DOCTOR OF MINISTRY

ACADEMIC PROGRAM GUIDE

Photograph by: Roy Weinstein, 2011

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Union Theological Seminary 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.

All information regarding Union Theological Seminary's degree programs, academic policies, and graduation requirements can be found on Union's academics website (https://utsnyc.edu/academics/). All Union students, including DMin students, should review carefully the current version of the Student Handbook, which includes important policies and procedures. Please note that changes (including modification of policies and cancellation of courses) may be made at any time. Additional information regarding classes and other academic matters may be sent via UTS email accounts to DMin students by the program director or registrar.

1. 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 DMin program at Union is focused on Spiritual Care Leadership Education. The Director of the DMin Program oversees the administration of 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) Supervisory certification process. The program offers advanced study in the disciplines necessary to meet the CPE certification 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 is under development for 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 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).

2. ACADEMIC POLICIES AND PROCEDURES

See current information on Union's Academic Policies & Procedures and the Student Handbook.

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 director, 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 director and the Assistant Dean of Academic Administration, 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 below).
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 Students and approved by the Academic Dean. See "Policies and Procedures for Leave of Absence," "The Process for Withdrawing from Union," and the "Procedures for Re-Admission" that are found in the *Student Handbook*.

2.4 The Doctor of Ministry Project

Normally, the proposal for the Applied Research Project (ARP) is submitted during the middle of the last academic year (third year). The student drafts a proposal, which the program director and first reader examine. This culminating project involves preparation of an academic paper of ca. 100 pages that explores in-depth a particular issue in spiritual care education. 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.

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.

If the projected research involves work with live human subjects (e.g., interviews, focus groups), the student should review Union's Institutional Review Board (IRB) guidelines and complete an IRB application form as needed (see IRB FAQ).

The ARP can be designed particularly for persons in the process of becoming an ACPE Certified Educator. See ***Section 7*** of this program guide for a more detailed explanation of the project and process. The ARP may also become the basis for one or more publishable quality articles for later submission to refereed journals in the areas of spiritual care, ministry practice, adult education, etc.

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 Director of the DMin Program, with the approval of Dean of Academic Affairs. An extension may be granted for one year at a time, recorded in the Academic Office. If after six (6) years the student has not completed the DMin program, he or she may be dismissed.

3. ADVISEMENT AND ASSESSMENT

3.1 Advisement

The DMin program director 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 director; 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 director will report to the academic dean about each student's progress in the program. The advisor and second reader for the Applied Research Project (ARP) may be different from the program director, and is assigned in conjunction with the Topic Approval (see Section 7.11).

Academic advising provides assistance for students while working through the requirements of their academic program. Union strives for a holistic, team approach with appropriate boundaries and employs faculty and administrators in various key roles. The following expectations are intended to set parameters and serve as guidelines, not to rigidly delineate responsibilities. Good advisement draws upon the gifts and styles that each advisor brings to the relationship. Similarly, students may have different needs for advisement. We encourage good communication between advisor and advisee early on, in order to establish an effective working relationship.

What students should expect from and bring to the advisement relationship:

- Regular periodic meetings with advisor(s) by appointment.
- Assistance in discerning a direction for the DMin project and in designing study/reading to facilitate this goal.
- Assistance in identifying potential mentors and resources for specific project interests.
- Willingness to take seriously the advice that is offered and to initiate follow-through.

What faculty should expect from and bring to the advisement relationship:

- Understanding of the appropriate role of the DMin project advisor—offering assistance about DMin program policies and procedures at Union
- Clear communication with the student about their academic needs.
- Flexibility about available time for advisement (the student should be clear about the urgency of the problem).
- Preparation, clarity, and specificity regarding the issues the student has in preparing the DMin project.

3.2 Course Registration

The registrar's office registers DMin students in the summer for the summer semester via email consent. Students self-register in August for fall courses and in November for spring courses. 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 director 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 director and a member of the Assessment Committee will conduct as assessment conference with the student to provide feedback to the student and to solicit feedback from the student. After the final, integrative project is completed, the program director and member of the Assessment Committee will complete an final assessment report 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 director and Assessment Committee will review annually the aggregated data from the final assessment reports.

4. REVIEW OF STUDENTS

4.1 Good Standing (Satisfactory Academic Progress—SAP)

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 Student Handbook 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 Student Handbook.

5. 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 Dean of Students at (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 religious and 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.

6. OVERVIEW OF DMIN CURRICULUM

	SUMMER 2 weeks August Residency	**FALL** 15 weeks Online	**SPRING** 15 weeks Online
Year 1	**Orientation** **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**: *Applied Research Project I* (3 cr.) **DM 501**: *Guided Reading* or Elective (3 cr.)	**DM 521**: *Applied Research Project II* (3 cr.) OR **DM 501**: *Guided Reading* or Elective (3 cr.)

7. DOCTOR OF MINISTRY APPLIED RESEARCH PROJECT GUIDELINES

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 written format and oral presentation. The ARP refers to the entire project from its beginning in reading and research, implementation of the research proposal, writing of the paper, 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 ministry to other professional religious leaders.
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 how aspects of spiritual care are accomplished.
5. Further develop the student's professional skills for spiritual care education and leadership.
6. Contribute knowledge about spiritual care to the larger community.

7.1 Criteria for an Applied Research Project
The project:

1. Informs understanding of an aspect of ministry and how to minister better.
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. Is submitted written in clear and correct English and correctly formated 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.

7.2 Beginning the Project and Completion Time

Students may begin their ARP before they finish their coursework only with approval of the program director/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 their project within five years, they will be withdrawn from the Doctor of Ministry program. If a student registers for their final project and then abandons it, failing to complete it within the five years, they will be withdrawn from the program and assigned a failing grade for the project. If they wish to resume their ARP at a later date, further participation in the program would require readmission following standard application procedures.

The ARP is evaluated by:

1. the advisor as primary reader - the lead person in the determination and approval of the focus of the project and in its final form, who has a solid understanding/expertise of the clinical area or academic field of the project.
2. a second reader - should be knowledgeable in the clinical or academic field of the project.
3. the program director

The program director assigns 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.

See appendix for a summary of project deadlines, also included in each section in this portion.

7.3 Length of the Project

While there is no page minimum or maximum, most DMin theses are expected to be approximately 30,000 words (approximately 100 pages including the bibliography but not counting appendices). More is not better, and being too long-winded can be detrimental to your success in passing this requirement. The page length is determined by requirements to present the study with high quality and attention to cogency and terse reporting.

7.4 Common Models of DMin 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 director.

1. Case study of ongoing ministry situations. The student selects churches, denominations, leaders, etc., to study as cases to answer a descriptive research question. Going beyond the description (1) to criticize the survey's findings and (2) to suggest ways to improve the ministry situation.
2. Program development and evaluation. The student develops a ministry program and evaluates its effectiveness. The ideal program is one that the student's ministry seeks so that the program is not implemented solely for the sake of completing the research project.
3. Descriptive surveys of a ministry situation. The survey is designed to report current ministry conditions or strategies in quantifiable variables. Going beyond the description (1) to criticize the survey's findings and (2) to suggest ways to improve the ministry situation.
4. Grounded theory. Grounded theory is a systematic methodology in the social sciences emphasizing generation of theory from data in the process of conducting research.
5. Theological research challenging a contemporary belief or behavior related to the practice of ministry.

7.5 A Complete DMin Project – Chapters

The ARP follows a specific format that normally consist of the chapters/chapter titles below. In unusual cases, the order or number of chapters may vary if approved by your advisor and the program director.

Chapter 1 – Introduction

Introduce the project so that this chapter cogently and clearly describes:

- The purpose of the project and what you are attempting to to demonstrate, including a clear research question (qualitative) or hypothesis (quantitative).
- Why this research topic is significant and what research has previously been published that is relevant to your topic and where are the gaps (brief overview of literature review).
- The personal sacred meaning/theological rationale for the project
- The research design and method you have chosen, and why it is best suited for your topic.
- Research delimitations. What normally important aspects of this subject are you not attempting to address and have intentionally left out? What is your rationale for leaving them out of the study?
- How will results be measured or analyzed?
- Previews remaining chapters

This chapter may look much like your proposal, but is written in past tense instead of future tense (estimate: 15 pages). Other chapter numbers would then be adjusted accordingly.

Chapter 2 – Previous Research and Literature Review

Investigate all published material directly and indirectly related to your area of research that enhances or informs it. Both religious and secular sources should be included. Explain why the project is designed as it is in light of previous research on this and related topics (estimate: 25 pages).

Chapter 3 – Procedure and Research Method

Specify the problem statement (rationale for the project), research question, the research method chosen to answer the question and why it is an appropriate method, hypothesis(es), and instruments of evaluation or assessment, including a detailed report of how, when, and with whom the project was actually conducted (estimate: 10 pages).

Chapter 4 – Research Findings

Provide the answer(s) to the research question with supporting data (estimate: 10 pages).

Chapter 5 – Conclusions and Implications for Further Study

Make a case for what can be generalized from this particular study and what other research questions this study raises for further investigation (estimate: 5-8 pages).

Appendices

Include any research instrument, such as a survey or curriculum used.

Bibliography

This not a list of "works cited" but a compendium of every source for your research that you found. These will be print books and journals, e- books, websites, blogs, etc. Be familiar with the significance of all the works in your bibliography. It is not uncommon for a bibliography to be 10-20 pages in length.

7.6 Required Textbooks and Research

Reading **three** of the following texts in their entirety is required:

Badke, William. *Research Strategies: Finding Your Way through the Information Fog* (4th ed.). Bloomington, IL; iUniverse, 2001. ISBN: Paperback, 978-1462010172, $18.06; Kindle, $3.03.

Creswell, John W., *Qualitative Inquiry & Research Design* (3rd ed.). Los Angeles: Sage Publications, 2013. ISBN: 978-1412995306, $68.33; Kindle, $63.20.

Graff, Gerald, Cathy Birkenstein, and Russel Durst, *"They Say, I Say": The Moves that Matter in Academic Writing* (3rd ed.). New York: W. W. Norton & Company, 2014. ISBN: 978-0393935844, $24.38; Kindle, $14.99.

Kibbe, Michael, *From Topic to Thesis: A Guide to Theological Research.* Grand Rapids, MI: IVP Academic, 2015. ISBN: 978-0830851317, $9.99; Kindle, $8.49.

Myers, William. *Research in Ministry: A Primer for the Doctor of Ministry Program*. Rev. ed. Chicago: Exploration Press, 1997.

7.7 Recommended Readings

The following texts have been helpful to many during their project preparation and research. They are recommended as important resources in addition to those required above.

Booth, Wayne C, Gregory G. Colomb, and Joseph M. Willimas, *The Craft of Research* (3rd ed.). Chicago: University of Chicago Press, 2008. ISBN: Paperback, 978- 0226065663, $13.81; Kindle, $8.67

Bryant, Miles T. *The Portable Dissertation Advisor*. Corwin Press; 2003.

Zerubavel, E. *The Clockwork Muse: A Practical Guide to Writing Theses and Dissertations*. Cambridge, MA: Harvard University Press, 1999.

7.8 Recommended Texts for Specific Research Models

Descriptive survey:

Fink, Arlene. *The Survey Handbook*, 2nd Edition. Thousand Oaks, CA: Sage, 2002.

Fowler, Floyd J. *Improving Survey Questions: Design and Evaluation*. Sage Publications, 1995.

Mertens Oishi, Sabine. *How to Conduct In-Person Interviews for Surveys*. Sage Publications, 2002.

Developing and Using Questionnaires. U.S. General Accountability Office. 1993. Item no. PEMD- 10.1.7. http://www.gao.gov/search?q=developing and using questionnaires

Program development and implementation:

Altschuld, James W. and J. N. Eastmond. *Needs Assessment Phase I: Getting Started (Book 2) (Needs Assessment Kit)*. Sage Publications, 2009.

McMillan, Jim. *Research in Education: Evidence Based Inquiry* (6th Edition). Indianapolis, IN: Addison-Wesley Educational Publishers, 2005.

Program evaluation and response:

Owen, John M. *Program Evaluation*, Third Edition: Forms and Approaches. New York, NY: Guilford Press. 2006.

Royse, David, Bruce A. Thyer, Deborah K. Padgett. *Program Evaluation: An Introduction to an Evidence-Based Approach.* 6th Edition. Independence, KY: Brooks Cole, 2015.

Case studies:
Merriam, Sharan B. *Case Study Research in Education: A Qualitative Approach* (The Jossey-Bass Social & Behavioral Science Series). San Francisco, CA: Jossey-Bass, 1991.

Strake, Robert E. *The Art of Case Study Research*. Thousand Oaks, CA: Sage, 1995.

7.9 Other Bibliographic Resources for Research

Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. 6th ed. Belmont: Thomson/Wadsworth, 2004.

Fink, Arlene. *Conducting Research Literature Reviews: from Paper to Internet*. Thousand Oaks, CA: Sage, 1998.

Miller, Donald E. and Barry J. Seltser. *Writing and Research in Religious Studies*. Englewood Cliffs, N. J.: Prentice Hall, 1992.

Rudestam, Kjell Erik, and Rae R Newton. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*. 2nd ed. Newbury Park, CA: Sage, 2001.

Tucker, Dennis. *Research Techniques for Scholars and Students in Religion and Theology*. Meford, NJ: Information Today, 2000.

Vyhmeister, Nancy. *Your Indispensable Guide to Writing Quality Research Papers: For Students of Religion and Theology*. Grand Rapids: Zondervan, 2001.

Brinkmann, Svend & Steiner, Kvale. *InterViews: Learning the Craft of Qualitative Research Interviewing.* SAGE Publications Inc; Third edition (2014).

Creswell, John & Poth, Cheryl. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* SAGE Publications Inc; Fourth edition (2017).

Denzin, Norman & Lincoln, Yvonna. *The SAGE Handbook of Qualitative Research.* SAGE Publications Inc; Fifth edition (2017).

Digital Tools

Alongside physical books, it is important that you have a working knowledge of the digital tools available to you, especially since you will be doing much of your research from a distance. The library has an abundant collection of e-journals, e-books, and research web sites to assist you in your work. These tools emphasize theological and spiritual studies, psychology, and other disciplines. Through our online catalog, we combine all physical and digital resources for students to access.

Delivering Books Locally

Interlibrary loan is alive and well at Union Theological Seminary. The library staff is eager to provide the research materials required by the student, if local in NYC area.

7.10 Completing your Research Project: A Short Synopsis

Summary of Specific Steps:

The section following this summary provides you with greatly expanded descriptions of each of these steps.

1. **Have a conversation with the program director:**
   This conversation will serve to determine the legitimacy of your research topic, whether it is realistically researchable, and whether you have a clear and precise understanding of what you will examine, evaluate, or attempt to prove-disprove. Narrowing your topic to be manageable is paramount at this stage.
2. **Formal proposal**:
   The ARP proposal is described in more detail later, but follows the order of the chapters in the project, which are prescribed. It consists of your plan of research, a report of your knowledge of the topic based on reading, your anticipated findings, and other items
3. **Register for the project course**:
   Once the topic is approved, the student registers for DM 520 in the first semester and then DM 521 in the second semester. DM 520 is the first of two courses that appear on your official transcript with a grade reflecting your work in the final project. DM 521 is the second course students must register for during the final draft and oral presentation portions of the project which leads to completion of graduation requirements. The course DM 520 is taken in the final semester of the program. These courses correspond to which phase of the project you are completing. These courses maintain enrollment in the program and are supervised during your research phase, but are not traditional courses.
4. **Research should not begin until the proposal is approved by your assigned advisor.**
5. **Complete the research according to proposal**:
   Your research is the heart of your project. The quality of the research is reflected in the reporting on your research. No changes to the project as planned in the proposal are permitted without approval from your advisor and the program director.
6. **Submit a first draft:**
   A first draft is expected to be as close to flawless as you can make it. There is no such thing as a “rough draft.” Doctoral students should be operating on an academic level that takes responsibility for self-educating about such things as written style, formatting, argumentation, editing for proper English, and good paragraph and sentence constructions. If you are unsure of your abilities in these areas, or show clear deficiencies, you may be required to submit your work to a professional editor for corrections at your own expense.
7. **Edit and make corrections**
   Your examining committee evaluates your first draft and requires corrections, changes, additions, or other elements to bring your work to a final degree of completion. The corrections process can require multiple resubmissions in some cases.
8. **Submit a final draft**
   Once you have made the required corrections to the satisfaction of the examining committee, submit printed copies of the ARP to the office of the program director.
9. **Oral presentation**
   A required part of your research project is an oral presentation to a group of your ministry peers and key faculty members. Standards for this presentation appear later in this guide.

Extension:
Students who do not complete their projects according to the schedule may request a one-semester extension. An extension must be requested via this webform and approved by the advisor/program director.

7.11 Expanded Instructions for the Project

1. **Topic Approval**

After the program director has given verbal permission to research a particular topic, students submit a *Applied Research Topic Proposal* to the program director. If approved, the program director selects an advisor and a second reader for the project. The topic proposal must be submitted by August 15 before the final Summer semester of the program.

The *Applied Research Topic Proposal* is found online. It communicates to the program director 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 director have discussed potential advisors, the advisor may help guide the student in the completion of the proposal. When the proposal is approved, the program director officially assigns 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. **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. For a quick introduction to the IRB process, see the FAQ (Frequently Asked Questions) available here.

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

The IRB meets once a 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 Union faculty representatives are Dr. Eileen Campbell-Reed (ecampbellreed@uts.columbia.edu) and Dr. Sam Cruz (scruz@uts.columbia.edu).

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 found at:
https://sites.google.com/view/utsjtsirbinfo/training?authuser=0

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, 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 here: https://sites.google.com/view/utsjtsirbinfo/training?authuser=0.

<u>Continuing Communications with the IRB</u>
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.

<u>Informed Consent</u>
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 the appendix. 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.

3. **Project Proposal**

Once the DMin Topic Proposal is approved, work immediately begins on the proposal. This phase also includes registering for DM 411Q. Students must submit a formal project proposal that defines the scope and strategy of the project, by September 15 of their final year.

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 draft in a preliminary form. The proposal previews the project and typically, with revisions, becomes the basis of the first chapter. The sections of the proposal should mirror the chapters.

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 director. 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.

Elements to Include in Proposal:
1. Definition of the problem or issue
2. Research questions or hypotheses
3. Spiritual care/theological rationale for the study
4. Model of research to follow
5. Data sources and methods of data collection
6. Procedures for analyzing data
7. Conclusions expected to reach
8. A preliminary bibliography
9. Application related to human subject research (if required)

Specific Sections to Include in Proposal:
Introduction (2-4 pages)
- Provide the general rationale for the project (Why are you doing this project? What got you interested in the topic?).
- Provide a precisely worded statement, problem statement, or research question.
- Delimitations: What are you intentionally not investigating? Why aren't you studying obviously related aspects of the topic and why not?
- 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 projtec in a theological seminary context?
- How will this project help others to do ministry better? TEST: Do the readers of this proposal have "the big picture" of why you want to do this project and what you're going to do?

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 ARP. 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 of study or research serves as a foundation for your study**?

Procedure and Research Method (3-5 pages)
Explain how the project is conducted, with whom, when, etc., and how it will be evaluated. Be specific with the research design, including hypotheses and specific method (descriptive survey, program implementation and evaluation, program evaluation, case study, etc.). If an instrument

was developed for evaluation such as a questionnaire, survey or interview, note that in the appendix. Also describe the feasibility of this study. That is, can you do it in the allotted time? Are the subjects for study available to you? This section of the proposal is probably the most specific and requires precise thinking and wording). **Could another researcher, who has read the literature, conduct this study according to your research design**?

Anticipated Results (2 pages)
Based on the hypothesis(es) of the previous section, what do you expect to find as answers to your research question? Granted, you can make only an educated guess at this point, but be sure that it's educated. **Can readers of this proposal easily discern what you think you will find**?

Conclusions and Implications for Further Study (1-2 pages)
This is probably the most difficult section of the proposal to write because you have not yet conducted the research and therefore you do not yet know what conclusions, questions or further studies the project will generate. So, you simply preview the fact that the final chapter will draw conclusions from the results, make generalizations for broader ministry and discuss implications for further inquiry. Suggest areas of study that others may undertake (that you are not) related to your topic. **Can the readers of this proposal easily discern how the study will add to the body of literature for spiritual care education and leadership and improve how we do ministry**?

<u>Important Guidelines for Writing the Proposal</u>:
The proposal, as well as your project, are pieces of academic writing and should look like academic writing. This does not mean it is dull, pedantic or wooden. Quality prose is expected of doctoral candidates. Therefore:

1. Write in an academic style that demonstrates the ability to write a formal project. Be objective. Composing in the third person is standard for academic research. Hyperbole is not acceptable in academic reporting, nor is mere assertion, preaching, or opining. Avoid the use of convenience statistics that do not substantively advance your argument.
2. Employ the Turabian Style Manual (8th Edition). APA style may be used in the areas of counseling.
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 you plan with excellence according to the way that you've proposed it, and we'll approve your ARP." 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 Director (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?"

4. **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) 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 leads into formal procedural statement of your problem of research question.

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. The direction of study cannot change from that of the proposal. If the candidate finds that an adjustment to the project or method needs adjusting, a revised proposal needs to be created and approved by the advisor.

6. **Writing the ARP**

In most theses, the chapters mirror the order of the sections in your proposal.

Chapter	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 tells 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 subsequent to 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	Describe how your findings either confirmed or did not confirm your hypothesis. Or, how did your study answer the research question? Or, does your research provide a solution to a ministry problem? In other words, provide the reader with what you promised in your introduction.
Chapter Five	Conclusions and Implications for Further Study	In this chapter you will describe what kinds of significant conclusions you can draw from your study that can influence the practice of ministry. Conclusions can be direct from your evidence, or they can be inferred logically. This is the place to discuss those inferences. Likewise, every study uncovers gaps in current thining and should identify those in the conclusion.

The above standard structure may not fit well with research that is intended to be biography, history, biblical exegesis, or a theological study. In these cases you should work with your advisor to determine the best chapter structure with which to construct your ARP in order for it to be logical and readable. The program director is also a good resource for advance planning of such a chapter structure.

7. **Project Style and Format**

This section is a quick reference to guide you in completing your project. It does not contain all the necessary formatting requirements. For that, you will use the Turabian 8th Edition writing manual (Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations – 8th Edition. Chicago: University of Chicago Press, 2013).

Where Turabian gives options, the following guidelines state the option requested by the seminary:

1. Title page: See sample provided
2. Acceptance page: See sample provided
3. Abstract page: The seminary requires an abstract of the project not to exceed one-half page, single spaced in block format. (You may include below the abstract, on the same page, a paragraph listing internet search keywords should you desire it.)
4. Paragraph indention: 1⁄2" indent required
5. Margins: Left margin should be 1 1⁄2" to allow for binding the final draft. One inch margins should be used for top, right, and bottom margins.

6. Spacing: The text shall be double-spaced except for certain items mentioned in Turabian (such as block quotes, headings, and labels, etc.)
7. The seminary requires footnotes at the bottom of the page. End notes, parenthetical references, author-date system, or reference list styles should not be used. The only exception to this is the permitted use of APA style for students whose work is in the area of professional counseling.
8. Bibliography: In a succession of works by the same author, spell out the name of the author for each work. This allows you to use the automatic alphabetization function of your word processing software.
9. Appendix/Appendices: A section or sections following the main text that contains items germane to the project but which are not included in the main body of the project. These might be questionnaires, testing procedures, maps and charts, different forms that were utilized, case studies, etc.
10. Type face: Union Theological Seminary requires a 12-point Calibri or Cambria or Times New Roman font throughout. Do not mix fonts within your work.

<u>Order of Back Matter</u>
Appendices [number consecutively; e.g., Appendix 1, Appendix 2, etc. Title each appendix.

Bibliography Index [if used]

Other Items of Format: There are several other format items, all of which are discussed clearly and thoroughly by Turabian. Some of these are: abbreviations, numbers, spelling, punctuation, hyphenation, capitalization, underlining, quotations, ellipses, margins, statistical tables, graphic illustrations, outlining, etc.

Pay close attention to chapter 1 of Turabian, which addresses items such as order of preliminary matter, blank pages, etc.

Consult the Table of Contents in Turabian and its Index for specific items. If you have a question that Turabian doesn't deal with, consult the office of Academic Affairs.

8. **Project Submission**

Drafts submitted to your advisor and second reader typically are done electronically and should consist of a single Word document including bibliography and any supplemental materials. The first draft is submitted to both the first and second reader by **March 1** of the final year. The second reader submits comments by **March 7** to the primary reader, who then incorporates them in one written evaluation to be communicated to the student by **March 21**. *Your advisor and second reader may require corrections and revisions to your project.* Once you have made these changes, a new *corrected* digital copy should be submitted to both readers by the **first Friday in April**. 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 revisions and corrections are NOT sufficient to merit passing the project phase of your degree program, they will, after consulting with the program director, assign 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, yet students may re-apply to the program.

9. **Oral Presentation and Grade**

Once the candidate's advisor and readers agree that the student has reached the end to their research and writing process, and find the ARP 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 and must be completed by the third Friday in April of the final year.

Students present their findings to an audience consisting of the primary advisor, second reader, and a group of ministry peers who can benefit from the research. We strongly encourage the candidate to 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 project.
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 project.)
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 or the student's place of ministry. The student may be required to bear the expense of bringing the advisor and reader to the demonstration, if travel is required. The use of Zoom is an option.

Evaluation of Oral Presentation
A presentation is no more than one hour in length, and is formally evaluated by a committee at least three persons present for the event who have graduate degrees (doctorates preferred), and may include the project advisor and program director. Upon satisfactory completion of the written final project by the student, the program director and/or the project advisor provides a grading rubric to the student and the oral presentation committee tailored to the scope of the project. The committee meets following the presentation, and the program director provides a summary of these evaluations to the student within one week of the oral presentation.

To ensure the quality of the project demonstration, the advisor and program director will not grant approval of the final draft prior to the presentation.

Final Grade
The program director submits the final grade and narrative evaluation to the registrar via FAWeb.

Once approved by the program director, the following is provided to the office of Academic Affairs:

- Two copies of the ARP 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 director adds his/her signature after we receive your final copies. Make sure that your boxed project is in the proper order for binding, with the exception of the approval page that should be placed on top.

Binding
The binding cost for your project is part of your graduation fee and may take up to several weeks. One bound copy will be kept in the Union Theological Seminary library. The other bound copy will be mailed to you. Should you wish more than one bound copy, 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.

10. **Electronic Submission of Project to the Library**

After the project is successfully defended, the final copies of the project are submitted electronically to the ProQuest database. This is a requirement for the degree program. It is highly recommended that students meet in February or early March with the Assistant Academic Dean and/or library staff to review the submission process. Students may also submit their projects to Academic Commons, Columbia University's institutional repository.

At least a month prior to the submission deadline, students should meet with the assistant academic dean and/or Burke Library director to discuss the ProQuest submission form, copyright, trends in scholarly communication and other ways to disseminate your research (e.g., institutional repositories). Librarians receive specialized training in these fields and are valuable partners in the project writing process.

Students should prepare their projects for deposit to ProQuest by saving them as a PDF, and use a citation style approved by his or her advisor (Chicago, SBL, APA, etc.). Should questions arise about citations or style guides, the Burke Library staff can assist.

After meeting with the assistant academic dean and/or library director, students should create an account on the ProQuest submission website. An email will be sent to the student confirming that an account has been created. This should be done well before the project is due.

After a student's committee has approved a project and before the submission deadline, the student should go to ProQuest's ETD website http://www.etdadmin.com/, complete a submission form and submit a PDF of her/his project. The Union registrar will receive notification of the deposit. No diploma will be issued until the electronic submission process is completed.

Appendix A: Project Deadlines

- Topic Proposal: August 15 of final Summer semester of program
- Project Proposal: September 15 of Fall semester in final year of program
- First Draft of Project: March 1 of graduating semester – to both readers
- Second Reader Comments: March 7 of graduating semester – to primary reader
- Evaluation of Draft: March 21 of graduating semester – to student by primary reader
- Final Draft of Project: First Friday in April of graduating semester – to both readers
- Oral Presentation: Third Friday in April of graduating semester

Appendix B: Sample Informed Consent Letter

Letter of Informed Consent

Title of Research study: Learning outcomes of Religious Identity Initiative (RII)

Introduction:
We are conducting a study of RII with which your class is working. 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 the nature of the learning that occurs in RII.

Procedures and Duration:
Your role as a participant in this research study will involve two individual interviews, which will last for approximately 45 minutes. The interview will be audio taped and transcribed with your permission.

Risks/Discomforts:
It is not expected that you will be exposed to any risk or discomfort from participating in this research study. You may choose to disengage from the interview at any time.

Benefits:
You will 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 practice.

Confidentiality:
Your research data will be kept in a locked file cabinet in my office. Electronic files including audio recordings will be kept in a password protected computer file. Transcripts will not contain your name or other individually identifying information. Research data (including the audio recordings) will be stored for three years after the end of this research study and then will be destroyed by shredding or deleting. The data from the research study may be published; however, you will not be 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 JTS General Counsel at (212) 678-8804.

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 C: 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 D: 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.

Please carefully review the UTS-JTS Institutional Review Board Policy
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.