**VASSAR COLLEGE**

Institutional Review Board (IRB)

Instructions & Application

**Part I. General Instructions for Application for Research Proposal Review**

1. Your submission to the IRB must include the [cover sheet](http://committees.vassar.edu/irb/docs/VC%20IRB%20Proposal%20Cover%20Sheet2_7_10.doc) and the application form, which is given in Part II below. Please label your cover sheet and application using the following format: JonesL.IRBcover.1Feb10.doc, JonesL.IRBapp.1Feb10.doc.

2. All applications must be typed. Emailed proposals must be submitted as one document. If your proposal contains several measures or appendices, please cut and paste files into one continuous document. Email your application to the IRB administrator, Ms. Gail Garrison (BH 237) in the Psychology Department at gagarrison@vassar.edu. Please do NOT submit IRB applications directly to members of the IRB committee; doing so will result in lengthy processing delays.

3. Before completing the application, applicants may want to review pertinent materials concerning [harm](http://www.nsf.gov/bfa/dias/policy/hsfaqs.jsp#sorts)[,](http://humansubjects.stanford.edu/manual/chapters/ch7_1b_review_cri.html) [risk](http://committees.vassar.edu/irb/risk.html), [minimal risk](http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html#46.102) and [informed consent](http://committees.vassar.edu/irb/consent.html) linked to the [IRB homepage.](http://committees.vassar.edu/irb/index.html) Also, if your research involves minors, pregnant women, prisoners, or the mentally disabled, check the relevant section of the Department of Health and Human Services Protection of Human Subjects website (e.g., for minors, http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm#subpartd) for additional regulations.

4. In order to provide adequate time for review, proposals must be submitted to the IRB at least thirty days before implementation.

5. While applications can be submitted to the IRB at any time, responding to your application may take longer if it is received right before or during the winter or summer breaks. Please plan accordingly.

6. Proposals involving off-campus subject populations in area schools should be based on consultation with the Education Outreach Coordinator (contact the Education Department at extension 7360). For research involving other kinds of community institutions, consultation with the Field Work Office may be helpful.

7. Faculty members supervising students engaged in research should be attentive to the sensitive nature of certain topics of research (e.g., death and dying, sexuality, etc.) and use discretion in advising students interested in conducting empirical research in these areas.

8. Approval is limited to one year after the date the project was last approved by the Institutional Review Board (IRB). For projects continuing or being initiated beyond that period of time, investigators must [resubmit](http://committees.vassar.edu/irb/resubmit.html) the application for review. Continuing projects must meet any new federal and state guidelines.

9. If you have any questions about the status of your project in this regard, please contact the IRB administrator, [Ms. Gail Garrison](http://www.vassar.edu/contact.html?n=Gail%20Garrison%20&e=gagarrison), at 845.437.7368.

**Part II. Application for Research Proposal Review** (12 PARTS)

1. Title of the proposal and date of submission:

The effect of numerical format on number comprehension and production

04/08/2016

2. Name and address of the primary investigator/faculty supervisor:

Jan Andrews

Vassar College

124 Raymond Ave

Poughkeepsie, NY 12604

3. Department of origin of the proposal:

Cognitive Science

4. Name(s) of student research assistant(s) or student investigator(s):

Sophie Dewil

5. Design Overview (Answer “Yes” or “No”. You will have the opportunity to address these issues in other parts of the application):

A. Is your research free of deception? Yes

B. Are the risks to participants minimal (see 8C, 8D)? Yes

C. Will the subjects be 18 years of age or older? Yes

D. Will you be obtaining genuine informed consent (see 11C)? Yes

E. Are participants’ responses anonymous? Yes

6. Research proposal summary (100 words or less):

This study will study the intricacies of number processing and production. Subjects will be presented with a simple equation that is either correct or incorrect. Their neural response will be measured using an EEG. In the second part subjects are presented with the same types of equations and asked to read them aloud. Their reaction times and EEG responses are measured.

7. Theoretical justification for the research:

This study is motivated largely by the work conducted by McCloskey et al. (1985; 1986) on the cognitive mechanisms of number processing and calculation. They propose a system for processing numerical information, which differs between verbal numbers (ex. Two), and Arabic numbers (ex. 2). It is important to note that verbal numbers are not necessarily spoken numbers; they are simply numbers in word form instead of Arabic form. They believe that both comprehension and production of numbers has two different parts: lexical-processing and syntactic-processing.

Lexical processing focuses on comprehension of the individual elements in a number, for example, the digit 3 or the word three. In essence this could be seen as the semantic aspect of number processing. Syntactic processing focuses on processing the relationships between the elements of the number in order to comprehend the number as a whole (McCloskey et al., 1985). McCloskey et al. (1986) outline a complex semantic framework for the comprehension and production of numbers.

Additionally, McCloskey et al. (1986) use a patient with severe dyscalculia named HY in order to outline the exact stages of Arabic number comprehension and verbal number production. They state that lexicon representations of basic number words have 3 classes: a ones class (containing the numbers 1-9), a teens class (containing the numbers 10-19), a tens class (containing the numbers 20, 30, 40, etc. up to 90). There is an additional multiplier class that does not fit the framework of the other classes and contains multiplier words such as hundred, thousand, million, etc. In the first stage the semantic representation of the number is received and the largest power of ten is identified and utilized in order to create the syntactic frame. The number is broken down into its composite parts and all lexical information is removed.

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This is an example of the syntactic frame for the number 4,630. Each individual number is analyzed in terms of placement in the larger number (10EXP3), class (ONES), and presence or absence of multiplier (MLT:T). The actual number is not yet represented, which is indicated by the empty lines. In the second stage the syntactic frame is filled with the individual numbers composing the larger number.

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The numbers are placed in their correct spot in relation to the overall syntactic form of the number. If one of the numbers is a 0 the line is left blank. In the final stage, the phonological (spoken/verbal) representations are retrieved based on the filled syntactic frame. Interestingly, in this stage there are certain exceptions to the basic outlined rules. If there is a {1} in the TENS slot it calls the TEENS class instead of the TENS class. Additionally, if there is an empty line (indicating a zero present) accompanied by a multiplier, the multiplier is omitted. For example, in the following filled syntactic frame the multiplier “hundred” (represented by MLT:H) would not be retrieved because of the blank line preceding it [[ONES:\_].

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Researchers McCloskey et al. (1986) present the case study of a patient named HY who has difficulty retrieving correct lexical information but manages to maintain the syntactic framework of the number. For example, if presented with the number 40 and asked to speak aloud the number, he will say “twenty” or “ninety” but not “six” or “eighteen”. He seems capable of processing the syntactic framework of the number, but fills it with the incorrect lexical information. Evidently, the processing of numerical information combines both semantic and syntactic skills.

Researchers Núñez-Peña & Honrubia-Serrano (2004) attempted to utilize EEG in order to study the effect of numerical syntactic errors on brain waves. They found that numerical syntactic errors in mathematical problems produce a P600 just as linguistic syntactic errors do. Because of some additional peaks, Núñez-Peña & Honrubia-Serrano (2004) suggest further research. Additionally, researchers Niedeggen & Rösler (1996) found that numerical semantic errors elicits an N400, just as linguistic semantic errors do.

Our plan is to utilize these results as a baseline and expand upon them in order to fully elucidate the process of number comprehension and production, both from a syntactic and semantic level. There are many goals of this experiment. First, we want to replicate the findings that N400 and P600 are present in mathematical errors as well as linguistic errors. Second, we would like to detect the difference that Arabic and linguistic numbers have on P600 and N400 production. Third, would like to study the effect that the difference between Arabic and linguistic numbers has on speaking the numbers aloud. Finally, we would like to study the effect that speaking the numbers aloud has on the presence or absence of a P400 or P600 response. We predict that we will successfully replicate the findings that N400 and P600 are present in mathematical errors as well as linguistic errors.

Mccloskey, M., Caramazza, A., & Basili, A. (1985). Cognitive mechanisms in number processing and calculation: Evidence from dyscalculia. *Brain and Cognition,* *4*(2), 171-196.

McCloskey, M., Sokol, S.M., & Goodman, R.A. (1986). Cognitive processes in verbal-number production: Inferences from the performance of brain-damaged subjects. *Journal of Experimental Psychology: General, 115*(4), 307-330.

Niedeggen, M., & Rösler, F.. (1999). N400 Effects Reflect Activation Spread during Retrieval of Arithmetic Facts. *Psychological Science*, *10*(3), 271–276.

Núñez-Peña, M., & Honrubia-Serrano, M. (2004). P600 related to rule violation in an arithmetic task. *Cognitive Brain Research,* *18*(2), 130-141. doi:10.1016/j.cogbrainres.2003.09.010

8. Detailed Research Proposal: Provide a detailed description of your research proposal. Describe the nature of the tasks and the role of the participants and investigator. Be sure to address the following components in your description.

A. Who will be the participants and how will they be recruited? How many participants do you expect to use?

Participants will be students at Vassar College, ranging approximately from ages 17-22. They will be recruited through advertisement of the study to all students and will all be volunteers. We predict that we will use approximately 30 participants.

B. Describe the psychological and/or physiological stimuli, manipulations, or interventions and the means used to administer them. Indicate the steps that will be taken to ensure the proper operation of the equipment used to administer stimuli and interventions. Give particular attention to prevention of accidental harm or injury to the subjects.

The physiological stimuli will be equations presented visually on a computer screen. Participants will be fitted with a Hydrocel Geodesic Sensor Net (HCGSN) with 128 electrodes. The HCGSN is soaked in a solution of electrolytes prior to application and cleaned in between uses. EEG recording involves a minor risk of electrical shock, which is minimized by isolation amplifiers. The electrodes also have a minor risk of infection; excluding subjects with open head wounds and disinfecting the HCGSN between uses minimize this. There is also a small risk of irritation caused by the electrolyte, which is minimized by use of a saline solution consisting of water, potassium chloride, and baby shampoo.

After the application of the net the participants will view the equations on the computer screen. In the first part subjects will be presented visually with a very simple equation of one number equaling another. In one quarter of the trials the Arabic number will be on the left (ex. 2 = twenty), in one quarter it will be on the right (ex. Two = 20), in one quarter both numbers will be Arabic numbers (ex. 2 = 20), and in one quarter neither will be (ex. Two = twenty). Some of these equations have syntactic errors in them and some have semantic errors. An example of a syntactic error would be 20=two, while an example of a semantic error would be twenty=30 (see number 7 for further background). We will measure the brain waves of participants upon reading these equations.

In the second part subjects will be presented visually with the same stimuli as in part one. However, they will be asked to read these equations out loud. Reaction time and brain waves are measured in this part of the experiment. After each equation participants will see a question asking if the equation was correct. They will be instructed to press y on a keyboard if it is correct or n if it is incorrect.

There are five independent variables in this experiment: the format of the numbers (Arabic, verbal, or mixed), the order of the numbers in the equation (Arabic = Linguistic or Linguistic = Arabic), the validity of the equation (correct or incorrect), and the type of error in the incorrect equations (semantic or syntactic), and method of equation comprehension (spoken aloud or silently read). For the first part of the experiment there are two dependent variables, presence or absence of N400, and presence and absence of P600. In the second part of the experiment there are three dependent variables, presence or absence of N400, presence and absence of P600, and reaction time.

C. Describe the level of risk to which the participants will be exposed by participating in this study. Why are the risks necessary? Why is the research important enough to justify the risks?

There is a minimal level of risk in this experimental procedure. See section B for a detailed description of the minor risks associated with the use of EEG and the steps taken to minimize these risks. These risks are necessary as the use of EEG is necessary to the purpose of this experiment.

Even in the case of minimal risk, participants should be informed of the nature of the potential risk. Federal and state guidelines define minimal risk as “the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.”

D. Is there any deception of the participants who will be involved? If so, what is its rationale? Why is deception necessary? Why is the research so important to justify the use of deception? Are there modifications to this research that would allow for genuine informed consent?

There is no deception present.

E. Describe the expected behavior of the participants and the behavior of the investigator during the research. This must include a written statement of what is to be read or said to the participant concerning the research.

After reading and signing the consent form, the participant will hear the following:

“Thank you for agreeing to participate in this study. Before we begin let me describe the technology we are using here today. We are using a technology called EEG to record participants’ brain waves. Here is the sensor net used to record brain waves [present sensor net]. The white circles are all individual electrodes that measure the brain activity of participants. We will place this net over your head just like a hair net. The net should not interfere with any basic visual or auditory functions, but there will be electrodes present below your eyes in order to measure eye blinks. Eye blinks can interfere with recording brain rhythms, and for that reason we ask you not to blink at certain times in the experiment. We will explain more about that later.

The net is disinfected between uses and prepared in an electrode solution (a mixture of salt and baby shampoo) directly before application; therefore it will be slightly damp when we apply it. The application will take 20-30 minutes. I will need to place a small mark on the top of your head in order to determine the proper placement of the net. After the net is removed the electrodes will leave small circular indentations on your face that will fade in a short time. Do you have any questions about the sensor net or electrical recording?”

[We then place the sensor net on participant’s head. Participants are then led into the testing room and connected to the computer in order to read the strength of the electrode signal. Electrodes are adjusted so that interference is at least below 100. Once the interference is low enough and participants are seated in front of the computer screen we will continue the instructions]

“We will now begin the experiment. In this experiment we are looking at processing and production of numbers. For the first part of this experiment you will see a simple equation on the screen in front of you, such as “one equals one” or “twenty-three equals twenty-three”. Some of those equations will be accurate and some will not be. After each equation a question will appear on the screen asking “was that equation correct?”. You should respond by pressing “y” on the keyboard if it was correct, and “n” if it was not.

When the first part of the experiment ends there will be a screen informing you of the end and you will have one minute to rest your eyes and relax. Then the second part of the experiment will begin. In the second part of the experiment you will once again be presented with equations that are either correct or incorrect. However, when the equation comes onto the screen, please read it aloud. Please to not hesitate between seeing the equation and reading it. After you read the equation you will once again be asked if the equation was correct. Please respond by pressing the same keys as in the first part (“y” for yes and “n” for no).

Before each equation you will see a fixation cross in the middle of the screen and then the equation will come up. As soon as the fixation cross appears, and while the equation is on screen, please refrain from blinking. This is very important as it can seriously interfere with our results. Once the question appears on the screen you can feel free to blink again.

In both part one and part two of the experiment you will first be presented with a set of 6 practice trial equations, and then move into the actual trials. [There are 90 real trials]. Do you need me to repeat any part of the procedure? I am going to close the door to the room, but if you need to communicate with me you can use this intercom by pressing this button.”

F. Describe how the participants are to be debriefed and the mechanism for alleviation of stress or psychological harm that may derive from participation in this study. Provide a written statement of what will be said to, read to, or read by the subjects during the debriefing.

“Thank you for participating in this study. We were measuring two different brain waves: the N400 and the P600. N400 occurs when the content of a sentence (either linguistic or mathematical) does not make sense. The P600 occurs when the grammatical structure of a sentence (either linguistic or mathematical) does not make sense. We were trying to confirm that these phenomena do occur for mathematical sentences as well as linguistic sentences. Additionally, we wanted to see the difference in reading Arabic numbers and verbal numbers had on these neural responses. Finally, we were interested to see if having you read these equations would change these neural responses. Your name and data will be kept anonymous. Do you have any questions?

Please do not discuss this experiment with anyone. Thank you for your time!”

G. State what the information/data from this research are to be used for (e.g., class assignment, thesis, etc.). Who will have access to the data? What will be done with the data at the end of the study. Consider whether waiting until the end of the study may allow subjects to make a more informed choice about permitting archiving of their data.

These data will be used as the results of a thesis. The professors of the cognitive science department as well as any science student with an interest in the subject will have access to the results. At the end of the study the data will be kept for a short amount of time for possible further analysis.

H. If the current project is being conducted by students, please describe the level of involvement of the faculty advisor. How will students be trained?

The students will be trained by the faculty advisors and by the research technician (Debbie Ratchford) in the skill of EEG administering. The faculty advisor will be only loosely involved during the actual experiment, but will be available at all times for additional assistance.

9. Describe how the privacy and anonymity of participants are to be protected.

No names will be associated with any data, so the responses will be completely anonymous.

10. Include a copy of any questionnaires or interview questions that will be used. In order to ensure informed consent, participants should be informed of the nature of questions they will be asked and of the possible risks involved in consenting to the interview or study. For example, some questions may be personal or emotional in nature and may cause distress, embarrassment, or emotional reactions.

No questionnaires or interview questions will be given to participants.

11. All IRB-approved research must include the appropriate consent form(s). For participants younger than 18 years old, the researcher must obtain consent of the parent/guardian and assent of the child prior to participation. All persons 18 and older must provide informed consent prior to participation in the project. Consent must be documented in writing unless a waiver permitting modifications is obtained from the IRB.   
Please see the guidelines (11 C) for legally informed consent and make sure that your procedures and consent forms meet the requirements.

1. Submit a copy of each kind of consent form you propose using in your project.   
     
   Consent/assent form prototypes are attached to the application document (see top of this page or [Forms](http://committees.vassar.edu/irb/forms.html) link). You should edit the relevant one(s) to fit your project and include only those with your application submission.
   * Adult Consent Form is to be used for participants 18 years and older.
   * Parent/Guardian Consent Form is to be used for parents/guardians of participants who are younger than 18.
   * Minor Assent Form is to be used with participants 7-17 years old.

Participants should sign two copies of each form. One copy is for the participant’s own records, and one copy should be stored by the investigator. This copy should not be stored with the participant’s answers/data.

1. **Children as participants.**  
   Researchers using children as participants must provide the parents/guardians with full information concerning the study, usually in the form of a letter. The consent form must provide detailed information about the project. Two copies of the Parent/Guardian consent form should be signed by the parent. One is to be retained by the parent and the other returned to the Primary Investigator. A copy of the letter to the parents providing the essentials of the proposed study must accompany the proposal to the IRB. The child should sign an assent form or be asked to assent to the research, depending on age, as explained below.   
     
   For those under 7 years of age, participation may go forward if the parent or guardian of the subject signs the Informed Consent on behalf of the subject, and the child verbally assents to the research. The participant must be allowed to withdraw from the research.   
     
   For those 7 to 17 years old, participation may go forward if the parent or legal guardian of the subject signs the Informed Consent on behalf of the subject, and the child affirms his or her intention to voluntarily participate in the research by signing an assent form. This form to be signed by the child should give an explanation of the procedures to be used, their potential to cause discomfort and inconveniences to the child, and the general purpose of the research. The participant must be allowed to withdraw from the research. The level of written and/or verbal instruction and information given to the child should be appropriate for the age, maturity, and condition of the child. The psychological development and emotional state of each child must be sufficient to enable meaningful assent.   
     
   For participants 14 to 18 years old, the parent or legal guardian must sign the Informed Consent. The same consent form as used in comparable adult research may be employed and this form must also be presented, under appropriate conditions, for obtaining the consent of the child before the research begins. Psychological development and emotional state of each child must be sufficient to enable meaningful consent. The child must assent to the research and must be allowed to withdraw from the research.

C. Guidelines for Legally Effective Informed Consent. Federal and State law require that LEGALLY EFFECTIVE INFORMED CONSENT be obtained from all human subjects who are participating in a research project or activity sponsored by or at Vassar College.

Informed consent means knowing consent. The person giving consent must be able to exercise free power of choice without undue inducement, coercion, or any element of force, fraud, or deceit.

The basic information necessary in seeking such consent includes:

1. An explanation of the purposes of the project, the expected duration of the subject’s participation, and procedures to be followed including identification of any procedures which are experimental. Participants should understand the procedures they will undergo, tasks they will complete, or types of questions they will be asked to answer. There should be a clear statement that the project involves research. Words such as "research," "investigation," "experiment," "clinical trial" or "investigation" should be included.

2. A description of any foreseeable harm, discomfort, and risk. Even in the case of minimal risk, participants should be informed of the nature of the potential risk.

What is harm?

According to federal guidelines: Minimal risk is defined as: "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests."

3. A description of any benefits to the subject or others to be derived from the research (payment is not a benefit);

4. In the case of treatments, a disclosure of any appropriate alternative procedures that might be advantageous for the subject;

5. A statement describing the extent to which confidentiality of records identifying the subject are to be maintained. Investigators are obligated to protect the privacy of study participants. All reasonable measures must be taken for maintaining the confidentiality of subjects’ records. However, absolute confidentiality cannot be promised. For example, a small subject pool may make individual participants recognizable. Some kinds of data must be made available to federal and regulatory agencies.

6. A statement of whom to contact for answers to pertinent questions about the research. This must be the PI.

7. A statement that the person is free to discontinue participation at any time without

penalty or prejudice.

Federal law requires that the actual procedure utilized in obtaining “legally effective informed consent” be fully documented. A written consent document embodying all of the basic elements of information given above must be read by or to the subject. In either case, the consent form must contain the required elements and must be signed by the subject or a legally authorized representative. In rare cases, where the risk to the subject is minimal and where these procedures will surely invalidate important objectives of the project, Board approval of modified procedures may be sought.

12. Is the project being conducted off campus? If so, please follow these additional guidelines:

1. Has the research been approved at another institution? Please provide a copy of the proposal, the date of the approval, and the approval code, if applicable.
2. Proposals involving off-campus subject populations in area schools should be based on consultation with the Education Outreach Coordinator (contact the Education Department at extension 7360). For research involving other kinds of community institutions, consultation with the Field Work Office may be helpful.

**Consent forms: All information indicated must be included.**

**VASSAR COLLEGE**

Department of Cognitive Science

Adult Consent Form

Primary Investigator:

Jan Andrews

Student Researcher(s):

Sophie Dewil

Title of Project:

The effect of numerical format on number comprehension and production

I acknowledge that on \_\_\_\_\_\_\_\_\_\_, I was informed by [Insert the name of the professor or administrator] of Vassar College of a research project having to do with the following:

In this experiment we will be fitting you with an electrode sensor net in order to record your brain waves while performing a task on a computer. This task involves viewing simple equations on a computer screen and answering simple questions about them. The entire experiment is expected to take one hour and fifteen minutes. Your name will not be associated with your data, which will be combined with other data and analyzed for a cognitive science thesis project. If you have any questions or concerns, you can contact the Principle Investigator, Prof. Jan Andrews, at [andrewsj@vassar.edu](mailto:andrewsj@vassar.edu) or 845-437-7369.

[In this section, please:

1) overview the nature of the research project;

2) overview the basic procedures/types of questions and the participant’s role;

3) explain how confidentiality will be maintained;

4) describe the approximate duration of participation;

5) provide contact information (e.g., e-mail and phone number of the primary investigator) and state that participants may contact the PI with questions or concerns. ]

**Potential Risks:**The risks of participation are minimal, meaning that they are no greater than that encountered in everyday life tasks. As with any physiological recording, EEG recording involves the risk of electrical shock. This is minimized by use of isolated amplifiers. There is also the risk of skin irritation caused by the electrolyte. This risk is minimized by use of a simple saline solution. If you have very sensitive skin or and develop rashes to other things like creams or makeup, you might want to consider participation carefully. There is also the risk of infection. This risk is minimized by excluding subjects with open head wounds, disinfecting the HCGSN after every use, use of fresh saline for every run, and use of non-abrasive methods for making scalp contact with the EEG electrodes.

Being connected to this electrical equipment presents no real risk, as the equipment we use is also used in hospitals and has passed the highest standards for safety. Electrical signals move from your brain to the computer, and not in the other direction. During trials in the experiment it is helpful if you can try to avoid moving or blinking, but you will have plenty of opportunities to move or blink between trials.

**Potential Benefits:** There are no known benefits to the individual for participation in the study.

I am aware, to the extent specified above, of the nature of my participation in this project and the possible risks involved or arising from it. I understand that I may withdraw my participation in this project at any time without prejudice or penalty of any kind. I hereby agree to participate in the project. (You must be at least 18 years of age to give your consent.)

\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Printed name of Participant)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Place: City and State)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature of Participant)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Address: e.g., Residence Hall & Room #)