Institutional Review Board (IRB)

Application for Research Approval – Exemption 1

RESEARCH INTEGRITY

Please submit this protocol to IRB@georgiasouthern.edu in a single email; scanned signatures, Adobe Digital ID signatures, and DocuSign signatures are accepted. Applications may also be submitted via mail to the Research Integrity office, PO Box 8005.

Principal Investigator	
PI's Name: Courtney Toledo	Phone: 770-912-0714
Email: ctoledo@georgiasouthern.edu (Note: Georgia Southern email addresses will be used for all correspondence.)	Department: Elementary and Special Education College: College of Education
Primary Campus: ☒Statesboro Campus ☐ Armstrong Campus ☐ Liberty Campus	
☐ Faculty ☒ Doctoral ☐ Specialist ☐ Masters ☐ Undergraduate ☐ Other:	

Georgia Southern Co-Investigator(s)	
Co-I's Name(s): n/a (By each name indicate: F(Faculty), D(Doctoral), S(Specialist), M(Masters), U(Undergraduate), O(Other))	Email: (Note: Georgia Southern email addresses will be used for all correspondence.)

Personnel and/or Institutions Outside of Georgia Southern University involved in this research:	
	☐ IRB Approval Attached *(Reliance agreements not available on exempt protcols.)*
	☐ IRB Approval Attached (*Reliance agreements not available on exempt protcols.*)

Project Information
Title:Utilizing Role Play in teacher Preparation to Enhance Content Knowledge and Self-Efficacy: A Qualitative Case Study
Number of Subjects (Maximum): 20
Will you be using monetary incentives (cash and/or gift cards)? ☐ Yes   ☒ No
School(s)/Location(s) where data will be collected: Georgia Southern University; College of Education Building

☒ Self-funded/non-funded
 	
 ☐ Internal Georgia Southern
    Internal Source:
	☐ External Funding (*You are responsible for duplicate or additional approval submissions required by funders.*)
	 Funding Source: ☐ Federal ☐ State ☐ Private ☐ Contract
	 Funding Agency:
	 Status: ☐ Pending Submission ☐ Submitted ☐ Funded
	                                             Grant Number: 39G
	
	 Grant Title: ☐ Same as above **OR** Enter here:
	 ☐ Funding application scope of work attached

Compliance Information
Do you or any investigator on this project have a financial interest in the subjects, study outcome, or project sponsor? (A disclosed conflict of interest will not preclude approval. An undisclosed conflict of interest will result in disciplinary action.). ☐ Yes   ☒ No   (If yes attach disclosure form)

Certifications
I certify that the statements made in this request are accurate and complete, and if I receive IRB approval for this project, I agree to inform the IRB in writing of any emergent problems or proposed procedural changes. I agree not to proceed with the project until the problems have been resolved or the IRB has reviewed and approved the changes. It is the explicit responsibility of the researchers and supervising faculty/staff to ensure the well-being of human participants.   _____   _____   Signature of Primary Investigator   Date   _____   _____   Signature of Co-Investigator(s)   Date   By signing this cover page, I acknowledge that I have reviewed and approved this protocol for scientific merit, rationale, and significance. I further acknowledge that I approve the ethical basis for the study.   **If <u>faculty</u> project**, please have department chair sign.   **If <u>student</u> project**, please have the research advisor sign.   Dr. Peggy Shannon-Baker   Typed/Printed Name   Signature   Date

Institutional Review Board (IRB)

Application for Research Approval – Exemption 1

Instructions: Please respond to the following as clearly as possible. The application should include a step by step plan of how you will obtain your subjects, conduct the research, and analyze the data. Make sure the application clearly explains aspects of the methodology that provide protections for your human subjects. Your application should be written to be read and understood by a general audience who does not have prior knowledge of your research and by committee members who may not be expert in your specific field of research. Your reviewers will only have the information you provide in your application. Explain any technical terms, jargon or acronyms. Read the entire form before beginning to reduce repetition of information.

Exemption 1: Research, conducted in established or commonly accepted educational settings that specifically involves normal educational practices that are not likely to:
1. *Adversely impact students' opportunity to learn required educational content or*
2. *Adversely impact the assessment of educators who provide instruction.*

This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

DO NOT REMOVE THE QUESTIONS/PROMPTS.

1. Personnel
Please list ALL individuals who will be conducting research on this study. This includes the principal investigator, co-investigators, and any additional personnel. Also, please detail the experience, level of involvement in the process, and the access to information that each may have.
I, Courtney Toledo, am the sole researcher conducting this study with about two years of experience in conducting research. I am a doctoral student in the Curriculum Studies Ed.D. Program and I also serve as the course instructor for SPED 3134, which is where the data will be collected. I alone will assign the task, collect the data, and have full access to all information pertaining to this study. Dr. Peggy Shannon-Baker, Associate Professor in Educational Research, will be supervising this project as my dissertation chair. Dr. Shannon-Baker teaches graduate and doctoral level educational research courses and has been conducting educational research for 10 years. Dr. Shannon-Baker may have access to the data set for the purpose of mentoring in data analysis. Dr. Caitlin Criss, Assistant Professor in Special Education, will support me in recruitment for the study. She will only have access to the consent forms and will maintain these until grades are due in December, 2022.

2. Describe Your Subjects
A. *Briefly describe the study population.*
The participants involved in this study are junior level undergraduate students in the Special Education Teacher Preparation Program at Georgia Southern University. The participants are all currently enrolled in SPED 3134, Special Education Procedures, for the Fall 2022 semester with me (Courtney) as the instructor. This is a required course for students in the Special Education Program. There are a total of 20 students currently enrolled in this course. 17 of the 20 students identify as female and 3 of the 20 students identify as male. All students are over the age of 18.
B. *Applicable inclusion or exclusion requirements (ages, gender requirements, allergies, etc.)*
Only students who are registered for SPED 3134: Special Education Procedures during the Fall 2022 semester are able to participate in the learning and assigned activities utilized in this study. No students enrolled in this course will be excluded from having the option to be included within the data set. This is the only section of this course being offered in the fall.
C. *How long will each subject be involved in the project? (Please include the total number of occasions, the estimated duration of each occasion, and the overall timeframe)*
Each of these activities are a part of regular course activities that are already embedded in the course. The research does not require any additional time from the students, but below is the outline of the timeframe for the class activities. ● Course Instruction on IEPs: 5 hours and 30 minutes (two class sessions) ● Collaborative Work Time on IEPs: 2 hours and 45 minutes (one class session) ● IEP Meeting (first round): 30 minutes (4-5 students will sign up for 30 minute time slots during class time to complete their IEP meeting) (one class session) ● IEP Meeting (round 2): first 30 minutes of class period only ● Individual written reflection: varies per person but approximately 45 minutes to 2 hours.

3. Recruitment and Incentives
A. *Describe how subjects will be recruited (how will participants be asked to participate in the research).* ● *Attach a copy of recruitment emails, flyers, social media posts, etc.)* ● *DO NOT state that participants will not be recruited.*

All participants are currently enrolled in the course Special Education Procedures (SPED 3134) as part of their program of study. In order for participants to feel autonomy with their choice of participation due to my identity as both their course instructor and sole researcher, I will have Dr. Caitlin Criss, Assistant Professor of Special Education (citi certificate attached below), come into the classroom to assist with recruitment. Dr. Criss will describe the research procedures in detail, including how data will be collected utilizing an information sheet that I have created (attached) as well as a script for recruitment (attached). This information sheet will also be utilized for any students who may be absent from the class the day of recruitment. Participants will be allowed to ask questions and will sign a hard copy of the consent form (attached below) if they choose to participate. During this time, I will leave the classroom while Dr. Criss completes the recruitment process. Dr. Criss will hold onto the consent forms until grades are due.

B. *For participants under the age of 18:*

1. *Describe the procedures that will be used for corresponding with parents for recruitment. This should include procedures for obtaining parental consent.*

2. *Describe the procedures that will be used for obtaining minor's assent for this study.*

☒ N/A (All participants over the age of 18)

C. *Are you compensating your subjects with money, course credit, extra credit, or other incentives?*
☐ Yes ☒ No

D. *If yes, indicate how much, how they will be distributed, and describe how you will compensate subjects who withdraw from the project before it ends.*

4. Project description

A. *Which statement best describes the procedures in this protocol (including recruitment, consent, interventions, etc.)?*
☐ This data is being collected without ANY in person interactions with participants (i.e., online surveys, virtual interviews, etc.)

☒ This data is being collected in person with participants (i.e., in person interviews, in person focus groups, etc.).
    ☒ I certify that I will adhere to the following COVID safety guidelines:
        1. I will monitor the current transmission risk assessment by state and county using the COVID Data Tracker provided by the CDC and increase COVID safety measures as appropriate.
        2. I will follow the COVID safety guidelines of the organization whose facility I am using to conduct my research.
        3. Any shared devices or equipment will be sanitized using standard sanitation methods.

B. *Briefly describe in one or two sentences the purpose of your research.*

The purpose of this research is to determine the impact of a simulated Individualized Education Program (IEP) meeting on pre-service special education teachers' knowledge and understanding of the IEP process, including the IEP meeting and team members. In addition, this research will determine the changes in self-efficacy towards the IEP process as a result of participation in the research activities.

C. *Describe the educational setting in which the research will take place. (If not a teaching-school venue your project is not exempt.)*

This research will take place at Georgia Southern University in the College of Education.

D. *Describe the educational practice that will be compared or studied.*

The educational practice that will be studied through this research is the use of simulated IEP meetings as a method for teaching pre-service special education teachers how to develop an IEP, conduct an IEP meeting, and understand the responsibilities of different members of the IEP team. In order to conduct this research, I will utilize in class notes, video recordings the IEP meetings in order to have observational data to reference. I will also be taking anecdotal notes during the IEP meetings and conduct debrief sessions following each meeting. In addition, I will collect the reflections that the students will write as part of the simulated IEP assignment. The full educational plan is described below and the protocol is attached:

Step 1: Learn about Individualized Education Programs and work to develop them – During weeks seven and eight of class, I will teach the participants the components of an IEP, show them sample IEPs, teach appropriate ways to develop goals and objectives for students with disabilities, and examine the services that students with disabilities can receive through an IEP. During this time, students will respond to prompts within their interactive evidence journals. In addition, during these two weeks, the participants will select their IEP team member roles and will receive a partially completed IEP document. The participants will work in self-selected small groups in order to complete the remaining portions of the IEP, which include:

- Parental Concerns regarding their child's education
- Develop one measurable annual goal based on the present levels of academic achievement and functional performance
- Develop three short term objectives for each of the three annual goals
- Identify Student Supports, which include instructional accommodations and classroom testing accommodations

- Identify whether the student will participate in district and statewide assessments with or without accommodations or if the Georgia Alternative Assessment (GAA) is a more appropriate measurement for the student
- Determine special education and related services that the student will receive

The participants select one of the following roles for this assignment:
- Special Education Co-Teacher
- General Education Co-Teacher
- Parent
- School Psychologist
- Special Education Resource Teacher
- Student

Step 2: Engage in the Mock IEP Meetings – During week 9, the participants will sign up for a time slot during our class period to complete their simulated IEP meeting. During each 30 minute time frame, the participants should remain in the character of their role and complete the IEP meeting. As the course instructor, I will take field notes during the simulated IEP meeting as well as provide the students with "chance cards" that instruct the participants to engage in a specific behavior. These chance cards will occur a few times during the duration of the IEP meeting to different participants. The purpose of the chance cards are for students to be put in a real-world situation that they must work together to overcome. The chance cards include the following situations and are specific to each teams' assigned student:
- "Gotta Go": You have to go pick your students up from specials. Politely excuse yourself from the meeting.
- "Parent Concern": Start going "on and on" about a concern you have for your child. Explain how last years' teacher didn't support your child in this area. Keep talking until someone is able to redirect or address your concerns.
- "Argue": Take a stance on one of the goals and disagree with what is in the plans. Politely tell the team that you disagree and then propose that you'd like the team to develop or modify the goal.
- "Gotta Go": The meeting has gone on for far too long and you need to table the meeting for another day. Politely end the meeting and schedule a new day/time.
- "Ask the Psychologist": Ask the school psychologist to explain the test results for one of the recent evaluations conducted that is in the present levels of academic achievement and functional performance section.

Following these IEP meetings, I will debrief with each group, highlighting strengths and weaknesses.

During week 10, the first 30 minutes of class will be allotted for participants to engage in a second round of IEP meetings. These will occur during the same time frame during class. Unexpected occurrence cards will not be used during this round. Following these meetings, participants and I will engage in a whole class debrief session.

Step 3: Reflect on the IEP Meeting – Following the simulation IEP meeting, the participants will write a 1-3 page reflection of their experience during the IEP meeting. The reflection includes guided prompts for the participants to respond to, which included:
- Explain in your own words what an Individualized Education Plan is and include an explanation regarding the importance of an IEP.
- Describe your overall perception of the Mock IEP experience. How did the meeting(s) go? How has this experience impacted you? Describe how well equipped you feel to lead and/or participate in an IEP meeting in the future. Include details regarding what you learned about yourself, including your personal skills and abilities, and personal values.
- Describe your roles during both IEP meetings. What did you learn about these roles as a result of your experiences in both IEP meetings? What did you learn about the roles of other professionals during the IEP meeting?
- Reflect on what occurred during the meetings. Which components of the IEP simulation experiences contributed most to your learning?
- End your reflection with a description of what you would do the same and different if you were given the opportunity to conduct this IEP meeting again. Additionally, share any major takeaways that you gained from this experience.

E. *Describe the procedures that will be used to collect the research data. Describe the educational plan in sufficient detail to allow reviewers to understand your project. Clearly and briefly describe the methods you will use in terms of what and how content will be taught identifying research elements. If video clips are used – include the URL.*

- Evidence Journal (During class notes) will be collected during Step 1 (see above) in order to understand prior knowledge of pre-service teachers regarding the IEP process and team member roles before the simulation. *Journal prompts attached below.*
- Pre-Meeting Interview (through FlipGrid) will be collected during Step 1 in class where students will reflect on their initial perceptions about self-efficacy in the IEP meeting and their understanding of the IEP team member roles and responsibilities prior to the IEP simulation. These will be managed in FlipGrid with responses locked under a password protected account where responses will not be published. *Interview questions attached below.*
- IEP Meeting Observations Round 1 will include a video recording (for transcription use only) using zoom as well as my observational notes. These will be important for observing the students and their interactions. The video recording will be stored in my password protected zoom account through Georgia Southern University's zoom access.

- Post-Meeting Debrief Interviews will be conducted in order to determine their initial perceptions about the IEP meeting, including their individual strengths and weaknesses. Handwritten notes will be locked in my office (COE #4107) and the video recording of the debrief interview will be stored in my password protected zoom account through Georgia Southern University's zoom access. These videos will be transcribed for data analysis. *Debrief meeting protocol attached below.*
- IEP Meeting Observations Round 2 will include handwritten notes which will be locked in my office (#4107).
- Classwide Post-Meeting Debrief Interview will be conducted following the second round of IEP meetings in order to gain perceptions of the second meeting, including changes made the second time around. These videos will be transcribed for data analysis. *Debrief meeting protocol attached below.*
- Written reflections will be used from each individual to determine overall takeaways including, but not limited to, understanding about the IEP process, understanding about the IEP team member roles and responsibilities, self-efficacy related to participating in an IEP meeting. These will be submitted via the university learning management system, Folio, which is password protected. *See reflection prompts attached below.*
- Other data sources that will be used will include feedback from final course evaluations and feedback from course evaluations created by the instructor. All of these data will be stored via email and google drive which are password protected. *See instructor created course evaluation attached below.*

F.	Would the content be taught even if the research was not done?
	☒ **Yes** ☐ **No**

G.	Is ALL data collected the result of activities regularly required in the classroom as part of the Georgia state mandated curriculum? *(Only applies to K-12)*
	☐ **Yes** ☐ **No** ☒ **N/A**

H.	Does this project provide one set of students with additional assistance/opportunity or withhold assistance/opportunity that another group will receive?
	☐ **Yes** ☒ **No** (If yes, apply using expedited format)

I.	Describe how you will structure the study to limit adverse effect on classroom instruction time or student performance. *(Applies to any classroom)*
	The research will have no impact on instructional time because all of the data is coming from existing class activities.

J.	Does any of the activities involved in the project evaluate the quality of the instruction or the technique of the instructor? OR are you a supervising faculty member for the studied instructor? *(Applies to any classroom)*
	☐ **Yes** ☒ **No** (If yes to any option, apply using expedited format)

5. Data Analysis
A. *Briefly describe how you will analyze and report the collected data.*
Data will be analyzed qualitatively. I plan to look at my data sets by time: pre-meeting, during the meeting, and post-meeting. By grouping the data in this way, I will be able to see themes within the data over time. As I look at each chunk of data (pre, during, post), I plan to engage in multiple cycles of coding as the patterns and themes will emerge and evolve the more the data is sifted through (Saldaña, 2015). All written transcripts and reflections will be coded for themes and then smaller data sources that were collected will be utilized for triangulation. I plan to use descriptive coding, In-vivo coding, and process coding during first cycle codes (Saldaña, 2015) and pattern coding during the second cycle coding methods in order to reduce the data to manageable themes (Saldaña, 2015). Saldaña, J. (2015). *The coding manual for qualitative researchers (third edition)*. Sage.
B. *Include an explanation of how the data will be maintained after the study is complete. Specify where and how it will be stored (room number, password-protected file, etc.).*
As described above, the data will be stored through my password protected Georgia Southern University gmail account, including google drive, Folio, and zoom. Paper files collected (e.g. meeting notes) will be stored in my locked office in the College of Education (#4107).
C. ***For student PIs:*** *If this research is externally funded (funded by non-Georgia Southern funds), student researchers must specify which faculty or staff member will be responsible for records after you have left the university. The person listed below must be included in the personnel section of this application.*
Responsible Party: ☒ **N/A**

D. *Anticipated destruction date or method used to render it anonymous for future use:*
☐ Destroyed 3 Years after conclusion of research (minimum required for all PIs)
☐ Other timeframe:
☒ Maintained for future use in a de-identified fashion.
  Method used to render it anonymous for future use:
  ☐ Originally collected as de-identified
  ☒ Other: All student names will be changed to pseudonyms in the data set
Note: Your data may be subject to other retention regulations (i.e. American Psychology Association, etc.)

Attachments Checklist
Informed Consent(s) (See Informed Consent checklist for criteria)

☒ **Attached**

☐ **Informed consent or element of consent <u>waiver</u> requested**

   Attach the Waiver Request form (Complete Table 1 for complete waiver (e.g., a study that will only use classroom data from assignments that students will complete regardless of the research and data for this study will be recorded for study analysis and reported without individual identifiers and written FERPA statement is attached. (This should be described in your application.) **and table 2 for alteration of one or more elements. (**e.g., waiver of signature on consent form where data is anonymous**)**

Letter(s) of Cooperation(LOC)/site authorization(s)

☐ **Attached**

☒ **No data will be gathered from sources outside of my department**

☐ **The letter of cooperation will be obtained after IRB conditional approval**

LOC Notes: (If education data is requested, the permission must include a statement indicating if the data can be accessed for research purposes and if parental permission is required under the entities FERPA policy.) <u>Access to student data for teaching purposes does not provide access for research use.</u> See letter of cooperation sample on the GSU IRB forms website. Sample format is not required.

Other Documents

☒ **Pre/Post-test or other handouts that may assist to illustrate your project attached**

☒ **Copy of the data collection instrument**

☒ **Recruitment emails, flyers, posts, etc.**

<u>Reminder:</u> <u>No research can be undertaken until your proposal has been approved by the IRB.</u>

Evidence Journal (During class notes)

Week 6:
Introduce IEPs

IEP's

Click here to access the instructor PowerPoint

KWL
What do you <u>already know</u> about IEPs? What do you <u>want</u> to know?

K	W	L

IEP Meeting: As you watch the <u>video</u>, record notes/observations in the meeting agenda below. Include any questions you have as well.

IEP Participants	
Parent Rights	
Present Levels	
Special Factors	
Transition Plan	
Goals and Objectives	
Classroom Supports	
Statewide Testing	
Placement Options	
Excusal Form	
Minutes/Note Taker	
Other	

Individualized Education Program (IEP)

A document produced through the collaborative efforts of parents, student with a disability, school personnel, and service providers—the IEP team.

Partner Activity

Work with a neighbor to review the IEP template.
1) Discuss what you think are the major components of the IEP.
2) Use the recording sheet to guide your discussion:

Major Components of the IEP	
I Like, I Wonder	I like... I wonder...

Related Services

Add text boxes to identify some related services students might receive. Connect them to your web however you choose!

Related Services

IEP Team Member Roles & Responsibilities

Stop & Jot the responsibilities of IEP team members shared below.

Special Ed Teacher	
General Ed Teacher	
Parent	
School Psychologist	
Student	

Tabs: Week 2, Week 3, Week 4, Week 5, Week 6, Week 7, Week 8

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Pre-Meeting Interview (through FlipGrid)

Participants will respond to Question 1 and Question 2 using the FlipGrid video platform

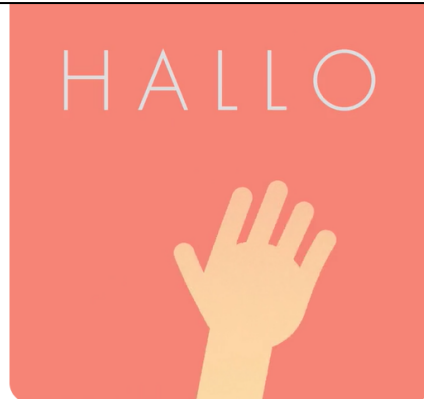## IEP Pre-Meeting Interview Question 1

0 responses • 0 views • 0 comments • 0 hours of discussion

You are about to participate in your simulated IEP meeting. Please respond to the following prompt to share your perceptions prior to the meeting.
In your video, share:
😄 Describe your role and responsibilities for the IEP meeting as well as the roles and responsibilities of others on your IEP team.

Click the button with the book and speaker to access the Immersive Reader and transform this text!

🛡 Moderated topic

IEP Pre-Meeting Interview: Question 2

0 responses • 0 views • 0 comments • 0 hours of discussion

You are about to participate in your simulated IEP meeting. Please respond to the following prompt to share your perceptions prior to the meeting.
In your video, share:
😄 How well equipped do you feel to participate in an IEP meeting in the future? Describe your beliefs about your abilities to do this in your future as a special education teacher.

Click the button with the book and speaker to access the Immersive Reader and transform this text!

IEP Meeting Observations Round 1 Notes Sheet

Student	Role	Professionalism	Reaction to Unexpected Occurrence Cards	Additional Notes for Individuals
Group 1; Case Student ___				

IEP notes for the group:

Post-Meeting Debrief Interview Questions

Goal: The goal of this semi-structured interview is to gain an understanding of the IEP team's initial reactions to the IEP simulation experience, including new knowledge about IEPs and the IEP process, their understanding of the roles and responsibilities of IEP team members, and their self-efficacy related to the IEP meeting.

Interviewee: IEP Team #_____   Interviewer: Courtney Toledo

Date: _____   Time: _____   Place: In person

Introduce/Review (to respect the time provided for the IEP meetings, this part will be completed the class period prior to the IEP meetings):
1. Remind students of the goal of this interview/research project
2. While all students will participate in the debrief session, only data from those who provided consent will be included in this research (which will be identified following the conclusion of the semester).

Debrief/ Semi-structured Interview
1. What are your initial thoughts about the IEP meeting?
   a. Probe: What went well? What do you think could have gone better?
2. What did you learn about the different IEP team member roles and responsibilities?

Feedback: Following Question 2, I will share my comments and reflections/ recommendations for the future with the IEP team, providing both collective and individual feedback.

Debrief/ Semi-structured Interview
3. Now that we've all shared thoughts about how the IEP went, how well equipped do you feel to participate in an IEP meeting in the future?

Post-Meeting Debrief Interview Questions (Round 2)

Goal: The goal of this semi-structured interview is to gain an understanding of the whole classes overall reactions to the IEP simulation experience, including new knowledge about IEPs and the IEP process, their understanding of the roles and responsibilities of IEP team members, and their self-efficacy related to the IEP meeting. This interview will specifically focus on their takeaways from engaging in a second round of IEP meetings as a different IEP team member.

Interviewee: All participants   Interviewer: Courtney Toledo

Date: _____   Time: _____   Place: In person

Introduce/Review (to respect the time provided for the IEP meetings, this part will be completed the class period prior to the IEP meetings):
1. Remind students of the goal of this interview/research project
2. While all students will participate in the debrief session, only data from those who provided consent will be included in this research (which will be identified following the conclusion of the semester).

Debrief/ Semi-structured Interview
1. How did this round of IEP meetings differ from the first round?
    a. *Probe:* What went well? What do you think could have gone better?
2. What did you do differently this time in response to my feedback from the first IEP simulation?
    a. *Probe:* What did you learn about the different IEP team member roles and responsibilities this time around?
3. Has anyone had the opportunity to participate in an IEP meeting in their field experiences yet? If so, how have these experiences been similar or different to that experience?
4. Since this is the last simulated IEP meeting that you will experience within the program, I'm curious to know what your beliefs are about your ability to participate in an IEP meeting in the future?

Written Reflections Prompt

- Explain in your own words what an Individualized Education Plan is and include an explanation regarding the importance of an IEP.

- Describe your overall perception of the Mock IEP experience. How did the meeting(s) go? How has this experience impacted you? Describe how well equipped you feel to lead and/or participate in an IEP meeting in the future. Include details regarding what you learned about yourself, including your personal skills and abilities, and personal values.

- Describe your roles during both IEP meetings. What did you learn about these roles as a result of your experiences in both IEP meetings? What did you learn about the roles of other professionals during the IEP meeting?

- Reflect on what occurred during the meetings. Which components of the IEP simulation experiences contributed most to your learning?

- End your reflection with a description of what you would do the same and different if you were given the opportunity to conduct this IEP meeting again. Additionally, share any major takeaways that you gained from this experience.

Instructor Developed Course Evaluation

Course evaluation for SPED 3134: Special Education Procedures

Please submit feedback regarding the course you have just completed, including feedback on course structure, content, and instructor.

Course Activities (Interactive journal, Group tasks, Eligibility Report, Lecture, Discussion, etc.)

	Strongly disagree	Disagree	Agree	Strongly Agree
The course activiti...	○	○	○	○
The course activiti...	○	○	○	○
The course activiti...	○	○	○	○

Course readings

	Strongly disagree	Disagree	Agree	Strongly agree
The course readin…	○	○	○	○
I often skip the rea…	○	○	○	○
The readings are h…	○	○	○	○

What aspects of this course have been most useful or valuable?

Long answer text

What types of activities would you like to see more of in this course?

Long answer text

To what degree do you feel your thoughts/opinions/experiences are valued in this class?

	1	2	3	
Not at all	○	○	○	Very much so

To what degree do you feel comfortable sharing your experiences or responses in class?

	1	2	3	
Not at all	○	○	○	Very comfortable

What is one thing I can do to make learning more accessible/ enjoyable/ beneficial to you?

Long answer text

FORM REV 7.27.22

GEORGIA SOUTHERN UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION

Informed Consent For

Utilizing Role Play in teacher Preparation to Enhance Content Knowledge and Self-Efficacy: A Qualitative Case Study

I, Courtney Toledo, am a faculty member in the Department of Elementary and Special Education and am also a doctoral student in the Curriculum Studies Ed.D. Program here at Georgia Southern University. I am conducting a qualitative research study of my use of the simulated IEP meeting in my course about special education law and procedures. I am asking for your *permission to use your data from the Fall SPED 3134: Special Education Procedures course.*

Research Purpose: The purpose of this study is to investigate pre-service special education teachers' experiences with simulated Individualized Education Program (IEP) meetings in one undergraduate educator preparation program. This research is being conducted with the approval of the Georgia Southern University Institutional Review Board (which reviews research ethics and procedures).

Procedures and Time needed: This research will require no more time from you beyond the activities you already completed in the Fall for class.

Benefits: You will not have any direct benefits for giving me your permission to use your data. However, you are the best person to speak to the benefits of using a simulated IEP meeting in teaching and learning about the IEP process. Your voice is important to this study.

Discomforts and Risks: I anticipate there being no greater risk or discomfort in giving your consent than what you would encounter in day-to-day life. All activities used for data in this study will already take place in class regardless of whether this study takes place.

Eligibility: To participate in this study, you must be 18 years of age or older, and be enrolled in the SPED 3134: Special Education Procedures course.

Confidentiality: To protect your confidentiality, you can choose a pseudonym and gender pronouns at the end of the form. If you give me consent to use your data from class, I will remove any identifying information, and your chosen pseudonym will instead be used when sharing information about the study. Electronic data will be stored in a secure Google Folder in order to be protected from others. Paper data, such as my notes during the IEP meeting, will be stored in my locked office in the COE (#4107). This data will be maintained for future use in this secure location.

Your information will be anonymized. This anonymizing process includes changing your name to a pseudonym; removing and/or fictionalizing specific experiences shared; etc.

I am careful to ensure that the information you voluntarily provide is as secure as possible; however, you must be aware that transmissions over the Internet cannot be guaranteed to be completely secure. Your confidentiality will be maintained to the degree permitted by the technology being used. You will be subject to the privacy policy of Zoom.

Future use of data: Data will be de-identified through the use of pseudonyms. De-identified or coded data may be placed in a publicly available repository for study validation and/or further research. Subsequent uses of your data will be subject to standard data use policies which protect the confidentiality of individuals and institutions.

Right to Ask Questions: Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher named above or the researcher's faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Institutional Review Board at 912-478-5465 or irb@georgiasouthern.edu.

Compensation: There is no compensation or incentive to participate in this research.

Voluntary Participation: You do not have to give me consent to use your data. You can say yes now but change your mind later; just email me. There are no penalties for deciding not to give your consent. Your decision will not impact any past or future courses with or grades from me.

What Does Giving Consent Mean: If you give me consent to use your data, this means I will keep a copy of the following to anonymize and analyze with others' data:
- **Evidence Journal Notes (specifically weeks 7 and 8)**
- **FlipGrid Interview Response**
- **Video Recording of the IEP meeting (first round)**
- **IEP Meeting Debrief Discussions (following both meeting rounds)**
- **Final: Written Reflection document**
- **Anonymous midterm and final course evaluations**

You will be given a copy of this consent form to keep for your records. This project has been reviewed and approved by the GS Institutional Review Board under tracking number H23056.

Title of Project: *Utilizing Role Play in teacher Preparation to Enhance Content Knowledge and Self-Efficacy: A Qualitative Case Study*
Principal Investigator: (Courtney Toledo, 770-912-0714, ctoledo@georgiasouthern.edu)
Research Advisor: (Dr. Peggy Shannon-Baker, 912-478-0008, pshannonbaker@georgiasouthern.edu)

Your Name: _____

Do you allow me to use your data from class in my research (check one): [   ] Yes, I consent   [   ] No, I do not consent

What name would you like to be referred to in the data? Write a pseudonym: _____

What gender pronouns should be used to refer to you? _____

_____   _____
Participant Signature   **Date**

Recruitment Script

Good afternoon,

I was sent here on behalf of your instructor for SPED 3134: Special Education Procedures, Mrs. Toledo. I am reaching out to invite you to participate in her research study. The purpose of her study is to determine the impact of a simulated Individualized Education Program (IEP) meeting on your knowledge and understanding of the IEP process, including the IEP meeting and team members. In addition, this research will determine the changes in self-efficacy towards the IEP process as a result of participation in the research activities.

If you decide to participate in this study, you will not have any additional work to do outside of our typical classroom activities. All components of the research are included in the scheduled lessons and activities. However, if you agree to participate in this study, you are agreeing to Ms. Toledo being able to use the data collected from these activities. Included in this will be in-class notes on the IEP process from the evidence journals, recording of your mock IEP meetings, your written reflections following the IEP meetings, as well as audio recording of the IEP meeting debriefs.

Your consent for Mrs. Toledo to use your data is completely voluntary. You can choose for your data to be in this study or not. Your voluntary participation would assist Mrs. Toledo not only in fulfilling the requirements of her dissertation, but also supporting her in developing a greater understanding of how the IEP simulation impacts you and subsequently future educators. Please note that your identity will be protected via the use of pseudonyms. If you have any questions about the study, please don't hesitate to contact Mrs. Toledo at ctoledo@georgiasouthern.edu.

Here is the consent form for the research. Mrs. Toledo has asked that everyone sign a consent form. On the form, you can indicate if you do or do not want her to use your data from this class in her research. Let me know if anyone has questions about the form. Otherwise you can fill out the bottom part and turn it in to me before you leave.

Best,

Dr. Caitlin Criss

MOCK IEP RESEARCH

Mrs. Courtney Toledo

About the Research

The purpose of this study is to determine the impact of a simulated Individualized Education Program (IEP) meeting on pre-service special education teachers' knowledge and understanding of the IEP process, including the IEP meeting and team members. In addition, this research will determine the changes in self-efficacy towards the IEP process as a result of participation in the research activities.

Important Notes

Participating in this research will not require any additional tasks for you to complete during this class. By agreeing to participate, you are agreeing for me to use your data in the research. Names will be removed from all data and pseudonyms will be used to maintain anonymity.

Contact Info

Courtney Toledo
ctoledo@georgiasouthern.edu

You Can Help!

By choosing to participate in this study, you will:

- Assist Mrs. Toledo in fulfilling the requirements of her dissertation

- Support Mrs. Toledo in developing a greater understanding of how the IEP simulation impacts you and subsequently future educators.

- Help future teacher educators in learning how this activity could be recreated in other teacher educator programs once the findings are shared.

Courtney Toledo CITI Training

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:** Courtney Toledo (ID: 8739039)
- **Institution Affiliation:** Georgia Southern University (ID: 1063)
- **Institution Email:** ctoledo@georgiasouthern.edu

- **Curriculum Group:** Human Subjects-Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Record ID:** 34712929
- **Completion Date:** 03-Feb-2020
- **Expiration Date:** 02-Feb-2023
- **Minimum Passing:** 80
- **Reported Score*:** 92

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and Its Principles (ID: 1127)	03-Feb-2020	3/3 (100%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	03-Feb-2020	5/5 (100%)
Students in Research (ID: 1321)	03-Feb-2020	5/5 (100%)
History and Ethical Principles - SBE (ID: 490)	03-Feb-2020	4/5 (80%)
Defining Research with Human Subjects - SBE (ID: 491)	03-Feb-2020	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	03-Feb-2020	4/5 (80%)
Assessing Risk - SBE (ID: 503)	03-Feb-2020	5/5 (100%)
Informed Consent - SBE (ID: 504)	03-Feb-2020	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	03-Feb-2020	5/5 (100%)
Mobile Apps and Human Subjects Research (ID: 19728)	03-Feb-2020	5/5 (100%)
Cultural Competence in Research (ID: 15166)	03-Feb-2020	3/5 (60%)
Research with Children - SBE (ID: 507)	03-Feb-2020	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	03-Feb-2020	4/5 (80%)

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: www.citiprogram.org/verify/?kcf8fc1ba-313e-4223-b6bf-788040950640-34712929

Collaborative Institutional Training Initiative (CITI Program)
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Phone: 888-529-5929
Web: https://www.citiprogram.org

FORM REV 7.27.22

Courtney Toledo CITI Training

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:**   Courtney Toledo (ID: 8739039)
- **Institution Affiliation:** Georgia Southern University (ID: 1063)
- **Institution Email:**   ctoledo@georgiasouthern.edu

- **Curriculum Group:**   Human Subjects-Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:**   Same as Curriculum Group
- **Stage:**   Stage 1 - Basic Course
- **Description:**   Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Record ID:**   34712929
- **Report Date:**   03-Feb-2020
- **Current Score**:**   92

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Students in Research (ID: 1321)	03-Feb-2020	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	03-Feb-2020	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	03-Feb-2020	4/5 (80%)
Belmont Report and Its Principles (ID: 1127)	03-Feb-2020	3/3 (100%)
Assessing Risk - SBE (ID: 503)	03-Feb-2020	5/5 (100%)
Informed Consent - SBE (ID: 504)	03-Feb-2020	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	03-Feb-2020	5/5 (100%)
Research with Children - SBE (ID: 507)	03-Feb-2020	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	03-Feb-2020	4/5 (80%)
History and Ethical Principles - SBE (ID: 490)	03-Feb-2020	4/5 (80%)
Cultural Competence in Research (ID: 15166)	03-Feb-2020	3/5 (60%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	03-Feb-2020	5/5 (100%)
Mobile Apps and Human Subjects Research (ID: 19728)	03-Feb-2020	5/5 (100%)

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![CITI PROGRAM logo]

This is to certify that:

Peggy Shannon-Baker

Has completed the following CITI Program course:

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

Human Subjects-Social & Behavioral Research - Basic/Refresher

(Curriculum Group)

Human Subjects-Social & Behavioral Research - Basic/Refresher

(Course Learner Group)

2 - Refresher Course

(Stage)

Under requirements set by:

Georgia Southern University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wcf21a000-1e00-49bb-9761-c92565497767-36994267

Dr. Caitlin Criss CITI Training

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:** Caitlin Criss (ID: 6517384)
- **Institution Affiliation:** Georgia Southern University (ID: 1063)
- **Institution Email:** ccriss@georgiasouthern.edu

- **Curriculum Group:** Responsible Conduct of Research (RCR)
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** This course is for investigators, staff and students with an interest or focus in research. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 45115020
- **Completion Date:** 16-Sep-2021
- **Expiration Date:** N/A
- **Minimum Passing:** 80
- **Reported Score*:** 98

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Introduction to RCR (RCR-Basic) (ID: 17009)	16-Sep-2021	3/3 (100%)
Authorship (RCR-Basic) (ID: 16597)	16-Sep-2021	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	16-Sep-2021	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	16-Sep-2021	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	16-Sep-2021	5/5 (100%)
Financial Responsibility (ID: 16601)	16-Sep-2021	4/5 (80%)
Mentoring (RCR-Basic) (ID: 16602)	16-Sep-2021	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	16-Sep-2021	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	16-Sep-2021	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	16-Sep-2021	5/5 (100%)
Presentation of Research Findings (ID: 19355)	16-Sep-2021	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: www.citiprogram.org/verify/?kb89a5f56-08ea-4396-985b-e728ca1d9810-45115020

Collaborative Institutional Training Initiative (CITI Program)
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Phone: 888-529-5929
Web: https://www.citiprogram.org

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Dr. Caitlin Criss CITI Training

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.

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- **Institution Email:** ccriss@georgiasouthern.edu

- **Curriculum Group:** Responsible Conduct of Research (RCR)
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** This course is for investigators, staff and students with an interest or focus in research. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 45115020
- **Report Date:** 16-Sep-2021
- **Current Score**:** 94

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	24-May-2018	4/5 (80%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	24-May-2018	3/5 (60%)
Plagiarism (RCR-Basic) (ID: 15156)	16-Sep-2021	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	16-Sep-2021	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	16-Sep-2021	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	16-Sep-2021	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	16-Sep-2021	5/5 (100%)
Financial Responsibility (ID: 16601)	16-Sep-2021	4/5 (80%)
Mentoring (RCR-Basic) (ID: 16602)	16-Sep-2021	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	16-Sep-2021	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	16-Sep-2021	5/5 (100%)
Introduction to RCR (RCR-Basic) (ID: 17009)	16-Sep-2021	3/3 (100%)
Presentation of Research Findings (ID: 19355)	16-Sep-2021	5/5 (100%)

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COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this <u>Requirements Report</u> 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.

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- **Institution Affiliation:** Georgia Southern University (ID: 1063)
- **Institution Email:** ccriss@georgiasouthern.edu

- **Curriculum Group:** Human Subjects-Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Record ID:** 45115018
- **Completion Date:** 16-Sep-2021
- **Expiration Date:** 15-Sep-2024
- **Minimum Passing:** 80
- **Reported Score*:** 97

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and Its Principles (ID: 1127)	16-Sep-2021	3/3 (100%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	16-Sep-2021	5/5 (100%)
Students in Research (ID: 1321)	16-Sep-2021	4/5 (80%)
History and Ethical Principles - SBE (ID: 490)	22-Aug-2017	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	22-Aug-2017	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	22-Aug-2017	5/5 (100%)
Assessing Risk - SBE (ID: 503)	22-Aug-2017	5/5 (100%)
Informed Consent - SBE (ID: 504)	22-Aug-2017	4/5 (80%)
Privacy and Confidentiality - SBE (ID: 505)	22-Aug-2017	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	22-Aug-2017	5/5 (100%)
Research with Children - SBE (ID: 507)	22-Aug-2017	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	22-Aug-2017	5/5 (100%)
Research and HIPAA Privacy Protections (ID: 14)	22-Aug-2017	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: www.citiprogram.org/verify/?k3f754ef0-d59c-459f-8ad6-148d607dfc0b-45115018

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COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

** NOTE: Scores on this <u>Transcript Report</u> 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.

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- **Institution Affiliation:** Georgia Southern University (ID: 1063)
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- **Curriculum Group:** Human Subjects-Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Record ID:** 45115018
- **Report Date:** 16-Sep-2021
- **Current Score**:** 96

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Students in Research (ID: 1321)	16-Sep-2021	4/5 (80%)
Defining Research with Human Subjects - SBE (ID: 491)	22-Aug-2017	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	22-Aug-2017	5/5 (100%)
Belmont Report and Its Principles (ID: 1127)	16-Sep-2021	3/3 (100%)
Records-Based Research (ID: 5)	22-Aug-2017	2/3 (67%)
Assessing Risk - SBE (ID: 503)	22-Aug-2017	5/5 (100%)
Informed Consent - SBE (ID: 504)	22-Aug-2017	4/5 (80%)
Privacy and Confidentiality - SBE (ID: 505)	22-Aug-2017	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	22-Aug-2017	5/5 (100%)
Research with Children - SBE (ID: 507)	22-Aug-2017	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	22-Aug-2017	5/5 (100%)
International Research - SBE (ID: 509)	22-Aug-2017	5/5 (100%)
Research and HIPAA Privacy Protections (ID: 14)	22-Aug-2017	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	22-Aug-2017	5/5 (100%)
History and Ethical Principles - SBE (ID: 490)	22-Aug-2017	5/5 (100%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	16-Sep-2021	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: www.citiprogram.org/verify/?k3f754ef0-d59c-459f-8ad6-148d607dfc0b-45115018

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this <u>Requirements Report</u> 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.

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- **Expiration Date:** 15-Sep-2024
- **Minimum Passing:** 80
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REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and Its Principles (ID: 1127)	16-Sep-2021	3/3 (100%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	16-Sep-2021	5/5 (100%)
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Research and HIPAA Privacy Protections (ID: 14)	22-Aug-2017	5/5 (100%)

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COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

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- **Record ID:** 45115018
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The Federal Regulations - SBE (ID: 502)	22-Aug-2017	5/5 (100%)
Belmont Report and Its Principles (ID: 1127)	16-Sep-2021	3/3 (100%)
Records-Based Research (ID: 5)	22-Aug-2017	2/3 (67%)
Assessing Risk - SBE (ID: 503)	22-Aug-2017	5/5 (100%)
Informed Consent - SBE (ID: 504)	22-Aug-2017	4/5 (80%)
Privacy and Confidentiality - SBE (ID: 505)	22-Aug-2017	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	22-Aug-2017	5/5 (100%)
Research with Children - SBE (ID: 507)	22-Aug-2017	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	22-Aug-2017	5/5 (100%)
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Conflicts of Interest in Human Subjects Research (ID: 17464)	16-Sep-2021	5/5 (100%)

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