EDUC 891 Course Syllabus

Course Number: EDUC 891
Course Title: Dissertation I
School/Division: School of Education and Behavioral Sciences
Term: July 2024 – September 2024
Credits: 3

Contact Information
Instructor Name: Dr. John Hamilton
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Office Hours: By appointment
NOTE: The student works directly with his/her dissertation chair/committee to develop the dissertation proposal. The student should contact his/her dissertation chair for any questions regarding this benchmark.

University Course Catalog Description
This is the first course in the dissertation process. It provides students with both group and individualized support in their dissertation development. Students work directly with their instructor and committee (chair) to develop their research proposal and IRB documents for submission.

EDUC 891 provides the framework to enable students to develop a proposal. Working closely with his/her dissertation chair, the student will select a research topic/problem/phenomenon and develop the initial components of their dissertation. In this benchmark the student will write Chapters 1, 2, and 3 of the Dissertation Proposal. They will develop and refine the problem statement, background and justification, the purpose statement, and research questions. In addition, the student will begin to write an **exhaustive** literature review on the topic and identify a suitable, well-developed theoretical or conceptual framework for the proposed study. This will be done using primarily current, peer reviewed journal articles and other scholarly resources such as textbooks, dissertations, conference presentations, etc. In addition, when necessary, the student may also reference other *credible sources such as official websites reports, etc.
Note: For all dissertation benchmarks, there is no course in Canvas. Instead, the student works directly with his/her dissertation committee. **Upon completion of this benchmark, the student will advance to the next stage in the dissertation process, EDUC 892 Dissertation II.**
Credible sources include materials published within the last 7 years, research articles written by respectable and well-known authors, websites registered by government and educational institutions, academic databases, materials from Google Scholar, peer-reviewed articles/journals, other published dissertations, etc. When in doubt, check with your Committee Chair.

Mission Statement for:
Doctor of Education in Organizational Leadership for Adaptation and Change
The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of

leadership that promotes continuous self-reflection and personal growth.

Marianist Values
1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. <u>Educate for adaptation and change</u>

Program Learning Outcomes (PLO)
1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

Course Learning Outcomes (CLO)
1. Demonstrate knowledge learned in the program by applying it to real settings. (1, 2)
2. Conduct an independent research investigation that contributes to the general body of knowledge in a specific field or profession. (1, 2)
3. Solve diverse problems using information and skills acquired in the program to create solutions. (2, 3)
4. Make informed decisions based on ethical and legal principles. (2, 3, 4)
5. Formulate scholarly arguments supported by academic resources. (4)

Expected Student Outcomes
By the end of this course, the doctoral candidate will be able to compose an introduction (e.g., problem statement and purpose of the study) produce an exhaustive literature review with a well-developed conceptual framework, apply theoretical and methodological understanding and skills to developing the research questions, create a well-designed methods section (e.g., participants, instruments, procedures, design, and limitations (or show application of data-sets), develop an IRB protocol, consent/assent forms, and any other ancillaries involved in the process of seeking IRB approval demonstrate mastery of APA, and write an approved proposal.

Required Learning Materials
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Creswell, J. W. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Upper Saddle River, NJ: Pearson.
- Galvan, J. L. & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). New York: Routledge.
- Glatthorn, A. A., & Joyner, R. L. (2018). *Writing the winning thesis or dissertation: A step-by-step guide* (4th ed.). Corwin Press.

Recommended Learning Materials
- Harris, R. A. (2017). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (5th ed.). New York: Routledge.

Assistance with APA, Formatting, and Writing:
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: Author.
- Chaminade University Sullivan Library: https://chaminade.edu/sullivan-library/
- American Psychological Association. (2020). *APA style.* http://www.apastyle.org/
- American Psychological Association. (2023). *Handouts and guides.* Retrieved from https://apastyle.apa.org/instructional-aids/handouts-guides
- The Purdue Online Writing Lab. (1995-2016). Retrieved from http://owl.english.purdue.edu/
- Warlick, D., & The Landmark Project. (2000–2016). *Son of citation machine.* Retrieved from http://citationmachine.net/

List of Activities/Assignments

These activities are required to successfully complete this benchmark. You will be assigned a dissertation chair at the beginning of the semester. **Upon assignment of a dissertation chair, please contact your dissertation chair immediately to discuss a plan for developing your proposal this semester, including identifying target dates for each of the activities listed below.**

Weeks	Topics	Activities/Assignments
1-10		1) Submit documents to the dissertation chair via Canvas using Microsoft Word. The dissertation chair uses the reviewing and tracking features in Microsoft Word to provide comments and feedback; become familiar/proficient with those features.
	Chapter 1	2) Submit work that conforms to APA 7th ed., guidelines for format and style.
		3) Use only a Chaminade account for any e-mail correspondence with the dissertation chair (or Canvas when appropriate).
	Chapter 2	4) Maintain contact and communicate with the dissertation chair at least once a month (**the more frequent, with relevance, the better**).
	Chapter 3	5) Understand the working relationship between student and committee/chair is unique and based on a trusting interaction between professionals. The student should contact the dissertation chair for clarification on points in questions concerning research and writing, and for advice and information regarding the dissertation process.
	Format/Style	6) Utilize the information received from the dissertation chair to make the recommended organizational, content, format, and style changes in the proposal paper, dissertation proposal, and final dissertation report.
	IRB	7) Inform the dissertation chair of any changes in position, address, and other contact information, as well as professional and personal changes that might affect the student's progress.
		8) Follow the policies and procedures established by the university's IRB for research with human subjects **AND** the regulations that the student's own agency or institution may have concerning the protection of human subjects in research.
		9) Be current with CITI certification.

Checklist

When submitting assignments (Chapters 1, 2, and 3) to the dissertation chair, the student will also complete the checklist below prior to sending (checklist does not need to be sent). The student is

responsible to check and confirm all the necessary sections are included in Chapters 1, 2, and 3 of the Dissertation Proposal.

Proposal Development Checklist (do not submit with actual Word Document)

Preliminary Pages	
Item	**Page number / Comment**
1) Title Page	
a) Description of Dissertation study	a)
b) Useful for keyword searches	b)
c) Title is within 10-12 words	c)
2) Table of Contents	
a) Contains key headings	a)
b) All tables, figures, and appendices (if any) are listed	b)
3) Abstract	
a) Contains accurate and concise description of Chapters 1-3 (**fewer than 220-250 words**)	a)
Chapter 1: Introduction	
1) Nature of the Problem	
a) Actual problem is indicated	a)
b) Impact of problem is clearly stated as a declarative sentence	b)
c) Problem statement is concise and focused	c)
d) Purpose study is clearly indicated and stated as a declarative sentence	d)
2) Background and Significance of the Problem	
a) Detailed, documented evidence of problem provided	a)
b) Brief review of literature supporting the existence of the problem	b)
c) Definition of major issues related to the problem	c)
d) Setting of the problem described in detail	d)
e) Problem is in range of student's influence	e)
f) Includes other salient information	f)
3) Deficiencies in the Evidence	
a) Gaps in the current literature are identified	a)
b) Student clearly states how the current study will address the deficiencies in the evidence	b)
4) Definition of Terms	
a) Definitions provided for technical and professional jargon	a)
b) Variables in study are defined operationally	b)
Chapter 2: Review of Related Literature	
Item	**Page Number**
1) Review of related literature	
a) The literature review is comprehensive and exhaustive	a)
b) The theoretical and conceptual framework for the study is appropriate, it well-developed	b)
c) The review establishes the significance of the proposed study	c)

d) Major/seminal research articles pertaining to study are included	d)
e) Sources are appropriate, consisting mostly of **current, peer reviewed journal articles, as well as other scholarly and credible sources**	e)
f) Methodology is used in prior research or discussed setting the groundwork for the choice or methodology for the proposed study	f)
g) The literature review is organized, cohesive, well-sequenced, integrated, and transitions appropriately	g)
h) The literature review establishes a clear pathway to the research questions in the proposed study	h)
2) Research Questions	
a) Formulated based on theory, previous research, and professional experience	a)
b) Stated in the form of a question	b)
c) Focused and clear	c)
Chapter 3: Methodology	
1) Participants	
a) Description of who and how many	a)
b) Demographics included	b)
c) Sampling method delineated	c)
2) Instruments	
a) All data-gathering instruments are cited	a)
b) Review of psychometric characteristics provided	b)
c) Source of instruments are described with proper citation	c)
d) Copy of instruments developed by student included as appendices	d)
e) If you will be using DATA SETS: 1. Describe the Data Sets: • Briefly explain the type of data sets you'll be using (e.g., survey data, medical records, economic data). • Mention the source of the data sets (e.g., government agency, research institution, private company). • If they are publicly available datasets, mention their name and any access requirements. 2. Justify the Choice: • Explain why these specific data sets are relevant to your research question. • How do they address the gap in knowledge you identified in your literature review? • Are they established and reliable sources for your field? 3. Data Acquisition and Preparation: • Describe how you will access the data sets. Will you download them, request access, or use an existing platform?	

• Explain any necessary steps to prepare the data for analysis. This might include cleaning, formatting, or merging datasets.
4. Data Analysis Techniques:
    • Briefly outline the data analysis techniques you'll use (e.g., statistical tests, machine learning algorithms).
    • How do these techniques align with the type of data and your research questions?
    • You don't need to go into extreme detail here, but establish a connection between data and analysis.	

3) Procedures
  a) Clear, precise, and sequential description of how the study will be conducted
  b) Research design is indicated
  c) Rationale for methods is explained
  d) Appropriateness of methods to address the problem and to answer research questions is justified
	a)
	
	b)
	c)
	d)

4) Limitations
  a) All shortcomings of study are presented
  b) Possible threats to the internal validity are included
  c) Threats to external validity are explored
	a)
	b)
	c)

5) References
  a) Accurate and consistent with text citations
  b) **Peer-reviewed** research is utilized
  c) APA 7th ed. style is used
	a)
	b)
	c)

6) Appendices
  a) Include instruments created by student only
  b) All necessary information included
  c) Conforms with Chaminade University guidelines
	a)
	b)
	c)

7) Overall
  a) Proposal is consistent with APA style
  b) Provides a concrete plan of action that permits it to serve as a "contract" between student and Dissertation Committee/Chair
	a)
	b)

References	
Item	**Page Number**
a) References are accurate and <u>correspond</u> to in-text citations	a)
b) Reference list adheres to APA style	b)

Overall	
Item	**Page Number**
a) Adheres to the Chaminade University Guidance and APA style	a)

Grading Criteria
Dissertation I

Letter Grade	Credit
Credit (CR) = *Committee Chair approved Proposal for IRB submission*	3
In Progress (IP) = *Documented progress of Proposal completion, Proposal not yet approved by Committee Chair*	Credit in Progress
No Credit (NC) = *No progress by student*	No Credit

This course is graded Credit/No Credit. Students will complete a dissertation proposal, acceptable to the dissertation committee, and submit to their dissertation Chair to receive a credit grade. Students who fail to submit a proposal or submit a proposal that is not acceptable to the dissertation committee will receive a grade of In Progress (IP) until the proposal has been approved by the dissertation committee. The following rubric will be used as a **guide** to ensure the Proposal is acceptable. No activity will result in No Credit.

Rubric Item	Met	Not Met
The proposed study is meaningful for the local research site or the profession.		
The candidate presented evidence/background/justification of the research topic/problem/phenomenon.		
The candidate presented a preliminary purpose statement and initial research questions.		
The preliminary purpose statement and initial research questions are aligned.		
The candidate offered examples from current peer-reviewed literature of sources that demonstrate relevance to the study topic.		

Schedule (Students will develop their own course timeline that fits their need but must stays within the intent of meeting the designated milestones of each course allowing review, refinement, and resubmitting of dissertation course requirements)

Week	Topic	Review/Do
Weeks 1 – 3	Chapter 1 – Proposal Introduction	Reading: Creswell – Chapters 1, 2, 4 Galvan/Galvan – Chapters 1, 3, 4 Glatthorn/Jorner – Chapters 1, 2, 4, 5, 10, 12 **Write Chapter 1 of your Dissertation Proposal (Due last day of Week 3)** **Start IRB Documents Preparation (min Form I)**
Week 4 – 7	Chapter 2 – Proposal Literature Review	Reading: Creswell – Chapter 3 Galvan/Galvan – Chapters 5, 6, 7, 9, 11, 13 Glatthorn/Jorner – 6, 7 **Write Chapters 1 & 2 of your Dissertation Proposal (Due last day of Week 7)** **Continue IRB Documents Preparation**

Week	Topic	Review/Do
Week 8 – 9	Chapter 3 – Proposal Methodology IRB (content overview)	Reading: Creswell – Chapter 4 Galvan/Galvan – Chapters 11, 13 Glatthorn/Jorner – 8, 9 **Write/Refine Chapters 1, 2, & 3 of your Dissertation Proposal (Due last day of Week 9)** **Complete ALL IRB Documents Preparation**
Week 10	Proposal Review	Proposal Assessment by Committee

Academic Honesty
Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:
- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

AI Technologies:
While AI technologies can be useful tools for research and learning, the Academic Honesty policies still apply when using these technologies. Students should not use AI technologies to write essays or create responses to exam questions. Additionally, students should always give proper credit to sources when using information obtained through AI tools or other sources. Plagiarism, including using AI-generated content without proper attribution, is a violation of academic integrity. Such actions are not only dishonest, but also undermine the value of the education being provided.

Title IX Compliance
Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If

you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Disability Access
The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations to Kokua Ike: Center for Student Learning by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodates. If you would like to determine if you meet the criteria for accommodations, contact ada@chaminade.edu.

Credit Hour Policy
This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 135 researching, writing, and developing Dissertation Proposal/IRB document.

Educator Ethics
The Model Code of Educator Ethics is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.