Ed.D in Curriculum & Instruction Program Handbook

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January, 2019
The faculty and staff of the College of Education (COE) welcome your interest in pursuing an Ed.D. in Curriculum and Instruction. Doctoral studies are a time to apply the breadth of knowledge acquired in your bachelor’s and master’s education to develop depth in a specialized area of study. Acquiring a doctoral degree is the highest level of education one can pursue, as such, it should be undertaken with the expectation of rigorous study above and beyond required coursework and a commitment to scholarship. The goal of this program is for graduates to become scholars and leaders in the areas of curriculum, instruction, teaching, teacher education, and educational policy at the pre-k or post-secondary level or in local, state, regional, or national institutions and agencies. By completion of their degree, students are expected to have developed competency in each of the following areas:

- research design
- univariate and multivariate research designs and data analysis methods
- qualitative designs and approaches to qualitative data analysis
- emergent research practices and processes
- models and methods of instrument design
- models and methods of program evaluation
- development of professional research and publication
- professional writing for journal and newsletter publication
- professional conference proposal preparation
- design and evaluation of research proposals for a human subjects/institutional review board review
- grant proposals and other sources of funding
- ethical and culturally relevant strategies for conducting research

A student enrolls in an approved plan of study, which includes coursework in curriculum and instruction, research methodologies, and an approved cognate.

- Bilingual/ENL
- Counselor Education and Supervision
- Curriculum and Instruction
- Early Childhood & Special Education
- Educational Leadership
- Educational Technology
- Kinesiology
- Literacy
- Program Evaluation
- Science Education
- Mathematics Education
- Science, Technology, Engineering, Mathematics (STEM) Education
- Teacher Education and Development
- Student-Developed Specializations

The program culminates with a dissertation in which the student conducts a guided investigation of a significant educational issue.

This handbook serves as a guide for prospective, entering, and continuing Ed.D. candidates in the College of Education. The information that follows reflects the current policies of the College of Education and Boise State Graduate College and are subject to change.

I. Admission Policies and Procedures

Applicants for the Ed.D. in Curriculum and Instruction must be admitted to both the Graduate College and to the Ed.D. in Curriculum and Instruction program in the College of Education at Boise State University. There is one application for both the Graduate College and the College of Education. All application materials should be submitted online starting at the link below:

[https://graduatecollege.boisestate.edu/howtoapply/](https://graduatecollege.boisestate.edu/howtoapply/)

If you have any problems uploading documents, please contact the Graduate College.

1. Complete the Application for Admission to the Graduate College (link above)
2. Send official scores for the **Graduate Record Examination (GRE)**
   - Include verbal reasoning, quantitative reasoning, and analytical writing
   - Please note that the GRE must have been taken within seven (7) years of the application date and/or prior to the start of the program
   - GRE scores are just one data point, but they are important. Therefore, it is worth preparing for the test. Ideally scores will be at or above the 50th percentile in each area of the test
3. Official transcripts for all undergraduate and graduate coursework. Transcripts must verify the following:
   - Minimum GPA of 3.0 on a 4.0 scale for all previous graduate work
   - Completion of a Master's Degree in a field related to education or the functional equivalent (e.g., work experience and a minimum of 33 graduate credits)
4. A letter of application that includes
   - A description of professional experiences and how this has led you to seek a doctoral degree in education
   - A statement of career goals
   - A description of your research interests and how these interests are aligned to faculty in the College of Education.
     - Prior to applying for Ed.D, students should communicate with and research faculty with whom they would like to work. This will assist students in selecting an advisor upon admission to the program.
5. A professional resume or vitae
6. A recent sample of scholarly and/or professional writing (e.g., Master's thesis or project, scholarly papers or publications, project reports, grant proposals, etc.)
7. Three letters of reference attesting to the applicant's aptitude for and commitment to doctoral study in education, professional effectiveness, potential for influencing education, scholarly abilities and dispositions, personal and professional integrity, and any other relevant information. The online application system will send your references a link to upload their letter to your application. You (the applicant) will not be able to upload reference letters to the system.

Once all the required application materials have been received, the application packet will be forwarded to the Doctoral Management Committee (DMC). The DMC will contact appropriate faculty to arrange a formal interview.

After the interview process, the application materials along with the interview recommendation will be reviewed by the DMC. The Committee will determine all admissions/denials decisions for the Ed.D. program.

Students will be notified via email of the DMC admissions decision. Letters will include the name of your initial advisor. As students progress through the program and select a specific area of research, the student can choose a new advisor to guide their research. The DMC meets once per month, so students can expect to hear about their application status by April 30th for Summer and Fall and by November 30th for Spring.

The DMC reviews complete applications for admission to summer, fall, or spring terms, according to the schedule below.

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Term</th>
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<tbody>
<tr>
<td>February 1st</td>
<td>Summer</td>
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<tr>
<td>February 1st</td>
<td>Fall</td>
</tr>
<tr>
<td>October 1st</td>
<td>Spring</td>
</tr>
</tbody>
</table>
II. Graduate Assistantships

Any student qualifying for admission may apply for one of a limited number of graduate assistantships offered annually through the COED. Six Doctoral Graduate Assistantships are offered each academic year through the College of Education Dean’s Office. Students must reapply each academic year for a Graduate Assistantship award.

- Awards consist of a stipend (approximately $14,000 for the 9 month academic year) and fee waiver for fall and spring semesters, for which the graduate assistant will be expected to work 20 hours per week.
  - Summer stipends and/or fee waivers are dependent on funds.
  - Check with program coordinator for current stipend amounts.
- Typical assignments involve serving as a research assistant.
- Graduate Assistantships are re-awarded based on successful progression in the doctoral program, available funding, and advisor approval.

To be considered, complete the application form below by March 1st. The online application can be found on the page below.

https://education.boisestate.edu/ga-application/

Applications will be reviewed by the **Doctoral Management Committee**, and notifications will be sent to students by April 30th.

III. Program Governance

The Ed.D. Program is administered through the College of Education’s Doctoral Management Committee (DMC), which is comprised of the associate dean of the advance programs, graduate faculty members from each department, a graduate student representative, and a representative from the Graduate College. Terms are renewable as approved by DMC.

The DMC is responsible for:

- Overseeing doctoral scheduling and program activities
- Approving all required doctoral student forms
- Chairing the doctoral management and curriculum committees
- Developing and monitoring program policies
- Screening and reviewing applicants for admission to the program
- Coordinating the recruitment of potential graduate students
- Coordinating the assignment of doctoral graduate assistantships
- Overseeing program, marketing, and associated promotional materials
- Reviewing all doctoral student appeals
- Monitoring the approved curriculum
- Reviewing all curriculum changes
- Overseeing the establishment of areas of emphasis (e.g., counselor education and supervision)

A. Graduate Faculty

The Ed.D. program includes graduate faculty from the College of Education as well as affiliates from outside the College. The Graduate Faculty in the College of Education are responsible for:

- Teaching graduate courses
- Conducting graduate seminars
- Serving on graduate committees
- Serving as graduate advisors
- Participating in policy making, governance, and program evaluation of graduate programs

All full-graduate faculty members in the College of Education have the privilege of chairing student doctoral committees; however, prior to chairing a committee each must gain experience by first co-chairing a dissertation committee. All graduate faculty members of Boise State University may serve on committees and teach program courses. Those participating in doctoral committees are expected to maintain active scholarly agendas in their specialized area of study.

B. Doctoral Advisors

Each student will be assigned an interim advisor by the interview committee and the DMC. The interim advisor is assigned based on students’ stated research interests. As students proceed through the program and more clearly identify the focus of their research, students may select a new program advisor, who will typically serve as the chair of the doctoral dissertation committee. Advisors are responsible for:

- Developing a program plan of coursework
- Support the student in the identification and development of a cognate
- If needed assist student with completing the requirements of provisional status, and verify the change to regular status has occurred.
- Getting students involved in their research whenever possible (including writing and revising manuscripts, preparing conference presentations, reviewing manuscripts, and writing grants)
- Helping students develop their program of research
- Helping student navigate the program requirements (i.e., completing coursework, selecting a Doctoral Committee, completing the comprehensive evaluation, the dissertation proposal, and the dissertation)
- Providing career advise

i. Selecting a Doctoral Advisor

One of the most important relationships a candidate has going through a doctoral program is with his/her doctoral advisor. Therefore, it is incumbent upon students to actively communicate with faculty and research faculty’s areas of interest in order to choose an appropriate advisor.

- An advisor should be selected based on shared scholarly interests and compatible educational philosophies.
  - The doctoral advisor must be an active scholar as defined by having a vigorous research agenda and evidence of recent published research studies.
■ Students are responsible for researching faculty and reading their publications, vitaes, and dissertations to develop a comprehensive understanding of faculty research agendas and personal compatibility.

- Mentorship is one of the primary roles of doctoral advisors; however, mentor characteristics are highly individualized and vary amongst faculty. Additionally, student expectations of their mentors are highly individualized and vary.
  - Students should understand their own needs and expectations from their advisors, e.g. hands-on approach or hands-off approach, and seek an advisor with compatible expectations. Some students need/want significant advice throughout their program while others need/want less frequent advising. Know your needs and select an advisor with compatible expectations.
  - However, communication is vital to successful progression through the program; therefore, students should meet with their advisors at minimum once per semester.
  - Prior to selecting an advisor, students should get to know faculty through classes and outside conversations in order to further understand research agendas, educational philosophies, and approaches to mentoring.

- Some questions to consider and/or ask of a potential advisor:
  - Has he/she advised a doctoral student before?
  - Has he/she served as a doctoral committee chair?
  - What are his/her expectations for doctoral students, e.g. frequency of meetings, presenting at conferences, publishing?
  - Does he/she assist in finding and submitting to conferences?
  - Has he/she published with doctoral students, be willing to publish with doctoral students, and/or assist in the publication process?
  - What is the advisor’s preferred method of communication? For example, if a student works full time off campus and is primarily available via email, this might not be compatible with an advisor who expects frequent face-to-face communication. Transparency in communication preferences and expectations will help both students and advisors create a successful relationship.

A student may change advisors at any time by completing the change of advisor form, available on the COE Ed.D. website. Some possible reasons for changing advisors:

- Because doctoral study is a time to explore one's own questions and areas of interest, students may discover a professor with greater alignment to his/her research and educational philosophies.
- Are there other things we should include in this list?

ii. Responsibilities of Doctoral Advisors & Committees

With guidance from a program advisor and minimally three committee members (defined by at least one member outside the doctoral advisor’s department), in keeping with the Graduate College guidelines, the student will develop a program of study.

- The program of study is a sequence of required coursework and experiences, including a cognate.
- The selection of one committee member from outside the college of education graduate faculty is encouraged as appropriate for the student’s interests and research.
• While the program advisor works closely with the student during this process, consultation with other members of the committee is encouraged.

This program committee continues with the student through the identified coursework, the comprehensive evaluation, and the dissertation.

Responsibilities of the program advisor and committee are to:
• If needed, assist the student with completing the requirements of provisional status and then notifying the Doctoral Coordinator when the student has met the requirements and is ready to move to regular status
• Assist the student in developing a program of study (and in completing prerequisites if needed)
• Support the student in the identification and development of a cognate area
• Approve a student’s program of study prior to its submission to the Doctoral Management Committee
• Facilitate the identification of other graduate faculty whose interests and expertise may closely align with those of the student

C. Student Responsibilities
Each student has the responsibility to select a graduate faculty member in the College of Education who has mutual interests and expertise relating to the student’s area of focus and who demonstrates a willingness to serve as a program advisor. Upon agreement, the student and the faculty member submit the program committee membership form to the DMC requesting assignment of the advisor and committee members.

Each student is responsible for:
• Completing an updated Program Planning Form at the end of each year and submitting via google shared drive to the program coordinator
• Clearly defining individual program goals in collaboration with one’s advisor and committee and assuming program responsibility
• Investigating possible learning opportunities including internship/practicum sites
• Keeping the advisor informed about program progress and seeking help when problems or obstacles arise
• Taking an active role in designing a comprehensive evaluation experience that reflects program accomplishments
• Conducting substantial research and preparing a dissertation that reflects the highest standards of scholarship
• Respecting commitments of the dissertation committee, and assuring adequate time for reading the proposal and the dissertation work as it proceeds
  ○ Add information about the Graduate College reader and amount of time necessary for reading.
• Meeting all deadlines and filing all required forms with the DMC and the Graduate College.
IV. Program Planning & Progression

The Ed.D. in Curriculum and Instruction includes a common set of courses. In addition to the required courses, each student must design an approved sequence of courses to create an individual cognate that supports a specialized area of knowledge and skills (see Cognate). Each student must complete a Program Planning Form with the approval of his or her advisor, which will be review annually by the Doctoral Program Coordinator.

A. Ed.D. Program Requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td>EDU 610 The American Culture and the Context of Schooling</td>
</tr>
<tr>
<td></td>
<td>........................................................................3</td>
</tr>
<tr>
<td></td>
<td>EDU 611 School Culture and the Problems of Change</td>
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<tr>
<td></td>
<td>........................................................................3</td>
</tr>
<tr>
<td></td>
<td>EDU 660 Learning and Cognition</td>
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<tr>
<td></td>
<td>........................................................................3</td>
</tr>
<tr>
<td></td>
<td>EDU 662 Curriculum</td>
</tr>
<tr>
<td></td>
<td>........................................................................3</td>
</tr>
<tr>
<td>15</td>
<td>Research Core</td>
</tr>
<tr>
<td></td>
<td>EDU 555 Analysis of Variance in Educational Research</td>
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<tr>
<td></td>
<td>........................................................................3</td>
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<tr>
<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>EDU 556 Multiple Regression in Educational Research</td>
</tr>
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<td></td>
<td>........................................................................3</td>
</tr>
<tr>
<td></td>
<td>EDU 651 Program Evaluation</td>
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<tr>
<td></td>
<td>........................................................................3</td>
</tr>
<tr>
<td></td>
<td>EDU 650 Analysis of Research Perspectives</td>
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<tr>
<td></td>
<td>........................................................................3</td>
</tr>
<tr>
<td></td>
<td>EDU 652 Quantitative Approaches to Research</td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>EDU 653 Qualitative Approaches to Research</td>
</tr>
<tr>
<td></td>
<td>........................................................................3</td>
</tr>
<tr>
<td>29</td>
<td>Cognate Area</td>
</tr>
<tr>
<td>1</td>
<td>EDU 691 - Comprehensive Examination</td>
</tr>
<tr>
<td>9</td>
<td>693 Dissertation</td>
</tr>
</tbody>
</table>
**B. Recommended Sequence of Core Coursework**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 610 The American Culture and the Context of Schooling......... 3</td>
<td>First Summer</td>
</tr>
<tr>
<td>EDU 611 School Culture and the Problems of Change.................. 3</td>
<td></td>
</tr>
<tr>
<td>EDU 651 Program Evaluation........................................... 3</td>
<td>First Fall</td>
</tr>
<tr>
<td>EDU 650 Analysis of Research Perspectives.................................... 3</td>
<td></td>
</tr>
<tr>
<td>EDU 555 Analysis of Variance in Educational Research ............... 3</td>
<td></td>
</tr>
<tr>
<td>EDU 556 Multiple Regression in Educational Research ............... 3</td>
<td>First Spring</td>
</tr>
<tr>
<td>EDU 660 Learning and Cognition.......................................... 3</td>
<td></td>
</tr>
<tr>
<td>EDU 662 Curriculum.................................................................. 3</td>
<td>Second Fall</td>
</tr>
<tr>
<td>EDU 653 Qualitative Approaches to Research......................... 3</td>
<td></td>
</tr>
<tr>
<td>EDU 652 Quantitative Approaches to Research.......................... 3</td>
<td>Second Spring</td>
</tr>
</tbody>
</table>

*Scheduling cognate classes, independent studies, directed research, comprehensive exam, and dissertation is done in collaboration with your program advisor and committee.

**C. Student Progress Standards**

Once admitted to the program, a candidate has seven years to complete all coursework, including the dissertation. After admission to candidacy, a student must remain continually enrolled each academic term until all graduation requirements are completed.

- In the case of emergencies, a student may request a leave of absence from the program for up to two years by submitting a letter to the DMC and to the Dean of the Graduate College explaining the reasons for the request and outlining a plan for when the student will resume active work. Time spent on an approved leave of absence will not be counted as part of the seven years allowed for completion of the program. During a leave of absence, the student does not receive services from the university (advising, library privileges, etc.). The student is allowed one leave of absence.
Only work of high quality is approved for graduate credit.

- A student admitted to the doctoral program is required to achieve a semester grade point average (semester GPA) of 3.0 or better each and every semester or summer session in which he or she is enrolled through program completion.
  - If a student fails to meet the semester GPA requirement and the failure is the first occurrence since admission to the program, the student will be placed on academic notice by the Graduate College but will be allowed to continue in the program.
  - If a student fails to meet the semester GPA requirement and the failure is the second occurrence since admission to the program, the student will be administratively withdrawn from the program by the Graduate College (see the Graduate Catalog for more details).

- In addition, no more than two grades of "C" may be earned in required course-work, exclusive of cognate studies.
  - A required course in which a “C” or "D" is earned may be repeated once. If a retake fails to result in a grade of "A" or "B" the student is subject to dismissal.

- If a student takes an incomplete, he or she has one year to complete the requirements.
  - An incomplete form is filled out with the course instructor and the student prior to the end of the semester in which the course is taken.
  - If the incomplete is not satisfactorily completed by the deadline, the student will receive a final grade of “F.”

- If a student receives a final grade of “F” in a 600 level course that is required for the doctoral degree, he or she may not retake the course. The student will be withdrawn from the doctoral program and academically disqualified from any further doctoral level work at Boise State University.

Each semester, students will be required to submit an updated Program Planning Form showing their progress in the program. This allows the Ed.D. program to track students and help at varying points in the program.

D. Residency
The Ed.D. in Curriculum and Instruction program recommends that a student be in continuous enrollment and complete a minimum of 23 semester credits of graduate level courses during the first 15 months of the program. This includes enrolling in six credits during the first summer. While classes are normally scheduled in the evening during the regular academic year, due to the rigors of doctoral study a student is encouraged to consider being on campus full-time.

E. Cognate Areas
The cognate component provides for graduate study in areas of particular interest to an individual student. It serves to broaden and deepen a student’s professional understanding of the related body of literature or increase related skills.

COE Cognate Areas
- Curriculum and Instruction
A student may select Cognate areas from those graduate disciplines that support a curricular area and/or have professional relevance.

- Interdisciplinary cognates, both within and beyond the College of Education, are encouraged and may include graduate courses, directed research and reading, practica, and internships.

The Cognate must be a planned set of experiences leading to goals specified by the student in consultation with his or her program advisor and committee. This program should include a rationale for each element and a proposed timeline.

Credits may be transferred to be applied to the Cognate from approved graduate programs at other universities at the discretion of the program advisor and committee members and subject to approval by the DMC and the Graduate College Dean.

We also have an emphasis (a formally defined set of courses that everyone in the emphasis completes) in Educational Leadership and Counselor Education and Supervision. The courses for these emphases are in the Graduate Catalog.

**F. Transfer Credits**

A maximum of 33 transfer credits are allowed. Determining appropriateness of transfer credits is the responsibility of the student’s program advisor and committee subject to approval by the DMC and the Dean of the Graduate College (see the *Graduate Catalog* for more information).

The following are guidelines for transfer credits:

- Only graduate credit from graded courses at accredited institutions will be considered
- Workshop credits may not be used
- Transfer credit applied to the cognate area must have been taken within seven calendar years of the time of admission (whether provisional or regular status) to the Ed.D. program.

**G. Directed Research and Independent Study Courses**

A maximum of eighteen credits are allowed for courses that are pass-fail or have a university-wide course number of 590, 592, 594-598, and 696-697 (or equivalent courses that may appear as transfer credits).
A directed research or independent study course is taken to meet a student’s specific need when a course is not offered at the university that would serve the student’s interests.

- A course must be conducted by the graduate student under the supervision of a graduate faculty member or members.
- The outcome for the directed research will include a clear statement of the question under investigation, a review of the literature, analysis and synthesis of the data or scholarly evidence, and the inference of conclusions.
- Advanced work for the independent study includes the design and completion of a specific outcome or project.
- It is the responsibility of the student and the student’s program advisor to select or create doctoral level courses that situate the student to become an expert in the proposed area.
  - See the graduate catalog for deadlines in the academic calendar.

Courses are approved by the DMC and the Dean of the Graduate College.

**V. Comprehensive Evaluation**

The Comprehensive Evaluation is a tool to assess a student once the majority of the required coursework is completed. Prior to Admission to Candidacy, each student must demonstrate:

- Ability to synthesize knowledge from the coursework in the doctoral program
- Recognition and connection of major ideas and issues as a basis for a scholarly agenda
- The ability to evaluate, generalize, and apply theories as they relate to critical educational issues
- Inquiry skills and background knowledge required to proceed with the dissertation
- Effectiveness in analyzing educational issues, developing recommendations for policy and/or action, presenting those recommendations, and persuading others of their worth.

To accomplish this, in consultation with the program committee, the student will design a rigorous, reasonable, and professionally credible evaluation that includes both written and oral components. There are three typical evaluations.

1. First, a student can choose to write a scholarly response to four questions derived from classes. Two of the courses must come from the Core strand, one from the Research Core strand and one from the Cognate strand. The student will have a designated time to respond to these questions (typically two to four weeks) and then orally defend them.

2. Second, a student can choose to write a review of literature suitable for publication, in consultation with his or her program committee. This review of research should incorporate readings from the Curriculum and Instruction and Cognate strands.

3. Third, a student may conduct a pilot study, which includes a statement of the problem addressed by the study, a brief review of the literature, a description of the methods to be used in the study, the results of the study, and conclusions.

The Comprehensive Evaluation should:

- Contribute positively to and reflect the student’s development as a scholarly practitioner
- Involve the student in activities that require synthesis, evaluation, generalization, and application of knowledge and experience
- Engage the student in research and writing activities similar to those that will be required by the dissertation
- Include questions the student is asked to answer without notes or reference materials
- Include an oral segment that will be open to the public and require the student to present and defend a position on critical educational issues, engage the student in thoughtful discussion of those issues, and assess the student’s ability to present ideas and proposals, and persuade others of the worth of key recommendations

The student must set a timeline for completion of the written work (not to exceed 90 days) and establish a mutually convenient date with his/her committee for the oral presentation and defense. Upon approval of the written comprehensive evaluation, the student will proceed with preparation for the oral defense. Students need to submit the online announcement form: https://docs.google.com/a/boisestate.edu/forms/d/e/1FAIpQLSdlqPmiDTKrP8462HN6EnjKCKh8TaB19eLT0CjR2F0iX21zQ/viewform at least two weeks in advance of the oral defense; earlier if the information is available. The program coordinator will then notify the graduate faculty and students in the Ed.D. program of the time, date, and location of the oral evaluation. At the conclusion of the comprehensive evaluation, the committee meets to review the student’s written and oral performance and makes one of three recommendations to the DMC:
- Proceed to dissertation (agreeing that the student has successfully met all requirements)
- Take additional coursework or independent study (believing there are areas of concern in the candidate’s performance)
- Be withdrawn from the program (believing that the student’s performance makes successful completion of the doctoral program unlikely).

After successful completion of the comprehensive evaluation, the student should register for 1 credit of EDU 691. This credit on the transcript is evidence that the student successfully complete this step in the process.

**A. Admission to Candidacy**

When the admission to candidacy requirements (coursework and comprehensive evaluation) have been successfully completed, the student must file the Admission to Candidacy Form with the Graduate College. The Admission to Candidacy form can be found on the Graduate College website.

Admission to Candidacy is granted once a student successfully completes the required course work and passes a comprehensive evaluation.

**VI. Dissertation Process**

As the culminating scholarly experience, the dissertation serves as a performance assessment of the doctoral candidate’s ability to conduct original scholarship on an important question in education, and to present and interpret the findings in a clear, logical, and appropriate form. The dissertation must make a significant contribution to the professional body of knowledge in the area of study. The dissertation document describes the research conducted, reports the results obtained, shows the relationship of the
research to the scholarly work that preceded it, and shows the significance the research has in furthering understanding of the issues under investigation.

A dissertation can take different formats. The most common format is to conduct a single study to address the stated research questions. An alternative is a three article format, which includes producing three separate articles for publication. Students should discuss options with their advisor.

A. Registration for Dissertation Credit
Following admission to candidacy, a candidate may register for dissertation credit. Once initially registered for dissertation credit, the student must be in continuous enrollment (fall and spring semesters) until the dissertation is completed. Each semester a student should consult with the dissertation committee chair to determine the variable credits (1-9) for which to register. A student will receive a grade of “IP” (in progress) each semester until the dissertation is completed. If an unexpected emergency arises, the candidate may request a leave of absence, but during that leave, assistance may not be received from the dissertation committee.

B. Dissertation Advisor and Committee
The dissertation advisor and a minimum of three committee members have the responsibility of guiding research and assessing the quality of the finished product. The advisor must have expertise in the area of the candidate’s research. The program advisor may continue with the candidate as the dissertation advisor, but the candidate may invite another member of the faculty to serve as dissertation advisor. In consultation with the dissertation advisor, the student forms a dissertation committee consisting of graduate faculty. Emeritus professors are eligible to serve. At least one member from outside the College of Education should participate. The committee is approved by the DMC. Once formed the composition of the committee may be changed per approval to assure that the candidate receives the most useful support possible.

Responsibilities of the dissertation advisor include:
● Guiding the student in the selection of committee members
● Assisting the student in defining and developing a proposal for the dissertation research
● Overseeing the dissertation research
● Assisting the student in the organization of the dissertation defense and the dissemination of research results

Responsibilities of dissertation committee members include:
● Reviewing the dissertation proposal and providing assistance and support for the research activities of the candidate
● Judging the quality of the dissertation and recommending approval and further action to the Dean of the Graduate College

C. The Dissertation Proposal
Following admission to candidacy and in consultation with the dissertation advisor and committee, a candidate develops a dissertation proposal. The dissertation must follow guidelines of the current Publication Manual of the American Psychological Association. The proposal must include the following:
• Statement of the research question, including its potential to contribute to knowledge in the area of study
• Review of relevant research
• Methods/procedures
• Timeline for completion of the dissertation

With permission of the dissertation advisor, the candidate disseminates the proposal to the dissertation committee. It is the committee’s responsibility to ensure that the candidate is prepared and that there is agreement among committee members regarding each aspect of the proposal before the presentation meeting is held. Upon agreement between the candidate and committee members, a date for a proposal defense is selected and the candidate notifies the program coordinator of the scheduled date. Students need to submit the online announcement form: https://docs.google.com/a/boisestate.edu/forms/d/e/1FAIpQLSdlqPmiDTKrP8462HN6EnjKCkH-8TaBI9eLToCjR2F0Ix21zQ/viewform at least two weeks in advance of the oral defense; earlier if the information is available. The program coordinator will then notify the graduate faculty and students in the Ed.D. program of the time, date, and location of the oral evaluation.

The candidate is responsible for providing the program coordinator with an electronic copy of the committee-approved proposal (including a 100 word abstract) two weeks in advance of the proposed meeting.

- The program coordinator will apprise all graduate faculty of the meeting, post the time and site, and disseminate the abstract electronically.
- The meeting is to be open to all faculty and students who wish to attend. Once agreement is reached and the committee approves the proposal, the Dissertation Contract is signed and added to the student file. See Appendix A

D. Dissertation Style and Format

The candidate has the responsibility of ensuring that all elements of the dissertation conform to appropriate standards as specified in the Graduate College Standards for Preparation of Theses and Dissertations, and in the current edition of The Publication Manual of the American Psychological Association. Guidelines and formatting recommendations can be found through the Graduate College website.

Because the doctoral program emphasizes educational innovation, variations to traditional dissertation styles and formats will be considered. However, innovative dissertation formats and styles, as with all dissertations, must be approved by the candidate’s committee and the Graduate College.

Although there may be exceptions, most dissertations are structured in a five chapter format. The chapters are shown below.

Chapter 1 presents a statement of the problem being addressed in the study.
Chapter 2 is a review of the literature.
Chapter 3 describes the research methods used in the study.
Chapter 4 provides the results of the study. Chapter 5 is a discussion of the results and links the results back to the literature.

**E. Dissertation Defense**

The purpose of the dissertation defense is to provide an opportunity for the educational community to engage with candidates in thoughtful dialogue and discussion regarding issues raised from the research. The defense is a public event, and all graduate faculty in the university will be invited to attend.

Following approval by the Dissertation Advisor, the dissertation committee must receive the completed dissertation at least two weeks prior to the scheduled date of the defense.

The candidate is responsible for completing BOTH the College of Education online announcement form: (https://docs.google.com/a/boisestate.edu/forms/d/e/1FAIpQLSdlqPmiDTKrP8462HN6EnjKckH-8TaBl9eLT0ClR2F0lx21zQ/viewform) AND the Graduate College online announcement form (https://secureforms.boisestate.edu/gradcoll/graduate-defense-notification-form/) at least two weeks in advance of the oral defense; earlier if the information is available. The program coordinator will then notify the graduate faculty and students in the Ed.D. program of the time, date, and location of the oral defense.
The oral defense:
- The Graduate College will assign a Graduate Faculty Representative, who begins the proceedings and oversees the defense process.
- The candidate’s dissertation advisor chairs the defense.
- The oral defense includes a public portion that includes the presentation and questions from the public, and a private portion that includes a more in-depth questioning of the candidate.
- The candidate should prepare a 15-20 minute presentation that covers the following areas:
  - Background of study
  - Brief review of relevant literature
  - Research question(s)
  - Methodology
  - Findings
  - Discussion
  - Implications and Recommendations
- At the conclusion of the discussion, the committee retires to decide whether the dissertation is (a) approved as is, (b) approved with minor revisions—to be reviewed by the Dissertation Chair, (c) approved with major revisions—to be reviewed by the entire committee, or (d) not approved.
- Upon final revisions, it is the responsibility of the dissertation chair to read and sign an approval sheet indicating that the dissertation meets the standard of the program.
- The final copy of the dissertation is then submitted to the Graduate College.

F. Final Dissertation Copies

Upon submission, the student is required to sign a form that authorizes limited duplication privileges by the Library. The Library will pay for binding one circulating copy. Duplication and binding costs for all additional copies of the dissertation are the responsibility of the student. Final bound copies of the dissertation must also be distributed to each member of the candidate’s committee and one to the Dean of the College of Education.

G. Completion of the Program

No later than the semester prior to the anticipated completion of the dissertation, the candidate must complete an “Application for Graduate Degree” form, which can be obtained from the Graduate Admissions Office or online. This form, along with the required diploma fee, is to be submitted to the Graduation Office, by the stipulated deadline stated in the Academic Calendar. If there are changes in the expected date of graduation, the candidate must notify the Graduate College.

All requirements for the degree must be completed within 7 years of the enrollment of any course included in the candidate’s program of study.

H. Student Rights to Appeal

A student may appeal to the DMC decisions made by program advisors and dissertation committees. If the student is not satisfied with the decision, an appeal is made to the DMC. The next appeal is to the Associate Dean of the College of Education and finally to the Dean of the Graduate College. At anytime,
the student may use the University grievance process described in the *BSU Student Handbook*, available from the Office of the Dean of Student Special Services.

### VII. Additional Information

#### A. Doctoral Program Forms
The doctoral program forms can be found on the Ed.D. website (education.boisestate.edu/doctorateineducation). All forms designated as graduate college can be found on their webpage (gradcoll.boisestate.edu).

#### B. Doctoral Student Advisory Board
The Ed.D. students have the opportunity to participate in a student advisory board to discuss departmental policies, informally network with other graduate students in the program, and have the opportunity to inform the DMC about the needs and desires of doctoral students. If interested in joining the Doctoral Student Advisory Board, contact [EdDoctorate@boisestate.edu](mailto:EdDoctorate@boisestate.edu).
DISserTATION CONTRACT
(Filed following a successful proposal defense.)

Student Information

Student Name __________________________________ Date ____________________

Student ID Number ___________________ Email ____________________________

The above student has been granted permission to conduct a dissertation entitled:

The above student has been granted permission to conduct a dissertation entitled:

As presented in the proposal meeting on (month/day/year):

The following changes must be made to the proposal on file:

Signatures

Student ___________________________________ Date ____________________

Advisor ___________________________ ID# ___________ Date ______________

Committee Member ___________________________ ID# ___________ Date ___________________

Committee Member ___________________________ ID# ___________ Date ___________________

Committee Member ___________________________ ID# ___________ Date ___________________

Committee Member ___________________________ ID# ___________ Date ___________________

Doctoral Program Coordinator ___________________________ Date ___________ 

Distribution: Advisor, Program Coordinator