

Agenda
EPSY Department Meeting
November 7, 2014 – 9:30 a.m. to 11 a.m. – Gentry 144

1. Welcome
2. Corrections to October Minutes (Attachment)
3. Announcements
 - a. Proposed Changes to TCPCG Special Education Scope & Sequence (Zack)
 - b. Proposed Changes in Third Year PTR Review
 - c. RAC Update (Coyne)
 - d. Dean's Doctoral Scholar Program Update (Brown)
 - e. 2015 Grant Writing Workshops (Attachment)
 - f. Holiday Party at Del and Betsy's on December 18
 - g. Neag Online Faculty Seminars (Joo)
 - h. Other
4. Committees Issues
 - a. MEA Search (Rogers)
 - b. Sunshine Committee
 - c. C&C Proposals
 - i. EPSY 6619: Advanced Modeling Using Latent Variable Techniques (New Course – McCoach)
 - ii. EPSY 5304: School Counseling Program Development and Evaluation (Revision –Hines)
 - d. Formation of an EPSY PTR Requirements Committee
 - e. Other
5. Courtesy Appointments
 - a. J. Zack
 - b. N. Gelbar
6. Other
7. Adjourn

**EDUCATIONAL PSYCHOLOGY DEPARTMENT
FACULTY MEETING MINUTES
October 3, 2014**

Attendees: R. Beghetto, M. Bray, S. Brown, M. Coyne, S. Everett, J. Freeman, J. Goldstein, J. Gubbins, E. Hines, J. Joo, J. Kaufman, D. Kearns, T. Kehle, T. La Salle, C. Little, A. Lombardi, B. McCoach, B. Montrosse-Moorhead, J. O'Neil, R. Perusse, J. Plucker, C. Rhoads, J. Rogers, D. Siegle, B. Simonsen, G. Sugai, H. Swaminathan, J. Van Heest, M. Young, Guest: Maria LaRusso

1. Welcome

The meeting commenced at 9:35 a.m.

2. Minutes

There were no changes to the September meeting minutes. Minutes will stand as presented.

3. Announcements

a. Maria LaRusso was an invited guest to the departmental meeting. Her husband is a faculty member in the anthropology department. She has a position at Harvard University. She discussed her research with the faculty. The faculty introduced themselves. She observed for the remainder of the meeting.

b. Bianca Montrosse-Moorhead received the American Evaluation Association's (AEA) 2014 Marcia Guttentag Promising New Evaluator Award.

c. Congratulations are in order for Catherine Little for receiving a \$2.5 million Javits Award.

D. Siegle also shared with the faculty the receiving of a \$5 million grant from IES for the National Center for Research on Gifted Education. Siegle noted that the grant is a group effort of the MEA and Gifted and Talented programs.

d. B. McCoach explained to the faculty about the problem with EPSY 6601. Presently, the course is being taught each fall and spring semesters. However, the classes are quite small. Right now, for the spring semester, it is on the books for an enrollment of 20. The MEA area is down one professor. She advised the professors to inform their students that the course will run if the enrollment is high enough. The students need to enroll early. Registration begins on October 20th.

e. S. Brown shared with the faculty about the Dean's Doctoral Scholar Program. We need to have all of our websites current. Please make any changes as soon as possible. First, the applicants need to apply to a program. In the applicants personal statement there should be one of the four strategic goals. The person will receive four years of full support from the school. We will be accepting four or five candidates. The interview process will be begin at the end of January.

f. In order to be in compliance with the university, all business cards and letter-

- head should have the new logo. See Cheryl Lowe to order your business cards.
- g. The Neag Celebration will be October 24th & 25th. The Dean is requesting that we honor the wonderful gift that was given by Ray and Carol Neag and attend as many events as possible.
 - h. The Neag School of Education will be having Open House on October 19th. Special Education will participate in the open house.
 - i. NSoE Alumni Award applications are due on November 11th.
 - j. Pre-proposals for Academic Plan are due to Sandy Chafouleas by October 15th. They will be reviewed and applicants will be given feedback.
 - k. Research Excellence Program – M. Coyne further explained to the faculty the details about this program. All the specific details are in the hand-out which was sent to faculty by email.
 - l. Scholarship Facilitation Fund - \$2000 will be given out by January 1, 2015. All the details were emailed to faculty.
 - m. A reception by the Board of Trustee will take place today to honor S. Brown as a Board of Trustees Distinguished Professor.
 - n. Effective October 1, the university along with faculty and staff, will be responsible for reporting child abuse to the proper authorities. The Provost Office sent out an university-wide email indicating this.

4. Committee Issues

- b. J. Rogers reported on the continuing effort of the search committee to find someone who has expertise in assessment.
- c. Sunshine Committee is requesting \$40 from each interested faculty member.
- d. C&C proposals:
 - i. Request is being proposed to change the program name from “Gifted and Talented Education” to “Giftedness, Creativity, and Talent Development.”
Motion: The motion was made by C. Little and seconded by J. Gubbins.
Results: The motion was unanimously passed.
 - ii. Literacy Certificate – M. Coyne has proposed a new literacy certificate. He explained all of the details of the new certificate to the faculty. D. Siegle inquired as to whether there had been any conversations with the C&C committee. J. Van Heest informed the faculty about the university by-laws.
Motion: A motion to accept the new certificate program was made by M. Coyne and seconded by A. Lombardi.
Result: The motion was passed unanimously.
- e. PTR – C. Little explained to the faculty that the letters were written for everyone going up for promotion, tenure, or renewal. D. Siegle will be completing his portion of PTR this weekend.
- f. The discussion concerning the merit requirements was tabled at last month’s faculty meeting. One year ago there was a vote on requiring publication of two peer-reviewed journal articles in order to qualify for merit.
Motion: Books, book chapters, and journals articles, which are peer Reviewed, can be used to meet the minimum two publication requirement for merit. The motion was proposed by T. Kehle and seconded by J. Plucker. It was proposed there be a paper ballot vote.
The ballot results were: 14 no votes, 13 yes votes, and one abstained vote.
Results: The motion did not pass. The merit requirements of a minimum of two peer reviewed journal articles for the year will remain as passed last year.
Additional Motion: B. Simonsen proposed that the current guidelines on merit be in place for 2 years. The motion was seconded by C. Little. There were 25 yes votes and 3 no votes. The motion passed.

- 5. If there are issues with the IRB office, the faculty are encouraged to contact either

B. Simonsen or J. Van Heest. There was a discussion about IRB materials. The faculty were informed that all IRB documents are required to stay in the building. S. Brown suggested that we contact S. Chafouleas about the shortage space that the Department has to store the IRB materials. D. Siegle will not approve a student submission unless it is first approved by a professor. EPSY now only submits electronic IRB submissions.

6. Adjourn

A motion to adjourn was made by B. McCoach. It was seconded by B. Simonsen. Meeting adjourned at 10:55 am.

Note: From October

22-24, 2014, the EPSY Department held an electronic vote on a new undergraduate course EPSY 3870: Creativity Assessment and Research. The motion passed to approve the course. The vote was 19 in favor and 1 opposed.

Office of the Vice President for Research

****** SAVE THE DATE ******

The Office of the Vice President for Research, partnering with schools and colleges, will be sponsoring the following one-day seminars to be conducted by *Grants Writers' Seminars and Workshops, LLC*. Registration information will be provided at a later date on the Daily Digest and at Research.uconn.edu.

March 13, 2015 – Arts & Humanities Session

March 16, 2015 – NIH Session

March 17, 2015 – NSF Session

April 3, 2015 – NIH Career Development (half day a.m.)

April 3, 2015 – NSF Career (half day p.m.)

Please share this information with your faculty. For further information, please contact Michelle Williams, Associate Vice President for Research at michelle.williams@uconn.edu



Invitation to Neag Online Faculty Seminars!

#1
Face-to-Face
Hands-on
Workshop on
Online Teaching



- Screencasting
- HuskyCT tools
- Student engagement



#2
Online Seminar
on Blended
Approaches to
Your Teaching



Jan. 5-16, 2015
2-wk
5-session
via HuskyCT

OMG - All Classes Canceled due to Snow!

Be ready with your online teaching!

Dec. 9th (Tuesday) 12:30PM-3PM in Gentry 142

More information & Online registration will be available on MONDAY (11/10)

@ <http://online.education.uconn.edu>

Questions? Please contact Jae-Eun

EPSY 6619: Spring 2015
Advanced Modeling Using Latent Variable Techniques

Instructor: D. Betsy McCoach, Ph.D.

Class meets Wednesdays from 9-12pm in Gentry Room 325

Office Hours: By appt.

Office: Gentry 339

Phone: 486-0183

Email: betsy.mccoach@uconn.edu

This course will introduce students to several advanced modeling techniques, including multilevel confirmatory factor analysis, multilevel structural equation modeling, latent class analysis, factor mixture modeling, and growth mixture modeling. Emphasis will be on estimation and application of these models and their interpretation. In addition, common issues and advanced topics within the analysis of real data using multilevel and structural equation modeling (i.e., non-normality, missing data, etc.) will be addressed. Finally, the course will provide an introduction to conducting Monte Carlo simulation studies using MPlus.

Prerequisites:

EPSY 6615 (Structural Equation Modeling) and 6611 (Hierarchical Linear Modeling)

Course objectives:

1. To become comfortable using MPLUS for a variety of statistical modeling purposes, especially in the area of latent variable modeling.
2. To learn to run basic Monte Carlo simulation studies using MPLUS.
3. To become familiar with several modeling techniques not covered in 6611 and 6615, including mixture modeling and multilevel SEM.
4. To extend, refine, deepen, and consolidate knowledge of structural equation modeling and related latent variable modeling techniques.
5. To independently learn an advanced topic in latent variable modeling and communicate knowledge of methodological and modeling techniques to others.
6. To learn about areas of current research focus in latent variable modeling

Tentative Schedule of Topics and Assignments--- Subject to change

Date	Topic	Assignment (Assigned Readings are listed separately on pp. 3-5)
1/21	Intro to course, Modeling categorical data	-----
1/28	Intro to Simulations in MPLUS; Power Analysis in SEM; Bootstrapping and Multiple Imputation;	
2/4	Intro to Mixture Modeling; Latent Class Analysis	
2/11	LCA and Factor Mixture Modeling	HMK1- Power
2/18	Latent Transition Analysis	Title and brief description/outline of teaching talk due
2/25	Growth Mixture Modeling	HMK assignment 2-- LCA
3/4	ADVANCED SEM: Non-normality and non-normal SEM;	Proposal for simulation study is due
3/11	Multilevel Mediation and reframing multilevel models as SEMs	HMK assignment 3 due—GMM/LTA
3/18	SPRING BREAK- NO CLASS	
3/25	Multilevel CFA	HMK4- Non-normal SEM
4/1	Multilevel SEM;	
4/8	Multilevel Mixture Modeling	
4/15	Modeling measurement invariance- DIF through mixture modeling; the alignment method	HMK 5- Multilevel SEM
4/22	Advanced SEM: BAYESIAN SEM	
4/29	Student presentations- 4	HMK 6- Bayesian SEM
5/6	Student presentations- 4	Final Simulation projects are due

Non-recursive models; Non-linear constraints

Course Requirements and Assignments

1. **Data Analysis Assignments**--- There will be 6 data analysis assignments over the course of the semester. For each data analysis assignment, you will be asked to independently conduct and write-up a data analysis, using the techniques that we have learned in class. All data analysis assignments **MUST** be completed using MPLUS. **It is expected that you will complete ALL data analysis assignments INDEPENDENTLY.** Please do not consult with or collaborate with **anyone** on any of the assignments. Consulting with current or prior graduate students will be considered academic dishonesty and will be dealt with accordingly. The data analysis assignments are worth 45% of your grade. To receive full credit for the assignment, you must provide your input syntax as well as any relevant output. Assignments are due, in hard copy at the beginning of class.

2. **Oral presentation**--- Each of you will be expected to develop expertise in a methodological area related to structural equation modeling or multilevel modeling. Your teaching talk must cover content that is not being addressed elsewhere in class, it must be consistent with the overall course content (advanced modeling), and it must be pedagogically oriented (i.e.- after listening to your talk, students should know and be able to do things that they couldn't do before!). You will be expected to deliver a 35-40 minute teaching presentation to the class. The title and a brief description/outline of the talk are due to me by February 18th. I am providing a list of possible topics, and I would like you to each pick a different topic from the list. The talks will take place during the last two weeks of class. You will be graded on your presentation of the content as well as your knowledge of the content. Your goal is to effectively teach new content to your audience. The oral presentation is worth 25% of your grade.
3. **Simulation Study**--- Using the MPLUS software, you are expected to design, conduct, and write up a small-scale simulation study to address a methodological research question of interest. The proposal for the simulation study is due on 3/4/15. This consists of a brief (1-2 page) description of the proposed study. The proposal should include a brief overview of the rationale for the study and a brief outline/description of the methods, including the number of planned conditions. The final paper based on the simulation study is due May 6th by 5pm. This paper should be of publication quality and should be formatted according to APA guidelines. The simulation study is worth 30% of your grade.

*** **Note!!!!!!** All assignments must be **typed**. It is expected that all requirements will be completed **on time**. All assignments are due on the day specified in the syllabus. Late assignments will be penalized 5% per day. (This includes weekends). No assignments will be accepted more than 2 weeks late. I expect all assignments to be handed in via paper--- **NOT** electronically. Incomplete grades will be allowed only under **highly extraordinary** circumstances.

Potential Teaching Talk Topics:

Please choose your teaching talk from the following list of potential topics.

1. R- Mplus automation
2. Modeling data that are missing not at random
3. "Causal Mediation" (a la Pearl) within SEM
4. Poisson, Negative Binomial models
5. Two part models – ZIP, 2 part continuous
6. Latent Change Score Models (a la McArdle)
7. Exploratory SEM (ESEM)
8. Cross-classified SEM
9. Tobit Models
10. SEM/Multilevel SEM with complex sample data

For the final course grade:

A is 93-100, A- is 90-92, B+ is 87-89, B is 83-86, B- is 80-82, 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

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.

Suggested Readings:

Class 2: Simulations; Power Analysis; Bootstrapping; Missing Data

- Bandalos, D. L. & Leite, W. (2014). The use of Monte Carlo studies in Structural Equation Modeling Research. In G. R. Hancock & R. O. Mueller *Structural Equation Modeling: A second course* (Second Edition) (pp. 625-666). Charlotte, NC: Information Age Publishing.
- Hancock, G. R. (2014). Power analysis in covariance structure modeling. In G. R. Hancock & R. O. Mueller *Structural Equation Modeling: A second course* (Second Edition) (pp. 117-159). Charlotte, NC: Information Age Publishing.
- Muthén, L., & Muthén, B. (2002). How to use a Monte Carlo study to decide on sample size and determine power. *Structural Equation Modeling*, 9(4), 599-620.
doi:10.1207/S15328007SEM0904_8.
- Thoemmes, F., MacKinnon, D., & Reiser, M. (2010). Power Analysis for Complex Mediation Designs Using Monte Carlo Methods. *Structural Equation Modeling*, 17(3), 510-534.
doi:10.1080/10705511.2010.489379.

Class 3: Mixture Models and Latent Class Analysis

- Lanza, S. T., Coffman, D. L., & Xu, S. (2013). Causal inference in latent class analysis. *Structural Equation Modeling*, 20(3), 361-383. doi:10.1080/10705511.2013.797816
- Magidson, J., & Vermunt, J. (2004). Latent class models. In D. Kaplan (Ed.), *The Sage handbook of quantitative methodology for the social sciences* (pp. 175-198). Thousand Oaks CA: Sage.
- Masyn, K. E. (2013). Latent class analysis and finite mixture modeling. In T. D. Little (Ed.), *The Oxford handbook of quantitative methods (Vol 2): Statistical analysis* (pp. 551-611). New York, NY, US: Oxford University Press.
- Muthen, B. (2008). Latent Variable Hybrids: Overview of Old and New Models. In Hancock & Samuelsen (Eds.) *Advances in latent variable mixture models*. (pp. 1-26). Charlotte, NC: Information Age Publishing.
- Tein, J., Coxe, S., & Cham, H. (2013). Statistical power to detect the correct number of classes in latent profile analysis. *Structural Equation Modeling*, 20(4), 640-657.
doi:10.1080/10705511.2013.824781

Class 4: More on Mixture Modeling

- Asparouhov, T., & Muthén, B. (2014). Auxiliary variables in mixture modeling: Three-step approaches using Mplus. *Structural Equation Modeling*, 21(3), 329-341.
- Clark, S. L., Muthén, B., Kaprio, J., D'Onofrio, B. M., Viken, R., & Rose, R. J. (2013). Models and strategies for factor mixture analysis: An example concerning the structure underlying psychological disorders. *Structural Equation Modeling*, 20(4), 681-703.
- Leite, W. & Cooper, L. (2010). Detecting social desirability bias using factor mixture models. *Multivariate Behavioral Research*, 45, 271-293.
- Lubke, G. H. & Neale, M. (2006). *Distinguishing between latent classes and continuous factors: Resolution by maximum likelihood?* *Multivariate Behavioral Research*, 41(4), 499-532.

Lubke, G. H. & Spies, J. R. (2008). Choosing a 'correct' factor mixture model. In Hancock, G. R., & Samuelsen, K. M. (Eds.), *Advances in latent variable mixture models*, pp. 343-361. Charlotte, NC: Information Age Publishing.

Class 5: Latent Transition Analysis

Kaplan, D. (2008). An overview of Markov chain methods for the study of stage-sequential developmental processes. *Developmental Psychology*, 44, 457-467.

Nylund-Gibson, K., Grimm, R., Quirk, M., & Furlong, M. (2014): A latent transition mixture model using the three-step specification. *Structural Equation Modeling: A Multidisciplinary Journal*, 21, 439-454.

Class 6: Growth Mixture Modeling

Kreuter, F. & Muthén, B. (2008). Longitudinal modeling of population heterogeneity: Methodological challenges to the analysis of empirically derived criminal trajectory profiles. In Hancock, G. R., & Samuelsen, K. M. (Eds.), *Advances in latent variable mixture models*, pp. 53-75. Charlotte, NC: Information Age Publishing.

Muthén, B., Khoo, S.T., Francis, D. & Boscardin, K. C. (2003). Analysis of reading skills development from Kindergarten through first grade: An application of growth mixture modeling to sequential processes. *Multilevel modeling: Methodological advances, issues, and applications*. S.R. Reise & N. Duan (Eds). Mahaw, NJ: Lawrence Erlbaum Associates, pp.71-89.

Tofighi, D. & Enders, C. K. (2008). Identifying the Correct number of classes in growth mixture modeling. In Hancock, G. R., & Samuelsen, K. M. (Eds.), *Advances in latent variable mixture models* (pp. 317-341). Charlotte, NC: Information Age Publishing.

Class 7: Non-normal Mixture modeling and SEM

Asparouhov, T. & Muthén B. (2014). *Structural equation models and mixture models with continuous non-normal skewed distributions*. Web Note 19. Version 2. Forthcoming in Structural Equation Modeling.

Muthén, B. & Asparouhov T. (2014). *Growth mixture modeling with non-normal distributions*. Revised version, October 9, 2014.

Class 8: Multilevel Mediation and reframing multilevel models as SEMs

Bauer, D. (2003). Estimating multilevel linear models as structural equation models. *Journal of Educational and Behavioral Statistics*, 28(2), 135-167. doi:10.3102/10769986028002135.

Hox, J. J., & Roberts, J. K. (2010). Multilevel Analysis: Where we were and where we are. In J. J. Hox & J. K. Roberts (Eds.) *Handbook of advanced multilevel analysis* (pp. 3-11). New York: Routledge.

Muthen, B., & Asparouhov, T. (2010). Beyond Multilevel Regression Modeling: Multilevel Analysis in a General Latent Variable Framework. In J. J. Hox & J. K. Roberts (Eds.) *Handbook of advanced multilevel analysis* (pp. 15-40). New York: Routledge.

Preacher, K., Zyphur, M. & Zhang, Z. (2010). A general multilevel SEM framework for assessing multilevel mediation. *Psychological Methods*.

Zhang, Z., Zyphur, M., & Preacher, K. (2009). Testing multilevel mediation using hierarchical linear models: Problems and solutions. *Organizational Research Methods*, 12(4), 695-719. doi:10.1177/1094428108327450.

Class 9: Multilevel Confirmatory Factor Analysis

D'Haenens, E., Van Damme, J., & Onghena, P. (2012). Constructing measures for school process variables: The potential of multilevel confirmatory factor analysis. *Quality & Quantity: International Journal Of Methodology*, 46(1), 155-188.

Geldhof, G. J., Preacher, K. J., & Zyphur, M. J. (2014). Reliability estimation in a multilevel confirmatory factor analysis framework. *Psychological Methods*, 19(1), 72-91.

Mehta, P. & Neale, M. (2005). People are variables too: Multilevel structural equations modeling. *Psychological Methods*, 10, 259-284.

Ryu, E. (2014). Factorial invariance in multilevel confirmatory factor analysis. *British Journal Of Mathematical And Statistical Psychology*, 67(1), 172-194. doi:10.1111/bmsp.12014

Class 10: Multilevel SEM

Bovaird, J. (2007). Multilevel structural equation models for contextual factors. *Modeling contextual effects in longitudinal studies* (pp. 149-182). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.

Kaplan, D., Kim, J., & Kim, S. (2009). Multilevel latent variable modeling: Current research and recent developments. *The Sage handbook of quantitative methods in psychology* (pp. 592-612). Thousand Oaks, CA: Sage Publications Ltd.

Stapleton, L. M. (2014). Using multilevel structural equation modeling techniques with complex sample data. In G. R. Hancock & R. O. Mueller *Structural Equation Modeling: A second course* (Second Edition) (pp. 345-383). Charlotte, NC: Information Age Publishing.

Class 11: Multilevel Mixture Modeling

Asparouhov, T. & Muthén, B. (2008). Multilevel mixture models. In Hancock, G. R., & Samuelsen, K. M. (Eds.), *Advances in latent variable mixture models*, pp. 27-51. Charlotte, NC: Information Age Publishing, Inc.

Finch, W. H., & French, B. F. (2014). Multilevel latent class analysis: Parametric and nonparametric models. *Journal Of Experimental Education*, 82(3), 307-333. doi:10.1080/00220973.2013.813361

Van Horn, M.L., Fagan, A.A., Jaki, T., Brown, E.C., Hawkins, J.D., Arthur, M.W., Abbott, R.D., & Catalano, R. F. (2008). Using multilevel mixtures to evaluate intervention effects in group randomized trials. *Multivariate Behavioral Research*, 43(2), 289-326.

Varriale, R., & Vermunt, J. K. (2012). Multilevel mixture factor models. *Multivariate Behavioral Research*, 47(2), 247-275.

Class 12: Invariance and Alignment

Asparouhov, T. & Muthen, B. (2014). Multiple group factor analysis alignment. *Structural Equation Modeling*, 21(3), 495-508.

Kim, E. S., & Willson, V. L. (2014). Measurement invariance across groups in latent growth modeling. *Structural Equation Modeling*, 21(3), 408-424.
doi:10.1080/10705511.2014.915374

Muthén, B. & Asparouhov T. (2014). IRT studies of many groups: The alignment method. *Frontiers in Psychology*, 5, DOI: 10.3389/fpsyg.2014.00978

Class 13: Bayesian SEM

Kaplan, D., & Depaoli, S. (2012). Bayesian structural equation modeling. In R. H. Hoyle (Ed.), *Handbook of structural equation modeling* (pp. 650-673). New York, NY, US: Guilford Press.

Levy, R., & Choi, J. (2013). Bayesian structural equation modeling. In G. R. Hancock, R. O. Mueller (Eds.), *Structural equation modeling: A second course (2nd ed.)* (pp. 563-623). Charlotte, NC, US: IAP Information Age Publishing.

Levy, R. (2011). Bayesian data-model fit assessment for structural equation modeling. *Structural Equation Modeling*, 18(4), 663-685.

MacCallum, R. C., Edwards, M. C., & Cai, L. (2012). Hopes and cautions in implementing Bayesian structural equation modeling. *Psychological Methods*, 17(3), 340-345.
doi:10.1037/a0027131

Muthén, B., & Asparouhov, T. (2012). Bayesian structural equation modeling: A more flexible representation of substantive theory. *Psychological Methods*, 17, 313-335.
doi:10.1037/a0026802

Song, X., & Lee, S. (2012). A tutorial on the Bayesian approach for analyzing structural equation models. *Journal Of Mathematical Psychology*, 56(3), 135-148.

van de Schoot, R., Kaplan, D., Denissen, J., Asendorpf, J.B., Neyer, F.J. & van Aken, M.A.G. (2013). A gentle introduction to bayesian analysis: Applications to research in child development. *Child Development*. DOI: 10.1111/cdev.12169

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 6619 Current Proposed

COURSE TITLE Advanced Modeling Using Latent Variable Techniques

INITIATING DEPARTMENT EPSY

CONTACT PERSON Betsy McCoach U-BOX 3064

PHONE 860-486-0183 E-MAIL betsy.mccoach@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) McCoach, Card

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: _____ Year: _____

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: **Advanced Modeling Using Latent Variable Techniques**

Covers several advanced modeling techniques, including multilevel confirmatory factor analysis, multilevel structural equation modeling, latent class analysis, factor mixture modeling, and growth mixture modeling. Emphasis will be on specification, application, evaluation, and interpretation of these models.

3 credits

Prerequisites:

EPSY 6615 (Structural Equation Modeling) and 6611 (Hierarchical Linear Modeling)

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

This course will introduce students to several advanced modeling techniques, including multilevel confirmatory factor analysis, multilevel structural equation modeling, latent class analysis, factor mixture modeling, and growth mixture modeling. Emphasis will be on estimation and application of these models and their interpretation. In addition, common issues and advanced topics within the analysis of real data using multilevel and structural equation modeling (i.e., non-normality, missing data, etc.) will be addressed. The course also provides exposure to current trends and new developments in latent variable modeling. Finally, the course will provide an introduction to conducting Monte Carlo simulation studies using MPlus. This course serves as a capstone course within the modeling sequence for students in the PhD program in measurement, evaluation, and assessment program.

Prerequisites:

EPSY 6615 (Structural Equation Modeling) and 6611 (Hierarchical Linear Modeling)

Course objectives:

7. To become comfortable using MPLUS for a variety of statistical modeling purposes, especially in the area of latent variable modeling.
8. To learn to run basic Monte Carlo simulation studies using MPLUS.
9. To become familiar with several modeling techniques not covered in 6611 and 6615, including mixture modeling and multilevel SEM.
10. To extend, refine, deepen, and consolidate knowledge of structural equation modeling and related latent variable modeling techniques.
11. To independently learn an advanced topic in latent variable modeling and communicate knowledge of methodological and modeling techniques to others.
12. To learn about areas of current research focus in latent variable modeling

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)



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.

School Counseling Program Development and Evaluation
EPSY 5304
Spring Semester 2015

Instructor: Erik M. Hines, Ph.D.

Office Location: Gentry 315B

Office Hours: Wednesdays: 10a.m.-2p.m.; Thursdays: 10:00a.m.-12:00p.m.

Email/Googlehangout: erik.hines@uconn.edu

Phone:860-486-0207

Class Schedule: Thursdays, 1:30p.m. - 4:00p.m.

Class Location: Gentry 325

Course Description:

The purpose of this course is to provide students with knowledge and learning experiences of developing, evaluating, and implementing a comprehensive school counseling program in a school setting. Students will also learn how to use data to address inequities and educational gaps to eliminate barriers to academic achievement to ensure optimal learning outcomes for ALL students.

Student Learning Outcomes:

As a result of completing ESPY 5304, students will:

1. Demonstrate an understanding of the current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (CACREP A:5)
2. Demonstrate the ability to understand how to apply and adhere to ethical and legal standards in school counseling as well as the ability to articulate, model, and advocate for an appropriate school counselor identity and program. (CACREP B:1, 2)
3. Demonstrate an understanding of models of program evaluation for school counseling programs, basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation), current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card), and outcome research data and best practices identified in the school counseling research literature. (CACREP I: 3-5)
4. Demonstrate an understanding of how to apply relevant research findings to inform the practice of school counseling, develop measurable outcomes for school counseling programs, activities, interventions, and experiences as well as analyze and use data to enhance school counseling programs. (CACREP J: 1-3)
5. Demonstrate an understanding of the relationship of the school counseling program to the academic mission of the school, the concepts, principles, strategies, programs, and practices

designed to close the achievement gap; promote student academic success, and prevent students from dropping out of school; and curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material (CACREP K: 1-3)

6. Demonstrate an understanding of how to conduct programs designed to enhance student academic development; an understanding of how to implement strategies and activities to prepare students for a full range of postsecondary options and opportunities; and an understanding of how to implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. (CACREP L: 1-3)
7. Demonstrate an understanding of how student development, well-being, and learning are enhanced by family-school-community collaboration; an understanding of how to design strategies to promote, develop, and enhance effective teamwork within the school and the larger community; an understanding of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students; an understanding of how to implement strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children; an understanding of the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them; and an understanding of how to implement school and community collaboration models for crisis/disaster preparedness and response. (CACREP M: 1-3, 5-7)
8. Demonstrate an understanding of how to work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school; an understanding of how to locate resources in the community that can be used in the school to improve student achievement and success; an understanding of how to consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development; an understanding of how to use peer helping strategies in the school counseling program; an understanding of how to use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. (CACREP N: 1-5)
9. Demonstrates the knowledge of how to participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program; an understanding of how to plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). (CACREP P: 1, 2)

Required Textbooks

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Hatch, T. (2013). *The use of data in school counseling: Hatching results for students*,

programs, and the profession. Thousand Oaks, CA: Corwin Press.

Required Readings

Gysbers, N. C. (2013). Career-ready students: A goal of comprehensive school counseling programs. *Career Development Quarterly*, 61(3), 283-288. doi:10.1002/j.2161-0045.2013.00057.x

Young, A., & Kaffenberger, C. (2011). The beliefs and practices of school counselors who use data to implement comprehensive school counseling programs. *Professional School Counseling*, 15(2), 67-76.

Student Responsibilities:

Students are responsible for the following items:

1. Attend class on a regular basis.
2. Actively participate in class discussions and activities.
3. Complete all reading assignments **PRIOR** to class in order to facilitate Item 2.
4. Complete and submit all required assignments in accordance with related time requirements.

Please make sure you follow the UCONN Graduate School Scholarly Integrity Policy (Honor Code) for all assignments and requirements. The Scholarly Integrity Policy may be accessed at <http://gradcatalog.uconn.edu/guidelines-for-grad-study/scholarly-integrity/>.

Students in need of special accommodations due to physical, learning, or mental disabilities should contact Dr. Hines as soon as possible with documentation of their special needs. Further information for students with disabilities may be found in the Student Information Booklet and online at http://www.csd.uconn.edu/accommodation_services_about.html. It is Dr. Hines's intention to provide appropriate opportunities for all students to succeed.

Students requesting accommodations for religious holidays should notify Dr. Hines during the first two weeks of the course to work out a schedule to complete missed assignments. UCONN's intent is to maintain a welcoming and inclusive environment for all students.

Course Assignments

Participation/Student Conduct:

Student participation is required in this course. Since this is a graduate level course, all students are expected to give meaningful and thoughtful contributions in each class over the semester. Participation will be counted as 20% of the student's grade. All students should act in a professional manner as well as respect the view of their classmates/colleagues during class discussions. All students are expected to be prepared for class.

Assignments

Community Agency Assignment

February 12

This assignment is to make you aware of the community resources in the State of Connecticut. Also, this assignment should provide you insight on how school counselors obtain various services for parents and students to assist them in academic, career, and personal/social development. You must visit the agency in person. Investigate the intake process and give a detailed description of what clients have to do in order to obtain services. Below are the other items that should be included in your paper:

- A. Name of agency, location, and contact information.
- B. What population is served by the agency?
- C. The Mission and Purpose of the agency.
- D. Who provides client services?
- E. Does the agency gather data to determine their effectiveness in helping clients? If so, how do they collect and analyze it.
- F. Give a critique of the agency. Do you think this agency assists clients based on their purpose? Would you use this agency as a school counselor? If you used this agency, how is it applicable to helping your school population?

Program Assessment of a School Counseling Program

March 12

Please use the ASCA National Model Program Assessment form for this assignment. Completing this audit will permit you to understand the basic tenets of evaluating school counseling intervention outcomes, as well as helping you understand the many individually-based factors (such as students' mental and physical illnesses, and family struggles) and school-related factors (such as budget constraints, redistricting, and preparing children for transitions to other grades/schools) that impact the success of your students as well as your school counseling program. In essence, the assessment serves as a "diagnostic tool" as well as a needs assessment regarding your school counseling program. More importantly, this exercise will show you how much time the school counselor spends doing direct school counseling activities (i.e., individual, small group, classroom guidance, and consultation) and non-direct activities (i.e., school leadership experiences, various school administrative and day-to-day activities, curriculum planning, and participation on school-wide advisory meetings), as well as assessing the effectiveness of how this time is spent.

Complete the assessment form as if you have been brought in as an outside auditor to review the implementation of the ASCA National Model at a school site. You are to complete the audit by interviewing a school counselor in a K-12 setting. Next write a 3-5 page report indicating the strengths and weakness of the school counseling program based on the four components of the ASCA National Model and discuss how would this information helps you in developing your school counseling program. In other words, what would you do differently in your program? The rubric for this assignment is located on HuskyCT.

Classroom Guidance Unit

April 2

Create a sequence of 4 classroom guidance lesson plans that could be presented as a classroom guidance unit by a school counselor. Choose a specific grade level and counseling domain, and

identify which student competencies from the ASCA National Standards will be addressed through the lessons. These lessons will be shared with your classmates. See sample for lesson plan format and required components (on Husky CT). Include a cover page in which you explain for whom the lessons are intended, why you chose the content and activities, and any other information you believe would be important for us to know. Turn in a paper copy of the assignment; post @ Husky CT to share with class.

Data-Driven Advocacy Project

April 30

Pre-service school counselors will be required to research school data regarding a particular issue and/or need of the student population (e.g., low attendance rate, achievement gap between students by race, SES, disproportionate # of students in high level classes, high drop out rate). Pre-service school counselors will then develop an intervention that addresses the problem/issue, discuss how they would implement it, and develop a system for evaluating it. Pre-service school counselors will present their project and findings to their colleagues. Presentation time will be 20 minutes. **Advocacy topics are due February 19.** The rubric for this assignment is located on HuskyCT.

Evaluation of Student Performance and Assignments/Grading

<u>Assignments</u>	<u>Points</u>
Community Agency Project	100
Audit Report	100
Classroom Guidance Unit Presentation	100
Data Driven Advocacy Project	100
Participation	100
<hr/>	
Total	500

(Divide the maximum amount of points into the total number of points you received)

Grade Scale

480-500 = A	460-479 = A-	440-459 = B+
420-439 = B	400-419 = B-	380-399 = C+
360-379 = C	359 and below = F	

Course Assignments and Class Schedule

	Date	Class Discussion	Readings & Assignments Due
1	1/22	<p>Introductions</p> <p>Description of Course Activities</p>	<p>Review Syllabus for EPSY 5304</p> <p>School Counseling Related Activities</p> <p>Eight Components of College and Career Readiness</p>
2	1/29	<p>ASCA National Model Themes/ /Classroom Guidance Units/ Introduction</p>	<p>ASCA-Preface-Executive Summary; Ch. I.</p> <p>Hatch Ch. Introduction</p>
3	2/5	<p>ASCA Foundation/ Implementing School Counselor Common Core Standards: Every Student Gets Every THING</p> <p>**National School Counselor Week**</p>	<p>ASCA Ch. II.</p> <p>Hatch Ch. 1</p>
4	2/12	<p>ASCA Management/ Intentional Guidance: Some Kids Need MORE</p>	<p>ASCA Ch. III.</p> <p>Hatch Ch. 2</p> <p>Due: Community Agency Assignment</p>
5	2/19	<p>ASCA Delivery/ The USE of Data to Drive Interventions</p>	<p>ASCA Ch. IV.</p> <p>Hatch Ch. 3</p> <p>Due: Topic for Data Driven Advocacy Project</p>
6	2/26	<p>ASCA Accountability/ Program Evaluation: Using Data to Evaluate Interventions</p>	<p>ASCA Ch. V.</p> <p>Hatch Ch. 4</p>

7	3/5	Action Plans: A Two-Pronged Approach	Hatch Ch. 5 Gyspers (2013)
8	3/12	Creating Pre/Post Tests	Hatch Ch. 7 Due: ASCA Program Audit Due
9	3/19	Spring Break	No Class
10	3/26	Intentional Guidance for Systems Change	Hatch Ch. 8 Young & Kaffenberger (2011)
11	4/2	Finding (Making) Time: Setting Priorities/ Reporting Results	Hatch Ch. 9-10 Due: Classroom Guidance Unit
12	4/9	Reporting Results via The Flash Light Approach/ Flashlight Packages: Putting It All Together	Hatch Chps.11-12
13	4/16	Out of Class Assignment	Prepare for Advocacy Project Presentation
14	4/23	Today's Professional School Counselor Does Make a Difference	Hatch Ch.13 Cover Advocacy Project Rubrics
15	4/30	Presentations	Due: Advocacy Presentations/ Final Advocacy Projects /Course Evaluations

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 5304 Current Proposed

COURSE TITLE School Counseling Program Development and Evaluation

INITIATING DEPARTMENT Educational Psychology

CONTACT PERSON Erik M. Hines U-BOX

TELEPHONE 860.486.0207 E-MAIL erik.hines@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Erik M. Hines

ACTION REQUESTED (check all that apply)

Course: new revision
 experimental dropping course

Program/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2015

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EPSY EDLR EDCI

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE, WORKSHOP & EXPERIMENTAL COURSE

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

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

3. COURSE SYLLABUS (including course description and course outline)

Attached file name

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

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

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

Foundations and Content in the School Counseling Profession

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

School Counseling Program Development and Evaluation

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

The instructor added a component geared toward preparing pre-service school counselors to create, evaluate, and develop a data driven, comprehensive school counseling program. Additionally, students will learn how to address inequities and educational gaps using data driven methods to improve academic outcomes for all students. Last, students will learn how to implement school counseling curriculum and accountability standards within the scope of a comprehensive school counseling program.

4. COURSE SYLLABUS (including course description and course outline)

Attached file name ESPY 5304 School Counseling Program
Development and Evaluation Syllabus

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

- a. Departmental minutes [File attached name _____]
- b. Department chairperson's (all departments) approval (email)
- c. PeopleSoft form (undergraduate course) [attached yes]
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROP A COURSE

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

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

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CONCENTRATION CHANGES

1. CURRENT PROGRAM/CONCENTRATION NAME

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

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

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

- a. Old eight semester sequence [filename]
- b. Departmental minutes [filename]
- c. Department chairperson's (all departments) approval (email)
- d. PeopleSoft form (undergraduate course) [attached yes]
- e. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM OR CONCENTRATION

1. PROPOSED PROGRAM/CONCENTRATION NAME

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

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)

Semester sequence attached [Filename]

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

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

- If new courses are proposed as a part of the proposed program or concentration, please include the new course proposals with the new program or concentration proposal.

J. Zack, Ph.D.
345 Palisado Ave. Windsor, CT 06095
john.zack@uconn.edu
860.713.9877

Objectives

- ❖ Teaching, researching, and contributing to the larger community at a college or university
- ❖ Developing social studies, foundations, multicultural and qualitative research courses
- ❖ Coordinating student teacher placements in both language arts and social studies
- ❖ Working with local schools to develop curriculum and programs that serve diverse populations

Education

Ph.D. in Curriculum Design, University of Illinois Chicago. December, 2005. My coursework and studies focused on understanding the educational needs of diverse populations in urban areas and qualitative research methods.

M.A. in Foundations of Education, University of New Mexico. August, 1998. The program used philosophy, sociology, and anthropology to investigate educational systems. Qualitative, naturalistic, and practitioner research traditions shaped the program.

B.S. in Secondary Social Studies Education, University of Illinois at Urbana-Champaign. May, 1991. The traditional, rigorous teacher education program here provided a base for young educators to succeed in public schools.

Licensure

Secondary Social Studies License 7 – 12, New Mexico, issued September 27, 1994
Endorsements: US History, World History, Government, Sociology

Secondary Teaching 6 – 12, Illinois, issued October 9, 2002
Endorsements: US History, World History, Sociology

Administrative Experience

Associate Director of Teacher Education, Teacher Certification Program for College Graduates, Neag School of Education, University of Connecticut, Greater Hartford, Waterbury, Avery Point, CT. 2012 – present.

- Conduct Student Orientation Sessions & Open House Recruiting Information Sessions
- Coordinate marketing advertisements for the Program
- Schedule interviews of applicants & enlist faculty to participate in interviews
- Coordinate Admissions offers
- Coordinate Student Teaching Placements
- Hire Faculty and Adjunct Professors for courses throughout the Program
- Hire and oversee University Supervisors for Student Teaching Placements
- Serve as major advisor to all Graduate Students in the Program

- Teach core courses throughout the program: Social & Multicultural Foundations of Education, Student Teaching Seminar, and Curriculum Laboratory, Advanced Clinical Practices

Teaching Experience

Associate Clinical Professor, University of Connecticut, TCPCG, West Hartford, CT. 2012 – present.

Assistant Clinical Professor, University of Connecticut, TCPCG, West Hartford, CT. 2005 - 2012.

- Develop and teach core courses in the Teacher Certification Program for College Graduates

Summer I Social and Multicultural Foundations of Education (Three Sections)
 Methods of Instruction and Evaluation (One Section)

Summer II Social Studies Methods (One Section)

Fall Student Teaching Seminar (Two Sections)

Spring Multicultural Education (Three Sections)
 Curriculum Laboratory: Advanced Clinical Practices (One Section)

- Supervise student teachers (12) throughout the course of their student teaching semester, collaborating with cooperating teachers and district personnel to augment high-quality pedagogy
- Evaluate the development of and population of the masters candidates' comprehensive electronic portfolio
- Serve on the program's Admissions Committee, reviewing applicant files and interviewing potential candidates

Humanities Teacher, The Academy of Communications and Technology Charter School, Chicago, IL. 1999 – 2004.

- Developed and taught an integrated Social Studies, Language Arts curriculum for eighth, tenth, eleventh and twelfth grade classes
- Served as advisor to seventh and eighth grade students (1999 – 2001)
- Worked as part of the school's Leadership Team (2000) to strategize, develop, and implement practices at the school that might serve the low-income, African American neighborhoods
- Worked with colleagues to develop a college preparatory curriculum that used portfolio assessment and acknowledged the cultural diversity of the students
- Coauthored the school's Charter Renewal
- Sponsored student literary publications and theatrical productions
- Participated in CAPE, a program that integrates art into the core curriculum

Social Studies and English Teacher, Freedom High School, Albuquerque, NM. 1994 – 1998.

- Taught American History, Government, Literature, and Communication Skills to academically advanced, at risk students
- Served as advisor and counselor to a designated group of eleventh and twelfth grade students

- Created several interdisciplinary courses that combined History and Chemistry, History and computer Science, and History and Theatre
- Facilitated the student News Magazine
- Designed a government field study class for the school's school to work program

Substitute Teacher, Albuquerque Public Schools, 1992 – 1994.

Special Education Teacher, Kennedy Middle School, Albuquerque, NM. 1991 – 1992.

- Taught a LD/BD self-contained sixth, seventh, and eighth grade class
- Designed and initiated a World Humanities class that integrated general and special education students

Student Teacher, Prospect High School, Mt. Prospect, IL. Fall, 1990.

- Assisted, prepared for, and taught two eleventh grade American History classes and a ninth and tenth grade social studies survey class for twelve weeks

Research Published

Zack, j., Mannheim, A., & Alfano, M.P. (2010). "I didn't know what to say..." - Four archetypal responses to homophobic rhetoric in the classroom. *The High School Journal*, 93(3) 98-110.

Moss, D., Zack, j. & Payne, S. (2014). Pathways to success: Models of teacher preparation for cultural and linguistic diversity. In Levine, T.H., Howard, E.R., and Moss, D.M. (Eds.), *Preparing Classroom Teachers to Succeed with Second Language Learners: Lessons from a Faculty Learning Community*. New York: Routledge.

Stephens, J. M., Feinberg, J. R., Zack, j. (2013). "Toward the making of 21st century citizens: Simulations and Role-Playing in Social Studies Classrooms" in J. Passe and P.G. Fitchett (Eds.) *The status of social studies: Views from the field*. Charlotte, NC: Information Age.

Research Submitted

Zack, j., & Alfano, M.P. Conversations on inclusion. Submitted to *Teacher Education and Special Education*, August 21, 2011. (JAR).

Zack, j., & Alfano, M.P. "Isn't it just good teaching?" - The evolving views of preservice teachers on multicultural curriculum and the inclusive classroom. Submitted to *SAGE Open*, August 23, 2011. (JAR).

Zack, j. *Experiential social studies methods for middle & high school classrooms*. Book Prospectus submitted to Corwin Press, August 24, 2011.

Zack, j. Hey kids! Let's put on a show: Readers' theatre in the social studies classroom. Sample Chapter submitted to Corwin Press, August 24, 2011.

Papers & Colloquia Presented at Conferences

Zack, j. (2012, April). A civics lesson: Proposition 8 & the 14th amendment. Paper presented at The American Educational Research Association's Annual Meeting, Vancouver, British Columbia. Invited.

Zack, j., Alfano, M.P., & Yakamoski, M. (2012, April) The impact of a faculty learning community approach on pre-service teachers' English learner pedagogy. Paper presented at The American Educational Research Association's Annual Meeting, Vancouver, British Columbia. Contributed.

Zack, j. (2011, May). A civics lesson: Proposition 8 & the 14th Amendment. Colloquium presented at The Sheppard Symposium for Social Justice, University of Wyoming, Laramie, WY. Contributed.

Zack, j. (2011, April). Queering things up: The evolution of queer theory. Colloquium presented at the True Colors XVIII Annual Conference, University of Connecticut, Storrs, CT. Contributed.

Zack, j. (2009, April). Conversations on inclusion. Paper presented at the American Educational Research Association's Annual Meeting, San Diego, CA. Contributed.

Zack, j. (2009, April). "I didn't know what to say..." – Homophobia and hate speech in the classroom. Paper presented at the American Educational Research Association's Annual Meeting, San Diego, CA. Contributed.

Zack, j. (2008, May). Readers' theatre in the social studies and language arts classroom. Colloquium presented at the Closing the Achievement Gap Conference, University of Connecticut, Storrs, CT. Contributed.

Zack, j. (2007, May). "Isn't it just good teaching?" - The evolving views of preservice teachers on multicultural curriculum and the inclusive classroom. Paper presented at the American Educational Research Association's Annual Meeting, Chicago, IL. Contributed.

Zack, j. (2006, October). The evolving views of preservice teachers on multicultural curriculum and the inclusive classroom. Paper presented at *The New Educator* Conference, City University of New York, New York, NY. Contributed.

Zack, j. (2006, February). "Isn't it Just Good Teaching?" - The evolving views of preservice teachers on multicultural curriculum and the inclusive classroom. Paper presented at The Holmes Partnership Tenth Annual Conference, Chicago, IL. Contributed.

Zack, j. (2005, April). All roads lead back: Stories of life after high school from inner city graduates. Paper presented at the American Educational Research Association's Annual Meeting, Montréal, Québec. Contributed.

Grants, Service and Awards

- Conducted orientation and information sessions for the *Teacher Certification Program for College Graduates*.
- Revised the *Teacher Certification Program for College Graduates Handbook*, Summer, 2011.
- SIOP Workshop. I participated in 24 hours of professional development on the SIOP model for teaching English language learners, May 2010
- Recruitment Supervisor for TCPCG: Read applications and interviewed social studies and English candidates for the program, winters 2005-present

- Discussant for the paper session *Instruction for Students with Disabilities in the Content Areas*, AERA 2009
- Workshop on Course & Syllabus Design for adjunct instructors, University of Connecticut's Greater Hartford Campus Writing Center, Fall 2009
- TNE: Schools as Clinics Committee, 2008
- Workshop on Classroom Observations for faculty coordinators, University of Connecticut's Early College Experience, Winter 2007
- Workshop on Assessing Knowledge for steering committee members of the Connecticut Envirothon, Spring 2006
- Teacher of the Year, Academy of Communications and Technology Charter School, 2001 – 2002
- Research Coordinator for the Chicago Coalition for the Homeless's report on Welfare Reform, 1999 – 2000
- Recipient of the 1997 US West Connecting Teachers with Technology Grant (\$18,000)
- Albuquerque Chamber of Commerce Blue Ribbon Teacher of the Year, 1995 – 1996

Professional Memberships

American Educational Research Association
Teaching History SIG
Queer Studies SIG
National Council for the Social Studies



VITA

Nicholas W. Gelbar, Ph.D.

Assistant Professor in Community Medicine
University of Connecticut Health Center
Research Director
A.J. Pappanikou Center for Excellence In Developmental Disabilities
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Education

- Ph.D. University of Connecticut, 2013
Major: School Psychology with focus on Special Education and Gifted Education
Dissertation: Examining the Contribution of Learning and Study Strategies on Reading Comprehension in Secondary Students with Dyslexia
Major Advisor: Melissa Bray
- M.A. University of Connecticut, 2011, Major: School Psychology
- M.A. University of Connecticut, 2007, Major: Education
- B.S. University of Connecticut, 2006, Major: Social Studies Education

Professional Experience

Current Employment

- 2014-Present Assistant Professor of Community Medicine
Research Director, A.J. Pappanikou Center for Excellence in Developmental Disabilities (UCEDD)
University of Connecticut Health Center
- Leads research and model development processes
 - Works with collaborators to provide program evaluation
 - Provides training on transition preparation
 - Collaborates across UCHC departments and state agencies

Previous Employment

- 2013-2014 Postdoctoral Fellow, A.J. Pappanikou Center for Excellence in Developmental Disabilities (UCEDD)/University of St. Joseph/Hospital for Special Care's Autism Center
- Conducted research studies on individuals with Autism Spectrum Disorders
 - Provided training for special education paraeducators based on CEC standards

- Provided training on Autism Spectrum Disorders (CT State Guidelines and DSM-5)
 - Taught graduate special education courses in Autism at the University of St. Joseph
 - Conducted clinical evaluations and created treatment plans at the Hospital for Special Care's Autism Center
- 2012-2014 On-site Coordinator, Confratute-Summer Institute on Enrichment Learning and Teaching. Primary responsibilities include
- Developing the program of events
 - Supervising a conference staff of 40 individuals
 - Coordinating with conferences services and other University of Connecticut departments
- 2012-2013 School psychology intern EASTCONN, Columbia, CT
- Provided behavioral and instructional consultation
 - Conducted psycho-educational evaluations and functional behavioral assessments
 - Counseled individuals in both one-on-one and group settings
- 2011-2012 Consultant in school psychology to the Mansfield Public Schools, Mansfield, CT
- Participated in behavior and academic assessment
 - Counseled individuals in both one-on-one and group settings
- 2010-2012 Assistant to the Director, Confratute-Summer Institute on Enrichment Learning and Teaching
- Supervised housing arrangement for 700 participants
 - Coordinated airport transportation for participants
 - Supported afternoon and evening special topics presentation program
- 2010-2012 Graduate assistant for the University of Connecticut Center for Postsecondary Education and Disability: UDI Online Project
- Created content for website
 - Conducted research on faculty and student perceptions of online courses
- 2010-2012 Private tutor, Mansfield, CT
- Provided individualized tutoring to high school students using individualizing instruction and learning strategies
- Spring 2012 University Supervisor, Neag School of Education
- Monitored and evaluated four student teachers in social studies

- 2010-2011 Student Employee, University of Connecticut Center for Postsecondary Education and Disability
- Supported conference preparation for the regional DCDT conference
 - Supervised a meta-analysis of the postsecondary education and disability research
- 2009-2010 School Psychology Practicum Student, East Windsor Public Schools, East Windsor, Connecticut
- Participated in PPTs
 - Assisted in the creation of IEP goals and objectives
 - Supported the creation of Tier II interventions
- 2007-2010 Teacher of Social Studies, Grades 9-12
East Windsor High School, East Windsor, Connecticut
- Developed and taught courses in psychology (general and A.P. level), sociology (general and honors level), and world history
 - Co-developed and taught a pilot of a Senior Capstone Project course
 - Led the NEASC Accreditation Mission Committee
 - Participated in a NEASC site-visit
 - Served as a class advisor and advisor to the Interact club

Fellowships, Honors, Memberships, and Certifications

Nationally Certified School Psychologist (Certificate Number: 44113)

Initial Educator Certificate in School Psychology (State of CT Certificate Number: C082013000265; issued 07-25-2013).

Board Certified Behavior Analyst—Doctoral (Certificate Number: 1-13-14455)

American Psychological Association, Division 16

National Association of School Psychologists

Professional Educator Certificate endorsed in Social Studies Education (issued 07-01-2010).

Awarded Fall 2010- Fall 2012 Fellowship for Advanced Graduate Students, University of Connecticut.

Awarded Fall 2012-Spring 2013 Doctoral Dissertation Fellowship, Graduate School, University of Connecticut

Eagle Scout

Publications

Peer Reviewed Journal Articles

Gelbar, N. W., Shefcyk, A., & Reichow, B. (submitted). A comprehensive survey of current and former college students with ASD. *Journal of Intellectual Disability Research*.

Gelbar, N. W., Bray, M., Kehle, T. J., & Madaus, J. W. (submitted). Exploring the nature of compensation strategies in individuals with dyslexia: A research brief. *Canadian Journal of School Psychology*.

Madaus, J. W., Lalor, A. R., **Gelbar, N. W.**, & Kowitt, J. (in press). The *Journal of Postsecondary Education and Disability*: From past to present. *Journal of Postsecondary Education and Disability*.

Sassu, K., **Gelbar, N. W.**, Bray, M., & Kehle, T. (in press). Integrating neuropsychological information into school-based interventions: A collaborative approach to decision-making? *School Psychology Forum*.

Gelbar, N. W., Jaffery, R., Stein, R., & Cymbala, H. (In press). School psychologists, social workers, and administrators as partners in developing school-wide positive behavior supports (SWPBIS) in alternative educational settings. *Journal of Educational and Psychological Consultation*.

Reichow, B., **Gelbar, N.W.**, Mouradjian, K., Shefcyk, A. & Smith, I. (2014). Characteristics of international websites with information on developmental disabilities. *Research in Developmental Disabilities, 35*(10), 2293-2298. doi: 10.1016/j.ridd.2014.05.028

Gelbar, N. W., Smith, I., & Reichow, B. (2014). Systematic review of articles describing experience and supports of individuals with Autism enrolled in college and university programs. *Journal of Autism and Developmental Disorders, 44*, 2593–2601. doi 10.1007/s10803-014-2135-5

Banerjee, M., Madaus, J. W., & **Gelbar, N. W.** (2014). Applying LD and ADHD documentation guidelines: Decision making with sparse or missing evidence. *Learning Disabilities Quarterly. DOI: 10.1177/0731948713518335*

Madaus, J. W., **Gelbar, N. W.**, Dukes, L. L., Faggella-Luby, M. N., Lalor, A. R., & Kowitt, J. (2013). Thirty-five years of transition: A review of CDTEI issues from 1978-2012. *Career Development and Transition for Exceptional Individuals, 36*, 7-14.

Madaus, J. W., McKeown, K., **Gelbar, N.**, & Banerjee, M. (2012). The online & learning experience: Differences for students with & without learning disabilities & attention deficit/hyperactivity disorder. *International Journal for Research in Learning Disabilities, 1*(1), 21-36.

Gelbar, N. W., Anderson, C., McCarthy, S., & Buggey, T. (2011). Video self-modeling as a treatment for autism spectrum disorders. *Psychology in the Schools, 49*, 15-22.

McCabe-Fitch, K., Bray, M. A., Kehle, T. J., Theodore, L. A., & **Gelbar, N. W.** (2011). Promoting happiness and life satisfaction in children. *Canadian Journal of School Psychology, 26*, 177-192.

Madaus, J. W., Banerjee, M., McKeown, K., & **Gelbar, N. W.** (2011). Online and blended learning: The opportunities and the challenges for students with learning disabilities and attention deficit/hyperactivity disorder. *Learning Disabilities: A Multidisciplinary Journal, 17*, 69.

Book Chapters

Gelbar, N. W., & Bray, M. (In press). Attention Deficit Hyperactivity Disorder. In W. G. Scarlett (Ed.) in *Classroom Management: An A-to-Z Guide*.

Gelbar, N. W., & Bray, M. (In press). Autism Spectrum Disorders. In W. G. Scarlett (Ed.) in *Classroom Management: An A-to-Z Guide*.

Reis, S. M., Gelbar, N. W., & Renzulli, J. S. (2012). The Schoolwide Enrichment Model: Responding to talent within a framework of RTI. In S. K. Johnson & M. R. Coleman (Eds.), *Implementing RTI with gifted students: Service models, trends, and issues*, p. 123-148.

Other non-peer reviewed research publications

McKeown, K., Banerjee, M., Madaus, J. W., & **Gelbar, N.** (2012). Developing an e-Toolbox to Facilitate Universal Design for Instruction into Online and Blended Learning. *Educause Review, 47*(4). Available: <http://www.educause.edu/ero/article/developing-e-toolbox-facilitate-universal-design-instruction-online-and-blended-learning>.

Reis, S. M., & **Gelbar, N. W.** (2011). Curriculum compacting: An easy start to differentiating instruction and curriculum for high potential and academically talented students. *Inspire, 5*.

Grants and Contracts

Principal investigator. (submitted). Developing the Autism Transition Skills Rating Scales. Funding Source: Institute of Education Sciences. Amount requested: \$1,600,000

Co-principal investigator. (submitted). Creating a Model for ASD Transition. Funding Source: National Institutes for Health. Amount request: \$159,500

Presentations

Conference Presentations

- Jaffery, R., **Gelbar, N.**, & Stein, R.R. (accepted; 2015, Feb.). Implementation of School-Wide PBIS in alternative settings: A case study. Paper presentation at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Gelbar, N.** (accepted; 2015, Feb.) The nature of compensation strategies in individuals with dyslexia. Poster presentation at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Gelbar, N. W.** & Shefcyk, A. (accepted; 2014, Nov.). Strategies for Improving Secondary Transition Programming for Individuals with ASD. Poster presentation at the annual meeting of the Association of University Centers on Disabilities, Washington, D.C.
- Gelbar, N. W.** (October 2014) Voices from college students with ASD. Paper accepted for presentation at the annual meeting of the New England Psychological Association Lewiston, ME.
- Gelbar, N. W.** (October 2014) Individuals with Dyslexia and Reading Comprehension. Poster accepted for presentation at the annual meeting of the New England Psychological Association, Lewiston, ME.
- Molteni, J., **Gelbar, N. W.**, Forte, S., & Root, M. (May 2014) Casting a Wide Net: Bridging Disciplines with Applied Behavior Analysis. Presentation accepted for presentation at the annual meeting of the Association for Behavior Analysis International, Chicago, IL.
- Gelbar, N. W.**, & Anderson, C. (February 2012). Video self-modeling as an intervention for students with Autism. Poster accepted for presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Gelbar, N.**, & Renzulli, S. (November 2011). Growing up with gifts and learning disabilities. Poster accepted for presentation at the annual meeting of the National Association for Gifted Children, New Orleans, LA.
- Kehle, T. J., Bray, M. A., **Gelbar, N.**, Andrade, B., Anderson, C., Yoshikawa, K., Delcampo, M., Onuegbem, C., Ortiz, J., Byer-Alcorace, G., Burlingame, C., Collier-Meeks, M., Fallon, L., & McCarthy, S. (August, 2011). Augmented self-modeling as an intervention for students with selective mutism. Poster accepted for presentation at the annual meeting of the American Psychological Association, Washington, DC.
- Madaus, J. W., Banerjee, M., McKeown, K., & **Gelbar, N.** (June 2011). Universal Design for Instruction (UDI) applied to online and blended courses: An e-toolbox for service providers and faculty. Presentation at the Postsecondary Disability Training Institute, Portland, ME.

McKeown, K., & **Gelbar, N.** (June 2011). UDI online: Applying Universal Design for Instruction to online and blended courses. Poster accepted for presentation at the Postsecondary Disability Training Institute, Portland, ME.

McKeown, K., & **Gelbar, N.** (April 2011). UDI Online: Applying Universal Design for Instruction to Online and Blended Courses. Presentation at the Northeast Regional Computing Program (NERCOMP), Providence, RI.

Professional Development Presentations

Gelbar, N. W. (October 15, 2014). It's never too early to prepare: An overview of post K-12 transition for parents at all stages. A presentation for the Willington, CT SEPTO.

Rammler, L., & **Gelbar, N. W.** (May 28, 2013). Enhancing housing and employment outcomes for individuals with disabilities. A session of the CT Parent Transition Training Pilot. Farmington, CT.

Reichow, B., & **Gelbar, N. W.** (May 7, 2013) Diagnosis of Autism Spectrum Disorder: What Early Childhood Professionals Need to Know. Presentation for the State Education Resource Center, Middletown, CT.

Gelbar, N. W. (December 16, 2013) Autism Spectrum Disorder in DSM-5: What Parents Need to Know? Presentation for Bloomfield Parent Support Group at Laurel Hill School, Bloomfield, CT.

Reichow, B., & **Gelbar, N. W.** (November 7, 2013) DSM-5 and Autism: What Now?. Presentation for the State Education Resource Center, Middletown, CT.

Bruder, M. B., **Gelbar, N. W.**, Davidson, A. M., & Sullivan, C. (September 2013-May 2014). Paraeducator Training Institute for Avon Public Schools, Avon, CT.

Gelbar, N. W., & Jaffery, R. (May 2013). Understanding the Function of Behavior in Order to Increase Student Engagement and Learning. Presentation for Coventry Public Schools, Coventry, CT.

Stein, R. R., Jaffery, R., & **Gelbar, N. W.** (October 2012). Supporting Students with Special Needs: Overview of A-B-Cs, Function of Behavior, and Behavioral Interventions to Support Student Success. Presentation for Mansfield Public Schools, Mansfield, CT.

Teaching Experience

Adjunct Instructor, University of St. Joseph (CT), Summer 2014
Autism: Assessment

Adjunct Instructor, University of Connecticut, Spring 2014
Social Psychology

Adjunct Instructor, University of St. Joseph (CT), Spring 2014
Autism: Managing Behavior

Teaching Assistant, University of St. Joseph (CT), Fall 2013
Autism: Instructional Strategies

Significant Professional Committees and Activities

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| 2014 | Ad hoc reviewer for <i>Autism: International Journal of Research and Practice</i> |
| 2014 | Member of Training and Credentialing Subcommittees, State of Connecticut Department of Development Services Autism Spectrum Disorders Advisory Council <ul style="list-style-type: none">• Leading evaluation team• Developing trainings for clinicians |
| 2014 | Member of State of Connecticut Department of Education Transition Taskforce |
| 2014 | Ad hoc reviewer for <i>Journal of Autism and Developmental Disorders</i> |
| 2014- | Early Career Workgroup member, Division 16, American Psychological Association |
| 2013- | UCEDD Curriculum Committee |
| 2013- | Ad hoc reviewer for <i>International Journal of Pediatrics</i> |
| 2013- | Ad hoc reviewer for <i>International Journal of School and Educational Psychology</i> |
| 2013- | Ad hoc reviewer for <i>Gifted Child Quarterly</i> |
| 2011-2012 | Committee member for UConn Reads (http://uconnreads.uconn.edu/) |
| 2011 | Graduate student reviewer for <i>Journal of School Psychology</i> |
| 2007-2010 | Member, Board of Directors, Connecticut Council for the Social Studies |