Boise State University
College of Education
Doctoral Student Handbook

May 2014
The Doctoral Program in Curriculum and Instruction
at
Boise State University
College of Education

The faculty and staff of the College of Education welcome you to the program.

Mission and Purpose of the Program

This Ed.D. program offers each student courses and experiences in which to develop as a reflective practitioner who leads improvements in educational settings. A student enrolls in an approved plan of study, which includes course work in curriculum and instruction, research methodologies, and an approved cognate. The program culminates with a dissertation in which the student conducts a guided investigation of a significant educational issue.
Admission Policies and Procedures

Applicants for the doctorate in Curriculum and Instruction must be admitted to both the Graduate College and to the Ed.D. program in the College of Education at Boise State University.

Application to the Graduate College

1. Complete the Application for Admission to the Graduate College (grad-coll.boisestate.edu)
2. Send official scores for the Graduate Record Examination (GRE)
   - Include verbal, quantitative and 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
   - A minimum composite score of 1000 (verbal, quantitative) on old GRE test or composite score of 300 (verbal, quantitative) on new GRE test or above is strongly recommended.
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)

Application to the Ed.D. Program

At the same time, applicants must submit the following materials to:

Doctoral Program Admissions, College of Education
Boise State University
1910 University Drive
Boise, ID 83725-1700

1. A letter of application that includes
   - A description of professional experiences and the relevance of those experiences to doctoral study in education
   - A statement of career goals
   - A statement of interest in a particular area of specialization (i.e., educational leadership, mathematics education, counselor education and supervision, special education, early childhood education, school improvement, educational technology, bilingual education, kinesiology, or literacy)
2. A professional resume or vitae
3. 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.)
4. 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.

Once all the required application materials have been received, the application packet will be forwarded to the appropriate cognate chair to arrange a formal interview involving the student and 2-3 faculty members.

After the interview process, the application materials along with the interview recommendation will be reviewed by the Doctoral Management Committee (DMC). The Committee will determine all admissions/denials decisions for the EdD program.

Students will be notified via letter the DMC admissions decision. Letters will include an assigned Doctoral Chair and advising information. The DMC meets once per month, so students can expect to hear on 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>Term</th>
<th>Application Deadline</th>
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<tr>
<td>Summer</td>
<td>March 1st</td>
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<tr>
<td>Fall</td>
<td>March 1st</td>
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<tr>
<td>Spring</td>
<td>October 1st</td>
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**Graduate Assistantships**

Any student qualifying for admission may apply for one of a limited number of graduate assistantships offered annually. Awards consist of a stipend and fee waiver, for which the graduate assistant will be expected to work 20 hours per week. Typical assignments involve supervising pre-service teacher interns, teaching undergraduate Teacher Education courses, serving as research assistants for graduate faculty or a combination of tasks. To be considered, applications must be submitted to the DMC by March 1st. Applications are available on the EdD website (education.boisestate.edu/doctorateineducation). Applications will be reviewed by the **Doctoral Management Committee**, and notifications will be sent to students by April 30th. 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.
Graduate Residential Scholars Program

Participants in the Graduate Residential Scholars Program (GRSP) live in an on-campus residential community of graduate students representing diverse backgrounds and disciplinary interests. Each scholar is awarded a graduate assistantship that includes a stipend, full waiver of tuition and fees, and free housing in the new and fully furnished University Square Apartments. Twenty GRSP positions were awarded to new and returning graduate students. Students accepting GRSP awards live in four-bedroom apartments with four students per apartment. Each apartment has high-speed internet, reserved parking, and washer and dryer facilities. Prospective GRSP students use normal procedures to apply to a Boise State graduate program for admission starting the next fall semester. Application procedures are described in the graduate catalog or can be found at http://www.boisestate.edu/gradcoll/. In addition, students interested in the GRSP should submit a GRSP Application Form, found at: http://gradcoll.boisestate.edu/scholarships/ Selection of GRSP award recipients begins on February 1, with notification in late February. Note that this date differs from the application deadline for the Ed.D. program. If interested in the GRSP, a student should apply in the fall and is encouraged to check with the doctoral program coordinator to ensure the application material is considered prior to the February 1 GRSP deadline.

Program governance

The Ed.D. Program is administered through the College of Education’s Doctoral Management Committee (DMC), which is comprised of graduate faculty members from each of the cognate areas. All members serve staggered three-year terms. Can be 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)
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 activities for 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 committee meetings are expected to maintain active scholarly agendas in their specialized area of study.

Doctoral Advisors

Each student will be assigned an interim advisor based on stated interests by the interview committee and the DMC. As soon as possible (no later than the third semester), the student should select a program advisor (doctoral committee chair), who will assist him/her in establishing a program committee, developing an approved program of study or cognate, and completing a Comprehensive Evaluation. Following successful completion of the comprehensive evaluation, the student will apply for admission to candidacy and select a dissertation advisor and committee. 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 within the last 4 years. A student may change advisors at any time by completing the change of advisor form, available on the EdD website.

Program Advisors and 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. This program committee continues with the student through the identified coursework and the comprehensive evaluation.
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. Although the program advisor will work closely with the student during this process, consultation with other members of the committee is encouraged.

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

Program Planning

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 program committee. The form must be submitted to the DMC for review by the completion of the first semester of doctoral study. The approved plan becomes the course of study constituting the student’s academic program. Updates will be solicited at the end of each semester by the DMC to track student progress.
### Ed.D. Program Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Core</strong></td>
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<tr>
<td>EDU 610 The American Culture and the Context of Schooling………3</td>
<td></td>
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<tr>
<td>EDU 611 School Culture and the Problems of Change………………3</td>
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<tr>
<td>EDU 660 Learning and Cognition…………………3</td>
<td></td>
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<tr>
<td>EDU 662 Curriculum…………………………………………….3</td>
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<tr>
<td></td>
<td><strong>12</strong></td>
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<tr>
<td><strong>Research Core</strong></td>
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<tr>
<td>EDU 555 Analysis of Variance in Educational Research ………….3</td>
<td><strong>12</strong></td>
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<tr>
<td><strong>OR</strong></td>
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<tr>
<td>EDU 556 Multiple Regression in Educational Research ………….3</td>
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<tr>
<td>EDU 650 Analysis of Research Perspectives…………………3</td>
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<tr>
<td>EDU 652 Quantitative Approaches to Research…………………3</td>
<td></td>
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<tr>
<td>EDU 653 Qualitative Approaches to Research…………………3</td>
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<tr>
<td><strong>Cognate Area</strong></td>
<td><strong>32</strong></td>
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<tr>
<td><strong>600 Assessment - Comprehensive Examination</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>693 Dissertation</strong></td>
<td><strong>9</strong></td>
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<td><strong>Total</strong></td>
<td><strong>66</strong></td>
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Course descriptions and class schedules available in the Graduate Catalog and online through BroncoWeb
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.

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 coursework, 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 a Program Review Form showing their progress in the program. This allows the EdD program to track students and help at varying points in the program. Program Review Forms must be signed by a student's advisor before being submitted to the DMC.

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, a student is encouraged to consider being on campus full-time.
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. 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. 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. This program should include a rationale for each element and a proposed timeline.

Transfer Credits

A maximum of twenty-two transfer credits may be 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 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.

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 students’ 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. See the graduate catalog for deadlines in the academic calendar. 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. Courses are approved by the DMC and the Dean of the Graduate College.

Leave of Absence from the Program

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.

Student Responsibilities

Each student has the responsibility to select a graduate faculty member in the College of Education who has mutual interests and expertise that relates to the student’s area of focus and 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 a Program Review Form at the end of each semester
  - Cross-reference with checklist related to form completion, et al.
  - Dates for milestones; student on schedule
- Clearly defining individual program goals and assume program responsibility
- Investigating possible learning opportunities including internship/practicum sites
- Keeping the advisor informed about program progress and to seek 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
- Meeting all deadlines and filing all required forms with the DMC and the Graduate College.

By completion of their degree, students are expected to reach an acceptable competency level in the following student performance goals and objectives

  1. Student will acquire scientific knowledge of education as a discipline
  2. Student will learn to apply scientific knowledge to professional practice of education
3. Student will gain experience in generating scientific knowledge
4. Student will learn the expanded professional role of the education specialist
5. Student will learn how to evaluate empirically the effectiveness of interventions
6. Student will learn the importance of individual and cultural differences
7. Student will learn about professional, legal, and ethical standards for the practice of teacher education, curriculum & instruction, etc.

Admission to Candidacy

Admission to Candidacy is granted once a student successfully completes the required course work and passes a comprehensive evaluation. A student must submit an Admission to Candidacy form to the DMC before Admission to Candidacy is granted.

Comprehensive Evaluation

The Comprehensive Evaluation is a tool to assess a student once required coursework from the curriculum and instruction and research strands has been 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 3 typical evaluations. 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 2 to 4 weeks) and then orally defend them. Second, a student can choose to write a review of research suitable for publication, in consultation with his or her program committee. This
review of research should incorporate readings from the Curriculum and Instruc-
tion and Cognate strands. Third, a student may conduct a pilot study.

The Comprehensive Evaluation should:

- Contribute positively to and reflect the student’s development as a schol-
  arly practitioner
- Involve the student in activities that require synthesis, evaluation, gener-
  alization, 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 refer-
  ence 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 for the oral presentation and
defense. It is the advisor’s responsibility to submit the proposed evaluation plan,
including the timeline and date for the oral evaluation, to the Doctoral Manage-
ment Committee.

Upon approval of the plan, the student will proceed with preparation. The DMC
will notify the graduate faculty at least two weeks in advance 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 per-
formance and makes one of three recommendations to the DMC:

- Proceed to dissertation (agreeing that the student has successfully met all
  requirements)
- Take additional course work or independent study (believing there are ar-
  eas 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).

When the admission to candidacy requirements (coursework and comprehensive
evaluation) have been successfully completed, the student must file the Admis-
sion to Candidacy Form with the DMC, which will then be submitted it to the
Graduate College.

Dissertation process

As the culminating scholarly experience, the dissertation serves as a perform-
ance assessment of the doctoral candidate’s ability to conduct original scholar-
ship 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 that was 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.

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.

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
• Reading and critiquing the dissertation as it develops
• Organizing the defense of the dissertation
• Judging the quality of the dissertation and recommending approval and further action to the Dean of the College of Education and the Dean of the Graduate College
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

A copy of the proposal will be reviewed and approved prior to the dissertation proposal meeting by the DMC. 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 will be selected and the candidate will notify the DMC of the scheduled date.

The candidate is responsible for providing the DMC with an electronic copy of the committee-approved proposal (including a 100 word abstract) **three weeks in advance** of the proposed meeting. The DMC 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 appropriate form is signed and forwarded to the DMC.

Dissertation Style and Format

The candidate has the responsibility of assuring 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*. 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, the Doctoral Program Coordinator and the Graduate College. Guidelines and formatting recommendations can be found through the Graduate College website.

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. 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 must provide the DMC with the same materials as required in the Dissertation proposal meeting.

The defense is a public event, and all graduate faculty in the university should be invited to attend. The candidate is responsible for sending an electronic copy of the dissertation abstract to the DMC for distribution to the graduate faculty. The candidate’s dissertation advisor chairs the defense. The committee and the candidate discuss the research and its implications. After the committee has explored the issues with the candidate, others in attendance will be invited to join the conversation. At the conclusion of the discussion, the committee retires to decide if the dissertation is approved. Upon approval, it is the responsibility of the dissertation advisor to ensure that the candidate makes all approved changes.

The Dean of the College of Education, or the Dean’s representative, will approve all dissertations prior to their submission to the Graduate College.

Final Dissertation Copies

The Graduate College conducts a format check of each dissertation prior to accepting the finished product. Final copies of the dissertation must be filed with the Graduate College prior to the deadline published in the academic calendar (registrar.boisestate.edu/calendars.htm) for the semester in which the candidate expects to graduate. A candidate should make an appointment with the Graduate College to discuss the process for filing (426-4203). The Graduate Dean is to receive the original and one archival quality photocopy of the dissertation. 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.

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.
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.

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).

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