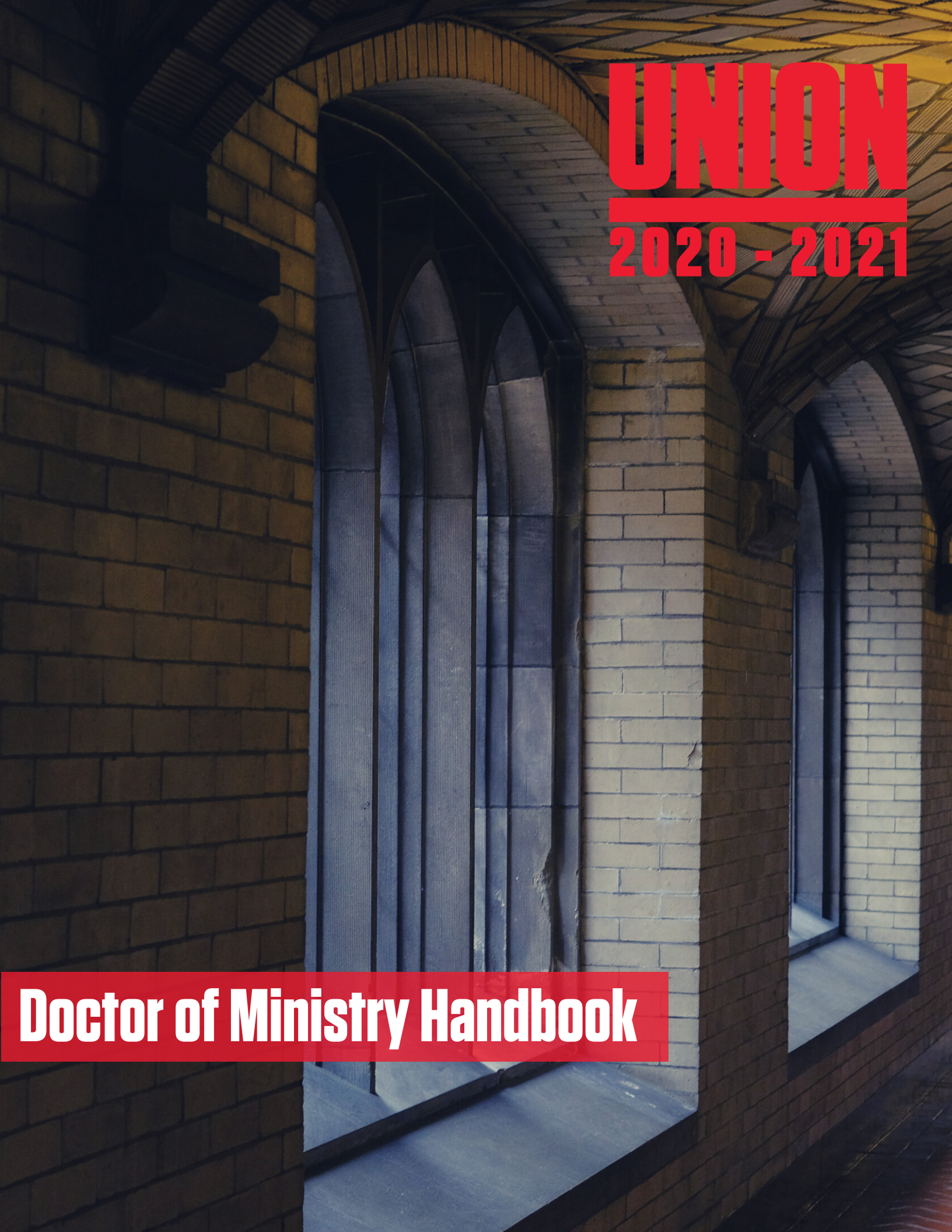

UNION

2020 - 2021

Doctor of Ministry Handbook

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MISSION STATEMENT

Union Theological Seminary in the City of New York is a seminary and a graduate school of theology established in 1836 by founders "deeply impressed by the claims of the world upon the church." Union prepares women and men for committed lives of service to the church, academy, and society. A Union education develops practices of mind and body that foster intellectual and academic excellence, social justice, and compassionate wisdom. Grounded in the Christian tradition and responsive to the needs of God's creation, Union's graduates make a difference wherever they serve.

CORE VALUES

Union Theological Seminary in the City of New York, founded in 1836, is a historically progressive Christian seminary with increasing commitment to interreligious engagement and spirituality. Our mission is encapsulated by the phrase: "where faith and scholarship meet to reimagine the work of justice." This quest for justice is broad and includes social justice and activism, responsive care for communities and individuals, the pursuit of collective well-being, and of human and planetary flourishing. In particular, exploring the religious and spiritual dimensions of this quest defines our distinctive mission.

These commitments have allowed defining of "core values" that express this mission and guide our teaching and learning. They are what we aim to teach our students:

- To grasp the substance of the Christian tradition and the other primary traditions of students through the study of scripture/sacred texts, theology, history, and tradition-specific practices
- To be in continued dialogue with other religious traditions on those traditions' own terms and to dialogue with the spiritually non-affiliated with respect and care
- To develop the ability to theologically engage the human quest for meaning and spiritual connection
- To develop the capacity for self-reflection as well as the capacity to respond to others in ways that are compassionate and open-hearted
- To develop capacities for critical analysis of the ecological, social, and cultural systems in which persons, communities, and traditions exist, recognizing that spiritual and religious beliefs and practices are expressed in ways determined by conditions of time and place
- To cultivate a theological understanding of the earth and its diverse ecosystems in a manner that fosters an informed commitment to planetary well-being and justice
- To form a secure base for both ethical decision-making and spiritual wisdom in service to the needs of the world
- To educate impassioned, informed, and wise leaders and community members capable of engaging the pressing issues of our day with integrity and courage

Developed and approved by the faculty in academic year 2019-2020

PROGRAM DESCRIPTION

1.1 Rationale for the Program

The purpose of Union Theological Seminary's Doctor of Ministry degree is to enhance the practice of ministry among spiritual care providers serving in multicultural and interreligious contexts (Association of Theological Schools [ATS] Standard E.1.1.1; E.1.2.2). The program focuses on Spiritual Care Leadership Education. The coordinator oversees the program in collaboration with the Dean of Academic Affairs.

Union's DMin program has three audiences (or tracks). The degree is designed primarily for students seeking an academic program to complement the Clinical Pastoral Education (CPE) Certified Educator certification. The program offers advanced study in the disciplines necessary to meet the CE conceptual expectations. A second

track is for those seeking to become Association for Clinical Pastoral Education (ACPE) National Faculty, that is, ACPE Certified Educators who wish to train other supervisors. A third track supports religious leaders seeking further training in spiritual care, with an emphasis on clinical leadership (in churches, religious institutions or social service and social justice agencies).

The intersection of theological education with clinical training and educational studies has a long history at Union, beginning with the hiring of George Albert Coe in 1909, a pioneer in the integration of psychology with a progressive educational philosophy. Coe was a mentor to Anton Boisen, whose vision helped to shape the National Conference on Clinical Pastoral Education in 1954 (now the Association for Clinical Pastoral Education [ACPE]). Union inaugurated its program in Psychiatry and Religion in 1956 (changed to Psychology and Religion in 2014). In 1971, the Seminary integrated this program into its curriculum, with courses offered at the masters and doctoral levels (with approximately 44 Ph.D. graduates since 1963).

Union strongly encourages its Masters degree students to enroll in Clinical Pastoral Education (CPE); CPE is a requirement for MDiv and MA students concentrating their studies in Psychology and Religion. The Seminary is a satellite of the ACPE-accredited Center for Pastoral Education at The Jewish Theological Seminary, across the street from Union. The JTS Center offers CPE Levels I and II, as well as Supervisory CPE. In 2014, Union created a distinctive hybrid field education-CPE program, offering the CPE educational model for students in field education. The hybrid CPE program serves as a prototype for an effective learning model that facilitates integration of students' theoretical knowledge and understanding with their practical experience in particular ministerial contexts.

The increasing number of students applying for CPE and the concomitant increase in programs has left the ACPE unable to keep the rate of retirement of supervisors in balance with the certification process of new supervisors. Generally, a supervisory education student (SES) draws upon a guided reading list in order to prepare students to write the three theory papers in theology, psychology, and adult education that are required in the certification process. In contrast to this solitary pursuit, Union's DMin program provides students with courses led by faculty specialists, with a collaborative learning community, and with an array of resources. The coursework will provide ample opportunity for students to "present" in varied modes and to interact with their peers. Moreover, Union's strength in interreligious engagement and in theological-cultural studies contributes significantly to the need for supervisors to respond in learned ways to the complex realities of the diversity that is increasingly characteristic of CPE groups.

1.2 Goals and Learning Outcomes of the Program

The goals of the DMin program reflect the mission and vision of the Seminary in general and the purposes of this doctoral program in particular (ATS E.1.3). The learning outcomes identify advanced and integrated knowledge, skills, and competencies that a graduate of the Union DMin program is expected to be able to demonstrate.

GOAL I: To enable students to acquire comprehensive knowledge of the disciplines necessary for clinical supervision within the broad scope of religious leadership.

Learning Outcomes:

Students will

1. Demonstrate clear professional knowledge in and a general mastery of clinical spiritual care education.
2. Demonstrate expertise in clinical and conceptual supervision.

GOAL II: To provide students with the skills needed to engage in leadership of Clinical Pastoral Education and related fields of professional functioning.

Learning Outcomes:

Students will

3. Demonstrate a capacity to produce original, publication-worthy research and writing that contributes to the knowledge and advancement of the field.
4. Demonstrate an ability to teach effectively for CPE Level I and II, and at the graduate level for Supervisory CPE.

GOAL III: To engage students in a sustained exploration of the connections and interactions between the disciplines of clinical pastoral education and clinical supervision.

Learning Outcomes:

Students will

5. Demonstrate knowledge of the distinction and relation between spiritual care/supervision and methods of theological and religious studies.
6. Demonstrate an ability to engage critically in interdisciplinary discourse.

GOAL IV: To cultivate in students a commitment to communicate their knowledge and to interpret the subject matter of their discipline with sensitivity to particular academic, religious, and cultural contexts.

Learning Outcomes:

Students will

7. Demonstrate an ability to interpret and to communicate their knowledge for different cultures and publics.
8. Demonstrate a facility in working in situations of religious pluralism.

1.3 Design and Delivery of the Program

Union's DMin is a 42-credit, hybrid program consisting of nine (9) credits of in-person, residential instruction in August, twenty-seven (27) credits of online courses, and six (6) credits for the final integrative project. The online courses have both synchronous and asynchronous components. Union does not charge additional fees for identity verification for its online courses (disclosure required by Middle States Commission on Higher Education). An MDiv or its equivalent is a prerequisite for the DMin program (ATS E.4.1).

ACADEMIC POLICIES AND PROCEDURES

See current information in the Academic Catalog here: https://utsnyc.edu/wp-content/uploads/ACADEMIC-CATALOG-2020-2021.pdf and also the Student Handbook here: https://utsnyc.edu/wp-content/uploads/StudentHandbook.pdf.

2.1 Course Credits

Students will complete forty-two (42) credits for the program. The Students in the metropolitan New York area may, with the permission of the DMin program coordinator, enroll in courses at member schools of the New York Theological Consortium. Such courses must be directly linked to their DMin program of study. To apply for such a course, see Cross Registration Application.

With the prior permission of the DMin program coordinator and the Associate Dean of Academic Affairs, a student may take a course at another accredited seminary or graduate school (outside of the NY Theological Consortium) and transfer the credits to Union. A course previously taken at another institution may also be transferred. Such courses must be directly linked to their DMin program of study. They also must be at the graduate level and not counted toward another degree or certificate program. Union does not pay for the costs of these courses. Instead, the student covers all costs. See Union's transfer of credit policy for more information.

See also Union's credit hour policy for more information about expectations of workload per credit hour.

2.2 Class Assignments and Extensions

All assignments must be original and submitted on time as determined by the course syllabus (see section 4.2 on plagiarism). If there is a need for additional time to finish final written assignments, a student may apply for an extension. Please note that Union allows for limited time for the completion of extensions and does not grant a grade of incomplete. Instructors set the dates on which papers and other requirements, apart from final examinations, are due. The latest date that may be set in the semester is prescribed by the Academic Calendar.

For good and sufficient cause (such as personal illness or other serious circumstances beyond the student's control) a student may request an extension of the due date from the instructor. Instructors may grant extensions of up to one week at their discretion; this request must be made before the work is due. Late work completed with the instructor's permission should be given directly to the instructor by the date agreed upon.

Students who need more than a one-week extension to complete final course assignments must apply in writing using the form provided by the registrar's office.

1. Students complete a form that is sent to the instructor and then to the Academic Dean (see link above).
2. Students taking courses at other institutions are subject to the rules of that institution with respect to extensions. It is recommended that Union students do not request extensions for courses at other institutions.
3. A temporary final grade of Extension (EXT) is assigned for the course until the actual final grade is submitted.
4. If the assignments are not submitted to the instructor and registrar by the deadline, a grade of No Credit (NC) is recorded as the final grade for the course.
5. Extensions are not allowed in the spring for graduating students**.**
6. After submission of the approved form by faculty, the registrar requests approval from the Academic Dean.

2.3 Policies and Procedures for Leave of Absence

Students are generally required to be enrolled continuously from admission to graduation. However, students who are faced with extraordinary personal circumstances may be eligible for a leave of absence. Leaves of absence are negotiated through the office of the Dean of Students and approved by the Academic Dean. See relevant policy in the Academic CATALOG.

2.4 Applied Research Project (ARP)

Normally, the project proposal is submitted during the middle of the last academic year (third year). The student drafts a proposal, which the program coordinator and advisor/first reader examine.

All projects must fulfill the standards mandated by the Association of Theological Schools:

> **E.2.4**: The program shall include the design and completion of a written doctoral-level project that addresses both the nature and the practice of ministry. This final summative project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has the potential for application in other contexts of ministry or presentation in professional forums.
> **E.2.4.1**: The project should demonstrate the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results. It should also reflect the candidate's depth of theological insight in relation to ministry.
> **E.2.4.2**: Upon completion of the doctoral project, there shall be an oral presentation and evaluation. The completed written project, with any supplemental material, should be accessioned in the institution's library.

The ARP involves preparation of an academic paper of approximately. 75-100 pages that explores in-depth a particular issue in spiritual care education/leadership. It includes a description of the context in which the issue arises and is being addressed, analysis of the issue based on research, and a proposal of ways this issue might most adequately be approached. Details of the ARP follow in a separate section below.

The anticipated research normally involves work with live human subjects (e.g., interviews, focus groups, a trial educational program or clinical intervention). Students should review Union's Institutional Review Board (IRB) guidelines and complete an IRB application form (see IRB FAQ). (Even if expedited review is anticipated, a student must complete the application, which includes obtaining an online certificate of training on current rules of law pertaining to the ethical treatment of human subjects.)

2.5 Completion of the Program

Students can finish the DMin program in three years (ATS E.3.2). However, a student may be granted an extension by an appeal to the coordinator of the DMin program, with the approval of Dean of Academic Affairs. The expected time to completion is 5 years. Students who do not complete their projects according to the normal schedule may request a one-semester extension which requires approval by the advisor and the program coordinator in consultation with the Academic Dean. Barring exceptional circumstances, if after five (5) years (excluding any leaves of absence) the student has not completed the DMin program, they will be dismissed from the program.

ADVISEMENT AND ASSESSMENT

3.1 Advisement

The DMin program coordinator serves as the academic advisor for all DMin students. Because the majority of course work in the DMin program is done online, it is vital that students in the program meet each semester with the program coordinator; for students at a distance, this should be done via videoconference. This conference provides an opportunity not only to discuss academic progress, but also to raise any personal matters that affect their studies. At the conclusion of each term, the program coordinator reports to the academic dean about each student's progress in the program. A separate project advisor is assigned at the conclusion of coursework.

3.2 Course Registration

Students register in the summer for the summer and fall semesters and in the fall for the spring semester via email communication, which serves to document student consent. All official communications with students are conducted via their UTS email accounts so consult your UTS email account regularly or set it up to forward to an account that you check regularly.

For the policy and procedures regarding dropping and/or adding courses, please see the Course Catalog or Student Handbook. To add or drop a course with your advisor's approval, use the Add-Drop Form. Consult the academic calendar for deadlines on dropping and adding courses and withdrawing from courses.

3.3 Mentoring and Assessment of Students

At least once each academic year, the program coordinator should meet with all DMin students, preferably in person or via videoconference. These meetings are occasions for the advisor and student to assess progress in course work and skill acquisition, and to explore topics for the focus of the DMin project. Assessment of student learning is a continuous and integral part of the DMin program from matriculation to completion.

Upon admission, each DMin student will be provided with an ePortfolio into which they will place significant evidence of their learning as they progress through the program. At the end of each semester, students should deposit at least one assignment per course into their ePortfolio. (It is expected that faculty will create

assignments and apply grading rubrics that address both course and program goals and learning outcomes. Program goals and learning outcomes should be referenced on syllabi.) During the student's final semester (in March or April), the program coordinator and the student's advisor will conduct as assessment conference with the student to provide feedback to the student and to solicit feedback from the student. After the final Applied Research Project is completed, the program coordinator and the student's advisor completes a Final Assessment Report (FAR) based on the student's demonstrated achievement of program goals and learning outcomes as evidenced directly by course papers, performance-based CPE supervisor evaluations, final grades with narrative evaluations, and indirectly by the student's self-assessment survey (to be completed prior to the conference). The program coordinator and Assessment Committee review annually the aggregated data from final assessment reports.

REVIEW OF STUDENTS

4.1 Good Standing

Students remain in good standing in the program as long as they have finished all coursework in a timely fashion and have received a grade of "CR" or "CD" in their courses. Students receiving a grade of "MC" or "NC" will be reviewed by the Committee on Standing, which meets in January and June each year. See the Academic Catalog for policies and procedures related to good standing, academic warning and probation.

4.2. Plagiarism

Students at Union are expected to observe the highest standards of integrity and honesty in their academic work. A critical part of such honesty consists of proper acknowledgement of the ideas of others and the complete absence of plagiarism in submitted work. See the discussion of plagiarism in the Student Handbook for definitions and consequences. All students at Union are expected to understand what plagiarism is and to avoid it in all circumstances.

4.3. Dismissal from the Program

A student who fails to meet stated expectations that are stipulated during probation or warning is subject to dismissal from DMin program. Dismissal may be appealed to the via the procedures outlined in the Academic Catalog.

OTHER MATTERS

5.1. Behavioral Standards

Union recognizes the importance of student academic progress and personal wellbeing. Bearing in mind the safety and wellbeing of all members of its community, the Seminary may take the following actions against a student who is manifesting behavioral issues that may impede their safe and successful participation in the academic program, or that threaten the safety or well-being of others. Consult the Student Handbook for more information about behavioral standards and potential consequences. The handbook also contains information regarding withdrawals, leaves of absence, satisfactory academic progress.

5.2. Access to Records and Privacy Rights

Under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), students registered at the Seminary have the right to review their educational records. View the Access to Education Records portion of this webpage: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html.

Union Theological Seminary defines directory information as outlined on this webpage: https://utsnyc.edu/academics/registrar/ferpa-facts-figures/. More information about FERPA including directory information is also available via the above page. Complaints regarding alleged violations of a student's rights under the Act should be sent to the Academic Dean.

They may also be submitted in writing to the:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-8520
Additional information on FERPA may be accessed through the webpage and the Department of Education website.

5.3. Disability Services and Accommodations
Union admits students regardless of race, color, sex, sexual orientation, religious affiliation, national or ethnic origin, gender identity and expression, or disability to all the rights, privileges and programs generally accorded or made available to students at the seminary. Union does not discriminate on the basis of any of these in the administration of its educational and admission policies, scholarship and loan programs, or other programs administered by the seminary. Students with disabilities are afforded full participation in the seminary's programs and activities. In response to a request made by a qualified student with a documented disability, the seminary will provide disability-related services, including reasonable academic accommodations, in order to ensure students with disabilities have equal opportunity to attain the same quality of education as students without disabilities.

The Associate Dean for Student Affairs (212) 280-1396 or studentaffairs@uts.columbia.edu) coordinates services for students with permanent and temporary disabilities, in accordance to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Consult the Student Handbook for details on requesting disability services and accommodations.

5.4 Library Resources
All Union students, including DMin students, have access to the Burke Library at Union Theological Seminary, which is part of the Columbia University Libraries system (ATS E.3.3.3). In addition, students have access to borrowing consortia, including Borrow Direct, which includes Brown, Cornell, Dartmouth, Duke, Harvard, Johns Hopkins University, Massachusetts Institute of Technology (MIT), Princeton, University of Chicago, University of Pennsylvania, and Yale. Several Borrow Direct schools (Duke, Harvard, Princeton, University of Chicago, and Yale) support graduate degrees in theological studies.

The Burke Library at Union Theological Seminary is world renowned, containing rich collections for theological study and research with holdings of over 700,000 items including unique and special materials. Throughout its long history, the Burke Library has maintained its commitment to the needs of both teaching and research, serving the faculty, students, and staff of Union Theological Seminary and Columbia University, as well as a wide spectrum of national and international scholars and researchers. For more information, please visit: library.columbia.edu/burke.

The Columbia University Libraries **(**library.columbia.edu) system is one of the top five academic research library systems in North America. The collections include over 12 million volumes, over 160,000 journals and serials, as well as extensive electronic resources, manuscripts, rare books, microforms, maps, and graphic and audio-visual materials.

OVERVIEW OF CURRICULUM

	SUMMER 2 weeks August Residency	**FALL** 15 weeks Online	**SPRING** 15 weeks Online
Year 1	**DM 401Q**: *Wellness and Self-Care for Spiritual Care & Supervision* (1 cr.) **DM 402Q**: *Theological Issues for Spiritual Care & Supervision* (2 cr.)	**DM 403**: *Professional & Clinical Ethics* (3 cr.) **DM 413**: *Educating Adults: Theoretical Frameworks & Best Practices* (3 cr.)	**DM 404**: *Interfaith Engagement & Leadership: Challenges & Opportunity* (3 cr.) **DM 438**: *Psychodynamic Theory for Spiritual Care Education & Leadership* (3 cr.)
Year 2	**DM 405Q**: *Research Literacy* (2 cr.) **DM 406Q**: *Group Development & Process* (1 cr.)	**DM 407**: *Research Methods & Process* (3 cr.) **DM 408**: *Contextual Perspectives on Culture & Justice* (3 cr.)	**DM 409**: *Systems, Organizations, Leadership & Administration* (3 cr.) **DM 410**: *Clinical Supervision* (3 cr.)
Year 3	**DM 411Q**: *Research Integration Seminar* (2 cr.) **DM 412Q**: *Theory & Practice of Teaching* (1 cr.)	**DM 520**: *Thesis/Final Project I* (3 cr.) **DM 501**: *Guided Reading* or Elective (3 cr. as needed)	**DM 521**: *Thesis/Final Project II* (3 cr.) OR **DM 501**: *Guided Reading* or Elective (3 cr. as needed)

APPLIED RESEARCH PROJECT GUIDELINES

7.1 Overview

Like your coursework, the Applied Research Project (ARP) for earning the Doctor of Ministry degree is a requirement set forth by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS). Standards for this formal research element of your degree study are defined and regulated by ATS, and those same standards are supported and exceeded by Union Theological Seminary in its administration of this academic program. This is to assure that your doctoral program is ranked competitively among all seminaries, divinity schools, and schools of theology that have achieved accreditation by ATS.

The DMin degree is a professional degree and like other professional doctoral degrees (MD, EdD, PsyD) it is designed to study and test knowledge for its applicability in the practice of one's discipline. By contrast, the PhD degree is more typically based on pure research with the goal being to teach in a university or graduate school setting, continue specialized research, and publish new knowledge within the discipline of study.

Hence, the DMin degree has as an essential component – the applied research project (ARP) which succeeds in producing new knowledge about a subject, or that significantly refines existing knowledge, for purposes of advancing the practice of ministry. The end result of the ARP is submission of one's research in the form of a written document of approximately 75-100 pages (including bibliography but not appendices). The ARP refers to

the entire project from its beginning in reading and research, implementation of the research proposal, writing of the project, and orally presenting the project to ministry peers.

The purposes of the ARP are to:

1. Contribute to the advancement of spiritual care education and leadership and through reflective praxis and actualized ministry in the student's current context.
2. Make available new knowledge and understanding of spiritual care education/leadership to others in chaplaincy and related professions of ministry.
3. Develop further the student's ability to do field research on the level of a professional doctorate.
4. Improve the student's self-directed learning skills and understanding of of spiritual care.
5. Further develop the student's professional skills for spiritual care education and leadership.
6. Contribute knowledge about spiritual care to the larger community.

7.2 Criteria for an Applied Research Project

The project:

1. Informs understanding of an aspect of spiritual care education/leadership.
2. May directly or indirectly relate to the student's current professional position.
3. Develops from adequate knowledge of personal sacred meaning/theology, spiritual care theory, and praxis.
4. Employs an acceptable research method(s) with which the student has sufficient competence to attain validity.
5. Is sufficiently focused to allow a concentration of effort and to avoid covering so much ground that the results are superficial.
6. Incorporates an honest evaluation of the process and results of the project based on well-defined criteria and valid evaluative procedures.
7. The final document is written in clear and correct English and correctly formatted as defined by this guide, avoiding polemic or exaggerated claims.
8. Is written with careful attention to the correct selection and use of source material, accurate citations, and research standards.

7.3 Beginning the Project and Completion Time

Students may begin their ARP before they finish their coursework only with approval of the program coordinator/advisor. Students should give thought to possible topics for the project early in the program.

Students must complete their final project within two years of finishing all coursework (which typically takes three years). If the student does not successfully complete the program within five years, they are withdrawn from the Seminary. If a student registers for their final project and then abandons it, failing to complete it within the two years, they are withdrawn from the program and assigned a failing grade for the project. If they wish to resume their project at a later date, further participation in the program requires readmission following standard application procedures.

The ARP Committee consists of:

1. the student’s advisor as primary reader
2. a second reader
3. the program coordinator

The program coordinator approves the advisor and second reader based on the student's topic and input. The advisor supervises and engages the student during planning and writing of their research findings. The advisor is the primary person with whom the student has regular contact during the course of the project.

7.4 Common Models of Research

Students who have successfully completed DMin studies often have employed one of the following models for an applied research project. These are not the only models for applied research, however, and other options should be discussed with the program coordinator.

1. Case study of a situation of spiritual care supervision/education or leadership in relation to relevant literature, with in-depth analysis of the spiritual and psychological dynamics, a summary of learnings, and recommendations for further research.
2. Program development and evaluation. The student develops a spiritual care educational program and evaluates its effectiveness. The ideal program is one that addresses a problem or issue identified by people within the institution or setting being researched, so that the program is not implemented solely for the sake of completing the research project.
3. A survey to determine the scope of an issue or problem, with analysis of data and resulting recommendations for practice. A survey may be quantitative (with a hypothesis), qualitative (beginning with an open-ended research question) or mixed methods (utilizing a combination of quantitative and qualitative questions).
4. Qualitative interviewing, focus groups, or a combination of both to explore a research question and analyze data in order to build theory (i.e., Grounded Theory), describe how individuals make meaning in a given context (ethnography), and to create recommendations for practice (may be combined with a survey for preliminary results.)

7.5 Specific Steps to the Project

Details of the sections of the project proposal and the final project writeup are given below. Textbooks on research methods and writing a report are covered in the research sequence in the second and third year of coursework: DM 405Q, DM 407, and DM 411Q. Students should be ready for topic approval by the end of DM 407. DM 411Q is intended to serve as a good start on the project proposal. The project proposal and detailed review of the literature should be completed and approved, along with IRB approval during but no later than the end of DM 520 (Project I). By the end of DM 520 (Project I), the student should be ready or have a good start on running the research itself. DM 521 (Project II) should mainly be devoted to writing up the results of research and completing the final Project and oral presentation. If DM 520 or DM 521 is written in a fall semester, work is due to readers by the first Friday in December; If DM 520 or DM 521 is written in a spring semester, work is due the middle of April. See appendix and consult the annual academic calendar for specific dates.

7.6 Expanded Instructions for the Project

1. **Topic Approval**

After the program coordinator has given verbal permission to research a particular topic, students submit a *Applied Research Topic Proposal*. If approved, the program coordinator helps select an advisor and a second reader for the project. The topic proposal should be submitted in the year preceding graduation, by November 30 for May graduates and by June 30 for January graduates.

The *Applied Research Topic Proposal* is found online and in Appendix E which identifies to the program coordinator the student's initial conceptual intent for the applied research project. This form is essentially a "learning contract" that specifies a brief summary of the project and its significance, an early and foundational bibliography, and the fit of this project for the student and his/her/their ministry context.

Since the student and program coordinator have discussed potential advisors, the advisor may help guide the student in the completion of the proposal. When the proposal is approved, the program coordinator officially approves an advisor and second reader, but often a qualified faculty member has discussed the project with the student and therefore can (and should) be involved as early in the process as possible.

2. **Project Proposal**

Once the topic proposal is approved, work immediately begins on the proposal. This phase also includes registering for DM 411Q, but certainly by start of the fall semester, when the student must submit a formal project proposal that defines the scope and strategy of the project.

What is the Proposal?

The proposal is a "blueprint" for the ARP. The blueprint needs to be precise enough that another researcher could follow and work your plan, but not so precise that it becomes redundant or verbose.

Description and Procedure

The proposal follows the chapter divisions of the final project in a preliminary form. The proposal previews the Project and typically, with revisions, becomes the basis of the first chapter of the project. In fact, the sections of the proposal mirror the chapters of the project.

The overall proposal is approximately 15 double-spaced pages. The length of each section below is only a suggestion, not a requirement.

The proposal should be emailed to your assigned advisor with a copy to the program coordinator. Often candidates are required to revise and resubmit their proposal, sometimes two or more times, before it is approved. The proposal must be approved by the advisor before the candidate may proceed with the project.

Specific Sections to Include in Proposal:

Introduction (2-4 pages)

- Provide the general rationale for the project: What got you interested in the topic? What (unmet or only partially met) needs are being addressed?/who could benefit from this research?
- Summative literature review: Who else has already addressed this topic/how much has already been written about it? What hasn't already been addressed thoroughly or in your view accurately in the published literature that you want to investigate further?
- Provide a precisely worded hypothesis, problem statement, or research question. What do you want to find out?
- Delimitations: What are you intentionally not investigating? Why aren't you studying obviously related aspects of the topic?
- Limitations of the study: What cannot be determined by this study in relation to the topic? What will this study not be able to accomplish and why?
- Include a summative theological/spiritual care rationale for the project, including the major references or support from other sources. i.e. What is the theological stake in this study? What makes this appropriate for a DMin Project in a theological seminary context?
- How will this project help others to do spiritual care education/leadership better? What is the contribution you hope to make to the field?
- Include a preliminary Bibliography/References section

Previous Research on the Topic (4-7 pages)

The literature you studied in preparation for your proposal is a miniature version of your larger literature review that becomes chapter two (or three) of your project. While the ultimate literature review will be exhaustive, this shorter literature review for your proposal simply introduces the reader to the most significant sources available in your topic area. You may preview the literature in broad categories. By the time you write the proposal, you will have done much of this literature review, so it should be easy to discuss the broad categories of the field of study and why this literature is relevant. **Provide at least one paragraph describing how your project builds on or extends this line of research. Is it clear what line(s) of study or research serves as a foundation for your study**?

Procedure and Research Method (3-5 pages)
Restate your hypothesis/problem statement/research question, and explain how the method you have chosen (quantitative, qualitative or mixed methods) is the most appropriate for this research. Cite at least 2-3 sources in the research literature (not the subject matter literature) to support your choice.

Explain how the project is to be conducted – identify the specific method(s) you will use (descriptive survey, program implementation and evaluation, program evaluation, case study, etc.). If you developed an instrument for evaluation such as a questionnaire, survey or interview, note that in the appendix. Cite any existing instruments being utilized, along with necessary permissions.

Describe your research population and setting: With whom, when, where will the research be done? How you will recruit your subjects/participants? What institutional permissions will you need to obtain, if any?

How will you record, store, and analyze your data (appropriate to your chosen research method)? Specify any software you plan to use for data analysis/coding.

Describe the feasibility of this study. That is, how can you do it in the allotted time? How are the subjects for study available to you? Could another researcher, who has read the literature, conduct this study according to your research design?

Conclusion of the Proposal: What is the contribution to the field that you hope this study will make?

Important Guidelines for Writing the Proposal:

1. Write in an academic style that demonstrates the ability to make judgments based on evidence and reason, not opinion. If statistics are cited, they should be relevant and fact-checked.
2. Use either the Turabian *Manual for Writers*, 9th ed. (= *Chicago Manual of Style*) www.turabian.org or the American Psychological Association's APA Publication Manual, 7th ed. APA Style. As a general guide, Turabian is best suited for projects that emphasize academic writing in the humanities; APA is best suited for projects emphasizing psychological research.
3. Document your claims. Do not make sweeping generalizations or state claims that do not show up in the literature. (Avoid seeing your advisor's comment, "Says who?" in the margin.)
4. Be succinct and get to the point. If it can be said in a paragraph, don't use a full page. If it can be said in a sentence, don't use a full paragraph.
5. Don't be subtle; lay it out explicitly so that the readers can discern exactly what you plan to do.
6. A large percentage of the work on your project may be completed when you submit your proposal. The literature review is provides the rationale for your research question. The crafting of the research design (the grunt work) may already be done. When the proposal is approved, your advisor is telling you, "OK, now work your plan with excellence according to the way that you've proposed it, and we'll approve your dissertation." An approved proposal is like a contract.
7. Do not be surprised if you are required to revise and resubmit your proposal. Two (or even three) resubmissions is not uncommon for doctoral research.

If you're stuck, contact your advisor and get advice. You may also contact the DMin coordinator (only about administrative matters or about form/structure). Don't let time get away from you while you're wondering, "What do I do now?"

3. **Literature Review**

By the time you have read exhaustively about your topic area, you should be something of a resident expert on the subject. This portion (which usually becomes chapter two of the project) is what makes you that expert. This review is your organized evaluation of all the significant sources related to your topic. Think of your literature

review as a map that allows you to point out where your own study is located in relation to what has been done before.

A good review of the prior writings or studies that bear on your topic makes clear to the reader what part of the vast field of knowledge is being investigated. The literature review should concentrate on identifying the principal works, authors, and main ideas dealing with your topic. It should identify the generally accepted terms, definitions, concepts, and explanations of your area of research, and should identify any uncertainties or controversies in the field. The review is not a list of books or articles reviewed, but a coherent and dispassionate analysis of an area of study as it stands today. It is not an annotated bibliography. It should instead be organized by themes, systematic propositions about the studies covered, historical sequences, or other important ideas. You should make the organizing ideas explicit, and show the development and enhancement of those ideas as your review proceeds. There are likely to be partial summaries as you complete aspects of your total review. There must be a thorough summary at the end, which reminds the reader of principle points that are relevant to your study and further refines your research rationale, and/or your hypothesis/problem statement/research question.

4. **Institutional Review Board (IRB)** [1]

General Information

Any member of the JTS or UTS faculty, staff, or graduate student bodies who plans to initiate research involving human subjects must submit a protocol for IRB review and approval prior to beginning the project.

We are following federal guidelines that defined research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge..." and human subject as "…a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information." Student classwork generally does not fall under the heading of "research" because it is not meant to be generalizable.

The IRB will meet once per month (as needed). Any application submitted before the end of a calendar month will be considered prior to the end of the subsequent calendar month. The current chair of the IRB is Associate Professor Jeffrey Kress, Associate Professor, Dr. Bernard Heller Chair of Jewish Education, (212) 678-8920; jekress@jtsa.edu The IRB will have at least four members, including at least two from JTS and two from UTS. Review of a submission that is not exempt or expedited shall be made by at least three members.

There are three categories of review: Full, Expedited, and Exempt. If a project does not meet the criteria for Expedited or Exempt Review, then a Full Review is needed. *Regardless of the category, an application must be completed. Also, certificates of completion of the online Human Subjects Protection Training module must be provided for all researchers involved in the proposed research.* More information can be found at: https://phrp.nihtraining.com/users/login.php

Information gathered exclusively for educational purposes (i.e., not for outside dissemination), such as in-class student surveys or class projects, does not meet the regulatory definition of "research" and therefore does not require IRB review or approval. However, faculty is still responsible for demonstrating appropriate and ethical conduct in research and for ensuring that their students do the same.

Exempt and Expedited Review Categories

Exempt research still requires an application and certificates of completion of the online Human Subjects Protection Training module.

[1] Last revised *03/21/17;* Based upon the Barnard College IRB policy, among others.

Exempt research includes:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, provided individual subjects cannot be identified, directly or through identifiers linked to the subjects.
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2)above of this section, if the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Additional information about exemption can be obtained from "§46.101 To what does this policy apply?" in The Common Rule for the Protection of Human Subjects.

Under procedures established by the Department of Health and Human Services, certain research may be subject to **expedited review** by one member of the IRB, rather than the full board. Relevant categories include:

1. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.
2. Continuing review of research previously approved by the convened IRB, where:
   a. (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or
   b. no subjects have been enrolled and no additional risks have been identified; or
   c. the remaining research activities are limited to data analysis.

If you believe that your research is exempt from IRB review, or can be addressed by an expedited review, please indicate in your application why you believe that the appropriate criteria apply.

<u>All New Proposals</u>

Regardless of the category, before initiating any research, the Primary Investigator (PI) will need to provide the IRB with a completed copy of the Application for Review of a Human Subjects Research Protocol (found at the end of this document, and online).

Supporting materials to be submitted with this form include:

- Pending or approved funding proposals that include any of the studies described in this application
- Consent forms
- Any flyers, emails, or letters that will be used to solicit research participants
- Certificates of completion of the online Human Subjects Protection Training module for all researchers involved in the proposed research. More information can be found at: https://phrp.nihtraining.com/users/login.php

Continuing Communications with the IRB

If substantial changes need to be made to the research procedures, you should contact the IRB with those changes as soon as possible so that the IRB can review them. You should also notify the IRB when your research has terminated.

Informed Consent

Informed Consent is the most relevant issue for the majority of human subject-based research conducted at JTS and UTS. Informed Consent should be obtained from research participants prior to their involvement in any research project. In most cases, written, signed consent is most appropriate. In cases in which it is not feasible to obtain written consent, such as when research participants are contacted only by phone, verbal consent may be used. Parental consent must be obtained for minors in addition to the consent of the participant (as appropriate). A sample informed consent form is available in an appendix to this document.

Consent should include the following elements:

- A description of the research project's general procedures and goals, including a clear statement of the extent of the involvement of the research participant.
- A statement of the researcher's plans for disseminating the results of the project (e.g., report to funder, publication in academic journals, etc.).
- A statement regarding the degree of confidentiality and anonymity to be conferred. [Anonymity refers to the identity of the participants/institutions being unknown to the researcher; confidentiality refers to masking identifying details about a participant and/or an institution]. *Participants should be aware of the extent to which the researcher will or will not be ensuring their and/or their institution's anonymity/confidentiality*. Note that issues of anonymity/confidentiality apply, when relevant, to institutions as well as individuals (e.g., will the synagogue at which the study is being conducted be identified?).
- Contact information for the researcher. In the case of student research, contact information for the student's faculty project advisor should be included.
- Acknowledgment of the right to refuse participation in the project as a whole or any part thereof and to cease participation at any point.
- A description of any potential harm to the participants (of course, this is rarely an issue for the research conducted at UTS or JTS, but is included here in the event it is relevant).
- A description of any benefits to the participants (including a statement regarding lack of remuneration if that is the case).
- Information for whom to contact with concerns about the process.
- The consent form must be written in language understood by the participant.

Informed consent is premised on the idea that a participant is in a position to freely decline participation. Researchers should be sensitive to issues of dual-relationships and power dynamics. Situations in which the researcher is in a position of authority over the participant (for example, a faculty researcher working with student participants) should be handled with the utmost discretion or avoided entirely. The IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects if it finds either:

1. That the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern; or
2. That the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.

In cases in which the documentation requirement is waived, the IRB may require the investigator to provide subjects with a written statement regarding the research. In some cases, such as research involving observations

of public behavior, Informed Consent is not called for as a matter of ethical standard (though the researcher may choose to inform participants as a matter of etiquette). More information about Informed Consent can be found at: "§46.116 General requirements for informed consent" in The Common Rule for the Protection of Human Subjects

Beyond Informed Consent and the issues included therein, it is the researcher's responsibility to minimize the chance that his or her procedures will cause any psychological distress or other harm to subjects. Researchers should think carefully about how seemingly ordinary questions may be challenging for subjects who have experienced a loss or a difficult life event. In general, researchers should only ask questions that are necessary to support their research. Here is a link to an article in the Chronicle of Higher Education on the IRB approval process: http://www.chronicle.com/article/Does-This-Have-to-Go/237476/

Data Storage

Data and records must be stored according to the guidelines in Appendix B. Data and records to be maintained include: copies of all research proposals reviewed, scientific evaluations (if any), consent documents, progress reports, reports of injuries to subjects and other unanticipated problems, and copies of all correspondences between the IRB and the investigator(s). Records may be preserved in hard-copy, electronic or other media form, and must be accessible for audit purposes. Records for completed projects should be stored in secure locations on campus with the same care used when the project was active.

Additional Questions and Resources

Additional questions about IRB matters should be directed to the UTS-JTS IRB Chair, Dr. Jeffrey Kress, jekress@jtsa.edu. You can read more about current regulations for the Protection of Human Subjects on the U.S. Department of Health and Human Services website. The National Science Foundation has FAQs and vignettes on interpreting the Common Rule for the Protection of Human Subjects.

5. **Carrying out the Research**

You've made the plan (your proposal), now work the plan. Most candidates find that after the creation of the Proposal and literature review, the actual process of carrying out the research is fairly stress-free. This is because careful preparation has made smooth sailing possible.

Remember that the formal proposal, once approved, is the agenda for the applied research project up through its completion. Once approved by your Union advisors and the IRB, the proposal functions in essence as a contract. The direction of study cannot change from that of the proposal. If you find that the project or method needs adjusting, a revised proposal needs to be submitted and approved by the advisor, and depending on the nature of the change, a new IRB may need to be submitted.

6. **Writing the Project**

In most cases, the chapters of the final project mirror the order of the sections in your proposal.

Project	Chapter title	Contents of the chapter
Chapter One	Introduction	Chapter one is a modified version of your Proposal. Whereas your Proposal used the future tense-- telling the reader what you plan to do--chapter one of the project is telling the reader, in the past tense, what you actually did.
Chapter Two	Previous research and Review of Literature	Your literature review is the same as the one you completed for your proposal, but now it is updated with the sources you did not have or know about when it was first written up. It's time to go back and integrate these more recent sources into the discussion of your topic literature.
Chapter Three	Procedure and Research Method	Describe what you did in your research project and how you did it. This should be the same as what you planned in your Proposal. If any changes to your proposed strategy took place during the research phase, this is the place to describe them.

Chapter Four	Research Findings (Reporting)	For quantitative/portion of mixed methods: Was your hypothesis confirmed/founded? Report the results of your data analysis in detail. For qualitative/portion of mixed methods: Summarize your participants' responses (your data), organized into categories or themes that emerged in answer to your research question.
Chapter Five	(Interpreting) Discussion, Conclusions, Limitations, Further Study	Describe the significant conclusions you can draw from your study that can influence the practice of spiritual care education/leadership. Conclusions can be direct from your evidence, or they can be inferred logically. This is the place to discuss those inferences. If the project is strongly focused on practice, you should include recomemndations for practice. End with a qualifying statement indicating the limitations of the study, and recommendations for further research.

7.7 Project Submission

Drafts submitted to your advisor and second reader typically are done electronically. Such submissions should consist of a single Word document, not multiple files unless your advisor wants them separated. Your advisor and second reader likely requires corrections and revisions to your project. Once you have made these, a new corrected digital copy should be submitted to them. If they are satisfied with your work's completeness and correctness, you will be directed to schedule your oral presentation.

However, if your project committee believes that your revised and corrected project is still not sufficient to merit passing the project phase of your degree program, they are, after consulting with the program coordinator, assigned a grade of NC to the project. The student is then withdrawn from the program with no further action. There is no appeal to this action.

Once approval of your project has been communicated to the program coordinator, the following is provided to the office of Academic Affairs:

- Two copies of the project printed on professional quality 81⁄2"x 11", acid-free, white 25% or more cotton fiber, fine business paper, 20 lb. weight. Submitted loose-leaf in a box, do not bind them in anyway. They will be sent to the bindery for binding.
- Make sure the approval pages for each copy are on top and have been signed by your advisor and reader. The program coordinator adds his/her signature after we receive your final copies. Make sure that your boxed dissertation is in the proper order for binding, with the exception of the approval page that should be placed on top.

<u>Binding</u>

The binding cost for your project is part of your graduation fee and may take up to several weeks. One bound copy is kept in the Burke library. The other bound copy will be mailed to you. Should you wish more than one bound copy of your project, provide an additional printed copy to the DMin office when you deliver your other loose copies. An additional binding charge will be assessed for a second bound copy.

7.8 Oral Presentation and Grade

Once the candidate's dissertation advisor and reader agree that the student has reached the end to their research and writing process, and find the project acceptable, an oral presentation is scheduled by the student in conjunction with the advisor. An oral presentation is a requirement for the Doctor of Ministry degree in all cases.

As a general rule the student will present their findings to an audience consisting of the Advisor, Second Reader, and a group of ministry peers who can benefit from the research. It is strongly encouraged that the candidate

have present for this presentation leaders and members of his or her ministry, colleagues in ministry, and interested seminary faculty and seminarians.

The goals for the demonstration are:

1. To articulate clearly that which the student has learned about spiritual care education and leadership as a result of the research and writing for the dissertation.
2. To enable the audience to understand the student's work and specifically to explain concisely the principles explored in the applied research project.
3. To enable the audience to strengthen the practical aspects of their respective ministries.

The student is expected to assess the audience and prepare materials for presentation in a manner suitable for the occasion. The student should recognize that the project presentation is a component of the overall project process, and that a poor quality presentation may affect approval or disapproval of the project as a whole. The demonstration may involve such things as lecture, visual aids, slide shows and media materials, handouts, enactment, question/answer, and the like. It should answer the following:

1. Why this subject? (Research problem and question)
2. How was research done? (Be brief and concise. Do not rehash your dissertation.)
3. What was the research designed to test? (Your hypothesis)
4. What is the research not designed to show? (Limitations of the study)
5. How did theology/Personal sacred meaning inform the research?
6. What conclusions can be drawn?
7. What other research questions were uncovered by this study that others may pursue?

<u>Location</u>

The oral presentation will ordinarily be held at the Seminary, but may be conducted online (via Zoom).

<u>Evaluation of Oral Presentation</u>

A presentation is no more than one hour in length, and is formally evaluated by the student's ARP Committee. To ensure the quality of the dissertation demonstration, the advisor does not submit a final grade of the project to the registrar until successful completion of the oral presentation.

Appendix A: Sample Informed Consent Letter

Letter of Informed Consent

Title of Research study: [YOUR TITLE]

Introduction: We are conducting a study of **[YOUR TOPIC].** Please read the following explanation carefully and ask questions about anything you do not understand.

Purpose: The purpose of this research study is to better understand **[STATE YOUR RESEARCH QUESTION]**

Procedures and Duration: Your role as a participant in this research study involves [**WHAT THEY WILL DO**], which lasts for **[SPECIFY TIME COMMITMENT**]. The interview is recorded and transcribed with your permission.

Risks/Discomforts: It is not expected that you are exposed to any risk or discomfort from participating in this research study. If you do experience discomfort, please let the researcher know as soon as possible. You may choose to disengage from the process at any time.

Benefits: You receive no direct benefit from your participation in this research study. However, your participation may help the research team form the next steps of our inquiry and build a better understanding of the learning that takes place in this project. You may appreciate the opportunity to reflect on your experiences.

Confidentiality: Your research data is kept in a locked file cabinet in my office. Electronic files including audio recordings will be kept in a password protected computer file. Transcripts do not contain your name or other individually identifying information. Research data (including the audio recordings) are stored for three years after the end of this research study and then destroyed by shredding or deleting. The data from the research study may be published; however, you are not identified by name in any published work.

Offer to Answer Questions: If you have any questions about this research study, you may contact **[PRIMARY INVESTIGATOR'S NAME at [PHONE #], [EMAIL]**

If you have questions or concerns about your rights as a research participant, please contact the Academic Office for further information **[provide contact information]**

Voluntary Participation: You do NOT have to participate in this research study. [Your status as a _____ will not be affected by your participation or non-participation]. You may choose not to participate or you may quit participating AT ANY TIME by having a confidential conversation by phone or in person with _____ [PI]. If you decide to withdraw from the study, partial data will be used for the study unless you request otherwise by communicating with _____ [PI]. You may withdraw this consent by sending written notice to the lead investigator at any time until the study has been submitted for publication.

I have read this consent document. I have indicated my decision by checking the boxes and signing below. I will receive a copy of this consent document for my reference.

Interviews	___Yes, I agree to be interviewed twice for the research study. ___No, I do not agree to be interviewed for the research study.

_____ _____

Participant Signature ***Date***

Appendix B: Retention of Research Records and Destruction of Data

Records to be maintained include: copies of all research proposals reviewed, scientific evaluations (if any), consent documents, progress reports, reports of injuries to subjects and other unanticipated problems, and copies of all correspondences between the IRB and the investigator(s). Records may be preserved in hard-copy, electronic or other media form, and must be accessible for audit purposes. Records for completed projects should be stored in secure locations on campus with the same care used when the project was active.
What do you do with your data and other research materials once the study has concluded? Different regulations apply to how long you are required to store records after the completion of research, and you must keep records for the longest applicable period of time. Federal regulations (45 CFR 46) require research records to be retained for at least 3 years after the completion of the research. Additional standards from your discipline may also be applicable to your data storage plan. Research that involves identifiable health information is subject to HIPAA regulations, which require records to be retained for at least 6 years after a participant has signed an authorization. Finally, research sponsors may require longer retention periods. **In sum, you must keep your research records for at least 3 years and possibly longer, depending on the longest applicable standard.** Another good practice is to retain data until there is no reasonable possibility that you will be required to defend against an allegation of scientific misconduct.

Notice that these regulations do not specify when you must destroy data, only state the minimum amount of time you must retain it. **As long as you can guarantee that your research records are secure, you can keep them indefinitely.** Of course, practical considerations of storage space may make this impossible. Moreover, some participants may object to retention of their study records for an indefinite amount of time. Ideally, you should define your retention policy in your consent form, so that your participants can agree to it. Sometimes researchers wish to reuse data for subsequent studies. If you anticipate this situation, you should state in your consent form that data may be retained for use in future studies. In this case, you should destroy any identifying information and linking files once you have kept them for the longest applicable standard. Especially if participants are unable to give consent to additional uses of their data, all records should be de-identified before use. Careful data storage for subsequent use prevents researchers from collecting the same data over and over again, protecting participants from inefficient research practices and exposing them to less risk.
If a researcher (faculty, staff or student) leaves JTS or UTS, they should send the IRB a note of assurance that the data will continue to be stored as per the guidelines.

Destruction of human subjects research records should be performed in a fashion that protects the confidentiality of the research subjects. It is recommended that paper records be shredded, that physical tapes (audio and video) be erased and physically destroyed, and that electronic media used to store data be scrubbed after the files are deleted. You should keep records stating what records were destroyed, and when and how you did so.

Researchers may retain de-identified data for future analysis in the context of the project the data were collected for. Data are considered to be completely de-identified when ALL links between individual identity and the data are destroyed. Research data are not considered de-identified simply because names have been removed if they still contain information that might identify the participants such as date of birth, address, etc.

Appendix C: APPLICATION FOR HUMAN RESEARCH REVIEW FROM THE UTS-JTS INSTITUTIONAL REVIEW BOARD (IRB)

Instructions: The online version of this form can be found at:
https://form.jotform.com/jekress/irb-application---utsjts
If you cannot access the online link, then please submit the information specified below and email it to Dr. Jeff Kress, jekress@jtsa.edu.

Note that Information gathered exclusively for educational purposes (i.e., not for outside dissemination), such as in-class student surveys or class projects, does not meet the regulatory definition of "research" and therefore does not require IRB approval. You do not need to complete this form. However, faculty is still responsible for demonstrating appropriate and ethical conduct in research and for ensuring that their students do the same.

1.	Name of Principal Researcher
2.	Phone
3.	Email
4.	Title of project
5.	Brief description of project, including information about population to be studied, methodologies to be used and recruitment procedures, if applicable. (Suggested length of 2 paragraphs.)
6.	Do you believe that this project qualifies for an exemption from review, based on the criteria contained in the FAQ to the Institutional Review Board policy *[If yes, provide an explanation]*
7.	Do you believe that this project qualifies for expedited review, based on the criteria contained in the FAQ to the Institutional Review Board policy *[If yes, provide an explanation]*
8.	Does this project involve the participation of minors or other special/vulnerable populations? [If yes, please provide the information on line 7A] *[If yes, please explain your rationale for using these populations]*
9.	Do you anticipate potential for risks (for example, psychological/emotional, social, physical, economic, legal) associated with participation in this project? *[If yes, please explain the potential for risk and the process(es) put in place to manage these.]*
10.	What type of informed consent is involved in this project? [check all that apply] a. Participant consent only b. Parental consent/child assent c. None d. Other
11	Please include copies of the following: All research protocols (interview/survey questions, observation protocols) Any other supporting documents (e.g., school leader's agreement for school participation). Any other documents you believe are relevant
12	Please add the following at the end of your submission form and sign below: I have read the POLICY DOCUMENT and agree to follow the guidelines therein. This includes but is not limited to guidelines for data storage. I understand that if substantial changes are made to the project, I will need to complete an UPDATE form.

Appendix D: Timeline for Applied Research Project

Expected Graduation Date: January ____ (YYYY) or May ____ (YYYY)

Years One & Two of Program: Begin thinking about/discerning research topic for ARP (Applied Research Project)

November 30 ____ (YYYY) or March 31 ____ (YYYY)
(year prior to beginning Project courses (DM520/521):

By August 31 ____ (YYYY): Submit Topic Proposal to Program Coordinator

DM411Q – Summer Term: ____ YYYY (third year in program):

Create your ARP Team (approved by Program Coordinator) by beginning of final Fall Semester:
First Reader/Advisor:
Second Reader:
Program Coordinator: Melina Rudman

DM 520 – Term: ____ YYYY: ____

1. Meet with your First Reader to create a plan for your work
2. Schedule and meet to introduce your team to one another and review your plan.
3. Work with your First Reader to determine the need for an IRB. If an IRB is appropriate, begin and complete that process as early as possible.
4. Work your plan. Do your research, reading, data collection, etc.
5. Schedule and meet at end of semester with your Readers and Program Coordinator to provide status and address any questions/concerns.

DM 521 – Term: ____ YYYY: ____

1. Work your plan. Do your work.
2. Work with your Readers and Program Coordinator to schedule your final weeks in the program. Share your schedule with your ARP team.
3. Schedule your Final Presentation. (Be sure your date/time is good for your ARP Team.) Create a 90-minute Zoom meeting. Invite your professors, classmates, colleagues and family.
4. Submit the first draft of your paper to your team no later than four weeks before the end of the semester.
5. Second Reader and Program Coordinator read your work and submit their comments/questions/suggested edits to you and your First Reader within one calendar week.
6. First Reader incorporates their own feedback with Second Reader's and Program Coordinator's, and send student an evaluation of draft.
7. Edit and finalize your Research Paper.
8. Submit your final paper to your Readers and the Program Coordinator at least one week prior to your scheduled presentation.
9. Once final paper is accepted by your First Reader, provide two printed copies (see handbook for details) for binding.
10. Create your Final Presentation.
11. Present work to your Readers, other Faculty and Administration and invited guests.

Appendix E: Format for the Topic Approval Petition

Before beginning your Applied Research Project, you must have your topic of study (1) approved by the program coordinator and (2) be assigned a project advisor. To begin this process you must complete the following tasks:

- Create an editable Microsoft Word document answering each of the numbered items below. Please include the boldfaced question and its number ahead of your answer.
- Include in the final pages of the same document a preliminary bibliography. It should contain the most significant scholarly works (books, journal articles, other sources) that address your topic area. These should be recognized works from credible publishers. You must use complete bibliographic entries in correct format (Turabian 8th Edition). How many bibliographic entries you provide depends on the breadth of your general topic, but to have less than ten books and ten periodicals are not acceptable.

Email your completed petition to the program coordinator in one document. Do not send multiple files.

Be prepared to make changes to your topic approval petition. It is uncommon for a topic to be approved without required revisions.

Include the following items:

1. Name of candidate
2. Anticipated graduation date (Degrees are conferred in May or January, though commencement is held only in May.)
3. What is a descriptive preliminary title for your Applied Research Project?
4. Give a summary description of your topic, including its rationale (why you want to do this project). This should be only one paragraph.
5. What is the question your research is trying to answer or what problem is it trying to solve? This is your "research question," and there can be only one.
6. If you anticipate utilizing statistical analysis, what is the hypothesis you are seeking to test? A hypothesis is one sentence. It may be preceded or followed by clarifying information, but in no case should this item be more than one paragraph.
7. What method of research are you using? (quantitative, qualitative, or mixed methods)? Specify any anticipated types of research design if known (e.g., survey, case study, focus group, interviews) Do you anticipate requiring IRB review?
8. How will your findings be of use in your professional context or those of your professional peers? (One paragraph)
9. Are the necessary resources available to you to conduct the study, and do you need any institutional permissions?
10. Have you had substantive conversations with any Union Theological Seminary faculty member about your topic? If so, would you like them to be considered as your advisor?