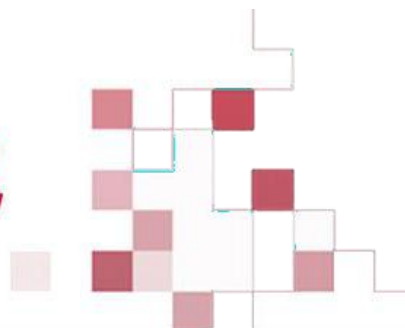# Doctorate in Education (Ed.D.) in Curriculum and Instruction Program Handbook

Revision Date August 2025

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Overview of the Program

The Doctorate in Education (Ed.D.) in Curriculum and Instruction program is designed to prepare educational leaders with advanced knowledge and skills in curriculum development, instructional design, and educational research. Graduates of this program will be equipped to drive improvements in educational practices and contribute to the field of curriculum and instruction.

The 60-to-63-hour program includes 30 hours earned in the Education Specialist program (Ed.S.). The Ed.D. program consists of 18-21 didactic hours plus a minimum of 12 dissertation hours. Courses are delivered online with periodic on-campus meetings.

The program of study is structured with a logical sequence of courses that span multiple semesters. The program of study ensures that doctoral candidates acquire a full understanding of curriculum and instruction to build a solid foundation for producing original scholarship. Six credit hours of coursework in curriculum inquiry and advanced curriculum development allow candidates to specialize in their respective teaching areas, while deepening their understanding of the various methods used to examine curriculum.

In addition to the foundational research methodology courses acquired in the Ed.S. coursework, the Ed.D. program of study places significant emphasis on research methodologies by requiring nine credit hours of coursework in this area. Candidates are introduced to research methods in the Methods of Inquiry course, and they continue to develop their research skills in advanced qualitative and quantitative research methods courses. Throughout these three research methods courses, candidates acquire techniques to engage in the research process and conduct quantitative, qualitative, and mixed methods inquiries. In particular, candidates will learn in the Methods of Inquiry course the role of ethics in educational research along with reviewing dissertation requirements.

After all doctoral level coursework is completed, candidates must pass the Dissertation Comprehensive Exam. This assessment measures candidates' advanced knowledge of Curriculum and Instruction content, research methodologies, and professionalism.

To prepare the dissertation proposal, candidates complete the Doctoral Writing coursework. Doctoral Writing coursework provides structured support and feedback as candidates develop and refine their research proposals. The proposal defense serves as a significant milestone in the program to ensure that candidates have a clear research plan before moving forward with their dissertations. The program culminates in the completion of a dissertation, where candidates conduct and defend independent research that makes significant contributions to the field of education.

Program Learning Outcomes

- Demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.
- Demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.
- Demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy.
- Demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.
- Demonstrate the ability to conduct research that contributes to the education profession.
- Demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.
- Demonstrate high standards for professional practice.

Program of Study

The Doctorate in Curriculum and Instruction is a 60-to-63-hour program that includes 30 hours earned in the Specialist in Education program (Ed.S.). The Ed.D. program consists of 18-21 didactic hours plus a minimum of 12 dissertation hours. Courses are delivered online with periodic on-campus meetings.

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Ed.S. Degree Program Courses

Semester	Course	Title	Credit Hours
Summer I	EDUC 7090	Research Methods	3
	EDUC 7035	Leadership in Curriculum and Instruction	3
	EDUC 7350	Curriculum Theories and Philosophies	3
Fall	EDUC 7100	Research Topics and Methodology	3
	EDUC 7200	Directed Research Seminar	3
Spring	EDUC 7070	Internship in Curriculum	3
	EDUC 7010	Designing Professional Learning Experiences	3
	EDUC 7300	Specialist Seminar	3
Summer II	EDUC 7050	Comparative Education	3
	EDUC 7360	Curriculum Advocacy	3
Apply for Ed.S. certificate upgrade		**TOTAL HOURS**	**30**

Ed.D. Degree Program Courses

Semester	Course	Title	Credit Hours	Matriculation Requirements
Fall	EDUC 8000	Methods of Inquiry	3	
	EDUC 8010	Forms of Curriculum Inquiry	3	
Spring	EDUC 8020	Advanced Qualitative Methods	3	
	EDUC 8030	Advanced Quantitative Methods	3	IRB Submission

Table continues on next page

Fall	EDUC 8040	Advanced Curriculum Development in Areas of Specialization	3	• Comprehensive Examination
	EDUC 8050	Doctoral Writing Seminar in Curriculum and Instruction I	3	• Defend Proposal • IRB Approval
Spring	EDUC 8070	Dissertation in Curriculum and Instruction	3-12	Defend Proposal Or Defend Dissertation
	EDUC 8060	Doctoral Writing Seminar in Curriculum and Instruction II* (*if requested or required)	3	
Fall	EDUC 8070	Dissertation in Curriculum and Instruction	3-6	Defend Dissertation
		TOTAL HOURS	**30-33**	

Ed.D. COURSE DESCRIPTIONS

Educational Inquiry (21 hours)

EDUC 8000 Methods of Inquiry (3 hours)
This course provides the fundamentals for the research process, research designs (to include mixed methods), and research methods. Candidates will learn ethics in educational research and understand how to ensure validity and reliability when conducting a mixed methods study. Dissertation requirements will also be reviewed.

EDUC 8010 Forms of Curriculum Inquiry (3 hours)
This course examines historical and contemporary perspectives of curriculum through political, economic, social, and cultural lenses. Candidates will acquire theoretical and philosophical understandings to imagine alternative conceptions for innovative pedagogy.

EDUC 8020 Advanced Qualitative Research Methods (3 hours)
This course introduces doctoral candidates to qualitative research methodology and prepares them to use qualitative data collection methods in their own independent research and dissertations. Qualitative data collection and analysis procedures, along with strategies to ensure validity and reliability for each qualitative method, will be covered in this course. Ethical considerations will be addressed.

EDUC 8030 Advanced Quantitative Research Methods (3 hours)
An advanced course in quantitative methods applies significance testing, t-tests, non-parametric statistics, correlation, linear regression, and chi-square analysis to research problems in curriculum and instruction.

EDUC 8040 Advanced Curriculum Development in Areas of Specialization (3 hours)
This course will prepare candidates to design and implement advanced, philosophically coherent curriculum models within their content areas/areas of specialization. Candidates will also critically evaluate existing curriculum models in their areas of content/specialization. This course is designed to complement candidates' existing knowledge of curriculum philosophy and history from the Forms of Curriculum Inquiry (EDUC 8010) course and provide them opportunities to connect theoretical underpinnings to curriculum research, design, and evaluation in authentic contexts.

EDUC 8050 Doctoral Writing Seminar in Curriculum and Instruction I (3 Hours)
This course prepares the doctoral student to complete the dissertation proposal. Drafts of the dissertation's introduction, definition of terms, theoretical framework and a review of related literature are submitted throughout the semester. Upon approval, the student may request to defend the proposal to the doctoral dissertation committee.

EDUC 8060 Doctoral Writing Seminar in Curriculum and Instruction II (3 Hours)
This course is required for those candidates who need more time to prepare the dissertation proposal.

Dissertation (12 hours required)

EDUC 8070 Dissertation in Curriculum and Instruction (3 or 6 hours)
Prerequisites: Completion of Educational Inquiry courses and approval of advisor. Reading and research under the direction of an assigned faculty member leads to the development and defense of the dissertation proposal and the dissertation. At least 3 credit hours must be taken each fall and spring semester until the dissertation is completed. The number of dissertation hours is limited to 6 per semester, and the dissertation chair must approve a plan of study. The maximum At least 12 hours must be completed.

Overview of the Action Research Dissertation

Introduction

The Action Research Dissertation is the capstone for the Ed.D. in Curriculum and Instruction program that demonstrates advanced abilities and knowledge in curriculum design, theory, instruction, academic discipline, assessment, research, and professional practice. The completed dissertation will show the depth of expertise expected from a scholar-practitioner at the doctoral level in curriculum and instruction.

The Action Research Dissertation will align with the broader mission of LaGrange College Mission Statement in terms of intellectual growth, pursuit of truth, upholding the highest ethical values, and exemplifies the values excellence, service, civility, diversity, and inclusion. The completed dissertation illuminates these values in the doctoral candidate's efforts to make our schools, community, and society a better place for all.

About the Action Research Dissertation

The action research dissertation applies rigorous scholarship to address the challenges facing today's educators and/or to improve educational practices. While this research starts with a problem at your school or within the district, your findings will often have broader implications. Not only is it an expectation that your research dissertation will appreciably influence and contribute to the collective knowledge base in education, but the paramount expectation is for you to become an agent of change within your school, district, and beyond. The research design supported in the Ed.D. is an action research study that uses mixed methods for data collection.

The Dissertation Process Overview

The table that follows illustrates a typical dissertation timeline and general descriptions of the steps. Your pace through the associated coursework and progress in the research process may be different than this example. The Department of Education may revise the timing and descriptions of these steps as the program develops.

Semester	Step
First Spring Semester	IRB Submission
Second Fall Semester	Dissertation Chair and Committee appointed Proposal Development
	Internal Research Board Approval (IRB)
	Proposal Defense
	Comprehensive Examination
Second Spring Semester	Dissertation Development
	*Possible Completion
Third Fall Semester	Dissertation Defense
	Form and Style Review Approval
	Graduate Faculty Research Review
	Chief Academic Officer Approval
	ProQuest Submission
	*Completion dates vary by project and candidate readiness

Guidance for Selecting a Dissertation Topic

As a new doctoral student at LaGrange College, selecting a dissertation topic is a crucial step in your academic journey. Your dissertation should embody the core values and expectations of our program, which include the following:

- **Practical Impact**: Your dissertation should aim to produce tangible benefits for educators, policymakers, and students. Focus on addressing real-world issues and contributing to meaningful changes within educational systems or policies.

- **Inquiry-Based Approach**: Your action research should be rooted in a thorough exploration of existing literature and aim to address a specific gap or need. This involves designing, developing, implementing, and evaluating measurable actions that offer innovative solutions or insights. Ensure your topic is not only relevant but also has the potential to provide new perspectives or advancements in the field.

- **Proficiency in Mixed Methods Action Research (MMAR)**: A comprehensive understanding and application of mixed methods action research is a critical component of your dissertation. This means integrating qualitative and quantitative approaches to provide a

more complete understanding of the research problem. Demonstrating your ability to skillfully design and analyze mixed methods research will be key to the success of your dissertation.

As you contemplate your dissertation topic, consider how your research can make a significant contribution to the field of education and beyond. Focus on identifying a topic that not only aligns with your interests and expertise but also has the potential to influence practice and policy.

Committee Selection
The candidate may select a fourth committee member from outside the college for the dissertation defense. The Education Department Graduate Faculty determines if the committee member selected by the candidate meets the qualifications for serving. For more information, see Appendix A.

Proposal
Following the methodologies of either action research, case study, or program evaluation, the candidate submits the first three chapters of the dissertation to describe the problem, establishes the rationale and significance for conducting the study, completes a comprehensive review and analysis of the relevant literature, and proposes the research design and methodology. For more information on how to complete the first three chapters, see Appendix B.

Internal Research Board Approval (IRB)
The purpose of the IRB is to ensure that research is conducted in an ethical manner. The LaGrange College Institutional Review Board (IRB) exists as a safeguard for ethical and responsible treatment of human participants in research. The IRB oversees all research conducted by LaGrange College faculty, staff, and candidates that involves work with human subjects, whether funded or not. Candidates must complete and submit the required IRB forms for review. IRB approval is required to proceed with the dissertation.

Proposal Defense
This presentation is an opportunity for the committee to evaluate the candidate's preparedness and to ask questions regarding the proposed plan for the study.

Comprehensive Examination
Before continuing the dissertation, candidates are required to pass the Dissertation Comprehensive Exam. This assessment measures candidates' advanced knowledge of Curriculum and Instruction content, research methodologies, and professionalism. Candidates are required to be on campus on the scheduled day to sit for the Comprehensive Examination.

Dissertation Development
Following IRB approval, candidates can proceed with their study, collect, and analyze data, report findings, and complete the final chapters of the dissertation. The abstract may be prepared.

Dissertation Defense
The oral defense is a formal discussion of the candidate's comprehension of their scholarship. This discussion is followed by an evaluation of the dissertation. Candidates may need to revise the dissertation based on feedback during the oral defense.

Form and Style Approval
Upon approval, the completed manuscript goes to a program contracted as form and style review editor for approval.

Chief Academic Officer (Vice President of Academic Affairs) Review
The candidate's dissertation is sent by the Dissertation Chair to the College's Chief Academic Officer (VPAA) or designee for review. Only when approved by the Chief Academic Officer is the dissertation officially accepted and completed.

ProQuest Submission
Once approved by the Chief Academic Officer, the dissertation must be submitted to ProQuest for publishing. Upon confirmation that the dissertation has been accepted for publication, and all other graduation requirements have been satisfied, the candidate is recommended by the LaGrange College Department of Education for the degree.

Faculty Research Profiles

Nikki Cote, Ed.D.

Nikki Cote's record of scholarship includes a dissertation. Nikki Cote's area of scholarship centers around curriculum and instruction with a focus on differentiated instruction

Donald R. Livingston, Ed.D.

Don Livingston's record of scholarship includes five chapters in edited books, thirteen articles in peer reviewed journals, and thirty-nine presentations at state, national and international conferences. Don Livingston's research spans curriculum theory, instruction, educational policy, and teacher preparation.

Sharon M. Livingston, Ph.D.

Sharon Livingston's record of scholarship includes three chapters in edited books, three articles in peer reviewed journals, and eighteen presentations at state, national and international conferences. Sharon Livingston's publications focus on educational policy, assessment, teacher preparation, and higher education.

Gretta Milam, Ed.D.

Gretta Milam's record of scholarship includes a chapter published in an edited book, the dissertation and five presentations. Gretta Milam's areas of scholarship are teacher preparation, reading and leadership.

Vicki Pheil, Ed.D.

Vicki Pheil's record of scholarship includes an article, dissertation and seven presentations at state and national conferences. Vicki Pheil's scholarship centers on teacher induction, reflective practices, and clinical experiences.

Appendix A

Committee Roles and Responsibilities

LaGrange College Department of Education dissertation committees are comprised of three to four members who serve in specific roles: a committee chair, two committee members, plus one outside member if desired by candidate. Every member plays a crucial role within the committee, contributing significantly to a candidate's successful completion of an acceptable doctoral dissertation.

Roles of Each Committee Member

Committee Chair

The Committee Chair acts as the central hub of the committee, serving as its main point of contact for communication and assistance to the candidate. The Committee Chair has the following responsibilities:

- Provides early support to the candidate during project conceptualization, early drafts, and committee formation.
- Takes on a central role in ensuring that the committee's work aligns with the expectations of benefiting both the candidate and the academic discipline(s) and professional field(s) of practice involved.
- Orchestrates and evaluates the dissertation's advancement from initiation to completion, serving as an expert in content, methodology, or a blend of both roles.
- Closely supervises and offers comprehensive, timely, and consistent feedback on drafts.

Committee Member

The Committee Member offers direct assistance to the candidate by supplementing the content and/or methodology guidance given by the Committee Chair. The Committee Member has the following responsibilities:

- Shares in the responsibility of ensuring that the committee's work aligns with the expectations of benefiting both the candidate and the academic discipline(s) and professional field(s) of practice involved.
- Actively participates in, oversees, improves, and evaluates the advancement of the dissertation, functioning as an expert in content, methodology, or a combination of these roles, from initiation to completion.

Content and Methodology Functions within the Committee
Content and methodology functions may be split or shared between committee members.

Content Committee Member

Works with candidates to:

- Conceptualizing the problem.
- Establish the topic's significance and the study's potential to contribute to the field of curriculum and instruction.
- Establish a clearly defined focus and research question(s).
- Write a comprehensive literature review of current knowledge of the dissertation's

subject matter.
- Articulate ana framework to guide the study.

Methodology Committee Member
Provides guidance to candidate on:
- Choosing a research design for addressing the identified problem and research questions/focus.
- Selection of the appropriate methodology.
- The study's compliance with Institutional Research Board requirements.
- Data collection and analysis.
- The presentation and discussion of the results of the study.

Assignment of Dissertation Committee Members
The Education Department's Graduate Faculty will assign candidates a dissertation chair and two committee members. The candidate may select a fourth committee member from outside the college.

Appendix B

Outline of Mixed Methods Action Research Dissertation Sections

Title Page

- Title of the Dissertation
- Author's Name
- Institution
- Degree
- Date of Submission

Abstract

- Brief summary of the research, including the purpose, methods, key findings, and implications. Typically limited to 250 words. More

Acknowledgments

- Personal acknowledgments of those who supported the research and writing process. More

Table of Contents

- List of all sections and sub-sections with page numbers.

List of Tables and Figures

- Separate lists for tables and figures used in the dissertation, with page numbers.

CHAPTER 1: INTRODUCTION
Chapter 1 sets the stage for your dissertation by introducing the problem, explaining why it matters, and showing the reader where your study fits into the broader field. Each section in this chapter builds toward the foundation of your research.

1.1 Background of Study
Start Chapter 1 by bringing your reader into the real-world context of your study. Describe a specific issue you are seeing in your school, district, or educational setting that sparked your research idea. Help the reader feel the urgency and importance of the problem.

Make sure to connect your local problem to broader educational challenges. Support this connection by citing one or two credible sources — national reports, scholarly studies, or professional organizations — showing that your issue is part of a larger trend.

It is also important to share local data if available. School performance reports, assessment results, or demographic information can paint a vivid picture of the issue. You can even weave in some of your professional experiences to show why this study matters to you personally and professionally.

End this section by describing your research setting. Include the type of school (urban, suburban, rural; elementary, middle, high school; public, charter, or private) and give a snapshot of the student population (race/ethnicity, socioeconomic status, English learner status, special education needs, etc.).

1.2 Problem Statement
Here is where you clearly define the problem your study is trying to solve. Spell it out plainly: What exactly is happening? Why is it a problem? Who is affected? Why is it important to address?

Dive into the scholarly literature that explains all aspects of the problem by critically examining and synthesizing research relevant to the problem the study seeks to address. Explore empirical studies related to the key variables, contexts, and populations under investigation. Attention is given to both foundational and current scholarship to illustrate the evolution of thought and practice surrounding the problem.

This section is your chance to make a deeper case for why your study matters. Go beyond just stating the problem — explain why it's urgent, why it deserves attention now, and why your intervention or approach could make a difference. You should build your argument using a mix of your own professional experiences, local data, and broader educational research. Your goal is to show the reader there is a real, pressing need for your study.

Next, discuss what is at stake if the problem is not addressed. What are the long-term academic, social, or systemic consequences? Also, highlight the positive difference your study could make. How could your findings help teachers, school leaders, policymakers, or students? Be specific about the practical benefits you envision from your work.

1.3 Purpose of the Study
In this short but powerful section, clearly explain the purpose of your study. What are you trying to achieve? What are your main objectives?

Your purpose should directly link to the gaps and needs you discussed in the problem statement. Show how your study builds on existing research but also aims to solve a practical, real-world problem. Since this is a dissertation in curriculum and instruction, keep your focus on improving understanding, advancing teaching practices, or addressing a meaningful educational issue.

1.4 Research Questions
Now it is time to lay out the specific questions your study will answer. Each research question should connect directly to your problem and purpose statements. Keep your questions clear, focused, and doable given your setting, resources, and time. Remember, your research questions form the roadmap for the rest of your study. Provide an explanation of why you are asking each of your questions.

1.5 Definition of Terms
The Definition of Terms section helps make sure that everyone understands key concepts exactly as you intend. Here is what to include:
- List your important terms alphabetically (or group them logically if that makes more sense).
- Keep definitions short and clear — usually one to three sentences.

- Use scholarly or operational definitions. If you're using a term differently than how it's normally understood, explain that.
- Only define terms that a reader might not immediately recognize or that have a specific meaning in your study.

Examples of terms you might define include educational models ("culturally responsive teaching"), statistical terms ("effect size"), abbreviations ("ELL" for English Language Learner), or specific program names you are studying.

Keep this section factual and neutral — this is not the place for argument or analysis.

1.6 Chapter Summary

Wrap up Chapter 1 by pulling everything together. Reaffirm the importance of your study and explain briefly how it will contribute to improving learning, teaching practices, or educational outcomes.

Finally, give the reader a preview of what's coming next:
- Chapter 2 will review the theories and literature that provide the foundation for your study.
- Chapter 3 will walk through the methodology you used to investigate your research questions.
- This summary should leave your reader feeling ready to move confidently into the next chapter.

Final Reminders for Chapter 1
- Stay Clear and Focused: Make sure every section ties directly back to your main research problem and purpose.
- Keep a Friendly but Professional Tone: Write like you are guiding an intelligent but busy reader through your work.
- Stay Organized: Use logical transitions between sections.
- Follow APA Style: Cite sources properly and use consistent formatting throughout.

CHAPTER 2: REVIEW OF THE LITERATURE

This chapter provides a comprehensive review of the literature related to the interventions used to address the problem. The purpose of the literature review is to situate the research within the broader scholarly conversation, demonstrating how existing theories, studies, and findings inform and support the focus of the dissertation.

2.1 Theoretical Frameworks

Chapter 2 begins with presenting the **theoretical frameworks** that guide the study. These frameworks provide you with the lens you will use to look at your problem and eventually interpret your findings. The first section of the Theoretical Framework is **Relationships to the Field of Curriculum** framework**.** Here, you describe how the theoretical framework is situated in the field of curriculum. If relevant to your topic, illuminate the framework's application for curriculum development, implementation, and/or evaluation. The following framework, **Review of Learning Theories,** provides a strong rationale for the theoretical foundation of your study by providing a clear understanding of the major theories and empirical research on how people learn. You are expected to draw on assigned readings and corroborate these with additional peer-reviewed sources

for each area of discussion. The **Mixed Methods Action Research (MMAR)** framework informs the reader of the study's **analytical approach. This part** defines MMAR, explaining its philosophical foundations, analyzing its key components, and synthesizing peer-reviewed research that demonstrates its application in PK–12 curriculum or instructional improvement studies, as well as critically evaluating the strengths and limitations of MMAR as a methodological approach. Wrap up the theoretical Frameworks section with an **Application to Your Study** section, where you will provide a summary that recaps the key points of your theoretical framework and explains its importance to your dissertation. You should then clearly articulate how the theoretical framework informs and shapes your research questions, demonstrating the connection between theory and inquiry.

2.2 Literature Review of Intervention

This part of Chapter Two focuses the topics related to your intervention. Progress from the broad topics (superordinate) to the focused topics (subordinate) that cover the works of other researchers and educators who have studied similar issues. Look at key theories, findings, and methods, and be thinking about how these previous efforts connect to (or differ from) what you are planning to do. The goal here is to show that you made an informed choice when you picked your intervention.

2.3 Critical Analysis of Literature

Once you have covered the background, it is time for a **critical analysis of the literature**. This is more than just summarizing articles — you are synthesizing all that you have read, looking for patterns, contradictions, gaps, and areas that need more research. Your analysis should show exactly where your study fits into the body of knowledge: what you are building on, what you are questioning, and what you are aiming to add to the field.

2.4 Chapter Summary

This is a transition paragraph that recaps the key points of Chapter Two and how it connects to your study. This section is the bridge between Chapter One and Chapter Three. questions. Clearly articulate

After reading this section, readers should understand the key concepts and debates surrounding the interventions to the problem and why further investigation is warranted. Through this review, the chapter builds a clear and compelling case for the research questions and methodology presented in subsequent chapters.

Final Reminders for Chapter 2
- Stay Focused and Intentional: Make sure every section ties directly back to your main research problem and purpose.
- There is no mention of your study in this chapter.
- Stay Organized: Follow APA Style for headings and subheadings, and citations.
- Develop literature maps (superordinate, ordinate, and subordinate) that cover the breadth and depth of the intervention.
- You are not just writing a general report — you are setting up the intellectual foundation for the work you are about to present. You are demonstrating that you really understand the issue you are tackling and that your work is part of a larger conversation happening in education today.

CHAPTER 3: METHODOLOGY
Chapter 3 walks the reader through exactly how your study was conducted. This chapter needs to be detailed, clear, and methodical — thorough enough that another researcher could replicate your work if needed. Every part of your methodology should line up logically with your research questions, your study's purpose, and your overall design. As you write, use the future tense if you are planning your study, or past tense if you have already completed it.

3.1 Purpose of the Study
Start Chapter 3 by *briefly* reminding the reader of the purpose of your study and the research questions that guided your work. This sets the context for your methodology and ensures that the reader stays oriented as you explain how the study was carried out.
> *Points to Remember*:
> - Keep this section short and consistent with the purpose and questions already introduced in Chapter 1.
> - Clearly list the research questions in a simple, easy-to-follow format.

3.2 Research Design
In this section, explain the design of your study and why it is the right fit for your research questions.
- Identify which mixed methods design you are using:
  - Explanatory Sequential: Quantitative data collected first, followed by qualitative data to explain the results.
  - Exploratory Sequential: Qualitative data collected first to explore, then quantitative data to test or expand on those findings.
  - Convergent Parallel: Quantitative and qualitative data collected at the same time but analyzed separately and merged later.
- Explain why this design fits your goals and how it strengthens the study.

> *Points to Remember:*
> - Justify your design choice based on your research questions and purpose.
> - If helpful, include a simple diagram showing the flow of your study design.

3.3 Participants and Sampling
Now describe who took part in your study and how you selected them.
- Participants: Explain who your participants were (e.g., students, teachers) and provide details like grade level, demographics, or school setting.
- Sampling Methods: Identify your sampling method (e.g., random, purposive, stratified, or convenience) and explain why it was appropriate.
- Sample Size:
  - For quantitative research, explain how you decided the number of participants (you might mention statistical power if relevant).
  - For qualitative research, describe how you determined that you had enough participants to reach data saturation.
> *Points to Remember:*
> - Describe your recruitment process (such as invitations, inclusion/exclusion criteria).
> - If useful, include a table summarizing participant demographics.

3.4 The Intervention

In this section, walk the reader through the intervention you implemented to address your identified problem. Make sure you explain:

- Describe in detail the intervention.
- Why you selected this specific intervention, linking it back to your literature review and theoretical framework.
- How it was implemented.
- Describe any support structures (like training or materials) that made the intervention possible.
- Who was involved.
- When and for how long it was carried out.

> *Points to Remember:*
> - Be detailed enough that someone else could replicate your intervention based on your description.
> - Keep the focus on how the intervention is tied to solving your research problem.

3.5 Data Collection Procedures

Here, describe exactly how you gathered both your quantitative and qualitative data.

Quantitative Methods:
- Describe the instruments you used (such as surveys, assessments, or tests).
- Explain how and when the instruments were administered.
- Discuss steps you took to ensure validity, reliability, and minimize bias.

Qualitative Methods:
- Describe the qualitative tools you used (such as interviews, focus groups, or observations).
- Explain how you conducted the data collection, including locations, timing, and recording methods.
- Discuss how you ensured the trustworthiness of your qualitative data, including credibility, transferability, dependability, confirmability, and reflexivity.

> *Points to Remember:*
> - Walk the reader through each step in a logical order.
> - Mention any challenges you anticipated and how you planned to address them.

3.6 Instrumentation

In this section, describe the tools you used for data collection in more detail.
For each instrument:

- State where the instrument came from (existing, adapted, or newly developed).
- Explain how it was validated (for quantitative tools) and how reliability was established.
- For qualitative tools (like interview protocols), show how the questions or structure support your research purpose.

> *Points to Remember:*
> - Be specific about how each tool fits into the study.
> - Attach instruments as Appendices when necessary.

3.7 Data Analysis Procedures
Now explain how you made sense of your data.

> **Quantitative Analysis:**
> - Describe the statistical methods you used (such as t-tests, ANOVAs, regressions).
> - Mention the software you used to run the analyses.
> - Define your significance level (such as $p < .05$).
>
> **Qualitative Analysis:**
> - Describe your coding process (such as open coding, axial coding, or thematic analysis).
> - Explain any qualitative software you used (such as NVivo, Dedoose, or manual coding).
>
> **Integration of Data:**
> - Describe how you merged the quantitative and qualitative findings.
> - Discuss strategies you used for triangulation, comparing patterns across datasets, or building a unified interpretation.
>
> > *Points to Remember:*
> > - Keep this section very clear and systematic so readers understand exactly how you handled the data.
> > - Make sure your analysis choices match the goals of your research questions.

3.8 Ethical Considerations
Finally, explain how you protected participants and maintained ethical standards throughout your study.
- Informed Consent: How did you explain the study to participants and get their consent?
- Confidentiality: How did you protect participant privacy and keep data secure?
- IRB Approval: Confirm that you obtained approval from your Institutional Review Board (IRB) before beginning your study.

> *Points to Remember:*
> - Address how you minimized risks and promoted ethical research practices.
> - Include examples, such as use of pseudonyms or secure data storage.

Final Reminders for Chapter 3
- Alignment is Key: Make sure every part of the methodology ties back to your research questions and purpose.
- Be Detailed and Transparent: Write clearly enough that someone else could replicate your study.
- Use Visual Aids When Helpful: Tables, timelines, and design graphics can really help explain complex processes.
- APA Style: Follow APA guidelines carefully for citations, headings, and figures.

CHAPTER 4: QUANTITATIVE RESULTS
Chapter 4 presents the findings from the quantitative phase of your study. This chapter should stay focused on **what the data show**, without interpreting what the results mean — you will discuss that in Chapter 5. Your goal here is to present the numbers clearly, factually, and in a way that directly answers your research questions.

4.1 Introduction
Start Chapter 4 with a short overview to help your reader understand what is being presented next. Here is what to cover:
- Briefly restate the purpose of the quantitative phase (just one or two sentences).
- Summarize the kinds of analyses you conducted (for example, descriptive statistics followed by inferential tests).
- Outline the structure of the chapter — for instance, first demographics, then statistical tests related to each research question.

Points to Remember:
- Keep it brief — you're setting the stage, not interpreting results yet.
- Focus on orienting the reader to the structure of the chapter.

4.2 Descriptive Statistics
In this section, describe the basic characteristics of your sample and any other descriptive data you collected.
Here is what to include:
- Demographic details about your participants, such as age, gender, ethnicity, grade level, or other relevant characteristics.
- Summaries of key variables, including means, standard deviations, ranges, frequencies, and percentages as appropriate.
- Tables or figures that make your information easy to understand.

*Points to Remember***:**
- Be thorough but concise.
- Remember, you're describing what the data show — not analyzing relationships yet.
- Follow APA style for tables and figures.
- By the end of this section, the reader should have a clear picture of "who" participated and the basic distribution of your variables.

4.3 Inferential Statistics
Now it is time to present the statistical results that answer your research questions.
Organize this section by research question (or hypothesis if you stated them). For each analysis:
- Clearly state which statistical test you used (e.g., independent samples t-test, ANOVA, regression analysis).
- Report all necessary statistics, including means, standard deviations, test statistics (t, F, r), degrees of freedom, p-values, and effect sizes if relevant.
- Present your results in APA style, and include appropriate tables or figures when needed.

Points to Remember:
- Stay factual and neutral — don't explain why results happened yet.

- Clearly state whether findings were statistically significant based on your predetermined criteria (like $p < .05$).
- Keep your writing straightforward and organized by research question.
- Think of this section as simply answering: *What did the numbers say?*

4.4 Interpretation of Results
In this final section of Chapter 4, you will briefly connect your quantitative results back to your research questions — but still **without discussing or drawing deep conclusions**.
Here is what to do:
- Restate each research question briefly.
- Summarize the key findings related to that question.
- Note whether hypotheses (if you had them) were supported or not.
- Identify any general patterns or relationships that emerged from the data.

Points to Remember:
- Keep this interpretation surface-level — your in-depth discussion happens in Chapter 5.
- This section acts as a **bridge** between reporting your numbers and thinking about what they might mean.

Final Reminders for Chapter 4
- Stay Objective: Report the facts without offering opinions or explanations.
- Stay Organized: Present results in the same order as your research questions or hypotheses.
- Use Visuals Wisely: Include well-labeled tables, charts, or figures where appropriate.
- APA Style: Carefully format all tables, figures, and statistical reporting according to APA 7th Edition guidelines.

CHAPTER 5: QUALITATIVE RESULTS
Chapter 5 presents the findings from the qualitative phase of your study. In this chapter, you move beyond simply listing data by identifying the patterns, themes, and insights that emerged from participant responses. Like in Chapter 4, your writing should stay organized, clear, and always aligned with your research questions.
At this point, your focus is still on **what the data reveal** — you will wait until Chapter 6 to dive deeper into broader meanings and implications.

5.1 Introduction
Start Chapter 5 by briefly reminding the reader what this chapter will cover.
Here is what to include:
- Restate the purpose of the qualitative phase and how it connects to your research questions.
- Summarize the methods you used to gather qualitative data (for example, interviews, focus groups, observations).
- Outline how you will organize your findings — usually by presenting the major themes or patterns that emerged during analysis.

Points to Remember:
- Keep this section short and focused.
- Avoid interpreting or analyzing results yet — simply introduce how the chapter is organized.

5.2 Themes and Patterns
This section presents the heart of your qualitative findings. Here is how to structure it:
- Group your findings around **major themes** or **categories** identified during coding.
- Use clear subheadings for each theme to help readers easily follow your work.
- For each theme, provide a short explanation of what it represents and how it connects to your research questions.
- When possible, mention how many participants contributed to the theme (e.g., "15 out of 20 participants mentioned...").
- Keep a consistent structure when presenting each theme.

Points to Remember:
- Focus on **summarizing participant experiences** accurately, without inserting your own interpretations yet.
- Think of this section as letting the data "speak for itself" through careful organization.

5.3 Illustrative Quotes
Once you have introduced your themes, support them with direct quotes from participants. Here is what to do:
- Choose quotes that clearly illustrate the theme you're discussing.
- Briefly introduce each quote so readers understand its context.
- Attribute the quotes appropriately, while maintaining confidentiality (e.g., "Participant 3 shared...").
- Make sure the quotes are relevant, concise, and truly add to the understanding of the theme.

Points to Remember:
- Use participant voices to add authenticity and depth to your findings.
- Avoid overwhelming the reader with too many long quotes — choose strategically.

5.4 Interpretation of Results
In this final section of Chapter 5, you will begin to **briefly connect your findings back to your research questions** — but **without diving into full interpretation or discussion** (that happens later in Chapter 6). Here is what to cover:
- Restate each research question briefly.
- Summarize how the qualitative findings (themes and patterns) answer or shed light on each research question.
- Highlight any patterns, similarities, or differences among participant responses that seem especially meaningful.

Points to Remember:
- Keep the tone objective and grounded in the data.
- Present a balanced, logical connection between your themes and your research purpose.
- Save broader conclusions, implications, and deeper analysis for the next chapter.

Final Reminders for Chapter 5
- Stay Organized: Use clear headings and subheadings for each major theme.
- Stay Objective: Focus on presenting and interpreting what participants said, not on drawing

broader conclusions yet.
- Use Participant Voices Thoughtfully: Quotes should strengthen and clarify your findings, not overwhelm the narrative.
- APA Style: Follow APA guidelines when formatting quotes, citing participants, and presenting tables or figures if you use them.

CHAPTER 6: INTEGRATION OF QUANTITATIVE AND QUALITATIVE RESULTS
Chapter 6 brings everything together by integrating the findings from both the quantitative and qualitative phases of your study. The goal here is not to simply restate results from earlier chapters, but to **connect them** — showing how the two sets of findings complement, inform, or contrast with each other.

By blending the two, you will offer a more complete, nuanced understanding of your research problem. This chapter begins to move you from reporting results into thinking more broadly about what they mean.

6.1 Introduction
Start Chapter 6 with a short overview that explains what this chapter will do. Here is what to include:
- Remind the reader that this chapter focuses on integrating your quantitative and qualitative findings.
- Summarize the purpose of integration — to provide a fuller, deeper understanding of the research questions.
- Outline the structure you will use in the chapter (for example, first comparing results, then presenting the integrated findings).

Points to Remember:
- Keep the introduction concise but clear.
- Help readers know exactly what to expect as they move through the chapter.

6.2 Comparison of Results
In this section, compare and contrast the findings from your two phases of data collection. Here is what to cover:
- Discuss where the **quantitative** and **qualitative** results support each other (for example, finding similar trends or insights).
- Discuss where the two sets of results **differ** or even seem to **contradict** — and offer potential reasons for these differences based on the data.
- Point out where one set of results helps **deepen, clarify, or expand** the understanding provided by the other.

Points to Remember:
- Organize this comparison clearly, either by research question or by major themes.
- Avoid just repeating earlier results — focus on how the two types of data interact with each other.
- This section should show the reader that using both types of data provided you with a more complex, insightful view of the research problem.

6.3 Integrated Findings

Now that you've compared your results, it's time to fully **synthesize** them into one coherent understanding. Here is what to include:

- Present a combined interpretation that weaves together your quantitative patterns and qualitative themes.
- Emphasize how integrating both types of data provided a **richer, more complete** picture than either method could have on its own.
- Clearly connect the integrated findings back to your research purpose and goals.

Points to Remember:

- Tell the story of your results — how the two sets of data together answer your research questions more thoroughly.
- Focus on building a narrative that highlights the **strength of the mixed methods approach** you chose for this study.
- This section is your opportunity to demonstrate that the mixed methods design wasn't just a technical choice — it was essential to the deep, layered understanding you achieved.

Final Reminders for Chapter 6

- Focus on Integration: This chapter is about connecting findings, not restating separate results.
- Stay Aligned: Keep everything tied directly to your research questions and study purpose.
- Organize Logically: Use clear subheadings if needed (like "Areas of Convergence" and "Areas of Divergence") to make comparisons easy to follow.
- APA Style: Maintain correct APA formatting for any citations, tables, or figures you include.

CHAPTER 7: DISCUSSION AND CONCLUSION

Chapter 7 brings your dissertation to its full closure. In this chapter, you **reflect deeply on your findings**, relate them back to your literature review and theoretical framework, and **highlight the significance** of your work for both practice and future research. You also offer final thoughts that summarize the overall contribution of your study. Write this chapter thoughtfully and cohesively, ensuring that every point ties back to your study's purpose, research questions, and findings.

7. 1. Summary of the Study

Begin Chapter 7 with a **concise recap** of the entire study.
Points to Remember:

- Restate the **purpose of the study** clearly and briefly.
- Summarize the **research design and methods** used to collect data.
- Provide a high-level overview of the **key findings** without going into detailed analysis again.
- Keep this section succinct and focused to set the stage for the deeper discussion that follows.
- This summary helps reorient the reader to the scope and trajectory of your research before diving into broader implications.

7.2. Discussion
This section offers a **detailed interpretation** of the findings, connecting them to the literature review and theoretical framework from earlier chapters.

  Points to Remember:
  - Discuss how your findings **support, extend, or challenge** the literature reviewed in Chapter 2.
  - Analyze how the results **align with or diverge from** the theoretical framework you adopted.
  - Address unexpected findings thoughtfully, suggesting possible explanations.
  - Identify patterns, relationships, or important nuances revealed by your integrated analysis.
  - Focus on drawing meaning from your results, rather than simply restating them. Your goal is to **position your study within the broader scholarly conversation**.

7. 3. Implications for Practice
In this section, discuss **how your findings can inform real-world practice** in curriculum and instruction.

  Points to Remember:
  - Identify specific ways educators, school leaders, or policymakers can apply your findings.
  - Link recommendations directly to your results rather than generalizing.
  - Discuss potential impacts on instructional strategies, curriculum design, professional development, or educational policy.
  - This section should make it clear how your study can **meaningfully influence and improve educational practice**.

7.4. Implications
In this section, discuss the **meaning and relevance** of the integrated findings for theory, practice, and future research.

  Points to Remember:
  - **Theoretical Implications:** Explain how the integrated results contribute to, challenge, or extend existing theories or frameworks identified in your literature review.
  - **Practical Implications:** Describe how the findings can inform teaching practices, curriculum design, educational leadership, policy decisions, or interventions.
  - Be specific and thoughtful, making sure implications are directly tied to the study's findings and not overly broad or speculative.

7.5. Recommendations for Future Research
This section offers **suggestions for future studies** based on what you learned and the limitations you encountered.

  Points to Remember:
  - Identify gaps that remain or new questions that arose during your study.
  - Recommend methodological improvements, different populations, or alternate settings for future researchers to consider.

- If applicable, suggest specific topics for further exploration that could build on your study's findings.
- Be constructive and forward-looking, demonstrating how your study contributes to an ongoing research agenda.

7.6. Conclusion

End Chapter 7 — and your dissertation — with **final thoughts** that bring everything together.

Points to Remember:
- Reaffirm the **importance of your study** and the contribution it makes to the field.
- Summarize the overall significance of your findings.
- End with a strong, thoughtful closing statement that leaves the reader with a clear understanding of the study's value and impact.
- The conclusion should be **concise, reflective, and inspiring**, offering a final synthesis of your work's meaning.

Final Reminders for Chapter 7
- Stay Focused: Keep the discussion anchored to your research questions, findings, and theoretical framework.
- Be Reflective: Acknowledge both strengths and limitations honestly.
- Stay Organized: Use clear headings and logical flow to guide the reader.
- APA Style: Maintain proper citation and formatting throughout.

REFERENCES

The **References** section provides a **comprehensive, alphabetized list** of every source cited in the dissertation. Do not reference any source not cited within the dissertation.

Points to Remember:
- Include **only** works that are cited in the text of the dissertation. Do not include background reading not directly referenced.
- Format all entries according to the **current edition of APA style** (e.g., APA 7th Edition).
- Ensure consistency in punctuation, capitalization, italics, and indentation (use a hanging indent for each reference entry).
- Double-check that **author names, publication years, titles, and sources** exactly match your in-text citations.
- Include DOIs (digital object identifiers) for journal articles and reports when available; if a DOI is not available, provide a working URL if appropriate.
- Pay special attention to properly citing non-traditional sources such as government reports, organizational white papers, or dissertations.
- Review APA rules for referencing different types of sources: books, journal articles, websites, technical reports, dissertations, and conference proceedings.

Final Notes:
- Proofread carefully to eliminate errors — the References section is closely scrutinized during the dissertation review process.
- Use citation management tools (such as Zotero, EndNote, or built-in Word features) carefully, but always manually verify APA accuracy.

APPENDICES
The **Appendices** section includes **supplementary materials** that are important to the study but **too detailed** to be included in the main chapters of the dissertation. Appendices provide additional transparency and allow readers to access the full tools and materials you used.
Points to Remember:
- Include materials that support and clarify your study but would interrupt the flow if placed in the main text.
- Typical appendices include:
    - IRB approval documentation.
    - Recruitment materials (e.g., invitation letters, consent forms).
    - Copies of survey instruments, questionnaires, or assessment tools.
    - Interview or focus group protocols and scripts.
    - Observation protocols or rubrics.
    - Detailed tables (such as extended data tables not essential to the main results chapter).
    - Codebooks for qualitative data if relevant.
    - Any other materials referenced in the dissertation that require full presentation.

Formatting Instructions:
- Label each appendix clearly (e.g., Appendix A, Appendix B, Appendix C) in the order they are referenced in the text.
- Each appendix should have a **title** that describes its contents (e.g., "Appendix A: Student Survey Instrument").
- Start each appendix on a **new page**.
- Maintain APA formatting standards throughout the appendices when applicable.
- Refer to each appendix **at least once** in the main body of the dissertation (e.g., "See Appendix A for the full survey instrument.").

Final Notes:
- Only include materials directly relevant to understanding or replicating your study.
- Review appendices for clarity, completeness, and professionalism.
- Ensure that confidential information (e.g., student names, personal data) is properly redacted or anonymized.

INDEX (OPTIONAL)
- An alphabetical list of subjects, names, and terms used in the dissertation, along with the pages where they are mentioned.

This structure ensures a comprehensive and systematic approach to presenting a mixed-methods study in curriculum and instruction, integrating both quantitative and qualitative data to provide a rich, multi-faceted understanding of the research problem.

Disclosure: This document was written with the assistance of AI tool ChatGPT 4o.

Appendix C
Course Alignment for Completing the Mixed Methods Dissertation in
The Field of Curriculum and Instruction

Section Headers Details	
Title Page	**When**
Title of the Dissertation	Every Submission
Author's Name	Every Submission
Institution	Every Submission
Degree	Every Submission
Date of Submission	Every Submission

Abstract	When
Brief summary of the research, including the purpose, methods, key findings, and implications.	Last Semester /Final Submission
Acknowledgments	Last Semester /Final Submission
Personal acknowledgments of those who supported the research and writing process.	Last Semester /Final Submission
Table of Contents	
List of all sections and sub-sections with page numbers.	Every Submission
List of Tables and Figures	
Separate lists for tables and figures used in the dissertation, with page numbers.	Every Submission

Chapter 1: Introduction	When
Background of the Study: Context and rationale for the research.	EDUC 8000 Methods of Inquiry
Problem Statement: Clear articulation of the research problem. Extensive literature review of the problem, its significance, and rationale for studying the problem.	EDUC 8000 Methods of Inquiry
Purpose of the Study: Objectives and goals of the research.	EDUC 8000 Methods of Inquiry
Research Questions Specific questions the study aims to address.	EDUC 8000 Methods of Inquiry
Definition of Key Terms: Definitions of terms used throughout the dissertation.	EDUC 8050 Doctoral Writing I
Organization of the Dissertation: Overview of the structure of the dissertation.	EDUC 8050 Doctoral Writing I

Chapter 2: Review of the Literature	When
Theoretical Framework: Theories and models that underpin the study.	EDUC 8010 Forms of Curriculum Inquiry
Literature Review of the Intervention: Summary and critique of existing research relevant to the study's intervention.	EDUC 8050 Doctoral Writing I
Critical Analysis of the Literature: Identification of gaps that the current study aims to fill.	EDUC 8050 Doctoral Writing I
Conceptual or Analytic Framework: Explanation of the scholarship that provided the lens to design study or to analyze the data.	EDUC 8050 Doctoral Writing I

Chapter 3: Methodology	When
Research Design: Write a literature review of action research	EDUC 8020 Advanced Qualitative Research Methods

and mixed methods. Provide scholarly sources that support why these methodologies are appropriate for your study. Also provide an explanation of the mixed methods model you have chosen for your study (e.g., explanatory sequential, exploratory sequential, convergent parallel).	EDUC 8030 Advanced Quantitative Research Methods
Participants and Sampling: Description of the participants, sampling methods, and sample size.	EDUC 8020 Advanced Qualitative Research Methods EDUC 8030 Advanced Quantitative Research Methods
Intervention: Clearly describe the action, strategy, program, or practice you implemented to address the identified problem.	EDUC 8020 Advanced Qualitative Research Methods EDUC 8030 Advanced Quantitative Research Methods EDUC 8050 Doctoral Writing Seminar
Data Collection Procedures: Detailed description of how data were collected (quantitative and qualitative methods).	EDUC 8020 Advanced Qualitative Research Methods EDUC 8030 Advanced Quantitative Research Methods
Quantitative Methods: Survey, assessments, etc.	EDUC 8030 Advanced Quantitative Research Methods
Qualitative Methods: Interviews, focus groups, observations, etc.	EDUC 8020 Advanced Qualitative Research Methods
Instrumentation: Description of tools and instruments used for data collection.	EDUC 8020 Advanced Qualitative Research Methods EDUC 8030 Advanced Quantitative Research Methods
Data Analysis Procedures: How the data were analyzed (quantitative and qualitative analyses).	EDUC 8020 Advanced Qualitative Research Methods EDUC 8030 Advanced Quantitative Research Methods
Quantitative Analysis: Statistical methods and software used.	EDUC 8030 Advanced Quantitative Research Methods
Qualitative Analysis: Coding procedures, thematic analysis, and software used.	EDUC 8020 Advanced Qualitative Research Methods

Validity and Reliability: Measures taken to ensure the validity and reliability of the study.	EDUC 8030 Advanced Quantitative Research Methods
Trustworthiness: Ensuring credibility transferability, dependability, confirmability, and reflexivity	EDUC 8020 Advanced Qualitative Research Methods
Ethical Considerations: Strategies used to ensure ethical study.	EDUC 8000 Methods of Inquiry

Chapter 4: Quantitative Results	**When**
Introduction: Overview of the chapter.	EDUC 8070 Dissertation in Curriculum and Instruction
Descriptive Statistics: Summary of demographic and other descriptive data.	EDUC 8070 Dissertation in Curriculum and Instruction
Inferential Statistics: Presentation of the main quantitative findings.	EDUC 8070 Dissertation in Curriculum and Instruction
Interpretation of Results: Interpretation of the quantitative findings in relation to the research questions.	EDUC 8070 Dissertation in Curriculum and Instruction

Chapter 5: Qualitative Results	**When**
Introduction: Overview of the chapter.	EDUC 8070 Dissertation in Curriculum and Instruction
Themes and Patterns: Presentation of the main qualitative findings, organized by themes or patterns.	EDUC 8070 Dissertation in Curriculum and Instruction
Illustrative Quotes: Quotes from participants that illustrate key themes.	EDUC 8070 Dissertation in Curriculum and Instruction
Interpretation of Results: Interpretation of the qualitative findings in relation to the research questions.	EDUC 8070 Dissertation in Curriculum and Instruction

Chapter 6: Integration of Quantitative and Qualitative Results	When
Introduction: Overview of the chapter.	EDUC 8070 Dissertation in Curriculum and Instruction
Comparison of Results: How the quantitative and qualitative findings complement, contradict, or inform each other.	EDUC 8070 Dissertation in Curriculum and Instruction
Integrated Findings: Synthesis of the combined results to answer the research questions.	EDUC 8070 Dissertation in Curriculum and Instruction
Implications: Implications of the integrated findings for theory, practice, and future research.	EDUC 8070 Dissertation in Curriculum and Instruction

Chapter 7: Discussion and Conclusion	When
Summary of the Study: Recap of the research purpose, methods, and key findings.	EDUC 8070 Dissertation in Curriculum and Instruction
Discussion: Detailed discussion of the findings in relation to the literature review and theoretical framework.	EDUC 8070 Dissertation in Curriculum and Instruction
Implications for Practice: How the findings can be applied in the field of curriculum and instruction.	EDUC 8050 Second Fall EDUC 8070 Dissertation in Curriculum and Instruction
Recommendations for Future Research: Suggestions for future studies based on the findings and limitations of the current study.	EDUC 8070 Dissertation in Curriculum and Instruction
Conclusion: Final thoughts and summary of the dissertation.	EDUC 8070 Dissertation in Curriculum and Instruction

References	When
Comprehensive list of all sources cited in the dissertation, formatted according to the required APA style.	Every Submission EDUC 8070 Dissertation in Curriculum and Instruction
Appendices	**When**
Supplementary material that supports the dissertation (e.g., IRB approval, informed consent forms, survey instruments, interview protocols, etc.).	Every Submission
Index (optional)	
An alphabetical list of subjects, names, and terms used in the dissertation, along with the pages where they are mentioned.	Every Submission

Appendix D
Policy on AI-Assisted Technologies for Doctoral Dissertations

Purpose:
This policy aims to provide clear guidelines on the permissible use of AI-assisted technologies in preparing doctoral dissertations at LaGrange College. The policy ensures that such technologies align with academic integrity standards and support the development of original scholarly work.

Policy Scope:
This policy applies to all doctoral candidates at LaGrange College. It encompasses using AI tools for research, data analysis, writing, and content creation within the dissertation process. LaGrange College Policy on AI-Assisted Technologies for Doctoral Dissertations guides seven areas:
- Permissive Use of AI Tools
- Conditional Use of AI Tools
- Prohibited Uses
- Citation Requirements
- General Guidelines
- Enforcement and Penalties
- Policy Review

1. **Permissive Use of AI Tools Permitted Uses:**
AI tools can be used broadly across various stages of the dissertation process, including:
- Brainstorming: Generating ideas, outlines, and structures for the dissertation.
- Writing Assistance: Providing suggestions for phrasing, grammar, and style improvements.
- Proofreading: Checking for language errors and consistency in the text.

2. **Conditional Use of AI Tools** Permitted Uses with Conditions:
- AI tools may be employed for the following specific purposes, provided their usage is properly cited:
- Research Assistance: Using AI to gather literature, generate research questions, and identify key themes or patterns in existing research.
- Data Analysis: Employing AI algorithms for data processing, statistical analysis, and visualization of research data.

3. **Prohibited Uses: Writing and Content Creation**:
- While AI tools may assist with brainstorming, outlining, and editing, they must not be used to generate or draft substantial portions of the dissertation text. This includes entire sections, chapters, or significant original content.

4. **Citation Requirements:**
- All uses of AI tools must be transparently documented. Candidates must explain how AI tools were used and cite the specific tools in the appropriate sections of their dissertation.
- Candidates must document all instances of AI tool usage, detailing the extent and nature of the assistance provided.

- A specific section of the dissertation, typically the methodology or acknowledgments, should be dedicated to describing the role of AI tools in the dissertation process.
- Each use of an AI tool must be cited appropriately. The citation should include the tool's name, its version, and how it contributed to the dissertation.

5.   General Guidelines

Academic Integrity: Using AI tools must comply with LaGrange College's academic integrity policies. Plagiarism is strictly prohibited, including presenting AI-generated content as one's original work without proper citation.

Advisor Consultation: Doctoral candidates are required to consult with their dissertation advisors to ensure compliance with this policy. Advisors may have additional requirements or restrictions based on the specific curricular content, topic, and /or methodology.

Disclosure: Full disclosure of AI tool usage is mandatory. Candidates must provide detailed accounts of how AI tools were employed and the benefits and limitations experienced.

6.   Enforcement and Penalties

Review and Approval: Dissertations will be reviewed to ensure compliance with this policy. Non-compliance may result in the dissertation being rejected or requiring revision.

Academic Misconduct: Violations of this policy may be subject to LaGrange College's academic misconduct procedures, which can include penalties up to and including expulsion from the college.

7.   Policy Review

This policy will be reviewed annually to adapt to technological advancements and evolving academic standards. Feedback from faculty and students will be considered in the review process to ensure the policy remains relevant and effective.

For any questions or further clarification, candidates should contact their dissertation chair.

Disclosure: This policy was written with the assistance of AI tool ChatGPT 4o.

APPENDIX E

Doctoral Program: Approval Requirement for Engaging Dissertation Coaches

Doctoral students must receive formal approval from their dissertation chair before obtaining the services of any professional, including dissertation coaches, for assistance with content, writing, editing and/or revision, or proofreading related to their dissertation work. External professionals include anyone not currently serving as faculty or staff at LaGrange College.

The purpose of this policy is to ensure that all academic support and resources used by doctoral students align with the program's academic integrity standards and that the assistance provided by external professionals complements the guidance and feedback offered by LaGrange College faculty.

Request for Approval

Students seeking to engage the services of a dissertation coach must submit a written request to their dissertation chair.

The request must include:
1. The name and qualifications of the proposed dissertation coach.
2. A detailed description of the services to be provided.
3. The rationale for seeking external assistance.
4. A copy of any contract or agreement with the dissertation coach.

The dissertation chair will review the request to ensure the proposed services are appropriate and do not conflict with the program's academic integrity policies. The review process may involve a meeting between the student and the dissertation chair to discuss the necessity and scope of the external assistance.

Students who receive approval must keep a record of any significant interactions with the dissertation coach and will readily provide updates on the progress of this work to their dissertation chair and/or committee members, upon request.

The faculty and administration of the LaGrange College Graduate Program reserve the right to review the final dissertation for compliance with this policy. Any violation may result in academic penalties, including a delay in the dissertation's approval.

Failure to comply with this policy may result in disciplinary action, including the possible rejection of the dissertation, suspension from the program, or other academic penalties as determined by the Director of Graduate Studies.