

*NPS is the place to create a complete thought,  
away from the tyranny of the urgent.*

—Col Todd Lyons, USMC, July 2019



# Foundations of Academic Writing

6 October 2020, 1500–1700

**Graduate Writing Center**

<https://nps.edu/web/gwc>





# GWC AND DKL ZOOM WORKSHOPS

## OCTOBER 2 – NOVEMBER 6



- *Refresh academic fundamentals*
- *Sharpen critical thinking skills*
- *Learn academic norms*
- *Strengthen writing mechanics*
- *“My Glory Never Dies”: Military in the Arts*

- *Library Quick Start*
- *Thesis Quick Start*
- *Citation Management with Zotero*



**DUDLEY KNOX LIBRARY**

**SIGN UP: <https://nps.edu/web/gwc/resident-workshops>**

# GWC Coaching



SIGN-UP: Coaching & Workshops

Feedback?

Please share your experiences.

**Synchronous:** coach and student meet at same time;  
intended for most students

**Asynch:** coach emails feedback

Online Drop-in Hours:

Mon-Fri 1300-1400



## Our Mission

*To develop the writing and critical thinking skills of NPS students for success in graduate school and as military and civilian leaders.*

## Welcome to the Graduate Writing Center!

**Being a good writer empowers you.** In a world where careful analysis of security challenges is sincerely needed, writing well takes on increasing importance, not only as a means of communication but as a reflection of one's ability to think analytically and critically.

**We become strong writers through practice, constructive feedback, and a solid understanding of writing techniques.** Our coaches and instructors support you throughout this educational process, providing guidance as you develop course papers and thesis chapters. While our coaches do not edit your work, they help you develop your ideas, organization, logic, arguments, grammar, punctuation, and citation skills.

Click [here](#) to watch a brief (4:40) introduction to the GWC's mission and services. Click [here](#) to watch a brief (5:00) tutorial on signing up for writing coaching and workshops using WCOOnline. Eyes left to the big blue button that will take you to WCOOnline.



## ***Introduction to Grad School Writing***

John Locke, Deputy Director, Graduate Writing Center

## ***How to Look and Be Smart***

Dr. Sandra Leavitt Director, Graduate Writing Center



## ***The Writing Process***

Dr. Kate Egerton (contractor)  
Writing Coach, Graduate Writing Center

## ***Going Straight to the Source: Using Human Subjects Data in Your Thesis, Capstone Report or Dissertation***

Dr. Larry Shattuck, Human Systems Integration



# Introduction to Graduate School Writing

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JOHN LOCKE

FALL 2020



Graduate Writing Center  
Naval Postgraduate School



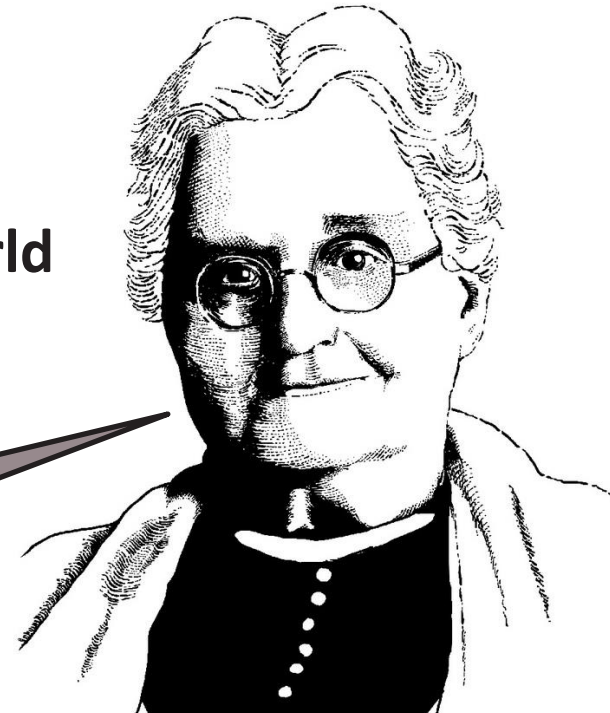
**who loves to  
write?**



# The Ideal Reader Reaction

- I understood your purpose
- I knew how your argument was organized
  - You delivered on that promise
- I found your evidence sufficient
- Your logic convinced me
- Maybe even:
  - I learned something
  - You changed the way I look at the world

Your writing is *adorable*!



# Overview

- **What's the point? Looking at the big picture of academic writing**
  - **What's different about it?**
  - **Keeping goals realistic**
  - **Serving the reader**
  - **Grad-school expectations**



# Writing addresses many different needs



# What's the objective of academic writing?

- Primarily, to share new knowledge
  - Research:
    - Creates new knowledge.
    - Explains how the world works.
  - Academic publishing (journal articles, academic books, conference papers, etc.) provides a formal record of research.
  - *Coursework is generally a learning exercise that models academic conventions.*
  - Theses and dissertations form the bridge.
    - A thesis is like a class paper, only longer. *False!*

# Our basic problem . . . is the immensity of existing knowledge.

## Knowledge goes to infinity in every direction

Published knowledge all-time:

130 million books (600,000+ in the U.S. every year).

50 million journal articles published all-time.

Academic inquiry is theoretically unbounded.

- Practical considerations
  - Relevance . . . who cares?
  - Significance . . . does it have value?
  - Who pays the bills?

*Even with those allowances, our problem is still immense!*

# The Virtues of Narrowness

How do mere mortals deal with this immensity?

- Keep the topic narrow.
  - Drive toward the specific, away from the general.
- Use the topic definition as a boundary.
  - Avoid the trap of wandering into fascinating, but irrelevant, blind allies.
- Stay within that space, but be thorough.
- *In your reading, observe the narrow focus of academic articles, and even books.*



# The Reader's Dilemma

Writing would be *so easy* if there was no reader.  
—no rules for writing a personal diary.

The *academic reader* knows that the topic can go anywhere, and is specialized enough not to care about most of the destinations.

What about this  
commonplace  
object?

*Why am I  
discussing it?  
What's the  
issue?*



- This *specific* shirt?
- Materials
- Manufacturing
- Style
- Marketing
- History of shirts
- History of word “shirt”

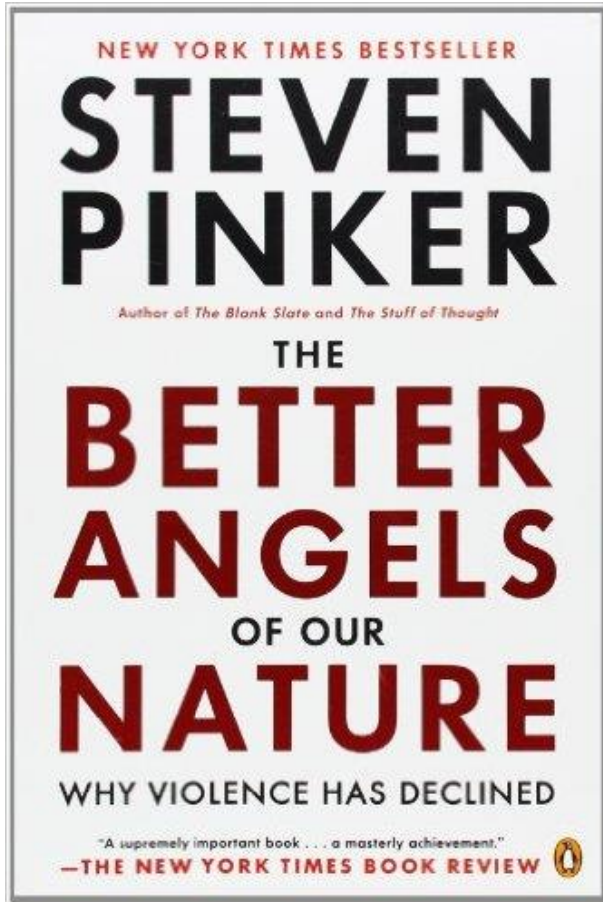
# Solving the Reader's Dilemma

- Conclusions come first, proof follows.
  - Define the box . . . immediately!
  - The introduction is the conclusion.
  - The details that follow fit in that narrow space.
  - Especially important for abstract, hard to visualize, ideas.
- But doesn't that ruin the suspense?
  - **Yes! Spoiler alert!**
  - *Suspense, mystery, and surprise belong to other forms of writing.*
    - *We're explainers, not entertainers.*
  - *Doubt frustrates the academic reader.*
- Still, a kind of suspense remains.
  - *The introduction is just a claim; the proof is in the body of the paper.*
  - *If the specialized reader is interested in the topic, they'll want to know the reasoning behind it.*





# A Large-Scale Example



- The issue
  - The widespread perception that we live in violent times
- The puzzle
  - Is it true? What *is* the trend of violence in human history?
  - *Why* violence has declined
- Features
  - Broad “meaning of life” question
  - Large-scale study
    - ~4 years to write
    - 15 major themes
    - 700 pages of text
    - + 42 pages of endnotes
    - + 34-page bibliography



# A Small-Scale Example

*The Better Angels of Our Nature*, page 68:

. . . the oddest journal article I have ever read is “Losing Face, Saving Face: Noses and Honour in the Late Medieval Town.”\* Here the [German] historian Valentin Groebner **documents dozens of accounts from medieval Europe in which one person cut off the nose of another**. Sometimes it was an official punishment for heresy, treason, prostitution, or sodomy, but more often it was an act of private vengeance. . . . These mutilations were so common that, according to Groebner, “the authors of late-medieval surgical textbooks also devote particular attention to nasal injuries, discussing whether a nose once cut off can grow back . . .”

\* Valentin Groebner, “Losing Face, Saving Face...” (15 pages), *History Workshop Journal*, Fall 1995.



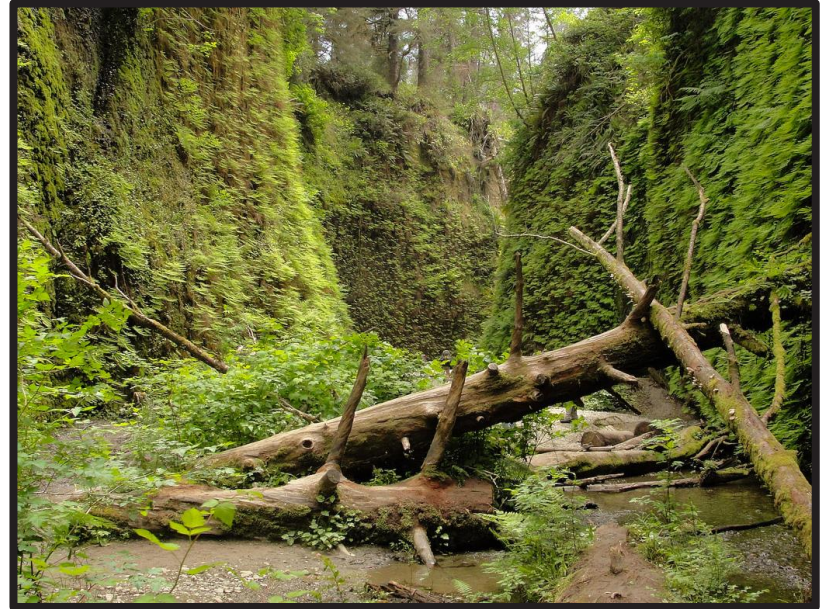
*Chinatown* (1974)

- Features
  - **Small-scale**
  - **Narrow scope**
  - Groebner's main point
  - Pinker's data point

Groebner is building a brick. Pinker is building a mansion. Think brick.

# Knowledge and Ideas

- Knowledge is not a monolithic entity. It's in a constant state of growth and destruction. A giant, endless debate about everything.
- Your voice is important. Knowledge benefits when many take part in the conversation.
- Is the military ethic of following orders compatible with how conventional wisdom is challenged in academia? How can these worlds be merged?



**Growth and Destruction**

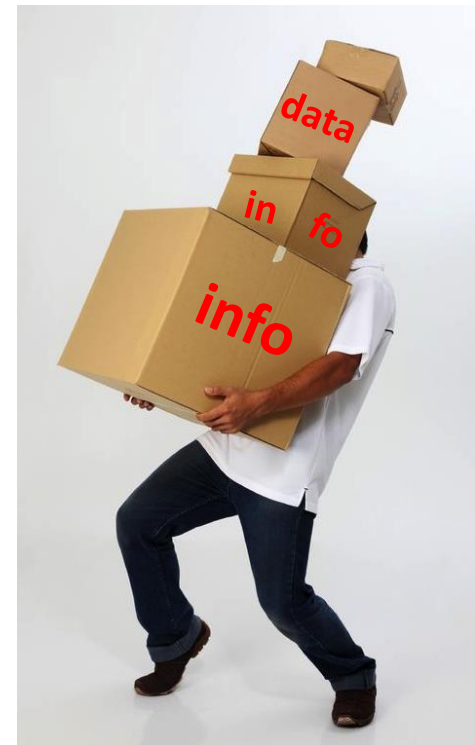
# Expectations: The Internet

Friend or Foe?

*It's both, of course!*

The good: Massive amounts of data; ease of access.

The bad: It is an evil swamp of temptation. From a research perspective, it gives the illusion of having everything that matters at one's fingertips.



*Research means more than moving information from one place to another.*

## Expectations: Wikipedia

Friend or Foe?

***Both, of course!***

## The good

- Comprehensive on major topics
- Usually well-sourced
- A fantastic resource for getting a quick-start on a new topic, or
- Looking up commonplace info

## The not-so-good

- Variable quality-control
- No peer review
- Pages can change at any time

*Therefore, Wikipedia is generally not approved as a source for academic work.*



# WIKIPEDIA

# The Free Encyclopedia

(6,168,853 English-language articles)

# Organization: The Secret to Academic Writing

## Topics covered:

- What do these ideas look like on the page?
- How and why of academic writing technique
- Practical matters
- Reliable writing practices

Wednesday, October 7, 1000-1100

Tuesday, October 13, 1300-1400

## Sign up at GWC website:

<https://my.nps.edu/web/gwc>

The **BLUE** button

WOnline:

Pick Workshops Calendar

*Zoom login info in sign-up form*



"I used the framing and outlining method, which saved me about 40-50 hours on another final paper (that ended up being 17 pages)!"

—NSA student

# How to Look and Be Smart

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Dr. Sandra Leavitt

Fall 2020

Director, Graduate Writing Center  
and Thesis Processing Office



Graduate Writing Center  
Naval Postgraduate School

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# AGENDA

1. **Research: borrowed + your original contributions**
2. **Why sources are so important**
3. **Academic norms and strategies**



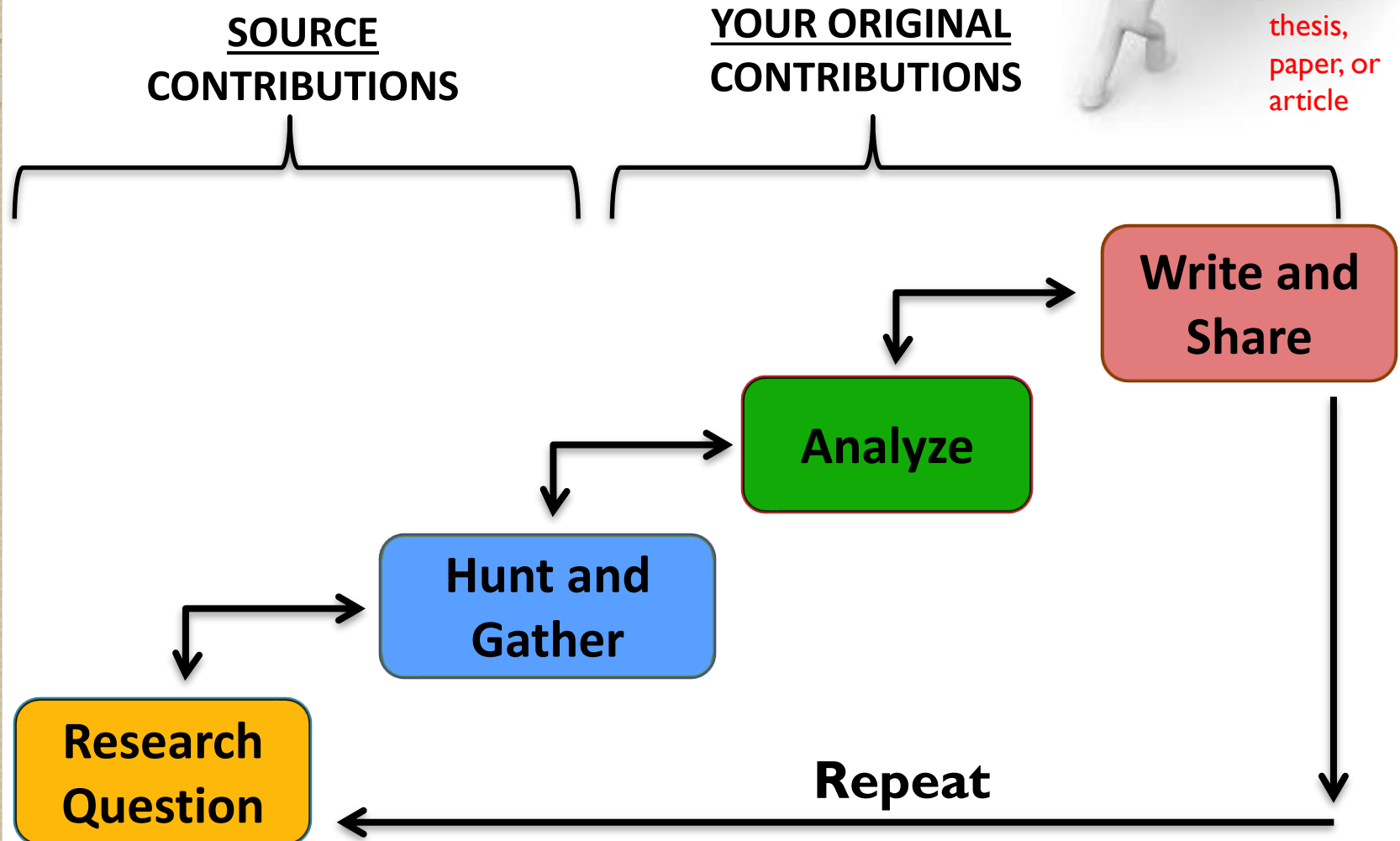


# I. Research: Explore, Share, Repeat



Scholars share,  
because they trust  
they will get credit

# Simplified Research Process



## 2. Why are sources so important?

- A. Provide existing knowledge and data**
- B. Increase the quality, rigor, and integrity of your work**
- C. Allow you to model academic norms, rules, and integrity**



# A. Sources provide existing knowledge and data

- Save you **time**
- Improve your **accuracy**
- Demonstrate **your understanding** of a topic and **what we know** thus far

Research  
Question



Hunt and  
Gather

# What types of information do you seek?

## 1. **Descriptions:** Who, what, when, where, how

What happened? By whom and to whom?  
What background and context do we need?  
What have others studied?  
How have others studied the problem?

## 2. **Explanations:** Why and how

How have others explained similar events?  
How have they explained your topic?  
Do their explanations make sense?

## 3. **Opportunities:** What's debated? What's missing?

Save time • Improve accuracy • Demonstrate understanding

Research  
Question



Hunt and  
Gather

# Famine's Link to Conflict: What do we know?

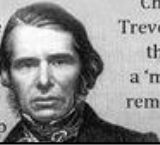
Research  
Question



Hunt and  
Gather

Why Ireland  
exported food  
as thousands  
starved

Trevelyan  
believed the  
Irish were  
lazy and  
didn't  
deserve help



Charles Edward  
Trevelyan thought  
the famine was  
a 'mechanism for  
removing surplus  
population'

**Ireland, 1845–49**  
20–25 percent died



**India** under British rule, 1876–78  
5.5 million people died



**China**, Great Leap  
Forward, 1958–62  
40 million died

**Nigerian Civil War,**  
1967–69, military blockade  
100,000 died from combat  
1.5 million died from starvation



**S. Sudan, Somalia, Nigeria,  
Yemen, 2017–18**  
20 million at risk of starvation  
2017: 50,000 died from  
blockade in Yemen

# Why do famines happen?

## 1. Descriptive Data

- Definitions
- Locations, dates, deaths
- Refugees and IDPs
- Impacts
- Conflicts, wars
- Natural disasters
- Economic conditions
- Regime policies

## 2. Explanations:

“Famines are caused by **acts of God**”

“Famines are caused by **poverty**”



“Famines are caused by **policy decisions**”

## 3. Opportunities: What hasn't been well described or explained?

Why do governments implement policies that cause famine?

Research  
Question



Hunt and  
Gather



# Why do governments implement policies that cause famine?



Psychopathic,  
revolutionary leaders?

State control of citizens?

International leverage?



Weak states?

Acts of war?

Unintended consequence  
of war?

## Where should we put our efforts and money?

Research  
Question



Hunt and  
Gather

## B. Good sources increase the quality, rigor, and integrity of your work

Hunt and  
Gather

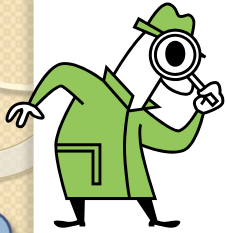


Analyze

- Build analysis on a **reliable foundation**
- Raise your **confidence** as you work
- Transfer **source's reputation** to yourself

# What are “high quality” sources?

## Works with good sources!



- Build on established **theories and frameworks**
- Contain trusted and transparent **methods**
- Come from **reputable** organizations, publishers, speakers, and researchers



Seek peer-reviewed, academic presses, and other trusted institutions (.edu, .gov, .org, .mil)



Be alert to bias!



Think critically, search deeply

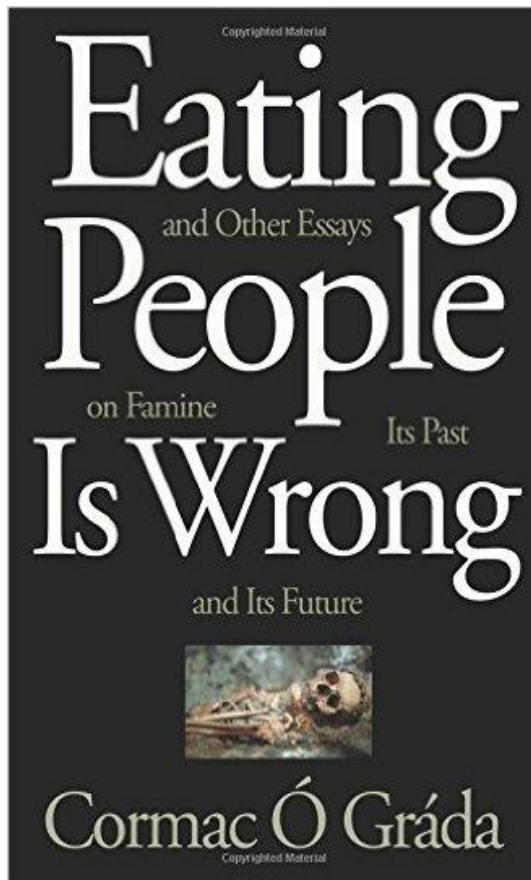
Hunt  
and  
Gather



Analyze

# Which is the “better” book?

Princeton University  
Press, 2015



World's leading  
authority on  
famine

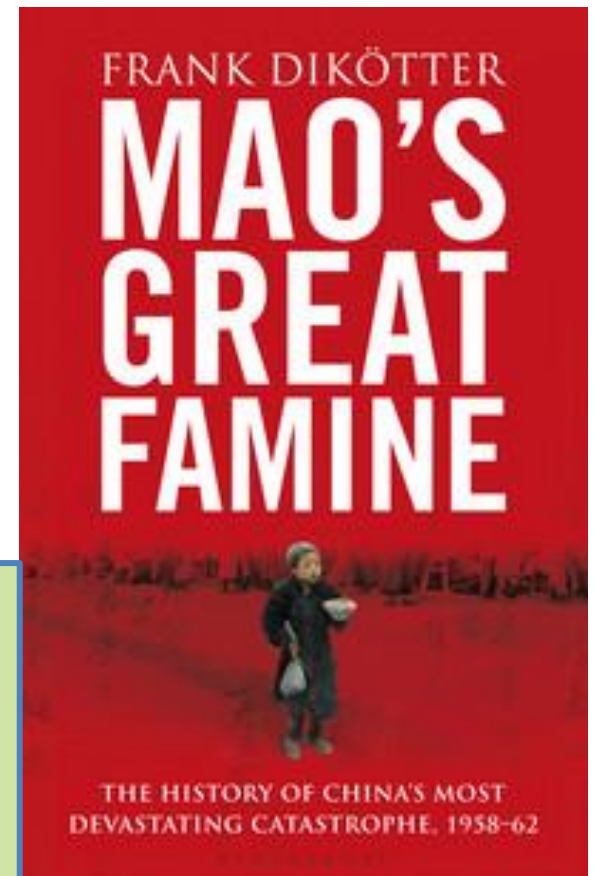
Other key  
scholars

Scholar

Univ. London;  
Hong Kong Univ.

Chinese archives

Walker Books,  
2011



Hunt  
and  
Gather



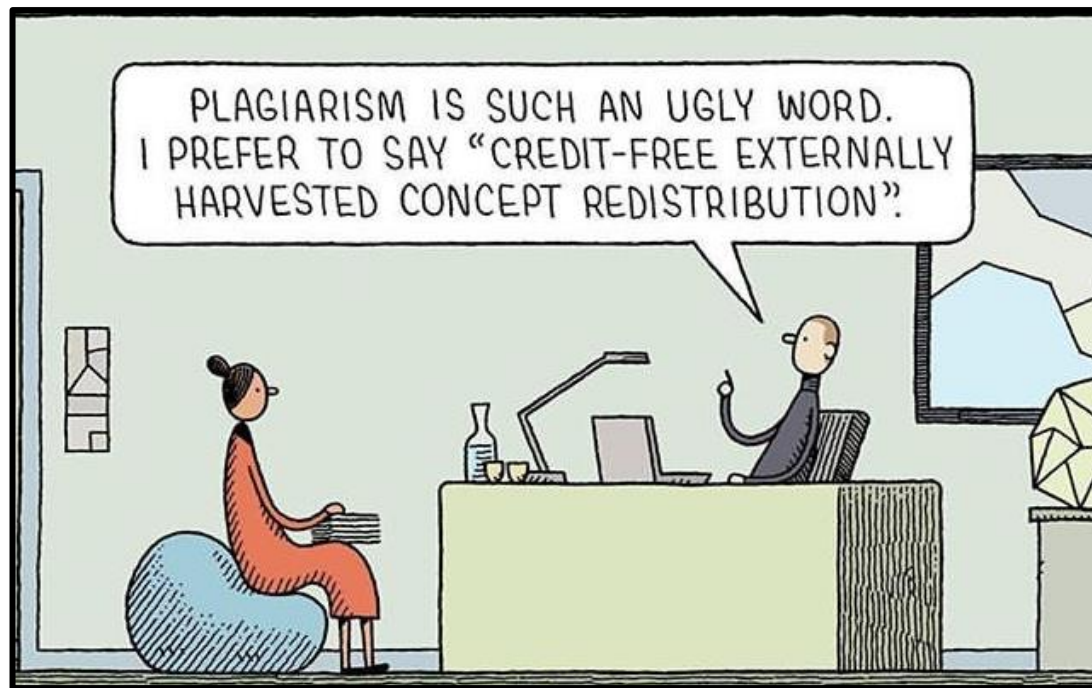
Analyze

# C. Sources help you apply academic norms and demonstrate integrity

Analyze



Write and  
Share



Tom Gauld, for *New Scientist*

# Look Smart

## Accurate citations tell your readers:

- You are a **professional**
- You did your **homework**
- You **respect** your readers' intelligence and time
- Your own work can be **trusted**
- Others can **confidently continue** where you left off





# Be Smart

**Practice core principles**



Everything—words, ideas, data, definitions, theories, and images—in your academic papers is assumed to be yours, *UNLESS it's common knowledge written in your own words,* *OR you tell your reader it's from someone else.*

Write and  
Share

Fear can be a very powerful emotion that paralyzes some people, causes dangerous overreactions in others, and can drive protective measures.





# Be Smart

Practice core principles



Everything—words, ideas, data, definitions, theories, and images—in your academic papers is assumed to be yours, UNLESS it's common knowledge written in your own words, OR you tell your reader it's from someone else.

Write and Share

**SIGNAL** that which belongs to someone else:

President Franklin D. Roosevelt rallied a nation on edge during his 1933 inaugural address, explaining that “the only thing we have to fear is fear itself.”<sup>65</sup>



# Be Smart

## Practice basic rules



Everything...in your academic papers is assumed to be yours, UNLESS it's common knowledge written in your own words, OR you tell your reader it's from someone else.

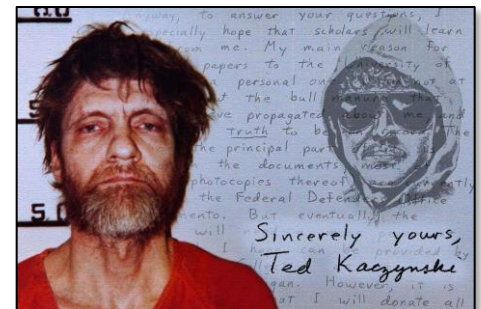
1. Quote and cite if you borrow *more than 5 words* in a unique sequence



As one unarmed protestor in Hong Kong explained, “after they tear-gassed us, we were no longer afraid” (NY Times, 2019).

2. Paraphrase or summarize, and cite, rewriting the original in your own words and writing style

aka “The Uni-bomber”



Write and Share

# Final Tips

- **Pay attention** to sources and norms your readings
- **Bookmark:** [libguide/nps.edu/citation](http://libguide/nps.edu/citation)  
[my.nps.edu/web/gwc](http://my.nps.edu/web/gwc)
- **Re-learn how to:**
  - Take notes
  - Use signal phrases, paraphrase, quote, and summarize
  - Debate your sources
  - Use citation management software, i.e., Zotero
- **Ask** writing coaches, librarians, faculty
- **Practice!**



We are what we repeatedly  
do. Excellence, therefore, is  
not an act, but a habit.

Aristotle

(paraphrased)

# The Writing Process

Kate Egerton, PhD

October 6, 2020



Graduate Writing Center

Naval Postgraduate School

# Learning Tools



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## Learning Tools

[Lifestyle Factors](#)

[Back to School](#)

[Research Refresher](#)

[Learning Styles](#)

[Multiple Language Learners](#)

[Special Needs & Reasonable Accommodation](#)

## Learning Tools

On this site you'll find information to optimize your learning environment, develop strategies for graduate-level success, and manage personal challenges that affect learning and mission completion. Many resources are self-help while others are made available through NPS program officers, faculty members, Office of the Dean of Students, GWC, and Dudley Knox Library. *Faculty and staff are committed to protecting your privacy.*

[NPS Contacts](#)



[Key Self-Help Resources](#)



- ✓ Each learner is **different**
- ✓ You are probably not the **same student** you were before

# Expert writers:

- ✓ Embrace the **writing process**
- ✓ **Practice** writing early and often
- ✓ Write to **learn** before writing to **explain**





**NAVAL  
POSTGRADUATE  
SCHOOL**

**MONTEREY, CALIFORNIA**

**THESIS**

1. Invent

2. Draft

3. Revise

4. Edit

5. Finalize

Writing to learn

Writing to explain

Ready to deliver

- ✓ **Start** before you are really ready
- ✓ **Stop** before you are really done
- ✓ **Repeat**

—Robert Boice

# Invent

Draft

Revise

Edit

Finalize

Writing to **learn**

Writing to **explain**

Ready to **deliver**

Invent  
Draft

Revise

Edit

Finalize

Writing to learn

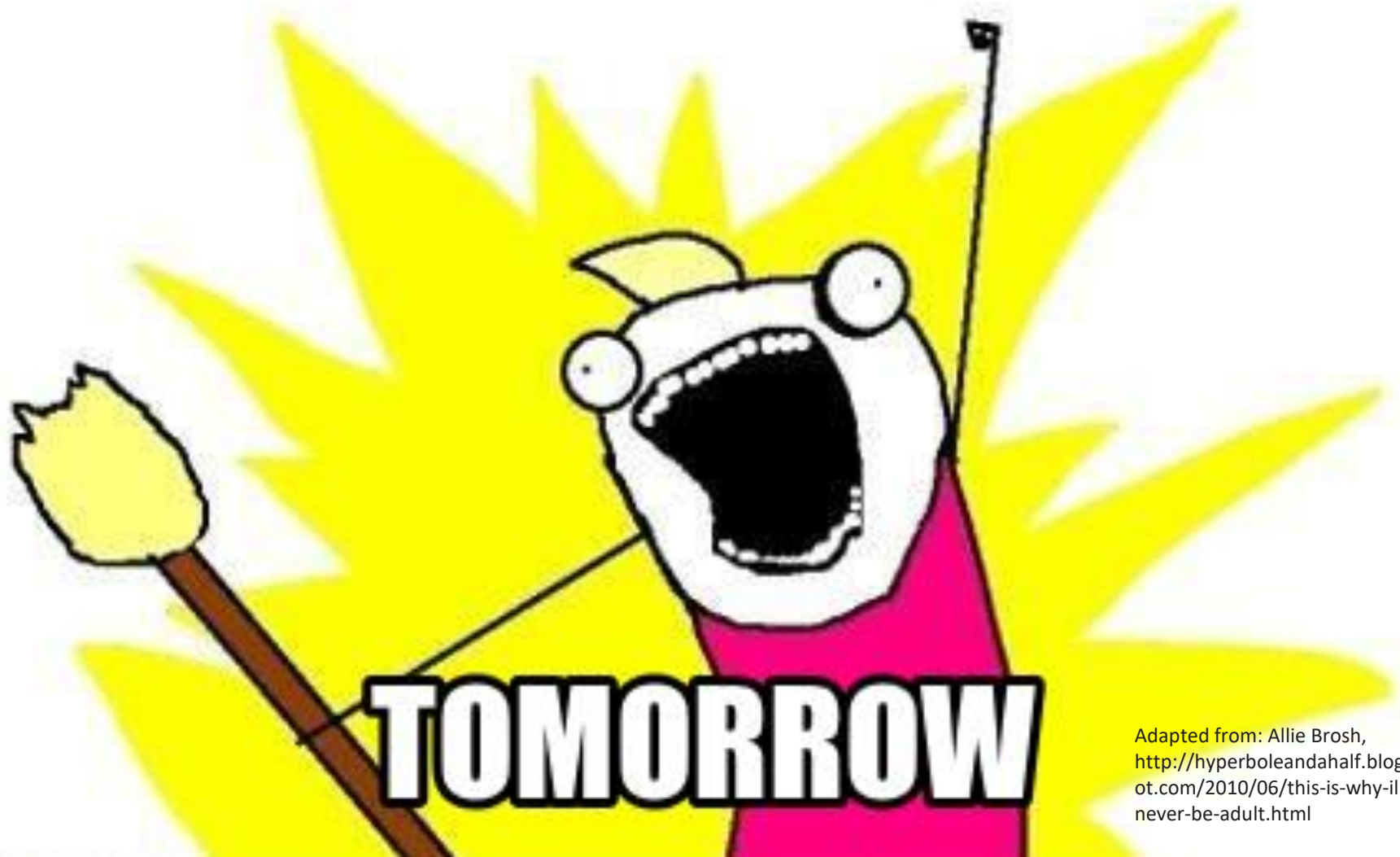
Writing to explain

Ready to deliver

**Perfectionism** is the voice of the oppressor, the enemy of the people. It will keep you cramped and insane your whole life, and it is the **main obstacle between you and a shitty first draft.**

–Anne Lamott

# DO ALL THE THINGS



Adapted from: Allie Brosh,  
<http://hyperboleandahalf.blogspot.com/2010/06/this-is-why-ill-never-be-adult.html>





100623-N-1688B-064 NORFOLK (June 23, 2010) Command Master Chief Keith Mahaffey, assigned to the guided-missile cruiser USS Monterey (CG 61), participates in the commissioning of the Navy Operational Fitness and Fueling System (NOFFS). NOFFS is the Navy's new physical fitness program that is designed to give an all around workout while reducing physical training injuries. (U.S. Navy photo by Mass Communication Specialist 2nd Class Matthew Bookwalter/Released)

Invent  
Draft

Revise

Edit

Finalize

Writing to learn

Writing to explain

Ready to deliver

- ✓ When you **draft**, try starting somewhere in the **middle**
- ✓ Choose something you already understand that your reader **needs to know**
- ✓ **Cite** as you go, **keeping track** of which words, ideas, and data belong to whom
- ✓ If you get stuck, **skip** to another subtopic within your project and **start** another paragraph.





Invent

Draft

Revise

Edit

Finalize

Writing to learn

Writing to explain

Ready to deliver

- ✓ Highlight (or write, if it's missing) each paragraph's **topic sentence**
- ✓ Quickly outline your draft and **audition changes**
- ✓ Fill **gaps** and kill **repetition**
- ✓ **Revise your thesis** and place it front and center—what have you proven?
- ✓ Now write (or revise) the **introduction** that sets up that thesis *and* a “so what, here’s why” **conclusion**



Invent

Draft

Revise

Edit

Finalize

Writing to learn

Writing to explain

Ready to deliver

- ✓ Take **time** away from your text
- ✓ Create **distance** between your text and your brain by reading sentences **out loud** and, perhaps, **out of order**
- ✓ Can you find the **subject** and **verb** of every sentence? And do they agree?
- ✓ Are you punctuating **consistently**?
- ✓ Did you spell everyone's **name** correctly each time?
- ✓ NOW use **spell & grammar** check

Invent

Draft

Revise

Edit

Finalize

Writing to learn

Writing to explain

Ready to deliver

- ✓ Find and follow your **format**
- ✓ Check **name spellings** ONE MORE TIME
- ✓ Perfect **citations and references** according to your chosen style (don't mix and match)
- ✓ Deliver through the **proper channels**
- ✓ Keep **archive copies** of all work

# Need help with citation form? **Dudley Knox Library's Citation Guide** has you covered!

[NPS Dudley Knox Library](#) / [Research Guides](#) / [Citation Guide](#) / [Home](#)

## Citation Guide

Learn how to cite articles, books, reports, theses, government documents, etc. using citation styles like APA, Chicago, IEEE, and more

[Home](#)[APA](#)[Chicago Author-Date](#)[Chicago Notes & Bibliography / Turabian](#)[IEEE](#)[INFORMS](#)[Other Styles](#)[FAQ & Support](#)

## Citation Styles by Department or Program

Each of the following departments has a required or preferred citation style for theses, dissertations, capstone project reports, and final project reports. If you do not see your department or program listed, check with your thesis advisor **before** the thesis proposal stage to determine the style best suited to your academic field.

Department or Program	Citation Style
Acquisition Research Program	<a href="#">APA</a>
Center for Homeland Defense and Security (CHDS)	<a href="#">Turabian (Notes &amp; Bibliography)</a>
Cyber Systems and Operations (CSO/MACO)	<a href="#">IEEE</a> preferred, but any recognized style will be accepted
Defense Analysis (DA)	<a href="#">Chicago (Notes &amp; Bibliography)</a> preferred, but any recognized style will be accepted
Electrical and Computer Engineering (ECE)	<a href="#">IEEE</a>

## Expert Personalized Advice



- Drop-in hours: Mon–Fri, 1000–1400
- [By appointment](#)



- Drop-in hours in the GWC: Mon & Thu, 1500–1600
- Processors are also available Mon–Fri, 1200 to 1500, Library Rm. 111

The **GWC** is here for you

Use our **workshops, coaching sessions, and online resources**

Build writing habits now that will support you through your **thesis** and beyond







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# Going Straight to the Source:

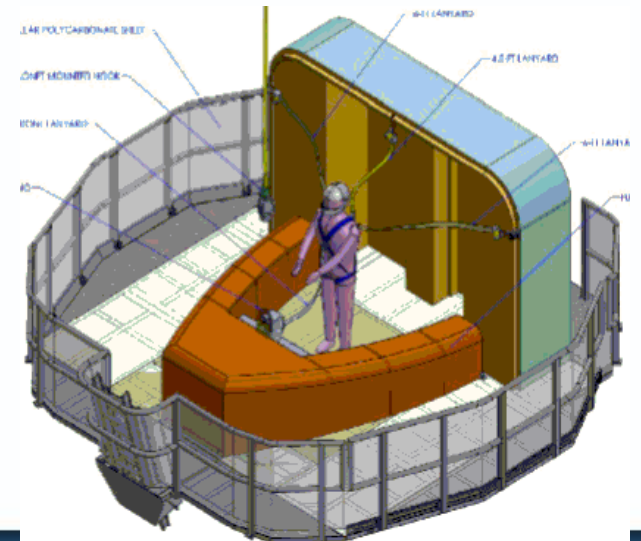
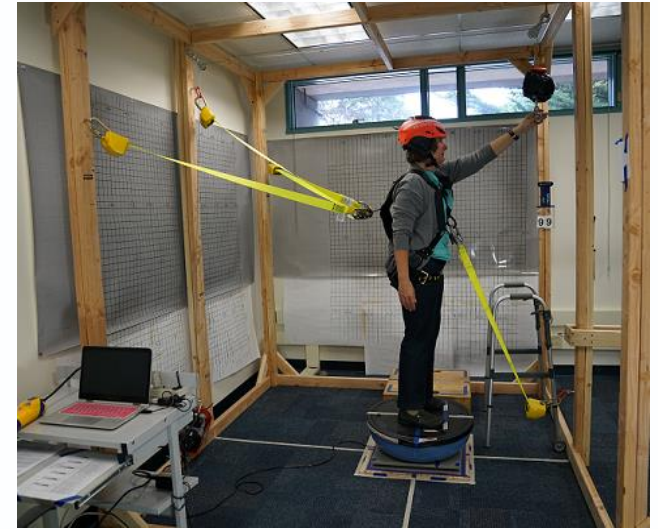
## Using Human Subjects Data in Your Thesis, Capstone Report, or Dissertation

COL (ret) Lawrence G. Shattuck, PhD  
Chair, Institutional Review Board  
6 October 2020

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## What's the maximum sea state for small boat recovery?

## Experimentation and/or simulation





# Why are Navy pilots suffering physiological episodes?



Surveys  
Questionnaires  
Focus Groups  
Interviews







# How do service member deployments affect their children's performance in school?



Use secondary information to compare performance of school children whose military parents **are** deployed to those children whose parents **are not** deployed.

- School grades
- Special classes (advanced or challenged)
- Disciplinary issues
- Number of deployments
- Length of deployments
- Age of children





# What is Human Subjects Research (HSR)?

## Research

“A **systematic** investigation designed to develop or contribute to **generalizable** knowledge”

## Human Subject

“A living individual *about whom* an investigator... conducting research obtains (1) data through intervention or interaction with the individual, *or* (2) identifiable private information” about an individual.”

## Common Types of HSR

- Surveys, questionnaires
- Interviews
- Equipment testing on people
- Audio/video recording
- Archived data mining
- Task/work analysis

**Yours might be HSR!**





## ***All academic institutions conducting research involving humans have an IRB.***

- Research is governed by HHS, DOD, and DON policies
- Online CITI training is required
- Approval can take up to three weeks

**Plan ahead!**





# What You Need to Know

## What can do without IRB approval?

- Discuss possible research topics with SMEs
- Work with others on the design of your research
- Talk with people to collect facts

## What first requires IRB approval?

- Recruit people to participate as subjects
- Collect data from people, about themselves. “What do you think about....?” “Why do you think that happened?”
- Access data that is private and identifiable

**If in doubt, ask [IRB@nps.edu](mailto:IRB@nps.edu)!**





# What You Need to Know

## What happens when HSR is conducted without IRB approval?

- Non-compliance is investigated and reported to the NPS President, DoN, and DoD.
- You may lose all data collected and be unable to complete your coursework or thesis.
- You may not graduate on time.

**If in doubt, ask [IRB@nps.edu](mailto:IRB@nps.edu)!**



# Specify Methods at Thesis Proposal Stage

## On your Python Thesis Dashboard

### Compliance Approval Tasks

To plan ahead and consolidate task records, this section provides lists of possible items that need additional approvals.

- Track approval requested and received dates.
- If item(s) are not completed before routing, advisor checks "HOLD" on Thesis Release and Approval Form (TRAF). Updates are allowed after student departs.

Compliance Tasks (by Student) [\(edit\)](#)

Contains items that primarily are the student's responsibility. Click [\(edit\)](#) to update.

Required at  
Proposal



# Specify Methods at Thesis Proposal Stage

## Edit Compliance Items by Student



### Compliance Items To Be Completed By Student

Date input format: mm/dd/yyyy

Select all items which apply to your Applied Cyber Operations Capstone Report

Request Submitted

Approval Received / Completed

☐ None of the items in this section apply

☐ Human Subjects protocol review by IRB ⓘ



☐ Travel approval (if fieldwork)



☐ SERE training (if fieldwork abroad)



☐ Country clearance (if fieldwork abroad)



☐ Review by student's sponsor



☐ Patent filed (if separate from advisor)



☐ Copyright permission(s)



☐ Other, student's responsibility

Human Research Protection Program (HRPP)

Do you plan to engage in any of the following activities in support of your research activities?

Scroll  
down  
to  
reveal  
method  
types





# Specify HSR (or Not) at Thesis Proposal Stage

## Edit Compliance Items by Student

### Human Research Protection Program (HRPP)

Do you plan to engage in any of the following activities in support of your research activities?


- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            | Administer a questionnaire or survey.  |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            | Conduct focus groups or interviews.  |
| <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No | Observe human performance directly or indirectly (e.g., online, through analysis of information systems, crowd sourcing, etc.) with or without individuals' knowledge. |
| <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No | Audio or video record the activities of humans.  |
| <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No | Use pre-collected data that contains any information about humans.   |
| <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No | Test any equipment in which humans will serve as users.  |

### Human Subject Determination Info

When answering YES to any of the above and before they begin their research, students must fill out a Human Subject Determination Request Form (available at <http://my.nps.edu/web/research/irb-home>), have it signed by the advisor, send it to the HRPP Specialist at [irb@nps.edu](mailto:irb@nps.edu), and receive back an IRB determination. In the event the research evolves to include any of the above activities, the student must request a new IRB determination.

➔ If "YES," contact [IRB@nps.edu](mailto:IRB@nps.edu)!

 Save Compliance Items

 Close Window



# HRPP and IRB Contact Information

NPS IRB website and email:

<https://my.nps.edu/web/research/irb>

[IRB@nps.edu](mailto:IRB@nps.edu)

## IRB Contact Information:

IRB Chair: Dr. Larry Shattuck  
Ext: 2473  
[lgshattu@nps.edu](mailto:lgshattu@nps.edu)



HRPP Support: Ms. Celine Lai  
Ext: 2043  
[clai@nps.edu](mailto:clai@nps.edu)

Ms. Xio Carrion  
Ext: 1037

[Xiomara.carrion@nps.edu](mailto:Xiomara.carrion@nps.edu)



***Cooperate and Graduate!!***