**1. PROPOSED START DATE of STUDY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IRB number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PROPOSED REVIEW CATEGORY (Check one): Full Board Expedited Exempt**

**2. PROJECT TITLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PRINCIPAL INVESTIGATOR TITLE DEPT PHONE ESU E-MAIL**

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**4. SOURCE OF FUNDING SUPPORT: Not Applicable Internal  External Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pending Received**

**5. LIST ANY CONTRACTORS, SUB-CONTRACTORS, OTHER ENTITIES OR IRBs ASSOCIATED WITH THIS PROJECT:**

6. **GENERAL RESEARCH PROJECT CHARACTERISTICS**

6A. Mandatory CITI Training 6B. Research Methodology

**Please check all descriptors that best apply to the research methodology.**

Data Source(s): New Data Existing Data

Will data be recorded so that participants can be directly or indirectly identified? Yes No

Data collection will involve the use of:

Educational Tests (cognitive Interview/Observation

diagnostic, aptitude, etc.)

Surveys/Questionnaires Physical/Physiological Measures or Specimens

Internet/electronic

Audio/Video/Photos Private records or files

**Names of key personnel who have completed CITI tutorial:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Note**: Prior to submission to IRB, non-campus personnel must seek approval from Chief Academic Officer.

Letter from Provost’s Office dated \_\_\_\_\_\_\_\_\_\_\_\_

Attach to Research Application.

NoteN

6C. Participant Information 6D. Risks to Participants

**Please check all descriptors that apply to the participant population.**

**Males** Females ESU students

**Vulnerable Populations**

Pregnant Women/Fetuses Children and/or Adolescents (under age 19 in AL)

* Prisoners

**Persons with:**

* Economic Disadvantages Physical Disabilities
* Educational Disadvantages Intellectual Disabilities

**Do you plan to compensate your participants?**  Yes No

**Please identify all risks that participants might encounter in this research.**

Breach of Confidentiality Coercion

Deception Physical

Psychological Social

None Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\*Note that if the investigator is using or accessing confidential or identifiable data, breach of confidentiality is always a risk.

FOR IRB OFFICE USE ONLY

**DATE RECEIVED: \_\_\_\_\_\_\_\_\_\_\_\_ BY \_\_\_\_\_\_\_\_\_\_\_\_\_ PROTOCOL # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE OF IRB REVIEW: \_\_\_\_\_\_\_\_\_\_\_\_ BY \_\_\_\_\_\_\_\_\_\_\_\_\_ APPROVAL CATEGORY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE OF IRB APPROVAL: \_\_\_\_\_\_\_\_\_\_\_\_ BY \_\_\_\_\_\_\_\_\_\_\_\_\_ INTERVAL FOR CONTINUING REVIEW: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**COMMENTS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7. PROJECT ASSURANCES**

**PROJECT TITLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_**

**7. PROJECT ASSURANCES**

**PROJECT TITLE: \_\_\_** **Analysis on communication discipline in public schools**

A. PRINCIPAL INVESTIGATOR’S ASSURANCES

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the East Stroudsburg University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with East Stroudsburg University policies regarding the collection and analysis of the research data.
4. I agree to comply with all East Stroudsburg policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following:
   1. Conducting the project by qualified personnel according to the approved protocol
   2. Implementing no changes in the approved protocol or consent form without prior approval from the IRB
   3. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form
   4. Promptly reporting significant adverse events and/or effects to the IRB in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise the IRB, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by East Stroudsburg University IRB.
7. I will prepare and submit a renewal request and supply all supporting documents to the IRB before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the East Stroudsburg University IRB.
8. I will prepare and submit a final report upon completion of this research project.

**My signature indicates that I have read, understand and agree to conduct this research project in accordance with the assurances listed above.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed name of Principal Investigator Principal Investigator’s Signature Date**

B. FACULTY ADVISOR/SPONSOR’S ASSURANCES

1. By my signature as faculty advisor/sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
2. I certify that the project will be performed by qualified personnel according to the approved protocol using conventional or experimental methodology.
3. I agree to meet with the investigator on a regular basis to monitor study progress.
4. Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
5. I assure that the investigator will promptly report significant adverse events and/or effects to the IRB in writing within 5 working days of the occurrence.
6. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the IRB by letter of such arrangements. If the investigator is unable to fulfill requirements for submission of renewals, modifications or the final report, I will assume that responsibility.
7. I have read the protocol submitted for this project of content, clarity, and methodology.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed name of Faculty Advisor/Sponsor Signature Date**

C. DEPARTMENT HEAD’S ASSURANCE

By my signature as department head, I certify that I will cooperate with the administration in the application and enforcement of all East Stroudsburg University policies and procedures, as well as all applicable federal, state, and local laws regarding the protection and ethical treatment of human participants by researchers in my department.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed name of Department Head Signature Date**

1. **PROJECT OVERVIEW: Prepare an abstract that includes:**
2. **A summary of relevant research findings leading to this research proposal,**

According to the research of Okumbe (2005), principles of the discipline could be divided into seven categories that include prior knowledge regarding the rules and regulations of the school, application of the disciplinary actions right after the infraction, consistency applied, and disciplinary action needed to be impersonal, objectivity, avoiding entrapment and allowing filing the appeal. Mostly two types of disciplines are famous preventive and corrective. According to Okumbe (2005), there are two opposing views of the discipline one is known as Douglas McGregor Theory X and Theory Y assumptions. According to the research work of Cotton (2016), punishment can prove effective only if it commensurate with that of offense. According to researchers, the notion of ineffective discipline practices can be traced back to the beginning of United States Schooling during the beginning of colonialism (Brugar, et al. 2016). According to Hardy, (2015) in every year, there have been significant examples of unruly and destructive school frameworks. The researcher Farrell, (2016) asserted that a shift has been observed in the school practices at the beginning of 19 century, where the school reformer Horace Mann (2013) has reported that he has seen 328 floggings in a single school in one week only. Moreover, there are a lot of cases of corporal punishment of students that were upheld in 1977 but not completely stopped. (Song, et al. 2018). By 20 century, discipline and positive disciplinary methods and strategies were the prime focus, and it was a reaction to the growing violence among young people especially in the schools (Sabas, et al. 2017). Moreover, teachers are not giving any attention to the positive means of communicating discipline that make students feel targeted and it empowers the feeling of hatred towards the school and teachers (Milne, et al. 2017). According to the research that was conducted by Staples, (2016) it is asserted that students are not always on the wrong side, in fact, students are targeted by their teachers and it is very devastating. The researcher shared the data from the US Department of Education, the Office of Civil Rights, it is revealed that there is a great difference in the attitude of the teacher towards student when it comes to communicating discipline. According to the UCA Civil Rights Project, about 3.3 million students were issued with school suspension charges and all of them were African American students (Staples, et al. 2016).

1. **A brief description of the methodology,**

In order to collect the required information regarding the effectiveness of communicating discipline to the students of public schools, interviews will be conducted. These interviews will help to collect relative information from the teachers as well as administrative people in order to analyze the communication of discipline. Some of the students will also be interviewed in order to get an insight into the treatment of teachers towards them while communicating discipline. It is also added that qualitative research is used because it is one of the strategies that can help to get a better insight into the questions and subject by giving the audience an open end to express their opinion and share their views. It is important to note that the students will be asked some open-ended questions that can help them to explain what they feel and how their teacher teaches them discipline.

1. **Expected and/or possible outcomes**

The possible outcomes of this study are meant to improve the communication of discipline in public school by certain positive recommendations and suggestions

1. **A statement regarding the potential significance of this research project.**

This research project is significant to address the effectiveness of communicating discipline to the students of public school, along with suggesting strategies that can help to empower discipline

1. **PURPOSE.**
   1. **Clearly state all of the objectives, goals, or aims of this project.**

Following are the objectives of the study

1. Analyze current practices that are used for communicating discipline to the students of public school
2. Analyzing teacher and students view in terms of communicating discipline
3. Determining strategies that can be used by teachers for emphasizing and bring positive disciplinary action
   1. **How will the results of this project be used? (e.g., Presentation? Publication? Thesis? Dissertation?)**

The results of this project will be used in the form of thesis

1. **KEY PERSONNEL.** Describe responsibilities. Include information on research training or certifications related to this project CITI **required. Be as specific as possible**. (Attach extra page if needed.) *All non ESU-affiliated key personnel must attach* ***CITI certificates of completion.***

**Principal Investigator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E-mail address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dept/ Affiliation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Roles / Responsibilities:***

**Individual: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dept / Affiliation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Roles / Responsibilities:***

**Individual: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dept / Affiliation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Roles / Responsibilities:***

**Individual: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dept / Affiliation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Roles / Responsibilities:***

1. **LOCATION OF RESEARCH. List all locations where data collection will take place. (**School systems, organizations, businesses, buildings and room numbers, servers for web surveys, etc.) **Be as specific as possible. Attach permission letters.**
2. **PARTICIPANTS.**
   1. **Describe the participant population you have chosen for this project.**

**(If data are existing, check here  and describe the population from whom data were collected.)**

For this study, the target population will be "teachers of public school”, “students” and the “administrators”. These teachers will be belonging to the public school in different cities. There would some students as well, both girls and boys belonging to the public school of the same district. There would be a total of 31 teachers, while 45 students along with 10 administers.

* 1. **Describe why is this participant population is appropriate for inclusion in this research project.** (Include criteria for selection.)

The participant population is appropriate for inclusion in the research project because it was not possible to get a 360-degree vision of the communication of discipline in public school only by adhering to the point of view of the teachers only. Also, a problem can be catered if there are some positive suggestions and recommendations for it so it was necessary to administrators, students and teachers.

* 1. **Describe, step-by-step, all procedures you will use to recruit participants.** *Include a copy of all e-mails, flyers, advertisements, recruiting scripts, invitations, etc., that will be used to invite people to participate.*

A personal visit was made to recruit the participants

**What is the minimum number of participants you need to validate the study? At least 10 students, 5 teachers and 3 administrators were the minimum number of participants required to validate the study**

**Is there a limit on the number of participants you will recruit? No  Yes- the number is\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Is there a limit on the number of participants you will include in the study? No Yes-the number is \_\_\_\_\_\_\_\_\_\_\_\_\_­**

* 1. **Describe the type, amount and method of compensation and/or incentives for participants.**

(If no compensation will be given, check here .)

Select the type of compensation: Monetary Incentives

* Raffle or Drawing incentive (Include the chances of winning.)
* Extra Credit (State the value)
* Other

1. **PROJECT DESIGN & METHODS.**
   1. **Describe, step-by-step, all procedures and methods that will be used to consent participants.**

* Check here if this is “not applicable”; you are using existing data.

In order to consent participants, following steps were followed

* Contacting the study population
* Informing the aim of research
* Asking for the willingness
* Taking signatures on the consent form
* Asking to tick mark their requirements such as showing names and sharing personal information
  1. **Describe the procedures you will use in order to address your purpose. Provide a step-by-step description of how you will carry out this research project.** Include specific information about the participants’ time and effort commitment. (NOTE: Use language that would be understandable to someone who is not familiar with your area of study. Without a complete description of all procedures, the East Stroudsburg University IRB will not be able to review this protocol. If additional space is needed for this section, save the information as a PDF file and insert after page 6 of this form.)

**Following are the steps that I will be following**

* Choice of topic
* Review of existing literature on “Communication strategies for discipline in public school”
* Choice of methodology (qualitative research method)
* Choice of population
* Asking for consent
* Collecting data (on telephones)
* Analyzing data
* Evaluating it
* Giving recommendation that can improve communication of discipline
  1. **List all data collection instruments used in this project.** (e.g. surveys and questionnaires in the format that will be presented to participants, educational tests, data collection sheets, interview questions, audio/video taping methods etc.)

**Interview Questions are as follows**

## Interview Question for students

* What do you want to say about discipline in schools?
* Are your teachers good at teaching discipline in a positive way?
* What is the attitude of your teachers towards you while communicating discipline?
* Is there any incident in which any student got hurt because of the violent attitude of the teacher due to misbehavior?

## Interview questions for teachers

* What are the strategies that are used by you for communicating discipline?
* How often do you use verbal communication for teaching discipline?
* How often do you use oral communication to teach discipline?
* What is the role of your school in molding your attitude towards students in teaching the discipline?

## Interview questions for administrative

* What are the strategies incorporated by the administration for empowering teaching discipline?
* Is there any connection and awareness by legal departments regarding school decorum and discipline approaches?
* What are the strategies used by the administration to enhance understanding of the discipline?
* How much support is granted by the legal authorities in terms of teaching discipline strategies to the teachers?
  1. **Data analysis: Explain how the data will be analyzed.**

Descriptive analysis or text analysis will be used to analyze the data that will be collected from the participants

1. **RISKS & DISCOMFORTS: List and describe all of the risks that participants might encounter in this research. *If you are using deception in this study, please justify the use of deception and be sure to attach a copy of the debriefing form you plan to use.***
2. **PRECAUTIONS.** Identify and describe all precautions you have taken to eliminate or reduce risks as listed in #14. If the participants can be classified as a “vulnerable” population, please describe additional safeguards that our will use to assure the ethical treatment of these individuals.

**If using the Internet to collect data, what confidentiality or security precautions are in place to protect (or not collect) identifiable data? Include protections used during both the collection and transfer of data.**

(These are likely listed on the server’s website.)

1. **BENEFITS.**
   1. **List all realistic direct benefits participants can expect by participating in this specific study.**

(Do not include “compensation” listed in #12e.) Check here if there are no direct benefits to participants. 

* 1. **List all realistic benefits for the general population that may be generated from this study.**

This study will result in combating and formulating a code of conduct that can be used by the teachers and administers to teach students about discipline. Also, this research will act as an enlightenment for the legal authorities and education department to consider communication of discipline as something that is not different from the academic code of conduct.

1. **PROTECTION OF DATA.**
   1. **Will data be collected as anonymous? Yes  No If “YES”, skip to part “g”.**

(“Anonymous” means that you will not collect any identifiable data.)

* 1. **Will data be collected as confidential? Yes  No**

(“Confidential” means that you will collect and protect identifiable data)

* 1. **If data are collected as confidential, will the participants’ data be coded or linked to identifying information?**

**Yes (If so, describe how linked.)  No**

* 1. **Justify your need to code participants’ data or link the data with identifying information.**
  2. **Where will code lists be stored?** (Building, room number?)
  3. **Will data collected as “confidential” be recorded and analyzed as “anonymous”?** Yes  No

(If you will maintain identifiable data, protections should have been described in #15.)

* 1. **Describe how and where the data will be stored** (e.g. hard copy, audio cassette, electronic data, etc.), **and how the location where data is stored will be secured in your absence. For electronic data, describe security. If applicable, state specifically where any IRB-approved and participant-signed consent documents will be kept on campus for 3 years after the study ends.**

The data will be stored in the form of audio cassettes. These cassettes will have handed over to the faculty advisor and another copy of this data will be stored in Google Drive for security purposes.

* 1. **Who will have access to participants’ data?**

(*The faculty advisor should have full access and be able to produce the data in the case of a federal or institutional audit.)*

The faculty advisor will be having a full access to the participants’ data.

* 1. **When is the latest date that confidential data will be retained?** (Check here if only anonymous data will be retained )
  2. **How will the confidential data be destroyed?** (NOTE: Data recorded and analyzed as “anonymous” may be retained indefinitely.)

**Appendix A**

Airey, J., Lauridsen, K. M., Räsänen, A., Salö, L., & Schwach, V. (2017). The expansion of English-medium instruction in the Nordic countries: Can top-down university language policies encourage bottom-up disciplinary literacy goals? *Higher Education*, *73*(4), 561-576.

Bekiari, A., & Tsiana, I. (2016). Exploring Instructors’ Verbal Aggressiveness and Students’ Personal Orientations and Reasons of Discipline in Physical Education Class. *Advances in Physical Education*, *6*(03), 158.

Brugar, K. A. (2016). Teaching social studies/history to elementary school students through a discipline-specific approach. *Journal of Education*, *196*(2), 101-110.

Burke, J. J., & Tumbleson, B. E. (2016). Communicating, Collaboration, and Citing. *Library Technology Reports*, *52*(2), 28-33.

Farrell, F. (2016). ‘Why all of a sudden do we need to teach fundamental British values? 'A critical investigation of religious education student teacher positioning within a policy discourse of discipline and control. *Journal of Education for teaching*, *42*(3), 280-297.

Gan, C. C. (2019). The Universities (Discipline of Students) Rules. *Journal of Malaysian and Comparative Law*, *20*, 75-104.

Hardy, I., & Woodcock, S. (2015). Inclusive education policies: Discourses of difference, diversity, and deficit. *International Journal of Inclusive Education*, *19*(2), 141-164.

Hess, J. A. (2016). Strengthening the introductory communication course: An opportunity through better alignment with today’s needs. *Basic Communication Course Annual*, *28*(1), 7.

Henderson, M., Selwyn, N., Finger, G., & Aston, R. (2015). Students’ everyday engagement with digital technology in university: exploring patterns of use and ‘usefulness’. *Journal of Higher Education Policy and Management*, *37*(3), 308-319

Jacks, A. M. (2019). *A Study into How Elementary School Principals Across Virginia Reduce or Eliminate Exclusionary Discipline for Students with Disabilities* (Doctoral dissertation, Virginia Tech).

Milne, E., & Aurini, J. (2017). A tale of two policies: The case of school discipline in an Ontario school board. *Canadian Journal of Educational Administration and Policy*, (183).

Sabas, J. J. O., & Torres, N. G. (2017). Non-verbal communication in language teaching to facilitate students’ understanding and promote oral interaction. *Revista Digital Palabra*, *4*(1), 22-37.

Song, X., & McCarthy, G. (2018). Governing Asian international students: the policy and practice of essentializing ‘critical thinking'. *Globalization, Societies, and Education*, *16*(3), 353-365.

Staples, S., Egbert, J., Biber, D., & Gray, B. (2016). Academic writing development at the university level: Phrasal and clausal complexity across the level of study, discipline, and genre. *Written Communication*, *33*(2), 149-183.

Theunissen, M. H., Vogels, A. G., & Reijneveld, S. A. (2015). Punishment and reward in parental discipline for children aged 5 to 6 years: prevalence and groups at risk. *Academic pediatrics*, *15*(1), 96-102.

**Appendix C**

## **Interview Question for students**

* What do you want to say about discipline in schools?
* Are your teachers good at teaching discipline in a positive way?
* What is the attitude of your teachers towards you while communicating discipline?
* Is there any incident in which any student got hurt because of the violent attitude of the teacher due to misbehavior?

## **Interview questions for teachers**

* What are the strategies that are used by you for communicating discipline?
* How often do you use verbal communication for teaching discipline?
* How often do you use oral communication to teach discipline?
* What is the role of your school in molding your attitude towards students in teaching the discipline?

## **Interview questions for administrative**

* What are the strategies incorporated by the administration for empowering teaching discipline?
* Is there any connection and awareness by legal departments regarding school decorum and discipline approaches?
* What are the strategies used by the administration to enhance understanding of the discipline?
* How much support is granted by the legal authorities in terms of teaching discipline strategies to the teachers?

**PROTOCOL REVIEW CHECKLIST**

**All protocols must include the following items:**

1. **** Research Protocol Review Form (All signatures included and all sections completed)

**FROM THIS SECTION ON, FOR FULL BOARD REVIEW,**

**PLEASE NUMBER YOUR APPENDICES FROM THIS PAGE ON, BEGINNING WITH PAGE 11.**

1. ** Consent Form or Information Letter** and any Releases (audio, video or photo) that the participant will sign.
2. ** Appendix A,** “Reference List”
3. ** Appendix B** if e-mails, flyers, advertisements, generalized announcements or scripts, etc., are used to recruit participants.
4. ** Appendix C** if data collection sheets, surveys, tests, other recording instruments, interview scripts, etc. will be used for data collection. Be sure to attach them in the order in which they are listed in #13c.
5. ** Appendix D** if you will be using a debriefing form or include emergency plans/procedures and medical referral lists

(A referral list may be attached to the consent document).

1. ** Appendix E** if research is being conducted at sites other than East Stroudsburg University or in cooperation with other entities. A **permission letter** from the site / program director must be included indicating their cooperation or involvement in the project.

**NOTE:** If the proposed research is a multi-site project, involving investigators or participants at other academic institutions, hospitals or private research organizations, a letter of **IRB approval** from each entity is required prior to initiating the project.

1. ** Appendix F –** Written evidence of acceptance by the host country if research is conducted outside the United States