



LAGRANGE

C O L L E G E

Doctorate in Education (Ed.D.) in Curriculum and Instruction Program Handbook Cohort 2026

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Program Learning Outcomes

- Demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning. (EDUC 8000)
- Demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning. (EDUC 8010)
- Demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy. (EDUC 8040)
- Demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors. (EDUC 8040)
- Demonstrate the ability to conduct research that contributes to the education profession. (EDUC 8070)
- Demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning. (EDUC 8010)
- Demonstrate high standards for professional practice. (EDUC 8000, EDUC 8020)

Program of Study

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

The Ed.D. in Curriculum and Instruction program 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. The Ed.D. program of study places significant emphasis on research methodologies by requiring nine credit hours of coursework. 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 to conduct 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. The Exam must be completed within five years of program start date. This assessment measures candidates' advanced knowledge of Curriculum and Instruction content and theoretical frameworks, the research process and methodologies, and professionalism.

To prepare the dissertation proposal, candidates complete 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 transition point 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.

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
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
Summer	EDUC 8040	Advanced Curriculum Development in Areas of Specialization	3
Fall	EDUC 8050	Doctoral Writing Seminar in Curriculum and Instruction I	3
	EDUC 8070	Dissertation in Curriculum and Instruction	3
Spring	EDUC 8070	Dissertation in Curriculum and Instruction	6
	EDUC 8060 if required*	Doctoral Writing Seminar in Curriculum and Instruction II	3
Summer	EDUC 8070	Dissertation in Curriculum and Instruction	3
TOTALS		Minimum of 12 hours of EDUC 8070 required	30

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.

Prerequisite: None

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.

Prerequisite: None

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.

Prerequisites: EDUC 8000 & EDUC 8010

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.

Prerequisites: EDUC 8000 & EDUC 8010

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.

Prerequisites: EDUC 8000, EDUC 8010, EDUC 8020, EDUC 8030

EDUC 8050 Doctoral Writing Seminar in Curriculum and Instruction I (3 Hours)

This course prepares the doctoral student to develop the skills necessary to support the final dissertation presentation.

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.

COMPLETING THE PROGRAM

- Candidates must successfully pass the Comprehensive Exam within five (5) years of their initial start date.
- All dissertation work must be completed within five (5) years of passing the Comprehensive Exam

MAINTAINING RECORDS

Candidates are required to maintain all dissertation records for a minimum of seven (7) years following graduation.

Overview of the Dissertation

Introduction

The 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 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 Dissertation

The 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.

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 research should be rooted in a thorough exploration of existing literature and aim to address a specific gap or need. This involves formulating questions, gathering evidence, analyzing findings, and drawing your own conclusions. If implementing an action research approach, data collection should involve a prolonged period of no less than nine weeks. Ensure your topic is not only relevant but also has the potential to provide new perspectives or advancements in the field.
- **Proficiency in Research Methods:** A comprehensive understanding and application of research methodologies is a critical component of your dissertation. This means integrating qualitative and/or quantitative approaches to provide a more complete understanding of the research problem. Demonstrating your ability to skillfully design and analyze research methods 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.

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	Courses	Transition Steps
Fall	EDUC 8000 EDUC 8010	Chapter 1 (Introduction) outline with research questions Chapter 2 (Literature Review) polished rough draft Approval of study
Spring	EDUC 8020 EDUC 8030	Chapter 2 finalized Chapter 3 (Methodology) outline
Summer	EDUC 8040	Defend proposal Submit IRB (college and school system)
Fall	EDUC 8050 EDUC 8070 (3hrs)	Conduct research/gather data Chapter 3 finalized Chapter 4 (Results) and 5 (Discussion and Future Implications) outline Comprehensive Exam
Spring	EDUC 8070 (6hrs)	Chapters 1-5 and abstract finalized Defend dissertation (required to walk for graduation) Begin editing if approved
Summer	EDUC 8070 (3hrs)	Finalize editing Upload to ProQuest Submit article for publication - recommended

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 involve working 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.

Approval of Study

This is the candidate's plan of how they are implementing their study to address the identified research problem. The plan should provide details and context so that another researcher could replicate the study. Faculty approval is required before the candidate can submit the IRB.

Proposal Approval

Following the methodologies of a research study, the candidate submits the first three chapters, as previously approved, of the dissertation to describe the problem, establish the rationale and significance for conducting the study, complete a comprehensive review and analysis of the relevant literature, and propose the research design and methodology.

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. The Comprehensive Exam will focus on content from EDUC 8000, 8010, 8020, 8030, and 8040.

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.

Dissertation Defense

The oral defense is a formal in-person 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. Abstract should be completed.

Form and Style Approval

The completed manuscript must be professionally edited prior to being published in ProQuest. The candidate needs to provide evidence on contracting with an editing service. The dissertation should be in APA style, using Times New Roman 12-point font with one-inch margins on all sides.

ProQuest Submission

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.

Appendix A

Committee Roles and Responsibilities

LaGrange College Department of Education dissertation committees are comprised of members who serve in specific roles: a committee chair, a committee member from the Graduate Faculty, plus a third reviewer approved by the committee chair. 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 and Reviewer

In addition to the chairing team, a Graduate Faculty committee member and third reviewer participates in the oral defense process. While not a traditional committee member involved in the day-to-day development of the dissertation, the Graduate Faculty Reviewer joins following the final submission to provide an independent review focused on quality assurance, alignment with doctoral standards, and overall scholarly integrity.

Assignment of Dissertation Committee Members

The Education Department's Graduate Faculty will assign/approve a dissertation chair and committee members for the candidate.

Appendix B

Outline of 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.

Acknowledgments

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

Table of Contents

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

List of Tables

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

List of Figures

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

Appendices

- Data collection tools
- IRB documents
- Survey documents
- Protocols
- Recruitment communication
- Permission letter templates
- Any other documents that support your work

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.

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 research problem to broader educational challenges. Support this connection with research (e.g., national reports, scholarly studies, 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.).

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?

This section is your chance to make a deeper case for why your study matters. Go beyond just stating the problem — explain why it is urgent, why it deserves attention now, and/or 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.

The Review of the Problem

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. The review of the problem situates the identified issue within the broader scholarly and professional context, demonstrating both its persistence and its relevance to curriculum and instruction.

This section does not aim to be an exhaustive treatment of all literature, but rather a focused synthesis of the most critical studies, reports, and data that illuminate the nature and scope of the

problem. 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. Emphasis is placed on empirical findings, meta-analyses and large-scale studies that point to the academic, social, and systemic impacts of the problem. **At least two full pages** are sufficient here to create a strong, evidence based rationale for the study and to establish the groundwork for the more comprehensive review of theories and interventions in Chapter 2.

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.

Research Questions

Now it is time to develop 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 manageable 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.

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 are using a term normally understood, explain its contextual reference. Be sure to cite.
- 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 differently than how it is
- names you are studying.

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

Chapter Summary

Conclude Chapter 1 by pulling everything together. Reaffirm the importance of your study and how it will contribute to knowledge in the field of education.

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 study. 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.

Theoretical or Conceptual Framework

Chapter 2 begins with presenting a **theoretical or conceptual framework** that guides the study. This framework provides you with the lens you will use to look at your problem and eventually interpret your findings.

Relationships to the Field of Curriculum and Instruction is the first section of the Theoretical or Conceptual Frameworks section. Here, you describe how the framework is situated in the field of curriculum. Be sure to illuminate the framework's application for curriculum development, implementation, evaluation, and/or the advancement of best practices in education.

Depending upon your research questions, you will need to develop headings (typically 3-5) and discuss specific theories and/or existing knowledge that apply to your research. You should also include 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.

Your **research method framework** informs the reader of the study's analytical approach. This part defines the method selected, explaining its philosophical foundations, analyzing its key components, and synthesizing peer-reviewed research that demonstrates its application in PreK–12 curriculum or instructional improvement studies, as well as critically evaluating the strengths and limitations of the selected methodological approach.

Application to Your Study concludes with the Theoretical/Conceptual Framework section, where you will provide a summary that restates the key points of your framework and explains its importance to your dissertation. You should then clearly articulate how the selected framework informs and shapes your research questions, demonstrating the connection between theory and inquiry.

Chapter Summary

After reading this section, readers should understand the key concepts and debates surrounding the research 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.
- 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. Each part of your methodology should align logically with your research questions, your study's purpose, and your overall design. You should use the future tense when you are planning your study (proposal), and past tense once you have already completed it (final defense).

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 establishes the context for your methodology and ensures that the reader stays oriented as you explain how the study was conducted.

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.

Research Design

In this section, explain the design of your study and why it is the right fit for your research questions.

- Identify your methodology.
- If choosing mixed methods design, identify the type 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 elaborate 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.

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.

If your study includes an intervention, include the following:

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. Provide specific details about the process of implementation (e.g., time limits for assessment, timing for administration of intervention, etc.).
- 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.

Data Collection Procedures

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

Quantitative Methods:

- Describe the instruments you used (such as surveys, assessments, or tests).
- Explain how and when the instruments were administered.
- Discuss the 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.

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.

Data Analysis Procedures

Now explain how you made sense of your data.

Quantitative Analysis:

This section describes how the quantitative data were analyzed to address the research questions.

The purpose is to outline the analytic approach and decision logic, not to report results.

Quantitative data were analyzed using statistical procedures appropriate to the level of measurement, structure of the data (e.g., paired or independent), and the assumptions of the selected tests. Specific analytic decisions—including tests of normality, selection of parametric or non-parametric statistics, effect size reporting, and confidence interval interpretation—were guided by the procedures outlined in the Analysis of Data in Chapter 4. A detailed explanation of statistical test selection, assumption checking, effect size interpretation, and reporting conventions is provided in Chapter 4.

Qualitative Analysis:

- Describe your coding process (such as open coding, axial coding, or thematic analysis) for each of your methods used to collect qualitative data.
- Explain any qualitative software used for analysis or state that analysis was done manually.

(If Mixed Methods) 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.

Revision Note: After completing Chapter 4, candidates should return to this section and revise the analysis procedures to ensure consistency with the data collected, the measurement levels used, and the statistical analyses selected. This revision should reflect analytic decisions made after data collection while maintaining the prospective, procedural focus of Chapter 3.

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.

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 addresses 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 Summary

After reading this section, readers should understand the methodology procedures and analysis of data conducted for the study. The chapter provides a clear, systematic process for choosing the methodology, gathering data, and establishing procedures and/or protocols for data organization and analysis.

Chapter 4: Results

Chapter 4 presents the findings from the your study. This chapter should stay focused on **what the data shows**, without interpreting what the results mean — you will discuss that in Chapter 5. Quantitative data should be reported clearly, factually, and in a way that directly answers your research questions. Qualitative results should move beyond simply listing data by identifying the patterns, themes, and insights that emerged from participant responses.

Points to Remember:

- Keep it brief — you are setting the stage, not interpreting results yet.
- Focus on orienting the reader to the structure of the chapter.

Qualitative Study

Introduction

- Restate the purpose of the qualitative phase and how it connects to your research questions.
- Align the research questions with the methods you used to gather qualitative data (for example, interviews, focus groups, observations).
- Outline how you will organize your findings. *Points to Remember:*
- Keep the introduction short and focused.

Presentation of Qualitative Findings by Research Question and Method

This section presents the qualitative findings of the study, organized by **research question** and **data collection method**. The purpose of this organization is to ensure transparency in the analytic process and to clearly demonstrate how participants' voices informed the development of codes and themes related to each research question.

Qualitative data are collected through multiple sources, including [insert methods, e.g., semistructured interviews, reflective journals, classroom observations, and artifacts]. Each data source is analyzed using a systematic coding process that moves from **initial (open) coding** to **focused coding**, resulting in the identification of **themes** aligned to the research questions. This approach allows for a structured yet flexible examination of participants' experiences across methods.

For each research question, findings are presented method-by-method. Within each method, representative **participant quotations** are provided to illustrate the codes and themes that emerged from the data. Quotations are selected based on their clarity, relevance, and ability to exemplify the theme being described. Participant identifiers are used to protect confidentiality while allowing the reader to follow patterns across responses.

- To keep a consistent structure when presenting each theme, include a table for each method with the following headings:

Qualitative Method, i.e. Focus Group Results

Themes	Codes	Participant Quotes
--------	-------	--------------------

- Remember, any table or figures included in text must be accompanied by an explanation.
- For each theme, provide a short explanation of what it represents and how it connects to your research question.
- When possible, mention how many participants contributed to the theme (e.g., "15 out of 20 participants mentioned..."). Another table may be included for clarity:

Frequency of Codes Across Focus Group Data

Themes	Codes	Occurrence Across Data
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- Repeat this format if you have another qualitative method that answers the same research question or begin again with a new research question and the first qualitative method used to collect data to answer this question.

Themes are reported only when they were supported by multiple data sources or were consistently evident within a single method. Where appropriate, convergence and divergence across methods, i.e. **patterns**, are noted. If you used multiple methods to answer one research questions, then you would look for patterns across these methods before moving onto the next research question. Once you complete reporting the findings for each research question, then look for patterns across all qualitative methods. **NOTE:** the interpretation of these **patterns** is reserved for later sections of this chapter and for the integrated discussion in Chapter 5.

By organizing qualitative findings in this manner, the analysis maintains a clear connection between the research questions, the data collection methods, and the resulting themes. This structure supports analytic rigor and provides a coherent framework for understanding how participants' perspectives contributed to the study's overall findings.

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.

Interpretation of Findings

In this final section of Chapter 4, 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 5). 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 4 (Qualitative)

- Stay Organized: Present information systematically.
- 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 used.

Quantitative Study

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 methodology 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.

Analysis of Data

The analysis of quantitative data depends on the level of measurement and the structure of the dataset. Data may be collected at a single point in time or paired with one or more datasets, such as pre- and post-intervention measures. Survey data may require reliability testing to ensure that the construct being measured is consistent before conducting tests of significance and examining the strength of association (effect size).

Some data are best analyzed by examining change across paired measures, while others are analyzed by exploring relationships among variables (e.g., correlation) or patterns across multiple response categories (e.g., cross-tabulation). Regardless of the approach, researchers should report only the statistical procedures that directly address the research questions and align with the instruments used.

The following sections describe the most common quantitative analysis approaches.

Descriptive Statistics

Descriptive statistics are used to summarize and describe the characteristics of the data collected during the intervention phase of the study. Descriptive statistics provide an essential foundation for

understanding patterns, trends, and distributions before examining relationships or group differences. Central Tendency and Variability Measures of central tendency and variability describe how scores are distributed and how much they differ across participants.

- Mean
The mean represents the average score and is most appropriate for interval or ratio-level data that are approximately normally distributed. When reported, the mean should be accompanied by a measure of variability.
- Median
The median indicates the middle score in an ordered dataset and is particularly useful for ordinal data (such as Likert-scale responses) or when distributions are skewed.
- Mode
The mode identifies the most frequently occurring score and is useful for summarizing categorical or ordinal data.
- Range
The range describes the spread of scores by identifying the minimum and maximum values observed.
- Standard Deviation
The standard deviation indicates how much individual scores vary around the mean. Reporting the standard deviation helps readers interpret the consistency or variability of outcomes within the sample.

Correlation

Correlation statistics are used to examine the strength and direction of relationships between two variables. When reported, the researcher should identify:

- The correlation coefficient used (e.g., Pearson's r or Spearman's ρ),
- The strength and direction of the relationship,
- If interested in generalization, determine whether the relationship is statistically significant. Correlational findings should be interpreted cautiously and not as evidence of causation, especially within practitioner-focused action research contexts.

Ratio Relationships

Ratio relationships describe comparisons between quantities that share a meaningful zero point (e.g., attendance rates, error rates, or performance ratios). These statistics may be used to illustrate proportional change or relative differences observed before and after the intervention.

When reporting ratio relationships, researchers should clearly explain:

- What is being compared,
- How the ratio was calculated,
- Why the ratio is meaningful for understanding the problem of practice.

Tests of Significance and Association (Interval Data Only)

Tests of significance and association for interval (and ratio) data are used to determine whether observed differences or relationships among variables are statistically meaningful. In a quantitative study, these tests help evaluate whether changes observed following an intervention or differences between groups reflect more than random variation.

Step 1: Test for Normality

Prior to selecting an inferential statistical test, researchers must first assess whether interval data are approximately normally distributed.

- A test of normality (e.g., Shapiro–Wilk) is conducted for each outcome variable used in the analysis.
- Results should be reported with the test statistic and p value.
- If the data are approximately normally distributed ($p \geq .05$), parametric tests may be used.
- If the data significantly deviate from normality ($p < .05$), non-parametric alternatives are typically more appropriate.
- Normality testing should always be reported before inferential results.

Step 2: Selection and Justification of Statistical Tests

Following the assessment of normality, researchers must explain why a specific statistical test was selected, based on the structure and assumptions of the interval data.

Key decision points include:

- Whether the data are paired (dependent) or independent,
- Whether the assumption of normality is met,

For each analysis, the researcher should clearly state:

- The statistical test used,
- The assumptions evaluated, and
- The rationale for selecting the test in relation to the data and research question.

Step 3: Report Results of Association (Interval Data)

After reporting the results of the test of significance, researchers must report an appropriate effect size to describe the magnitude of the difference or association observed. Effect sizes are required in quantitative studies because they provide information about practical importance, not just statistical significance.

Reporting Effect Sizes

For interval data, the selected effect size should align with the statistical test used:

- Clearly state the effect size statistic (e.g., d , g , r),
- Report the numerical value of the effect size,
- Identify the strength of the effect using accepted conventions (e.g., small, medium, large).

Effect sizes should be reported immediately following the corresponding test of significance. After reporting the effect size, researchers must provide a plain-language interpretation of its strength and relevance to the problem of practice.

This interpretation should:

- Describe the magnitude of the difference or relationship,
- Explain what the effect means in practical or instructional terms,
- Avoid overreliance on statistical labels alone.

For example, a large effect suggests that the intervention produced a meaningful change that is likely to be noticeable in classroom practice, whereas a small effect may indicate limited practical impact despite statistical significance.

Reporting Confidence Intervals

When appropriate, researchers may also report confidence intervals to describe the precision and plausible range of the estimated effect.

When reporting confidence intervals, researchers should:

- State the confidence level used (typically 95%),
- Report the lower and upper bounds of the interval,
- Interpret the interval in relation to the effect size and practical context.

Confidence intervals should be reported after the test of significance and effect size, not as a substitute for them.

Interpretation of Effect Size when Confidence Interval is Appropriate

After reporting the effect size and confidence interval, provide a plain-language interpretation of the findings in relation to the problem of practice.

This interpretation should:

- Describe the magnitude of the difference or relationship,
- Explain what the effect means in practical or instructional terms,
- Use the confidence interval to comment on the stability or precision of the estimate
 - Avoid overreliance on statistical labels alone.

For example, a large effect with a narrow confidence interval suggests a robust and consistent intervention impact, whereas a wide confidence interval may indicate greater uncertainty and the need for cautious interpretation, even when results are statistically significant.

Tests of Significance and Association (Nominal Data Only)

Likert-Scale Data

Data collected using Likert-scale survey instruments are treated as nominal or ordinal categorical data for tests of association. Analysis procedures depend on whether the data come from single items, multiple items, or paired measurements over time.

Reliability Analysis

When Likert-scale data are collected using multiple survey items, researchers must first assess instrument reliability (e.g., internal consistency). Reliability results should be reported prior to any inferential analyses. Reliability testing is not required for single-item analyses.

Single-Item Likert Analysis

For analyses involving a single Likert-scale item, a chi-square goodness-of-fit test is used to determine whether the observed response distribution differs from an expected (equal) distribution. Researchers should:

- Report the chi-square statistic, degrees of freedom, and p value,
- State whether the distribution reflects equal responses or a statistically significant deviation,

- Provide a brief interpretation explaining what the distribution suggests about participant perceptions.

Multiple-Item Likert Analysis

Selection of the appropriate statistical procedure for multiple-item Likert analysis depends on the characteristics of the study design.

When reporting results from multiple Likert-scale items, findings should be summarized in an APA-formatted table that includes:

- The statistic for each item,
- Degrees of freedom and p values,
- An indication of whether results are statistically significant or not.
- Effect size results

Each item should be interpreted as reflecting:

- An approximately equal distribution of responses, or
- A statistically significant pattern indicating preference, agreement, or disagreement.
- Strength of the effect size and its practical meaning in an educational setting.
- Statistical notation may be briefly summarized in the table and restated narratively in the discussion of results, along with an interpretation of practical meaning.

The body of the text should reference the table and include a clear interpretation of results.

Cross-Tabulated Frequency Data

Nominal frequency data organized in cross-tabulation tables are analyzed using the appropriate chisquare statistic, depending on the number of rows and columns in the table.

Researchers should:

- Present the cross-tabulation table,
- Report the appropriate chi-square statistic and effect size,
- Interpret the strength and direction of the association.

Interpretations should emphasize what the observed associations suggest about the problem of practice rather than focusing solely on statistical significance.

Revision Note: After completing this Analysis of Data Section, candidates are expected to revisit and revise this section to align the originally proposed quantitative analysis procedures with the data collected and the analyses ultimately conducted. Revisions should ensure coherence with Chapter 3 while preserving the methodological intent articulated prior to data collection.

Additionally, if your study is Mixed Methods, include the following:

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.

Integrated Findings (the mixed methods research question is answered)

Now that you have compared your results, it is 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 was not just a technical choice — it was essential to the deep, layered understanding you achieved.

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: Discussion

Chapter 5 brings your dissertation to its full closure. In this chapter, you **analyze** and **reflect deeply on your findings**, relate them back to your **literature review** and **conceptual/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*. While specific topics must be covered in this chapter, your voice should resonate throughout.

Begin Chapter 5 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.

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 CH 2.
- Analyze how the results **align with or diverge from** the conceptual/theoretical framework you adopted.
- Address unexpected findings thoughtfully, suggesting possible explanations.
- Identify patterns, relationships, or important nuances revealed by your 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.

Implications and Limitations of the Study

In this section, discuss **how your findings can inform real-world practice** in curriculum and instruction. Identify and describe potential implications for future studies. Discuss any limitations that might make the study difficult to replicate.

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**.

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. Consider going back to scholarly literature to explain unexpected findings so that there are no loose ends to 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.

Conclusion

End Chapter 5 — 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, objective, and inspiring**, offering a final synthesis of your work's meaning.

Final Reminders for Chapter 5

- 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."). Do not, however, continue to refer your reader to an appendix.

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

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 D

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.

