

Agenda
EPSY Department Meeting
December 5, 2014 – 9:30 a.m. to 11 a.m. – Gentry 144

1. Welcome
2. Corrections to November Minutes (Attachment)
3. Guest – Dean Rich Schwab
4. Announcements
 - a. Introduction: Tawnya Knupp, Research Associate II (McCoach)
 - b. Dean’s Scholars (Brown)
 - c. Holiday Party at Del and Betsy’s on December 18 (Attachment)
 - d. O’Neil Book: Men’s Gender Role Conflict
 - e. Neag Online Faculty Seminars (Attachment -- Joo)
 - f. Provost’s Outstanding Service Award (Attachment)
 - g. ITL Teaching Awards (Attachment)
 - h. Other
5. Committees Issues
 - a. MEA Search (Rogers)
 - b. Sunshine Committee
 - c. C&C Proposal: EPSY 6850—Creativity Theory and Research (Attachment – Kaufman)
 - d. EPSY PTR Committee Election Results
 - e. Draft Graduate Advising Handbook (Attachment -- Little and Bray)
 - f. Other
6. Discussion: Courtesy Appointments
7. Other
8. Adjourn



**Let’s Celebrate the End of the Semester and
the Holiday Season**

EPSY Faculty and Staff Party

Thursday, December 18, 2014
5 to 7 p.m.

Del and Betsy’s Home
45 Jacobs Hill Road (about 12 minutes from campus)
Mansfield CT 06250
860.634.0605
860.634.2361

Significant Others and Children Welcome
Please RSVP cheryl.lowe@uconn.edu by 12/12/12

Attachment A: Corrections to Minutes

- I. Welcome**
 - a. The meeting commenced at 9:32 a.m.
- II. Changes to Minutes**
 - a. There were no changes to October meeting minutes. Minutes will stand as presented.
- III. Announcements**
 - a. Proposal changes to TCPCG Special Education Scope and Sequence**
 - i. Zach from teacher ed presented changes to course sequence: EPSY 5108, EPSY 5119 will be taken in the Spring before the program begins. EPSY 5141 will be taken in the fall before taking EPSY 5121
 - ii. Proposed changes- remove EPSY 5108 and EPSY 5141 keeping EPSY 5108 and EPSY 5119. Remove two classes, program goes from 51 credits to 45 (still well over the required number of Master's courses)
 - iii. Robert Colbert made the motion and Chris Rhodes seconded the motion
 - iv. Zach is requesting a courtesy appointment in special education
 - b. Proposed changes to 3rd year PTR review process**
 - i. Third year review is being moved from the 3rd year to the fourth year per the Provost's office. – It will now be at the end of the third year (beginning of 4th year)
 - ii. This change is not in effect yet- set to go to the University Senate this year
 - iii. University is working to create a PTR guideline document – Neag currently has one but each department within the school does not currently has one- EPSY will create a workgroup to develop a department PTR document
 - c. RAC**
 - i. Mike Coyne, Neag rep on research advisory council
 - ii. Interested in feedback around barriers/challenges to conducting (educational) research
 - iii. Communicate feedback to Mike
 - d. Dean's Doctoral Scholar Program Update**
 - i. Scott Brown – document outlining procedures will be e-mailed
 - ii. Application deadline date is 12-1-14
 - iii. Tentative interview date January 25th- Tuesday January 27th
 - e. Grant Writing Workshop**
 - i. Several sessions in March and April 2015
 - f. Holiday Party**
 - i. At Betsy and Del's- December 18th 5 pm-7 pm
 - g. Neag Online Faculty Seminars (Joo)**
 - i. 12-9-14 “OMG- All Classes Canceled due to Snow” 12:30-3
 - h. 11/14 Interdisciplinary Creativity Brown Bag**
 - i. Friday 11-14-14
- IV. Committee Issues**
 - a. MEA Search (Jane Rogers)**
 - i. 37 applicants- getting ready to request permission to interview ASAP (before xmas)

- b. Sunshine committee
 - i. Consider donating \$40
 - c. C&C Proposals
 - i. MEA- EPSY 6619 Advanced Modeling Using Latent Variable Techniques
 - 1. 2 prerequisites HLM and SEM
 - 2. Betsy McCoach moved to approve the course and Noel Card seconded
 - 3. Motion passes
 - ii. EPSY 5304 School Counseling Program Development and Evaluation
 - 1. Change- how do you develop, revise, evaluate the program- shift from implementing their role as school counselors, collecting data, etc. – more focus on program design and evaluation
 - a. Erik Hines will be teaching
 - b. Mike Coyne made the motion to approve the course and Scott Brown seconded – motion passed
 - iii. PTR Policy committee
 - 1. Different from the PTR committee- purpose is to develop a committee to create a proposal for an EPSY PTR policy
 - 2. Will vote on 11-7-14
 - iv. Courtesy Appointments
 - 1. Zack from teacher Ed is requesting a courtesy appointment in special education
 - a. Betsy motioned to table so that SpEd can discuss
 - 2. Nick Gelbar courtesy appointment with special Ed (currently at the medical center)
 - a. Voting will be tabled because SpEd was not aware of his interest
 - b. The Department head will come with recommendations on courtesy appointments and level of participation from those receiving courtesy appointments
 - 3. Bigger discussion about the process for voting on courtesy appointments – voting rights-
- V. Other
- a. The University held a workshop on the possibility of considering collegiality as part of PTR
 - b. Del thanks the department for their continued professionalism and collegiality during and outside meetings.
- VI. Adjourn at 10:37am
- a. Chris Rhoads motioned to adjourn and Ron Beghetto seconded.

- **[Neag Online Faculty Seminar \(12/9, Tue, 12:30-3PM\)](#)**

OMG - All Classes canceled due to Snow! *Be ready with your online teaching!*

Have you cancelled a class due to the snowstorm? ♦ Are you going away to attend a conference during the spring semester?

If so, why don't you prepare one or two sessions with online teaching?

Please join us in this hands-on seminar to learn about how to create your own online presentation using the Mediasite, and how to integrate key HuskyCT tools to increase student engagement into your existing course.

When? 12:30 PM-3 PM on December 9th (Tuesday)

Where? Gentry 142

Please click [here](http://online.education.uconn.edu/2014/11/10/neag-online-faculty-seminar-registration/) (<http://online.education.uconn.edu/2014/11/10/neag-online-faculty-seminar-registration/>) to register. Once registered, you will receive an email about the seminar schedule and what to bring to the seminar.

Thanks so much!

For more information, contact: Jae-Eun at jae-eun.joo@uconn.edu

The Provost's Outstanding Service Award

The **Provost's Outstanding Service Award** is designed to honor and recognize those who have demonstrated excellence in service to the University of Connecticut that far exceeds reasonable expectations of their positions. The award will honor faculty whose volunteer service (i.e., not that assigned as part of one's job description) is exemplary in enhancing the University's mission in teaching, research, service, or engagement.¹ Ordinarily, the awards would be bestowed on those whose service is voluntary, individually or on committees. However, those whose job contributions far exceed reasonable expectations to the broader University community will also be considered.

By honoring such individuals, the University demonstrates its commitment to service as an activity essential to its mission and to its governance, provides incentive for faculty to pursue activities that enhance the quality of their service, and emphasizes the importance of outstanding service.

Normally, there will be up to two awards each year. Recipients of the Provost's Outstanding Service Award will be current UConn faculty who have extraordinary records of service in committees and university volunteer activities.

Submission Procedure

Nominations are due to Brandon Murray (brandon.murray@uconn.edu) by 15 February each year. The recipient(s) of the award and the other applicants, will be notified of the Awards Committee's decision in writing no later than 20 March and honored in April each year at a reception organized by the Provost's Office.

Nomination Materials

- One Letter of Nomination that details in what ways the faculty member has made long term (the Nominee must have been employed at the University for at least five years), and extraordinary service contributions to the University. Self nominations will normally not be accepted.
- List of the Service Contributions the nominee has made to the University.
- A minimum of two additional Letters of Support (in addition to the Letter of Nomination) from persons who have the ability to judge the significance of the nominee's service contributions.
- An individual may receive this award once.

Awards Committee

Strong contributors to University Service, including one person who has been a past Service Award recipient

¹ – Ordinarily, this award is envisioned not to apply to those in administrative positions above the level of Department Head and its equivalent. Recognition of outstanding service for those in "Management Exempt" categories would come in other contexts.



Institute for Teaching and Learning

Education

ITL Teaching Awards – Call for Nominations

[ITL Teaching Fellow Award](#)

The nominees for this award are limited to tenured full-time faculty. It is intended that up to four such Fellows will be honored and each awarded a stipend of \$2,000 and a medallion will be awarded during the undergraduate commencement activities.

[Teaching Fellow Award Yearbook](#)

[ITL Teaching Scholar Award](#)

The nominees for this award are limited to full-time non-tenured-track faculty with 5 years continuous service to the University. It is intended that up to two such Teaching Scholars will be honored and each awarded a stipend of \$2,000.

[Teaching Scholar Award Yearbook](#)

[ITL Outstanding Adjunct Award](#)

The nominees for this award are limited to adjunct faculty with teaching service to the University, at least once per year, over a 5 year period to the University. It is intended that up to two such Outstanding Adjuncts will be honored and each awarded a stipend of \$1,000.

[Outstanding Adjunct Award Yearbook](#)

[Outstanding Graduate Teaching Award](#)

The value of each Outstanding Graduate Teaching Award will be \$500.00

[Outstanding Graduate Teaching Award Yearbook](#)

For more information, please click on the title of the award.

[Winners](#)

[Last Year's Winners](#)

Creativity Theory and Research (ESPY 6850)

Dr. James C. Kaufman

Assigned text: *Cambridge Handbook of Creativity* (Kaufman & Sternberg, 2010; Cambridge University Press)

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 (such as intelligence, personality, and motivation)
3. Be able to critique past empirical work on creativity
4. Be able to apply past research toward forming your own research question

Grades:

Participation 20 points (20% of grade)

Article Paper 20 points (20%)

Leading an Article Discussion 20 points (20%)

Final Project Paper 40 points (40%)

Schedule:

Week One:	Introduction to Creativity
Week Two:	Theories of Creativity <i>Chapter 2</i> (Theories of Creativity)
Week Three:	Creativity Assessment <i>Chapter 3</i> (Assessment of Creativity)
Week Four:	Creative Cognition <i>Chapter 5</i> (Cognition and Creativity)
Week Five	Personality and Creativity <i>Chapter 6</i> (Function of Personality in Creativity) <i>Article Paper Due</i>
Week Six	Aesthetics <i>Chapter 7</i> (How does a Visual Artist Create an Artwork?)
Week Seven	Industrial/Organizational Approaches <i>Chapter 8</i> (Organizational Creativity)
Week Eight	Genius <i>Chapter 9</i> (Creativity in Highly Eminent Individuals)

Week Nine	Creative Development and Education <i>Chapter 12 (Developmental Approaches to Creativity)</i>
Week Ten	Functional Creativity <i>Chapter 16 (Functional Creativity)</i>
Week Eleven	Creativity and Domains <i>Chapter 17 (Is Creativity Domain-Specific?)</i>
Week Twelve	Creativity and Motivation <i>Chapter 18 (The Creativity-Motivation Connection)</i>
Week Thirteen	Creativity and Mental Illness <i>Chapter 20 (Creativity and Mental Illness)</i>
Week Fourteen	Creativity and Intelligence <i>Chapter 21 (The Relationship Between Creativity and Intelligence)</i>
Week Fifteen	Wrap-up <i>Chapter 24 (Constraints on Creativity)</i> <i>Final Paper Due</i>

Assignments:

Article Paper: Pick an empirical article (i.e., a study, not a literature review) from PsycInfo related to creativity. Make sure it is a full-text article that you can access. Write a total of 3-4 pages. You should briefly summarize the study in about one page. The rest of the paper should be critiquing the study. Some things to consider: How did the authors measure creativity? What was the research question? How could the study be improved? Might there be a follow-up study to suggest?

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.

Leading an Article Discussion: For Weeks 2-14, I will pick a recent article from a creativity journal that reflects current thinking/cutting-edge work. I will e-mail to you on the day of the previous week's class. Between one and two people will sign up to lead the article discussion; they will jointly briefly discuss the findings and implications and lead a discussion. All people are responsible for reading the articles. You may suggest an article to me in advance if you would like. It cannot be the same article as your article paper.

Presentation: I have set aside about a half of two classes for presentations but I will also make presenting earlier an option (there is only one class left after the two presentation classes; I would need a mighty good reason if you need to do it after the assigned time). I would like you to give a brief (3-6 minute, slightly longer for groups) presentation about one aspect of creativity and how it applies to your project. Group presentations are fine; in this case, your group should

present on the same aspect of creativity but discuss how it relates to all projects that the different members of the group are doing.

Final Paper: Propose a research study on creativity in a 5-9 page essay. You should review the existing literature with at least 2 article citations (you may include the article from your article paper but it will not count as one of the 2), then propose a 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).

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. Detailed information regarding the accommodations process is also available on their website at www.csd.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. You may also send a hard copy to the Graduate School.

2013-2014 Academic Year

COMMITTEE	MEMBERS	TERM EXPIRES
C & C	Tamika LaSalle	Spring 2016
	Michael Coyne	Spring 2015
Scholarship	Jean Gubbins	Spring 2015
	Jen Freeman	Spring 2016
	Natalie Olinghouse	Spring 2016
Honors	Jaci Van Heest	Spring 2015
	Allison Lombardi	Spring 2016
	Catherine Little	Spring 2016
PTR	Joe Madaus	Spring 2016
	Jane Rogers	Spring 2015
	Brandi Simonsen	Spring 2016
	Catherine Little	Spring 2015
Sunshine	Rachelle Perusse	Spring 2015
	Melissa Bray	Spring 2016
	Bianca Montrosse-Moorhead	Spring 2016
Merit	Susannah Everett	Spring 2015
	Robert Colbert	Spring 2016
	Betsy McCoach	Spring 2015
	Swaminathan	Spring 2016
PTR Dean's	Betsy McCoach	Spring 2016
Professionalism	Bianca Montrosse-Moorhead	Spring 2016
	Robert Colbert	Spring 2016
	Sharon Ware	Spring 2015
PTR Policy Committee	Michael Coyne	Spring 2016
	Catherine Little	Spring 2016
	Tamika LaSalle	Spring 2016
	Jae Eun Joo	Spring 2016

EPSY Graduate Advising Handbook

The following serves as a reference for faculty when advising graduate students in the EPSY department.

Graduate Faculty Status

To apply for graduate faculty status (needed to chair dissertation committees), faculty should access the form at <http://grad.uconn.edu/doc/apptgradfaculty.pdf>.

Advisory System

The Graduate School has guidelines with respect to the advisory system; see <http://gradcatalog.uconn.edu/guidelines-for-grad-study/advisory-system/>.

Relevant systems to know:

- PeopleSoft – for grading, course assignments, advisees, and class rosters
- HuskyCT – reveals teaching evaluations and is a teaching tool
- HuskyDM – used to complete annual faculty report each May. Note that currently this system pulls teaching information directly from PeopleSoft, but advising information must be entered manually.

Admissions Process

General prerequisites for graduate study in the various EPSY programs include undergraduate and/or previous graduate preparation in psychology, education, or related disciplines. Additional training and experience in special education, communication disorders, sociology, anthropology, or human development are desirable but not mandatory, as appropriate to program area. The application of previous graduate coursework to the fulfillment of various requirements is decided by the student's advisory committee based on a syllabus review. Multiple admissions criteria employed in the selection of students include Graduate Record Examination test scores, undergraduate or previous graduate course performance, letters of recommendation, previous relevant work experience, and personal interview data. The Department of Educational Psychology faculty is committed to practices of affirmative action and equal educational opportunity in admissions decisions.

The EPSY programs have a once a year admissions policy. All application materials (including Graduate Record Examination scores) must be submitted to the Graduate School by approximately December 1st. Applicants' credentials are considered during January for the subsequent fall semester admission. Applicants will be notified concerning the status of their applications in late February. Applicants are required to respond to the program's offer of admission to the master's/sixth-year or Ph.D. program by April 15th. Most EPSY programs interview prospective students.

Required Courses for EPSY Department (PhD level)

The following courses are required for all EPSY doctoral students, unless documentation exists of prior demonstration of mastery of the critical content:

- EPSY 5510: Learning: Its Implications for Education
- EPSY 5605: Quantitative Methods in Research I
- EPSY 5607: Quantitative Methods in Research II

- EPSY 6601: Methods and Techniques of Educational Research

Plan of study

Three Possible Plans of Study (POS):

- a. Master's – This plan of study includes classes and practicum taken during the first year of the graduate program.
- b. Sixth Year – Sixth Year POS includes classes and practicum taken during the second year, as well as internship.
- c. Doctoral – Master's and Sixth Year credits cannot be used on the doctoral degree POS because the same credits cannot be counted twice. The student will receive a diploma upon completion of both the Master's and Sixth Year degrees, and therefore neither the Master's and Sixth Year credits should be listed on the doctoral POS.

If a student enters with a bachelors standing, there would need to be a total of 45 credits on the PhD POS (30 course credits + 15 dissertation research credits). If entering with a Master's (or already have a Master's granted by the graduate school, as School Psychology students generally do) then the student needs a total of 30 credits listed on the PhD POS (15 course credits + 15 dissertation research credits).

Finally, on the doctoral plan, the student is exempt from both the language and the residency requirements. NA should be listed in both of those sections.

Students must have a Plan of Study (POS) for the Master's degree, Sixth Year degree, and Doctoral degree (if applicable).

When completing the POS, the same course cannot be counted twice. Therefore, each course can only be applied to one POS. For example, courses listed on the 6th Year POS cannot also be listed on the Doctoral POS. Internship always goes on the 6th Year POS, even for Ph.D. students.

All Plan of Study forms can be found: <http://grad.uconn.edu/current-students/forms/>

Annual review

Programs conduct annual reviews of student progress. The level of formality varies by program.

Student Improvement Plan

If a faculty member has a concern about a student's coursework, clinical practice, or professional characteristics, it is suggested that a mutually agreed upon student improvement plan be designed. It should outline the specific problem, subsequent course of action, and be signed by both parties.

Grades

Course grades are assigned under the Graduate School guidelines provided here: <http://gradcatalog.uconn.edu/guidelines-for-grad-study/standards-degree-requirements/>.

Incompletes

The following is an excerpt from the Graduate School Catalogue:

“If all work required to change a mark of I or X is not submitted to the University Registrar within twelve (12) months following the end of the semester or session for which the mark was recorded, or within a shorter period of time specifically designated by the instructor, no credit is allowed for the course. For grades of I, it is the student’s responsibility to reach and to maintain an understanding with the instructor concerning the timely completion of the work. For grades of X, it is the student’s responsibility to seek the required permission to take the final examination from The Graduate School as soon as possible after it has been missed.

“Upon the recommendation of the instructor to The Graduate School, a limited extension of an Incomplete may be granted. The Graduate School is not obligated to approve an extension if the instructor of the course no longer is a faculty member at the University of Connecticut. If more than three (3) courses have been left incomplete, the student may be required to complete those still viable before being allowed to register for additional coursework. Too many permanent Incompletes on the record may be grounds for the student’s termination or dismissal. An employment authorization for a graduate assistantship appointment may not be approved for a student who has four (4) or more viable incomplete courses on her/his academic record.”

Dissertation Proposal

All dissertation research must be directed by a member of the EPSY faculty as the major advisor. Preparation and acceptance of the dissertation proposal should follow current Department and University guidelines (<http://epsy.education.uconn.edu/wp-content/uploads/sites/684/2014/08/Dissertation-Proposal-Guidelines-and-Forms.pdf>). This includes the submission of a written document outlining the intended scope of the dissertation. Approval must be initially obtained by the student’s major advisor, subsequent to reviews by the student’s associate advisors, plus two additional faculty who serve as outside readers. The student will then orally present and defend the proposal to his/her advisory committee.

Note: Specific guidelines regarding dissertation procedures can be obtained from the Department of Educational Psychology main office. They are also posted on the EPSY website.

Dissertation

Dissertation Defense

While preparing for the defense,

- Understand the guidelines provided in The Graduate Catalog, as well as any additional expectations of the program and EPSY department.
- Follow directions provided on the website with regard to dissertation preparation and completion requirements (under Current Students at www.grad.uconn.edu). *It is your*

responsibility to follow all indicated checkpoints and timelines (e.g. announce defense at least two weeks prior, submit all final paperwork by the last business day prior to commencement) to meet your expected commencement date.

Following a successful defense day,

- Have the committee members sign 3 copies of the *Report on the Final Examination for the Doctoral Degree*.
- Have the committee members provide original signatures on the approval page for as many hard-bound copies you want to create.

Time Limits

Student progress towards meeting program requirements for both the Master's/Sixth-year and doctoral programs are reviewed on an annual basis with the major advisor. Students who are admitted to the Master's/Sixth-year program are expected to complete all requirements within four years from the first semester of enrollment. As dictated by University policy, the maximum time allowed for completion of all doctoral degree requirements is 8 years, or if the student entered with a master's degree all requirements must be completed within 7 years. If a doctoral student has completed coursework and internship but has yet to complete their dissertation within the 7 years, they must remain enrolled through a 0 credit continuous graduate designation. In addition, students are required to pass the general examinations within 5 years after admission to the Ph.D. program, or if they entered with the master's degree, 4 years. Students are expected to be enrolled on a full-time basis. Exceptions to this expectation must be approved by the student's advisory committee. See submission details (<http://grad.uconn.edu/current-students/doctoral-degree-program/>)

IRB

All investigators who are to be involved with human subjects research must complete compliance training through citiprogram.org and must be included in the documentation of any relevant research protocol (Appendix A).

All student research must be supervised by a faculty member as the PI on an IRB protocol. The approval process for IRB protocols must include approval from the PI and from the Department Head.

For dissertation research, along with a copy of your completed IRB protocol for submission, submit 3 copies of the dissertation proposal (with the *Dissertation Proposal for the Ph.D. Degree* as the cover sheet) to the EPSY Administrative Assistant.

Upon receiving IRB approval, make sure to communicate with your major advisor regarding procedures for data safety and monitoring and forward a copy of your approval letter to The Graduate School.

Travel Funding

Students and faculty may receive support for travel to professional seminars and conferences. Additional travel funding is typically available on a competitive basis through the Neag

Graduate Student Association for students. For either student or faculty travel, follow the guidelines below:

Before you leave:

1. For directions regarding travel form completion:
http://web.uconn.edu/travel/forms/Travel_Approval_System_Overview.pdf
2. To complete the "Travel Approval Form," visit: <http://travel.uconn.edu/>
3. Also fill out the "Request for Approval of Travel on Doctoral Student Travel Funds" form available at:
http://grad.uconn.edu/doc/Doctoral_Student_Request_for_Travel.pdf
4. Send the Cheryl Lowe a copy of your registration receipt, or see her about getting registered with no out-of-pocket cost to you.
5. Obtain a conference rate for the hotel. If no conference rate was obtained, make sure the hotel stay was within 125% (excluding taxes, etc...) of lodging per diem for the area. For per diem rates, see: <http://www.gsa.gov/portal/content/104877>.
6. Only book coach/standard airfare/rail. Business or first class will not be reimbursed, or see Cheryl about booking a flight with no out-of-pocket cost to you.

At the Conference

1. Be sure to keep:
 - a. Itemized itinerary and boarding tickets for the train, plane, or bus
 - b. Receipts for taxi/bus/ferry/shuttle to and from the airport/train station/bus station
 - c. Hotel bills- The same hotel bill cannot be submitted for two different people, so be sure to get separate bills if you are sharing a room.
 - d. A copy of the conference schedule, which also shows any meals that were provided free of charge to the attendees (even if you decided not to partake of them)
2. If driving to the conference:
 - a. Keep gas receipts and submit Mapquest printout.
 - b. Email the Cheryl Lowe with your home address for mileage calculation.
3. Note: ALL receipts that you turn in MUST show a zero, or paid balance.
4. When you return, give all of your receipts and details to Cheryl. The purchase of alcoholic beverages is not reimbursable.

For more information about policies regarding travel, visit: <http://travel.uconn.edu/>.

Graduate Assistantships, Fellowships, and Other Financial Support

Financial Support. Subsequent to the students' formal declaration that they intend to matriculate, the program faculty, and particularly the program coordinator, notifies every matriculated student of graduate assistantship opportunities. The majority of students receive graduate assistantships. The stipends associated with the assistantships are determined on the basis of the progress the student is making toward his or her degree completion. The stipends are among the highest in the nation. In addition, students on either full (approximately 20 hours per week) or half time (approximately 10 hours per week)

graduate assistantships receive medical insurance benefits and remission of tuition. Graduate assistantships are funded through the Neag School of Education, grants, and contracts.

The rates for full-time graduate assistantships for the 2014-2015 academic year are as follows:

1. \$20,965.62 for graduate assistants with at least the baccalaureate.
2. \$22,060.55 for experienced graduate assistants in doctoral programs with at least the master's degree.
3. \$24,526.52 for students with experience as graduate assistants who have at least the master's degree and who have passed the doctoral general examination.

The University also makes available numerous financial assistance programs based on academic merit or financial need. These include dissertation fellowships, summer fellowships, pre-doctoral fellowships, dissertation extraordinary expense awards, summer pre-doctoral fellowships, multicultural scholars program, and the outstanding scholars program.

General need-based financial aid includes Federal Stafford Loans (FSL), Federal Work Study (FWS), and University of Connecticut tuition remission grants. This assistance can be acquired by completing the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA on the Web at www.fafsa.ed.gov. Also, students interested in need-based financial aid can access the University of Connecticut's student financial aid web site at www.financialaid.uconn.edu. For a comprehensive description of financial aid, grants, loans, tuition remission, assistantships, and fellowships see the University of Connecticut's Graduate Catalog 2014-2015.

Pay Periods

Graduate assistants are paid on a bi-weekly schedule. Graduate assistantships are not offered during the summer.

Student Recruitment

It is possible to recruit new students using various scholarship incentives including OSP, MSP, OMSP. For more information see <http://grad.uconn.edu/financial-resources/internal-funding-opportunities/>

Grievance Procedures for Students

The University of Connecticut's Graduate School policies regarding students who feel aggrieved or uncertain about whether or not they have been treated fairly by a faculty or staff member provide several routes that can be taken to seek resolution or redress. Because many difficulties can result from misunderstandings, clear communication and informal mediation are believed to be the most effective and least anxiety-provoking mechanisms to resolve student grievances. Usually, the first approach is for the student to request a meeting with the faculty or staff member in order to state the problem and to attempt a direct solution. If that proves unsatisfactory or should such a meeting seem undesirable given the particular circumstance, there are several choices. Sometimes appropriate mediation can be provided by other faculty or staff in the School or at other campus units

such as the Women's Center or one of the cultural centers or religious institutions. Alternatively, the student may consult with the Director of the Graduate Program, the Department Head, or the Dean, usually in that order. It is the responsibility of the academic administrator, then, to gather the facts in the case and seek a mutually acceptable resolution. All faculty and staff in the School report ultimately to the Dean and formal action can be taken at that level, if appropriate. In the event that the initial collection of facts suggests a violation of law or of explicit university policy concerning prejudice or harassment, the administrator will immediately consult with appropriate staff in Human Resources or the Chancellor's Office regarding appropriate action. Grievance procedures are as follows:

Step 1. If a student has a grievance with faculty or staff associated with the program, the student should meet first with the person who is believed responsible for the grievance in an attempt to informally resolve the problem. It is believed that most student concerns can be resolved through direct and open communication between the parties concerned.

Step 2. If the student is not satisfied with the results of the informal meeting, s/he should submit a written complaint to the primary faculty, along with a request for a meeting with the core faculty. One of these faculty members, who is not involved in the grievance, will be selected to serve as a mediator. The written grievance should be presented promptly to the primary faculty and prior to the scheduled meeting. The student grievant may be accompanied by a representative of his/her choice at any step of the process. Subsequent to this meeting, the program coordinator will return a written response to the student grievant within ten working days. If the grievance is resolved, a copy of the written resolution should be included in the student's file.

Step 3. If the student grievant is dissatisfied with the results of Step 2, s/he may appeal in writing to the Head of the Department of Educational Psychology within ten working days of the date of the Step 2 response. Upon receipt of the appeal, the Department Head will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. After the Step 3 meeting, a written response will be issued to both parties within fifteen working days.

Step 4. If either party is dissatisfied with the results Step 3, s/he may appeal in writing to the Associate Dean of the Neag School of Education within ten working days from the date of the Step 3 response. Upon receipt of the appeal, the Associate Dean will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The Step 4 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the student's file for historical purposes.

For more information, see:

<http://www.ode.uconn.edu/aa/Grievance%20Procedures%202013.pdf>

Department Head Approval

The following items require the department head's approval. This may not be an exhaustive list; if uncertain, please confirm with department head:

1. Travel approval
2. IRBs
3. GA paperwork
4. Summer salary

UConn Logo

For information regarding the use of UConn logo for presentations, please see <http://brand.uconn.edu/>

Poster Printing

See specifics on posters here: http://web2.uconn.edu/print/dpcweb2011/qcopy/qcopy_large-print-laminate.html and document production in general here: <http://web2.uconn.edu/print/dpcweb2011/index.php>