

**Institutional Review Board for Human Subjects Research (IRB/HSR)
California State University, Bakersfield
9001 Stockdale Highway, Bakersfield, CA 93311-1099**

**Minutes of Meeting
Friday, 26 January 2007
[Stockdale Room]**

Members Present:

Scientific Concerns: Marianne Abramson, Roseanna McCleary, Candace Meares
Nonscientific Concerns: Paul Newberry
Community Concerns: Anne Marie Duquette, Carolyn Wade-Southard

Members Absent:

Robert Carlisle, Nonscientific Concerns

Visitors:

Brian Hemphill for renewal of Protocol 02-05
John Dirkse, Imelda Simos-Valdez, Rosa Ventura, & Lisa Elliot for renewal of Protocols 03-61 & 03-63
Jeff Moffit for Protocol 06-88
Kristina LaGue for Protocol 07-02

CALL TO ORDER:

Chair Paul Newberry called the meeting to order at 8:03 AM.

PREVIOUS MINUTES:

Abramson moved and Duquette seconded a motion to approve the minutes for the IRB/HSR meeting of Friday 06 October 2006. The motion was approved 7-0.

ANNOUNCEMENTS:

A. Personnel changes

The Chair announced that Margaret Moorehead has replaced Jacquie Acosta as logistical support person for the IRB. The RERC noted that she has survived the ritual trial by fire. David Cherin, Interim GRASP Director, has accepted a position at another university. An Interim-Interim has not yet been selected. It was suggested that Dr. Sasaki would be ideal.

B. Meeting schedule for 2006-2007:

Members were reminded that the final two meetings coming up are 8 a.m. Friday, April 20, 2007 [submission deadline Friday, April 6, noon] and 8 a.m. Friday, June 8, 2007 [submission deadline Friday, May 25, noon]

OLD BUSINESS:

A. The RERC noted that the following steps specified at the October 2006 IRB meeting had taken place with respect to the "HSPT incident":

1. Online revisions so HSPT tutorial is accessed via honesty pledge.
2. HSPT expectations sent to all faculty who have filed IRB protocols beginning in 2005.
3. HSPT purpose and expectations sent to each school dean.
4. Students involved instructed to get HSPT certification elsewhere -- this is happening.

5. IRB reaction to this incident was communicated in writing to the instructor involved.

B. Update by John Dirkse on status of graduate thesis/project monitoring for IRB authorization.

Dirkse reported that following a meeting with Newberry and Suter in November he had met with the Graduate Coordinators and asked them to ponder how to better comply with IRB regulations. The RERC wondered why it is so hard to get graduate programs to simply insert a check-off for IRB compliance before students can collect data. Dirkse plans to propose that all graduate students do the HSPT tutorial. After discussion it was agreed that the IRB will provide Dirkse with a proposed tracking document for IRB authorization to be used by all graduate programs. The IRB will also forward suggested wording to be added to language on p. 362 of the 2005-2007 CSUB Catalog indicating that data collection cannot commence prior to IRB authorization.

NEW BUSINESS:

A. Formal Board affirmation of protocols previously approved under standard review, expedited review, and exemption from full review since the October 2006 meeting.

1. Standard Review [2] (conditionally approved at October 2006 meeting)

Number	Author	Title	Date Submitted	Reviewers	Date Approved
06-82	Vykha Maldonado	Parent-training for Defiant Children	9/15/2006	Abramson, Lee, Duquette	10/20/2006
06-88	Marianne Abramson, Isabel Sumaya, Melissa Dulcich	Effects of Bright Light Exposure on Alertness and Cognition	9/22/2006	Meares, Carlisle, Duquette	10/9/2006

Lee was puzzled why there were five reviewers listed for 06-88. Eventually the RERC offered the hypothesis that someone had taken the names on Protocol Review Forms in that folder and inserted them into the official log as the reviewers rather than checking the listing in the agenda for that meeting. Correct reviewers have been inserted into the minutes.

[Meares moved, Duquette seconded, approved 7-0]

2. Expedited Review [11]

Number	Author	Title	Date Submitted	Reviewers	Date Approved
06-85	Jared K. Chapman	Effects of Political Attitudes on Opposing Viewpoints: Evidence for a Threat to Core	9/21/2006	Meares, Carlisle	9/28/2006
06-90	Jared K. Chapman	Religiosity and a threat to core beliefs: A survey of religious leaders and college students	9/22/2006	Meares, Newberry	10/4/2006
06-92	Joan Digges	The Elder Volunteers in Practice (VIP) Project	9/27/2006	Abramson, Lee	10/26/2006
06-94	Kimberly Kaumeheiwā	Family Functioning Before & After Prostate Seed Implants	10/2/2006	Lee, McCleary	11/2/2006
06-95	Barbara Hamilton	Osteoporosis: What are care providers telling patients?	10/3/2006	Abramson, Newberry	10/25/2006
06-96	Carmen Patterson	Improving Discharge Instructions Process for Pts with Heart Failure: A Needs Assessment	10/4/2006	McCleary, Carlisle	10/16/2006

06-97	Marc Sizemore	Healthy Lifestyle Behavior of Nurse Practitioners and Registered Nurses Compared	10/9/2006	Newberry, Abramson	11/6/2006
06-101	Daniel Rubiaco	Feasibility Study for School Social Work at Dinuba Joint Union High School	10/19/2006	Lee, Meares	11/7/2006
06-111	Marcial Monzon	Retention and Recruitment for Community Organization Service Agency	11/7/2006	Meares, Newberry	12/14/2006
06-114	Stacey Worgull	Foster Family Agencies: A Needs Assessment in Bakersfield	11/9/2006	Carlisle, Meares	12/8/2006
06-116	Jessica Reyes	Needs Assessment for Therapeutic Preschool	11/14/2006	Abramson, Lee	12/17/2006

[Wade-Southard moved, Lee seconded, approved 7-0]

3. Exempted from Full Review [13]

Number	Author	Title	Date Submitted	Date Approved
06-83	Angela M. Brannon	Is the Public Sector Prepared for Generation Y	9/15/2006	10/19/2006
06-84	Jacqueline Mimms	Foundations of Excellence in the First College Year	9/21/2006	9/22/2006
06-86	Katrina Rodzon	Measuring Stereotypes Toward Lesbian Women	9/21/2006	9/25/2006
06-91	Amy Grundvig	Attitudes toward working women	9/25/2006	9/26/2006
06-93	Dan Gianoutsos	Program Evaluation of Bakersfield Chapter of the ASPA	9/27/2006	9/28/2006
06-98	Gretchen Skrotzki	The Effect of Using a Self-Evaluation Rubric on Fourth Grade Students' Writing Scores	10/17/2006	10/18/2006
06-102	Javier Parra-Martinez	Do pregnant & parenting teens benefit from the Cal-Learn Program?	10/23/2006	10/25/2006
06-104	R. Steven Daniels	WASC Institutional Self-Review - The Third-Round Policy Delphi	10/30/2006	10/31/2006
06-108	Shawn White	Expression of Hope: An After School Program Proposal for the children of East Bakersfield	11/6/2006	11/7/2006
06-109	Melissa Filla	Determining the needs of a rural Hispanic community	11/7/2006	11/30/2006
06-115	Debra Wilson	Utilization of the Preceptor Evaluation of Student Performance	11/9/2006	11/15/2006
06-123	Tara Rosas	The Effectiveness of Peer Evaluations on Reading Fluency of Fourth Grade Students	12/4/2006	12/5/2006
06-125	Gail Davidson	Evaluative Outcomes of the Community Health Nursing [CHN] Preceptor Training	12/13/2006	12/15/2006

[McCleary moved, Duquette seconded, approved 7-0]

4. Formal Board affirmation of protocols submitted and designated as not falling within the IRB/HSR definition of human subjects research (not within IRB/HSR purview) since the October 2006 meeting. [10]

Number	Author	Title	Date Submitted	Date Approved
06-99	Raeme Sendzik	Adolescent substance abuse treatment program: A needs assessment	10/19/2006	10/20/2006
06-100	Sarah Spicer	Pre-diabetes Program Proposal for Adolescents	10/20/2006	10/20/2006
06-105	Juan Pilar	Latino Treatment Utilization Performance Improvement Project	10/31/2006	11/3/2006
06-106	Julio Cibrian	Identifying Best Practice for Parent Education Service for Court-ordered Families	11/2/2006	11/2/2006
06-110	Angela Alvarado	Transitional Age Youth Program Description	11/7/2006	11/7/2006
06-112	Paul Bryan	A Recruitment and Retention Plan for the Department of Social Work at CSUB	11/9/2006	11/9/2006
06-113	Carrie Wombacher	Cooling Centers for Kern County Aging and Adult Services	11/9/2006	11/20/2006
06-117	Courtney Smith	Research Study to Determine "Best Practice" Services and Interventions for Elderly Adults in Their Homes Who Are Suffering From Dementia	11/14/2006	11/15/2006
06-119	Myra L. Sheppard	A Therapeutic preschool design for children with developmental behavioral and emotional problems	12/1/2006	12/1/2006
06-122	Dana Rose	Anger Management Curriculum for Elementary Aged Children	12/1/2006	12/1/2006

Author's name was corrected for 06-110 and the complete title for 06-119 was added to the minutes.

[Abramson moved, Meares seconded, approved 7-0]

5. Formal Board affirmation of previously approved protocols granted renewals since the October 2006 meeting. [5]

Number	Author	Title	Date Submitted	Date Renewed
05-36	Ron Pimentel & Students	Maintaining Fad Products Between Fads	4/12/2005	1/26/2007
06-03	Stacey Franciotti, Juan Avila, Angelita White	Recruiting Student Enrollment for the School of Education	1/6/2006	9/20/2006
06-14	Chandrasekhar Commuri	Knowledge sharing in public-nonprofit organizational networks	1/23/2006	10/12/2006
06-24	Roseanna McCleary, Jong Choi	Clinician Competency in Provision of Treatment to Adults with Serious Mental Illness	3/2/2006	1/25/2007
06-33	Emerson D. Case and Curt Asher	A Survey of English 110 Students Backgrounds In, and Attitudes Toward Library Use	3/29/2006	1/25/2007

[Meares moved, Duquette seconded, approved 7-0]

6. Formal Board affirmation of protocol closures (unless extension granted) whose authorization will end prior to the April 2007 IRB meeting. [23]

Number	Author	Title	Date Approved	Closing [end of]
02-48	Bonita F. Eighmey Coyle	An examination of the effect of the availability of community mental health services as a factor in the incidence and treatment expense of inmates with psychiatric diagnoses.	6/12/02	March 2007
04-44	Maryam Allahyar	Perception of Targets Using Multiple and Single High Resolution Displays	4/16/04	March 2007
04-49	Maryam Allahyar	Psychological Issues Related to Virtual Environment Training	5/05/04	March 2007
05-23	Penelope Swenson	A Study of Online Discussion and Course Engagement	3/2/2005	Feb 2007
06-07	Jeffrey K. Moffit, Donald C. Diboll, CSU Bakersfield	The effect of altering ventilation patterns on exercise-related transient abdominal pain (ETAP).	2/17/2006	March 2007
06-10	Jeffrey Moffit, Donald Diboll, CSUB	The effect of Rotor Cranks on Cycling and Post-cycling Running Economy in Triathletes	4/17/2006	March 2007
06-11	Jeffrey Moffit, Donald Diboll, CSUB	The effect of PowerCranks on Cycling and Post-cycling Running Economy in Triathletes	4/17/2006	March 2007
06-19	Deb Kasak, Amy Carter, Leslie Raney	Pre-Kindergarten: the Connection Between Teacher Knowledge and Reading Readiness	2/16/2006	Jan 2007
06-25	Kristine Holloway	Traditional and Distance Learners awareness, access, and use of Periodical Databases	3/2/2006	Feb 2007
06-26	Roopa Dave	The changing role of non profit organizations in the twenty first century: A study of new public management principles in non profits located in the Bakersfield area	3/14/2006	Feb 2007
06-27	Ryan T. Howell	The Daily Lives of College Students	3/27/2006	Feb 2007
06-30	Dianne Turner and Curt Guaglianone	Pilot Faculty Mentor Program School of Education	3/29/2006	March 2007
06-31	Anne Duran	Changes in Attitudes as a Result of Course Involvement	3/29/2006	Feb 2007
06-32	Eun-Ja Park	Effective Teaching Behaviors in Special Education Classrooms	4/4/2006	March 2007
06-34	Anne Duran, Jordan Rude	Defining Tolerance and Acceptance	4/10/2006	March 2007
06-36	Kristine Holloway, Savvina Chodhury	Perception of Instructors on Teaching with Interactive Television	4/12/2006	March 2007
06-38	Jeanell Guenther	Evaluation of the Diabetes Update for Nurses 2006 Program	4/12/2006	March 2007

06-39	Angela LeBeau	Effectiveness of Single-Sex and Coed Cooperative Learning groups on High School Science Achievement Scores	4/20/2006	March 2007
06-41	John Marble	A voice too long Silent" The story of Life for the Kern County Nisei in the 20th century	4/16/2006	March 2007
06-42	Wayne Clausen	Should Local Gov't in the San Joaquin Valley implement smart growth for air quality purposes?	4/19/2006	March 2007
06-43	Bradley James	Correlations between physical fitness scores and academic scores	4/19/2006	March 2007
06-44	James P. Jacks	An Analysis of Communication System Interoperability Among Kern County Emergency Management Agencies	4/24/2006	March 2007
06-46	Mark J. Salvaggio	The Commodification of Backpacking	4/24/2006	March 2007

Protocols 05-36, 06-24, and 06-33 were deleted from the closures because renewals had been requested and granted. [Duquette moved, McCleary seconded, approved 7-0]

B. Protocol Renewals Requiring Re-Review [3]

Protocol 02-05: "Evaluation of First 5 California" with Brian Hemphill, Tanya Boone, & William Wagner, CSUB Applied Research Center/ Institute for Social and Community Research [ARC/ISCR].

Following introductions Hemphill summarized. ARC is still the legal entity, so the joint designation is used in the submission to the IRB and in the proposed consent form revisions. First 5 serves children under Proposition 10. The programs have had mixed results. Ironically Kern has had very low overhead compared to other First 5 regions. The ARC/ISCR activities have diminished in terms of counties served and agencies monitored over the years. The public is becoming much more sensitized to confidentiality issues which is a good thing. Modifications proposed are the ARC/ISCR change and adding "since my first visit" to the consent form in order to capture data collected prior to obtaining consent. A great deal of data have been lost in the past because they were acquired prior to consent and therefore could not be used.

Q = question A = answer C = comment

Q: Are the participants assured in a clear way that their data will not be shared in a way that might harm them? **A:** Two paragraphs: "Purposes of Data Sharing" and "Identifying Information will be kept private," both state with whom the data may be shared. Does the IRB want more?

Q: If you tell them you want data prior to consent, might this create additional reservations of the participants to share data? **A:** Intake is "porous" in that people stop in for services and don't necessarily get entered into the agency database because the personnel at the agency want to help them. Many of the people providing services are minimum wage persons who strongly identify with the people who are seeking help.

C: It appears that the confidentiality training procedures are working well. **A:** It's all set up and seems to be provided smoothly.

When there were no more questions, the investigators were excused and the IRB/HSR deliberated in executive session. There was a motion to renew Protocol 02-05, including the proposed modifications [Abramson moved, Wade-Southard seconded, 7 -0].

It was suggested to Hemphill that he relay to the ARC/ISCR personnel doing outcomes assessments that some IRB members believe that the quality of their outcome assessments might be improved if they were to focus on developing a systematic intake procedure in order to obtain consent at the outset in every agency, if this could be done in a way that did not create any obstacles to the clients in obtaining the services they need.

Protocol 03-61: "GEAR UP: Waiver of Written Consent" & **Protocol 03-63:** "GEAR UP: Limited Data Set" with John Dirkse, Imelda Simos-Valdez, Rosa Ventura, & Lisa Elliot.

Following introductions, Simos-Valdez summarized. In this continuing program they are now working with 10th and 11th grade Arvin High School students, providing various services and interventions to give them a boost to encourage more of them to attend college.

Q = question A = answer C = comment

Q: Any changes from the past year's authorization? **A:** Dirske is new and so is Imelda as the Program Coordinator and there are a couple of changes proposed in the student survey.

Q: There were two conditions in the IRB authorization last year. Were these implemented? **A:** Yes, we sent out to parents/guardians the heads-up notice on possible data release to auditors.

Q: The consent form refers to "how good the program has been." What does this refer to? **A:** It's about the students' academic achievement and their attitudes about education.

Q: What if you were to get negative results? **A:** We would report those like the other results. We already talk about areas for improvement in our presentations.

Q: How would you handle individual situations such as a student who gets in big trouble? **A:** We don't have info linked to individuals so there is no issue of reporting back personal information to parents.

C: Concern was expressed about survey language referring to parents present/absent that might cause distress to the students. It was noted that the survey had been approved by the IRB several years ago and it would not be a good idea to alter it now.

Q: What makes this research? **A:** We report back regularly to the federal funding agency and will generate an overall report later on about the outcomes of this project. We may publish that in a scholarly venue.

When there were no more questions, the investigators were excused and the IRB/HSR deliberated in executive session. There was a motion to renew Protocols 03-61 & 03-63 as modified [Duquette moved, Wade-Southard seconded, 7 -0].

C. New Protocol Reviews: [2]

Number	Author	Title	Date	Primary Readers
06-126	Jeff Moffit	Influence of Elementary Physical Education Specialists ...	12/19/06	Abramson, Carlisle, Duquette

Following introductions, Moffit summarized. Physical activity in kids is known to be good for their health, but efficacy of encouraging physical activity seems to vary from school to school and may be related to whether a trained P. E. instructor is present in those schools. He wants to access fitness records, survey kids' attitudes and compare for kids who did and didn't have certified P. E. instructors to see if that makes a difference. Attitudes are important because physical activity needs to continue to be effective. He hopes to get school district personnel

involved to pull records. All data will be coded with ID numbers and the participant list will be in locked storage. The skin fold measurement procedure was described.

Q = question A = answer C = comment

Q: What would be included in the data that are accessed from records? **A:** Height and weight, exercise scores, the fitness test battery, what schools students have attended.

Q: The participants will be self-selected? **A:** Yes, insofar as I will solicit all eligible students and only those who consent will participate.

Q: Kids who change schools would be lost? **A:** No, because I will track backward on the 12th graders and know which elementary schools they attended.

Q: You will be going into several elementary schools in a district? **A:** Yes, that will be necessary to get enough participants.

Q: Who will pay the people to pull the records? **A:** I don't have money for that myself and will find out if they will do it for free. **C:** The IRB may want to see an agreement from the schools or district on pulling records.

Q: Who will weigh the students? **A:** Myself or the P.E. teacher. It will be done in a private space.

Q: Teachers wouldn't have access to your variables? **A:** No.

Q: Participants will be randomly selected? **A:** No, all eligible participants will be solicited and those who consent will be included.

C: You should add information about "portion sizes" to your orientation information.

Q: Who would be your research assistants? **A:** They will be selected from among my better students. **C:** It seems like gender of the research assistant could be an issue.

Q: Who are the personnel who will be present during data collection? **A:** These will typically be the P.E. teachers.

Q: Is this a longitudinal study? **A:** If that were to happen it would be in a new protocol.

C: Parents need to be informed how long the data will be retained and the duration of their child's participation. **A:** It's not longitudinal, but it involves tracking the 12th graders backwards.

Q: Where is the teacher survey and consent form? **A:** I will add that.

C: The teachers should be instructed to do their surveys away from the work setting. **A:** OK.

Q: How will you get parental consent? **A:** It will be written using consent forms distributed by teachers.

Q: What about non-ambulatory students? **A:** Fitness data are not collected for certain categories of students, which would dictate whether or not they participated.

Q: Is there an existing research literature on child fitness and health? **A:** Yes, there is existing literature on physical activity X health and on physical activity X attitudes.

C: You mention about getting cold packs from nurses in the event of redness following the skin fold test, but the schools won't have nurses, so you'll need to bring your own.

C: The 12th graders may not take this seriously.

C: More info in your feedback on health, diet, fitness would make it more valuable, such as normative data.

C: The wording on confidentiality and information sharing in the consent form needs to be improved, along with other minor changes in wording.

C: When will you be doing the measurements? **A:** After school.

C: You should clarify the measurement conditions to the parents.

C: You need to add wording about keeping data in locked storage.

C: Teachers need to be instructed about confidentiality of the students' information.

C: You need to add info on your qualifications to do this, beyond having a degree.

Q: Are you going to be using a consent form in Spanish? **A:** That would be an exclusionary factor, if the parents/guardians cannot consent in English.

Q: How long will you have the kids on a pedometer? **A:** That will be 24 hours.

Q: Will your pedometer be accurate or cheapo? **A:** We will go for accurate.

When there were no more questions, the investigator was excused and the IRB/HSR deliberated in executive session. There was a motion to conditionally approve Protocol 06-126 [Wade-Southard moved, Lee seconded, 7 -0]. The conditions were:

1. Authorization is limited to the 12th grader retrospective portion. You may bring the 5th grader and online teacher survey as separate protocols.
2. Bring your own cold packs.
3. Provide more informative feedback on health/fitness to the participants.
4. Provide the IRB with a brief review of background research.
5. Several IRB members have suggestions on improving the 12th grader survey; please implement as appropriate.
6. Provide the IRB with a data access agreement from the schools or district.
7. Submit confidentiality pledges to be used for the research assistants and other personnel.

Number	Author	Title	Date	Primary Readers
07-02	Kristina LaGue	Foster Youth Services/CSUB Tutor Connection Program	1/10/07	Newberry, McCleary, Wade-Southard

The investigator summarized. CSUB and Kern County Network for Children/Foster Youth Services [FYS] are collaborating to provide educational support services to foster kids in group homes in an effort to encourage more of them to attend college. Kids are selected by FYS personnel. They come twice per week, getting about 4 hours of tutoring each week. The assessment tools mentioned in the protocol are being used to measure effectiveness of the program; this protocol requests release of those data for research purposes. The CSUB students doing the tutoring get paid and they get a scholarship that could be used for graduate

education if they continue for 3 quarters, which is aimed to encourage continuity of the tutoring relationship.

Q = question A = answer C = comment

- Q:** What do you mean when you write about assessing needs and strategies? **A:** Lots of different teaching strategies are available to educators; this is an attempt to find the most effective ones for each kid. For example, we try to teach to each kid's areas of interest.
- Q:** How are you going to measure affect? **A:** There is a written instrument included with the protocol.
- Q:** Who provides the transportation to CSUB? **A:** The group homes do that.
- Q:** Where does the tutoring take place, a public or private area? **A:** It's really public -- the library study areas.
- Q:** Explain how the consent process will work? **A:** The social worker will try to get consent from the parent, but if parents cannot be reached then the social worker will provide consent.
- Q:** Are you certain that the social worker is the person legally entitled to consent for each child?
A: As sure as I can be; a contact person with FYS has indicated this is so.
- Q:** How long will you search for a parent before giving up? **A:** Well, we won't use a child's data unless we get consent of some form.
- C:** You need to add a written assent form for the foster child to sign.
- Q:** Where will you keep the binders that have all the data for each child? **A:** The tutors keep the binders; I'll make sure that personal identifiers are kept out of the binders.
- Q:** Are the tutoring and data collection already underway? **A:** Yes, this protocol is a request for data release for research purposes.
- C:** You should add a consent form for the CSUB student tutors.
- C:** The tutors should do the HSPT certification. **A:** They have already done that.
- C:** Part of ensuring that adequate consent is obtained is making sure that Kern County actually has purview for each child, not some other county.
- Q:** You indicate that you may decide to do longitudinal tracking of outcomes; will that be a separate protocol? **A:** Yes.
- Q:** You think you might learn something different about effects of tutoring because these are foster youth? **A:** Possibly in that the tutors have a "overseeing" or "monitoring" relationship with the child that is often the role of parents.
- Q:** The consent form mentions there could possibly be some distress? **A:** Yes, but children are free to opt out of the tutoring and, independently, out of providing data.
- C:** Add wording in the consent and assent that the child can choose not to do the data release without penalty or losing tutoring services.

C: Add wording stipulating that participation would extend across the whole tutoring program, unless they choose to opt out at some point later on.

C: Indicate the specific data that would be released for research purposes.

When there were no more questions the investigator was excused and the IRB/HSR deliberated in executive session. There was a motion to conditionally approve Protocol 07-02 [Wade-Southard moved, Abramson seconded, 7 -0]. The conditions were:

1. Add a written assent form for the foster child.
2. Keep all personal identifiers out of the binders.
3. Add a confidentiality pledge for the CSUB tutors.
4. Any longitudinal elements need to be presented in a separate protocol.
5. To the consent form, add: (a) a statement to sign indicating that the person signing has legal status of *guardian ad litem*, (b) words stating that data to be released date from onset of tutoring, (c) that the child can withdraw or not release data without loss of services/tutoring, (d) that data will continue to be collected for the duration of tutoring, and (e) a statement of what specific data are being released for research purposes.

OTHER CONCERNS: [none]

NEXT MEETING:

8 AM Friday, April 20th, 2007 [submission deadline Friday, April 6th, noon]

ADJOURNMENT:

There being no further business, the meeting was adjourned at 11:15 AM.

[Abramson moved, Wade-Southard seconded, approved 7-0]

BOARD TRAINING FOLLOWED ADJOURNMENT:

- A.** Informed Consent Procedures for Online Data Collection
- B.** Third-Party Access to Test Scores in the Educational Setting

Respectfully submitted

Steve Suter, Ph.D.
Professor of Psychology
and IRB/HSR Secretary