Chaminade University

School of Education and Behavioral Sciences
Educational Psychology
EPSY 900: Dissertation I: Proposal and the Internal Review Board
Location meeting and Class meeting schedule: (Mondays Hybrid 5:30p-9:20p Online)
Credits: #3   Section: #900-90   Term: Fall 2024

Instructor Information

Instructor: Abby Halston, Ed.D, NCC, LMFT
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Office Location: Behavioral Science #111A
Office Hours: https://drhalston.youcanbook.me
Virtual Office: Via Google Meet link via above link

Communication
I aim to respond to all communications within 24-28 hours. For any questions or concerns, please send a direct email to **abby.halston@chaminade.edu**. Your inquiries are important, and I will make every effort to reply within the stated timeframe.

School & Department Information

School of Education and Behavioral Sciences
Office Location: Behavioral Sciences and academic school website:

https://chaminade.edu/education-behavioral-sciences

If you have questions regarding the Educational Psychology program, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

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

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend 15 hours completing research approval applications with revisions, 5 hours documenting research project management, 4 hours of communication with chair/committee, 40 hours drafting chapter 1, 40 hours drafting chapter 2-, and 40-hours drafting chapter 3.

Required Materials

Blair, L. (2016). Writing a graduate thesis or dissertation. Brill. [Chaminade EBOOK](#)

Recommended Items

Assistance with APA, Formatting, and Writing:
- Chaminade University Sullivan Library: https://chaminade.edu/sullivan-library
- American Psychological Association. APA style. http://www.apastyle.org
- American Psychological Association. https://apastyle.apa.org/instructional-aids/handouts-guides
- The Purdue Online Writing Lab. http://owl.english.purdue.edu
- Warlick, D., & The Landmark Project. http://citationmachine.net

Canvas

Canvas will function as a submission portal for research approval applications (including HIDOE and IRB) and dissertation supporting documents, as well as a platform for assignment management and grading. Canvas will also help track your progress throughout the dissertation process, providing a clear overview of completed and pending tasks. Additionally, it will serve as a repository for important course materials, guidelines, and resources, and may be used as a communication tool for announcements, discussions, and feedback related to your work.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of Educational Psychology, the student will be able to:

1. Administer psychological and educational assessments and effectively communicate the results to a variety of audiences.
2. Provide an innovative, research-based, and real-world curriculum that focuses on preparing individuals to meet the holistic and mental health needs of PK-12 students.

3. Evaluate scientific knowledge and research regarding the provision of mental health, psychological, and educational interventions and strategies, prevention approaches, wellness approaches, and the use of assessments.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation knowledge and skills for diverse and complex organizational systems.

Course Learning Outcomes (CLOs)

Upon completion of EDPSY 900, the student will be able to:

CLO 1: Demonstrate a comprehensive understanding of the dissertation process, including its steps, primary components, and practical challenges such as stress, time management, and committee formation.
CLO 2: Apply ethical and legal practices in conducting original social science research, including completion of CITI training for Social Science Human Subjects Research.
CLO 3: Develop a well-defined research proposal within the context of mental health counseling and cognitive learning theory, including a researchable idea, specific research questions and hypotheses, and a realistic research design with specific strategies.
CLO 4: Conduct a focused literature review demonstrating scholarly writing skills and create an appropriate conceptual framework to support the research proposal.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. **Education for formation in faith**: While primarily focused on dissertation research, the course emphasizes ethical practices and integrity in social science research (CLO 2). This commitment to ethical conduct reflects the Marianist value of faith-based moral development.
2. **Provide an integral, quality education**: The course offers a comprehensive understanding of the dissertation process (CLO 1) and guides students in developing a well-defined research proposal (CLO 3). This thorough approach to research education aligns with the Marianist commitment to providing a quality, holistic education.
3. **Educate in family spirit**: The course fosters a supportive academic community through the dissertation process, including committee formation and navigating challenges (CLO

1). This collaborative approach mirrors the Marianist family spirit, emphasizing collective growth and learning.

4. **Educate for service, justice, and peace**: By focusing on ethical practices in research (CLO 2) and developing research in mental health counseling (CLO 3), the course aligns with the Marianist value of serving others and promoting justice through scholarly work.

5. **Educate for adaptation and change**: The course prepares students to conduct focused literature reviews (CLO 4) and develop realistic research designs (CLO 3), fostering adaptability in the face of academic challenges. This emphasis on flexibility reflects the Marianist principle of educating for adaptation and change.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God.

2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep.

3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.

4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom.

5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Vaues	2, 3	1, 4	2, 4, 5	5
PLOs	4	1, 4	2, 3	3
Native Hawaiian Values	2, 3	1, 4	2, 4, 5	5

Course Activities

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.

Department of Education- Data Governance Review (CLO2)

The Hawaii Department of Education (HIDOE) Research Application Process is a two-phase procedure designed to ensure research conducted within the HIDOE system meets established standards and contributes valuable insights. Phase 1 involves obtaining basic approval for your research proposal, which requires submitting a completed coursework form and adhering to HIDOE guidelines. Upon approval, researchers can proceed with their study. Phase 2 occurs after the research is complete, where findings are submitted for review by HIDOE committees and subject matter experts. This review process aims to validate the research and provide feedback before publication. By following this structured approach, HIDOE maintains the quality and relevance of research conducted within its educational system, while also supporting researchers in producing meaningful and applicable results.

Preliminary Proposal Oral Defense (CLO 1 & 3)

The preliminary proposal oral defense is a key milestone in your dissertation process. You'll present your proposed research study to your dissertation committee, covering your research problem, literature review, theoretical framework, questions/hypotheses, methodology, and potential significance. Your committee will then question you rigorously about various aspects of your proposal. This defense ensures your research plan is well-formulated and methodologically sound, while allowing your committee to provide crucial feedback. It's an opportunity to refine your research design before investing significant time and resources into your main dissertation work, setting a strong foundation for your project.

Chaminade Institutional Review Board (CLO 2)

The Chaminade Institutional Review Board (IRB) application process is a crucial step in the dissertation journey, required before conducting any human subjects research. Students must first complete human subjects training and certification. They then submit a detailed IRB application outlining their research methodology, potential risks and benefits, privacy protections, and informed consent procedures, along with the HIDOE research coursework approval form. The IRB committee reviews this application for ethical considerations and participant safeguards. Approval, or requests for revisions, follows this review. Once approved, ongoing monitoring may be required. It's essential to note that IRB approval must be obtained

before starting any research activities, as retroactive approval is not allowed and may result in significant consequences, including the inability to use collected data.

Research Project Management (CLO 1)

For this assignment, you will develop and implement a comprehensive research project management plan for your dissertation. This plan should demonstrate your ability to maintain regular engagement and effective communication throughout the dissertation process. Your project management strategy should include the following components:

- Establish a bi-monthly meeting schedule with your dissertation chair via video conference sessions as needed.
- Design a method for tracking and documenting all significant communications and meetings related to your dissertation work.
- Complete weekly progress reports that outlines completed tasks, current challenges, and plans for the upcoming week.

Chapter One- Draft (CLO 3)

This chapter lays the groundwork for your dissertation, guiding readers from your broad research topic to specific questions. You'll provide a general overview of your study's aims and significance, followed by a focused problem statement. The research purpose, methodology, and theoretical framework will be summarized, positioning your work within existing literature. You'll clearly state your research questions and hypotheses, briefly outline your methodology, and define key terms. Assumptions, limitations, and delimitations will be addressed, along with strategies to manage them. This chapter serves as a roadmap for your research, setting the context for the detailed literature review and methodology chapters to follow. By concisely presenting these elements, you'll provide a clear, comprehensive introduction to your dissertation project.

Chapter Two- Draft (CLO 4)

This chapter presents a comprehensive analysis of existing literature relevant to your dissertation topic. You'll explain your search strategy and critically examine historical and contemporary research, theories, and findings. The review will be organized logically, comparing different perspectives and evaluating research outcomes. You'll demonstrate how your study fits into the current academic landscape and addresses identified gaps. The chapter concludes by summarizing the relationship between your research questions and the literature, highlighting your study's potential contributions. This thorough review establishes the foundation and justification for your research, showcasing your understanding of the field and your study's relevance within it.

Chapter Three- Draft (CLO 3)

This chapter outlines your research design and execution plan. You'll introduce and justify your chosen approach (qualitative, quantitative, or mixed methods), restate research questions and hypotheses, and explain how your methodology addresses them. The chapter will detail your data collection methods, study population, sampling strategy, and sample size. You'll describe your research procedures, instruments, and data analysis approach, addressing validity or trustworthiness issues. Finally, you'll outline your plan for ethical conduct and participant data protection. This chapter provides a clear, justified roadmap for your study's execution, ensuring its scientific rigor and ethical integrity.

Course Policies

Attendance

The dissertation process requires consistent engagement and communication with your chair. You are required to attend mandatory meetings with your dissertation chair in Week 1 and Week 10 of each semester, via video conference. These crucial meetings are designed for setting initial goals and conducting comprehensive progress reviews. Throughout the semester, maintain regular contact with your chair at least every two weeks through email, phone, or brief video calls. Additionally, submit a concise written progress report to your chair by the last day of each month, detailing completed tasks, current challenges, and plans for the upcoming period. This structured communication approach ensures continuous progress and allows for timely guidance and support throughout your dissertation journey.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

A student in good standing in a course, may petition to the instructor for an "I" grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the "I" must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an "I" is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval. Any student who has incomplete grades into the next semester will be required to review their course schedule with their academic adviser.

Grading Criteria

Assignment	Points
Department of Education- Data Governance Review	5
Preliminary Proposal Oral Defense	50
Chaminade Institutional Review Board	5
Research Project Management	10
Draft Chapter One	10
Draft Chapter Two	10
Draft Chapter Three	10

Final Grades

Final grades are submitted to Self-Service:

> A = 90% and above
> B = 80-89%
> C = 70-79%
> D = 60-69%
> F = 59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Course Schedule

Week	Theme	Requirement
1	Completing DOE Approval	Meeting with Chair
2	Completing Oral Defense	Passing Committee Defense
3	Submission of IRB	Reviewing Application with Chair
4	Drafting of Chapter 1	Submission via Canvas
5	Drafting of Chapter 1	Submission via Canvas
6	Drafting of Chapter 2	Submission via Canvas
7	Drafting of Chapter 2	Submission via Canvas
8	Drafting of Chapter 3	Submission via Canvas
9	Drafting of Chapter 3	Submission via Canvas
10		Exit meeting with Committee