



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

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## IRBNet message from Cindy Lee-Tataseo

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

Thu, Jul 28, 2016 at 4:08 PM

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: [711238-6] Transparency in Learning and Teaching Initiative

Dr. Winkelmes,

Thank you for your message regarding the referenced project. The information has been reviewed and no further information is needed. You may continue with the research with the changes listed in this request. For future changes to this protocol, please send a quick project mail to our office. We will review these changes for a change in review type. If the research remains exempt, we will reply to your IRBNet message letting you know no further information is needed.

Please let me know if you have any questions.

Thank you,  
Cindy Lee-Tataseo

# 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:

1. Handwritten and hand delivered forms **will not** be accepted.
2. INCOMPLETE FORMS WILL BE RETURNED.
3. Modification may not be implemented until you have received notification of IRB approval.
4. For your records, it is important that you keep a copy of this completed form.

### General Information

Submittal Date: 7/15/2016

Principal Investigator Name: Mary-Ann Winkelmes

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

Protocol Number: 711238-5

Last Approval Date: 7/11/2016

Prior Approval:  Expedited Review  Full Board Review  Exempt

### Description of Modification

Type of Modification (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> Currently approved procedure | <input type="checkbox"/> Informed Consent                         |
| <input type="checkbox"/> Number of subjects           | <input checked="" type="checkbox"/> Survey/Questionnaire          |
| <input checked="" type="checkbox"/> Research Team**   | <input type="checkbox"/> Other (e.g., advertisement, flyer, etc.) |
| <input type="checkbox"/> Title                        |   |

Modification Summary

Briefly describe the modification.

We are requesting permission to make 2 changes: 1) add several new research team members; 2) add or modify three survey questions.

\*\*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.

### 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.



## 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)

**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
<b>EXAMPLE:</b> Dr. Chris Researcher, Research Department	<b>EXAMPLE:</b> Developed protocol, collecting data, analyzing data, writing report	<b>EXAMPLE:</b> Has had previous research studies with human subjects	<b>EXAMPLE:</b> Recruiting subjects, writing the consent form, consenting subjects, answering questions
Dr. Carol Hurney, James Madison University	consultant, analysis of de-identified data	previous research studies with human subjects	none
Dr. Laura Cruz, Tennessee Technical Institute	consultant, analysis of de-identified data	previous research studies with human subjects	none
Dr. Carolyn Weisz, University of Puget Sound	consultant, analysis of de-identified data	previous psychometric analysis studies of survey tools	none
Dr. Kathryn Oleson, Reed College	consultant, analysis of de-identified data	previous psychometric analysis studies of survey tools	none
			none

# 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:** Carol Hurney (ID: 2650511)
- **Email:** hurneyca@jmu.edu
- **Institution Affiliation:** James Madison University (ID: 1632)
- **Institution Unit:** Center for Faculty Innovation
- **Phone:** 540-568-4846
  
- **Curriculum Group:** Human Research
- **Course Learner Group:** IRB Member
- **Stage:** Stage 1 - Basic Course
- **Description:** This Basic Course is appropriate for IRB or Ethics Committee members.
  
- **Report ID:** 7330492
- **Completion Date:** 08/24/2013
- **Expiration Date:** 08/23/2016
- **Minimum Passing:** 80
- **Reported Score\*:** 97

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
James Madison University (ID: 13649)	02/17/12	No Quiz
Belmont Report and CITI Course Introduction (ID: 1127)	02/17/12	3/3 (100%)
Students in Research (ID: 1321)	02/17/12	10/10 (100%)
History and Ethical Principles - SBE (ID: 490)	02/17/12	4/4 (100%)
History and Ethics of Human Subjects Research (ID: 498)	02/17/12	6/6 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	02/17/12	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	02/17/12	5/5 (100%)
Basic Institutional Review Board (IRB) Regulations and Review Process (ID: 2)	08/22/13	4/5 (80%)
Assessing Risk - SBE (ID: 503)	08/24/13	5/5 (100%)
Informed Consent - SBE (ID: 504)	08/24/13	5/5 (100%)
Informed Consent (ID: 3)	08/24/13	4/4 (100%)
Privacy and Confidentiality - SBE (ID: 505)	08/24/13	4/5 (80%)
Social and Behavioral Research (SBR) for Biomedical Researchers (ID: 4)	08/24/13	4/4 (100%)
Records-Based Research (ID: 5)	08/24/13	2/2 (100%)
Genetic Research in Human Populations (ID: 6)	08/24/13	2/2 (100%)
Research With Protected Populations - Vulnerable Subjects: An Overview (ID: 7)	08/24/13	4/4 (100%)
Research with Prisoners - SBE (ID: 506)	08/24/13	4/4 (100%)
Vulnerable Subjects - Research Involving Prisoners (ID: 8)	08/24/13	4/4 (100%)
Research with Children - SBE (ID: 507)	08/24/13	4/4 (100%)
Vulnerable Subjects - Research Involving Children (ID: 9)	08/24/13	3/3 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	08/24/13	4/4 (100%)
Vulnerable Subjects - Research Involving Pregnant Women, Human Fetuses, and Neonates (ID: 10)	08/24/13	3/3 (100%)
International Research - SBE (ID: 509)	08/24/13	3/3 (100%)
Internet-Based Research - SBE (ID: 510)	08/24/13	5/5 (100%)
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	08/24/13	3/3 (100%)
FDA-Regulated Research (ID: 12)	08/24/13	5/5 (100%)
Research and HIPAA Privacy Protections (ID: 14)	08/24/13	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	08/24/13	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	08/24/13	5/5 (100%)
The IRB Member Module - 'What Every New IRB Member Needs to Know' (ID: 816)	08/24/13	6/7 (86%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	08/24/13	2/3 (67%)

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.

# COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

## COURSEWORK TRANSCRIPT REPORT\*\*

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- **Course Learner Group:** IRB Member
- **Stage:** Stage 1 - Basic Course
- **Description:** This Basic Course is appropriate for IRB or Ethics Committee members.
  
- **Report ID:** 7330492
- **Report Date:** 06/20/2016
- **Current Score\*\*:** 97

### REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES

	MOST RECENT	SCORE
History and Ethics of Human Subjects Research (ID: 498)	02/17/12	6/6 (100%)
Students in Research (ID: 1321)	02/17/12	10/10 (100%)
James Madison University (ID: 13649)	02/17/12	No Quiz
Informed Consent (ID: 3)	08/24/13	4/4 (100%)
History and Ethical Principles - SBE (ID: 490)	02/17/12	4/4 (100%)
Social and Behavioral Research (SBR) for Biomedical Researchers (ID: 4)	08/24/13	4/4 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	02/17/12	5/5 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	02/17/12	3/3 (100%)
Records-Based Research (ID: 5)	08/24/13	2/2 (100%)
The Federal Regulations - SBE (ID: 502)	02/17/12	5/5 (100%)
Genetic Research in Human Populations (ID: 6)	08/24/13	2/2 (100%)
Assessing Risk - SBE (ID: 503)	08/24/13	5/5 (100%)
Vulnerable Subjects - Research Involving Prisoners (ID: 8)	08/24/13	4/4 (100%)
Informed Consent - SBE (ID: 504)	08/24/13	5/5 (100%)
Vulnerable Subjects - Research Involving Children (ID: 9)	08/24/13	3/3 (100%)
Privacy and Confidentiality - SBE (ID: 505)	08/24/13	4/5 (80%)
Vulnerable Subjects - Research Involving Pregnant Women, Human Fetuses, and Neonates (ID: 10)	08/24/13	3/3 (100%)
Research with Prisoners - SBE (ID: 506)	08/24/13	4/4 (100%)
Research with Children - SBE (ID: 507)	08/24/13	4/4 (100%)
FDA-Regulated Research (ID: 12)	08/24/13	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	08/24/13	4/4 (100%)
International Research - SBE (ID: 509)	08/24/13	3/3 (100%)
Internet-Based Research - SBE (ID: 510)	08/24/13	5/5 (100%)
The IRB Member Module - 'What Every New IRB Member Needs to Know' (ID: 816)	08/24/13	6/7 (86%)
Research and HIPAA Privacy Protections (ID: 14)	08/24/13	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	08/24/13	4/4 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	08/24/13	2/3 (67%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	08/24/13	5/5 (100%)
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	08/24/13	3/3 (100%)
Basic Institutional Review Board (IRB) Regulations and Review Process (ID: 2)	08/22/13	4/5 (80%)
Research With Protected Populations - Vulnerable Subjects: An Overview (ID: 7)	08/24/13	4/4 (100%)

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### CITI Program

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Phone: 305-243-7970

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:** Carolyn Weisz (ID: 5625192)
- **Email:** cweisz@pugetsound.edu
- **Institution Affiliation:** University of Nevada, Las Vegas (ID: 418)
- **Institution Unit:** Psychology
- **Phone:** 253 879-3303
  
- **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:** 20040083
- **Completion Date:** 06/28/2016
- **Expiration Date:** 06/27/2021
- **Minimum Passing:** 75
- **Reported Score\*:** 96

### REQUIRED AND ELECTIVE MODULES ONLY

### DATE COMPLETED

Belmont Report and CITI Course Introduction (ID: 1127)	06/27/16
History and Ethical Principles - SBE (ID: 490)	06/27/16
Defining Research with Human Subjects - SBE (ID: 491)	06/27/16
The Federal Regulations - SBE (ID: 502)	06/27/16
Assessing Risk - SBE (ID: 503)	06/27/16
Informed Consent - SBE (ID: 504)	06/27/16
Privacy and Confidentiality - SBE (ID: 505)	06/27/16
Research with Prisoners - SBE (ID: 506)	06/27/16
Research with Children - SBE (ID: 507)	06/27/16
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	06/28/16
International Research - SBE (ID: 509)	06/28/16
Internet-Based Research - SBE (ID: 510)	06/28/16
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	06/28/16
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	06/28/16
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	06/28/16
UNLV (ID: 697)	06/28/16

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# COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

## COURSEWORK TRANSCRIPT REPORT\*\*

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- **Report ID:** 20040083
- **Report Date:** 06/28/2016
- **Current Score\*\*:** 96

### REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES

### MOST RECENT

History and Ethical Principles - SBE (ID: 490)	06/27/16
Defining Research with Human Subjects - SBE (ID: 491)	06/27/16
Belmont Report and CITI Course Introduction (ID: 1127)	06/27/16
The Federal Regulations - SBE (ID: 502)	06/27/16
Assessing Risk - SBE (ID: 503)	06/27/16
Informed Consent - SBE (ID: 504)	06/27/16
Privacy and Confidentiality - SBE (ID: 505)	06/27/16
Research with Prisoners - SBE (ID: 506)	06/27/16
Research with Children - SBE (ID: 507)	06/27/16
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	06/28/16
International Research - SBE (ID: 509)	06/28/16
Internet-Based Research - SBE (ID: 510)	06/28/16
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	06/28/16
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	06/28/16
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	06/28/16
UNLV (ID: 697)	06/28/16

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# 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:** Kathryn Oleson (ID: 5640691)
- **Email:** koleson@reed.edu
- **Institution Affiliation:** University of Nevada, Las Vegas (ID: 418)
- **Institution Unit:** Psychology
- **Phone:** 503-517-7498
  
- **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:** 20080546
- **Completion Date:** 06/30/2016
- **Expiration Date:** 06/29/2021
- **Minimum Passing:** 75
- **Reported Score\*:** 94

### REQUIRED AND ELECTIVE MODULES ONLY

### DATE COMPLETED

Belmont Report and CITI Course Introduction (ID: 1127)	06/29/16
History and Ethical Principles - SBE (ID: 490)	06/30/16
Defining Research with Human Subjects - SBE (ID: 491)	06/30/16
The Federal Regulations - SBE (ID: 502)	06/30/16
Assessing Risk - SBE (ID: 503)	06/30/16
Informed Consent - SBE (ID: 504)	06/30/16
Privacy and Confidentiality - SBE (ID: 505)	06/30/16
Research with Prisoners - SBE (ID: 506)	06/30/16
Research with Children - SBE (ID: 507)	06/30/16
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	06/30/16
International Research - SBE (ID: 509)	06/30/16
Internet-Based Research - SBE (ID: 510)	06/30/16
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	06/30/16
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	06/30/16
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	06/30/16
UNLV (ID: 697)	06/30/16

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# COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

## COURSEWORK TRANSCRIPT REPORT\*\*

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- **Name:** Kathryn Oleson (ID: 5640691)
- **Email:** koleson@reed.edu
- **Institution Affiliation:** University of Nevada, Las Vegas (ID: 418)
- **Institution Unit:** Psychology
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- **Curriculum Group:** Human Research
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- **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:** 20080546
- **Report Date:** 06/30/2016
- **Current Score\*\*:** 93

### REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES

### MOST RECENT

History and Ethical Principles - SBE (ID: 490)	06/30/16
Defining Research with Human Subjects - SBE (ID: 491)	06/30/16
Belmont Report and CITI Course Introduction (ID: 1127)	06/29/16
The Federal Regulations - SBE (ID: 502)	06/30/16
Assessing Risk - SBE (ID: 503)	06/30/16
Informed Consent - SBE (ID: 504)	06/30/16
Privacy and Confidentiality - SBE (ID: 505)	06/30/16
Research with Prisoners - SBE (ID: 506)	06/30/16
Research with Children - SBE (ID: 507)	06/30/16
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	06/30/16
International Research - SBE (ID: 509)	06/30/16
Internet-Based Research - SBE (ID: 510)	06/30/16
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	06/30/16
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	06/30/16
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	06/30/16
UNLV (ID: 697)	06/30/16
Populations in Research Requiring Additional Considerations and/or Protections (ID: 16680)	06/29/16

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# COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

## COURSEWORK REQUIREMENTS REPORT\*

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- **Name:** Laura Cruz (ID: 1076456)
- **Institution Affiliation:** Western Carolina University (ID: 866)
- **Institution Unit:** History
  
- **Curriculum Group:** Human Research
- **Course Learner Group:** Social/Behavioral Research
- **Stage:** Stage 2 - Refresher Course
  
- **Report ID:** 10957451
- **Completion Date:** 08/19/2013
- **Expiration Date:** 08/18/2018
- **Minimum Passing:** 80
- **Reported Score\*:** 100

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
SBE Refresher 1 – Defining Research with Human Subjects (ID: 15029)	08/19/13	2/2 (100%)
SBE Refresher 1 – Privacy and Confidentiality (ID: 15035)	08/19/13	2/2 (100%)
SBE Refresher 1 – Assessing Risk (ID: 15034)	08/19/13	2/2 (100%)
SBE Refresher 1 – Research with Children (ID: 15036)	08/19/13	2/2 (100%)
SBE Refresher 1 – International Research (ID: 15028)	08/19/13	2/2 (100%)
SBE Refresher 1 – History and Ethical Principles (ID: 936)	08/19/13	2/2 (100%)
SBE Refresher 1 – Federal Regulations for Protecting Research Subjects (ID: 937)	08/19/13	2/2 (100%)
SBE Refresher 1 – Informed Consent (ID: 938)	08/19/13	2/2 (100%)
SBE Refresher 1 – Research with Prisoners (ID: 939)	08/19/13	2/2 (100%)
SBE Refresher 1 – Research in Educational Settings (ID: 940)	08/19/13	2/2 (100%)
SBE Refresher 1 – Instructions (ID: 943)	08/19/13	No Quiz
Western Carolina University Module (ID: 1647)	08/19/13	No Quiz

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\*\* 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:** Laura Cruz (ID: 1076456)
- **Institution Affiliation:** Western Carolina University (ID: 866)
- **Institution Unit:** History
  
- **Curriculum Group:** Human Research
- **Course Learner Group:** Social/Behavioral Research
- **Stage:** Stage 2 - Refresher Course
  
- **Report ID:** 10957451
- **Report Date:** 06/20/2016
- **Current Score\*\*:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
SBE Refresher 1 – History and Ethical Principles (ID: 936)	08/19/13	2/2 (100%)
SBE Refresher 1 – Federal Regulations for Protecting Research Subjects (ID: 937)	08/19/13	2/2 (100%)
SBE Refresher 1 – Informed Consent (ID: 938)	08/19/13	2/2 (100%)
SBE Refresher 1 – Research with Prisoners (ID: 939)	08/19/13	2/2 (100%)
SBE Refresher 1 – Research in Educational Settings (ID: 940)	08/19/13	2/2 (100%)
SBE Refresher 1 – Instructions (ID: 943)	08/19/13	No Quiz
SBE Refresher 1 – International Research (ID: 15028)	08/19/13	2/2 (100%)
SBE Refresher 1 – Defining Research with Human Subjects (ID: 15029)	08/19/13	2/2 (100%)
SBE Refresher 1 – Assessing Risk (ID: 15034)	08/19/13	2/2 (100%)
SBE Refresher 1 – Privacy and Confidentiality (ID: 15035)	08/19/13	2/2 (100%)
SBE Refresher 1 – Research with Children (ID: 15036)	08/19/13	2/2 (100%)
Western Carolina University Module (ID: 1647)	08/19/13	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.

### CITI Program

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

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?
3. Did the coursework and course activities benefit your learning?
4. How much has this course helped you in writing effectively?
5. How much has this course helped you in communicating your ideas effectively in your spoken statements?
6. How much has this course helped you in collaborating effectively with others?

*question 7 is intentionally skipped*

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:

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.
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: Never, Sometimes, Often, Always

Response options: Low, Moderate, High

48. I feel that I am a member of my school's community.  
Response options: Never, Sometimes, Often, Always

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?  
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 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