*

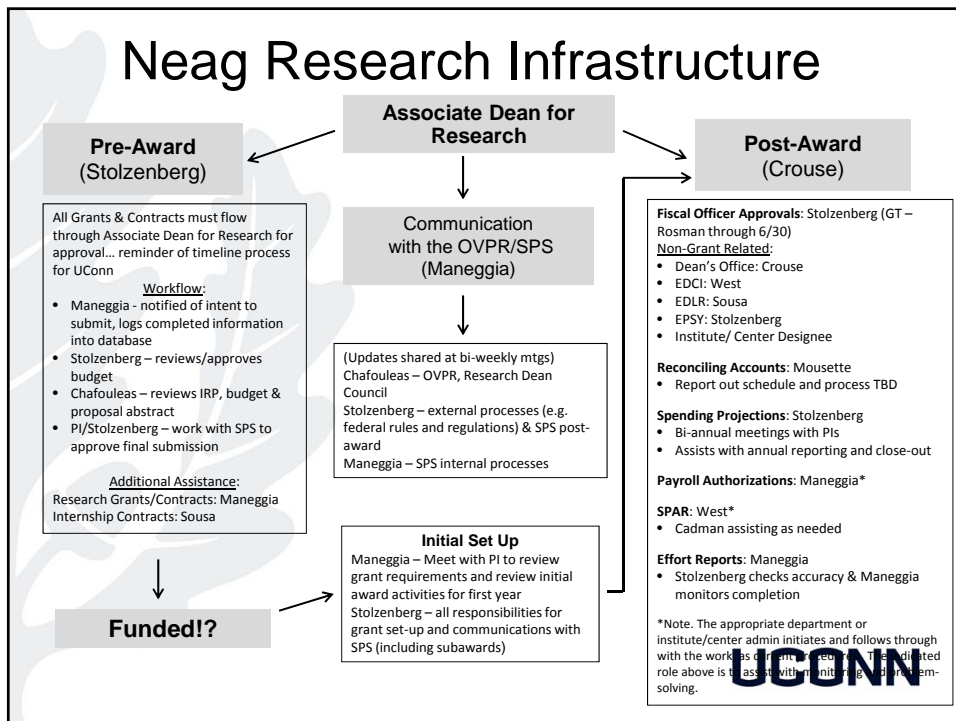
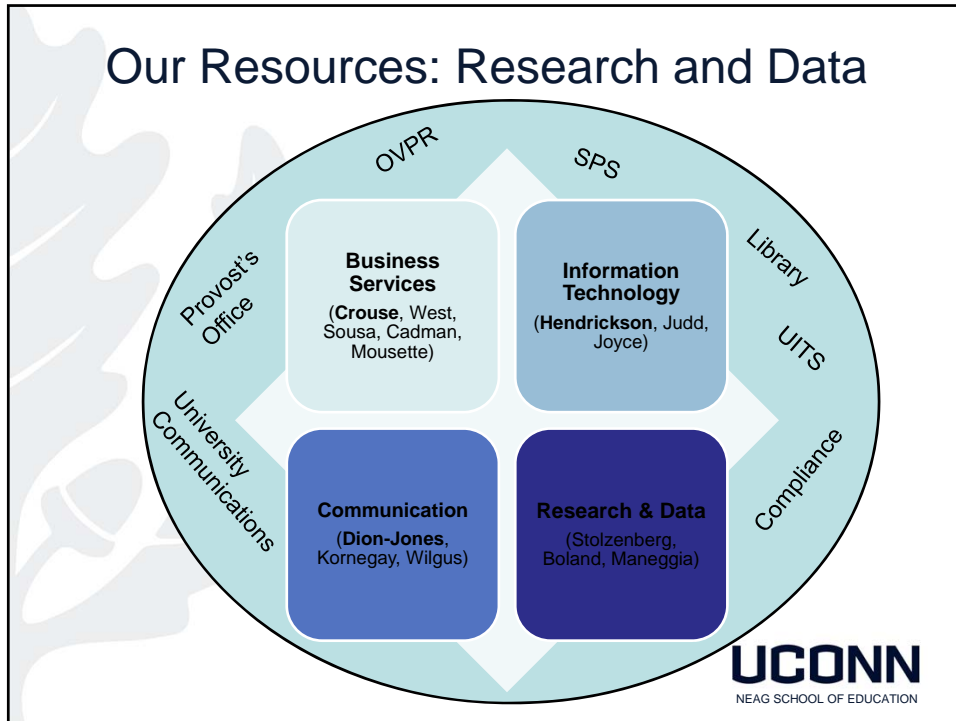
Sandy Chafouleas  
Associate Dean for Research  
Faculty Presentations - February 2015



## Today's Goals

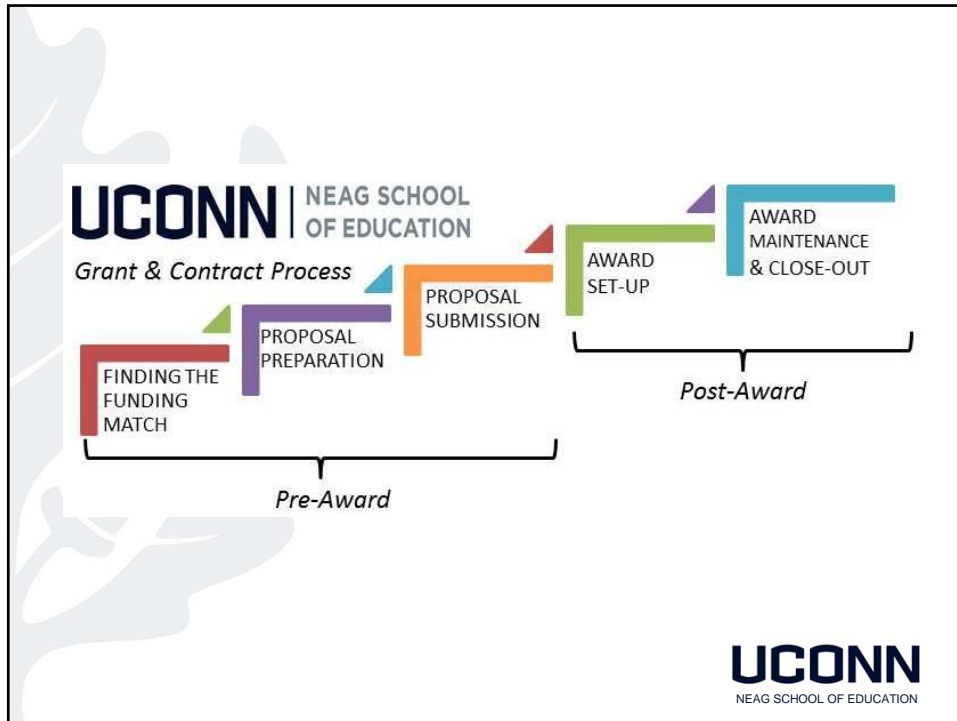
- Review Neag organizational structure around research and data operations
- Discuss Neag and university supports from
  - Idea generation to funding match
  - Enhancing grant proposal quality
  - Post award management
- Solicit feedback and ideas regarding next steps











**FINDING THE FUNDING MATCH**

## Resources for Finding Funders

<p><b><u>University-wide</u></b></p> <ul style="list-style-type: none"> <li>● PIVOT — pivot.uconn.edu             <ul style="list-style-type: none"> <li>● comprehensive database of funding opportunities</li> </ul> </li> <li>● NEW! Foundation Directory Online - lib.uconn.edu             <ul style="list-style-type: none"> <li>● Private and corporate foundations</li> </ul> </li> <li>● Research.uconn.edu – Funding             <ul style="list-style-type: none"> <li>● Opportunity announcements and general information</li> </ul> </li> </ul>	<p><b><u>Neag School</u></b></p> <ul style="list-style-type: none"> <li>● Neag News announcements</li> <li>● Individualized connecting</li> <li>● Serve as mentor to EPSY 6103</li> </ul>
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**UCONN**  
NEAG SCHOOL OF EDUCATION

FINDING THE  
FUNDING  
MATCH


## Internal Funding for Seed Projects

### University-wide

- Research Excellence Program
  - Fall deadline, funds range from 10-50K
- Scholarship Facilitation Fund
  - Fall deadline, funds up to 2K

### Neag School

- Departmental Supports from IDC/salary savings
- *Coming soon...* pilot of the Dean's Office Research Incentive Competition



PROPOSAL  
PREPARATION


## Enhancing Proposal Quality

### University-wide

- *Grants Writers' Seminars and Workshops, LLC*
  - Phase 1 – arts & humanities, NIH, NSF, career award
    - Registration due date 2/13!
  - Phase 2 – to be scheduled
- OVPR website
  - Research - About – Training:  
<http://research.uconn.edu/training/>

### Neag School

- Faculty Mentoring Group (Wilson)
  - Spring 2015 – panel on “lessons learned from writing and reviewing proposals”
- Proposal Feedback... *“official” program coming soon*
- Serve as mentor to EPSY 6103
- Boilerplate templates... *coming soon to “Faculty Resources”*




 PROPOSAL  
SUBMISSION

## Neag School - Proposal Submission Procedures

1. Contemplating a proposal? Tell us so we can plan.
2. Prepare a draft budget and budget justification. Get help from the Grants & Contracts Specialist.
3. Begin the full proposal, including draft abstract.
4. Send the draft abstract, budget & justification to the Grants & Contracts Specialist for review.
5. The Grants & Contracts Specialist will make an initial connection with Sponsored Program Services (SPS).
6. If applicable, sub-award work will be initiated with the Grants & Contracts Specialist.
7. The Grants & Contracts Specialist and Research Office Administrator will prepare the IPRF, SFIRF, and any other required forms.
8. The PI will obtain necessary signatures on all forms, returning completed forms to the Administrator. The Associate Dean for Research will review the IPRF, abstract, budget & justification – and provide signature.
9. Remember SPS asks for 5 business day advance notice – so we are asking for **at least 7 business days before the submission date**. *Proposals that do not meet this deadline will be processed based upon availability of Neag Research Office personnel.*
10. Assistance with uploading documents can be provided by either the Neag Research Office Administrator or Grants & Contracts Specialist, depending on current workload and other resources available to the PI.
11. The Neag Grants & Contracts Specialist will review uploaded documents, and communicate with SPS during “ready for submission” process. The PI should expect to be available for clarification and final approval for submission as the deadline closes.
12. Once the PI provides “ready for submission”, SPS completes the submission for any sponsor requiring institutional submittal.

**UConn**  
NEAG SCHOOL OF EDUCATION


 AWARD  
SET-UP

 AWARD  
MAINTENANCE  
& CLOSE-OUT

## Post-award Support Updates on University and Neag Directions University-wide

- OVPR: Centralization of resources... compliance, EHS, inter-campus, proposals, etc...
  - Sponsored Programs Services
    - New Director: Mike Glasgow, AVP Proposal Support Services: Tracy Walters (financial) and Laura Kozma (infoed, contracts)
    - Continued supports for Neag:
      - Pre-award – Joni Gould
      - Post-award – Jen Johnson (Team 2 lead)
    - FIND IT: Research – Proposals <http://research.uconn.edu/sps-proposals/>
  - Office for Undergraduate Research – <https://ugradresearch.uconn.edu>
    - Post your research opportunity, help undergrads find funding!
    - Director: Dr. Caroline McGuire

**UConn**  
NEAG SCHOOL OF EDUCATION

AWARD  
SET-UP


AWARD  
MAINTENANCE  
& CLOSE-OUT

## Post-award Support

### *Updates on University and Neag Directions*

#### Neag School


- See org chart on roles and responsibilities... e.g., financial reports, projects, contracts, payroll
- *Newly formed...* Neag Research Space
  - Need space for research personnel and meetings? Email Donalyn
- *Coming soon...* better catalog of loaner equipment
  - Tech support request
- Don't know?
  - Email Donalyn



## Questions, Comments, & Thanks!

**Stay Informed...**

- Monitor Neag News
- Coming soon...* Faculty Resources tab
- Email: [d.maneggia@uconn.edu](mailto:d.maneggia@uconn.edu) or  
[sandra.chafouleas@uconnn.edu](mailto:sandra.chafouleas@uconnn.edu)



CBER Research Rendezvous for next Wednesday, February 11th: Dr. Preston Green  
Topic: "Are Charter Schools Legally Required to Provide Due Process Protections for Suspended and Expelled Students?" Time: 3-4pm Location: Gentry 142

Wed., 5/13: 5th Annual CBER Research Symposium. Guest Speaker: Dr. Julie Vargas.  
Time: 9:30am-2:00pm. Location: Gentry 142/144.

Thurs. & Fri., 5/21 & 5/22: 2015 Northeast PBIS Network Leadership Forum.  
Location: Mystic Marriott in Groton, CT.



TO: Deans, Directors and Department Heads

FROM: Catherine Healy, Chair *CH*  
100 Years of Women Scholarship Award Committee

DATE: January 26, 2015

RE: **100 Years of Women Scholarship Award**

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The University of Connecticut's Women's Center is pleased to announce the granting of the **100 Years of Women Scholarship Award** for the twenty-third year. The 100 Years of Women Scholarship Fund was established in 1992 to honor a current matriculated UConn undergraduate or graduate student or a high school senior planning to enroll in the University of Connecticut, who, as a role model or advocate, has demonstrated a commitment to women's issues through service to their community or school. Applicants must be enrolled for the entire Fall 2015/Spring 2016 academic year. The scholarship award ranges from \$250 to \$1,000.

We would appreciate your sharing information about the award with students, staff, and faculty members. The scholarship application and recommendation forms are available at the UConn Women's Center, the Office of Student Financial Aid Services, and can be downloaded from the Women's Center website (<http://womenscenter.uconn.edu/about/100years.php>). The Scholarship Application link is at the bottom of the webpage.

The following eligibility criteria have been established as guidelines in the selection process:

The applicant must:

1. demonstrate a commitment to women's issues through service to their community or school;
2. be a current matriculated UConn undergraduate or graduate student who will be enrolled for the Fall 2015/Spring 2016 semester, or a high school senior planning to enroll at UConn;
3. be in need of financial assistance; and
4. demonstrate high academic performance.

**To apply, the applicant must:** a) complete all items in the application form; b) enclose two letters of recommendation from individuals who can comment on their commitment and service to women's issues; c) enclose a Resume or Curriculum Vitae; and, d) enclose an unofficial transcript. These documents must be forwarded to the UConn Women's Center, 2110 Hillside Road, Unit 3118, Storrs, CT 06269-3118 by **February 27, 2015**. Previous recipients are eligible to apply.

For more information, please call the Women's Center at (860) 486-4738, or the Office of Student Financial Aid Services at (860) 486-2819. Thank you in advance for your cooperation.

Women's Center  
2110 HILLSIDE ROAD, UNIT 3118  
STUDENT UNION, ROOM 421  
STORRS, CT 06269-3118  
PHONE 860.486.4738  
FAX 860.486.1104  
womenscenter@uconn.edu  
www.womenscenter.uconn.edu

# AAUP

JANUARY 29, 2015

## 2015 AAUP EXCELLENCE AWARDS

The AAUP seeks nominations of its members for the AAUP Excellence Awards in Teaching, Research, and Service Recognition. The primary nominator must send the complete submission in one pdf file, indicating the award category, via e-mail to Barbara Kratochvil at [BarbaraK@uconnaaup.org](mailto:BarbaraK@uconnaaup.org).

The AAUP encourages updated submissions for applicants nominated within the last three years 2012, 2013 and 2014.

The deadline for submitting nominations to the AAUP office is **FRIDAY, FEBRUARY 20, 2015**.

### I. TEACHING EXCELLENCE AWARDS

Required Supporting Materials for all Teaching awards:

- 1) Two letters of support from UConn faculty members, including at least one with extensive knowledge of the applicant's teaching.
- 2) Two letters of support from current or former UConn students (undergraduate or graduate).
- 3) OIR teaching evaluation data for all courses, as relevant.
- 4) Curriculum Vitae.

#### A. TEACHING EXCELLENCE: EARLY CAREER

Eligibility: Untenured faculty member with 3 – 6 years of service at UConn and no more than 6 years of teaching experience as a faculty member at any institution.

#### B. TEACHING EXCELLENCE: CAREER

Eligibility: Any faculty member with over 6 years teaching experience. This award recognizes classroom instruction, and advising and mentoring undergraduate and graduate students.

#### C. TEACHING INNOVATION

Eligibility: Any faculty member. This award recognizes new methods and curricular design.

### II. RESEARCH EXCELLENCE AWARDS

Required Supporting Materials for all Research awards:

- 1) Four letters of support from faculty members with extensive knowledge of the applicant's research, with at least one from UConn.
- 2) Curriculum Vitae.

#### A. EXCELLENCE IN RESEARCH AND CREATIVITY: EARLY CAREER

Eligibility: Untenured faculty member with 3 – 6 years of service at UConn and no more than 6 years of research or creativity experience as a faculty member at any institution. This



**DEL SIEGLE  
UNIT 3064**

award recognizes outstanding scholarship, which may include journal articles, conference papers, books, exhibitions of creative work, external funding and other appropriate criteria as determined by the evaluating committee, with an emphasis on scholarship performed at UConn.

**B. EXCELLENCE IN RESEARCH AND CREATIVITY: CAREER**

Eligibility: Any faculty member with over 6 years of experience. This award recognizes scholarship with a national and international reputation, outstanding service in promoting scholarship at UConn, and long-term impact on UConn scholarship.

**III. SERVICE EXCELLENCE AWARD**

Required Supporting Materials for Service award:

- 1) Four letters of support, including at least one from a faculty member with extensive knowledge of the applicant's UConn service.
- 2) Curriculum Vitae.

Eligibility: Open to all AAUP members.

This award recognizes service performed while maintaining satisfactory performance in other regular assignments (e.g., teaching and scholarly activities) such as:

1. Professional service that positively impacts on the citizens of the State, consistent with UConn's land-grant mission.
2. Professional service that contributes to the common good at national and/or international levels.
3. Leadership in enhancing the visibility of UConn among prospective undergraduate and graduate students, thus improving enrollment and the quality of incoming students.
4. Contributions promoting significant program excellence and/or improved productivity of students, staff, and faculty.
5. Leadership in fostering cooperative activities within the University to enhance success in its mission.



January 30, 2015

Dear Investigator and University Administrator,

Responsibility for oversight of Financial Conflicts of Interest in Research is moving to Research Compliance Services as of February 1, 2015.

As part of our effort to reduce administrative burden in the research arena, the OVPR is implementing an electronic tool (a new module within InfoEd) that will streamline the process for disclosing significant financial interests in research (SFI). The current paper-based process, which requires the submission of a form with each proposal, will be replaced with an electronic process, which requires filings only once a year and when new interests are acquired. The annual disclosure also fulfills all applicable training requirements. Information on when the InfoEd module will go live (as well as training schedules for using it) will be provided in the coming weeks.

Right now, we are harmonizing disclosure criteria for the National Science Foundation and the Public Health Service. We anticipate that this harmonization will make the disclosure of SFIs easier for investigators. This is a first step as we move towards implementing the online submission process.

Please note that the new SFI form and related instructions, definitions, and policy have been updated. The new form must be used now when submitting a proposal. The revised form, supplemental form, and policy are available at the links listed below:

[Significant Financial Interest Review Form](#)

[Supplemental Significant Financial Interest Disclosure Form](#)

[Policy on Conflict of Interest in Research](#)

Should you have any questions, please don't hesitate to contact me (860-486-4164) or Antje Harnisch (860-486-3994).

With regards,

A handwritten signature in black ink that reads "Nancy Wallach". The signature is written in a cursive, flowing style.

Nancy Wallach  
Assistant Vice President for Research Compliance

Office of the Vice President for Research  
**Research Compliance Services**  
438 WHITNEY ROAD EXTENSION, UNIT 1246  
STORRS, CT 06269-1246  
PHONE 860.486.8802  
FAX 860.486.1044  
compliance.uconn.edu

**University of Connecticut**  
**Total Number of Faculty by Overall Median Ratings\***  
**Fall 2014**

Overall Median Rating	Instructor's Teaching		Course	
	No	%	No	%
1.0	22	0.9	16	0.6
1.5	6	0.2	6	0.2
2.0	113	4.5	122	4.8
2.5	31	1.2	34	1.3
3.0	369	14.6	603	23.9
3.5	93	3.7	131	5.2
4.0	929	36.9	1,040	41.3
4.5	143	5.7	109	4.3
5.0	815	32.3	459	18.2
<b>Total</b>	<b>2,521</b>	<b>100</b>	<b>2,520</b>	<b>100</b>

\*Unduplicated count by faculty and rating. Scale: 1. Poor, 2. Fair, 3. Good, 4. Very Good and 5. Excellent

**University of Connecticut**  
**Matrix of Overall Teaching Rating by Class Size (Percentage)**  
**Fall 2014**

Overall Teaching	Less than 9	10-19	20-29	30-39	40-49	50-99	100 and above
1.0	1.0	1.2	0.5	1.7	0.0	0.0	0.9
1.5	0.0	0.2	0.5	0.2	0.0	0.0	0.0
2.0	1.5	2.9	5.0	4.4	5.9	4.6	6.4
2.5	0.0	1.3	1.0	1.7	1.5	0.6	0.9
3.0	7.1	8.4	14.7	15.3	17.7	25.4	27.7
3.5	3.0	3.6	3.5	3.3	2.5	1.7	3.2
4.0	23.2	35.3	38.6	40.6	38.9	45.1	42.3
4.5	8.6	6.3	4.5	4.6	1.5	2.3	1.4
5.0	55.6	40.8	31.7	28.2	32.0	20.2	17.3

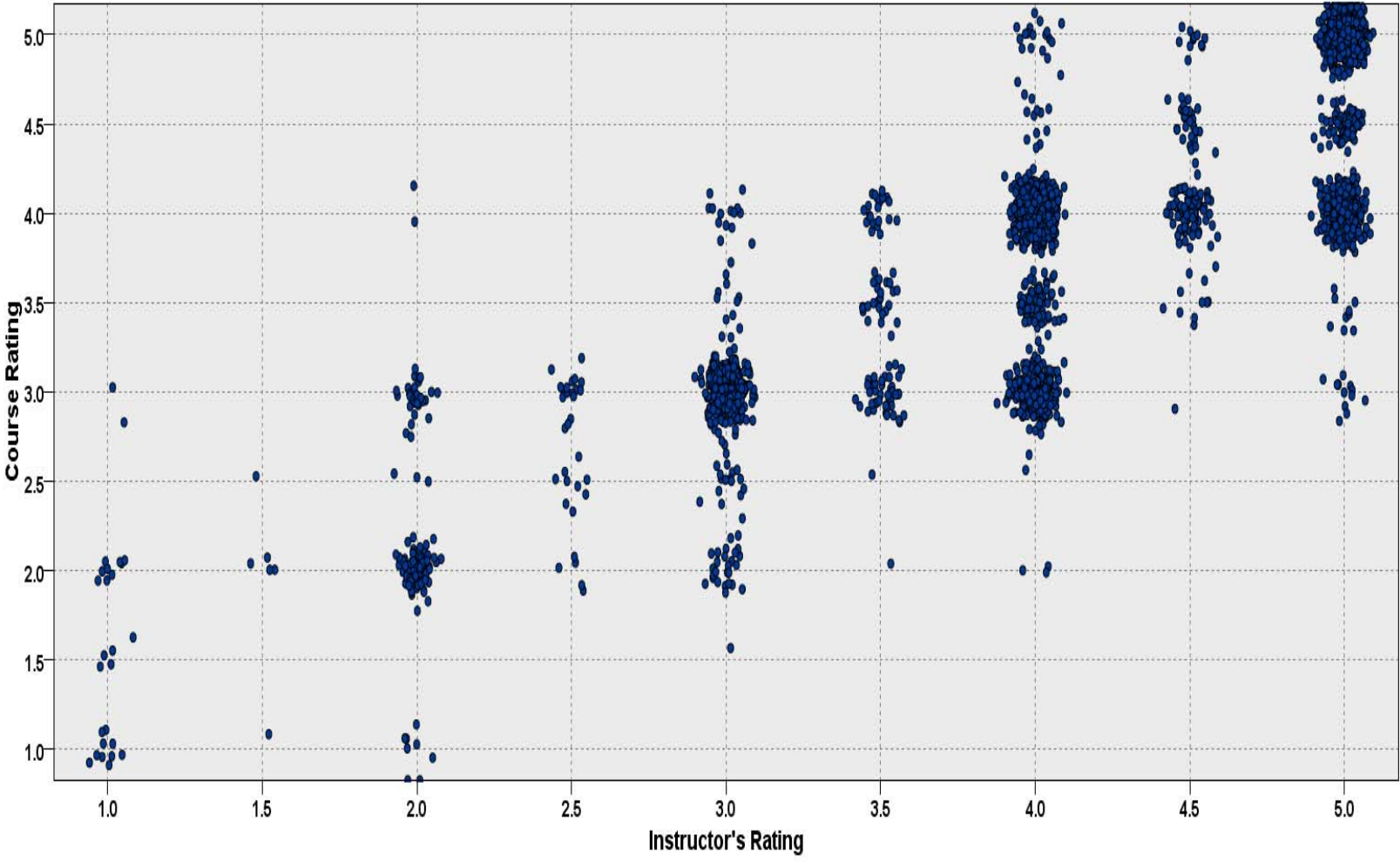
**University of Connecticut**  
**Matrix of Overall Teaching Rating by Course Level (Number)**  
**Fall 2014**

Overall Teaching	Course Level						
	0	1000	2000	3000	4000	5000	6000
1.0	0	12	4	6	1	3	0
1.5	0	4	0	1	1	0	0
2.0	1	45	18	33	10	14	1
2.5	0	14	5	3	3	5	1
3.0	1	158	92	95	23	54	3
3.5	1	37	9	19	7	20	1
4.0	3	383	155	289	91	180	23
4.5	0	45	23	31	7	30	9
5.0	3	315	129	256	92	191	31
<b>Total</b>	9	1,013	435	733	235	497	69

**University of Connecticut**  
**Matrix of Overall Teaching Rating by Course Level (Percentage)**  
**Fall 2014**

Overall Teaching	Course Level						
	0	1000	2000	3000	4000	5000	6000
1.0	0.0	1.2	0.9	0.8	0.4	0.6	0.0
1.5	0.0	0.4	0.0	0.1	0.4	0.0	0.0
2.0	11.1	4.4	4.1	4.5	4.3	2.8	1.4
2.5	0.0	1.4	1.1	0.4	1.3	1.0	1.4
3.0	11.1	15.6	21.1	13.0	9.8	10.9	4.3
3.5	11.1	3.7	2.1	2.6	3.0	4.0	1.4
4.0	33.3	37.8	35.6	39.4	38.7	36.2	33.3
4.5	0.0	4.4	5.3	4.2	3.0	6.0	13.0
5.0	33.3	31.1	29.7	34.9	39.1	38.4	44.9

**University of Connecticut**  
**Correlation between Instructor's Rating and Course Rating**  
Fall 2014



## Office of the Vice President for Research

### ***Grant Writing Seminars*** ***Arts & Humanities \*\*\* NIH \*\*\* NSF*** ***NIH Career Development \*\*\* NSF Career Award***

***Registration Deadline: February 13, 2015***

Partnering with schools and colleges, the Office of the Vice President for Research will be sponsoring five grant writing seminars to be conducted by [Grants Writers' Seminars and Workshops, LLC.](#) Faculty interested in attending any of the seminar(s) must first obtain approval from the Dean of their respective school/college prior to registering.

### ***Write Winning Grants***

The Write Winning Grants seminars will focus on key principles and the fundamentals of successful grantsmanship. The seminars will benefit both new and established faculty who have not previously applied (or unsuccessfully applied) for federal funding.

- ***Arts & Humanities Grants, March 13, 2015, 8:00-5:00 p.m.***  
*Konover Auditorium, Dodd Center, Storrs Campus (space limited)*
- ***NIH Grants, March 16, 2015, 8:00 – 5:00 p.m.***  
*Konover Auditorium, Dodd Center, Storrs Campus\**
- ***NSF Grants, March 17, 2015, 8:00 – 5:00 p.m.***  
*Room 101, Oak Hall, Storrs Campus*

### ***Early Career Grants***

Prior attendance to a Write Winning Grants seminar is a prerequisite to register for either of the Career seminars.

- ***NIH Career Development Awards, April 3, 2015, 8:00 – 12:00 p.m.***  
*Konover Auditorium, Dodd Center, Storrs Campus\**
- ***NSF Career Awards, April 3, 2015, 1:00 – 4:00 p.m.***  
*Konover Auditorium, Dodd Center, Storrs Campus*

***\*Live video streamed from the Storrs Campus to the Grossman Auditorium, Cell & Genome Building, 400 Farmington Avenue***

**Registration form and workshop information:** <http://research.uconn.edu/training/grant-writing-workshops/>  
**Contact info:** Larisa Zagorski, [Larisa.Zagorski@uconn.edu](mailto:Larisa.Zagorski@uconn.edu), 860-486-6378

Dear Colleagues,

Many of you have been asking about make-up classes. Cancellations due to weather can cause a multitude of challenges for faculty and students. Below are the University approved options for making up your class time:

1. The University academic calendar located at: <http://registrar.uconn.edu/calendar-for-spring-2015/> provides options for “emergency closing class make up days.” Faculty can use the following dates to make up a missed class: Friday, February 13<sup>th</sup>, Saturday, February 21<sup>st</sup>, Friday, March 6<sup>th</sup>, Saturday, March 28<sup>th</sup> and Saturday, April 18<sup>th</sup>. Instructors who plan to use any of these times to make up a class should consult with their students as soon as possible to avoid scheduling conflicts. Instructors should also reserve a classroom through the Registrar’s Office. The Registrar’s Office can be reached at 486-3329 or at [Registrar@uconn.edu](mailto:Registrar@uconn.edu).
2. Faculty may also choose to cover missed course material using various hybrid and online options. This option can be done asynchronously at the convenience of both instructors and students, which can prevent scheduling conflicts. For more information regarding this option, please contact the Institute for Teaching and learning at 486-6540 or visit: <http://ITL.uconn.edu/a-flexible-teaching-option-for-overcoming-weather-challenges/>.

It is critical that instructors work with students in their classes to either find a make up time that provides minimal conflict for students who have work, family commitments, or other obligations when scheduling a make-up class in person.

Lauren DiGrazia  
University Registrar

**(EPSY 5850)**

**Introduction to the Science of Creativity**

**Class Time/Credits (once a week, three credit hours)**

**Instructor:** Prof. James Kaufman

**E-mail:** james.kaufman@uconn.edu

**Office:** Tasker 41

**Office hours:** By Appointment

**Course Description:**

The goal of this course is to introduce creativity as a research topic for scientific study. This course will cover the major theories and assessments in creativity. In addition, the class will cover creativity as it is studied from different perspectives (such as education, psychology, and business), related topics (such as aesthetics and genius), and empirical work that examine how creativity interacts with other constructs (such as personality, motivation, and intelligence).

**Class Objectives:**

1. Be able to compare and contrast major definitions, theories, and measures of creativity
2. Be able to explain how creativity interacts with other related constructs, topics, and perspectives
3. Be able to critique past empirical work on creativity
4. Be able to apply past research toward forming your own research question

**Class Schedule**

Week One: Introduction to Creativity  
*Meets objective #1*

Week Two: Theories of Creativity  
*Meets objective #1*

Articles (to be read by this day; bring a comment, question, or critique for each):  
Glaveanu, V. (2013). Rewriting the language of creativity: The five A's framework.  
*Review of General Psychology, 17*, 69 – 81.





Feist, G. J. (1998). A meta-analysis of personality in scientific and artistic creativity. *Personality and Social Psychology Review*, 2, 290-309.

**Article Paper Due**

Week Six

Aesthetics

*Meets objectives # 2 and 3*

Articles (to be read by this day; bring a comment, question, or critique for each):

Cupchik, G. C., Vartanian, O., Crawley, A., & Mikulis, D. J. (2009). Viewing artworks: contributions of cognitive control and perceptual facilitation to aesthetic experience. *Brain and cognition*, 70, 84-91.

Leder, H., Belke, B., Oeberst, A., & Augustin, D. (2004). A model of aesthetic appreciation and aesthetic judgments. *British journal of psychology*, 95, 489-508.

Tinio, P. P. (2013). From artistic creation to aesthetic reception: The mirror model of art. *Psychology of Aesthetics, Creativity, and the Arts*, 7, 265-275.

Week Seven

Industrial/Organizational Approaches

*Meets objectives # 2 and 3*

Articles (to be read by this day; bring a comment, question, or critique for each):

De Dreu, C. K. (2006). When too little or too much hurts: Evidence for a curvilinear relationship between task conflict and innovation in teams. *Journal of Management*, 32, 83-107.

Mumford, M. D., Scott, G. M., Gaddis, B., & Strange, J. M. (2002). Leading creative people: Orchestrating expertise and relationships. *The Leadership Quarterly*, 13, 705-750.

Shalley, C. E., & Gilson, L. L. (2004). What leaders need to know: A review of social and contextual factors that can foster or hinder creativity. *The Leadership Quarterly*, 15, 33-53.

Week Eight

Genius

*Meets objectives # 2 and 3*

Articles (to be read by this day; bring a comment, question, or critique for each):

Simonton, D. K. (1988). Age and outstanding achievement: What do we know after a century of research? *Psychological Bulletin*, 104, 251-267.

Simonton, D. K. (2009). Varieties of (scientific) creativity: A hierarchical model of disposition, development, and achievement. *Perspectives on Psychological Science*, 4, 441-452.

Simonton, D. K. (2012). Citation measures as criterion variables in predicting scientific eminence. *Measurement: Interdisciplinary Research and Perspectives*, 10, 170-171.

Week Nine

Creative Development and Education

*Meets objectives # 2 and 3*

Articles (to be read by this day; bring a comment, question, or critique for each):

Beghetto, R. A. (2014). Creative mortification: An initial exploration. *Psychology of*





Participation: These points will be assigned for class participation. Class participation is reflected by sharing ideas, demonstrating you have done and thought about the assigned reading, paying attention to whoever is speaking, listening and encouraging other people's comments, and perhaps e-mailing me thoughts and ideas. If you need to miss class, please let me know ahead of time if possible. You are responsible for any materials/assignments.

*Meets objectives # 1 and 2*

Leading an Article Discussion: As you can see, each week has either three or four assigned articles. I would like to have people sign up to discuss articles so that every article (or nearly every article) has a student leading the discussion. Each student will be responsible for either 2 or 3 discussions (depending on the class enrollment). The discussion leader will briefly discuss the findings and implications and lead a discussion with the class. All people are responsible for reading all articles.

*Meets objective #3; addresses objectives # 1, 2, and 4*

Final Paper: Propose a research study on creativity in an essay up to 35 pages. You should review and discuss the existing literature, with all claims backed up by citations from the academic literature, just as I would expect in a paper submitted for publication. Propose an empirical study. Be specific with your methodology. Discuss what you expect to find. Feel free to incorporate your specific area of interest into the final paper (i.e., how creativity might intersect with whatever you study).

*Meets objective # 3 and 4; addresses objectives # 1 and 2*

**Grading**

20%	<i>Participation 20 points</i>
20%	<i>Article Paper 20 points</i>
20%	<i>Leading an Article Discussion Twice 20 total points (10 points each)</i>
40%	<i>Final Project Paper 40 points</i>

**Grading Scale**

92 points or more: A
90-91.9 points: A –
87.5-89.9 points: B+
82-87.4 points: B
80-81.9 points: B –
77.5-79.9 points: C+
72-77.4 points: C
70-71.9 points: C –
67.5-69.9 points: D+
62-67.4 points: D
60-61.9 points: D –
59.9 points or fewer: F

**Academic Integrity**

Student academic and scholarly behavior shall be consistent with conduct delineated in the University of Connecticut *Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research*. This statement is available at: <http://policy.uconn.edu/?p=3282> Students are responsible for the understanding the forms of scholarly misconduct described in the policy. The Dean of The Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy. Student misconduct other than scholarly misconduct is governed by the University's Student Code, which is administered under the direction of the Office of the Provost. This statement is available at: <http://community.uconn.edu/the-student-code-preamble/>

### **Religious Observance**

After reviewing the syllabus carefully, if, due to your religious observance, you foresee an absence from a class meeting or a conflict with a due date for an assignment or an exam, please inform the instructor in writing within the first three weeks of the semester. Prior to the anticipated absence, take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of Student Services and Advocacy.

### **Reasonable Accommodation**

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

### **Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

### **Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.



## COURSE TRANSMITTAL FORM

FIRST NAME

LAST NAME

STUDENT ID # (SEVEN DIGITS)  NETID  PHONE

EMAIL

Create New Course (complete entire form)     Revise Existing Course (complete 1, 8 & revisions)     Inactive Course (complete 1 & 8)

1. Term in which the course or the change will become effective

2. Short Title   
(30 characters or fewer)

3. Full Title   
(100 characters or fewer)

4. Consent  Instructor     Department     None  
(check one)

5. Grading Basis  Graded     S/U     Other   
(check one) (explain grading basis)

6. Number of units  or variable from  to  units

7. Repeatable for credit?  Yes     No  
If yes: Total units allowed   
Total completions allowed   
Allow multiple enrollments in same term?  Yes     No

8. Subject area  Assigned catalog number

9. Is this course a successor to an existing course?  Yes     No

If yes please provide subject area  and catalog number





**10. Separately scheduled course components (choose all that apply)**

Component	Primary component (choose only one)	Graded component (yes/no)	Section size (enrollment)	Weekly class time (hours)	Final exam (Yes/No)
Lecture					
Laboratory					
Discussion					
Seminar					
Practicum					
Clinical					
Field studies					
Independent study					

- 11. Attributes**      \_\_\_\_\_ Off-campus course (location: \_\_\_\_\_ )  
                                  \_\_\_\_\_ Year-long course

**12. Course description**

**13. Course equivalency**

Course subject

Course number

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**14. Prerequisites and enrollment requirements**

Prerequisite courses

Course subject

Course number

Course 1:	_____	_____
Course 2:	_____	_____
Course 3:	_____	_____

Enrollment requirements

**15. Course topics**  
(if applicable)

Topic (section) number	Title	Repeatable (yes/no)

**16. Approval record**

Please send the URL for the documenting curricula and course committee minutes (if available on the web) or attach the documents and send this form via e-mail to [gradit@uconn.edu](mailto:gradit@uconn.edu). You may also send a hard copy to the Graduate School.

# EPSY 6601: METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH

GENTRY 101

THURSDAYS 4:00 – 6:30

**INSTRUCTOR** Bianca Montrosse-Moorhead  
Office: Gentry 326  
Phone: 860.486.0177  
Email: bianca.montrosse-moorhead@uconn.edu

**OFFICE HOURS** Tuesdays from 2:00–4:00 (appointments strongly recommended), Thursdays from 3:00–4:00 (appointments strongly recommended), or by appointment.

## OFFICIAL GRADUATE COURSE CATALOG DESCRIPTION

A survey of the principal methods employed in the investigation of educational problems, including problem formulation, stating hypotheses, sampling, instrument design, types of research methods and design principles.

## COURSE OVERVIEW

EPSY 6601 is a doctoral level course emphasizing theory and application of *quantitative* methods and techniques employed in the investigation of educational problems. The course is designed for School of Education and other Social Science doctoral students, and with the assumption that students enrolled in the course have some exposure to statistical techniques and research design.

This course surveys contemporary *quantitative* research methods. After a brief introduction to issues in the philosophy of science, the major emphasis in the early portion of the course will be concentrated on research conceptualization, design, and measurement, with a particular focus on the logic of minimizing rival alternative explanations of findings. Experimental design will be the focus of early presentations. Later, we will cover quasi-experimental issues, which involve their own problems of design and interpretation. We also will discuss a number of specialized topics that have wide use in educational investigation. This course includes a mix of theoretical and applied content.

## PREREQUISITES

EPSY 5605 or equivalent master's level introductory statistics course, or instructor consent. A willingness to work hard on possibly unfamiliar material.

## COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Describe theory, concepts, and vocabulary pertinent to conducting quantitative research in education and the social sciences.
2. Demonstrate an in-depth understanding of a variety of experimental and quasi-experimental research designs, including their strengths and limitations.
3. Demonstrate an understanding of the role of IRB in the protection of human subjects and its' implication for conducting research in education and the social sciences.
4. Identify plausible threats to the validity of inferences and strategies for minimizing them for each of the research designs.
5. Evaluate the results of research studies conducted by other researchers.
6. Design a clear, concisely written research proposal appropriate for your research problem of interest.

## TEXTBOOKS

Required: Shadish, W. R., Cook, T. D., & Campbell, D. T. (2001). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Strongly Recommended: American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.

Additional required readings are available in HuskyCT. TBA (to-be-added) readings will be added to HuskyCT at least two weeks in advance.

## GRADING

Detailed descriptions of each assignment, including grading procedures, will be provided well in advance of each due date via HuskyCT. Your course grade will be based on the following products:

1. Class Participation (10%)

This should be a free 10% for you. I want you to make a reasonable effort to participate in class discussions. However, if I feel the class is not keeping up with assigned reading, I reserve the right to institute pop quizzes. And, if this happens, there will be no make-up pop quizzes.

2. Homework Assignments (50% total, 12.5% each)

Based on course readings and lectures, homework assignments will ask you to apply concepts to real-world and hypothetical research problems. You will complete a total of 5 homework assignments over the course of the semester, and the lowest grade will be dropped:

- a. HW #1: Introduction assignment
- b. HW #2: IRB assignment
- c. HW #3: Validity assignment
- d. HW #4: Research design assignment
- e. HW #5: Effect size and power analysis assignment

3. Final Exam (40%)

One final exam will be given in class at the end of the semester. The exam will consist of a combination of selected-response and constructed-response items and will cover material from class sessions and weekly readings. The final exam will be taken in-class on May 8.

Final course grades will be determined by weighting the grade for each assignment as indicated above. Final letter grades are assigned as follows:

A	=	93 – 100	B+	=	87 – 89	C+	=	77 – 79	D+	=	67 – 69	F	=	<59
A-	=	90 – 92	B	=	83 – 86	C	=	73 – 76	D	=	63 – 66			
			B-	=	80 – 82	C-	=	70 – 72	D-	=	60 – 62			

## COURSE SCHEDULE

Below is a tentative list of topics and assigned readings. I reserve the right to make modifications to this schedule as necessary.

Date	Topic	Assigned Reading (Complete <i>prior to</i> class)	Assignment
1/23	<ul style="list-style-type: none"> <li>Unit 1: Welcome and Introduction to quantitative research</li> </ul>		
1/30	<ul style="list-style-type: none"> <li>Unit 2: Anatomy of a research proposal, Literature review, &amp; IRB</li> </ul>	Read: <ul style="list-style-type: none"> <li>LM 1 &amp; LM 2</li> <li>Boote &amp; Beile (2005)</li> <li>Maxwell (2006)</li> <li>Schenk &amp; Fremouw (2012) – Stop reading when you get to the Methods section on p. 27</li> </ul>	<ul style="list-style-type: none"> <li>HW #1: Both parts of introduction assignment due on 1/30 by 4:00 pm</li> </ul>
2/6	<ul style="list-style-type: none"> <li>Unit 3: Logic of experiments and generalized causal inference</li> <li><i>Guest speaker: Institutional Review Board Staff Member</i></li> </ul>	Read: <ul style="list-style-type: none"> <li>LM 3</li> <li>SCC Chapter 1</li> <li>Shadish (2010)</li> <li>Rosenthal &amp; Rosnow (2003) – Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>HW #2: IRB assignment due on 2/6 by 4:00 pm</li> </ul>
2/13	<ul style="list-style-type: none"> <li>Unit 4: Validity</li> </ul>	Read: <ul style="list-style-type: none"> <li>LM 4 &amp; 5</li> <li>SCC Chapters 2 &amp; 3</li> <li>Albright &amp; Malloy (2000)</li> <li>Crano &amp; Brewer (2001)</li> </ul>	
2/20	<ul style="list-style-type: none"> <li>Unit 4 (cont.)</li> </ul>	Read: <ul style="list-style-type: none"> <li>Re-read readings</li> </ul>	
2/27	<ul style="list-style-type: none"> <li>Unit 6: Randomized experiments</li> </ul>	Read: <ul style="list-style-type: none"> <li>LM 6</li> <li>SCC Chapter 8</li> <li>Bloom (2006)</li> <li>Applied article TBA</li> </ul>	
3/6	<ul style="list-style-type: none"> <li>Unit 7: Regression discontinuity designs</li> </ul>	Read: <ul style="list-style-type: none"> <li>LM 7</li> <li>SCC Chapter 7</li> <li>Reichardt and Henry (2012)</li> <li>Applied article TBA</li> </ul>	<ul style="list-style-type: none"> <li>HW #3: Validity assignment due on 3/6 by 4:00 pm</li> </ul>
3/13	<ul style="list-style-type: none"> <li>Unit 8: Interrupted-time series designs and single-subject designs</li> </ul>	Read: <ul style="list-style-type: none"> <li>LM 8</li> <li>SCC Chapter 6</li> <li>Kratochwill &amp; Levin (2010)</li> </ul>	

Date	Topic	Assigned Reading (Complete <i>prior to</i> class)	Assignment
3/20	• UConn Spring Break	• Applied article TBA No Class	
3/27	• Unit 9: Quasi-experimental designs	Read: • LM 9 • SCC Chapters 4 & 5 • Applied article TBA	
4/3	• AERA Conference	No Class	
4/10	• Unit 9 (cont.)	Read: • Applied article TBA	
4/17	• Unit 10: Mediators & moderators	Read: • LM 11 • Baron & Kenny (1986) • Frazier et al. (2004)	• HW #4: Research design assignment due on 4/17 by 4:00 pm
4/24	• Unit 11: Sample size, effect size, & power	Read: • LM 10 • Maxwell (2004) • Thompson (2004) • Cohen (1992) • Olejnik & Algina (2000)	• You might want to bring your personal computer to class tonight. If you do, please download G*Power 3 <u>before</u> coming to class ( <a href="http://www.psych.uni-duesseldorf.de/abteilungen/aap/gpower3/">http://www.psych.uni-duesseldorf.de/abteilungen/aap/gpower3/</a> ).
5/1	• Unit 12: Practical Considerations	Read: • LM 12 • SCC Chapters 9 & 10 • Nelson, Cordray, Hullerman, Darrow, & Sommer (2012) • Myers, Well, & Lorch (2010) – Chapter 27	• HW #5: Effect size and power analysis assignment due on 5/1 by 4:00 pm
5/8	• In-Class Final Exam		

**Note.** SCC = Shadish, Cook, & Campbell. LM = Learning module contained in HuskyCT for that unit.

## COURSE POLICIES

*Submitting Assignments:* (a) All assignments should be typed and conform to the style specified in the 6<sup>th</sup> edition of the *APA Publication Manual* (American Psychological Association, 2009). This includes in-text references and reference lists. (b) All homework assignments, exams, and research proposals should also be completed using Microsoft Word. No exceptions. (c) Assignments must be submitted electronically through HuskyCT, following the deadlines provided in the syllabus and course calendar. Failure to complete and turn in any part of an assignment on time will result in the imposition of a 10% penalty for every day it is late. After 48 hours, no late assignments will be graded and you will receive a zero for the assignment. (d) Papers written for other classes should not be submitted as if they were written for this class. If you have a paper you would like to modify and expand for an assignment in this course, you will need to make an appointment with me or come and see me during office hours to discuss with me how you will build on that work to generate a new product for this course. You should email me an electronic copy of your previous paper prior to the meeting.

*Accommodations for Students with Disabilities:* Please see me individually within the first two weeks of class if you have any special needs or require any special accommodations as the result of a documented disability. The Center for Students with Disabilities can help you document your disability ([http://www.csd.uconn.edu/accommodation\\_services.html](http://www.csd.uconn.edu/accommodation_services.html))

*Academic Integrity:* Academic dishonesty is an offense that I take very seriously. You are responsible for making yourself aware of and understanding the policies and procedures related to UConn's Academic Integrity Policy. These policies can be found at [http://www.community.uconn.edu/academic\\_integrity.html](http://www.community.uconn.edu/academic_integrity.html). So, give credit where credit is due to avoid plagiarism. I will use plagiarism detector software in this class. And, complete all assignments independently to avoid cheating. This includes making sure not to consult with anyone on assignments, including current or prior students and other faculty.

*Accessing HuskyCT:* (a) Basic proficiency with HuskyCT (e.g., submitting assignments, checking grades, downloading feedback, downloading and uploading files, etc.) and Microsoft Office applications are required. I do not teach these skills in the course. If you need help with these skills, visit the HuskyCT tutorial page (<http://dlc.uconn.edu/tutorials.html>), Digital Learning Center (<http://dlc.uconn.edu>), ask a classmate how to do something, or figure out how to do it via the Internet. (b) You will need to log in to HuskyCT at least twice per week to keep up with content and announcements. Materials for class will be posted at least 48 hours in advance. Please download, print out, and bring these materials with you to class. Paper copies of lectures, handouts, readings, etc., will not be provided in class.

*Class participation:* (a) Active and regular participation in class discussion is expected. No internet browsing, reading or composing emails, social networking, checking and sending text messages, tweeting, answering phone calls, etcetera, period. These things disrupt the learning process. If any of these occur, I reserve the right to deal with them as I see fit. (b) If you miss a class, you are responsible for the materials, assignments, and other announcements that you miss. It is not my responsibility to repeat the information for you. Please talk with your classmates about missed material.

*Grades and formative feedback:* (a) Grades and formative feedback are provided through HuskyCT. You are responsible for monitoring your grades and accessing feedback I give you on assignments. Often, this feedback will help you on subsequent assignments. (b) Incomplete grades are considered on a case-by-case basis. If you anticipate requesting an incomplete grade in my course, please speak with me ASAP.

*Writing Support:* This is a writing intensive class. If you are feeling unsure about your writing abilities or you receive comments from me on an assignment about your writing, don't stress. Writing support is available through the UConn Writing Center (<http://writingcenter.uconn.edu>). And, I'm happy to point you in the direction of a few resources as well.

### **ADVICE FOR SUCCEEDING IN THIS COURSE**

If I had a time machine and could go back and impart advice to a younger me, just starting out in my doctoral program, I would say the following...

One – No one will explicitly tell you that a doctoral degree is a research degree. If you want to successfully complete your doctoral program, you have to learn to do research. If you want to be successful in your career post-Ph.D., whatever route that may be, you have to learn to do research. This class is one (among many!) that can build those skills for you.

Two – Research is much harder than it looks. It's easy to read research and learn how to critique it. And, for some, it's even easy to write. However, it's much harder to read, conceptualize, carry out, and use evidence well enough to craft a credible and coherent argument. Conducting your own original empirical work will be both exhilarating and frustrating; yet, either way, each study will teach you something new. You should keep this in mind. Also, you can't (and won't) know everything there is to know about carrying out research, broadly speaking, when you are finished with graduate school. So, think of your research classes, like this one, as laying a strong foundation – a slab of concrete, if you will – for continuing to build your “house of research skills”.

Three – If the purpose of your research courses is to build a strong foundation, remember that *you* are the builder. Your professors are the architects providing the blueprints for constructing the building. And, thus, your professors can't teach you ambition; that is, make you build the house. Research classes, like this one, will challenge you. That's because they are not simply about rote memorization, but rather, about cultivating scientific habits of mind. To be successful, you will need to critically engage with the concepts and ideas, both in and out of the classroom. It's okay to struggle. But, there is a clear line between engaging and struggling and not engaging at all. It's on you, not your professors, to decide which camp you are in and more forward accordingly.

All of that said, as we work on building your scientific house this semester, keep in mind that I am happy to answer questions and calls for help. But, I can't help if I don't know you need it. So, please do not hesitate to contact me if you are stuck or find something confusing.



## ***EPSY 6651: Introduction to Methods for Causal Inference using Educational Data***

Instructor: Chris Rhoads, Ph.D.

Office Hours: Tu. 11-12:30, Th. 2-3:30 (Appointments strongly recommended).

Office: Gentry 337.

Phone: (860) 486-3321.

Email: [Christopher.rhoads@uconn.edu](mailto:Christopher.rhoads@uconn.edu)

### **Overview:**

EPSY 6651 is a doctoral level course emphasizing theory and application of **quantitative** methods and techniques employed in the investigation of educational problems. The course is designed for School of Education and other Social Science doctoral level students with some training or experience in the use of statistical techniques (EPSY 5605 and EPSY 5607), and with some exposure to research design (EPSY 5601 or 6601 or equivalent master's level educational research course or equivalent research experience/knowledge).

Conducting educational research involves several stages: developing research questions and hypotheses, obtaining institutional review board approval, planning the research design, collecting and analyzing the data, and writing the final report. In this course, we focus on the steps necessary to design and conduct research that will permit valid causal conclusions. We will survey the four main types of designs that are used to justify making a causal claim from educational data. You will learn to identify threats to the validity of causal conclusions that can be drawn from these designs and steps that you can take to minimize these threats. This course is simultaneously theoretical and applied. It is expected that by the end of the course, students will have a deep understanding of quantitative research design and will be able to pose and answer a wide variety of causal research questions using quantitative methodology.

### **Prerequisites:**

EPSY 5605 and EPSY 5607

### **Course objectives**

- To understand theory, concepts, and terminology pertinent to conducting quantitative educational research with causal goals.
- To define a research problem of interest and generate appropriate research questions and/or hypotheses; to select a quantitative research design that will permit you to examine your research questions and/or test your hypotheses and evaluate the adequacy of the design.
- To develop an in-depth understanding of the major experimental and quasi-experimental research designs for causal inference; to be able to identify threats to validity for each of the designs and strategies to minimize possible threats to validity.
- To understand the conditions under which different types of research designs may be more or less appropriate for facilitating causal inference.
- To apply the guidelines required for the protection of human subjects in research and understand the role of the IRB in the protection of human subjects

## Schedule of Classes, Readings, and Assignments

\*\*\*Please complete all readings by the date indicated on the syllabus

Date	Topic	Assignment
1/21	Introduction to Course Procedures; Res. questions and hypotheses; Introduction to Ethics and the IRB	
1/28	Campbell's validity framework and Rubin's causal model.	Methods Matter Ch. 1-3. Shadish (2010) <i>Suggested:</i> Holland (1986)
2/3	Continue Rubin's Causal model, simple randomized experiments.	Methods Matter Ch. 4-5. Cook (2003) <b><i>Assignment 1: Complete CITI training</i></b>
2/10	Internal Validity threats to randomized experiments. Clustering issues in randomized experiments. Begin statistical conclusion validity.	McCoach and Adelson (2010) Cohen (1990)
2/17	More statistical conclusion validity. Power and sample size planning.	Cohen (1994) Bloom (1995) Kelly, Maxwell and Rausch (2003) <b><i>Assignment 2: Rand. Experiment proposal</i></b>
2/24	Power and sample size (continued). Interpreting effect sizes. More statistical conclusion validity.	Bloom et al. (2008) Maxwell (2004)
3/3	The UCONN IRB (Bradway) Sampling and External Validity;	<b><i>Assignment 3: Power, sample size, effect size.</i></b> Garcia & Wantchekon (2010)
3/10	Regression Discontinuity Design (RDD).	Methods Matter Ch. 9 Bloom (2012)
3/24	RDD continued. Begin broken experiments/instrumental variables.	
3/31	Complete broken experiments. Non-experimental applications of instrumental variables.	Gennetian et al. (2005) <i>Suggested:</i> Gennetian et al. (2008) <i>Suggested:</i> Methods Matter Ch. 10 <b><i>Assignment 4: RD design proposal</i></b>
4/7	Mediation and moderation.	Baron & Kenny (1986) <i>Suggested:</i> Pearl (2014), Kenny (2008), Frazier et al. (2004)
4/14	Complete moderation. Begin observational studies/matching/ propensity scores.	West et al. (2014) <b><i>Assignment 5: IV/mediation design proposal</i></b>
4/21	Complete propensity scores. Learning about confounding from within-study comparisons.	Cook and Steiner (2010) <i>Suggested:</i> Steiner et al. (2010) <i>Suggested:</i> Cook, Shadish and Wong (2008)
4/28	Fidelity of implementation. Wrap up, Final thoughts, review for exam	Weiss, Bloom and Brock (2014) <b><i>Assignment 6: Observational study design proposal</i></b>
5/5	<b>EXAM WEEK- NO CLASS</b>	In-class final exam 4pm on Tuesday, 5/5

## ***Assignments and Grades:***

- 1. CITI Assignment (7%)- due Week 3-** For this assignment, you must complete the CITI IRB modules and exams. This assignment will take approximately 5 hours. You must register with the citi-program and complete all modules and quizzes and score at least 80% on all required modules. To demonstrate completion of this activity, print the gradebook page and turn it in (or upload to HuskyCT). If you have already completed this for a research project or another class, then print a copy of the completion certificate and submit it by the due date.

“Effective October 3, 2005, the Storrs and regional campuses are requiring that faculty and non-faculty members who will need to make an IRB submission (new protocol, amendment, request for re-approval) complete the appropriate course on the CITI website ([www.citiprogram.org](http://www.citiprogram.org)) before protocols for such research can be reviewed by the IRB. The training requirement applies to ALL individuals involved in the research, including PIs and any individuals who assist in the data collection process, whether these individuals appear on the protocol submitted for IRB review or are added at a later point. We hope this will be a valuable training exercise for graduate students and new staff and facilitate compliance with sometimes "difficult" federal regulations.”

- 2. Research Design assignments.** These assignments ask you to write a 3-7 page paper proposing a research design within your field of study. For each design considered you should identify relevant threats to internal validity and note how your data collection and analysis procedures will address these threats. Greater detail will be provided in writing prompts distributed by the instructors 1 week prior to the due date. Your lowest grade from among these assignments will be dropped. The three that count will each be weighted 17%.
  - a. Randomized Experiment due Week 5**
  - b. Regression Discontinuity due Week 10**
  - c. IV/mediation due Week 12**
  - d. Observational study due Week 14**
- 3. Power Analysis and effect size assignment (17%)- Due Week 7-** Worksheet with power analysis and effect size problems.
- 4. FINAL EXAM: (25%)** An “in class” final exam will take place during exam week. The exam will be “open notes”. The exam will be cumulative and will consist of 40-50 multiple choice questions that will assess your understanding of some of the basic vocabulary of research design, as well as your conceptual understanding of the topics that we have covered. All students are expected to take the final exam on Tuesday, May 5, 2015 at 4pm. *A student who is prevented by sickness or other unavoidable causes from attending a scheduled exam must apply to the Office of Student Services and Advocacy for an excuse that will authorize the student’s instructor to give a makeup.*

\*\*\* **Note!!!!!!** All assignments should be and uploaded to HuskyCT prior to the due date. It is expected that all requirements will be completed **on time**. All assignments are due on the day specified in the syllabus. Instructor reserves the right to penalize late assignments at 2% per day. No assignments will be accepted more than 2 weeks late. Incomplete grades will be allowed only under **highly extraordinary** circumstances.

**For the final course grade:**

A+: 98-100

A is 92-98

A- is 88-92

B+ is 84-88

B is 80-84

B- is 76-80

C+ is 72-76, etc.

**Class Blackboard site:**

For PowerPoints of lectures, class readings, homework assignments, and online syllabus, consult the course blackboard site, available at [www.huskyct.uconn.edu](http://www.huskyct.uconn.edu)

**Academic Integrity**

Student academic and scholarly behavior shall be consistent with conduct delineated in the University of Connecticut *Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research*. This statement is available at: <http://policy.uconn.edu/?p=3282> Students are responsible for the understanding the forms of scholarly misconduct described in the policy. The Dean of The Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy. Student misconduct other than scholarly misconduct is governed by the University's Student Code, which is administered under the direction of the Office of the Provost. This statement is available at: <http://community.uconn.edu/the-student-code-preamble/>

**Religious Observance**

After reviewing the syllabus carefully, if, due to your religious observance, you foresee an absence from a class meeting or a conflict with a due date for an assignment or an exam, please inform the instructor in writing within the first three weeks of the semester. Prior to the anticipated absence, take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of Student Services and Advocacy.

**Reasonable Accommodation**

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

## Required Textbook

Murnane and Willett (2011). *Methods Matter: Improving causal inference in educational and social science research*. Oxford: Oxford University Press. (Available as e-book from UConn library website).

## Optional Textbooks

Judd, C. M. & Kenny, D. A. (1981). *Estimating the effects of social interventions*. Cambridge: Cambridge University Press. (Available as a pdf at the course HUSKYCT site)

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2001). *Experimental and quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin.

## Required and Suggested Articles and Book Chapters: (available on HuskyCT)

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.

Bloom, H.S. (1995). Minimum detectable effects: A simple way to report the statistical power of experimental designs. *Evaluation review* 19(5), 547-556.

Bloom, H. S. (2012). Modern regression discontinuity analysis. *Journal of Research on Educational Effectiveness*, 5(1), 43–82.

Bloom, H. S., Hill, C., Rebeck Black, A., & Lipsey, M. W. (2008). Performance trajectories and performance gaps as achievement effect-size benchmarks for educational interventions. *Journal of Research on Educational Effectiveness*, 1, 289–328.

Cohen, J. (1994). The earth is round ( $p < 0.05$ ). *American Psychologist*, 49(2), 997-1003.

Cohen, J. (1990). Things I have learned (so far). *American Psychologist*, 45(12), 1304-1312.  
doi:10.1037/0003-066X.45.12.1304

Cook, T. (2003). Randomized experiments in educational policy research: A critical examination of the educational evaluation community has offered for not doing them. *Educational Evaluation and Policy Analysis* 24(3), 175-199.

Cook, T., Shadish, W. and Wong, V. (2008). Three conditions under which experiments and observational studies produce comparable causal estimates: New findings from within-study comparisons. *Journal of Policy Analysis and Management* 27(4), 724-750.

Cook, T. and Steiner, P. (2010). Case matching and the reduction of selection bias in quasi-experiments: The relative importance of pretest measures of outcome, of unreliable measurement, and of mode of data analysis. *Psychological Methods*, 15(1), 56-68.

Frazier et al. (2004). Testing Mediator and Moderator Effects in Counseling Psychology Research. *Journal of Counseling Psychology*, 51, 115-134.

- Garcia, F. M., & Wantchekon, L. (2010). Theory, external validity, and experimental inference: Some conjectures. *The Annals of the American Academy of Political Science*, 628, 132-147.
- Gennetian, Lisa A.; Morris, Pamela A.; Bos, Johannes M.; Bloom, Howard S. (2005). Constructing Instrumental Variables from Experimental Data to Explore How Treatments Produce Effects. in Bloom, Howard S. (Ed), (2005). *Learning more from social experiments: Evolving analytic approaches*, (pp. 75-114). New York, NY, US: Russell Sage Foundation.
- Gennetian, L., Magnuson, K., & Morris, P. (2008). From Statistical Associations to Causation: What Developmentalists Can Learn From Instrumental Variables Techniques Coupled With Experimental Data. *Developmental Psychology*, 44(2), 381-394. doi:10.1037/0012-1649.44.2.381.
- Kenny, D. A. (2008). Reflections on mediation. *Organizational Research Methods*, 11(2), 353-358. doi:10.1177/1094428107308978
- Kelley, K., Maxwell, S. and Rausch, J. (2003). Obtaining Power or Obtaining Precision: Delineating Methods of Sample-Size Planning. *Evaluation and the Health Professions* 26(3), 258-287.
- Maxwell, S. E. (2004). The persistence of underpowered studies in psychological research: Causes, consequences, and remedies. *Psychological Methods*, 9, 147-163.
- McCoach, D.B. and Adelson, J. (2010). Dealing with dependence (Part I): Understanding the effects of clustered data. *Gifted Child Quarterly*, 54(2), 152-155.
- Pearl, J. (2014). Interpretation and Identification of Causal Mediation. *Psychological Methods*, doi:10.1037/a0036434
- Shadish, W. (2010). Campbell and Rubin: A primer and comparison of their approaches to causal inference in field settings. *Psychological Methods*, 15(1), 3-17.
- Steiner, P., Cook, T., Shadish, W. and Clark, M.H. (2010). The importance of covariate selection in controlling for selection bias in observational studies. *Psychological Methods*, 15(3), 250-267.
- Weiss, M., Bloom, H.S. and Brock, T. (2014). A conceptual framework for studying the sources of variation in program effects. *Journal of Policy Analysis and Management*, 33(3), 778-808.
- West, S., Cham, H., Thoemmes, F., Renneberg, B., Schulze, J. and Weiler, M. (2014). Propensity scores as a basis for equating groups: Basic principles and application in clinical treatment outcomes research. *Journal of Consulting and Clinical Psychology* (online first publication).

# CURRICULA ACTION REQUEST FORM

NEAG School of Education  
Curricula and Courses Committee

All parts of this form should be completed for all course action requests. Submit ONE ELECTRONIC copy to the Chair, Curricula and Courses Committee, *only after the required Departmental approval is secured*. On separate pages provide **all** the information requested in the **Curricula Action Request Form that apply to the requested action(s)**. Submit materials electronically to the Chair, Curricula and Courses Committee, at the published date prior to the committee meeting at which you want them reviewed.

COURSE NUMBER EPSY 6651  Current  Proposed

COURSE TITLE Introduction to Methods for Causal Inference using Educational Data

INITIATING DEPARTMENT EPSY

CONTACT PERSON Chris Rhoads U-BOX 3064

PHONE 860-486-3321 E-MAIL christopher.rhoads@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Rhoads, McCoach

## ACTION REQUESTED (check all that apply)

Course:  new  experimental  revision  dropping course

Program/concentration:  new  revision

DATE OF DEPARTMENTAL APPROVAL: \_\_\_\_\_

Departmental Minutes (must be included electronically)

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL Depts electronically):  
[EPSY; EDLR; EKIN; EDCI]

PROPOSED IMPLEMENTATION DATE: Semester: Fall Year: 2015

## INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE \_\_\_\_\_

DATE FORMS SENT TO REGISTRAR \_\_\_\_\_

**Complete the following sections if you are proposing a:**

**NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE**

**PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

Title: Introduction to Methods for Causal Inference using Educational Data

A survey of four main designs for making causal inferences from educational data and the rationales for the use of these designs. The designs considered are: Randomized experiments, regression discontinuity, instrumental variables and non-equivalent control group. The course introduces Campbell's validity framework and applies this framework to the designs considered. Techniques for sample size planning and power analysis are introduced. Other topics covered include: mediation and moderation analysis and the ethics of research on human populations. 3 credits

**Prerequisites:**

EPSY 5605 (Introduction to Quantitative Methods in Educational Research I.

EPSY 5607 (Introduction to Quantitative Methods in Educational Research II.

**RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):**

This course will provide an introduction to the main designs used to establish causal relationships in educational research. These include: randomized experiments, regression discontinuity designs, implementations of instrumental variables and non-equivalent control group designs. The distinction between inference from a sample to a population in a descriptive setting and causal inference will be emphasized. Students will learn the assumptions necessary to justify causal inferences from the designs in question. Campbell's validity framework is presented and applied to critique the designs in question. Techniques for sample size planning and power analysis are introduced. Students are also exposed to the logic of exploring mediator and moderator effects and to standards for the ethical conduct of research. Student learning is measured through a series of mock research proposals, a power analysis assignment, and a final exam.

**Course Syllabus** including course description and course outline. (include as email attachment)

Supporting documentation that **MUST** be provided at the time of submission:

- a. Departmental minutes
- b. Department chairperson's (all departments) approval (email)
- c. PeopleSoft form (if undergraduate course)
- d. Graduate School Transmittal form (if graduate course)