



Mary-Ann Winkelmes <mary-ann.winkelmes@unlv.edu>

IRBNet message from Cindy Lee-Tataseo

3 messages

Cindy Lee-Tataseo <no-reply@irbnet.org>

Thu, Mar 1, 2018 at 11:29 AM

Reply-To: Cindy Lee-Tataseo <cindy.lee-tataseo@unlv.edu>

To: Mary-Ann Winkelmes <mary-ann.winkelmes@unlv.edu>

Message from Cindy Lee-Tataseo:

Re: [711238-16] Transparency in Learning and Teaching Initiative

Dr. Winkelmes,

The following modifications were submitted:

1 Addition of Dr. Erika Abad, Sharon Jalene, and Derek Williamson to the research team. All three will have access to de-identified data so they will not be "engaged in research." Dr. Abad's CITI does not contain human subjects training, only RCR, Sharon Jalene is CITI current, and Dr. Derek Williamson is from another institution but is not engaged so no IAA would be needed.

2. Addition of survey question #7.

3. Minor edits to the Information and Consent statements for faculty and students.

You may now make these changes to your study. Please keep in mind that Dr. Abad only has the RCR course and not human subjects. Because she will only be analyzing de-identified data, a current CITI is not needed.

Please let me know if you have any questions.

Regards,

Cindy Lee-Tataseo

NOTICE: This electronic mail transmission (EMT) and any attached documents may contain confidential and legally privileged information. Such information is intended solely for the use of the individual(s) to whom this EMT was intended to be sent. Any printing, disclosure, reproduction, distribution or taking of action based on the information herein by other than the intended recipient(s) is strictly prohibited. If you believe that you have received this EMT in error, please notify the sender by telephone at [\(702\) 895-2794](tel:7028952794) or [\(877\) 895-2794](tel:8778952794) and delete the EMT. Thank you.

[Quoted text hidden]

UNLV

Modification Request Form

Instructions:

1. Complete all sections of this form.
2. Submit all previously submitted documents that contain information affected by the modification(s).

Note: Modification may not be implemented until you have received notification of IRB approval.

General Information

Submittal Date: 28/2/2018

Principal Investigator Name: Mary-Ann Winkelmes

Protocol Title: Transparency in Learning and Teaching in Higher Education (TILT Higher Ed)

Protocol Number: 711238-15

Last Approval Date: Sept 20, 2017

Prior Approval:

☐

Expedited Review

☐

Full Board Review

☐

Exempt

Type of Modification (check all that apply):

☐

Currently approved procedure

☐

Informed Consent

☐

Number of subjects

☐

Survey/Questionnaire

☒

Research Team**

☒

Other (e.g., advertisement, flyer, etc.)

☐

Title

Modification Summary

Briefly describe the modification(s) and explain why each is needed. Please provide a bulleted or numbered list if there are multiple modifications.

We wish to add 3 new research team members. CITI certifications are attached. Also, we wish to add a survey question (proposed question is attached) and make minor edits to the Information and Consent statements for faculty and students (proposed edits are attached).

**Note: Addition of research team must include name(s) and role(s). Change in PI must be submitted and signed by the original PI on the protocol. Include the reason for the change in the modification summary.

Reanalysis of Risk (check one)

☒

This modification **does not** increase risk to participants enrolled in this study.

☐

This modification **does** increase risk to participants enrolled in this study.

If so, explain:

Signatures of Assurance

A. Investigator's Assurance:

I certify that the information provided in this application is complete and accurate. As Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance of the project, the protection of the rights and welfare of human subjects and strict adherence to any stipulations designated by the IRB. I agree to comply with all UNLV policies and procedures, as well as with all applicable Federal, State and local laws regarding the protection of human subjects in research including, but not limited to the following:

- Performing the project by qualified personnel according to the approved protocol.

- Not changing the approved protocol or consent form without prior IRB approval (except in an emergency, if necessary, to safeguard the well-being of human subjects).
- Obtaining proper informed consent from human subjects or their legally responsible representative, using only the currently approved, stamped consent form.
- Promptly reporting adverse events to the ORI – Human Subjects in writing according to IRB guidelines.
- Arranging for a co-investigator to assume direct responsibility, if the PI will be unavailable to direct this research personally, as when on sabbatical leave or vacation.

*****FACULTY ADVISOR (IF APPLICABLE):** By my signature as Principal Investigator on this research application, I certify that the student/fellow investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accordance with the approved protocol. In addition:

- I agree to act as the liaison between the IRB and the student/fellow investigator with all written and verbal communications.
- I agree to meet with the student/fellow investigator on a regular basis to monitor the progress of the study.
- I agree to be available and to personally supervise the student/fellow investigator in solving problems, as they arise.
- I assure that the student/fellow investigator will promptly report adverse events to the ORI – Human Subjects according to IRB guidelines.
- I will arrange for an alternate faculty advisor to assume responsibility if I become unavailable, as when on sabbatical leave or vacation.
- I assure that the student/fellow investigator will follow through with the storage and destruction of data as outlined in the protocol.

By submitting this form electronically, I agree to the assurance as stated above.

Please be assured that your identity remains confidential in this project, and that your students' identities are also kept confidential. Neither your name nor your students' names will be used in any reports, presentations or publications resulting from the Transparency Project without express written permission. You may view the Institutional Review Board approvals [here](#).

I have seen the following Information and Consent information and I indicate my voluntary participation by clicking "Yes" below.

INFORMATION AND CONSENT

Purpose and Investigators: The Transparency in Teaching and Learning in Higher Education project is a study that researches how higher education students understand their own learning processes, and how instructors can enhance that understanding. Your responses will help instructors and institutions improve students' learning experiences. Please contact the study's principal investigator, Dr. Mary-Ann Winkelmies, Coordinator of Instructional Development and Research in the Office of Faculty, Policy and Research, Office of the Provost, University of Nevada, Las Vegas (Phone: 702-895-3496. Fax: 702-895-3455) Mary-Ann.Winkelmies@unlv.edu with any questions or concerns about the research. If you have any questions about your rights as a participant in this study, please contact the Office of Research Integrity, University of Nevada, Las Vegas – Human Subjects at 702-895-2794 or by email at IRB@unlv.edu.

Procedures, Dissemination and Confidentiality: By clicking the "submit" button at the bottom of the online registration form, you indicate your voluntary participation in the Transparency in Learning and Teaching in Higher Education Project (TILT Higher Ed). You will invite your students at the end of term to complete a 9-11-minute online survey located at a URL that will be provided to you, and at the end of term you will be asked how frequently (if at all) you chose to implement transparent modes of teaching and learning in your course. The investigators will keep your identity confidential. Your data will remain anonymous and will be shared only in aggregate form. Your name will not be used in any presentations or publications by TILT Higher Ed research team members, nor will it be shared with your institution's Review Board or other administrators, unless you offer your written permission to be identified. Your students' identities will remain confidential. **Faculty may be invited to gather and analyze student work samples as an objective measure to compare with the subjective survey data.** Dr. Winkelmies will remove all identifiers from **their student** information after linking their responses **and work samples** with their course grade and retention data, rendering all responses anonymous. Anonymous averages of students' responses, only in aggregate form, will be shared with course instructors only after grades have been submitted to the institution's registrar or equivalent. Data will be stored on a secured server at the University of Nevada, Las Vegas, accessible only through a password protected account on a password protected computer, and also in a locked cabinet in Dr. Winkelmies's office. Data will be preserved for the duration of this ten-year study (2009-2019). Dr. Winkelmies and several collaborators will code and analyze data, interpret the findings, and disseminate the study's context, purpose, methods, findings, limitations, and conclusions through presentations and publications in higher education conferences, journals, and/or books. No individual names of TILT Higher Ed participants will be identified in any **reports**, presentations or publications **without written permission**.

Benefits/Risks and Voluntary Participation: Your participation in this research is voluntary. Your decision to participate, decline, or withdraw from participation will have no impact on your present or future relations with the University of Nevada, Las Vegas in any way. There are no known risks from participation in this study beyond those that exist in academia. There may not be immediate direct benefits to you as a participant. You may benefit by becoming more aware of your own teaching practices and how these impact your students' learning. You may terminate your participation at any time.

I HAVE READ THE INFORMATION ABOVE AND CONFIRM THE FOLLOWING STATEMENTS:

- My participation is entirely voluntary.
- I may refuse to participate or may discontinue participation at any time during the project without penalty.

- My confidentiality will be preserved by the investigators.
- The investigator will disseminate aggregate data from this project in reports of this research at professional meetings and in professional publications, and the names of participants will not be revealed without express written consent.
- By submitting this online registration form, I indicate my voluntary participation.

Please print a copy of this consent form for your records.

Student Info and Consent: Proposed Edits (in yellow)

I have seen the Information and Consent information that follows and I indicate my voluntary participation by clicking the box below, "Yes, I wish to continue."

Information and Consent for Student Participants

Purpose and Investigator:

The Transparency in Teaching and Learning and Teaching in Higher Education project is a study that researches how higher education students understand their own learning processes, and how instructors can enhance that understanding. Your responses will help instructors and institutions improve students' learning experiences. Please contact the study's principal investigator, Dr. Mary-Ann Winkelmes, Coordinator of Instructional Development and Research in the Office of Faculty, Policy and Research, Office of the Provost, University of Nevada, Las Vegas (Phone: 702-895-3496. Fax: 702-895-3455) **Mary-Ann.Winkelmes@unlv.edu** with any questions or concerns about the research. If you have any questions about your rights as a participant in this study, please contact the Office of Research Integrity, University of Nevada, Las Vegas – Human Subjects at 702-895-2794 or by email at IRB@unlv.edu

Procedures, Dissemination and Confidentiality:

You are selected and invited to participate in this study because your course instructor(s) agreed to participate in the study. You will be asked to take about 11 to 12 minutes to complete an online survey. Anonymous averages of the responses, only in aggregate form, will be shared with course instructors only after grades have been submitted to the registrar. Your student ID will be disguised with a random identifier immediately upon your completion of the survey, rendering all your responses confidential. Dr. Winkelmes will delete your ID number from the data after linking your responses with your course grade, GPA, **any possible work samples**, and graduation progress, rendering all your responses anonymous. The survey data will be stored on a secured server at the University of Nevada, Las Vegas, accessible only by Dr. Winkelmes and members of the TILT Higher Ed research team. Data from the survey will be preserved for the duration of this ten-year study (2009-2019). Dr. Winkelmes and collaborators will code and analyze data, interpret the findings, and disseminate the study's context, purpose, methods, findings, limitations, and conclusions through presentations and publications in higher education conferences, journals, and/or books. No individual names of Transparency project participants will be identified in any reports, presentations, or publications.

Benefits/Risks and Voluntary Participation:

Your participation in this research is voluntary. Your decision to participate, decline, or withdraw from participation will have no impact on your grade in this course or on your present or future relations with your instructors or school or the University of Nevada, Las Vegas in any way. There are no known risks from participation in this study beyond those that exist in normal daily life **in college/university**. There may not be immediate direct benefits to you as a participant. You may benefit from this project by becoming more aware of your own learning practices and how these impact your performance in school. You will be providing valuable information about your learning that will help schools and faculty to improve students' learning experiences. You may skip questions or terminate your participation at any time.

I HAVE READ THE INFORMATION ABOVE AND CONFIRM THE FOLLOWING

STATEMENTS: My participation is entirely voluntary. I may refuse to participate or may discontinue participation at any time during the project without penalty, simply by closing my browser. I may skip any questions that I don't wish to answer. My identity will remain confidential. I am 18 years of age or older. The investigator will disseminate aggregate data from this survey in reports of this research at professional meetings and in professional publications, and the names of participants will not be permanently recorded or revealed. I indicate my voluntary participation by selecting "Yes, I choose to continue" below.

Transparency in Learning and Teaching in Higher Education Pre-Survey and End-of-Term Survey Questions

*A pilot version of the survey was written and tested at the University of Chicago (2008-2009)
and tested/revised at the University of Illinois at Urbana-Champaign (2010-2013,
<https://illinois.edu/sb/sec/4282975> copyright The Board of Trustees of the
University of Illinois. All rights reserved. For academic and research purposes only).*

1. How well do you understand the content of this course?
2. How accurately does your submitted work for the course (including exams/quizzes) reflect your understanding of the course content?
1. Did the coursework and course activities benefit your learning?
2. How much has this course helped you in writing effectively?
3. How much has this course helped you in communicating your ideas effectively in your spoken statements?
1. How much has this course helped you in collaborating effectively with others?
8. How much has this course helped you in improving your ability to separate and examine the pieces of an idea, experience, or theory?
9. How much has this course helped you in learning how to connect information from a variety of sources?
10. How much has this course helped you in learning how to apply concepts to practical problems or in new situations?
11. How much has this course helped you in considering the ethical implications of your actions?
12. How much has this course helped you in improving your ability to learn effectively on your own?

Response options: Not at all, A little, A moderate amount, A lot, A great deal

The following 11 questions are asked at the beginning and end of term:

7. I can judge the reliability of information from various sources.
13. I can express my ideas effectively when I write.
14. I can communicate effectively when I speak.
15. I collaborate well with others on academic work.
16. I am good at breaking down theories, ideas and experiences into pieces so I can consider them.
17. When I am given information from multiple sources, I have an easy time making connections between them.
18. I am able to apply the things I have learned to new problems and situations.
19. I tend to consider the ethical implications of my actions.
20. I am capable of learning on my own.
- Response options: Never, Sometimes, Often, Always
30. Please rate your confidence about your ability to succeed in school.
31. Please rate your confidence about your ability to succeed in this field.
- Response options: Low, Moderate, High

21. As a result of taking this course are you more or less likely to consider opinions or points of view different from your own or has the course made no difference?
- Response options: Much less likely, Somewhat less likely, No difference, Somewhat more likely, Much more likely
22. As a result of taking this course are you a better or worse judge of the strengths and weaknesses of ideas, or has the course made no difference?
23. As a result of taking this course are you a better or worse judge of how well a group discussion has met its goals, or has the course made no difference?
24. As a result of taking this course are you a better or worse judge of the reliability of information from various sources, or has the course made no difference?

Response options: Much worse, Somewhat worse, No difference, Somewhat Better, Much Better

25. As a result of taking this course are you more or less confident about your ability to succeed in school, or has the course made no difference?
26. As a result of taking this course are you more or less confident about your ability to succeed in this field, or has the course made no difference?
Response options: Much less confident, Somewhat less confident, No difference, Somewhat more confident, Much more confident
27. As a result of taking this course are you better or worse at recognizing when you need help with your academic work, or has the course made no difference?
Response options: Much worse, Somewhat worse, No difference, Somewhat Better, Much Better
28. As a result of taking this course are you more or less likely to discuss ideas from your courses, outside of class with others such as students, family members, or co-workers, or has the course made no difference?
29. As a result of taking this course are you more or less likely to ask future instructors about how coursework and course activities benefit your learning, or has the course made no difference?
Response options: Much less likely, Somewhat less likely, No difference, Somewhat more likely, Much more likely
32. Are you likely to apply knowledge and skills you gained from this course in contexts outside of this course?
Response options: Not likely, Slightly likely, Moderately likely, Very likely, Extremely likely
33. How well do you understand what constitutes successful work in this course?
Response options: Not well at all, Slightly well, Moderately well, Very well, Extremely well
34. How much did class meetings incorporate the students' suggestions and interests?
35. How much did the instructor value you as a student?
36. In this course, I knew the purpose of each assignment.
Response options: Not at all, A little, A moderate amount, A lot, A great deal
37. Each assignment included a section that explained how the assignment was related to the objectives of the course.
38. My instructor identified a specific learning goal for each assignment.
39. In this course, I knew the steps required to complete my assignments.
40. Each assignment included a detailed set of instructions for completing it.
41. My instructor provided detailed directions for each learning activity that was assigned.
42. In this course, I knew how my work would be evaluated.
43. My instructor provided students with annotated examples of past students' work.
44. My instructor provided tools I could use to assess the quality of my and others' work.
Response options: Never, Sometimes, Often, Always
45. How much has this course helped you in designing experiments or processes to address a problem?
46. How much has this course helped you in analyzing and interpreting data and/or problems?
47. How much has this course helped you in choosing methods appropriate to solving a problem?
Response options: Not at all, A little, A moderate amount, A lot, A great deal
48. I feel that I am a member of my school's community:
Response options: Never, Sometimes, Often, Always
49. How much has this course helped you to feel that you are a member of your school's community? Response options: Not at all, A little, A moderate amount, A lot, A great deal

Next page: demographic questions

- What is your gender?
Response options: Male, Female, I prefer not to respond, Additional: Please describe how you identify your gender.
- Before taking this course, did you complete any other course(s) in this department or field?
- Before taking this course, did you take any course(s) that gave "transparent" or explicit attention to how coursework and course activities benefit your learning?
Response options: Yes, No, I don't know
- What is your primary reason for taking this course?
Response options: To fulfill a requirement or prerequisite, Interest in the subject, Another reason
- Are you a person of Hispanic, Latino, or Spanish origin?
 - No, not of Hispanic, Latino, or Spanish origin
 - Yes, Mexican, Mexican American, Chicano/a
 - Yes, Puerto Rican
 - Yes, Cuban
 - Yes, another Hispanic, Latino, or Spanish origin -- *for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* Please indicate:
- With which of the following racial/ethnic groups (from the US Census categories below) do you identify? Please select all that apply.
 - White
 - Black, or African American
 - American Indian or Alaska Native. Please enter the name of your enrolled or principal tribe:
 - Asian Indian
 - Chinese
 - Filipino
 - Other Asian -- *for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.* Please indicate:
 - Japanese
 - Korean
 - Vietnamese
 - Native Hawaiian
 - Guamanian or Chamorro
 - Samoan
 - Other Pacific Islander -- *for example, Fijian, Tongan, and so on.* Please indicate:
 - Middle Eastern / North African (MENA)
 - Some other race. *Please indicate:*
- Are you a citizen of the country in which this course is taught?
Response options: Yes, No, I prefer not to respond
- Which of the following types of schools have you attended other than the one you are attending now?
 - Vocational, technical or trade school
 - Community college, junior college or two-year college
 - University or college other than this one
 - None
 - Other

- Please select a category below that most closely matches your proposed major field of study.
 - Humanities
 - Social and Behavioral Sciences
 - Physical Sciences, Mathematics and Engineering
 - Life Sciences
- Are you a first-generation student (first in your family to attend):
 - College
 - Graduate school
 - I'm not a first generation student
- Are you a first-generation immigrant in the country where you are living?
- Are you a part-time student? Response options: Yes, No, Other
- Please identify the number of people in your household/family.
- Please choose the range that best represents your household/family's income.
 - 0- \$17,500
 - \$17,501- \$23,600
 - \$23,601- \$29,700
 - \$29,701- \$35,800
 - \$35,801- \$41,800
 - \$41,801- \$47,900
 - \$47,901- \$54,000
 - \$54,001- \$60,100
 - \$60,101- \$66,200
 - \$66,201-\$75,000
 - Above \$75,000
- Comments



Additional Research Team Members Form

Instructions:

1. Complete all sections of this form.
2. INCOMPLETE FORMS WILL BE RETURNED.

1. General Information

Research Protocol Title: Transparency in Learning and Teaching in Higher Education (TILT Higher Ed) 711238-15

Principal Investigator: Mary-Ann Winkelmes

2. Research Team Members: *List all research team members (including PI) who will have contact with subjects, have contact with subjects' data or biological samples, or use subjects' personal information.*

NAME and DEPARTMENT	ROLE IN PROTOCOL	SPECIFIC EXPERIENCE WITH ROLE IN PROTOCOL	ROLE IN CONSENT PROCESS
EXAMPLE: Dr. Chris Researcher, Research Department	EXAMPLE: Developed protocol, collecting data, analyzing data, writing report	EXAMPLE: Has had previous research studies with human subjects	EXAMPLE: Recruiting subjects, writing the consent form, consenting subjects, answering questions
Dr. Erika Abad, UNLV	analysis of de-identified data	previous research studies with human subjects	none
Sharon Jalene, UNLV	analysis of de-identified data	previous research studies with human subjects	none
Derek Williamson, University of Alabama	analysis of de-identified data	assessment data analysis	none



Completion Date 16-Aug-2017
Expiration Date 15-Aug-2020
Record ID 24055282

This is to certify that:

Derek Williamson

Has completed the following CITI Program course:

Human Research (Curriculum Group)
Non-Medical Investigators (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

University of Alabama



Verify at www.citiprogram.org/verify/?wfc69ee9-58e5-46f8-b8ad-9b67b01621ed-24055282

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Sharon Jalene (ID: 2384951)
- **Email:** sharon.jalene@unlv.edu
- **Institution Affiliation:** University of Nevada, Las Vegas (ID: 418)
- **Institution Unit:** Kinesiology
- **Phone:** 702-895-0938

- **Curriculum Group:** Human Research
- **Course Learner Group:** Group 2. Social/Behavioral IRB
- **Stage:** Stage 1 - Basic Course
- **Description:** If you have any questions regarding your requirements you may contact the UNLV OPRS by phone at 702.895.2794 or by email at OPRSHumanSubjects@unlv.edu

- **Report ID:** 21261875
- **Completion Date:** 30-Oct-2016
- **Expiration Date:** 29-Oct-2021
- **Minimum Passing:** 75
- **Reported Score*:** 94

REQUIRED AND ELECTIVE MODULES ONLY

	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction (ID: 1127)	30-Oct-2016	3/3 (100%)
History and Ethical Principles - SBE (ID: 490)	30-Oct-2016	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	30-Oct-2016	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	30-Oct-2016	5/5 (100%)
Assessing Risk - SBE (ID: 503)	30-Oct-2016	5/5 (100%)
Informed Consent - SBE (ID: 504)	30-Oct-2016	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	30-Oct-2016	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	30-Oct-2016	4/5 (80%)
Research with Children - SBE (ID: 507)	30-Oct-2016	4/5 (80%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	30-Oct-2016	4/5 (80%)
International Research - SBE (ID: 509)	30-Oct-2016	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	30-Oct-2016	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	30-Oct-2016	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	30-Oct-2016	5/5 (100%)
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	30-Oct-2016	3/3 (100%)
UNLV (ID: 697)	30-Oct-2016	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/verify/?01c0de95-9952-4b52-9de1-624815f59944>

CITI Program

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2 COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Sharon Jalene (ID: 2384951)
- **Email:** sharon.jalene@unlv.edu
- **Institution Affiliation:** University of Nevada, Las Vegas (ID: 418)
- **Institution Unit:** Kinesiology
- **Phone:** 702-895-0938

- **Curriculum Group:** Human Research
- **Course Learner Group:** Group 2. Social/Behavioral IRB
- **Stage:** Stage 1 - Basic Course
- **Description:** If you have any questions regarding your requirements you may contact the UNLV OPRS by phone at 702.895.2794 or by email at OPRSHumanSubjects@unlv.edu

- **Report ID:** 21261875
- **Report Date:** 30-Oct-2016
- **Current Score**:** 95

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Introduction (ID: 757)	22-Aug-2011	No Quiz
History and Ethical Principles - SBE (ID: 490)	30-Oct-2016	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	30-Oct-2016	5/5 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	30-Oct-2016	3/3 (100%)
The Federal Regulations - SBE (ID: 502)	30-Oct-2016	5/5 (100%)
Assessing Risk - SBE (ID: 503)	30-Oct-2016	5/5 (100%)
Informed Consent - SBE (ID: 504)	30-Oct-2016	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	30-Oct-2016	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	30-Oct-2016	4/5 (80%)
Research with Children - SBE (ID: 507)	30-Oct-2016	4/5 (80%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	30-Oct-2016	4/5 (80%)
International Research - SBE (ID: 509)	30-Oct-2016	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	30-Oct-2016	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	30-Oct-2016	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	30-Oct-2016	5/5 (100%)
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	30-Oct-2016	3/3 (100%)
UNLV (ID: 697)	30-Oct-2016	No Quiz
Populations in Research Requiring Additional Considerations and/or Protections (ID: 16680)	30-Oct-2016	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/verify/?01c0de95-9952-4b52-9de1-624815f59944>

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Erika Abad (ID: 4795713)
- **Email:** erikagabad@gmail.com
- **Institution Affiliation:** City University of New York (CUNY) (ID: 535)
- **Institution Unit:** Center for Puerto Rican Studies
- **Phone:** 7733835636

- **Curriculum Group:** Responsible Conduct of Research (RCR)
- **Course Learner Group:** CUNY Researchers
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 15851071
- **Completion Date:** 04/23/2015
- **Expiration Date:** 04/21/2020
- **Minimum Passing:** 80
- **Reported Score*:** 98

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Export Controls and National Security (RCR) (ID:14770)	04/23/15	4/5 (80%)
Plagiarism (RCR-Basic) (ID:15156)	04/23/15	5/5 (100%)
Research, Ethics, and Society (RCR) (ID:15198)	04/23/15	5/5 (100%)
Authorship (RCR-Basic) (ID:16597)	04/23/15	5/5 (100%)
Collaborative Research (RCR-Basic) (ID:16598)	04/23/15	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID:16599)	04/23/15	5/5 (100%)
Data Management (RCR-Basic) (ID:16600)	04/23/15	5/5 (100%)
Mentoring (RCR-Basic) (ID:16602)	04/23/15	5/5 (100%)
Peer Review (RCR-Basic) (ID:16603)	04/23/15	5/5 (100%)
Research Misconduct (RCR-Basic) (ID:16604)	04/23/15	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program

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COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK TRANSCRIPT REPORT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Erika Abad (ID: 4795713)
- **Email:** erikagabad@gmail.com
- **Institution Affiliation:** City University of New York (CUNY) (ID: 535)
- **Institution Unit:** Center for Puerto Rican Studies
- **Phone:** 7733835636

- **Curriculum Group:** Responsible Conduct of Research (RCR)
- **Course Learner Group:** CUNY Researchers
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 15851071
- **Report Date:** 04/23/2015
- **Current Score**:** 98

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Export Controls and National Security (RCR) (ID:14770)	04/23/15	4/5 (80%)
Plagiarism (RCR-Basic) (ID:15156)	04/23/15	5/5 (100%)
Research, Ethics, and Society (RCR) (ID:15198)	04/23/15	5/5 (100%)
Authorship (RCR-Basic) (ID:16597)	04/23/15	5/5 (100%)
Collaborative Research (RCR-Basic) (ID:16598)	04/23/15	5/5 (100%)
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Data Management (RCR-Basic) (ID:16600)	04/23/15	5/5 (100%)
Mentoring (RCR-Basic) (ID:16602)	04/23/15	5/5 (100%)
Peer Review (RCR-Basic) (ID:16603)	04/23/15	5/5 (100%)
Research Misconduct (RCR-Basic) (ID:16604)	04/23/15	5/5 (100%)

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