

School of Applied Psychology  
Educational Psychology  
**EPSY 900: Dissertation I: Proposal and the Internal Review Board**  
Online Asynchronous | Credits: 3 | Section: 90 | Term: Accelerated Fall 2026

### Instructor Information

|                             |                                                                                                                                          |
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| <b>Instructor</b>           | <b>Abby Halston, Ed.D., NCC, LMFT-S</b><br>Associate Professor of Psychology and Associate Director of the EdD in Educational Psychology |
| <b>Email</b>                | abby.halston@chaminade.edu                                                                                                               |
| <b>Phone</b>                | (808) 739-4641                                                                                                                           |
| <b>Office Location</b>      | Behavioral Sciences #111A                                                                                                                |
| <b>Virtual Office Hours</b> | Mondays 10:00 a.m. – 12:00 p.m. HST, and by appointment                                                                                  |

### Communication

Canvas Inbox is the primary channel for course communication. Please allow 24 - 48 hours for a response, Monday–Friday. Time-sensitive dissertation matters, committee scheduling, IRB revisions, HIDEOE Data Governance correspondence, should be sent by email to [abby.halston@chaminade.edu](mailto:abby.halston@chaminade.edu) and copied to your dissertation chair.

### School & Department

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| <b>School</b>     | School of Applied Psychology, College of Education and Human Development              |
| <b>Location</b>   | Behavioral Sciences 105                                                               |
| <b>Phone</b>      | (808) 735-4751                                                                        |
| <b>Questions?</b> | Contact your instructor, your dissertation chair, or the School of Applied Psychology |

### Course Description & Materials

#### Catalog 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.

**Prerequisites:** Successful completion of all EdD in Educational Psychology core coursework, EPSY 725 Introduction to Doctoral Research Methods, and successful defense of the Comprehensive Examination Portfolio at Gate 4.

#### Course Snapshot

|                 |                                                                                                                                                              |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Modality</b> | Online Asynchronous (10-week accelerated term). Optional synchronous group sessions will be held and recorded; attendance at these sessions is not required. |
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|                           | Chair and committee meetings described under Course Activities are course requirements and are conducted by video conference.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Time Commitment</b>    | This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Because this course is delivered in a 10-week accelerated format, students are anticipated to spend an average of 13.5 hours per week engaged in this course. This total includes 12 hours completing research approval applications and revisions (HIDOE Data Governance and Chaminade IRB), 12 hours preparing for and completing the preliminary proposal oral defense, 5 hours documenting research project management and weekly progress reports, 4 hours of communication with chair and committee, 34 hours drafting Chapter One, 34 hours drafting Chapter Two, and 34 hours drafting Chapter Three. Weeks 1 through 3 are approval- and defense-intensive; students should begin drafting chapter material before the term opens. |
| <b>Required Materials</b> | Blair, L. (2016). Writing a graduate thesis or dissertation. Brill. (Available as a Chaminade e-book through the Sullivan Library.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Recommended Items</b>  | Chaminade University Sullivan Library: <a href="https://chaminade.edu/sullivan-library">https://chaminade.edu/sullivan-library</a><br>American Psychological Association, APA Style: <a href="https://apastyle.apa.org">https://apastyle.apa.org</a><br>APA instructional aids and handouts: <a href="https://apastyle.apa.org/instructional-aids/handouts-guides">https://apastyle.apa.org/instructional-aids/handouts-guides</a><br>The Purdue Online Writing Lab: <a href="https://owl.purdue.edu">https://owl.purdue.edu</a><br>Chaminade University IRB forms and guidance<br>HIDOE Data Governance Office research application materials                                                                                                                                                                                                                           |
| <b>Canvas</b>             | This course is delivered through Canvas ( <a href="https://chaminade.instructure.com">chaminade.instructure.com</a> ). Canvas functions as the submission portal for research approval applications (HIDOE Data Governance and Chaminade IRB) and dissertation supporting documents, as the platform for assignment management and grading, and as the repository for course materials, guidelines, and resources. Canvas also tracks your progress through the dissertation milestones and is used for announcements and feedback.                                                                                                                                                                                                                                                                                                                                      |

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the EdD in Educational Psychology, students will:

- PLO 1: Develop and apply advanced clinical skills to effectively assess, diagnose, and treat a wide range of mental health concerns in individuals across diverse populations and contexts within educational settings and communities, while utilizing evidence-based practices and culturally responsive approaches.
- PLO 2: Engage with an innovative, research-based, and real-world curriculum that emphasizes the development of strong clinical competencies, equipping them to meet the holistic and mental health needs of diverse client populations and deliver effective mental health services across educational, clinical, organizational, and community settings.
- PLO 3: Critically evaluate and apply scientific knowledge and research to inform the selection and implementation of effective mental health interventions, prevention strategies, and wellness approaches that promote the well-being of individuals and communities in educational contexts and broader practice settings.
- PLO 4: Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation skills, adapting to the evolving needs of diverse and complex organizational systems in the provision of comprehensive mental health services within educational settings and other professional contexts.

## Course Learning Outcomes (CLOs)

Upon completion of EPSY 900, Educational Psychology students will:

- CLO 1: Navigate the stages of the dissertation process, including forming a committee, the proposal and defense milestones, and managing the time, stress, and project demands of doctoral research. (PLO 4)
- CLO 2: Apply ethical and legal standards for human subjects research by completing CITI Social Science Human Subjects Research certification and preparing materials for IRB review (and HODOE Data Governance review where applicable). (PLO 1, 2)
- CLO 3: Formulate a researchable problem, specific research questions, and hypotheses grounded in mental health and cognitive learning theory and relevant to educational settings. (PLO 2, 3)
- CLO 4: Critically synthesize the relevant literature into a scholarly literature review and a conceptual framework. (PLO 3)
- CLO 5: Develop a feasible research design and bring it together with the problem statement and literature review in a dissertation proposal manuscript. (PLO 2, 3, 4)

## 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.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

EPSY 900 engages these values directly. The course's emphasis on ethical and legal practice in human subjects research, CITI certification, HODOE Data Governance review, and Chaminade IRB approval, expresses formation in faith and the Marianist commitment to service, justice, and peace, since the protection of research participants is a moral obligation before it is a procedural one. The structure of the course, in which each student works within a chair-and-committee relationship rather than alone, reflects family spirit: the dissertation is completed in community, with the collective scholarship of the cohort supporting each individual project. Finally, the movement from a researchable idea through proposal defense to an approved, revisable research design educates for adaptation and change, preparing scholar-practitioners whose research serves Hawai'i's schools and communities.

## Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
2. Provide an Integral, Quality Education (Na'auao): Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana): 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina): 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

## Alignment of Course Learning Outcomes

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

### Participation & Regular and Substantive Interaction (RSI)

#### Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with course content, your dissertation chair, and your committee each week. Logging in without completing activities does not count as participation. The dissertation process requires sustained, self-directed effort; the accelerated ten-week term leaves no recoverable slack.

Students are expected to:

- Attend the required Week 1 goal-setting meeting and the Week 10 exit meeting with the dissertation chair and committee by video conference.
- Maintain contact with the dissertation chair at least every two weeks by email, phone, or brief video call.
- Submit weekly written progress reports documenting completed tasks, current challenges, and plans for the coming week.
- Complete assigned readings and module activities within the designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Meet established deadlines for approval applications and chapter drafts so that the term-long sequence remains on schedule.
- Demonstrate preparation, reflection, and critical thinking in all interactive components, consistent with the PDCA-R professional dispositions.

### Course Activities

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

#### Hawai'i Department of Education Data Governance Review (CLO 2, 3)

The Hawai'i Department of Education (HIDOE) Research Application Process is a two-phase procedure designed to ensure that 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 may proceed with their study. Phase 2 occurs after the research is complete, when findings are submitted for review by HIDOE committees and subject matter experts. This review validates the research and provides feedback before publication. By following this structured approach, HIDOE maintains the quality and relevance of research conducted within its educational system while supporting researchers in producing meaningful and applicable results.

## Comprehensive Portfolio (Program Requirement)

The Comprehensive Portfolio is the culmination of all EdD coursework. It is submitted on day 7 of week 1. **A student cannot progress to their Proposal Oral Defense without this requirement being met.**

## Preliminary Proposal Oral Defense (CLO 1, 4, 5, 8, 9)

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

## Chaminade Institutional Review Board (CLO 2, 3)

The Chaminade Institutional Review Board (IRB) application process is a required step before conducting any human subjects research. Students must first complete CITI human subjects training and certification. They then submit a detailed IRB application outlining research methodology, potential risks and benefits, privacy protections, and informed consent procedures, along with the HIOE research coursework approval form. The IRB committee reviews the application for ethical considerations and participant safeguards; approval or a request for revisions follows. Once approved, ongoing monitoring may be required.

**IRB approval must be obtained before beginning any research activity. Retroactive approval is not permitted and may result in significant consequences, including the inability to use collected data.**

## Research Project Management (CLO 1, 9)

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 must include the following components:

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

## Chapter One Draft (CLO 4, 5)

This chapter lays the groundwork for your dissertation, guiding readers from your broad research topic to specific questions. You will provide a general overview of the 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 will 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 that follow.

## Chapter Two Draft (CLO 6, 7)

This chapter presents a comprehensive analysis of existing literature relevant to your dissertation topic. You will 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 will 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.

### Chapter Three Draft (CLO 5, 8)

This chapter outlines your research design and execution plan. You will 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 will describe your research procedures, instruments, and data analysis approach, addressing validity or trustworthiness issues. Finally, you will outline your plan for ethical conduct and participant data protection. This chapter provides a clear, justified roadmap for the study's execution, ensuring its scientific rigor and ethical integrity.

### Assignments & Point Values

| Assignment                                   | Points     | CLO                 |
|----------------------------------------------|------------|---------------------|
| HIDOE Data Governance Review (if applicable) | 5          | CLO 2, 3            |
| Comprehensive Portfolio                      | 100        | Program Requirement |
| Preliminary Proposal Oral Defense            | 50         | CLO 1, 4, 5, 8, 9   |
| Chaminade Institutional Review Board         | 5          | CLO 2, 3            |
| Research Project Management                  | 10         | CLO 1, 9            |
| Draft Chapter One                            | 10         | CLO 4, 5            |
| Draft Chapter Two                            | 10         | CLO 6, 7            |
| Draft Chapter Three                          | 10         | CLO 5, 8            |
| <b>Total Possible Points</b>                 | <b>200</b> |                     |

### Course Policies

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| <b>Attendance</b>       | Per the EdD in Educational Psychology attendance policy for asynchronous courses, occasional synchronous class meetings may be scheduled; attendance at those sessions is optional and all such meetings are recorded and posted to Canvas. The required Week 1 goal-setting meeting and Week 10 exit meeting with your chair and committee, and bi-weekly contact with your chair, are course requirements rather than optional class sessions. Federal regulations require continued attendance for continuing payment of financial aid; if attendance is not continuous, financial aid may be terminated. Anyone who stops attending without official withdrawal may receive a failing grade. |
| <b>Late Work</b>        | No late work will be accepted unless prior approval has been received from the course instructor before the day the assignment is due. Because HIDOE Data Governance and IRB review are handled by external bodies on their own timelines, late submission of approval documents may delay data collection into a subsequent term.                                                                                                                                                                                                                                                                                                                                                               |
| <b>Extra Credit</b>     | No extra credit is available in this course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Incomplete Grade</b> | An Incomplete may be granted only for extenuating circumstances that prevent completion of assigned work, and only when the majority (greater than 80%) of the coursework has been completed. An Incomplete is a temporary grade that automatically reverts to a non-passing grade after 30 days. Petitions to extend an                                                                                                                                                                                                                                                                                                                                                                         |

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|                                  | Incomplete beyond this period must be approved by the EdD in Educational Psychology Program Director, the Dean, and the Provost.                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Professional Dispositions</b> | The EdD in Educational Psychology program employs the Professional Dispositions and Community Awareness Rating (PDCA-R) framework to assess ten core professional dispositions throughout enrollment. Dispositions are evaluated continuously and holistically by program faculty and supervisors, including during this course. Concerns identified in EPSY 900 are addressed through the remediation and due process procedures described in the EdD in Educational Psychology Policies and Procedures Handbook. |
| <b>Satisfactory Progress</b>     | A minimum EdD grade point average of 3.0 must be maintained throughout the program. If a student's GPA falls below 3.0, the student has one term to return to the 3.0 minimum; failure to do so results in dismissal from the program.                                                                                                                                                                                                                                                                             |
| <b>Doctoral Formation Plan</b>   | The Doctoral Formation Plan (DFP) is a non-credit, pass/no-pass reflective curriculum that runs alongside doctoral coursework. DFP reflection entries are completed between terms rather than during them and are not graded within EPSY 900. Refer to the Doctoral Formation Plan Policies and Procedures Handbook.                                                                                                                                                                                               |
| <b>Online Etiquette</b>          | Video conference sessions in this course are governed by the EdD in Educational Psychology Online Education Policy. Students join from a low-noise location on a computer with a stable connection, display first and last name, keep the camera on for the duration of scheduled sessions unless otherwise directed, use appropriate attire and language, minimize background noise, and request instructor permission before recording.                                                                          |
| <b>Syllabus Changes</b>          | The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.                                                                                                                                                                                                                                                                                                                                                                                                  |

## Final Grades

Final grades are submitted to Self-Service ([selfservice.chaminade.edu](http://selfservice.chaminade.edu)). The EdD in Educational Psychology program uses the following grade labels and point calculations:

Dissertation courses are graded differently from traditional coursework. Dissertation progress is evaluated based on established criteria outlined in the Evaluation of Dissertation Proposal/Final Defense Form, and the dissertation is either accepted or not accepted by the student's Dissertation Committee.

If the dissertation (proposal or final) is not accepted, the student must revise all areas identified as deficient and resubmit the work for committee review.

### CR/PR/NC Grading Structure

#### Progressing (PR)

Students are awarded PR (Progressing) when they demonstrate steady progress toward completion of their dissertation during the term. Examples of PR-level progress include:

- Developing or revising chapters
- Advancing methodology or analysis
- Communicating regularly with the Dissertation Chair
- Preparing for proposal or final defense
- Completing revisions in response to committee feedback

#### No Credit (NC)

Students are assigned NC (No Credit) when:

- Minimal or no work was completed during the term
- The student failed to maintain consistent communication with the Dissertation Chair
- Deadlines or expectations were not met without justification

An NC grade may have significant consequences, including—but not limited to—financial aid implications and the requirement to re-register and pay for additional dissertation credits.

#### Credit (CR) for Major Milestones

A CR (Credit) grade is awarded only upon the successful completion of a major dissertation milestone:

- EPSY 900 / Proposal Stage: A CR is awarded only when the Proposal Defense has been successfully completed and all required proposal-related forms have been submitted and accepted by the Educational Psychology Program Manager.
- EPSY 904 / Final Dissertation Stage: A CR is awarded only when the Final Dissertation Defense has been successfully completed and all final dissertation materials and required forms have been submitted and accepted by the Program Manager.

#### Registration Requirement for Defenses

Students must be registered for a dissertation course during any term in which they plan to:

- Defend their Dissertation Proposal, or
- Defend their Final Dissertation

All required forms for proposal or final defense must also be filed in the same term.

#### Incomplete (I) Grades

If a student successfully defends the Proposal or Final Dissertation during the term but still has remaining edits or outstanding paperwork, they may receive an Incomplete (I) for that term.

- The Incomplete allows a maximum of 30 days for the student to submit all required revisions and documents.
- If all edits and paperwork are not submitted and accepted by Day 30, the grade automatically converts to NC, and the student must re-register for dissertation credits in the following term.

### 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, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

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

### AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams, or other academic tasks — defined as use that substitutes for or substantially replaces a student's own analysis, reasoning, or written expression — without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and

content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in-class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

**Course-specific note:** The research problem, research questions, conceptual framework, literature synthesis, methodological reasoning, and written expression in your proposal must be your own. The dissertation is an original scholarly contribution and is defended orally before your committee; the preliminary proposal oral defense and the weekly progress reporting requirement exist in part to document the development of your own thinking across the term. Any AI use in this course must be disclosed in writing to your dissertation chair and the instructor in advance.

### **Title IX and Nondiscrimination**

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: <https://chaminade.edu/titleix/nondiscrimination/>. File a report via the Campus Incident Report Form: [https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout\\_id=0](https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0)

### **Nondiscrimination Policy and Notice of Nondiscrimination**

The University is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The University is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both, at <https://chaminade.edu/titleix/nondiscrimination/>. On-campus Confidential Resources may be found at <https://chaminade.edu/titleix/resources-and-support/>.

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

The Notice of Nondiscrimination can be found at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/>

### **Students with Disabilities Statement Kōkua 'Ike**

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time. Learn more at <https://chaminade.edu/ada-accommodations>.

## Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

## Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

| Resource                                             | Description                                                                                                                       | Contact / Website                                                                                                                                                                                                      |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Accessibility Services (Kōkua 'Ike)</b>           | Accommodations under Section 504 and the ADA. Contact early — appointments via Stellic, virtual or in person.                     | <a href="mailto:ada@chaminade.edu">ada@chaminade.edu</a> · <a href="https://chaminade.edu/ada-accommodations">chaminade.edu/ada-accommodations</a> · <a href="https://chaminade.stellic.com">chaminade.stellic.com</a> |
| <b>Sullivan Library</b>                              | Research databases, interlibrary loan, citation support, and subject librarian consultations for dissertation literature reviews. | <a href="https://chaminade.edu/sullivan-library">chaminade.edu/sullivan-library</a>                                                                                                                                    |
| <b>Tutoring &amp; Academic Coaching (Kōkua 'Ike)</b> | Individualized support and guidance in developing goals and study strategies, including writing support.                          | <a href="https://chaminade.edu/tutoring-academic-coaching-services">chaminade.edu/tutoring-academic-coaching-services</a>                                                                                              |
| <b>Career Services</b>                               | Job search strategy coaching, resume reviews, interview coaching, and career-related resources.                                   | <a href="https://chaminade.edu/career-services">chaminade.edu/career-services</a>                                                                                                                                      |
| <b>Basic Needs Resources</b>                         | Support for food insecurity, housing instability, and other basic needs.                                                          | <a href="https://chaminade.edu/basic-needs/">chaminade.edu/basic-needs/</a>                                                                                                                                            |
| <b>Title IX / Nondiscrimination</b>                  | Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.             | <a href="https://chaminade.edu/titleix/resources-and-support/">chaminade.edu/titleix/resources-and-support/</a>                                                                                                        |
| <b>Hazing Prevention</b>                             | Confidential support, crisis intervention, and reporting for any type of abuse including hazing.                                  | <a href="https://hazingpreventionnetwork.org/athlete-helpline/">hazingpreventionnetwork.org/athlete-helpline/</a>                                                                                                      |
| <b>CUH Alert Emergency Notification</b>              | Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.            | <a href="https://chaminade.edu">chaminade.edu</a>                                                                                                                                                                      |
| <b>Campus Safety / SafeSwords</b>                    | A program for students, faculty, and staff who may feel uncomfortable or unsafe walking alone on campus at any time of day.       | <a href="https://chaminade.edu/student-life/security/campus-safeswords-program/">chaminade.edu/student-life/security/campus-safeswords-program/</a>                                                                    |

## Weekly Course Schedule

*Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements. All work is due Sunday at 11:59 p.m. HST of the week listed unless otherwise noted.*

| Wk of                         | Theme                                                                       | Info / Activities                                                                                                                                                                                                                                                                                                                                                                                       | Due Dates                                                                   |
|-------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Week 1</b><br><b>10/5</b>  | Launching the Proposal & HIDEOE Data Governance                             | <ul style="list-style-type: none"> <li>Required Week 1 goal-setting meeting with dissertation chair and committee (video conference)</li> <li>Read: Blair, Ch. 1–2</li> <li>Confirm CITI Social Science Human Subjects certification is current</li> <li>Prepare and submit HIDEOE Data Governance Phase 1 application</li> <li>Establish project management plan and progress-report format</li> </ul> | HIDEOE Data Governance Review<br><br>Comprehensive Portfolio — Sun          |
| <b>Week 2</b><br><b>10/12</b> | Preliminary Proposal Oral Defense (to be completed between week 2 – week 6) | <ul style="list-style-type: none"> <li>Finalize proposal presentation with chair</li> <li>Present research problem, literature review, theoretical framework, questions and hypotheses, methodology, and significance to committee</li> <li>Document committee feedback and required revisions</li> </ul>                                                                                               | Preliminary Proposal Oral Defense (to be completed between week 2 – week 6) |
| <b>Week 3</b><br><b>10/19</b> | Chaminade IRB Submission                                                    | <ul style="list-style-type: none"> <li>Review the completed IRB application with chair</li> <li>Submit IRB application with methodology, risks and benefits, privacy protections, informed consent, and the HIDEOE approval form</li> <li>Read: Blair, Ch. 3</li> </ul>                                                                                                                                 | Chaminade IRB Application                                                   |
| <b>Week 4</b><br><b>10/26</b> | Drafting Chapter One                                                        | <ul style="list-style-type: none"> <li>Draft overview, problem statement, purpose, and significance</li> <li>Bi-weekly chair check-in</li> <li>Weekly progress report</li> </ul>                                                                                                                                                                                                                        | Chapter One working draft via Canvas                                        |
| <b>Week 5</b><br><b>11/2</b>  | Drafting Chapter One                                                        | <ul style="list-style-type: none"> <li>Complete research questions and hypotheses, theoretical framework, definitions of terms, assumptions, limitations, and delimitations</li> <li>Respond to IRB or HIDEOE revision requests</li> <li>Weekly progress report</li> </ul>                                                                                                                              | Draft Chapter One — Sun                                                     |
| <b>Week 6</b><br><b>11/9</b>  | Drafting Chapter Two                                                        | <ul style="list-style-type: none"> <li>Document search strategy; begin critical synthesis of historical and contemporary literature</li> <li>Bi-weekly chair check-in</li> <li>Weekly progress report</li> </ul>                                                                                                                                                                                        | Chapter Two working draft via Canvas                                        |

| <b>Wk of</b>                  | <b>Theme</b>               | <b>Info / Activities</b>                                                                                                                                                                                                                                                                 | <b>Due Dates</b>                                               |
|-------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Week 7</b><br><b>11/16</b> | Drafting Chapter Two       | <ul style="list-style-type: none"> <li>• Organize the review, compare perspectives, identify gaps, and connect literature to research questions</li> <li>• Weekly progress report</li> </ul>                                                                                             | Draft Chapter Two — Sun                                        |
| <b>Week 8</b><br><b>11/23</b> | Drafting Chapter Three     | <ul style="list-style-type: none"> <li>• Justify research approach; restate questions and hypotheses; specify population, sampling strategy, and sample size</li> <li>• Bi-weekly chair check-in</li> <li>• Weekly progress report</li> </ul>                                            | Chapter Three working draft via Canvas                         |
| <b>Week 9</b><br><b>11/30</b> | Drafting Chapter Three     | <ul style="list-style-type: none"> <li>• Complete procedures, instrumentation, data analysis plan, validity or trustworthiness, and participant protection plan</li> <li>• Compile research project management documentation for submission</li> <li>• Weekly progress report</li> </ul> | Draft Chapter Three — Sun<br>Research Project Management — Sun |
| <b>Week 10</b><br><b>12/7</b> | Exit Meeting & Term Review | <ul style="list-style-type: none"> <li>• Required exit meeting with dissertation chair and committee (video conference)</li> <li>• Review committee feedback, approval status, and the plan for EPSY 901</li> <li>• Read: Blair, Ch. 4</li> </ul>                                        | Exit meeting completed                                         |