Illinois State University Institutional Review Board
Research with Human Subjects
Protocol Submission Form

IRB Number _____
(Number to be completed by REC)

Federal regulations and Illinois State University policy require that all research involving humans as subjects be reviewed and approved by the University Institutional Review Board (IRB) prior to conducting the research. ***As of January 1, 2011*, the IRB will not review any protocol submitted without documentation of mandatory CITI training.** For information on training requirements, human subjects research policies, forms, and templates, please visit the Research Ethics & Compliance (REC) website at: **rsp.illinoisstate.edu/research/.**

Please complete and forward this form and all supporting documents to your Department/Unit IRB representative. Handwritten applications will not be accepted. If you have any questions, please contact your Departmental/Unit IRB representative or the Research Ethics & Compliance Office at 438-2529 or via email at rec@IllinoisState.edu.

I. General Information

A. Protocol Title

Interpreting the Frames in U. S. schools

B. Purpose of Project

Student Research (check one): ☐ Class project *(Course #)* ☐ Dissertation ☐ Thesis ☐ Batch protocol *(Course #)*

Faculty/Staff Research (indicate funding source):

☐ Non-funded ☐ University funds ☐ Corporate sponsor ☐ Foundation

Externally funded: ☐ To be submitted ☐ Submitted ☐ In Review ☐ Award Pending ☐ Award Made

Name of Sponsor: Agency Assigned Grant # RSP #

Address: Contact Person:

C. Investigator Information

Principal Investigator Information (PI must be an ISU faculty or staff member)

Principal Investigator			☐ Faculty ☐ Staff	
Dept	Mail Code	Telephone Number	E-mail Address	CITI Training Completion Code

Co-Principal Investigator Information — Participation Start Date

Co-Principal Investigator			☐ Faculty ☐ Staff ☐ Graduate Student ☐ Undergraduate Student	
Dept	Mail Code	Telephone Number	E-mail Address	CITI Training Completion Code

Additional personnel should be listed on a separate sheet attached to the protocol. Include (at a minimum) name, role in the research, start date, and CITI Training Completion Code.

II. Principal Investigator Assurance

As Principal Investigator, I certify that to the best of my knowledge:

1. The information provided for this project is correct
2. I agree to conduct this research as described in the attached supporting documents and no other procedures will be used.
3. I will not implement any changes to the protocol (procedures, personnel, etc.), including modifications requested by the funding agency, prior to receiving written approval from the IRB.
4. I will comply with federal and University policies for conducting ethical research.
5. I will be responsible for ensuring that the work of my co-investigator(s)/student researcher(s) complies with this protocol.
6. Any unexpected or otherwise significant events in the course of this study will be promptly reported to the REC.
7. I understand that any noncompliance associated with this protocol can result in disciplinary action under the IRB as well as the Academic Integrity policy of the University.

_____ 4/21/14

Principal Investigator Signature Date

III. Protocol Description

A. GENERAL

The IRB is required to assess whether the proposed research design is scientifically sound and will not unnecessarily expose subjects to risk. Please provide a **BRIEF** description of the proposed research. State the goals and/or hypotheses of this study and how these goals relate to previous research in this area. The description must be made in **LAYPERSON'S TERMS**, as the IRB is made up of researchers, non-researchers, and community members with diverse backgrounds and expertise. *Any technical terms or terms of art must be explained.* If the research is being conducted in conjunction with classroom activities, be sure to clearly describe the normal classroom activities separately from the research component.

How do ISU teacher candidates (TCs) interpret the Frames and the Conceptual Framework to create units of study?

How do ISU TCs implement units of study using the Frames and the Conceptual Framework within U.S. middle school and high school art classrooms?

Subquestion: In what ways do the ISU TCs and cooperating teachers (CTs) find the use of the Frames and the Conceptual Framework suitable or not suitable approaches to teaching art?

Since 1994, secondary art educators in New South Wales (NSW), the largest Australian state have been using an innovative, statewide visual art curriculum that is grounded in the theory and practice of the contemporary art world. NSW students conduct arts-based research that includes looking at works of artists and cultures, analyzing them, and integrating their themes, techniques, and visual cultures with their own experiences to create personal bodies of work. Students record this research in visual journals, mixed media diaries that are collages of collected images, writing, and sketches. Subsequent student artwork explores a wide variety of materials and techniques. The curriculum consists of forty percent art historical and critical practices and sixty percent studio practices. This innovative curriculum revolves around the Frames: Subjective, Cultural, Structural, and Postmodern, four theoretical lenses used by art educators and students to investigate the Conceptual Framework, relationships between the artist, the artwork, the world and the audience. Students use field trips and real life experiences as a basis for this cultural study within the art room. The resulting NSW student artwork and critical writing is well-informed interdisciplinary study that is a model for U.S. practice.

Between July 15 and August 8, 2013, Dr. Briggs, ISU Associate Professor of Art Education and Dr. Brennan, ISU Assistant Professor of Art Education, using ISU IRB number 2013-0187, interviewed seven NSW visual arts teachers and 26 NSW visual arts students, collected curriculum samples, took observation notes, and photographed student artwork and writing to discern how New South Wales visual arts teachers and students interpret the NSW Visual Arts Syllabi, Years 7-10 and 11-12 in curriculum creation and implementation.

Using study results, Drs. Briggs and Brennan have rewritten ISU art education secondary methods courses, Art 211: Media, Techniques & Inquiry for Secondary Schools and Art 309: Professional Art Education Sequence (Spring Semester) to use the NSW approach to curriculum writing and execution. The NSW visual arts practices will enable U.S. art education faculty and teacher candidates (TCs) to implement the new U.S. visual art secondary standards, as well as the Common Core standards within their classroom procedures and to prepare for the edTPA assessment. Outcomes of this study will have the potential to rewrite the ways in which U.S. art educators create and execute lesson units, moving them away from a narrow formalist approach that solely stresses technique and compositional issues to one that places the artwork as an artifact to be created, conceptualized, viewed, and analyzed within a wider world.

This subsequent action research study will analyze which Frames and parts of the Conceptual Framework TCs within the researcher's 2014 Art 211: Media, Techniques, and Inquiry for Secondary Schools classes used, how frequently they used them, and how they used them to incorporate critical and historical study within their lesson units. Art 211 is taught once a year in the Spring semester. The researcher will also analyze in what ways TCs implied or named the Frames or Conceptual Framework to guide question or artwork creation within units of study that they taught in local high schools or middle schools under the guidance of CTs. A unit of study includes

the unit lesson plan, three artist handouts, additional teaching handouts, a Power Point, art project examples, and examples of middle school and high school student work. Units of study are an Art 211 course requirement, but units' specific use of the Frames or the Conceptual Framework is not strictly delineated for point value. The researcher will also ask TCs' permission to review their clinical reflections on their experience of teaching the units in CTs' classrooms. These reflections are also course requirements. The review of this material by the researcher will occur after Art 211 students have received their final grades for the course.

In this study the researcher will interview CTs about the use of the Frames and the Conceptual Frameworks within their art classrooms. It is hoped that responses to these questions will provide vital feedback as the implementation of the Frames and the Conceptual Framework within the structure of U.S. art education goes forward. These interviews will occur after Art 211 students receive their final grades for the course. Results of individual TCs' clinical reflections will not be revealed to CTs, nor will results of individual CT interviews be revealed to TCs.

B. METHODOLOGY

1. ***Subject Selection and Recruitment*:** The IRB must assure that subjects have been selected equitably in terms of gender, race, and ethnicity; that benefits are distributed fairly among the community's populations; and that additional safeguards are in place to protect vulnerable populations.

   a) Identify all participant groups in the study and indicate criteria for including or excluding individuals from participation, such as gender, race, socioeconomic level, age, etc.

18 ISU TCs in the researcher's Art 211: Media, Techniques, and Inquiry for Secondary Schools classes.
6 CTs and students in the CTs' classes who completed the TCs' units of study.

   b) Total number of subjects: **193**.

   If targeting males/females specifically, indicate the numbers of: Males _____ and/or Females _____.
   Provide an explanation of why this gender is being targeted:

N/A

   If targeting a specific age range, indicate the range: From _____ to _____.
   Provide an explanation of why this age range is being targeted:

N/A

   c) Federal regulations and guidance contain explicit requirements for conducting research with protected populations such as children, mentally disabled individuals, prisoners, pregnant women (where the condition of being pregnant is related to the research,) and persons unable to provide legal consent, such as the cognitively impaired. Please check all that apply and complete and attach the appropriate appendices to your protocol. This study will involve:

   X Children **(Complete and attach Appendix B)**

   _____ Prisoners **(Complete and attach Appendix C)**

   _____ Pregnant Women, Human Fetuses, and Neonates **(Complete and attach Appendix D)**

   _____ Cognitively Impaired Individuals **(Complete and Attach Appendix E)**

   d) Describe how potential participants will be identified and how access to contact information will be obtained. If you plan to obtain information not publicly available, such as non-directory information; any proprietary sources, i.e. listserv, organization roster, or school records; or other information covered under HIPAA or FERPA regulations, IRB approval of the project does not grant automatic access to this information. The individual with authority over the information has the sole responsibility for determining whether to grant access. Please include documentation of permission to use this information or describe how permission will be obtained.

Potential participants will include all TCs in the researcher's 2014 Art 211: Media, Techniques, and Inquiry for Secondary Schools classes, all hosting CTs, and all middle and high school students in CTs' classes who completed the TCs' units of study and who are willing to share their project writing and artwork. The researcher will secure permission from the CTs' principals
The researcher will read a recruitment script to their students who completed the TCs' units **(Attachment O)** and will distribute letters of assent **(Attachment D)** and informed consent **(Attachment E)** to the students and letters of permission to parents and guardians **(Attachment B)** after the units are complete. The research will be conducted in English.
Students, parents, and guardians will be asked to sign the letters and return them to the school secretary who will keep them in a secure envelope for the researcher. It will be made clear that students may withdraw from the study at any time. It will

be made clear that a student's grade will not be affected by being a part of the study. Identities of all participants, students and art teachers, will be kept confidential in the published research.
An ISU art education faculty will read a recruitment script **(Attachment K)** and distribute and collect letters of consent **(Attachment J)** to 2014 Art 211 students and the SOA secretary will hold the returned consent forms. (This also can be in Fall 2014, as art education students travel through the program as a cohort, taking required art education courses each semester.) The researcher will see the consent forms when her final 2014 Art 211 grades for the class are submitted. It will be understood that TCs can withdraw from the study at any time.
The researcher will give consent forms to the CTs to be interviewed **(Attachment G)** and retrieve them. It will be understood that the CTs can withdraw from the study at any time.

e) Describe how participants will be recruited, including how will they be contacted and by whom. Attach copies of all recruitment documentation, (i.e. e-mail letters, flyers, telephone scripts, etc.).

An ISU art education faculty member other than the researcher will visit 2014 Art 211TCs during an Art Education class period to describe the study and to ask for participation. (This also can be in Fall 2014, as art education students travel through the program as a cohort, taking required art education courses each semester.) The researcher will contact CTs via email to ask for participation in the interview. The researcher will ask the principal's permission to collect student work samples **(Attachment A).** The researcher will explain the project to the middle and high school students who completed the units of study and will distribute the student informed consent and assent forms, and parental permission forms. Students will give signed forms to the school secretary who will hold them in a secure envelope for the researcher.

2. ***Informed Consent/Permission/Assent*****:** Informed consent is the process by which the subjects are provided detailed information as to the purpose of the research, the risks and benefits to them as participants, what will be expected of them, and then given the opportunity to agree to participate or not. Consent documents and scripts must be written in a language and at a level the subjects will understand. The researcher is also responsible for minimizing coercion and undue influence. **Coercion** occurs when there is an overt or implicit threat of harm presented in order to obtain participation, such as when a subject will lose access to certain services if they decline participation, when a student will experience reprisal or disapproval from an instructor, or when an employee will experience reprisal or disapproval from a supervisor. **Undue influence** can occur when there is an offer of an excessive or inappropriate reward to secure participation, such as a large cash payment or other gift.

a) *Required Elements of Informed Consent*: The required elements of informed consent are listed in **Appendix A**, which must be completed and can be found at the end of this document. Examples of informed consent and parent permission and guidance in drafting them can be found on the REC website. Please also refer to *45 CFR 46.116* for further information on requirements for informed consent and documentation, and the waiver or modification thereof.

b) *Informed Consent Procedures*:

i. **Consent** may be obtained only from persons legally competent to give it. For research involving minors, **parental permission** as well as **minor assent** may be required. For research involving cognitively impaired individuals, consent must be given by a Legally Authorized Representative. Refer to the REC website for guidance on this issue. From whom will consent/assent/permission be obtained for this study?

Consent will be obtained from Art 211 TCs and from CTs who hosted Art 211 TCs in their classroom. Permission will be obtained from the principals of the five participating schools to ask for examples of students' writing and artwork from the TCs' lesson plans. Parental permission of students who completed TCs units of study will be obtained as well as these students' assent. Informed consent will be obtained from students 18 years and over who completed TCs units of study in CTs classrooms.

ii. Describe what procedures will be used (and in what order) to secure informed consent/assent. Include whether there will be written or verbal presentation, and whether signatures will be required. If written consent, permission, or assent forms are being used, attach exact copies. If presented verbally, attach a copy of the presentation script.

An ISU Art Education faculty member other than the researcher will contact 2014 Art 211 TCs visit during an Art Education class period to describe the study, ask for participation, distribute and collect consent forms and give them to the SOA secretary for secure keeping. The researcher will contact CTs via email to ask for participation in the interview. The researcher will visit CTs in their classrooms to present and retrieve consent forms. The researcher will explain the study to the students and distribute permission, consent, and assent materials. Students will return these materials to the school secretary who will keep them secure until the researcher can retrieve them.

iii. Describe who will obtain informed consent and how coercion and undue influence will be minimized.

The researcher will only receive signed TC consent forms after Art 211 final grades are given for the class. The researcher will distribute informed consent and assent forms and parental permission forms to students. The school secretary will collect the signed forms.

3. ***Compensation:*** Compensation (e.g. payment, gifts, extra credit) for participation is allowable if it is not excessive or inappropriate. Compensation is not a benefit of participation.

   Will compensation be offered? _____Yes __X__No. If yes, complete the following:

   a) Indicate the type and amount.

   b) Describe how compensation will be disbursed, including how it will be handled for participants who withdraw from the study.

   c) Identify the funding source for the compensation (e.g. personal, grant, departmental).

4. ***Research Location:*** Where will the research take place? Please be as specific as possible. If research is confidential in nature, please explain how location will help preserve confidentiality.

The research will take place in CVA 302, Thomas Metcalf Elementary, Bloomington Junior High School, Lexington High School, Ridgeview High School, Evans Junior High

C. PROCEDURE

1. Individuals collecting the data must be appropriately trained to handle foreseeable adverse events, such as a subject being injured or becoming emotionally distressed. They must also fully understand the research project, including confidentiality issues. Please describe who will be collecting the data and their relevant training.

The researcher is an ISU Art Education Associate Professor who holds a Ph.D. in Art Education and who has completed CITI training.

2. Describe what participants will be expected to do, and in what order.

Art 211 TCs will be asked to share the units of study that they have created and taught in their 2014 Art 211 class (**Attachments L,M)**, along with their written clinical reflections **(Attachment N)** about their unit teaching. CTs will be asked to either orally complete or complete in writing questions about the process of using the Frames and the Conceptual Framework within their art education classrooms. **(Attachment I)** Participating students within these middle school and high school classrooms will be asked to share the written responses and the artwork they completed while participating in the TCs' units of study.

3. The use of psychological interventions, deception, or biomedical procedures, requires special review procedures, as each has particular risks. Please check all that apply:

____ *Psychological Interventions*: e.g. contrived social situations, manipulation of the subjects' attitudes, opinions, or self-esteem. **(Complete and attach Appendix F)**

____ *Deception:* e.g. false information is given to subjects, false impressions created, or information relating to the subjects' participation is withheld from them. **(Complete and attach Appendix G)**

____ *Biomedical procedures:* e.g. the taking or withholding of medication, ingestion of any food or other substances, injections, blood drawing, or any other procedure which would normally be done under medical supervision. **(Complete and attach Appendix H)**

4. ***Audio recording, video recording, and recording still images, including digital recordings,*** of participants can present special concerns, particularly regarding confidentiality. Projects involving these must make specific mention of them in the consent documents, including information about the storage of recorded material and how and when they will be destroyed. Please check all that apply below, and **complete and attach Appendix I if required**. This project will involve:

X Audio recording ____ Video recording **X** Still images

D. INSTRUMENTS/APPARATUS

Describe any forms, surveys, or instruments you plan to use. (Copies of each must be attached to the protocol.) If online surveys will be used, please identify the system to be used and describe the system's confidentiality protections.

CTs will give voluntary consent to participate in an oral interview with the researchers. **(Attachment I).** The identities of CTs who participate in the interviews will be kept confidential by the use of pseudonyms. The researcher will interview CTs individually in a school area without students or school personnel present. The CTs may withdraw from participation in the study at any time. The CTs may choose to write responses to the questions rather than participate in oral interviews.
TCs will be asked to submit materials from the units of study that they have created, including images of their artwork examples. **(Attachments L,M,N,P)**

E. DATA

Data security is critical to the protection of subjects' identities and private information. The IRB must evaluate whether the systems in place to protect the data are appropriate for the level of risk to the subjects.

1. Data can either be anonymous, confidential, or, if the subjects agree, neither anonymous nor confidential. Please note that even if names are not collected, it may be possible to identify subjects through IP addresses for web-based surveys, the collection of certain demographic information, etc. Please consider this when checking one of the following:

____ Anonymous (subjects cannot be identified, either directly or through identifiers)

__X__ Confidential (subjects will be identified, but their identities will be protected from disclosure)

____ Neither (subjects will be informed that their identities will be disclosed)

2. Describe how and where will the data stored and kept secure. Please specify the building and room number, if applicable.

Data from the study: printed transcripts of CT interviews, and printed photos or copies of student work will be stored and kept secure in a locked cabinet in the principal researcher's office, room 212B in the Center for Visual Arts at Illinois State University. TC oral interviews and their transcripts, photographs of student work, and copies of TC units and clinical reflections will be stored on the researcher' password protected computer.

3. Indicate who will have access to the data.

The researcher will have access to the data.

4. Describe how the data will be used, both during and after the research. Indicate whether it will be disseminated through publication, presentation or other means, and in what form (e.g. identifiable raw data, aggregate results with no identifiers, etc.).

Data from the study will be coded for reoccurring themes and analyzed to inform the researcher's papers. Data may also be used for conference presentations, articles, and in school district in-service training sessions. The researcher will use her findings to revise the ISU Art Education methods courses.

5. Describe how and when the data will be disposed of.

Data will be destroyed five years after the study.

F. RISKS

Risks to the subjects must be reasonable in relation to anticipated benefits, if any, to subjects, and the importance of knowledge that may reasonably be expected to result. *Physical risks* include anything potentially harmful to the body, including injury, illness, or death, while *psychological risks* can include reactions such as emotional distress or anxiety. *Social risks* include exposure to criminal or civil liability, or damage to the subjects' financial standing, employability, or reputation. Please note that all risks must be articulated in the consent form.

1. Describe foreseeable risks to the subject.

Middle and high school students and TCs may feel that either participation in or withdraw from the study will affect their classroom grade. All students in all classes will be asked to voluntarily participate in the study. Middle and high school students may be asked to leave their art in the classroom for the researcher to record. In this case the art teachers will be responsible for the work's security Middle and high school students may select pieces of their artwork that they would like the researchers to photograph.
TCs may feel that clinical reflections will be shared with CTs. CTs may worry that interview results will be shared with TCs.

2. Describe how these risks will be minimized.

The researcher will distribute and collect student consent/assent forms and parental permission forms. Students will be assured, through signed consent/assent forms, that their classroom grade will not be affected by participation or withdraw from the research study. Student study participants, working with their art teacher and

the researcher, will select artwork and writing that they will allow the researcher to photograph or copy. Artwork that includes these students' likenesses will be used for the study with the discretion of the researcher, the students, and the participating art teachers. Students' names will be deleted from their artwork and writing. The research will be conducted in English.

Students may be asked to leave their artwork in the classroom for the researcher to record. In this case the art teachers will be responsible for the work's security Students may select pieces of their artwork that they would like the researcher to photograph or writing that they would like the researcher to copy.

The researcher will interview CTs in a private location within the school during school hours. The CTs will be assured that they can withdraw from the study at any time.

The TCs will be assured that their clinical reflections will not be shared with the CTs, and the TCs will be assured that their interview results will not be shared with TCs.

The TCs will be assured that the researcher will have access to their consent forms only after the grades are submitted. The TCs will be assured that they may withdraw from the study at any time.

3. If these risks are greater than those encountered in everyday activities (more than "minimal risk,") additional explanation is required

Are these risks greater than minimal risk? _____ Yes __X__ No. If yes, complete the following:

a) Explain how they are outweighed by the sum of the benefits to the individual subject and to the importance of the knowledge to be gained.

There are no direct benefits to the participating students, TCs and CTs other than the ability to articulate the meaning behind their artwork and the intentions behind their pedagogy. Resulting Art 211 procedures will be improved as a result of research outcomes.

b) Discuss the alternative ways of conducting this research and why the one chosen is superior.

c) Explain fully how the **rights and welfare** of such subjects at risk will be protected (e.g., equipment closely monitored, psychological screening of prospective subjects, medical exam given prior to procedure).

G. BENEFITS

Benefits to the subjects must be weighed against foreseeable risks, and are to be distributed fairly among the community's population. Benefits may include anything health-related, psychosocial, or other direct value for individual subjects, or may yield generalizable knowledge that may further society's understanding of a disorder or condition. Compensation for participation is not a benefit.

1. Describe what you hope to learn from the study.

The objectives are:

- To analyze how the TCs research and implement the Frames and the Conceptual Framework in their units of study
- To record high school and middle school student artistic and written responses to the Frames and the Conceptual Framework

- To record CT responses to the Frames and the Conceptual Framework's implementation in their art classrooms
- To discern how the Frames and the Conceptual Framework implementation can succeed or be limited by demographics and physical circumstances.

Our goals are:

- To discern how the FRAMES and the Conceptual Framework can be adapted and implemented into the current U.S. Art Education model
- To open a dialogue between TCs, CTs, and ISU art education faculty that will assist in the adaptation and implementation of the Frames and the Conceptual Framework within the current U.S. Art Education model
- To move the current U.S. Art Education model to one that encourages critical thought and art world practice

I will use the findings to revise the ISU Art Education methods courses.

2. Who might find these results useful?

This study may be useful in the development of visual art curriculum for secondary art education. Both students and art teachers may gain insight from the results of this research.

3. Describe direct benefits to the participants, if any?

Participating CTs and TCs may gain a deeper understanding and appreciation of their incorporation of the Frames and the Conceptual Framework within their art classrooms. Participating art students may gain an understanding of the impact that the Frames and the Conceptual Framework has on their abilities to think about and to create works of art.

4. Explain how the benefits justify the associated risks.

CTs and TCs will be able to reflect upon their teaching practices and to share these practices with other U.S. art teachers. Students will be able to demonstrate best studio and art critical practices for U.S. high school art students.

IV. Checklist

Please complete this checklist to assure that all required components of your protocol have been included prior to submitting your protocol to your Departmental Representative. Incomplete protocols will be returned to the PI.

__X__ Informed consent procedures/documentation, or the request for modification or waiver thereof, have been clearly explained. Appendix A is attached.

__X__ This project involves the following vulnerable populations:

- __X__ Minors. Appendix B is attached.
- ____ Prisoners. Appendix C is attached.
- ____ Pregnant women, (where the condition of pregnancy is related to the study), human fetuses or neonates. Appendix D is attached.

____ Cognitively impaired individuals. Appendix E is attached.

____ Psychological interventions will be employed, such as contrived social situations, manipulation of the subject's attitudes, opinions or self-esteem, psychotherapeutic procedures, or other psychological influences. Appendix F is attached.

____ Elements of deception will be used. Appendix G is attached.

____ Biomedical procedures will be used. Appendix H is attached.

__X__ Audio recording, video recording, or still images will be used. Appendix I is attached.

Appendix A: Elements of Informed Consent

Federal regulations specify the required elements of informed consent. The regulations also allow for waiver or alteration of these elements under specific circumstances. If no waiver or alteration of the elements of informed consent has been requested, the informed consent procedures described in the protocol and consent documents must contain all of the elements listed below. Please mark "Yes" to indicate they are included in both the protocol and the consent documents, unless you have requested to waive or alter a particular element.

__X__ Yes 1. A statement that the study involves research

__X__ Yes 2. An explanation of the purposes of the research

__X__ Yes 3. The duration of the participant's participation

__X__ Yes 4. A description of procedures to be followed

__X__ Yes 5. A description of foreseeable risks or discomforts to the participant

__X__ Yes 6. A description of any benefits to the participants or any others that may be expected from the research

__X__ Yes 7. A statement describing the extent, if any, that confidentiality will be maintained

__X__ Yes 8. An explanation as to whom to contact concerning questions about the research; this should include the Principal Investigator's name and contact information. In addition, for questions about research participants' rights and/or a research related injury or adverse effects, list the Research Ethics & Compliance Office name and contact information: (309) 438-2529 and/or rec@ilstu.edu.

__X__ Yes 9. A statement that participation is voluntary

__X__ Yes 10. A statement that refusal to participate involves no penalty or loss of benefits

__X__ Yes 11. A statement that the subject may discontinue participation at any time without penalty or loss of benefits

If the IRB deems it appropriate, *additional elements* of informed consent may be required as follows:

- □ A statement that the particular treatment or procedure may involve risks to the subject (or to the embryo or fetus, if the subject is or may become pregnant) which are currently unforeseeable
- □ Anticipated circumstances under which the subject's participation may be terminated by the investigator without regard to the subject's consent
- □ Any additional costs to the subject that may result from participation in the research;
- □ The consequences of a subject's decision to withdraw from the research and procedures for orderly termination of participation by the subject
- □ A statement that significant new findings developed during the course of the research which may relate to the subject's willingness to continue participation will be provided to the subject
- □ The approximate number of subjects involved in the study