



Chaminade
University
OF HONOLULU

EDUC 892 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 892

Course Title: Dissertation II

School/Division: School of Organizational & Education Leadership, College of Education & Human Development

Term: October 2026 – December 2026

Credits: 3

Contact Information

Instructor Name: Dr. John Hamilton

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Phone: 808.284.0741

Office Hours: By appointment

NOTE: The student works directly with their Dissertation Chair/committee to develop the dissertation proposal. The student should contact their Dissertation Chair for any questions regarding this benchmark.

University Course Catalog Description

This is the second 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.

Note: For all dissertation benchmarks, there is no course requirements in Canvas other than Dissertation submission and coordination with your Committee and Chair. **Upon completion of this benchmark, the student will advance to the next stage in the dissertation process, EDUC 893 Dissertation III: Data Analysis and Presentation**

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. Educate for adaptation and change

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

Dissertation II is a pivotal, self-paced course designed for students in the midst of their dissertation research phase. As the second installment in the dissertation process sequence, this course provides individualized support, facilitating an environment conducive for efficient data collection and preliminary analysis. Students can anticipate receiving direct, expert guidance from instructors and committee members, aiding in seamless navigation through data gathering and initial result analysis stages. The course not only ensures students amass relevant and robust data but also aids in developing the acute analytical skills required for insightful data interpretation. **Students should be completing their Dissertation Proposal and working toward IRB submission during this term.**

Required Learning Materials

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Joyner, R.L., Glatthorn, A. A., & Rouse, W.A. (2018). *Writing the winning thesis or dissertation: A step-by-step guide* (4th ed.). Corwin Press.

Recommended Learning Materials

- Foss, S. K., & Watters, W. (2016). *Destination Dissertation: A traveler's guide to a done dissertation* (2nd edition). Rowan and Littlefield: New York
- Harris, R. A. (2017). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (5th ed.). New York: Routledge.
- 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.

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; if you have not been assigned a Dissertation Chair within a week of the course start date, please contact your department. 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	Revise Chapters 1-3	1) Submit documents to the dissertation Committee Chair using Microsoft Word. If the Dissertation Chair uses the reviewing and tracking features in Microsoft Word, the student should become proficient with those features.
	Implementation	2) Submit work that conforms to Chaminade University guidelines for format and style 3) Use only a Chaminade University or Canvas LMS account for any e-mail correspondence with the Dissertation Chair.
	Data collection	4) Maintain contact and communication with the Dissertation Chair at least once a month (more frequent is better) 5) Understand that the working relationship between student and 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.
	Compose Chapter 4	6) Utilize the information received from the Dissertation Chair / Committee to make the recommended organizational, content, format, and style changes in the proposal paper, dissertation, and final report.
	Compose Chapter 5	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 (Dissertation Proposal or Active Research) to the Dissertation Chair, the student will ensure ALL elements of the below checklist are included in the Dissertation/Proposal. The student (PI) is responsible to check and confirm that all the necessary sections are included and/or write a comment prior to approval.

Chapter 1, 2 and 3 Development Checklist (continuation of EDUC891) and Chapter 4 and 5

Preliminary Pages	
Item	Page number / Comment
<u>1) Title Page</u>	
a) Descriptive of Dissertation (AD) study	a)
b) Useful for keyword searches	b)
c) Title is within 10-12 words	c)
<u>2) Table of Contents</u>	
a) Contains key headings with dot leaders	a)
b) All tables, figures, and appendices (if any) are listed	b)
<u>3) Abstract</u>	
	a)

a) Contains accurate and concise description of Chapters 1-3 (fewer than 220-250 words)	
Chapter 1: Introduction	
<u>1) Nature of the Problem</u> a) Actual problem is indicated b) Impact of problem is clearly stated as a declarative sentence c) Problem statement is concise and focused d) Purpose study is clearly indicated and stated as a declarative sentence	a) b) c) d)
<u>2) Background and Significance of the Problem</u> a) Detailed, documented evidence of problem provided b) Brief review of literature supporting the existence of the problem c) Definition of major issues related to the problem d) Setting of the problem described in detail e) Problem is in range of student's influence f) Includes other salient information	a) b) c) d) e) f)
<u>3) Deficiencies in the Evidence</u> a) Gaps in the current literature are identified b) Student clearly states how the current study will address the deficiencies in the evidence	a) b)
<u>4) Definition of Terms</u> a) Definitions provided for technical and professional jargon b) Variables in study are defined operationally	a) b)
Chapter 2: Review of Related Literature	
Item	Page Number
<u>1) Review of related literature</u> a) The literature review is comprehensive and exhaustive b) The theoretical and conceptual framework for the study is appropriate, it well-developed c) The review establishes the significance of the proposed study d) Major/seminal research articles pertaining to study are included e) Sources are appropriate, consisting mostly of current, peer reviewed journal articles, as well as other scholarly and credible sources f) Methodology is used in prior research or discussed setting the groundwork for the choice or methodology for the proposed study g) The literature review is organized, cohesive, well-sequenced, integrated, and transitions appropriately h) The literature review establishes a clear pathway to the research questions in the proposed study	a) b) c) d) e) f) g) h)
<u>2) Research Questions</u> a) Formulated based on theory, previous research, and professional experience	a)

b) Stated in the form of a question c) Focused and clear	b) c)
Chapter 3: Methodology	
1) Participants a) Description of who and how many b) Demographics included c) Sampling method delineated	a) b) c)
2) Instruments a) All data-gathering instruments are cited AND APPROVED BY AUTHOR (check copyright) b) Review of psychometric characteristics provided c) Source of instruments are described with proper citation d) Copy of instruments developed by student included as appendices	a) b) c) d)
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)
Chapter 4	
1) Results a) Results presented relative to each research question b) Only the results are presented c) Includes effective use of tables and figures where needed d) Participant data, if necessary, is presented only in appendix	a) b) c) d)
Chapter 5	
1) Discussion a) Overview of the applied dissertation, including the purpose of the study, is included b) Elaboration and interpretation of results as related to research questions are included c) Discussion of conclusions is provided d) Relationship of findings to literature is discussed e) Implications of findings are reviewed f) Limitations of the study are indicated g) Recommendations for further research and for practice are included	a) b) c) d) e) f) g)
2) References a) List is accurate and consistent with text citations b) Peer-reviewed research is utilized c) APA style is used	a) b) c)

3) Appendices a) Include instruments created by student only b) All necessary information is included c) Conforms with guidelines of Dissertation Procedures	a) b) c)
4) Overall a) Consistent with APA 7 th edition b) Verb tense in Chapters 1-3 is changed where appropriate c) Literature review is expanded and updated d) Identifies and clarifies any changes from the proposal	a) b) c) d)
References	
Item	Page Number
a) References are accurate and <u>correspond</u> to in-text citations b) Reference list adheres to APA style	a) b)
Overall	
Item	Page Number
a) Adheres to the Chaminade University Guidance and APA style	a)

Satisfactory Progress

All dissertation content will be submitted to the Dissertation Chair. All assignments must adhere to the *APA 7th edition*. The continuation of developing an approved dissertation is the culminating activity for this course. Prior to receiving approval (i.e., a Pass grade), students are expected to demonstrate progress by the end of the term in which they are enrolled. The following may be considered as examples of progress:

- searched databases
- downloaded articles
- consulted with chair
- developed design ideas
- created outline of various sections
- read books and articles on study design
- read books and articles on content area
- read books and articles on analysis
- worked on reference section
- worked on format and style of manuscript
- wrote elements of Chapters 1, 2, 3, 4 or 5
- revised elements of Chapters 1, 2, 3, 4, or 5

Grading Criteria

Dissertation I

Letter Grade	Credit
Credit (CR) = <i>Committee Chair approved Proposal for IRB submission</i>	3
No Credit (NC) = <i>No progress by student</i>	No Credit

This course is graded Credit/No Credit. Students will continue working on their dissertation proposal (until IRB approval received). 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. Students with IRB approval will continue progressing in

their research working toward completion of Chapters 4 and 5. 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.		

STUDENT SCHEDULE:

As you each are at different, critical junctures in your research journey, this course is uniquely structured to support your individual progress toward the successful completion of your dissertation proposals and the commencement of your data collection and management process. This 10-week term will not follow a one-size-fits-all schedule. Instead, recognizing the distinctiveness of your research endeavors, you are entrusted and expected to craft and adhere to **your personal research timelines and milestones**. Each of you will need to develop a dissertation completion plan (non-graded) for the next 10 weeks and beyond, considering the specific requirements and objectives of your dissertation. This plan should reflect a thoughtful allocation of time to the key components of your research process, from proposal refinement and literature review to methodology selection, data collection, and initial analysis. Your plan should embody a commitment to continuous, consistent progress. The forthcoming weeks are crucial, and a well-organized, disciplined approach will be indispensable for staying on track and meeting your academic and research goals.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards.

Written assignments should:

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).
- Written assignments should adhere to current APA formatting guidelines.

Academic Honesty/Integrity

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.

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.
- **Generating written, visual, or oral content that was not created by the student.**

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.

At the discretion of the instructor, students may be required to share additional materials such as previous drafts, notes/outlines and any available evidence of the revision history for their paper or assignment. An instructor does not need certainty regarding whether or not a student used AI to request extra evidence of learning from that student in their class. If an instructor has reasonable and documentable concerns that a student's work does not demonstrate "knowledge, judgment, analysis or skill," to the degree required, the instructor may require that student to complete additional work or a different type of assignment as a means of demonstrating the student's learning and attainment. This could mean, for example, that a student might be required to make an oral presentation, rewrite or revise a paper, complete a new assignment, or otherwise provide some reasonable demonstration of their mastery of the learning goals of the assignment in question. Requesting extra evidence of learning when a student may not have demonstrated learning is part of the normal scope of an instructor's teaching responsibilities, and doing so does not require a finding of AI use or academic dishonesty. However, if an instructor determines based on preponderance of evidence that a student more likely than not has used AI in violation of the university's Academic Honesty Policy, an instructor may recommend that a finding of academic misconduct and its associated sanctions be made as provided in this policy. Students reserve the right to appeal findings or sanctions through the university's academic grievance process.

Title IX and Nondiscrimination Policy

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.

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](#).

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](#).

Disability Access

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.

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.