

Agenda
EPSY Department Meeting
September 12, 2014 – 9:30 a.m. to 11 a.m. – Gentry 144

1. Welcome
2. Corrections to May Minutes (Attachment A)
3. Announcements
 - a. Faculty Updates (Simonsen returns from sabbatical; Sanetti on sabbatical leave; Stephens and Welsh resign; Plucker joins EPSY; Card, Hines, and Kearns new faculty hires)
 - b. Online Teaching Readiness Survey (Joo; Attachment B)
 - c. Dean's Scholar Program (Brown)
 - d. "No Room in the Inn" & Class Times
 - e. Winter Intersession Requests Due Now
 - f. Institutionalizing Service Learning Talk on Sept. 17
 - g. NSoE Celebration October 24-25
 - h. Open House September 14 and October 19
 - i. Service Learning Talk by Dr. Christine Cress on September 17 (Attachment C)
 - j. Community Engagement Nominations Due September 15 (Attachment D)
 - k. Pre-proposals for Academic Plan (Attachment E)
 - l. Adjunct Online Training
 - m. New Course: Social Policy, Law, and Child Welfare" (HDFS 5550; Preston)
 - n. Changes in Online Consulting Form (Attachment F)
 - o. NSoE Meeting Time Change to 1:30
 - p. Other
4. Committees Issues
 - a. Committee Assignments (Appendix G)
 - b. MEA Search
 - c. Sunshine Committee
 - d. C&C Proposals
 - i. New Creativity Classes (Beghetto, Kaufman and Plucker; Attachment H)
 1. EPSY 4890: Capstone in Creativity and Innovation Sciences
 2. EPSY 3850: Creativity in K-12 Schools and Classrooms
 3. EPSY 3870: Creativity Assessment and Research
 4. EPSY 3830: Individual Differences in Creativity
 - ii. Undergraduate Minor in Creativity and Innovation Sciences (Beghetto, Kaufman and Plucker; Attachment I)
 - iii. Change in EPSY 5750: Creativity name (Siegle, Attachment J)
 - e. PTR Feedback on Sept. 18, 1-2 p.m. in Gentry 128C
 - f. Merit (Attachment K)
 - g. Other
5. Other
 - a. New Websites
 - b. Electronic IRB Training – BRING YOUR CHARGED LAPTOP (Matt Cook; NO MORE PAPER)
6. Adjourn

Attachment A: Corrections to Minutes
EDUCATIONAL PSYCHOLOGY DEPARTMENT
FACULTY MEETING MINUTES
May 2, 2014

Attendees: M. Bray, S. Brown, R. Beghetto, R. Colbert, M. Coyne, S. Everett, J. Freeman, J. Goldstein, J. Gubbins, J. Kaufman, T. La Salle, C. Little, A. Lombardi, B. McCoach, B. Montrosse-Moorhead, N. Olinghouse, J. O'Neil, C. Rhoads, D. Siegle, H. Swaminathan, J. VanHeest, S. Ware, M. Welsh, M. Yakimowski, M. Young

1. Welcome

The meeting commenced at 9:35 am.

2. Minutes

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

3. Announcements

- a. PTR congratulations to M. Coyne, N. Olinghouse, J. Madaus and B. McCoach.**
- b. To congratulate those individuals who were promoted, there will be a party at Del and Betsy's house on Friday, May 16th at 5:00 pm.**

M. Yakimowski will be leaving UConn and starting a new job at Sacred Heart University in the EDLR area.

M. Welsh will also be leaving to go to the University of California at Davis.

- c. J. VanHeest and J. Leppien received awards from the university.**
 - d. There will be a "Twitter Seminar" today, May 2 at noon which is organized by Jae Eun Joo.**
 - e. C. Little will be conducting a "Exploring Expertise Conference" on May 17th. The conference is to learn about the college process. All are welcomed to attend.**
 - f. The iPad Conference will be held on May 14th. There will be close to 400 individuals in attendance.**
 - g. Care4Youth Conference, which will be held on May 19 – 21, 2014, will be conducted by Lisa Sanetti. It is for certified trainers for school psychologists.**
 - h. D. Siegle attended a training on academic analytics. The faculty were informed that the information does not feed from Husky DM. It is also not a replacement for Husky DM. Everyone has an account in this system. The company creates a profile for each individual.**
 - i Husky DM deadline is May 30, 2014. You also need to "tell" the system that you have completed data entry.**
 - j. Compliance Training needs to be completed by May 16, 2014.**
 - k. Reconcile Consulting deadline is approaching.**
- FYI – EPSY was audited this year.**

- l. RAC Committee is revising the large grants. It will be targeted to multi-areas. In the past, the focus was on junior faculty members. There will be more flexibility on how the funding will be used. It will not be part of “start-up” money.**
- m. IRB submissions will be done electronically. The new system will be available next fall.**
- n. “Alumni in CT Public Schools” We have 3,765 alumni in public schools. 2,754 are teachers. However, we have no one in Derby, but have them in all other districts. We now have our Assessment on the web. “Alumni Survey Results” Our results are school wide as well as program wide.**
- o. There will be eleven (11) honor scholars doing presentations tomorrow, May 3. Everyone is invited to attend.**
- p. i. EPSY 5316 – you do not have to be a counselor to take this class.
ii. EPSY 5605 and EPSY 5607 will be offered this summer.
iv. EPSY 5601 will be offer by Del this summer.**
- q. CILT wrote a letter to the Provost Office about the changes in graduate insurance. Presently, it has been tabled.**
- r. Neag Graduate Student Association – B. McCoach is their advisor. Presently, Dean DeFranco is the person who looks at all of the graduate student issues. However, there will be a committee formed who will be addressing their issues. If you are willing to serve on the committee, please let Betsy know. It would be advised to have someone with longevity. The Neag School of Education has given monies to the grad students in the fall and in the spring. The process is being revamped.**
- s. In the past, Dr. McCoach and Lindsey Lee did student orientation which went very well. 90% of the students who attended were EPSY students. Dr. Siegle informed the faculty that orientation will now be conducted by the graduate school.**
- t. There will be tighter regulations on syllabi. Every student must have a syllabus which needs to be detailed. It will go in effect in the fall.**

4. Committee Issues

- a. i. A new course is proposed by James Kaufman. It will specifically target freshmen and sophomores. The course will discuss the contents of the film and how it related to Educational Psychology. Psychology says that it does not have any courses which overlap with them. The course is supported by CILT.
Motion to accept this new course: proposed by S. Brown and seconded by M. Yakimowski. Unanimously accepted.**
- a. ii A new course was designed by J. Plucker. It has been designed for freshmen and sophomores. The course will be open to all undergraduate and will be a gateway to education. It will be a general education requirement or writing course. Betsy suggest that it tie into EPSY numbers.
Motion to accept this as a new course: proposed by M. Young and seconded by J. Gubbins. Unanimously accepted.**

- J. Van Heest recommended that everyone review their emails as there would be an electronic vote for the Neag School of Education.**
- b. D. Siegle sent a “word document” for merit which is due on May 30. He explained**

the detailed in the email.

- c. Every faculty members was given a ballot to vote for new committee members.**
- 5. A department head review form was handed out at the meeting. Each faculty members was encouraged to complete the form. The department head will be reviewing all the comments.**
- 6. Adjourn**
A motion to adjourn was made by M. Young. It was seconded by J. Kaufman.
Meeting adjourned at 11:05 am.

Attachment B:
Online Survey

 Invitation to Neag Online Teaching Readiness Survey!	15-20 min. online survey	September 2nd to September 15th
about your experience with technology & online teaching	planning for the upcoming Neag Online Faculty Seminars	

Available @ <http://s.uconn.edu/280>

Developed by the Neag Online Learning Committee

IRB Exempt # X14-138

Questions?

Please contact Jae-Eun @ jae-eun.joo@uconn.edu or x6-6330



The Office of Public Engagement

Presents:

Wednesday, September 17

**‘Institutionalizing Service Learning from
Epistemological and Ontological Perspectives:
Past, Present & Future’**

by Service Learning Scholar

Dr. Christine Cress

Professor, Educational Leadership and Policy
Portland State University

Audience: Any faculty and staff interested in Service Learning,
Education, Liberal Arts and Sciences, Public Policy, Engineering,
Health Sciences, Fine Arts

**9:30 to 11:00 am Konover Auditorium,
Thomas J. Dodd Research Center, UConn Storrs**

Register Here

Session will be streamed live. Please click [here](#) to access.

Please contact [Julia Yakovich](#) with questions.

Attachment D:

Provosts Community Engagement

The University community is invited to participate in the nomination process for the 2014 Provost's Awards for Excellence in Community Engaged Scholarship. Community Engaged Scholarship is integral to the academic endeavor and to the institution-wide mission of a land grant university. Community engaged scholarship involves the university member in the academically relevant work of discovery, creativity, integration, teaching, application and engagement in a context of collaboration and reciprocity with the community (local, regional/state, national, or global) to create conditions for the public good culminating in sustainable change and dissemination of the activities.

This event and the awards are a celebration and recognition of our faculty, staff and student work to successfully integrate community engaged scholarship into their academic, research and service programs thereby maximizing the University's impact on the communities with whom it engages.

There will be six categories for the awards which include: Tenure-track faculty members, Non-Tenure track faculty members, undergraduate students, advanced degree students, and staff. In addition there will be an award dedicated to a person or team who has demonstrated throughout their career the importance and value of Community Engaged Scholarship to their professional development as well that of their students and partners.

For complete information about the nomination process go to: engagement.uconn.edu/awards2014

View information about the 2013 Awards winners at: engagement.uconn.edu/2013-award-winners

Selected awardees will receive recognition at the Excellence in Community Engaged Reception on Tuesday, October 28, 2014, in Martha's Foyer, Jorgensen Center for the Performing Arts, from 4:00 – 5:30 p.m.

Nominations are due to the Office of Public Engagement (engagement@uconn.edu) by Thursday September 25, 2014.

Attachment E:

Call for Pre-Proposals for the Academic Plan

This past spring, the Board of Trustees adopted our new university Academic Plan, created by a faculty committee with broad input from the University community. We are pleased to announce a call for preliminary proposals for innovative, “seed” (non-permanent) investments to support the five key goals of the Academic Plan to enhance and elevate:

- RESEARCH & SCHOLARSHIP
- UNDERGRADUATE EDUCATION
- GRADUATE EDUCATION
- TEACHING EFFECTIVENESS
- PUBLIC ENGAGEMENT

Pre-proposals for research and scholarship that support the seven strategic areas and two emerging areas will be given preference for support.

Strategic Areas:

- Artists, Scholars & Discourse
- Brain, Mind & Cognition
- Genetics, Genomics & Personalized Medicine
- Human Diversity, Disparity & Rights
- Materials & Manufacturing
- Health & Wellness
- Sustainability & Resilience: Environment & Energy

Emerging Areas:

- Complex Systems & Big Data
- Creativity, Innovation & Entrepreneurship

This call for proposals involves a two-step process with submission of pre-proposals by November 14, 2014. We will notify those who are invited to submit full proposals on January 12, 2015, and the full proposals will be due on March 1, 2015. Final funding decisions will be made by April 15, 2015. All proposals should include projects that are consistent with one or more of the five strategic goals in our Academic Plan. The template for proposal submission is included at the end of this call for proposals.

Three tiers of proposals and requests for equipment will be considered. The number and size of grants will depend upon available resources. **We currently anticipate that two Tier 1, three Tier 2, 5-7 Tier 3, and 3-5 equipment proposals will be selected this year.**

- **Tier 1 Proposals for High Level Research Projects** that support strategic areas of emphasis that have already demonstrated promise and potential (metrics for success include number of students who may benefit from new educational and outreach programs, significant extramural funding support that involves inter-disciplinary groups of faculty partners, national recognition, etc.). Proposals can emphasize:
 - Developing team-based projects to launch major research proposals;
 - Hiring new faculty in a targeted area that fills a critical missing element in the comprehensive expertise available at UConn;
 - Acquiring shared, core equipment that will benefit a large number of faculty and students;
 - Creating team-based projects to support educational and outreach programs.

- Initial support will include funding of up to \$500K per year for three years for any, or a combination, of the following (support for the second and third year will be based on progress made towards goals in the previous year):
 - Faculty or staff positions (salaries and fringe benefits for up to three years)
 - Graduate and UG Assistantships (salaries and fringe benefits)
 - Innovative Projects for Collaboration
 - Operating Budget
 - Travel
 - Seminar Series and Workshops
 - Other Creative Ideas

- **Tier 2 Proposals for Mid-Level Projects** that support strategic areas of emphasis that have already demonstrated promise and potential (metrics for success include number of students who may benefit from new educational and outreach programs, significant extramural funding support that involves inter-disciplinary groups of faculty partners, national recognition, etc.). Proposals can emphasize:
 - Hiring staff and developing team-based project support to launch major research proposals;
 - Acquiring shared, core equipment that will benefit a large number of faculty and students;
 - Developing team-based projects to support educational and outreach programs.

- Initial support for proposals will include funding up to \$250K per year for three years for any, or a combination, of the following (support for continuing years will be based on progress made towards goals in the previous year):
 - Staff positions (salaries and fringe benefits)
 - Graduate and UG Assistantships (salaries and fringe benefits)
 - Innovative Projects for Collaboration
 - Operating Budget
 - Travel
 - Seminar Series and Workshops
 - Other Creative Ideas

- **Tier 3 Proposals for Promising Pilot Initiatives** that develop new collaborations in research, teaching, outreach and creativity (metrics for success include number of students who may benefit from new educational and outreach programs, significant extramural funding support that involve inter-disciplinary groups of faculty partners, national recognition, etc.).
 - Support for proposals up to \$100K per year for three years can include (support for continuing years will be based on progress made towards goals in the previous year):
 - Innovative Seed Projects for Collaboration
 - Operating Budget
 - Seminars, Workshops and Outreach programs
 - Travel
 - Graduate and UG Assistantships (salaries and fringe benefits)

- **Equipment Proposals** for major scientific or other research instrumentation for shared use

that will provide access to:

- Inter-disciplinary groups of faculty to develop and support innovative research projects;
- Graduate and undergraduate students to integrate research and education;

Elements of successful proposals include the potential to significantly grow extramural research, develop collaborations among faculty, and to attract new faculty with the instrumentation investments. Support for proposals up to \$1M (including cost of equipment, installation and facility preparation/renovation) may be awarded. Cost sharing from schools and centers/institutes is encouraged.

Proposal Scoring and Ranking

Pre-proposals will be ranked based upon their overall quality, an assessment of their potential for advancing the goals stated in the Academic Plan, and the strength and historical productivity of the interdisciplinary teams. A panel of deans, department heads and faculty members will provide proposal reviews and input for the pre-proposals. Teams that submit the highest ranked pre-proposals will be invited to submit full proposals and will be requested to address reviews and/or feedback to strengthen the final proposals. In some cases, groups of faculty and staff who submit similar or overlapping proposals may be asked to collaborate.

Template for Submission of Pre-Proposal:

PART I.

Title:

Strategic Area of the Academic Plan Proposed Project (Check One)

- RESEARCH & SCHOLARSHIP
- UNDERGRADUATE EDUCATION
- GRADUATE EDUCATION
- TEACHING EFFECTIVENESS
- PUBLIC ENGAGEMENT

Project Director:

Department/Center/Institute:

Co-Director (s):

Department/Center/Institute:

Other Faculty or Staff Partners:

PART II.

Indication of Support from Deans and/or Center/Institute Directors

Name of Dean:

Signature:

Name of Center/Institute Director:

Signature:

PART III.

Briefly describe the project for which you are applying for funding (Please adhere to 250 word limit):

Describe how the activities of this proposal will support the goals of the new Academic Plan (Excellence in Research & Scholarship, Excellence in Undergraduate Education, Excellence in Graduate Education, Excellence in Teaching Effectiveness, or Excellence in Public Engagement) (Please adhere to 250 word limit):

Describe the outcomes and accomplishments that will be used to measure success of this investment after year 1, year 2 and year 3. For research-based proposals, a clear statement regarding institutional return on investment must be included (Please adhere to 500 word limit):

Describe current or prior collaborations among PI/Co-PIs that have led to successful outcomes (Please adhere to 250 word limit):

Provide a 3 Year Itemized Proposal Budget and Commitment for Cost-Sharing from Deans, Department Heads, Centers & Instit

Attachment F

Please circulate this communication to your faculty.

We write to inform you about some changes that will occur in our online consulting approval system beginning on Monday, September 15. On that day, we will launch a new on-line system and the old system will be disabled. Faculty who have submitted requests in the current system for this academic year will not need to resubmit new requests using the new platform. Instead, we will maintain the reconciliation component of the current system until September of 2015. In addition, we will maintain the routing and approval process in the current system until September 30, 2014. The Faculty Consulting Office will work with faculty, department heads, and deans to ensure that all requests in the current system are resolved prior to September 30.

We believe that this new system, which is similar in most aspects to the current system, will be welcomed by faculty, departments heads, and deans. For example, the Faculty Consulting Oversight Committee has recently granted approval for accelerated requests to be approved only by the department head, meaning that the dean and provost will not approve or review accelerated requests after the department head's approval.

In addition, requests in the new consulting system will now be routed in a more streamlined fashion so that our faculty in Law, Nursing, and Social Work will no longer require “double” approval by the deans’ offices.

Training materials and Frequently Asked Questions for the new system are attached to this email and available on the Faculty Consulting website: <http://consulting.uconn.edu/training.html>. Instructional materials will be revised and expanded in the weeks and months to come, but these initial documents should be helpful to faculty and staff unfamiliar with the online Faculty Consulting process.

Please note that this new system does not support secondary delegates – all approvers are treated equally and will receive email notifications. However, the Faculty Consulting Office can easily add or remove delegates and delegates may set up filter options in their email. If the latter option is preferred, we ask that approvers check the dashboard frequently. We do, however, recommend the use of Firefox or Chrome instead of Internet Explorer for the best experience in completing these forms.

In the new system, the reconciliation component will be located in the same platform as the form. Faculty will no longer need to wait until the requested end date has passed to reconcile; instead, they may reconcile anytime after approval, though they will only be able to enter the current date or an earlier date.

Most importantly, the approval dashboard will now display a faculty member’s consulting requests at all stages, and faculty will be able to see where their request is during the approval process and whether or not it is available to reconcile. Department heads and deans will also be able to see the consulting requests of their faculty – filtering and sorting features are available within the dashboard.

We greatly appreciate your patience with this transition, which we hope will make the consulting approval process easier for all of you.

Please call or email Brandon Murray (brandon.murray@uconn.edu) at the Faculty Consulting Office if you have questions or concerns about any consulting request or the changes to the on-line system. We are happy to assist department heads and faculty in all aspects of the review and approval process.

Sincerely,

Sally and Brandon

Attachment G: :

2013-2014 Academic Year

COMMITTEE	MEMBERS	TERM EXPIRES
C & C	Tamika LaSalle	Spring 2016
	Michael Coyne	Spring 2015
	Jaci VanHeest	Spring 2016
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
Graduate Faculty Council (Elected for Ed. Psy.)	TBD	Spring 2016
Alternate	TBD	Spring 2016
Professionalism	Bianca Montrosse-Moorhead	Spring 2016
	Robert Colbert	Spring 2016
	Sharon Ware	Spring 2015

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 4890 Current Proposed

COURSE TITLE Capstone in Creativity and Innovation Sciences

INITIATING DEPARTMENT EPSY

CONTACT PERSON Jonathan Plucker U-BOX 3064

PHONE 860-486-4401 E-MAIL jonathan.plucker@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Plucker, Beghetto, Kaufman

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: Capstone in Creativity and Innovation Sciences

The goal of this course is to provide a culminating, intellectual experience for students participating in the undergraduate minor in Creativity and Innovation Sciences (CISC). This course will guide students as they reflect on their experiences in these courses, with an emphasis on the CISC knowledge and skills gained during their four-year experience.

Registration for this three-credit course will be restricted to students who have completed all other requirements for the CISC minor.

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

The goal of this course is to provide a culminating, intellectual experience for students participating in the undergraduate minor in Creativity and Innovation Sciences (CISC). Before enrolling in this course, students will have taken an introductory CISC course during their freshman year, two more advanced CISC courses during the sophomore and junior years, and two applied CISC courses within their majors. This course will guide students as they reflect on their experiences in these courses, with an emphasis on the CISC knowledge and skills gained during their four-year experience.

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)

EPSY 4890
Capstone in Creativity and Innovation Sciences
Class Time/Credits (once a week, three credit hours)

Instructor: Prof. Jonathan Plucker
E-mail: jonathan.plucker@uconn.edu
Office: Tasker 35
Office hours: TBD

Course Description:

The goal of this course is to provide a culminating, intellectual experience for students participating in the undergraduate minor in Creativity and Innovation Sciences (CISC). Before enrolling in this course, students will have taken an introductory CISC course during their freshman year, two more advanced CISC courses during the sophomore and junior years, and two applied CISC courses within their majors. This course will guide students as they reflect on their experiences in these courses, with an emphasis on the CISC knowledge and skills gained during their four-year experience.

Class Objectives:

- To analyze longstanding debates and cutting edge topics in the field of creativity and innovation studies.
- To explore how principles of creativity and innovation are manifested in each student's primary fields of study.
- To summarize and provide evidence of each student's knowledge of and skills related to creativity and innovation.

Class Schedule

Class 1	<i>Introduction to the seminar, syllabus review</i>
Class 2	<i>Are creators, innovators, and entrepreneurs born or made?</i>
Class 3	<i>Do "Renaissance People" exist? Should they?</i>
Class 4	<i>Does art have intrinsic creative value?</i>
Class 5	<i>How do domains, fields, groups, and individuals interact to produce creativity and innovation?</i>
Class 6	<i>Can government policies promote creativity and innovation?</i>
Class 7	<i>Are teams, pairs, or individuals optimal arrangements for creativity, innovation, and entrepreneurship?</i>
Class 8	<i>How can educators most effectively and efficiently promote creativity and innovation?</i>
Class 9	<i>How can and should creativity and innovation be measured?</i>
Class 10	<i>Do creative ideas evolve or are they refined?</i>
Class 11	<i>How can we determine the optimal person-environment fit to encourage creativity and innovation?</i>
Class 12	<i>Do zeitgeists influence creativity and innovation, or do creativity and innovation create zeitgeists?</i>
Class 13	<i>Final project presentations</i>
Class 14	<i>Final project presentations</i>
Class 15	<i>Course and minor wrap-up discussion</i>

Grading

20%	Participation in Class Discussions and Activities
30%	Three Short Analysis Papers
50%	Final Project

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.

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 3850 Current Proposed

COURSE TITLE Creativity in K-12 Schools and Classrooms

INITIATING DEPARTMENT EPSY

CONTACT PERSON Ronald Beghetto U-BOX 3064

PHONE 860-486-3804 E-MAIL ronald.beghetto@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Beghetto, Plucker, Kaufman

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: Creativity in K-12 Schools and Classrooms

The goal of this course is to provide an overview of creativity as applied to educational settings. Specifically, this course will provide a brief historical overview of efforts aimed at promoting creativity in K-12 settings, introduce students to contemporary insights from the creativity studies literature, and highlight various factors related to supporting creativity in educational contexts. Special attention will be given to how insights from creativity research can be applied to educational practice.

Registration will be limited to students who have taken the introductory course in the Creativity and Innovation Sciences (CISC) Minor.

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

This 3-credit course will address the CISC Minor requirement for content-specific courses within major areas of study. It is intended to be taken during the junior year.

Class Objectives:

- Understand the history and rationale of efforts aimed at promoting creativity in schools and classrooms.
- Increase awareness of longstanding barriers that have impeded efforts to promote creativity in educational context.
- Develop an understanding of what can be done to re-conceptualize common barriers.
- Develop an understanding of how insights from creativity research might be applied to teaching, learning, and assessment in K12 schools and classrooms.

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)

EPSY 3850
Creativity in K-12 Schools and Classrooms
Class Time/Credits (once a week, three credit hours)

Instructor:

E-mail:

Office:

Office hours:

Course Description:

The goal of this course is to provide an overview of creativity as applied to educational settings. Specifically, this course will provide a brief historical overview of efforts aimed at promoting creativity in K-12 settings, introduce students to contemporary insights from the creativity studies literature, and highlight various factors related to supporting creativity in educational contexts. Special attention will be given to how insights from creativity research can be applied to educational practice.

Class Objectives:

- Understand the history and rationale of efforts aimed at promoting creativity in schools and classrooms.
- Increase awareness of longstanding barriers that have impeded efforts to promote creativity in educational context.
- Develop an understanding of what can be done to re-conceptualize common barriers.
- Develop an understanding of how insights from creativity research might be applied to teaching, learning, and assessment in K12 schools and classrooms.

Class Schedule

Class 1	What is creativity in an educational context?
Class 2	Why is creativity an important educational goal?
Class 3	What has been done historically to include creativity in the curriculum?
Class 4	What are longstanding barriers to creativity in schools and classrooms?
Class 5	How is creativity viewed in contemporary schools and classrooms?
Class 6	How do educational policy makers view creativity?
Class 7	Is there a creativity crisis?
Class 8	Midterm Paper Presentations: Longstanding Issues
Class 9	Do curriculum standards stifle creativity?
Class 10	Does assessment kill creativity?
Class 11	What role does creativity play in learning?
Class 12	How can teachers teach <i>for</i> , <i>with</i> , and <i>about</i> creativity?
Class 13	What role can creativity play in subject-matter assessments?
Class 14	What are some ways to design creative learning environments?
Class 15	Final Paper Presentations: A new look at creativity in K12 settings

Grading

20%

Participation/In-Class Comprehension Activities

Participation in in-class simulations, brief quizzes, and exit tickets

- 30% **Midterm Paper Presentations**
Brief presentation of short papers (2-3 pages) that provide a synthesis of longstanding issues
- 50% **Final Project Presentations**
Brief presentations of papers (5-6 pages) that elaborate on mid-term topics (e.g., explaining how a particular long-standing issue might be re-conceptualized or how insights from contemporary creativity research can be applied in a K12 context).

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.

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 3870 Current Proposed

COURSE TITLE Creativity and Innovation Assessment and Research

INITIATING DEPARTMENT EPSY

CONTACT PERSON James Kaufman U-BOX 3064

PHONE 860-486-4685 E-MAIL james.kaufman@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Kaufman, Plucker, Beghetto

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: Creativity and Innovation Assessment and Research

The goal of this course is to provide an overview of how creativity is measured – from divergent thinking to problem solving to ratings of creative work to self-assessments. These assessments will then be used to either conduct research or further the student's understanding of the field of creativity.

Registration will be restricted to students in the Creativity and Innovation Sciences (CISC) Minor and who have taken the first two courses in the 18-credit sequence.

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

The goal of this 3-credit course is to provide an overview of creativity measurement and actively engage undergraduates in hands-on creativity research opportunities. The course will culminate in a creativity research symposium where students will share their ideas, discoveries, and insights through poster sessions, presentations, and whatever other relevant means of communication/ presentation. Students who excel and persist beyond the course may have an opportunity be a co-author on a poster presentation at a regional or national professional meeting. *This course is intended primarily for students who are considering graduate programs after their undergraduate studies; other students may substitute Course 5 with a second course from those developed for Course 2. This course should be taken during the junior year.*

Class Objectives:

- To understand the basic mechanics of every major assessment of creativity along with the pros and cons of each.
- To be able to use at least one of the measures in a research setting.
- To prepare students for graduate coursework in social sciences research.

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)

EPSY 3870
Creativity and Innovation Assessment and Research
Class Time/Credits (once a week, three credit hours)

Instructor:

E-mail:

Office:

Office hours:

Course Description:

The goal of this course is to provide an overview of how creativity is measured – from divergent thinking to problem solving to ratings of creative work to self-assessments. These assessments will then be used to either conduct research or further the student's understanding of the field of creativity.

Class Objectives:

To understand the basic mechanics of every major assessment of creativity along with the pros and cons of each.

To be able to use at least one of the measures in a research setting.

To prepare students for graduate coursework in social sciences research.

Class Schedule

Class 1	Introduction to Creativity Assessment
Class 2	Divergent Thinking
Class 3	Remote Associations and Conceptual Combinations
Class 4	Expert Ratings and Product Assessment
Class 5	Self-Reports, Checklists, and Surveys
Class 6	Beginning work on independent of group project
Class 7	Independent or group work with instructor input Article papers due
Class 8	Independent or group work with instructor input
Class 9	Independent or group work with instructor input
Class 10	Independent or group work with instructor input
Class 11	Independent or group work with instructor input
Class 12	Independent or group work with instructor input
Class 13	Presentations
Class 14	Presentations
Class 15	Class Wrap-up/Looking Forward

Grading

20%	Participation/In-Class Essays or Quizzes
30%	Article Paper Brief 2-3 page paper that analyzes a research article about creativity assessment
50%	Final Project Can be an individual or a group project. Can be on pre-set topic or can choose your own.

Final Project

Project option #1: Collect data on one of the potential pre-set topics. Score and enter the data and present what you have done in the context of both your sample and the larger dataset

Project option #2: Pick several measures and give them to at least three people who represent a cross-section of different backgrounds, education level, and experiences. Discuss how the measures captured or did not capture your participants' creativity.

Project option #3: Individually or in a group, propose a doable study using some of the measures discussed. Get the IRB application ready for submission; if so desired, this project can be pursued further as an independent 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.

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 3830 X Current Proposed

COURSE TITLE Individual Differences in Creativity

INITIATING DEPARTMENT EPSY

CONTACT PERSON James Kaufman U-BOX 3064

PHONE 860-486-4685 E-MAIL james.kaufman@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Kaufman, Plucker, Beghetto

ACTION REQUESTED (check all that apply)

Course: X 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: Individual Differences in Creativity

The goal of this course is provide an overview of how individual differences in a variety of psychological, educational, and demographic factors impact creativity. Special attention will be given to how these factors are measured and how they may inter-relate.

Registration is restricted to students who have taken the first course in the Creativity and Innovation Science (CISC) Minor sequence.

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

The goal of this course is to provide a deeper understanding of themes introduced in the first course and expose students to more advanced topics in creativity and innovation.

Class Objectives:

- To understand an individual differences approach to creativity – why one person may be more or less creative than another person given the same environmental context.
- To understand individual constructs that are related to creativity.
- To understand how we may apply this knowledge to encourage people to be more creative.

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)

EPSY 3830
Individual Differences in Creativity
Class Time/Credits (once a week, three credit hours)

Instructor:

E-mail:

Office:

Office hours:

Course Description:

The goal of this course is provide an overview of how individual differences in a variety of psychological, educational, and demographic factors impact creativity. Special attention will be given to how these factors are measured and how they may inter-relate.

Class Objectives:

To understand an individual differences approach to creativity – why one person may be more or less creative than another person given the same environmental context.

To understand individual constructs that are related to creativity.

To understand how we may apply this knowledge to encourage people to be more creative.

Class Schedule

Class 1	Introduction to Creativity
Class 2	Major Theories of Creativity
Class 3	Creativity Measurement
Class 4	Aesthetic Judgment
Class 5	Personality: Background and Measurement
Class 6	Personality and Creativity
Class 7	Mood
	Article papers due
Class 8	Mental Health
Class 9	Emotional Intelligence
Class 10	Intelligence: Background and Measurement
Class 11	Intelligence and Creativity
Class 12	Metacognition
Class 13	Motivation and Goals
Class 14	Culture
Class 15	Class Wrap-up/Looking Forward
	Final Projects Due

Grading

20%	Participation/In-Class Essays or Quizzes
30%	Article Paper Brief 2-3 page paper that analyzes a research article about one of the main topics
50%	Final Project 5-6 page paper that either proposes a study on one of the class topics or highlights a practical/educational application

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/>

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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.

Undergraduate Minor in Creativity and Innovation Sciences
University of Connecticut

Emphasis Area: Creativity and Innovation Sciences (CISC)

Department Affiliation: Educational Psychology (EPSY)

Drafted by: Dr. Jonathan Plucker, Dr. Ronald Beghetto, & Dr. James Kaufman

RATIONALE

Over the past two decades, there has been increased interest in Creativity and Innovation, spurred by the experience of increased uncertainty and complexity of life in the digital age. Policymakers, government officials, business leaders, and educators from around the globe have recognized that fostering the creative and innovative potential of their populous (from school to work) is necessary for cultural and competitive survival. CISC is unique in that it represents a “transdisciplinary perspective” (Scriven, 2008) both because it has status as a discipline in its own right (with more than 50 years of sustained theoretical and empirical work) *and* because it has application across other disciplines (e.g., education, psychology, business, engineering, science, and the arts). Statistics and evaluation are examples of other transdisciplines. CISC distinguishes itself from other transdisciplines in that it represents the study of phenomena necessary for survival of our species and capable of greatly enhancing quality of life.

GOALS

- To make UConn the international destination for learning about and conducting research on Creativity and Innovation.
- Connecting the tremendous talent and resources that already exist on campus (e.g., Business, Engineering, Fine Arts, Humanities, Sciences, Digital Media) in an effort to create a truly unprecedented – both in size and impact – group of CISC scholars and students.
- Increase UConn and Neag’s international profile through the offering of the country’s first truly multidisciplinary undergraduate minor.

COURSE DESCRIPTIONS

Course 1

Title: *EPSY 2810: Creativity: Debunking Myths & Enhancing Innovation*

Level & Credit Hours: 2000-level, 3 credit hours

Description: The goal of this course is to help students understand contemporary thought and research by investigating the numerous myths about creativity. The major goal of this course is to provide students with creative tools that will help them thrive creatively during and after their college studies (we concentrate on topics that apply to all areas of study). *This course is intended to be taken the freshman year, and we will pursue having this course designated as a suitable course for the General Education Content Area 2: Social Sciences requirement.*

Course 2

Title: *Topical Courses in Creativity & Innovation*

Level & Credit Hours: 3000-level, 3 credit hours

Description: The goal of this course is to provide a deeper understanding of themes introduced in the first course and expose students to more advanced topics in creativity and innovation. The goal is to provide students with a pool of 5-6 courses to satisfy this requirement. The first proposed course is **EPSY 3830: Individual Differences in Creativity and Innovation**. Other courses will be developed in spring 2015 in collaboration with the advisory committee. *Our hope is that at least two of these courses will be developed by faculty from other academic units. This course is intended to be taken during the sophomore year.*

Course 3 & 4

Title: *Creativity- and Innovation-Themed Courses (within each student’s major).*

Level & Credit Hours: 3000- and 4000-level, 6 credit hours

Description: The goal of these 6 credit hours is to encourage students to take courses within their major areas of study that deal directly with issues related to creativity and innovation (an Education example is attached). This course block is intended to help students begin the process of transferring their knowledge and skills gained in the first two courses to their primary field of study. The acceptable list of courses will be developed by the minor’s advisory committee (see next section), although similar lists have been created and circulated recently, suggesting that creation of a pool of courses across majors is fairly straightforward. *These 6 credits may also be counted toward students’ major or minor course requirements – i.e., they may be double-counted. These courses should be taken the sophomore and junior years.*

Course 5

Title: *EPSY 3870: Creativity and Innovation Assessment and Research*

Level & Credit Hours: 3000-level, 3 credit hours

Description: The goal of this course is provide an overview of creativity measurement and actively engage undergraduates in hands-on creativity research opportunities. The course will culminate in a creativity research symposium where students will share their ideas, discoveries, and insights through poster sessions, presentations, and whatever other relevant means of communication/ presentation. Students who excel and persist beyond the course may have an opportunity be a co-author on a poster presentation at a regional or national professional meeting. *This course is intended primarily for students who are considering graduate programs after their undergraduate studies; other students may substitute Course 5 with a second course from those developed for Course 2. This course should be taken during the junior year.*

Course 6

Title: *EPSY 4890: Capstone in Creativity & Innovation*

Level & Credit Hours: 4000-level, 3 credit hours

Description: The goal of this course will be to explore longstanding debates and cutting edge topics in the field of creativity and innovation studies. Topics may include: creativity assessment, theory development, creativity and neuroscience, innovation in organizations, non-human creativity, sociocultural approaches to creativity, history of human creativity and innovation, etc. The course will serve as a capstone seminar for students pursuing the CISC minor, culminating in a major project providing an overview of the development of each students' thinking about fostering creativity and innovation. *We intend for this course to be taken the senior year.*

ADVISORY COMMITTEE

Due to the nature of the coursework described above, an advisory committee will be formed to oversee the major curricular decisions, including designation of courses to be included above (specifically, the pool of courses to be created to satisfy Course 2 and the pool of courses included to satisfy Courses 3 and 4 above). The committee membership will include faculty from across the campus, and a preliminary group who have agreed to serve include:

Melissa Bray: Education

Anne D'Allewa: Fine Arts

Rich Dino: Business

Anke Finger: German, Media Studies, Comparative Literary and Cultural Studies

Tim Folta: Business

Robin Hands: Education

Del Siegle: Education

Mike Willig: Ecology & Evolutionary Biology, Center for Environmental Sciences & Engineering

Additional members will be added as the need arises, but at a minimum, additional members will be added from Engineering, Psychology, Honors, and other relevant programs.

Request for New/Modified UConn Academic Degree Program or Name Change

General Information

Name of proposed academic degree program (If solely a Name Change, indicate old and new names):

Interdisciplinary Minor in Creativity and Innovation Sciences

Name of sponsoring Department(s):

Educational Psychology (EPSY)

Name of sponsoring School(s) and/or College(s):

Neag School of Education

Campuses (Storrs and/or regional[s]) proposed to offer this degree program:

Storrs, although we anticipate offering at least some of the coursework on regional campuses.

Contact person and contact details:

Jonathan Plucker, Professor, jonathan.plucker@uconn.edu

Type of Proposal (New/Modified/Name Change/Discontinuation):

New program

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC):

Undergraduate minor

Anticipated Initiation Date: Fall 2015

Anticipated Date of First Graduation: Spring 2019

CIP Code:

DHE Code (if available):

Submittal Information

Name of Department Head(s): Del Siegle

Department(s): Educational Psychology (EPSY)

Signature of Department Head(s):

Date:

Name of Dean: Richard Schwab

School/College: Neag School of Education

Signature of Dean:

Date:

Name of Document Recipient in Provost's Office:

Date:

Please include the following applicable documents upon delivery to Provost's Office:

Course and Curriculum Committee Minutes (One set for all involved departments)

Undergraduate Program Review Committee Minutes (Undergrad Only)

Graduate Faculty Council Executive Committee Minutes (Grad Only; not for the Law School)

Board of Trustees Resolution (Template available on Provost's website)

The Provost's Office will submit the proposal to the Council of Deans, the Board of Trustees, the Advisory Committee on Accreditation (if necessary), and the Board of Regents.

Program Proposal Instructions

Please populate the following fields with all applicable information for your proposed program, modification, or discontinuation. The information below will be shared with the Council of Deans, the Board of Trustees, the Connecticut Board of Regents and the Advisory Committee in Accreditation (if necessary). If you have any questions, please contact the Provost's Office.

Please submit the Program Proposal in WORD format.

Further instructions are available here: <http://policy.uconn.edu/?p=1024>

CONSENT CALENDAR

Institution: University of Connecticut

Item:

Date:

Background & Description

Over the past two decades, there has been increased interest in Creativity and Innovation, spurred by the experience of increased uncertainty and complexity of life in the digital age. Policy makers, government officials, business leaders, and educators from around the globe have recognized that fostering the creative and innovative potential of their populous (from school to work) is necessary for cultural and competitive survival. CISC is unique in that it represents a “transdisciplinary perspective” (Scriven, 2008) both because it has status as a discipline in its own right (with more than 50 years of sustained theoretical and empirical work) *and* because it has application across other disciplines (e.g., education, psychology, business, engineering, science, and the arts). Statistics and evaluation are examples of other transdisciplines. CISC distinguishes itself from other transdisciplines in that it represents the study of phenomena necessary for survival of our species and capable of greatly enhancing quality of life.

GOALS

- To make UConn the international destination for learning about and conducting research on Creativity and Innovation.
- Connecting the tremendous talent and resources that already exist on campus (e.g., Business, Engineering, Fine Arts, Humanities, Sciences, Digital Media) in an effort to create a truly unprecedented – both in size and impact – group of CISC scholars and students.
- Increase UConn and Neag’s international profile through the offering of the country’s first truly multidisciplinary undergraduate minor.

Reasons for the Proposed Program/Modification/Discontinuation

As the University of Connecticut strengthens its reputation for creativity and innovation across a number of disciplines, we believe the time is right to supplement faculty and student research with enhanced undergraduate coursework leading to a minor in creativity and innovation sciences. This minor would lead to the learning outcomes listed below and would strengthen interdisciplinary connections that are already flourishing across the University.

Our proposed program is unique in that it is based on a theoretical model of creativity and innovation enhancement developed, implemented, evaluated, and refined by the core faculty before their arrival at UConn. Specifically, Course 1 and Course 6 were taught for several years at Indiana University by Prof. Plucker and Prof. Beghetto.

In addition, UConn currently has several of the world’s leading scholars in creativity, innovation, and entrepreneurship on the faculty. In addition to their research, they direct various relevant centers and programs (e.g., Innovation House, Innovation Quest, Connecticut Center for Entrepreneurship and Innovation). Bringing these faculty together in the creation of the minor should have downstream benefits by increasing interactions among these faculty as they build, teach within, and refine the program.

The program has been specifically designed to reflect current scholarship that supports the position that creativity and innovation have both content-general and content-specific characteristics. Students take 2-3 content-general courses, 2 content-specific courses within their major areas of study, then a final capstone course that provides students with the opportunity to reflect on how various aspects of creativity, innovation, and entrepreneurship are reflected in their future professional and personal lives.

Curriculum & Program Outline

We propose an 18-credit undergraduate minor, as described below:

Course 1

Title: *EPSY 2810 Creativity: Debunking Myths & Enhancing Innovation*

Level & Credit Hours: 2000-level, 3 credit hours

Description: The goal of this course is to help students understand contemporary thought and research by investigating the numerous myths about creativity. The major goal of this course is to provide students with creative tools that will help them thrive creatively during and after their college studies (we concentrate on topics that apply to all areas of study). *This course is intended to be taken the freshman year, and we will pursue having this course designated as a suitable course for the General Education Content Area 2: Social Sciences requirement.*

Course 2

Title: *Topical Courses in Creativity & Innovation*

Level & Credit Hours: 3000-level, 3 credit hours

Description: The goal of this course is to provide a deeper understanding of themes introduced in the first course and expose students to more advanced topics in creativity and innovation. The goal is to provide students with a pool of 5-6 courses to satisfy this requirement. The first proposed course is **EPSY 3830: Individual Differences in Creativity and Innovation**. Other courses will be developed in spring 2015 in collaboration with the advisory committee. *Our hope is that at least two of these courses will be developed by faculty from other academic units. This course is intended to be taken during the sophomore year.*

Course 3 & 4

Title: *Creativity- and Innovation-Themed Courses (within each student's major).*

Level & Credit Hours: 3000- and 4000-level, 6 credit hours

Description: The goal of these 6 credit hours is to encourage students to take courses within their major areas of study that deal directly with issues related to creativity and innovation (an Education example is attached). This course block is intended to help students begin the process of transferring their knowledge and skills gained in the first two courses to their primarily field of study. The acceptable list of courses will be developed by the minor's advisory committee (see next section), although similar lists have been created and circulated recently, suggesting that creation of a pool of courses across majors is fairly straightforward. *These 6 credits may also be counted toward students' major or minor course requirements – i.e., they may be double-counted. These courses should be taken the sophomore and junior years.*

Course 5

Title: *EPSY 3870: Creativity and Innovation Assessment and Research*

Level & Credit Hours: 3000-level, 3 credit hours

Description: The goal of this course is provide an overview of creativity measurement and actively engage undergraduates in hands-on creativity research opportunities. The course will culminate in a creativity research symposium where students will share their ideas, discoveries, and insights through poster sessions, presentations, and whatever other relevant means of communication/ presentation. Students who excel and persist beyond the course may have an opportunity be a co-author on a poster presentation at a regional or national professional meeting. *This course is intended primarily for students who are considering graduate programs after their undergraduate studies; other students may substitute Course 5 with a second course from those developed for Course 2. This course should be taken during the junior year.*

Course 6

Title: *EPSY 4890: Capstone in Creativity & Innovation*

Level & Credit Hours: 4000-level, 3 credit hours

Description: The goal of this course will be to explore longstanding debates and cutting edge topics in the field of creativity and innovation studies. Topics may include: creativity assessment, theory development, creativity and neuroscience, innovation in organizations, non-human creativity, sociocultural approaches to creativity, history of human creativity and innovation, etc. The course will serve as a capstone seminar for students pursuing the CISC minor, culminating in a major project providing an overview of the development of each students’ thinking about fostering creativity and innovation. *We intend for this course to be taken the senior year.*

Learning Outcomes

- Obtain a better understanding of creativity and innovation
- To understand an individual differences approach to creativity – why one person may be more or less creative than another person given the same environmental context.
- Learn techniques for stimulating one’s own creativity
- Discover ways to stimulate the creativity and innovation of others
- Learn to avoid common blocks to creativity
- Prepare for graduate coursework in social sciences research
- Explore how principles of creativity and innovation are manifested in each student’s primary fields of study
- Summarize and provide evidence of each student’s knowledge of and skills related to creativity and innovation.

Enrollment & Graduation Projections

We anticipate a range of potential enrollments. Table 1 contains likely low estimates, and Table 2 contains likely high estimates (i.e., maximum enrollments given current staffing levels). Table 1 assumes moderate interest with high attrition; Table 2 assumes high interest with moderate attrition.

Table 1	Course 1	Course 2	Course 3/4	Course 5	Course 6	Total
Year 1	200					200

Year 2	300	100				400
Year 3	400	150 + 40	80	40		710
Year 4	500	200 + 60	120	60	70	1,010
Total	1,400	550	200	100	70	

Table 2	Course 1	Course 2	Course 3/4	Course 5	Course 6	Total
Year 1	800					800
Year 2	900	600				1,500
Year 3	1,000	650 + 300	550	250		2,750
Year 4	1,200	750 + 300	600	300	500	3,650
Total	3,900	2,600	1150	550	500	

Financial Resources

Current resources are adequate for the initial creation and implementation of the program. Additional resources will be needed if course demand exceeds our expectations.

Facilities//Equipment/Library/Special Resources

No special resources are expected to be necessary during the initial implementation of the minor.

Program Administration

The minor will be directed by Prof. Jonathan Plucker and housed initially in the Neag Center for Gifted Education and Talent Development with the Neag School of Education's Department of Educational Psychology.

Faculty

Initial faculty (expected to expand significantly):

Prof. Jonathan Plucker (Neag)

Prof. James Kaufman (Neag)

Prof. Ronald Beghetto (Neag)

ADVISORY COMMITTEE

Due to the nature of the coursework described above, an advisory committee will be formed to oversee the major curricular decisions, including designation of courses to be included above (specifically, the pool of courses to be created to satisfy Course 2 and the pool of courses included to satisfy Courses 3 and 4 above). The committee membership will include faculty from across the campus, and a preliminary group who have agreed to serve include:

Melissa Bray: Education

Anne D'Allewa: Fine Arts

Rich Dino: Business

Anke Finger: German, Media Studies, Comparative Literary and Cultural Studies

Tim Folta: Business

Robin Hands: Education

Del Siegle: Education

Mike Willig: Ecology & Evolutionary Biology, Center for Environmental Sciences & Engineering

Additional members will be added as the need arises, but at a minimum, additional members will be added from Engineering, Psychology, Honors, and other relevant programs.

Similar Programs in Connecticut or Region

There are very few similar programs in the country. Stanford University has developed the most extensive creativity coursework at the undergraduate and graduate levels, and the University of Buffalo and Saybrook University (CA) offer graduate degrees in creativity and/or innovation. But we have found little evidence of any interdisciplinary, undergraduate creativity minors.

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 5750 X Current Proposed

COURSE TITLE: Creativity

INITIATING DEPARTMENT: EPSY

CONTACT PERSON: Del Siegle U-BOX: 3064

PHONE: 860.486.0616 E-MAIL: del.siegle@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) : Jonathan Plucker, Ronald Beghetto, James Kaufman, Del Siegle

ACTION REQUESTED (check all that apply)

Course: new experimental revision dropping course X **Changing course name**

Program/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL: _____

Departmental Minutes (must be included electronically)

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

PROPOSED IMPLEMENTATION DATE: Semester: Fall_Year: 2015

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE _____

DATE FORMS SENT TO REGISTRAR _____

Complete the following sections if you are proposing:

COURSE REVISIONS

EXISTING TITLE AND COMPLETE CATALOG COPY:

EPSY 5750: Creativity

The identification of creative thinking and problem solving and the development and implications of creativity training materials and teaching strategies.

PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

EPSY 5750: Enhancing Creativity in the Classroom

3 credits

No restrictions

The identification of creative thinking and problem solving and the development and implications of creativity training materials and teaching strategies for the classroom.

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

The EPSY program has recently added three additional faculty with expertise in creativity. Over the next three years, we will be proposing an undergraduate minor in creativity and innovation, additional graduate coursework in creativity and innovation, and an online graduate certificate in creativity and innovation. We currently only have this one graduate course in creativity. As we add additional graduate course in creativity and innovation, we need to distinguish them from each other. This course is designed for future (students in our IB/M in their fifth year) and current classroom teachers who wish to incorporate more creativity into their classroom. The change in title simply better describes the content of the course.

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

Supporting documentation:

- 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)

"Reasonable people adapt themselves to the world. Unreasonable people attempt to adapt the world to themselves. All progress, therefore, depends on unreasonable people."

- George Bernard Shaw

1) Course Title and Number: EPSY 5750: Creativity

2) Instructor: Del Siegle, PhD

Class Location: Gentry 119E

Office Phone: 860.486.0616

Home Phone: 860.456.2361

Email: del.siegle@uconn.edu

Web: <http://www.delsiegle.info>

Office Location: 249 Glenbrook Road (Gentry Bldg - Room 119C)

Office Hours:

Mon., Wed - Fri.: 9:30 a.m. - 5 p.m.;

Tues: 9:30 - 3 p.m.

(You may wish to call before visiting the office, since I am department head and serve on a number of committees that often schedule meetings during my office hours).

3) Course Description

The major purpose of this introductory course is to study the theoretical and practical aspects of creativity, namely, what is creativity, and how do we develop it in ourselves and students? The course is an introductory overview of major definitions, theories, and research related to the study of creativity and the creative individual. Class members will practice techniques for stimulating creative thinking as well as strategies for adapting existing curricula to develop creative thinking abilities in students. Topics also include the assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process.

4) Goals and Objectives

As a result of participation in this course, students should:

- Describe the major theories and models of creativity that attempt to describe creative people, creative processes, and creative products.
- Describe factors that influence the development, assessment, and evaluation of creative potential in individuals.
- Apply techniques for stimulating creative thinking abilities in students, including brainstorming, attribute listing, metaphorical thinking, SCAMPER, and Creative Problem Solving.
- Discuss class activities, practices, and organizational strategies that support the development of creativity.
- Analyze programs, such as Future Problem Solving and Odyssey of the Mind, as well as curricular materials designed for the development of creative thinking abilities.
- Increase personal creative abilities.

This course is aligned with the University of Connecticut Educator Preparation Program's Conceptual Framework. Specifically, content and objectives address:

1. **Learning** by providing strategies that enhance creative teaching and develop students' creative thinking and problem solving.
2. **Leading** by enabling students to develop expertise in promoting creativity in a variety of teaching and learning environments.

3. **Lighting the way** by incorporating the knowledge they gain from this course to become a creative educator who appreciates and develops students' creativity through classroom learning activities.

5) Class Meetings and Topics

January 22

- Video: *Why Man Creates*
- What is Creativity?
- Productive Thinking: Fluency/Flexibility/Originality/Elaboration
- Creativity Strategy: Transformations
- *Games Magazine*: Sketchwords

January 29

- Creative Product Assessment
- Creativity Strategy: SCAMPER
- *Games Magazine*: ConQuest
- Video: The Many Faces of Vincent VanGogh
- **Assignment Due: *Can Transformation***

February 5

- Barriers to Creativity
- Creativity Strategy: Metaphorical Thinking (Cartoon Class Activity)
- *Games Magazine*: Now We're Cookin'
- **Assignment Due: *Topic Sketchwords***
- [TED Talk with Ken Robinson](#)

February 12

- Video on Creator of "It"
- Creative People
- *Games Magazine*: Hold It
- Creative Strategy: Attribute Listing
- Discuss Csikszentmihalyi's The Creative Personality
- **Assignment Due: *SCAMPER (random selection of object)***

February 19

- Creativity Strategy: Types of Brainstorming
- Video: Dilbert Cubical
- *Games Magazine*: View from the Top
- Wallas Four Stages Model ([Archimedes](#))
- **Assignment Due: *Metaphorical Thinking Cartoon***

February 26

- Previously read "Theories of Creativity"
- JigSaw Activity with Jeopardy
- *Games Magazine*: Opening Moves
- Creative Competitions (Odyssey of the Mind/Destination ImagiNation)
- Video: OMs

March 5

- Creativity Strategy: Creative Problem Solving (CPS) - Future Problem Solving
- *Games Magazine*: Classified Chaos
- ***Assignment Due: Web Site***

March 12

- Review Interview Findings
- Barron-Welsh Figure Preference Test
- Gough Personality Scale
- Scales for Rating the Behavioral Characteristics of Superior Students - Creativity
- Williams Creative Assessment Packet (CAP)
- Khatena-Torrance Creativity Perception Inventory
 - Something About Myself
 - What Kind of Person Are You?
- Creativity Strategy: PMI
- *Games Magazine*: Pict-Analogies
- ***Assignment Due: Interview***

March 19

- *Spring Break -- No Class*

March 26

- Correcting Torrance Tests
- Word Association, Uses for Things, and Fables Assessments
- *Games Magazine*: Arm and Leg
- Creative Strategy: Direct/Personal/Fantasy/Symbolic Analogies
- Work on OM problems in groups
- ***Assignment Due: Lesson Plans***

April 2

- *Games Magazine*: Get the Picture
- ***Assignment Due: Team Creativity Competition***

April 9

- *Games Magazine*: Seeing Things
- Share lesson plan ideas
- Receive Take-Home Test
- In Class Activity: Scavenger Hunt (bring digital cameras)
- ***Assignment Due: Torrance Test***

April 16

- Review Scavenger Hunt \
- *Games Magazine*: Gone but not Forgotten
- Creativity Strategy: Inventing Process
- ***Connecticut Invention Convention***

April 23

- *Games Magazine*: Handiwork
- Evaluate Inventions
- ***Take Home Test Due***
- ***Assignment Due: Inventions***

April 30

- *Games Magazine*: Illustrated Explanation
- In Class Activity: Creativity Dramatics (one word play)
- ***Assignment Due: Creative Project***

6) Texts

Required: NONE

Recommended (Optional):

Starko, A. J. (2010). *Creativity in the classroom: Schools of curious delight* (4nd ed.). New York, NY: Routledge.

7) Assignments and Projects:

1. **Can Transformation:** In class we will practice transforming lines into new figures. For this assignment you will transform a common beverage can (empty) into something. You may wish to manipulate (bend, cut, twist, etc.) your can. You may wish to paint it or attach other objects to it. Bring your transformed beverage can to class on January 29. (5% of your final grade)
2. **Sketchwords:** Create eight Sketchword problems related to a discipline you plan to teach. Submit an 8 1/2 X 11 piece of paper with the eight Sketchword problems. Use a fine, black felt marker to draw the Sketchwords. This should resemble a student worksheet (provide directions and a place for the student's name). Bring the Sketchword and an answer key to class on February 5 (5% of your final grade)
3. **SCAMPER.** You will select a common object. Create seven modifications of that object using the SCAMPER technique (one for each letter). Bring samples or drawings or your modifications to class on February 12. (5% of your final grade)
4. **Metaphorical Cartoon:** In small groups in class we will create cartoons based on metaphorical thinking. For this assignment you will create a cartoon on your own based on something you expect

to teach. Bring the cartoon to class on February 19 with a paragraph describing how you would use it in your classroom. (5% of your final grade)

5. **Web Sites:** Locate a web site that provides information related to developing creativity or that could be used to develop creativity. Also include the address of the site. Write two paragraphs: one describing the site and a second listing how the site could be used with your students. This is due by March 5. SEND THIS INFORMATION TO ME IN AN EMAIL (del.siegle@uconn.edu)(5% of your final grade)
6. **Interview:** You may complete this project individually or with a partner. Develop a set of questions to ask someone you consider to be highly creative. The purpose of your interview is to learn about the interviewee's characteristics and the creative processes the person uses. Your interview should last about 15 minutes. Type a 3-4 page paper (12 point font, Time or New Roman type, double spaced, 1 inch margin) describing what you found. This assignment is due March 12. (5% of your final grade)
7. **Lesson Plans:** Create two lessons: one which teaches students a creative process and one where you build creativity into your teaching of a topic for the curriculum you expect to teach. Provide a 3/4 to 1 page (12 point font, Time or New Roman type, double spaced, 1 inch margin) description of each lesson. This assignment is due March 26. (5% of your final grade)
8. **Team Creativity Competition:** Each of you will be assigned to a team with five members. In class on April 2 we will hold an Odyssey of the Mind (Destination Imagination) type competition where your team will compete. Include all of the required competition paperwork when you compete. Your grade is your score in the competition. (10% of your final grade)
9. **Creativity Assessment:** In class we will learn how to score the Torrance Tests of Creative Thinking (Figural and Verbal). Ask someone you know to take the figural and verbal versions. Administer and correct the tests. Submit the following by April 9: 1) Subscale and total raw scores, 2) Brief narrative (one or two paragraphs) describing the person's creative strengths or weaknesses according to the tests, 3) Brief essay (one or two paragraphs) describing why you believe each test accurately or inaccurately assessed the individual's creativity, and 4) The tests you administered. (10% of your final grade).
10. **Invention:** Create an invention. Design a model or prototype (not a drawing) of your invention that responds to a personal or societal need (no Rube Goldberg's please). Create a background poster for your invention. This exercise will allow you to experience the creative process and the role of "problem finding" in it. You will share and discuss your invention with the class on April 23. Bring your invention and poster to class and submit a description of how it works, the need it meets, and how the idea for the invention came to you (a sample poster will be shown in class). Your invention will be graded by your peers on the following criteria:

Novelty (Newness in the product)

- Original (Unique – Ordinary)
- Surprise (Unexpected – Expected)

Resolution (How well the product does what it is suppose to do)

- Valuable (Significant – Insignificant) Logical (Makes sense – Senseless) Useful (Workable – Unworkable)
- Understandable (Understandable – Mysterious)

Elaboration and Synthesis (Style—including attention to detail)

- Organic (Complete – Incomplete) Elegant (Elegant – Coarse)
- Well Crafted (Durable – Flimsy) (10% of your final grade)

11. Exam: The examination will be a take-home test that is due on April 23. The exam is open-book/notes and requires application of the course content. (20% of your final grade)

12. Creative Project: Now is your chance to tackle a project that you've always wanted to do, but have lacked courage, motivation, or time. You may wish to create a web site, music enhanced slide show, short story, book of poems, play, teaching unit, etc. The project must result in a product that is creative (by the definition we discussed in class) for you. Your product is due on April 30. (5% of your final grade)

13. Participation: You will receive 1 point (up to 10 points) for each class you attend/participate. Participation will be recorded with Weekly Knowledge Checks. Please complete a Weekly Knowledge Check at the start of each class. Attendance/Participation is only granted through the Knowledge Checks. (10% of your final grade)

All assignments must be submitted in order to receive a grade. Percentages for grades are as follows:

100-95	A
94-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-

8) Additional Comments:

- Each week you will complete a Knowledge Check of material covered in class during the previous week. These are not graded, but must be completed. They will serve as an attendance/participation check.
- We have all accomplished creative things and hearing about them will allow us to realize this. Throughout the semester, each student will share at least one creative thing he or she has accomplished. This is a low stress, nongraded activity.
- Examples of creativity can be found everywhere. If you see something in a newspaper, a magazine, on a video tape, etc., that relates to creativity and the content of the course, consider bringing it to class to enhance our discussions.
- Articles will be distributed throughout the semester for you to read. We will discuss them on the week following their distribution.

- **Absence of Students due to Religious Beliefs:** onnecticut law states that no person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. The University Senate requires

that students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

- **Academic Integrity:** A fundamental tenet of all educational communities is academic honesty; academic work depends upon respect for and acknowledgement of the research, ideas and intellectual property of others. When we express our ideas in class assignments, projects or exams, we need to trust that someone else will not take credit for them. Similarly, others need to trust that our words, data and ideas are our own. We find the intellectual property of others in textbooks, periodicals, newspapers, journals, solution manuals, dissertation abstracts, emails, the internet and other sources electronic or otherwise. Regardless of where we find information, protecting and acknowledging the rightful originators of intellectual property is vital to academic integrity.

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). Knowing what constitutes academic misconduct is so important to an educational community that all students are encouraged to go to their advisors, instructors, counselors, or assistant deans of students whenever they need clarification. When an instructor believes there is sufficient evidence to demonstrate a clear case of academic misconduct within a particular course taught by that instructor, the instructor shall notify the student in writing, and also orally if possible, that unless the student requests a hearing to contest the instructor's belief, the instructor shall impose the appropriate academic consequences warranted by the circumstances. This should occur within 30 days of discovery of the alleged academic misconduct. The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For less serious offenses regarding small portions of the course work, failure for that portion is suggested, with the requirement that the student repeat the work satisfactorily for no credit.

- **Students with Disabilities:** Students with special needs should contact the instructor early in the semester so accommodations can be made. Additional help is available through the university. Through the merge of the Center for Students with Disabilities (CSD) and the University Program for College Students with Learning Disabilities (UPLD), one office now serves all students with disabilities. All students may contact the office by visiting the Wilbur Cross Building, Room 204, calling (860) 486-2020 or emailing csd@uconn.edu.

Attachment L: Merit

The merit results for this year were influenced by two factors. First, the department voted that faculty needed a minimum of two published peer-reviewed articles to receive merit. Second, a merit committee reviewed and scored faculty for merit. I independently scored faculty and then compared my scores to the committee. Interestingly, in most cases our scores were similar. We did meet together at the start of the process to agree on some ground rules.

Each person who qualified for merit was rated from 0 to 3 on scholarship, teaching, and service. Those ratings were weighted for a final average rating. Scholarship and teaching carried twice the weight of service. Ten faculty members did not qualify for merit because of the two publication rule. The 18 remaining faculty had average weighted scores ranging from 1 to 2.8. I took the total amount of the EPSY merit pool (\$38,241) and divided it by the total number of merit points earned by the 18 faculty (34.2) to determine how much merit each rating point was worth (\$1,118.15). I multiplied that number by each faculty score to determine the merit for that faculty member. The range for the 18 faculty receiving merit was \$1,118.16 to \$3,130.84 (numbers vary because of rounding). The mean merit for *all* faculty (includes those who did not receive merit) was \$1,365.75. The standard deviation was \$1,162.17. The median was \$1,453.61. The mean merit for the 18 faculty receiving merit was \$2,124.50. The standard deviation was \$662.06. The median was \$2,348.14.

The mean ratings for scholarship, teaching, and service were 2.23, 1.44, and 2.03, respectively. The median ratings for scholarship, teaching, and service were 2, 2, and 2 respectfully.

With the new standard for peer reviewed articles, more pubs and grants dollars were needed for the highest ratings in scholarship. I dropped the teaching requirement for merit to 60% of the students giving 5 ratings, since the EPSY teaching ratings were slightly lower this year. Our faculty was very active nationally and on campus for service, so the service ratings are slightly lower this year. If you have specific questions about your ratings, let me know. The above information was what I sent to the Dean for department merit. The Dean may have adjusted these numbers based on money he had.

In addition to department merit, the Dean and Provost award merit. The information provided here does not include any Dean or Provost merit that was awarded.

Each faculty member also received a standard set raise (\$716), plus a 2% percentage raise.

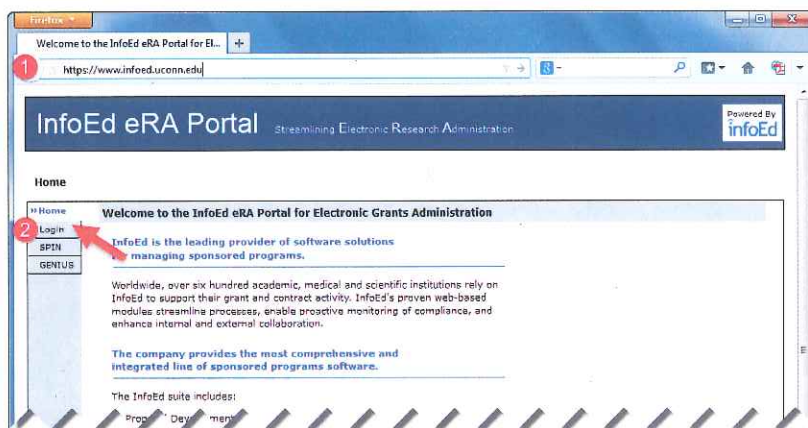
EPSY FACULTY DIRECTORY – 2014-2015

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Vahidi, Siamak	6-0617	Tasker 38	siamak.vahidi@uconn.edu

How to Log In to the InfoEd eRA Portal

Facilitating seamless research collaboration from concept to commercialization, the InfoEd eRA Portal for Electronic Research Administration connects researchers and administrators across departments, colleges and schools, and campuses. UConn employees at Storrs and the regional campuses log in to the secure web-based portal at <https://www.infoed.uconn.edu>, while UConn Health employees log in to <https://uhealth.infoed.uconn.edu>. Both provide a single convenient gateway to all of the UConn InfoEd modules. It allows researchers to find fund opportunities and both researchers and administrators to jointly manage proposals, human subject or animal protocols, intellectual property disclosures, technology transfer agreements and other related research records.

1. Open your computer's web browser (e.g. Internet Explorer, Firefox, Safari or Google Chrome) and type <https://www.infoed.uconn.edu> (or <https://uhealth.infoed.uconn.edu> if you need to access the UConn Health system) into the address bar.
2. Select the Button in the navigation menu on the left hand side of the screen. You will be redirected to the UConn NetID Single Sign-On website.





















3. Enter your UConn NetID. For example, abc01234.
4. Enter your password.
5. Click the button.



What Does that InfoEd eRA Icon Mean?













InfoEd eRA portal utilizes a number of different icons throughout the application as visual cues to perform certain functions. Here is a list of icons you may see within the InfoEd eRA portal, its name, and a description of the functions it performs.

Icon	Name: Description
	Add Item: This icon allows users to add an item or object to a list or collection.
	Add New: Used to initiate the creation of new items within the system (e.g. contacts, protocols, proposals, etc.).
	Administrative: This icon appears next to components that the user has administrative rights to. Clicking on the link adjacent to it provides users with access to project management-related data.
	Attachment: Indicates that a message contains an attached document or image. Allows a user to access the attachment by clicking on the icon.
	Back: Returns users to the screen most recently accessed, previous to the current screen
	Barcode: Allows users to generate individual, unique, and scannable barcodes for generated protocols.
	Change: Assuming access has been granted by an administrator, this icon provides users with the ability to change their profile information.
	Check-In: When changes are in progress, clicking on this button will “check-in” the profile, and implement the changes within the record.
	Close Message: Closes the window that contains the message.
	Collapse Arrow: Collapses menus to simplify screen views.
	Completed Action Items: Indicates Action Items that have been completed.
	Delete: Allows users to delete items from the system.
	Draft Messages: This icon provides user access to the Message Center Draft Messages Folder, where messages that have been written, but not sent, are stored.
	Edit: Provides users with access to an item in order to perform editing tasks.
	Expand Arrow: Expands menus to allow users to access all details within a menu.
	Expand View: Expands the frame within the screen to allow users to have a fuller view of a Workflow Map.
	Financials: Allows users to access financial tracking features within the system.
	Forward: Opens a new message window in order to send a previously received message to a new recipient.
	Group: Clicking on this icon allows users to view the other users affiliated with an item or object.

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Icon	Name:	Description
	<u>Help</u> :	Allows users to immediately access online help documentation.
	<u>History</u> :	Allows users to view the "check-ins" and "check-outs" of their profile records.
	<u>Institution Support</u> :	Provides users with access to their institutions' support systems.
	<u>Load</u> :	Allows users to view other users' calendars for scheduling purposes.
	<u>Logout</u> :	Allows users to sign out of the system.
	<u>Message Center Inbox</u> :	This icon provides user access to the Message Center Inbox, which shows all incoming messages.
	<u>Module Help</u> :	If help is available within the currently-opened module, this icon will be present, allowing users to access help on demand.
	<u>New Portal/Portal</u> :	Allows users to toggle between the old and new portals.
	<u>Next Message</u> :	Advances a user to the next message in his or her inbox.
	<u>Open</u> :	Allows users to open and view items within the system.
	<u>Open Action Items</u> :	Indicates Action Items that are still in process.
	<u>Previous Message</u> :	Re-directs a user to the previous message within his or her inbox.
	<u>Print</u> :	Allows users to send the currently-opened item to their local printer.
	<u>Read Message</u> :	Indicates that a message has previously been opened by a user. Allows user to re-open the message.
	<u>Read Task</u> :	Indicates that there is task that has been previously accessed by a user. Allows a user to re-access the task by clicking on the icon.
	<u>Recycle Bin</u> :	This icon provides user access to messages which have been recently moved to be deleted in the near future.
	<u>Remove</u> :	Clicking on this icon will remove an item from a list or modular component.
	<u>Reply</u> :	Opens a new message window to allow a user to reply to the sender of a received message.
	<u>Reply to All</u> :	Opens a new message window to allow a user to reply to the sender of a received message, as well as to all other recipients of the message.
	<u>Report On</u> :	Initiates the process for generating reports.
	<u>Run Report</u> :	Clicking this will run the report that is shown next to the icon.
	<u>Save</u> :	Allows users to retain changes made to the current project, setup, or communication.

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Icon	Name: Description
	<u>Saved Messages</u> : This icon provides user access to the Message Center Saved Messages Folder, which contains messages that a user has decided to save for future reference.
	<u>Sent Messages</u> : This icon provides user access to the Message Center Sent Messages Folder, which retains copies of all messages that have been sent by the user.
	<u>Settings and Preferences</u> : Provides users with access to the user preferences menu, which allows for the customization of various features within the system.
	<u>Show/Hide Help</u> : Clicking this button will reveal rollover help  buttons for each field, which provide explanations of information requested by the system.
	<u>Unlock/Lock</u> : These icons allow users to lock or unlock protocol fields in order to edit them.
	<u>Unread Message</u> : Indicates that a message or alert has not yet been opened by a user, and allows user to open the message.
	<u>Unread Task</u> : Indicates that there is task that has not yet been opened by a user. Allows a user to access the task by clicking on the icon.
	<u>Upload</u> : Provides users with access to an interface for uploading files to the system.
	<u>View</u> : Allows users to view (but not edit) a selected item.
	<u>View/Search</u> : Allows users to search for particular items within the system.
	<u>Workflow Map</u> : Provides users with access to their Workflow Maps.

How to Show or List My Human Subjects IRB Protocols

This help document is related to the Human Subjects module in the InfoEd Electronic Research Administration (eRA) portal. It describes the process to view IRB protocols that have already been created within the InfoEd system by the Principal Investigator (PI) or by other PIs where the logged in user is listed as a delegate. This guide assumes the user is already logged into InfoEd.

1. Once logged into the InfoEd portal, click **My Human Subjects > Show/List** in the left hand side bar navigation area.
2. Once clicked the protocols where the user is listed as the Principal Investigator or records where the user is the delegate to another PI's proposal is listed. For each IRB protocol, the Number, Title, Sponsor, Principal Investigator (PI), and Department will be displayed.

The screenshot shows the UConn InfoEd eRA portal interface. At the top, it indicates the user is logged in as 'Dr. Jose Investigator' on 'Wednesday, July 30, 2014'. The left sidebar contains navigation options: My Projects, My Proposals, My Human Subjects (selected), Search For, Create New, Report On, Meeting Dates, Help - Dev, Help - Mgmt, My Animal Use, and My Profile. Under 'My Human Subjects', the 'Show/List' option is highlighted with a red box and a circled '1'. The main content area shows 'Records Found: 3' and a table of results. The table has columns for 'Actions', 'Number', 'Title', 'Sponsor/PI /Department', and 'Quick Status Delete'. Three records are listed:

Actions	Number	Title	Sponsor/PI /Department	Quick Status Delete
	E14-112 Start:	Manipulating Tobacco Constituents in Female Menthol Smokers	Investigator Jose 14 Kinesiology	
	E14-152 Start:	Duration and Force Variations in Applied Kinesiology Manual Muscle Testing	Investigator Jose 14 Kinesiology	
	X14-153 Start:	Duration of Spinal Manipulation Effects as Influenced by Orthotics	Investigator Jose 14 Kinesiology	

On the right side of the portal, there is a 'My Calendar' widget for July 2014 and a 'My Action Items' section.

The following options are available in the Results section (not all options are shown):


Options	Description
Sort by Column	A single header at a time can be sorted by clicking the header's hyperlink, and then clicking the up or down arrows (▼). To choose a different header by which to sort the results, click the new header's hyperlink. When the screen refreshes, the up/down arrows will appear next to the newly chosen header.
Next or Previous Results	If a lot of records are available in the results, click <input type="button" value="Next"/> to view additional pages. Then, click <input type="button" value="Prev"/> if you would like to go back to an earlier page of the results.
Open	Click to open the record.
Actions	Moving the cursor over different icons will allow various options. Depending on security, you may open, forward, or delete records, as well as log out other users.
In Use	If the protocol is in use or not exited properly, click <input checked="" type="checkbox"/> to open a popup with details about how to log out other users.
Forward	To forward the record electronically as an attachment in an email, click .
Quick Status	To see the current status of a protocol, hover the cursor over the to see the Protocol Status, Approved Date, Approved From and Approved To dates.
Delete	If permitted by the administrator, click <input checked="" type="checkbox"/> to delete the record. Only records that have not entered the IRB review process may be deleted.

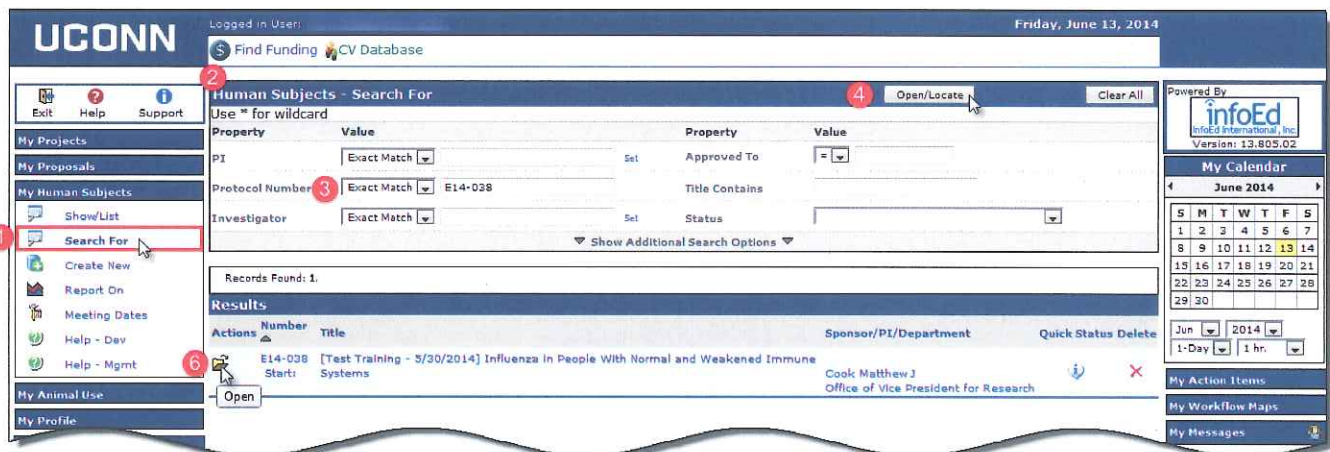
How to Search for an Existing Human Subjects IRB Protocol

This help document is related to the Human Subjects module in the InfoEd Electronic Research Administration (eRA) portal.

1. Once logged into the InfoEd portal click **My Human Subjects > Search For** in the left hand side bar navigation area.
2. A basic search box appears which allows you to search by six different elements including by PI, Protocol Number, Investigator, Approved to date, Title, and status.

Note: Clicking on **Show Additional Search Options** at the bottom of the basic search box allows for more advanced search capabilities including sixteen more different fields.

3. Enter your search criteria in to the appropriate field(s).
4. Click the **Open/Locate** button. The screen refreshes and the results display in the main body of the page below the search box. Scroll down the screen to find the desired protocols.
5. If needed, click **Next** and **Prev** buttons to move forward and backward within the search results (not shown).
6. Click on the  folder icon to open and view the human subject IRB protocol.



The screenshot shows the 'Human Subjects - Search For' page. The search form has the following fields:

Property	Value	Property	Value
PI	Exact Match	Approved To	=
Protocol Number	Exact Match E14-038	Title Contains	
Investigator	Exact Match	Status	

The results table shows one record:

Actions	Number	Title	Sponsor/PI/Department	Quick Status Delete
<input type="button" value="Open"/>	E14-038	[Test Training - 5/30/2014] Influenza in People With Normal and Weakened Immune Systems	Cook Matthew J Office of Vice President for Research	<input type="button" value="X"/>



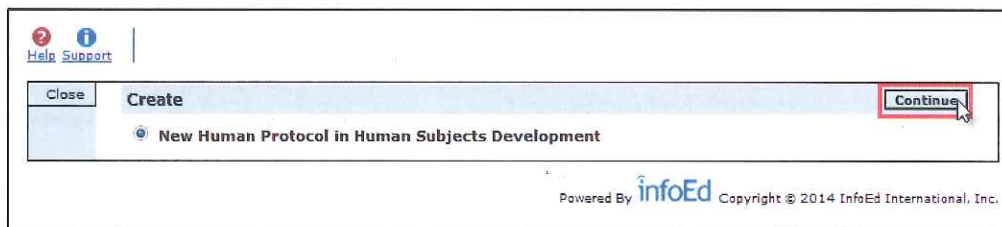
QUICK TIPS

- Drop down menus for certain search criteria fields allow you to search for soundex matches using phonetic algorithms.
- An asterisk (*) can be used in a search box to conduct wildcard searches if you do not know the full name, etc. or if you would like the system to present multiple options. For example, if you would like to find the name Erik Anderson, but cannot recall if his name is Anderson or Andersen, enter Anders*n in the search box to view all the available options. You can also add * after entering the first several characters to find results beginning with your entry.
- Use an exclamation (!) in a search box to search for similar sounding words.
- To find protocols using a date, pull-down the selection next to a date search field to specify if you want the exact date (=), a date before the one you enter in the field (<), or a date after the one you enter in the field (>).

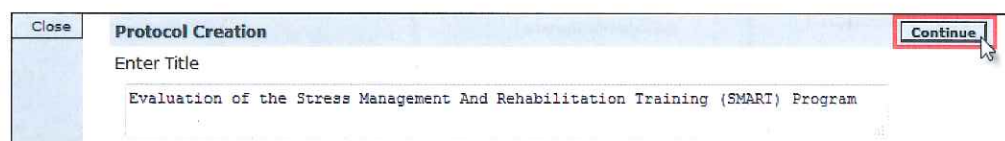
How to Prepare a New Human Subjects Protocol Application for Initial IRB Review

The following guide describes the steps you would take to prepare a new human subject IRB protocol application for initial review. You will most likely want to prepare most of your protocol submission outside of InfoEd first with the exception of any IRB application forms (e.g. IRB-1, -5, -7, and -9), Appendix A – Key Personnel, and other supplemental forms (IRB-1A – 1C) which will be completed from within InfoEd using the system’s eForms functions. After logging into InfoEd (see other how-to guides if needed to login), follow these steps to prepare your protocol for an initial review submission.

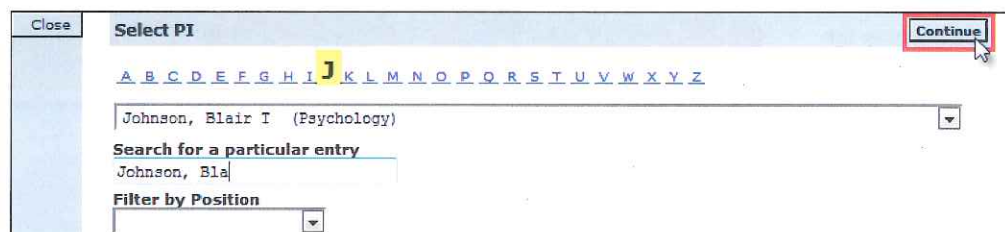
1. Click on **My Human Subjects > Create New** in the left hand navigational area.
2. A popup window will appear; by default “New Human Protocol in Human Subjects Development” is selected. Click the continue button.



3. The screen will refresh and you will be prompted to enter the title for your IRB study protocol. Enter a descriptive title for your study protocol and click the Continue **Continue** button. Please capitalize using title case. Capitalize the first and last words of the title, all nouns, pronouns, verbs, adverbs, adjectives, and subordinating conjunctions. Do not capitalize articles (a, an, the), coordinating conjunctions (and, but, or, for, nor, etc.), or prepositions fewer than five letters (on, at, to, from, by, etc.).



4. Select the Principal Investigator (PI) for the study protocol. Your name will be selected by default. If that person is the PI, simply click the Continue button. If the PI is different person than the name shown, click on the alpha letter that corresponds to the first letter of the PI’s last name. Use the drop down box to locate and select the PI. Once the PI’s name is selected, click the Continue button. In this example, I’m searching for Blair T. Johnson, a faculty member in the Psychology Department.



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The protocol has now been created. You created a study protocol title, assigned a PI and began an Initial Review submission. The system assigned a temporary E-Submission Protocol Number which you should take note of until the IRB Office provides you with an official protocol number which begins with an H or an X. This information now appears on the Initial Review Screen.

5. Select "Add Institutional Forms / Supporting Documents" to add components to your protocol's Initial Review such as an IRB application form and other supporting materials such as consent forms, flyers, and protocol narrative.

Done Back Save Forward Help Support Access Show

Evaluation of the Stress Management And Rehabilitation Training (SMART)
Program
Jane Doe - Psychology

Protocol E14-100

Change Project Information

Edit Mode

Protocol E14-100

- Submissions (1)
 - Initial Review (1)
 - Initial Review
 - Request for Continuation (0)
 - Amendment (0)
 - Protocol Deviation (0)
 - Adverse Event (0)
 - Miscellaneous Submission (0)

Components for Initial Review

No Forms have been associated with this submission.

Add Institution Forms/Supporting Documents

Temporary IRB E-submission #

6. Add each of the supporting documents that will become a part of your IRB protocol submission such as consent forms, recruitment materials, survey instruments, medical history forms, and interview guides. These items will be prepared outside of InfoEd and uploaded into the system. Sample templates are available for many of these items on the IRB website. For each supporting document:

- Provide a Descriptive Name for the file
- Click browse to access your computer to select a document for upload. Files should be in a .doc or .docx format.
- Choose an appropriate category to classify your document.
- Click the Upload button to upload the file into your protocol submission.
- Click the Close button to upload the file and your supporting document should now be visible in the Components for Initial Review.
- Repeat step 5 and 6 as needed to add all your supporting materials.

6 Upload

Upload new document

Name a

Location b Browse... No file selected.

Category c Miscellaneous

Folder

Document ID

Document Version Number

Document Version Date

Add Initial Review Components

Choose the eForm application which best fits your study protocol submission

Form Name	Type	Add
IRB-1 — Expedited/Full Board Application	Conditional Use	<input checked="" type="checkbox"/>
IRB-5 — Exempt Application	Conditional Use	<input type="checkbox"/>
IRB-7 — Research Methods Course	Conditional Use	<input type="checkbox"/>
IRB-9 — Ethnography/Ethnographic Applicati	Conditional Use	<input type="checkbox"/>
Consent Form	Conditional Use	<input type="checkbox"/>
Information Sheet	Conditional Use	<input type="checkbox"/>
Parent/Guardian Permission Forms	Conditional Use	<input type="checkbox"/>
GS Mapping Test Eform	Conditional Use	<input type="checkbox"/>
IRB-1 Study Protocol	Conditional Use	<input checked="" type="checkbox"/>
IRB-5 Study Protocol	Conditional Use	<input type="checkbox"/>
IRB-7 Research Methods Course Protocol	Conditional Use	<input type="checkbox"/>
IRB-9 Study Protocol	Conditional Use	<input type="checkbox"/>



7

8






Upload Close

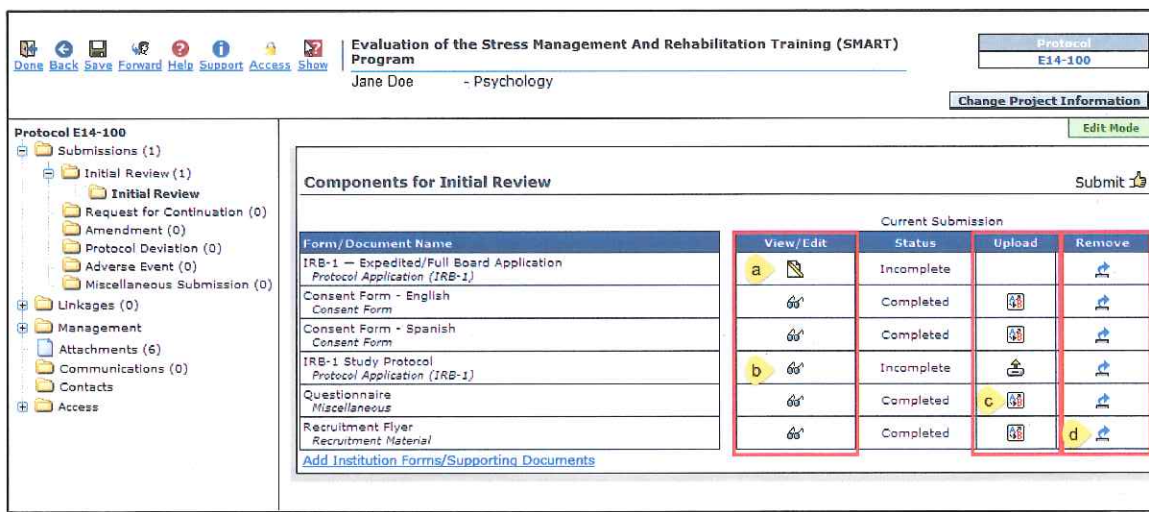
Add

Note: Be sure to distinguish multiple forms of the same type. For example, when uploading two consent forms, label the first as "English Consent Form" and the second "Spanish Consent Form."

7. Determine what type of IRB submission (full board/expedited, exempt, research methods course, ethnographic) that you will make and add the appropriate Institutional IRB Application eForm to your protocol by placing a check to the right of the eForm and clicking the Add button. Note: For each IRB submission, you should only have one IRB eForm application.
8. Add your IRB Study Protocol as a supporting document from your computer's hard drive that you prepared. You may use the templates provided in InfoEd or on the IRB website as a basis for your protocol narrative. If you use the templates from the IRB website, add the protocol in the same manner that you added supporting documents in Step 6. Be sure to name the document IRB-# Study Protocol where # is the IRB application type that corresponds with the application form. For example, if you used IRB-5 application form, you would name your study protocol IRB-5 Study Protocol. If you use the templates from within InfoEd, you must first add the protocol by placing a check to the right of the eForm and clicking the Add button. Then from the Components for Initial Review page, click to  eye glasses icon to view the file, download the file to your computer, make the necessary changes to your protocol following the format of the template, and  upload the file to replace it within your initial review components. Once you upload the document, the status will turn to "Completed."

NOTE: Steps 6-8 can be completed in any order at the discretion or preference of the PI or person preparing the IRB protocol for submission.


9. Notice that during steps 6-9 as you add supporting documents, eforms and templates to your protocol submission, several options become available to you as part of the Components for Initial Review.
 - a. Clicking the Edit icon  allows you to edit and complete the IRB application eForm.
 - b. View  and download the study protocol template and  upload your final copy.
 - c. Upload and replace  previously uploaded documents.
 - d. Remove  incorrect eForms, templates and documents.




















Protocol E14-100

Submissions (1)


- Initial Review (1)
 - Initial Review
 - Request for Continuation (0)
 - Amendment (0)
 - Protocol Deviation (0)
 - Adverse Event (0)
 - Miscellaneous Submission (0)
- Linkages (0)
- Management
- Attachments (6)
- Communications (0)
- Contacts
- Access

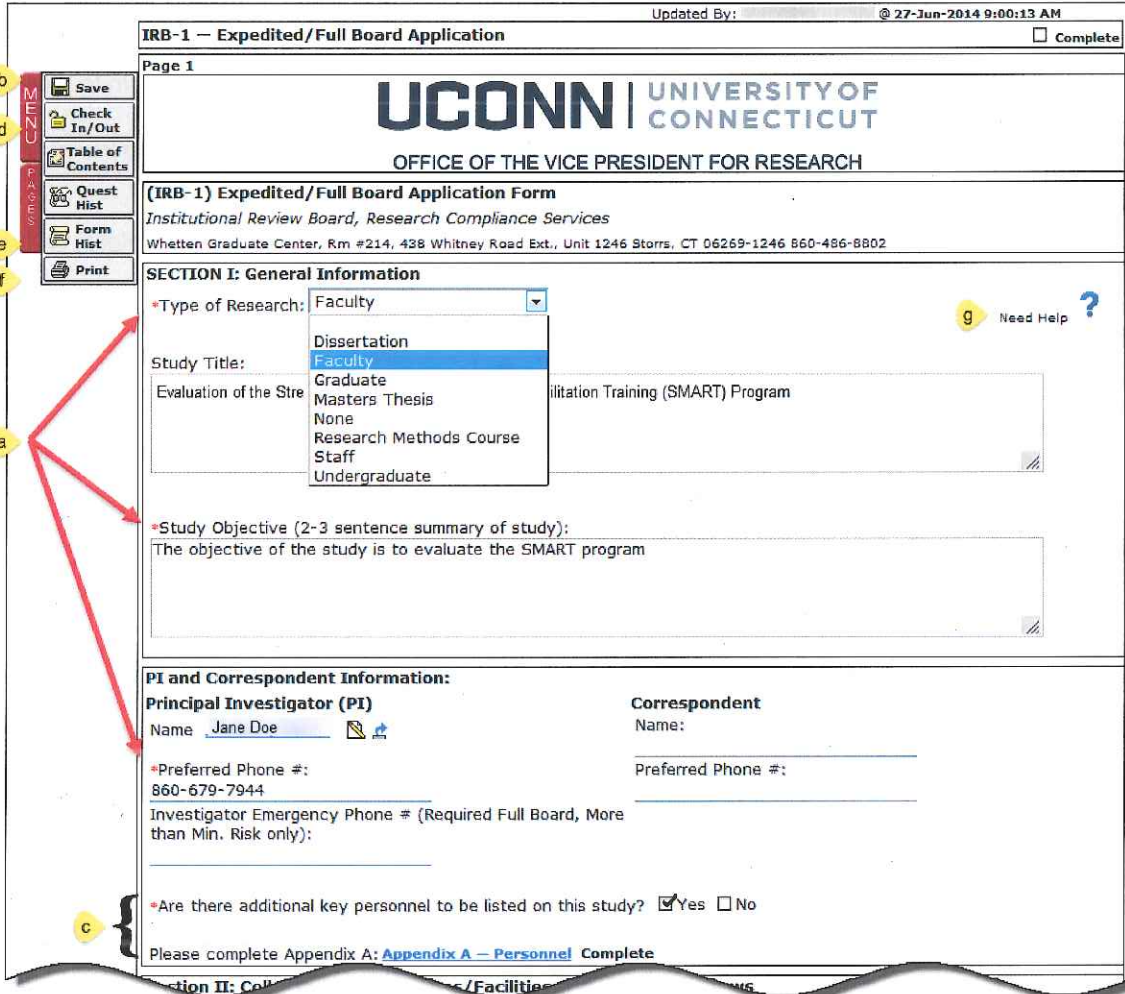
Components for Initial Review Submit 

Form/Document Name	View/Edit	Status	Upload	Remove
IRB-1 - Expedited/Full Board Application Protocol Application (IRB-1)	 a	Incomplete		
Consent Form - English Consent Form		Completed		
Consent Form - Spanish Consent Form		Completed		
IRB-1 Study Protocol Protocol Application (IRB-1)	 b	Incomplete		
Questionnaire Miscellaneous		Completed	 c	
Recruitment Flyer Recruitment Material		Completed		 d

[Add Institution Forms/Supporting Documents](#)

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10. Click the edit icon next to the IRB Application (e.g. IRB-1, IRB-5, IRB-7, IRB-9) listed under the Components for Initial Review to prepare your IRB application eForm. Note: You do not need to complete the eForm and supplemental forms in one sitting. Click save to save and return at a later time.
 - a. You must complete all required fields (denoted with a red asterisk *).
 - b. Regularly save your application to ensure that your work is not lost.
 - c. As you complete the form, new questions, sections and supplemental eForms will be presented based on how you answer questions on the application.
 - d. If more than one person will be editing the form, you must "Check In" and "Check Out" the form. Click Check In/Out  to create a snapshot to compare when other versions are edited by another user.
 - e. Edit histories will be recorded for each user and modification which are visible under "Form Hist."
 - f. You may print the form at any time while completing it.
 - g. Need Help ? provides a hyperlink to the IRB website.




The screenshot shows the 'IRB-1 - Expedited/Full Board Application' form. The top navigation bar includes 'Save', 'Check In/Out', 'Table of Contents', 'Quest Hist', 'Form Hist', and 'Print'. The main content area is titled 'SECTION I: General Information' and contains several fields: 'Type of Research' (a dropdown menu with 'Faculty' selected), 'Study Title', 'Evaluation of the Study', 'Study Objective', and 'PI and Correspondent Information'. A red asterisk (*) is placed before the 'Type of Research' field. A red arrow labeled 'a' points to this asterisk. Another red arrow labeled 'b' points to the 'Save' button in the left sidebar. A third red arrow labeled 'c' points to the 'Form Hist' button. A yellow circle labeled 'g' is next to a 'Need Help ?' link. The form also includes a 'Complete' checkbox in the top right corner.

InfoEd® eRA Portal is maintained by the UConn Office of the Vice President for Research. For technical issues with the eRA system please email eRA-help@uconn.edu, call 860-486-7944, or visit <http://training.research.uconn.edu>.

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11. As you complete the application eForm and supplemental eForms, you must check the box complete at the top of each form to denote that you have finished editing the form. If you need to edit the form further, uncheck the complete box, make your changes, and click complete again. When you click complete, the form will be validated and you will be forced to answer any required questions before you are able successfully complete the form. Once complete, the system also prepares a PDF file which you may download if you desire by clicking on the  PDF icon.

Updated By: @ 24-Jun-2014 3:40:14 PM

Full Board Application Complete 

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OFFICE OF THE VICE PRESIDENT FOR RESEARCH


Full Board Application Form
ard, Research Compliance Services



















12. Before you can submit your protocol for review and approval, all forms/documents listed in the Components for Initial Review must have a "Completed" status.

Done Back Save Forward Help Support Access Show | Evaluation of the Stress Management And Rehabilitation Training (SMART) Program | Protocol E14-101 | Jane Doe - Psychology | Change Project Information | Edit Mode

Protocol E14-101

- Submissions (1)
 - Initial Review (1)
 - Initial Review**
 - Request for Continuation (0)
 - Amendment (0)
 - Protocol Deviation (0)
 - Adverse Event (0)
 - Miscellaneous Submission (0)
 - Linkages (0)
 - Management
 - Attachments (7)
 - Communications (0)
 - Contacts
 - Access

Components for Initial Review Submit 

Form/Document Name	Edit	Status	Upload	Remove
IRB-1 - Expedited/Full Board Application Protocol Application (IRB-1)		Completed		
Consent Form - English Consent Form		Completed		
Consent Form - Spanish Consent Form		Completed		
IRB-1 Study Protocol Protocol Application (IRB-1)		Completed		
Questionnaire Miscellaneous		Completed		
Recruitment Flyer Recruitment Material		Completed		

[Add Institution Forms/Supporting Documents](#)

All forms and supporting documents must have a completed status prior to submitting them to the IRB.

Note: The process of submitting an IRB protocol for internal review and IRB approval, including an initial review, continuation, modification or amendment, etc., is the same for all the review types; the procedures and instructions can be found in the separate how-to guide entitled "How to Submit a Human Subjects Protocol for Internal Review and IRB Approval."

How to Submit a Human Subjects IRB Protocol for Internal Review and Approval

The following guide describes the steps you would take to submit an IRB study protocol for internal review and approval. It assumes you already have the protocol open within InfoEd, prepared the IRB application eForms and uploaded all your protocol's supporting documents, and all materials have a status of "Completed" within the InfoEd System on the "Components for" page (e.g. Components for Initial Review, Components for Request for Continuation, etc.). Follow these steps to submit your initial review, request for continuation, amendment, protocol deviation, adverse event or other miscellaneous IRB submission for internal review and routing to the IRB office for action.

1. Once you have successfully uploaded all supporting documents and completed the IRB study application form, your application should now be ready to submit for internal review and routing to the IRB office. Click the submit button. Note: an Initial Review is shown, but the process is similar for all review types.

Protocol E14-101

Submissions (1)

- Initial Review (1)
 - Initial Review**
 - Request for Continuation (0)
 - Amendment (0)
 - Protocol Deviation (0)
 - Adverse Event (0)
 - Miscellaneous Submission (0)
- Linkages (0)
- Management
- Attachments (7)
- Communications (0)
- Contacts
- Access

Components for Initial Review

Form/ Document Name	View/Edit	Current Submission Status	Upload	Remove
IRB-1 — Expedited/Full Board Application Protocol Application (IRB-1)		Completed		
Consent Form - English Consent Form		Completed		
Consent Form - Spanish Consent Form		Completed		
IRB-1 Study Protocol Protocol Application (IRB-1)		Completed		
Questionnaire Miscellaneous		Completed		
Recruitment Flyer Recruitment Material		Completed		

[Add Institution Forms/Supporting Documents](#)

Submit

2. A new window will open with certification text related to UConn's policies concerning research involving human participants and your agreement with said policies. Read the text and select "Accepted." Click the "Continue" button.
3. The screen will refresh to show the internal route that has been set up by the IRB Office based on responses to questions within the protocol submission. For example, for protocols that involve the collection of biological samples or use of radiation, individuals in the biosafety and radiation safety offices are

Certification Close

I understand the University of Connecticut's policies concerning research involving human participants and I agree: 1. To comply with all IRB policies, decisions, conditions, and requirements; 2. That this study has been designed, to the best of my knowledge, to protect human participants engaged in research in accordance with the standards set by the University of Connecticut, the United States Department of Health and Human Services, the Food and Drug Administration, and any other sponsoring agency; 3. To obtain prior approval from the IRB before amending the research protocol or the approved consent/assent form; 4. To report to the IRB in accordance with IRB policy, any adverse event(s) and/or unanticipated problem(s) involving risks to participants; 5. To submit the Re-Approval/Completion Form as needed; 6. That my participation and the participation of any co-investigators does/do not violate the University of Connecticut policy on Individual Conflicts of Interest in Research; 7. That each individual listed as study personnel in this application has a) completed the required human subjects training, and b) are knowledgeable of the study procedures described in the protocol; 8. That each individual listed as study personnel in this application possesses the necessary training and experience for conducting research activities in the role described for them in this research study. Furthermore, I also attest that I have appropriate facilities and resources for conducting the study.

Accepted Declined

Continue

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notified of the submission. Note: In certain schools and departments, based on school/departmental policies, additional persons may also appear in the route.

- a. If you are a graduate student submitting a protocol, you must add your faculty advisor as the first person in the route for all submission types.
- b. If you are a graduate student or a faculty principal investigator (PI) and your study is not-funded internally or externally or is supported by departmental funds, you should add the department head after the faculty advisor or PI as the next person in the route. Note: For students, if both 3A and 3B apply, you may have to add two persons to your internal review route with the faculty advisor listed in the route before the department head.

Protocol **E14-101** - Jane Doe "Evaluation of the Stress Management And Rehabilitation Training (SMART) Program" (Under Development)

[Refresh Route](#) Route Path - **Complex Route** **Add New Person to Review Path**

Step 3	IRB Check-In	Douglas S Bradway	
Step 4	PI Notification	Jane Doe	

No comments have been recorded yet

If either 3a or 3b apply, follow the steps below to add one or more new persons to the review path.

- c. Click the hyperlink "Add New Person to Review Path."
- d. Select and choose the name of the person you wish to add to the route, by selecting the first letter of their last name, typing part of their "last name, first name" in the "search for a particular entry" text box.
- e. Choose whether the person needs to provide their approval (default option) or if the approval is for informational and notification purposes only. For graduate students adding faculty advisors and departmental head or PI's adding department head for unfunded studies, please choose the "Approval Required" radio button option.
- f. Click the Select button. The window will close.
- g. The route refreshes with the person is added as an "Inserted Step."
- h. If you need to add another person to the review route, click the insert icon on the Internal Review window to add the person after that step. Note: The PI or faculty advisor must approve the submission before the department head so be sure that they are in the correct order.

Note: If you've made a mistake, click the "Refresh Route" hyperlink to start over. You may also use the remove icon to delete an inserted individual, if necessary.

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Personnel Close

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Personnel #1, Test Research Foundation Select

Search for a particular entry Filter by Position

personn

Profiles with more than one department are listed with Primary Department first.

Routing Step Insert

Informational Only

Approval Required

Protocol E14-101 - Jane Doe "Evaluation of the Stress Management And Rehabilitation Training (SMART) Program" (Under Development)

[Refresh Route](#) Route Path - **Complex Route** [Add New Person to Review Path](#) Submit

Inserted Step Inserted Step Mr. Test Personne PE

Step 3 IRB Check-In Douglas S Bradway PE

Step 4 PI Notification Jane Doe PE

No comments have been recorded yet

- Once you have determined whether additional persons are needed to add to the internal route and have added these persons (if necessary), click the Submit button.
- The routing process panel will be added to your protocol submission after you have successfully submitted the protocol for internal approval. Once the protocol has been submitted, each reviewer will receive an e-mail prompting him/her to log into the system and approve the protocol. You can monitor the protocol's progression through the route using the "Routing Progress" panel.

Components for Initial Review ☰

Form/Document Name	View/Edit	Status	Upload	Remove
IRB-1 - Expedited/Full Board Application Protocol Application (IRB-1)	👁	Completed	📄	🗑
Consent Form - English Consent Form	👁	Completed	📄	🗑
Consent Form - Spanish Consent Form	👁	Completed	📄	🗑
IRB-1 Study Protocol Protocol Application (IRB-1)	👁	Completed	📄	🗑
Questionnaire Miscellaneous	👁	Completed	📄	🗑
Recruitment Flyer Recruitment Material	👁	Completed	📄	🗑

5 Routing Progress Open Full

E14-101 - Jane Doe "Evaluation of the Stress Management And Rehabilitation Training (SMART) Program"

Route Name	Route Type	Step Number/Name	Who	Notified	Decision	Insert	Remove
Complex Route	Final Review	Inserted Step	Mr. Test Personnel #1	27-Jun-2014 3:28:33 PM		PE	
Complex Route	Final Review	Step 3 - IRB Check-In	Douglas S Bradway			PE	
Complex Route	Final Review	Step 4 - PI Notification	Jane Doe			PE	

No comments have been recorded yet

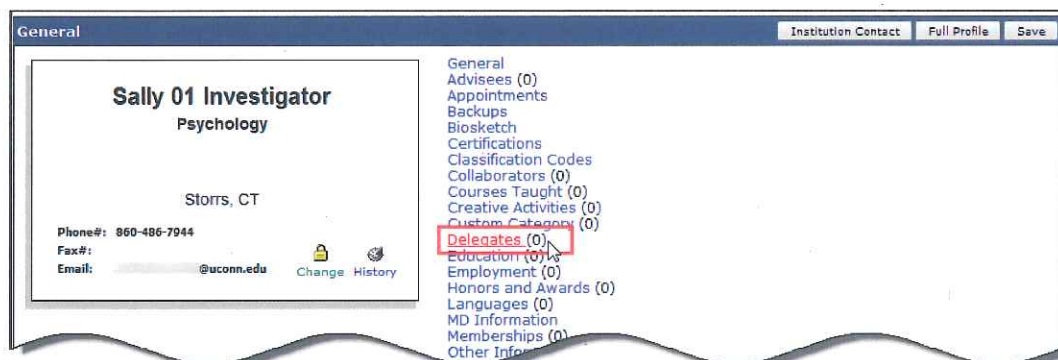
InfoEd® eRA Portal is maintained by the UConn Office of the Vice President for Research. For technical issues with the eRA system please email eRA-help@uconn.edu, call 860-486-7944, or visit <http://training.research.uconn.edu>.

How to Add a Delegate User for the Human Subjects Module

This help document is related to the My Profile and Human Subjects modules in the InfoEd Electronic Research Administration (eRA) portal. It informs users and principal investigators (PI) how to delegate access to their protocols so that another InfoEd user who is not listed as a member of their research key personnel on a protocol can access and/or edit that protocol. The other user whom access is being delegated to must already have access to the InfoEd system before they can be delegated access to protocols.

Please be aware that delegating an individual DOES NOT limit their access to a specific protocol. It gives access to ALL of your protocols listed in the InfoEd eRA system for which you are the PI. For this reason, student investigators must designate their faculty advisor as a delegate, rather than the reverse scenario (see the [how-to on removing delegates](#), if needed). Above all, delegating access DOES NOT delegate responsibility; the PI is still responsible for all actions on their protocols.

1. Navigate your web browser to <https://www.infoed.uconn.edu> and login using your NetID username and password.
2. Go to **My Profile > Edit**, using the menu on the left-hand side of your browser window. Your profile will appear showing your name, contact information, etc.
3. Select the **Delegates** link, on your profile.

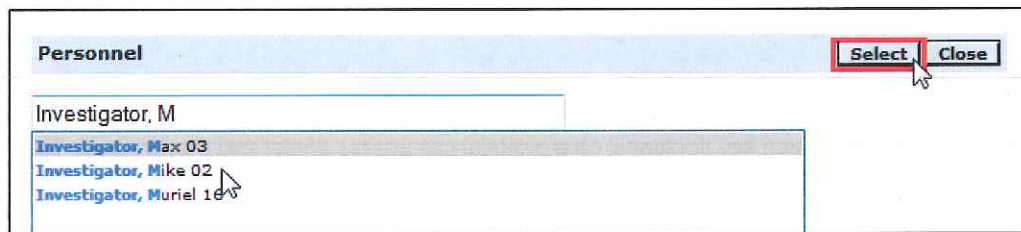


On the delegate page, at the bottom of the screen is a list of any people who serve as delegates for you and the types of access that they have been granted, as well as the names of any people for whom you serve as a delegate.


4. Click the Add button, a popup will present (shown in Step 5 below) where you can type the name of the person whom you would like to delegate access to.

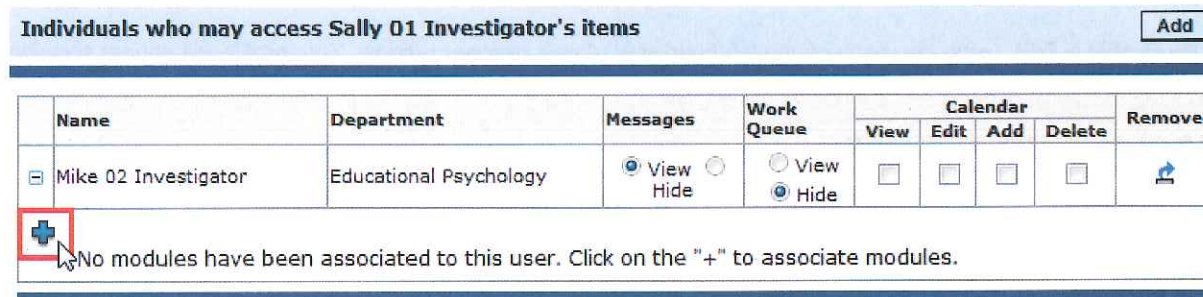



5. Type in the "last name, first name" of the person you want to delegate access to. A list of individuals matching your criteria will begin to populate, choose the person by selecting their name. Click the Select button once you find the individual.



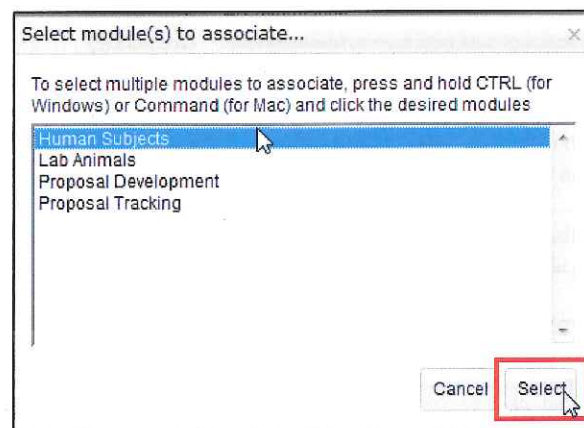
The delegate individual's name will now appear under "Individuals who may access [your name]'s items".

- Click the blue plus icon  next to the text "No modules have been associated to this user. Click on the "+" to associate modules" to add an InfoEd module to the delegate.



Note: If you made a mistake and added the wrong person, clicking the remove icon  for a delegate will remove all the user's permissions completely. If you remove the delegate and still wish to add the correct individual as a delegate, return to Step 4 to begin again.

- A popup window appears; select the module(s) to associate with the delegate. You can select multiple modules by pressing and holding CTRL (for Windows users) or Command (for Mac) and clicking on the desired modules. Choose the Human Subjects Module and then click the Select button at the bottom of the screen to apply your choice(s).
- By default, your delegate will be provided view access to your protocols. Determine the level of record access you wish to provide and then select appropriate radio button next to either:




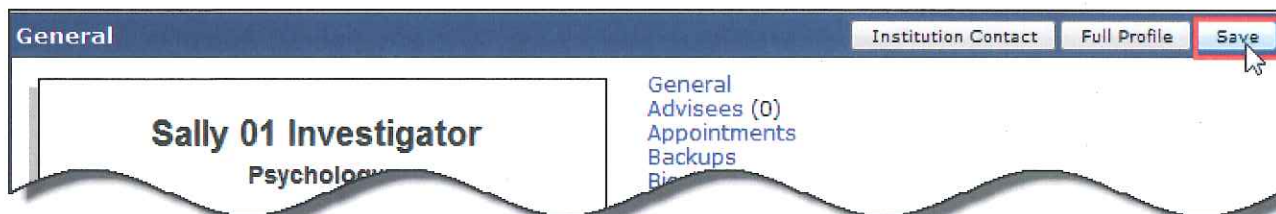
View (default) – Allows the delegate to see the protocols where the delegating individual is the PI.


Edit – Allows the delegate to create/edit submissions and upload documents for protocols that you are a PI on.

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Name	Department	Messages	Work Queue	Calendar				Remove
				View	Edit	Add	Delete	
Mike 02 Investigator	Educational Psychology	<input checked="" type="radio"/> View <input type="radio"/> Hide	<input type="radio"/> View <input checked="" type="radio"/> Hide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Module	Record Access	Signing Authority (Routing)	Complete Action Items	CC: on emails			Delete	
Human Subjects	<input type="radio"/> Edit <input checked="" type="radio"/> View	<input type="checkbox"/>	<input type="checkbox"/>	Batch Communications	Routing	Action Items		



9. Determine whether signing authority is needed for submission and internal review process. Signing Authority allows the delegate to submit, review and sign off to approve the protocols. Department Heads and Deans may wish to assign a delegate to help review and approve protocols on their behalf, as needed, by checking the "Signing Authority (Routing)" box for their delegate. Remember delegating access does not delegate your responsibility.
10. Determine whether you wish to allow the delegate user the ability to complete your action items within InfoEd on your behalf. Action Items refers to items that are awaiting the user's review and/or approval, for example, protocols that need to be internally reviewed before routing to the IRB. If desired, check the box under Complete Action Items.
11. Determine whether the delegate should receive CC: emails on InfoEd messages related to the protocol for batch communications (e.g. IRB determination letters, notices of expiration, reminder letters), routing messages related to internal review and approval, and/or other action items, If desired, check the box under one or more items to include the delegate as a CC: in email for different types of communications.
12. When you are finished customizing the permissions for your delegates for the module(s), Click the SAVE  button near the upper right hand corner of the delegates screen to save and apply your choices.



Note: if you make a mistake adding permissions for a module or add the wrong module, click the delete trash can icon  on the right of the module row and repeat Steps 7-12.

How to Log Out of the InfoEd eRA Portal

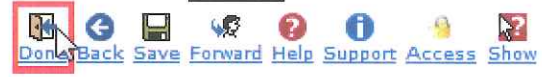
To ensure that your InfoEd records do not get locked into view only mode, it is important to log out of the InfoEd system properly. Please follow these steps to log out of InfoEd.



1. Save your work by clicking the Save icon  or Save button , if applicable.
2. If shown in the stationary toolbar in the upper left of the screen, click the Done icon  to close the particular proposal or protocol that you are finished working on.

Proposal Tracking & Proposal Development Modules



Human Subjects & Animal Use Modules

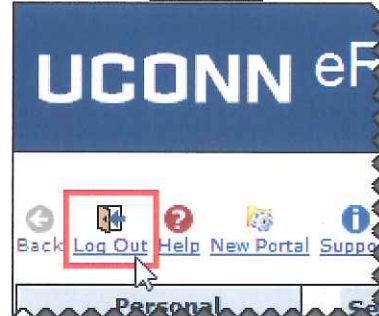


3. Click on the 'Exit' icon  (New portal) or 'Log Out' icon  (old portal) located on the top left portion of the page below the UConn logo.

New Portal



Old Portal



4. Finally for increased security, close and exit your web browser program to terminate your session and clear any persistent web browser cookies. Click the x icon in the corner of the window, or use the keyboard shortcuts Alt+F4 (Windows and Linux) and ⌘-Shift-W (Mac) to close all web browser windows and tabs.