

NOTE: Please be sure to use the most updated version of this application posted on the IRB website

University of Redlands Institutional Review Board

# Application to Use Human Subjects in Research

(Form revision date: May 19, 2014)

## Section A. Identification Information

Current date: February 2, 2015

Target start date for project: April 1, 2015

Title of project: Decline of Catholic Education and its Impact on Immigrant Families

Name of principal investigator (PI): [REDACTED]

Email of PI: [REDACTED]

Telephone number of PI: [REDACTED]

Highest degree held by PI: Ph.D.  
*If PI does not hold a degree, enter "None."*

Department or major of PI: School of Education

Position held by PI:

- fulltime faculty
- part-time faculty
- visiting faculty
- adjunct faculty
- administrator
- staff
- student

A.1. Has the PI completed the Collaborative Institutional Training Initiative (i.e., CITI training)?

Yes  No



If you answered "Yes," attach the certificate of completion to this application.



*If you answered "No" to the previous question, stop completing this application until you complete the CITI training. Do not submit the application for IRB review.*

NOTE: Everyone associated with a research protocol needs to submit the CITI completion reports for the Investigators – Human Subjects modules as well as the Social and Behavioral Responsible Conduct of Research modules.

If PI is a student, complete the following:

Student's status:

- undergraduate
- master's level graduate
- doctoral level graduate
- other

Name of faculty or administrator sponsor: \_\_\_\_\_

Email of sponsor: \_\_\_\_\_

Telephone number of sponsor: \_\_\_\_\_

Highest degree held by sponsor: \_\_\_\_\_

Department or office of sponsor: \_\_\_\_\_

Position held by sponsor:

- fulltime faculty
- part-time faculty
- visiting faculty
- adjunct faculty
- administrator

A.2. Has the faculty/administrator sponsor completed the CITI training?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If you answered "Yes," attach the certificate of completion to this application.



**If the answer to the previous question was "No," stop completing this application form until your faculty/administrator sponsor completes the CITI training. Do not submit the application for IRB review.**

List the names and departments/offices of all other project personnel (e.g., co-investigators, secretaries, administrative assistants) and anyone else who will have contact with subjects or identifiable data from subjects.

	Name	Department/Office
1	N/A	
2		
3		
4		
5		
6		

A.3. Has everyone listed above completed the CITI training?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If you answered "Yes," attach the certificates of completion to this application.



**If you answered "No" to the previous question, stop completing this application until everyone above completes the CITI training. Do not submit the application for IRB review.**

A.4. Is the proposed project a collaborative, multi-institutional study?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If "Yes," state the name of the collaborating researchers and institution(s)

	Name	Institution
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1		
2		
3		

A.5. Has the proposed study been approved by the IRBs of the institutions listed above?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If "Yes," specify the IRB approval number(s):

	IRB Approval Number	Institution
1		
2		
3		

A.6. Who or what is the funding source for the proposed study?

- departmental
- University of Redlands faculty research grant
- federal government or agency (e.g., NSF)  
Specify: \_\_\_\_\_
- state or local government or agency  
Specify: \_\_\_\_\_
- private foundation (e.g., Carnegie)  
Specify: \_\_\_\_\_
- industry/business (e.g., ESRI)  
Specify: \_\_\_\_\_
- personal
- no cost study
- other  
Specify: \_\_\_\_\_

## Section B. Abstract of the Study

**In lay language**, summarize the purpose and rationale of the proposed project. Summaries should specify clearly who the subjects are and the major criterion or dependent variables and the major predictor or independent variables. Do not exceed 200 words. There will be a place in the application to describe the project in greater detail.

Recent statistics show a troubling trend for Catholic education. At its peak in pre-Vatican II 1960s, there were more than 5 million students enrolled in 13, 000 Catholic schools across the nation (Hunt, et al., 2013). The majority of those schools were in the nation's major urban centers with large immigrant populations. At present, there are fewer than 2 million students enrolled in approximately 5,000 schools (Hunt). The focus of this proposal however, is not to explore reasons for their closure, but to take a different approach to understanding the vital importance of Catholic schools to one of the nation's most vulnerable groups, immigrant populations dwelling in the poorest of urban neighborhoods. In this proposed study, the researcher will attempt to probe the experiences of immigrants and children of immigrants who attended Catholic schools. The researcher will also seek to understand the role Catholic education played in their development as individuals and citizens of a democratic society. Specific issues to be addressed include a documentation of the impact on the individual's lifelong commitments to community and social justice; the individual's commitment to serving the poor and oppressed populations; and the individual's ideas and commitments to family, community, and their faith.

## Section C. Review Category Requested

C.1. Has this project been approved by the IRB before?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	X	<input type="checkbox"/>	No
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If "Yes," give previous IRB Approval Number \_\_\_\_\_

C.2. Which type of review are you requesting? Check only one. *Note: Expedited or Exempt reviews are based on the criteria outlined in 45 CFR 46; these types of reviews are not granted on the basis of how quickly a PI wants to begin collecting data or the PI's schedule.*

- Full IRB review  
 Expedited review  
 Exempt from review

**NOTE: IRB chair makes final decision on type of review that is appropriate for a proposed study.**

C.3. If requesting an expedited review or to be exempt from review, include justification by making explicit reference to the information in 45 CFR 46.

This project involves interviews of adult individuals. There is minimal risk to the participants in this study. The questions I will ask concern the individual's recollections of their experiences at Cathedral High School. The justification for an expedited review is noted in 45 CFR 46:

Research activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the following categories, may be reviewed by the IRB through the expedited review procedure authorized by 45 CFR 46.110 and 21 CFR 56.110.

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. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. [45 CFR 46.101\(b\)\(2\)](#) and (b)(3))

## Section D. Information About Research Methods

For each part of Section D, be succinct but complete. Unless requested to do otherwise, do not include a grant proposal, thesis proposal, or any similar material with the IRB application. Do not exceed 200 words in any subsection (e.g., Research Objectives, Design and Methodology).

### Research Objectives

**In lay language**, describe the research objectives. Being sure to describe and justify the conceptual, theoretical, practical, or educational value of the proposed project. The IRB needs to understand the value of the proposed project to judge the risks and benefits to the research subjects. *A stronger case can be made by citing literature related to the project and rooting a study in unanswered conceptual, theoretical, or practical issues.*

The aim of Catholic education is to develop each person intellectually and to achieve the critical consciousness (in the Freirian sense; Freire, 1996) that enables individuals to pursue the common good and to strive to become contributing citizens in society. The fact that Catholic education is morally and religiously centered pushes individuals to establish values that reflect Catholic social teaching. Catholic education moves the emphasis of their thinking from Western values emphasizing individualism and obsession with the acquisition of possessions toward a mode of thinking that focuses on caring for the “other” (Etzioni, 2004). The Catholic school’s emphasis on an education that nurtures both mind and spirit and a concern that students develop a disposition to focus their lives on achieving social justice aims, characterizes the goals of Catholic education. Through this phenomenological study of Catholic School graduates, I intend to probe their life experiences and to develop a narrative that reflects on the meaning of Catholic education to these individuals and to document their commitment to Catholic social teaching with regard to social justice. The particular objectives of the study are to:

- Describe the impact of Catholic education on the individual’s lifelong commitments to community service and social justice.
- Describe the individual’s ability to challenge the individualistic thinking of U.S. society and move toward a process for considering the “other” in society.
- Describe how Catholic education influenced the individual’s ideas and commitments to family, community, and their faith.

### Design and Methodology

**In lay language**, describe and justify the design and methodology. *Illustrate clearly how the methodology permits the goals of the research/educational objectives to be adequately met.*

The study procedures are based on a phenomenological framework that focuses on the “lived experiences of individuals (Moustakas, 1994). The strength of the phenomenological perspective is that it allows the researcher to document the shared experiences of individuals as they attempt to explain mutually experienced phenomena. Attempting to establish a causal relationship for Catholic school attendance and a commitment to social justice is desirable, but is not the point of a phenomenological study. The relationships being captured in the individual narratives would more than likely escape the variables described in a regression analysis using statistical databases, but the

value in individual stories is that it documents the shared experiences of human development and the raising of consciousness that may be overlooked in large scale surveys. It is the aim of this study to acquire from study participants the evidence that Catholic education shaped the ideological formation of its graduates through the predominant values espoused in the schools ---caring and a commitment to social justice. To ignore the importance of ideology because it is difficult to quantify is an injustice to the efforts of Catholic educators. Statistics open up for us important issues, but may fail to detect factors that are beyond their ability to foreground and establish as critical considerations for the development of a social consciousness.

Phenomenological methods are open-ended, yet maintain a systematic process of data collection. The fact that the collection of data involves the recording of life events through interviewing sessions opens the possibility of interviewer bias or manipulation. To prevent this, the interviewer must be sensitive to the participant and avoid guiding the interview into directions that may influence the ultimate goal---explaining events through the words of the participant. Whatever the case, the strategy depends on the expansiveness, memory, and openness of the participant. Perhaps the most outstanding quality of phenomenological data is that it includes the details of lived situations of the participants. The data reveal real life events as experienced by the individual. The stories reported by the participant are intended to provide insights and are independent of any preconceived notion carried by the researcher. It will be the exposition of events that will form the basis for creating a shared narrative of the individuals who experienced the same phenomena.

### Debriefing Procedure and Disclosure of Results

Describe how subjects will be debriefed and what will be included as part of the debriefing procedure. Include the following information: the study's rationale, the person who subjects can contact with future questions, and whether subjects can obtain a copy of the results (and, if so, how they do so). Where appropriate, include or attach a copy of the debriefing script. *If you do not plan to disclose the results of the study to subjects, describe the rationale for not doing so. If you do not plan to use a debriefing script, describe the rationale for not doing so.*

Since no deception will be used nor will any details of the study be withheld from the participant, a debriefing session will not be necessary. **As part of the informed consent, the participants will be offered the opportunity to receive a copy of the final report.**

**NOTE: Participants need to be offered a summary of results following completion of the data collection/analysis. This should NOT be contingent on publication of the study's findings.**

### Data Analysis

**In lay language**, describe how the qualitative and/or quantitative data will be analyzed. Explain how the sample size is sufficient to achieve the study's aims. This explanation might include a formal power calculation or an explanation of why a small sample is sufficient (e.g., qualitative research, pilot studies).

The participants in this study will be comprised of graduates of Cathedral High School. I will select 25-30 individuals to participate in the study. I settled on 25-30 based on Polkinghorne's (1995) suggestion that approximately 25 individuals is an appropriate sample size in phenomenological studies. The individuals will be contacted by the researcher at open alumni events, including monthly meetings and fundraisers. I will provide the potential participants with a letter that explains the purpose of my study.

After collecting the names of potential participants, I will contact them by email to arrange interviews.

### *Data Collection*

After I contact the individuals, I will arrange face-to-face interviews. I will meet the individuals at an appointed meeting place such as a coffee house or restaurant. I will use open-ended conversational interviews as described by Spradley (1990). The point of the interviews is for individuals to recount their life histories, particularly their experience at Cathedral. I expect that interviews will last 1-2 hours, with the possibility that follow-up interviews will be arranged with certain key individuals.

In the interviews I will be probing important events and key individuals who shaped their lives. I will ask about their lives growing up, their parents and siblings. I will ask them to reflect on why they chose to go to Cathedral and their memories of their time as a student. It will be important for them to reflect on critical events at Cathedral and how they may have shaped their lives. Another important aspect of the interview will be to probe their own identities as Catholics and how that has influenced their thinking and perspectives. It will be important to know if Cathedral had any influence on the maintenance of their faith, and how it has had an impact on their own family lives. A key reflection will be their participation in community service and if they can articulate a commitment to Catholic social teaching or social justice.

### *Analysis*

After transcribing the audiotaped interviews, my analytic goal will be to understand the participants' experiences independent of any personal view. I will focus on their experiences from their point of view without considering how well they conformed or did not conform to my preconceptions, the process of *bracketing*. I will also involve the participants themselves in the process of elaborating on the meanings that I discover in the transcripts. I will achieve this by communicating with them through follow-up interviews, phoning, texting, or emailing and asking them to clarify comments or to react to my interpretations.

The actual procedures used in the analysis will involve an iterative process in which I will go through the data line by line to find significant statements or quotes that exemplify how individuals experience phenomena. The process is iterative because it requires examining the data from various perspectives and seeking verification in more than one case. In instances where two or more individuals identify similar themes, those instances become candidates for the next step in the analysis. The next step involves clustering the material into larger themes that provide insights into the data. At this stage it is also important to seek contradictions in the data which may result in re-defining the themes and prompting me to seek further verification of the themes. In addition to describing themes it is also appropriate to describe the contextual setting that influenced the formation of the theme. Finally, a narrative is produced that represents a composite description or the "essence" of the phenomena. In this study, the point of the narrative is to present the essential ingredients or underlying structure of the shared phenomena of a Catholic school education. The

underlying structure includes the context and culture that produced and shaped the individuals who attended Cathedral.

### Project Materials

Include copies of all materials used in this study (e.g., surveys), and information about the source of these instruments (e.g., who developed the instrument, reference where additional information about the instrument's reliability and validity can be found, etc).

1. Interview guide. The guide will be designed by the researcher for this study (see attached).

### Deception

D.1. Does the research use deception?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If "Yes," provide the justification for the use of deception.

### Audio and Videotaping

D.2. Does the research use audio taping of subjects?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If "Yes," provide the justification for the use of audiotaping.

This study requires the collection of information from the lives of the study participants. It is important to collect the details of the individuals' lives therefore the recording of the data is critically important and necessitates the use of a digital recorder.

D.3. Does the research use videotaping of subjects?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If "Yes," provide the justification for the use of videotaping.

### Hazardous Materials

D.4. Will drugs or hazardous substances be used as a part of this study?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If "Yes," explain.

## Section E. Description of Subjects

E.1. Does the PI or faculty sponsor have an existing relationship with any of the subjects?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If "Yes," describe the nature of the relationship.

Describe the subject population even if your study does not involve direct interaction with them (e.g., archival data).

Total number of subjects	30
Number of males	30
Number of females	
Age range of subjects	18 and up

E.2. Does the proposed study target any social, ethnic, religious, medical, or other group of individuals (e.g., NCAA athletes, Chinese-Americans, Catholics, HIV positive)?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If "Yes," specify the group(s): The sample for this study will be comprised of graduates of Cathedral High School. The graduates will be predominantly Catholic and Latino males. Cathedral is an all-boys school in downtown Los Angeles. The overwhelming majority of the graduates are Latino and Catholic.

E.3. Will the subjects consist of University of Redlands students?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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E.4. Will the subjects consist of any persons from protected groups as per 45 CFR 46 (e.g., children under 18 years of age, prisoners, cognitively impaired persons, individuals who are institutionalized, pregnant women)?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If "Yes," specify the protected group(s):

E.5. Will any of the subjects live outside of the United States?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If "Yes," specify the country or countries where they live:



**Research involving human subjects living outside of the United States is difficult for the IRB to evaluate and requires special attention on the part of the PI (e.g., with regard to the cultural climate in these other countries). In the appropriate sections of this application, the PI should describe clearly whether there are any aspects of the cultural, political, or economic climate in the country where the research will be conducted that might present unique risks for subjects in comparison to what subjects in the United States might experience if they participated in a similar study. If there are unique risks, the PI should describe how she or he will mitigate these risks. The PI also must describe how she or he will deal with 45 CFR 46's requirement that all human subjects in research be given the opportunity to ask questions, how the PI will address the requirement that all human subjects be given the PI's contact information during the consent process, and how other requirements of 45 CFR 46 will be met. Investigators conducting research outside of the United States should consult the Department of Health and Human Services information about international human subjects protections at <http://www.hhs.gov/ohrp/international/intlcompilation/intlcompilation.html>.**

E.6. What will be the duration of an individual subject's participation?

Less than 30 minutes

30 minutes to 60 minutes

1 hour to 2 hours

Greater than 2 hours Specify duration: \_\_\_\_\_

E.7. Will there be any inducement for participation (money, extra credit, course requirement)?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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If "Yes," describe the inducement. *Inducements should not be so large as to be considered coercive.*

E.8. Where will the subjects be studied? Provide the name of building/department, address, and office/lab/classroom number. If the subjects will be studied in a public setting, provide information about the setting (e.g., San Bernardino National Forest, Santa Monica pier).

The interviews will take place in a setting convenient to the participants. The locations will be restaurants or coffee houses in the Los Angeles area. I will travel to the location suggested by the participant.

E.9. If applicable, did you append a letter from an appropriate gatekeeper (i.e., school principal, facility director, hospital administrator, Vice President of Student Life) that states clearly that you have permission to study subjects at the location you specified above? *The letter from the gatekeeper must be on official stationary with letterhead and the letter must contain the gatekeeper's name and contact information.*

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
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If you answered "No" to the previous question, explain why you did not.

I will be meeting the individuals in a public setting such as a coffee house or a restaurant. Permission will not be necessary to conduct the interviews,

## Section F. Information About Recruitment of Subjects

Specify all methods that will be used in the recruitment of subjects:

- Newspaper
- Internet (websites, social media)
- Email (personal or mass mailing)
- Letter (personal or mass mailing)
- University common area bulletin board (e.g., Hunsaker, Armacost Library)
- University departmental bulletin board (e.g., Appleton, Hall of Letters)
- University dorm or residential area bulletin board
- Publically-posted notice outside of the University of Redlands
- Flyers
- Radio
- Television
- Telephone
- Other      *Specify:* \_\_\_\_\_

Describe how subjects will be recruited for participation. In your description, address the following:

- efforts to ensure equal access to participation;
- what, if any, exclusion criteria will be used (e.g., any student under 18 years of age);
- how and where subjects will be identified and recruited;
- who will do the recruiting;
- where recruiting will be done;
- how you will protect the privacy of potential subjects during recruitment
- how non-English speakers will be recruited.

1. I will attend open meetings of Cathedral alumni. These meetings are held in various public locations.
2. No one at the meetings will be excluded from volunteering to participate.
3. I will provide individuals with a letter explaining the study.
4. Potential participants will be asked to return to me a signed copy of the letter with their email addresses.
5. Individuals will read and decide if they want to participate. If they agree to participate they will personally hand the signed letter to me.
6. I will contact individuals by email to arrange interview.
7. None of the potential participants are non-English speaking.



Attach a copy of any document or script that will be used to recruit subjects (or insert below).

Dear Cathedral Alum:

My name is [REDACTED]. I am a professor in the School of Education at the University of Redlands and a graduate of Cathedral High (1970). I am conducting a research study on the decline of Catholic education in Los Angeles and its impact on families. I would like to invite you to participate.

I am studying the impact of the closure of many Catholic schools in the city of Los Angeles and what impact that has had on many families, including immigrant and Latino families. If you decide to participate, you will be asked to meet with me for an interview. In particular, you will be asked questions about your experiences at Cathedral High, and how that experience has shaped your views on community service, and your views on social justice.

The meeting will take place at a mutually agreed upon time and place, and should last about 60 minutes. The interview will be audio taped so that I can reflect accurately on what was discussed. The tapes will only be reviewed by me and I will be the person who will transcribe and analyze the tapes. They will be destroyed after the study is completed.

If you feel uncomfortable answering some of the questions, you do not have to answer any questions that you do not wish to. Although you probably won't benefit directly from participating in this study, we hope that others in the society in general will benefit by the recommendations for policy that will emerge from the work.

Participation is confidential. Study information will be kept in a secure location in my personal office. The results of the study may be published or presented at professional meetings, but your identity will not be revealed. Your participation is voluntary, therefore will not receive compensation for any for your time and travel expenses.

Taking part in the study is your decision. You do not have to be in this study if you do not want to. You may also quit being in the study at any time or decide not to answer any question you are not comfortable answering.

I am happy to answer any questions you have about the study. You may contact me at [REDACTED]. If you have any questions about your rights as a research participant, you may contact the University of Redlands Institutional Review Board (Catherine\_salmon@redlands.edu).

Thank you for your consideration. If you would like to participate, please write your name and email address at the bottom of this letter and give it back to me.

With kind regards,  
[REDACTED]  
University of Redlands

[REDACTED]

**If you would like to participate:**

Name \_\_\_\_\_

Email address \_\_\_\_\_

F.1. Does the PI, faculty sponsor, or other person who will be obtaining informed consent have an existing relationship with any of the subjects?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If "Yes," describe the nature of the relationship and what steps will be taken to prevent undue influence or coercion.

F.2. Did you append a letter from an appropriate gatekeeper (i.e., school principal, facility director, hospital administrator, Vice President of Student Life) that states clearly that you have permission to recruit participants in the manner you specified above? *The letter from the gatekeeper must be on official stationary with letterhead and the letter must contain the gatekeeper's name and contact information.*

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If you answered "No" to the previous question, explain why you did not.

See attached gatekeeper letter for recruitment.

**NOTE: Gatekeeper letters need to be on official letterhead (not an email or other unofficial document)**

## Section G. Information About The Consent Process and Documentation

The standard consent process is for all subjects to sign a document containing all the elements of informed consent as specified in 45 CFR 46. Some or all of the elements of consent, including signatures, may be altered or waived under certain circumstances (as discussed in 45 CFR 46). Under no circumstances can informed consent include false or misleading statements for the purpose of deception.

G.1. The standard consent process is for all subjects to sign a document containing all elements of informed consent. The subject is given a copy of the consent form or computerized equivalents. All consent forms must be securely stored for three years after the conclusion of the study. Will informed consent be obtained according to these requirements and all others specified in 45 CFR 46?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If you answered “No,” then complete the sections below *Justification for a waiver of written (i.e., signed) consent* and/or *Justification for a full or partial waiver of consent*. If you answered “Yes,” do not complete the sections *Justification for a waiver of written consent* or *Justification for a full or partial waiver of consent*.

### Obtaining informed consent

Describe who will be obtaining consent (or permission) and from whom. In the description, include discussion of the steps that will be taken to minimize coercion or undue influence. If children will be enrolled as subjects, describe how parental permission will be obtained and by whom. Also, describe how assent of the child will be obtained. If cognitively-impaired adults will be used as subjects, describe how permission will be obtained from a legally authorized representative. If non-English speaking subjects will be recruited, explain how consent in their native language will be obtained and by whom.

The researcher, [REDACTED] will be collecting the informed consent from the participants in the study. The participants will be handed the consent form and will be given time to read it. The researcher will take time to answer questions about the research and will be directed to individuals who can be contacted about their rights as research participants. The participant will be asked to sign two copies of the consent form. The researcher will keep one copy and the participant will be given the other.



Attach a copy of the informed consent or parental consent.



For subjects under the age of 18 years, attach a copy of form that will document assent of the child.

**NOTE: One should only ask for a waiver of written consent IF they are NOT getting informed consent (either electronic or written)**

### Justification for a waiver of written (i.e., signed) consent

Is either or both of the following true? Check all that apply.

The only record linking the subject and the research would be the consent document and the principle risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether she or he wants documentation linking him or her with the research, and the subject’s wishes will govern.

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.

### Justification for a full or partial waiver of consent

A waiver might be requested for research involving only existing data or human biological specimens. More rarely, it might be requested when the research design requires withholding some study details at the outset (e.g., behavioral research involving deception).

I am requesting a waiver of some elements of informed consent.

If you checked the above box, describe which elements you are requesting be waived.

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I am requesting a waiver of all elements of informed consent on the basis of the following. Check all that apply.

The research will involve no greater than minimal risk to subjects or to their privacy.

Explain.

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The waiver will not adversely affect the rights and welfare of subjects. *(Consider the right of privacy and possible risk of breach of confidentiality in light of the information you wish to gather.)*

Explain.

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The research would be impracticable without the waiver.

Explain.

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The risk to privacy is reasonable in relation to benefits to be gained or the importance of the knowledge to be gained.

Explain.

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## Section H. Information About Confidentiality

H.1. As part of the data collection process – **excluding information collected as part of the consent procedure** – will you collect or receive any of the following? *Check all that apply but only those that are collected as part of data collection, not as part of the consent process.*

- No identifying information will be collected
- Names
- Telephone numbers
- Any dates related to a subject (e.g., date of birth)
- Current or past addresses
- Fax numbers
- Email addresses
- Social security number
- Account numbers (e.g., bank, health plan)
- License/certificate numbers (e.g., drivers, professional)
- Vehicle Identification Numbers
- URLs
- IP addresses
- Photographs or images of the subject
- Other *Specify:* \_\_\_\_\_

**NOTE:** The information to the left should only be checked if it is part of the data collection; do not check items here if you are using the information solely for the purposes of recruitment and/or consent procedures.

H.2. Will any of the identifiers listed above be linked or stored with the research data?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
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H.3. If you answered “Yes” to H.2, specify with whom, excluding research personnel, will identifiable data be shared (i.e., the information listed above)?

	Name	Department/Office
1		
2		
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6		

H.4. If you answered “Yes” to H.2, specify where the identifiers listed above will be stored? Where applicable, list building name/department, address, and office numbers.

	Department/Office, Address, Office numbers
1	
2	
3	
4	
5	
6	

For electronic data stored on a desktop computer or network, check all of the ways in which the data will be secured:

- Secure network
- Password protected computer
- Password protected data files
- Encrypted files

For portable computing and storage devices (e.g., smart phone, laptop computer, flash drives, CDs/DVDs), check all of the ways in which the data will be secured:

- Password protected device
- Password protected data files
- Encrypted files

For hardcopy data (e.g., information recorded on paper, audio and videotape), check all of the ways in which the data will be secured:

- Locked office or suite
- Locked storage cabinet
- Data will be kept separate from identifiers listed above

H.5. Will the data eventually be destroyed (including identifiers)?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If "Yes, answer the following:

Who will destroy the data? ██████████, P.I.

How will the data be destroyed? Recording will be deleted and the transcripts will be shredded.

When will the data be destroyed? Five years after termination of study.

**NOTE:** The most recent version of this application asks for justification if the "No" is checked for destroying data (e.g., some places require archiving of data)

## Section I. Cost Benefit Analysis

NOTE: Payments or other compensation/incentives to participate are NOT potential benefits.

I.1. Are there direct and practical benefits to the subjects?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If you answered "Yes" to the preceding question, describe the reasonable, major, practical benefits to individual subjects. *Do not engage in hyperbole; do not list monetary payment or other compensation as a potential benefit.*

I.2. Are there direct and practical benefits for society/community?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If you answered "Yes" to the preceding question, describe the reasonable, major, practical benefits to society. *Do not engage in hyperbole.*

The purpose of the research is to document the significance of Catholic education. I have hypothesized that Catholic education provides benefits to graduates beyond the academic benefits. It is influential in shaping individuals' contributions to society through their service and commitment to social justice. This study is intended to document those contributions through the stories of the graduates of Cathedral High. In addition this study will enable the researcher to develop policy recommendations for the preservation of Catholic schools.

I.3. Are there direct and practical benefits for the discipline/profession?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If you answered "Yes" to the preceding question, describe the reasonable, major, practical benefits to the profession. *Do not engage in hyperbole.*

The benefit to the profession will be the contributions made by this study to the body of literature in Catholic education. The recommendations made in the study are intended to benefit administrators and teachers in Catholic schools and will have a secondary benefit to public education. The study will also make a contribution to the development of social justice theory.

I.4. If the PI is a student, are there direct and practical educational benefits for him or her? *If the PI is not a student, enter "Not applicable".*

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Not Applicable
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If you answered "Yes" to the preceding question, describe the reasonable, major, practical educational benefits. *Do not engage in hyperbole.*

### Analysis of Risk/Benefit Ratio

Provide an analysis of any short-term or long-term risks to subjects and precautions taken to minimize risks. Your response should include information about the risk of psychosocial harm (e.g., emotional distress, embarrassment, breach of confidentiality), economic harm (e.g., loss of employment or insurability, loss of professional standing or reputation, loss of standing within the community), legal jeopardy (e.g., disclosure of illegal activity or negligence), and pain and physical injury. Describe procedures for follow-up, when necessary (e.g., such as when subjects are referred for psychological services). If there is no direct

interaction with subjects and risk is limited to breach of confidentiality (e.g., for archival data), then state that this is so.

Being in this type of study may involve some risk of minor discomforts that can be encountered in daily life, such as feeling anxious about recalling personal events, fatigue or stress from recalling events in the past or becoming upset at events that you recall. Being in this study however, does not pose risk to your safety or wellbeing. As a precaution, I will remind participants that they may stop the interview at any point. They may cease their participation in the study and there will be no consequences if they decide they want to cease participation. I will remind them that their identities will be kept confidential, and I as the researcher am the only one who will have access to the data and knowledge of their identities. Should they request it, I will refer them to the psychological services at the University of Redlands.

NOTE: Participants need to be referred to professional services in the case of potential psychological or emotional distress; NOT to the researcher(s).

## Section J. The Use of Existing Records and Biological Specimens

J.1. What records, data, or human biological specimens will you be using? *Check all that apply.*

- None
- Data already collected for another research project
- Data already collected for administrative purposes
- Public records
- Private (i.e., custodial-controlled) records
- Biological specimens

For each of the boxes checked above, summarize how the original data, records, or human biological specimens were collected. The IRB is particularly interested in whether the data or specimens were obtained ethically, especially as regards to issues of informed consent.

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For each of the boxes checked in J.1, where do these data, records, or human biological specimens currently reside?

Do all of these data, records, or specimens exist at the time of this application?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Not Applicable
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If not, explain how prospective data collection will occur.

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## Section K. Conflict of Interest

The following questions apply to all investigators and research personnel engaged in the design, conduct, or reporting of the results of this project and/or their immediate family members (e.g., spouse, significant other, dependent children). Currently or during the term of the study, does any member of the research team or his/her family member have or expect to have a ...

	Yes	No
... personal financial interest in or personal financial relationship (including gifts of cash or in-kind) with a sponsor of this study?		x
... personal financial interest in or personal financial relationship (including gifts of cash or in-kind) with an entity that owns or has the right to commercialize a product, process, or technology studied in this project?		x
... personal financial interest in or personal financial relationship (including gifts of cash or in-kind) with an entity engaged in the performance of this project as a subcontractor, sub-recipient, or vendor?		x
... board membership of any kind or an executive position (paid or unpaid) with a sponsor of this study or with an entity that owns or has the right to commercialize a product, process, or technology studied in this project?		x

If the answer to any of the questions above is "Yes," describe in detail the conflict of interest.

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## Section L. Checklist

Applicants: Please complete the checklist. Do not continue to Section M. without completing this checklist.

Yes	No	N/A	Item
x			All questions and items in the IRB application have been answered fully and completely.
x			A hardcopy of this application with all signatures was sent to the chair of the IRB.
		x	The IRB approval numbers of collaborating institutions is included.
		x	A letter from an appropriate gatekeeper/authority figure specifying that you have permission to recruit subjects in the manner described above has been attached to the hardcopy.
		x	A letter from an appropriate gatekeeper/authority figure specifying that you have permission to study the subjects at the location(s) described above has been attached to the hardcopy.
x			The informed consent has been attached.
x			The informed consent includes a statement that the study involves data collection.
x			The informed consent includes an explanation of the study's purpose.
x			The informed consent specifies the expected duration of a subject's participation.
x			The informed consent describes the procedures to be followed.
x			The informed consent describes any foreseeable risks or discomforts for the subjects.
x			The informed consent specifies any benefits to the subjects.
x			The informed consent specifies any compensation for the subjects.
x			The informed consent describes how confidentiality will be maintained.
x			The informed consent specifies whom to contact with questions.
x			The informed consent states that participation is voluntary.
x			The informed consent states that subjects can cease participation at any time without loss of benefits, any other penalty, or prejudice.
		x	The informed consent specifies the approximate number of subjects in the study.
		x	A copy of the form used for assent of a child is attached.
x			Copies of all instruments, questionnaires, and interview protocols are attached.
		x	The debriefing script is attached.

**NOTE: This checklist was revised and condensed in the current version of the IRB Application.**

## Section M. Certification for Research

*I certify that to the best of my knowledge the information provided above is complete and accurate.*

*I agree to obtain approval from the IRB for any modifications of the above protocol as described.*

*I accept responsibility for ensuring that the rights, welfare, and dignity of the subjects in this study have been protected and are in accordance with applicable federal/state/local laws and regulations and the University's Institutional Guidelines for the Treatment of Human Subjects in Research.*

*I will provide progress reports to the IRB at least annually, or as requested.*

*I will report promptly to the IRB all unanticipated problems or adverse events involving the subjects.*

*I will follow the IRB approved consent process for all subjects.*

*I will ensure that all personnel conducting the work of this protocol have or will receive appropriate training in the use of human participants in experimentation.*

*I certify that this research does not unnecessarily duplicate research already published.*

*I understand that IRB approval is normally for 1 year.*

*I will not collect data after the IRB's approval has expired.*

*I will submit a request for continuation of approval if I plan to collect data after the IRB's approval has expired.*

*I will submit a final report once the data have been collected.*

Signature of PI	Date

*Because the PI is a student, I accept that I am ultimate responsibility for ensuring that this study complies with all the obligations listed above for the PI.*

Signature of Faculty/Administrator/Staff Sponsor	Date

**For IRB use only. Do not write or type below this line.**

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**IRB Decision**

Approved

IRB approval number:	
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Date approval starts:	
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Date approval ends:	
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Approved with conditions (i.e., the IRB requires as a condition of approval that the investigator make specified changes to the research protocol or informed consent document(s), confirm specific assumptions or understandings on the part of the IRB regarding how the research will be conducted, or submit additional documents)

Not Approved

Signature of IRB Chair	Current date

NOTE: Although this is not the standard consent form template posted on the IRB website, it does include all the relevant/necessary information. The IRB recommends use of the standard template, though it is not necessary.

## Consent Form

You are invited to take part in a study investigating the experiences of Cathedral High graduates. I am interested in your reflections of your experiences at Cathedral High and how you feel those experiences shaped your views toward service to your community and society. I am inviting individuals who graduated from Cathedral High to participate in this study. This form is part of the process known as “informed consent” to allow you to understand this study before deciding whether to take part.

I, [REDACTED], will be the researcher conducting this study. I am a faculty member at the University of Redlands. I am also a graduate of Cathedral High (1970).

The purpose of this study is to determine if Cathedral:

- Had an impact on your lifelong commitments to community service and social justice.
- Shaped your capacity for focusing on the needs of society, in particular, commitment to serving the poor.

If you agree to be in this study, you will be asked to:

- Participate in a one hour audio-recorded interview
- I may also contact you to participate in a follow-up interview; this may be in person or by phone.

Here are some sample questions:

1. Please reflect on your time at Cathedral High. Can you recall some of the influential individuals you met at Cathedral and how they influenced you?
2. Were there any specific experiences at Cathedral that you feel were memorable, influential? Please reflect on how they affected your life.

This study is voluntary. I will respect your decision whether or not you choose to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time without penalty.

Being in this type of study may involve some risk of minor discomforts that can be encountered in daily life, such as feeling anxious about recalling personal events, fatigue or stress from recalling events in the past or becoming upset at events that you recall. Being in this study however, does not pose risk to your safety or wellbeing.

I expect that this study will have the benefit of providing recommendations for school administrators interested in developing schools with a social justice mission at its core. The recommendations will also provide advice for administrators interested in developing professional development activities for educational leaders and teachers.

Your participation is voluntary and I am thankful for your willingness to be a part of the study; No payment will be offered however.

Any information you provide will be kept confidential. I will not use your personal information for any purposes outside of this research project. Also, I will not include your name or anything else that could identify you in the study reports. Data from the audio-recorded interviews will be kept secure by storing audio files on my computer. The computer is password protected. Transcripts of the audio files will be stored in a locked cabinet within my locked personal office. Data will be kept for a period of at least 5 years, as required by the university.

You may ask any questions you have now or if you have questions later, you may contact the researcher via phone at [REDACTED] or email at [REDACTED]. If you are interested in receiving a summary of the findings following completion of data collection and analysis, please contact the researcher. If your participation brings up any emotional or psychological distress, you should contact [NAME/NUMBER OF APPROPRIATE COUNSELING SERVICES]. If you would like to know about your rights as a participant or have any concerns about your participation, you can contact the chair of the University of Redlands' IRB Catherine Salmon at [Catherine\\_salmon@redlands.edu](mailto:Catherine_salmon@redlands.edu). Approval number for this study is IRB (**will enter approval number here**) and it expires on (**will enter expiration date**).

I will give you a copy of this form to keep. Please keep this consent form for your records.

**Statement of Consent:**

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Participant \_\_\_\_\_

Date of consent \_\_\_\_\_

Participant's Signature \_\_\_\_\_

Researcher's Signature \_\_\_\_\_

Dear Cathedral Alum:

My name is [REDACTED]. I am a professor in the School of Education at the University of Redlands and a graduate of Cathedral High (1970). I am conducting a research study on the decline of Catholic education in Los Angeles and its impact on families. I would like to invite you to participate.

I am studying the impact of the closure of many Catholic schools in the city of Los Angeles and what impact that has had on many families, including immigrant and Latino families. If you decide to participate, you will be asked to meet with me for an interview. In particular, you will be asked questions about your experiences at Cathedral High, and how that experience has shaped your views on community service, and your views on social justice.

The meeting will take place at a mutually agreed upon time and place, and should last about 60 minutes. The interview will be audio taped so that I can reflect accurately on what was discussed. The tapes will only be reviewed by me and I will be the person who will transcribe and analyze the tapes. They will be destroyed after the study is completed.

If you feel uncomfortable answering some of the questions, you do not have to answer any questions that you do not wish to. Although you probably won't benefit directly from participating in this study, we hope that others in the society in general will benefit by the recommendations for policy that will emerge from the work.

Participation is confidential. Study information will be kept in a secure location in my personal office. The results of the study may be published or presented at professional meetings, but your identity will not be revealed. Your participation is voluntary, therefore you will not receive compensation for any of your time and travel expenses.

Taking part in the study is your decision. You do not have to be in this study if you do not want to. You may also quit being in the study at any time or decide not to answer any question you are not comfortable answering.

I am happy to answer any questions you have about the study. You may contact me at [REDACTED] or [REDACTED]. If you have any questions about your rights as a research participant, you may contact the University of Redlands Institutional Review Board (Catherine\_salmon@redlands.edu).

Thank you for your consideration. If you would like to participate, please write your name and email address at the bottom of this letter and give it back to me.

With kind regards,  
[REDACTED] Ph.D.  
University of Redlands  
[REDACTED]

**If you would like to participate:**

Name \_\_\_\_\_

Email address \_\_\_\_\_

## Interview Guide

NOTE: No identifying information is requested, especially important since the interviews are being audiotaped. Also note (i) the clarity of the questions in that they directly speak to/address the research objectives; and (ii) the neutrality of the questions being asked.

1. Please reflect on your time at Cathedral High. Can you recall some of the influential individuals you met at Cathedral and how they were influential you?
2. Were there any specific experiences at Cathedral that you feel were memorable, influential, and how they have affected your life?
3. What kinds of memories do you have of the Brothers at Cathedral, and what your feeling was of them when you were a student?
4. Do you recall any specific lesson you learned from the brothers, and how that has influenced your life?
5. Do you remember your attitudes toward academics during your time at Cathedral and whether that changed during your time there? Who was influential in that change?
6. How did the experience at Cathedral influence the choices you have made after you graduated---higher education, military, work?
7. How did your experience at Cathedral influence your attitude toward service activities---community, church, non-profits?
8. What other lessons from Cathedral do you feel you apply in your life today?
9. How has your experience as a Cathedral graduate influenced your relationship with your family, as a husband, father?
10. Is there anything else you would like to add that we have not discussed so far?