Important Note: This program guide will continue to be updated as the program develops. Every attempt will be made to ensure the accuracy of the program guide, but at times new processes or policies may arise that take precedence over the material described in this document. As this occurs, the Educational Leadership Doctoral Program Office will inform students and then work to update this document in a timely manner. Suggestions for improving this document are always welcome.

Please see our website (http://www.wku.edu/cebs/doctorate/) to obtain forms and other information described in this program guide.
# Table of Contents

- Introduction .................................................................................................................. 3
- Conceptual Framework .................................................................................................. 4
- Program Outcomes ........................................................................................................ 5
- Research Standards/Performance Indicators ................................................................. 5
- Program Progression: An Overview ............................................................................... 7
- Program Admission ....................................................................................................... 8
- Program Planning ........................................................................................................... 9
- Core Program Components ........................................................................................... 9
- Internship Information ................................................................................................... 11
- Program Specializations Information .......................................................................... 12
- Additional Available Graduate Coursework ................................................................. 16
- Available Complementary Coursework ....................................................................... 16
- Dissertation Chair and Committee Selection .............................................................. 16
- Qualifying Examination Process .................................................................................. 17
- Dissertation Process ...................................................................................................... 18
- Dissertation Submission Checklist ............................................................................... 21
- Graduation Information .................................................................................................. 22
- Important Graduation Deadlines .................................................................................. 23
- Commencement Participation Information .................................................................... 23
- Commencement Participation Confirmation .................................................................. 25
- Important Graduate School and EDD Program Policies ............................................... 26
Introduction

For the past 100 years, WKU has been a leader in preparing Kentucky's educational personnel. WKU has offered Master’s level training for 75 years and, in that time, has produced numerous leaders of Kentucky education. Alumni from WKU include a former Secretary of Education, KDE officials, many superintendents, principals, and teacher leaders throughout the Commonwealth. Building on that tradition, WKU offers an innovative Doctorate of Education in Educational Leadership designed to meet the increasing demand to take P–20 education in Kentucky to new levels. This doctoral program is the next essential step for fulfilling WKU’s evolving mission for (a) utilizing the strong technological infrastructure for delivery and (b) enhancing economic growth in the Commonwealth through the emergence of advanced educational degrees.

Not only does the design of this program comply with each of these characteristics, it addresses the related questions posed in the Five Questions of Postsecondary Education Reform posed by the governor and the Council for Postsecondary Education:

1. Are more Kentuckians ready for postsecondary education?
2. Is Kentucky postsecondary education affordable to its citizens?
3. Do more Kentuckians have certificates and degrees?
4. Are college graduates prepared for life and work in Kentucky?
5. Are Kentucky’s people, communities, and economy benefiting?

The WKU Educational Leadership doctoral program has as its philosophical foundation and primary purpose the development of scholarly practitioners equipped to assume leadership roles in every phase of the educational process and to work with educational partners across agencies to improve student performance (see next pages for a Conceptual Framework graphic and program outcomes). The program engages participants in relevant and reflective action-research study with a focus on gaining experience and competencies critical to changing the nature of education and increased student learning rather than a focus on becoming career researchers.

The purpose for the doctoral program is to improve professional practice through the development of competencies in obtaining and synthesizing knowledge for problem-solution and improvement of recurring practices. Learners will be provided value-added opportunities to develop breadth in understanding leadership, policy, and research methods. The intended outcome is to produce future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application. Graduates of the program will be well positioned to contribute to the improvement of education at all levels and settings in the Commonwealth of Kentucky.

Students admitted to the WKU Educational Leadership Doctoral Program will have successfully passed a rigorous screening and admissions process. The administration and faculty of the program look very closely at the credentials of each applicant and his or her potential for successfully completing the requirements for the doctoral degree. Once students are admitted, WKU will provide necessary resources to orient, advise, monitor, guide, and support them through the coursework, the exams, and the dissertation process allowing focused and committed students to complete the degree in a timely and appropriate manner.
## Conceptual Framework

### FOUNDATIONAL PRINCIPLES

<table>
<thead>
<tr>
<th>MISSION (Our Purpose)</th>
<th>To provide emerging educational leaders with tools and experiences that enhance their capacity to lead</th>
</tr>
</thead>
</table>
| STRATEGIC PLANNING (By) | • Innovative curriculum content and delivery  
• Creating and supporting national and international experiences  
• Career development  
• Increasing faculty capacity in developing educational leaders |
| VALUES (Guided by a Commitment to) | • Excellence  
• Innovation  
• Diversity  
• Student Empowerment  
• Modeling/Coaching/Mentoring  
• Accountability |

### LEADERSHIP DEVELOPMENT TRAJECTORY

<table>
<thead>
<tr>
<th>Critical Focus</th>
<th>EDLD 702</th>
<th>EDLD 710</th>
<th>EDLD 720</th>
<th>EDLD 730</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for success in the Educational Leadership Doctoral Program: Planning/goals, career considerations, program processes and expectations</td>
<td>Understanding and enhancing personal leadership styles, both strengths and areas for improvement</td>
<td>Individual and group processes and decision-making</td>
<td>Developing and changing educational organizations</td>
<td></td>
</tr>
</tbody>
</table>

### ADDITIONAL SUPPORTING PROGRAM STRUCTURES

#### RESEARCH SKILL DEVELOPMENT

| CORE RESEARCH COURSES | EDLD 712: Research Methods and Design  
EDLD 722: Measurement and Survey Methods  
EDLD 732: Program Evaluation |
|------------------------|----------------------------------|
| BASED ON EDUCATIONAL LEADERSHIP RESEARCH STANDARDS | • CORE COURSES IN EACH  
• STANDARDS UNDER DEVELOPMENT |

#### PROGRAM SPECIALIZATIONS

- P-12 ADMINISTRATIVE LEADERSHIP  
- TEACHER LEADERSHIP  
- POSTSECONDARY LEADERSHIP  
- ORGANIZATIONAL LEADERSHIP

#### INTERNSHIP OPPORTUNITIES

- Advisor-approved, site supervised experiences within current workplace or at relevant alternative sites geared toward expanding leadership knowledge, enhancing leadership capacity, or exploring future leadership roles through student’s assumption of additional roles or responsibilities.  
- EDLD 798: Educational Leadership Doctoral Program Internship (6 hours)

### FINAL STUDENT ASSESSMENT - DISSERTATION

**Applied research projects that focus on real-world leadership challenges/critical issues in educational and education-related organizations, contribute to our knowledge and understanding of these challenges/issues, and inform and improve educational leadership practices that facilitate positive changes within these organizations.**

### PROGRAM OUTCOME

**ENHANCED EDUCATIONAL LEADERSHIP CAPACITY**
Program Outcomes

During the development of the WKU Educational Leadership Doctoral Program, faculty members identified the following nine student learning outcomes associated with Interstate School Leaders Licensure Consortium (ISLLC) Standards. These outcomes have served as a strong foundation for program development and implementation.

<table>
<thead>
<tr>
<th>Intended Educational Outcomes</th>
<th>ISLLC Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Demonstrates behaviors of a visionary leader by developing, articulating, and implementing a vision focused on improved student learning and achievement (or client success) that is shared and communicated by a group or organization</td>
<td>1 – Visionary Leader</td>
</tr>
<tr>
<td>1b. Demonstrates and documents a commitment to professional growth and development</td>
<td>1 – Visionary Leader</td>
</tr>
<tr>
<td>2a. Designs plans and strategies for systemic reform that result in measurable improvements in student achievement (or client success)</td>
<td>2 – Curricular Leader</td>
</tr>
<tr>
<td>2b. Designs and evaluates strategies and structures to document system and student achievement (or client success) accountability goals</td>
<td>2 – Curricular Leader</td>
</tr>
<tr>
<td>3. Designs and defends resource allocation plans and decisions to maximize system performance as aligned with vision and improvement plans</td>
<td>3 – Managerial Leader</td>
</tr>
<tr>
<td>4a. Demonstrates effective leadership strategies that improve systems and increase performance by measuring and enhancing the culture and climate of a group or organization</td>
<td>4 – Collaborative Leader</td>
</tr>
<tr>
<td>4b. Demonstrates valuing of diversity by identifying and collaborating through diverse teams in response to diverse interests and needs identified</td>
<td>4 – Collaborative Leader</td>
</tr>
<tr>
<td>5. Demonstrates and discusses a personal code of ethics</td>
<td>5 – Ethical Leader</td>
</tr>
<tr>
<td>6. Documents plans and actions taken to impact and influence the larger policy environment including the political, social, economic, legal, and cultural contexts</td>
<td>6 – Political Leader</td>
</tr>
</tbody>
</table>

Additionally, in order to strengthen curricular alignment of core research courses, faculty members developed research standards (see below). Similar strategies are being employed by key faculty teaching leadership core courses and program strand courses to refine on a continual basis course content, course offerings, and new course development.

Research Standards/Performance Indicators

RESEARCH STANDARD 1 – RESEARCH DESIGN: The EdD program candidate identifies research problems, formulates questions, designs appropriate methods, and performs investigations that address questions important to advancing theory and practice in the professional specialty.

RPI 1.1. Determines an appropriate research design based on the context and populations that constitute a problem, including the identification of a possible database.
RPI 1.2. Formulates research questions and hypotheses that represent a probable solution to the problem.

RPI 1.3. Incorporates quantitative and/or qualitative methods into design, and then synthesizes data sources using mixed methods as necessary.

RPI 1.4. Recognizes explicitly possible threats to validity or credibility of research and resolves them to the extent possible.

RESEARCH STANDARD 2 - TECHNOLOGY: The EdD program candidate uses technology to support performing research in the professional specialty.

RPI 2.1. Accesses information and published research from library and on-line sources to perform literature reviews and support data analysis.

RPI 2.2. Uses SPSS, NVivo, or other similar software packages to perform data analysis.

RESEARCH STANDARD 3 – INSTRUMENTATION AND DATA COLLECTION: The EdD program candidate develops instruments, research protocols, and data collection strategies to conduct research related to practical research problems.

RPI 3.1. Creates and disseminates survey instruments consistent with accepted professional protocols.

RPI 3.2. Prepares measurement instruments and surveys consistent with psychometric principles for conducting research.

RPI 3.3. Evaluates psychometric properties of measurement instruments and surveys based on relevant technical information.

RPI 3.4. Accesses quantitative data from secondary sources and prepares data for subsequent analysis.

RPI 3.5. Structures qualitative research protocols such as interview and participant observation guides.

RPI 3.6. Accesses qualitative data from electronic and hard copy sources to perform document mining.

RESEARCH STANDARD 4 – DATA ANALYSIS: The EdD program candidate performs data analysis to support research related to practical research problems.

RPI 4.1. Computes and interprets univariate and multivariate parametric statistics.

RPI 4.2. Computes and interprets non-parametric statistics.

RPI 4.3. Employs qualitative methods to analyze and interpret data acquired from interviews, participant observations, and electronic and hardcopy documents.

RESEARCH STANDARD 5 – PROGRAM EVALUATION: The EdD program candidate conducts and uses program evaluation to improve practices and inform decision making.

RPI 5.1. Describes evaluation’s purposes, uses, key stakeholders, and their needs.

RPI 5.2. Formulates meaningful evaluation questions and develops a program evaluation plan to address these questions effectively.

RPI 5.3. Applies a variety of quantitative and qualitative methods in evaluation research.

RPI 5.4. Recognizes multiple and sometimes conflicting agendas of different stakeholders and yet maintains professionalism and integrity in reporting and using evaluation information.

RPI 5.5 Understands ethical, social, political, and cultural issues confronted by program evaluators.

RESEARCH STANDARD 6 – PROFESSIONAL SCHOLARSHIP: The EdD program candidate performs advanced scholarship, accesses sources of data, synthesizes ideas, and performs applications to theoretical and practical issues and problems relevant to the professional specialty.

RPI 6.1. Formulates research questions designed to fill gaps in existing knowledge and lead to acquiring knowledge of practical and theoretical value to state and national stakeholders.
RPI 6.2. Writes literature review narratives about a defined research topic that describe research approaches and specific studies performed in the past.

RPI 6.3. Writes a literature review narrative that synthesizes past research about a defined topic and highlights gaps in the existing body of theoretical and practical knowledge.

RPI 6.4. Writes a high-quality dissertation and other papers or articles suitable for presentation at leading research association conferences and refereed journals.

Program Progression: An Overview

Important Note: Forms in **BOLD** must be completed as students progress through the program. **EDD Forms (designated by a NUMBER)** must be submitted to the Educational Leadership Doctoral Program (ELDP) Office and are used by the Director to ensure and document student progress. **GS Forms (designated by a LETTER, e.g., “A”)** must be submitted to and approved by the Graduate School. Please pay especially close attention to processes and timelines associated with GS Forms as failure to comply with these may slow progress and/or delay program completion. Most forms described below are linked at our website: ([http://www.wku.edu/cebs/doctorate/program_progression_forms.php](http://www.wku.edu/cebs/doctorate/program_progression_forms.php)).

1. Apply on-line and be admitted to the Educational Leadership Doctoral Program through the WKU Graduate School ([http://www.wku.edu/graduate/ “Apply On-line” link]). When completing the application, be prepared to select the Program Specialization for which you are applying: P-12 Administrative Leadership, Teacher Leadership, Postsecondary Education Leadership, or Organizational Leadership.

2. Enroll in the EDLD 702: Educational Leadership Doctoral Program Orientation via WKU Topnet ([http://topnet.wku.edu](http://topnet.wku.edu)).

3. Meet with your Program Specialization Advisor to review the Program Components (described in this Program guide), complete the Program Worksheet (**EDD Form 1**), and submit the worksheet to the ELDP Office. *Note: This worksheet serves as a planning document and does not represent an “approved” program of study.*

4. Shortly after completing the worksheet, meet with your advisor to complete the Graduate School **Program of Study form** to be submitted to the Graduate School. *Note: The Graduate School approves the form based on criteria described in the Graduate Catalog ([http://www.wku.edu/graduate/documents/catalog/grad_catalog.pdf](http://www.wku.edu/graduate/documents/catalog/grad_catalog.pdf)). Please refer to the Catalog for guidance regarding appropriate coursework and especially for information about requirements related to transfer credits.*

5. Near the completion of 21 required core course credits, declare a research agenda/topic of study and with the assistance of your Program Specialization Advisor select a Dissertation Chair. Submit the completed and signed Dissertation Committee Selection Planning Form (**EDD Form 1A**) to the EDLP Office.

6. In collaboration with the Dissertation Chair, select two other members to serve on your dissertation committee. Complete and submit the Dissertation Committee Selection Form to the Graduate School. Note that all committee members must have both WKU Graduate Faculty Status ([http://www.wku.edu/graduate/faculty_staff/grad_faculty.php](http://www.wku.edu/graduate/faculty_staff/grad_faculty.php)) and Doctoral Faculty Status ([http://www.wku.edu/edd/doctoral_faculty.php](http://www.wku.edu/edd/doctoral_faculty.php)).
7. Upon completion of the required EDLD core course credits and at least half of your electives, work with your committee to develop your questions for your qualifying examination, as well as schedule and take your exam (both written and oral sections). After successful completion of your exam, complete and submit the Doctoral Qualifying Examination Schedule and Evaluation (EDD Form 2) to the ELDP Office.

8. Seek and obtain dissertation committee approval of your research prospectus. Complete and submit the Research Prospectus Approval form (EDD Form 3) to the ELDP Office.


10. At the same time as step 9, complete the WKU required CITI (Collaborative IRB Training Initiative) course (http://www.wku.edu/compliance/training.php). Again, you cannot begin data collection until you have successfully completed this course.

11. Conduct your research and write your dissertation. Note: Even if you complete all the required dissertation credit hours prior to completing your dissertation, you must maintain matriculation in the doctoral program by continually enrolling in 1 hour of EDLD 799 until the dissertation has been completed and defended.

12. Once your dissertation is completed, schedule your dissertation defense by completing and submitting the Dissertation Final Defense Schedule (EDD Form 5) to the ELDP Office.

13. Upon successful defense of your dissertation, request that your Dissertation Chair obtain and submit the Report on Comprehensive Exam form (GS Form E) to the Graduate School. Note: There are additional steps you must follow to submit your dissertation to the Graduate School. Please contact that office for this information.

14. Complete and submit the Commencement Participation Confirmation to the WKU Registrar’s Office.

Special Note: Although the above steps are meant to be accurate and up-to-date, please continually check the WKU ELDP website (http://www.wku.edu/cebs/doctorate/) for the most current information and forms.

Program Admission

Intended candidates for this program are individuals who have completed at least a master’s degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.

The program consists of at least 60 hours beyond the master’s degree. Up to 12 post-master’s hours may be transferred into the program based on current policies described in the WKU Graduate Catalog.

Application materials include the following:

- Application for admission (on-line)
- Transcripts of all undergraduate and graduate course work
• Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization
• Current (within 1 year of application deadline) resume or vita
• An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program
• Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program
• Official GRE scores that meet the minimum GRE and GAP* scores required for doctoral degrees as described in the WKU Graduate Catalog
• Submission of a writing sample if applicants took the GRE without the Analytical Writing portion

*See explanation of GAP score calculation under “Admission Requirements” in the WKU Graduate School Catalog (http://www.wku.edu/graduate/documents/catalog/grad_catalog.pdf) for more information.

International students are encouraged to apply and must submit the following additional documents for admission consideration:

• Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS)
• Evidence of adequate financial resources

Program Planning

The Program Specialization advisor will help the individual design a program of study. The program consists of 60 hours beyond a master’s or other graduate degree. The program includes a) a 3-hour orientation seminar, b) 9 hours of core leadership courses, c) 9 hours of core research and statistics courses, d) 6 hours of job-embedded internship, e) 21-24 hours of coursework related to the student’s program specialization and dissertation topic, and f) 9-12 hours of dissertation. All coursework must be at the graduate level and student programs will be an appropriate mix of modified existing graduate and doctoral level courses.

WKU requires all doctoral candidates to be enrolled (regular coursework or dissertation research hours) continuously until the degree is awarded. If a student has registered for all coursework, including dissertation hours, but has not completed the dissertation, the student must register for 1 hour of EDLD 800 – Maintaining Matriculation each semester until the degree is awarded.

Core Program Components

Core Courses

Orientation Course (3 credits)

EDLD 702 EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM ORIENTATION (taken during the first semester after admission): An introduction to key concepts of educational leadership and research with emphasis on foundational knowledge and skill development, as well as program, research, and professional development planning.

Leadership Courses (9 credits)
EDLD 710 LEADERSHIP I – LEADERSHIP THEORIES AND PRACTICES: Theory and research on leadership, ethics and managerial effectiveness. Topics include leadership and management, power and influence, trait theories, current and seminal leadership theories, delegation and shared decision making, as well as morality and ethics for leaders, and current trends in leadership research.

EDLD 720 LEADERSHIP II – INDIVIDUAL AND GROUP ISSUES IN LEADERSHIP: Theory and application of leadership issues in organizational behavior, including motivation, attitudes, group process, problem solving, decision making, conflict management, and interpersonal communication.

EDLD 730 LEADERSHIP III – LEADING THE ORGANIZATION: Leadership for organizational improvement. Theory and application of systems, communication, culture, change and organizational design, and organizational development.

Research Courses (9 credits)

EDLD 712 RESEARCH METHODS AND DESIGN FOR EDUCATIONAL LEADERS: Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports.

EDLD 722 MEASUREMENT AND SURVEY METHODS FOR EDUCATIONAL LEADERS: Examination of psychometric properties of measurement instruments used in leadership research; data collection and analysis methods used in survey research; issues related to validity, reliability, and fairness; approaches to evaluate the desired properties of research tools; and quantitative data analysis.

EDLD 732 PROGRAM EVALUATION FOR EDUCATIONAL LEADERS: Program evaluation theory, methods, and practices with a focus on the practical craft of evaluation research; discussion of theoretical and strategic issues of program evaluation; application of quantitative and qualitative research methods to program evaluation contexts.

Internship Course (3 credits per course for a total of 6 credits)

EDLD 798 INTERNSHIP IN ADMINISTRATION AND SUPERVISION (taken 2 times – see below for more information about the practicum/internship.): Internship or other directed field experiences in administration or supervision.

Program Specialization Electives (21-24 credits)

The specific selection of elective courses for a student’s program is based on an evaluation of the candidate’s background and strengths, as well as on the candidate’s professional objectives and needs. With approval of the dissertation committee, elective courses are chosen to be consistent with the four Program Specializations (see below) and support the student’s interest and goals.

Dissertation (9-12 credits)

Each student will carry out a substantial, creative project of scholarly quality – i.e., a dissertation. In developing dissertation topics, students are required to select real-world topics that enable them to demonstrate the ability to conduct inquiry into processes and problems of educational institutions or organizations.
Internship Information

Students complete the EDLD 798 course for 3 credit hours until they have accumulated 6 credit hours. This course provides “on-the-job” opportunities (but away from and/or in addition to a student’s current job responsibilities) to practice what has been learned in classes and to develop one’s leadership abilities. Students should explore locations and designs for internships with their program specialization adviser or Dissertation Chair based on their program and/or career objectives and the availability of appropriate internship sites and supervision. Planning the internship should ideally begin at least one semester prior to registration for EDLD 798. **One hundred clock hours** of internship activities are required to earn **three semester hours** of EDLD 798 credit.

Other Individuals Involved

1. **Program Specialization Advisor or Dissertation Chair** - Depending on where students are in the program, the specialization advisor or Dissertation Chair should guide, coordinate, and recommend a grade for the internship. If neither is able or willing to do so, students may work with the Director of the Educational Leadership Doctoral Program to coordinate the internship.

2. **Site Supervisor** – This person is the on-site individual who has accepted the responsibility of overseeing the internship.

3. **EDD Director** – The EDD Director must receive the **completed** Internship Contract and Grade Report (EDD Form 6) in order to submit a course grade.

Internship Procedures

First, students’ should speak with their advisor, discuss their thoughts and their advisor’s recommendations, and then fill in the contract portion of the Internship Contract and Grade Report as completely as possible.

Second, it is important for students to make a preliminary investigation of the kinds of experiences available. In cooperation with their advisor, they should contact appropriate persons for possible sites and schedule a visit. When talking to a potential site supervisor, students should make note of the following: (1) kinds of experiences available; (2) quantity, quality, and depth of the experiences; (3) variety of experiences; and (4) relationship of experiences to your program and career goals. Inform the Site Supervisor that you will discuss what is available with your advisor and you will contact him/her at a later time with a detailed proposal for internship experiences.

Third, students should finalize the contract portion of the Internship Contract and Grade Report to reflect quality standards of a university-sponsored course. To do this, students should meet with their advisor to report what they found during the visit and be prepared to propose, support, and discuss experiences that they believe should be included in the internship. The advisor may suggest additions and deletions to the experiences. The meeting should culminate in agreement that the internship is suitable. If agreement cannot be reached, it will be necessary to consider other internship sites. It may take more than one meeting to agree on the contents of the proposed internship. The Program Specialization Advisor or Dissertation Chair will sign the Contract when it is acceptable.

Fourth, students should complete the internship as described in their contract, then complete **all the steps** (including uploading documentation into the WKU CEBS Electronic Portfolio System) on the contract, and finally submit the completed contract to the EDD Director.
Program Specializations Information

The WKU Educational Leadership Doctoral Program currently offers four specialty areas: P-12 Administrative Leadership; Teacher Leadership; Postsecondary Leadership; and Organizational Leadership. Each specialization and associated courses are described in more detail below.

During the admission process, students will select the specialization they intend to pursue. After they begin the program, students should meet with Program Specialization advisors to select appropriate electives related to their chosen specialization, research interests and needs, and leadership goals. Please note that a student’s later decision to change specializations must be reported to and approved by both the ELDP Office and the Graduate School. Further information about each standard, and courses related to it, is provided below.

P-12 Administrative Leadership

The P-12 Administrative Leadership program specialization is primarily designed for public school and district administrators. Courses emphasize inquiry and analysis of problems confronting the administrator in education environments. In addition to focusing on practical issues, candidates’ values will be clarified and tied to a leadership vision. Candidates will learn to seek clarity and focus when faced with ambiguity, to evaluate operations, and to design and implement improvements required to address the needs of all students.

Students in the P–12 Administrative Leadership program specialization will work with faculty advisors to select program electives that reflect this specialization, as well as student goals and interests. The list of WKU courses described below provides a starting point for program development, but is not exhaustive.

EDAD 707 EDU LEADERSHIP POLICIES AND POLITICS: Designed to equip students with analytical skills for confronting leadership issues that require the application or creation of policy in diverse settings. Examines the exercise of political power in education and the impact of politics on managing and leading educational institutions.

EDAD 708 DISTRICT RESOURCES & SYSTEMS: Ethical concepts of school finance, school business administration, fiscal management, contemporary economic theories, and related procedures, and practices in educational institutions at the district or system levels.

EDAD 710 SCHOOL LEADER/TECH PLANNING: Use of modern technological tools in instructional and administrative processes; evaluation of hardware and software for both instructional uses and as administrative tools.

Additional graduate courses in the Department of Educational Administration, Leadership, and Research that may be appropriate for this specialization are described in the WKU Graduate Catalog (http://www.wku.edu/graduate/prospective_students/catalog.php). Over time, other coursework will likely be developed by WKU faculty to complement this specialization. Furthermore, courses described under other WKU doctoral program specializations may serve as appropriate electives.

Teacher Leadership

The Teacher Leadership program specialization is designed for teachers and individuals filling roles in areas including assessment, curriculum, technology, literacy, and grade or team coordination. Teacher leaders are essential to overcome student barriers to learning, especially those that emerge from high-need environments. Placing highly trained teachers who are prepared for systemic change and
leadership in schools will help close the achievement gap, facilitate learning for all students, and develop equitable practices to meet the needs of diverse learners.

Students in the Teacher Leadership program specialization will work with faculty advisors to select program electives that reflect this specialization, as well as student goals and interests. The list of WKU courses described below provides a starting point for program development, but is not exhaustive.

EDU 701 TEACHER LEADERSHIP/ASSESSMT I: Focuses on a teacher leader role in the evaluation of international, national, state and local assessment frameworks. Topics include the role of teacher leader in closing achievement gaps and improving student learning.

EDU 702 TEACHER LEADERSHIP/ASSESSMT II: Focuses on understanding the relationship between classroom assessments and curriculum decisions. Students will explore the concept of standards and standard setting processes in relationship to student depth of knowledge and assessment differentiation.

IED 703 EQUITY PED & ISS OF DIVERSITY: Issues and effects of diversity in contemporary society. Topics include: race, gender, ethnicity, class, language differences, and student ability. Relationship of diversity to preparation, recruitment, instruction, equity pedagogy, professional development, policy, curriculum, assessment, achievement gaps and student learning.

IED 704 LEADERSHIP & ETHICS TEACHING: Historical and contemporary perspectives on leadership and the ethics of teaching, including topics such as power, cultural leadership change, instructional leadership, and building community.

Additional graduate courses in the School of Teacher Education or the Department of Educational Administration, Leadership, and Research that may be appropriate for this specialization are described in the WKU Graduate Catalog (http://www.wku.edu/graduate/prospective_students/catalog.php). Over time, other coursework will likely be developed by WKU faculty to complement this specialization. Furthermore, courses described under other WKU doctoral program specializations may serve as appropriate electives.

Postsecondary Leadership

The Postsecondary Leadership program specialization prepares individuals for work in postsecondary institutions. These will be leaders who bring ethical and reflective perspectives to leadership and professional practice in postsecondary education. They are committed and enabled to address the needs of society, postsecondary education, and the diverse populations they serve. Candidates will gain new skills and theoretical frameworks by examining practices in postsecondary education leadership. Graduates may hold positions in academic affairs, student affairs, support services, and other key positions of postsecondary education leadership.

Students in the Postsecondary Leadership program specialization will work with faculty advisors to select program electives that reflect this specialization, as well as student goals and interests. The list of WKU courses described below provides a starting point for program development, but is not exhaustive.

EDFN 675 HIGHER EDUC IN AMERICA: History, purpose, philosophy, organization, curriculum, student personnel services, financial services, and trends of the American system of higher education.

EDFN 685 ISSUES IN HIGHER EDUCATION: Major problem areas of academic administration with emphasis on issues and procedures of college and university level curricular development.
EDFN 724 LEADERSHIP IN COMMUNITY & TECHNICAL COLLEGES: The nature of community and technical colleges, their relationship to four-year institutions, their potential for serving work force needs, and the role of the postsecondary administrator in these settings.

EDFN 726 POSTSECONDARY CHANGE & CULTURES: Study of how effective change takes place in organizations as both internal and external forces influence institutions. Resistance to change and how to overcome these barriers will also be addressed, as well as how these changes affect the culture of the organization.

EDFN 728 POSTSECONDARY ECONOMICS & FINANCE: Postsecondary finance issues including sources/distribution of funding, financial aid programs, declining resources, budgeting and managing resources, and generating resources.

Additional graduate courses in the Department of Educational Administration, Leadership, and Research that may be appropriate for this specialization are described in the WKU Graduate Catalog (http://www.wku.edu/graduate/prospective_students/catalog.php). Over time, other coursework will likely be developed by WKU faculty to complement this specialization. Furthermore, courses described under other WKU doctoral program specializations may serve as appropriate electives.

Organizational Leadership

The Organizational Leadership program specialization provides preparation for leaders in education-related organizations and non-profits not classified as schools, colleges, or universities (e.g., local community agencies, human resource and development officers, or consultants and trainers). Candidates would qualify for a variety of roles within organizations, policy-makers in federal and private agencies, foundation administrators, and employees of state boards of education, Ministries of Education employees, nurse executives, or directors of professional development. The coursework and learning experiences in this track apply leadership with a strong emphasis on field experiences within these organizations.

Students in the Organizational Leadership program specialization will work with faculty advisors to select program electives that reflect this specialization, as well as student goals and interests. The list of WKU courses described below provides a starting point for program development, but is not exhaustive.

BA 751 STRAT LEAD: This course is designed to improve understanding of strategic planning, implementation, and performance measurements in public and nonprofit organizations. Although they have been adopted from a business sector model, strategic planning and management have become the standard practice of public and nonprofit organizations as a critical tool to reinvent, restructure, and transform the traditional ways of doing business. Students will explore the benefits and limitations of strategic planning and management in the context of public and nonprofit organizations, the role of organizational leaders as a key player in strategic management, managing stakeholders, assessing the organizational capacities as well as the external environments, and identifying the adopting strategies.

BA 752 LEAD CHANGE: This course is geared towards developing a better understanding of the challenges, techniques, burden, and successes associated with initiating and implementing major changes within organizations. Therefore, the objective of the course is to prepare leaders to meet the challenges of organizational change. The theoretical concepts and practice of leading change in organizational, community, political and social action/social movement contexts are examined. This course explicitly links theoretical concepts, models and processes of leadership and change with the intended purpose of change and its resulting outcomes.
BA 753 OB TOPICS: This seminar course extends the material introduced in Leadership 710. Students will examine the many principles of human behavior that effective leaders use when leading individuals and groups in organizations. Current research relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, conflict resolution, organizational culture, and organizational structure and design will be examined.

BA 754 BUDGETS AND FINANCE: This course is designed to improve understanding of strategic planning, implementation, and performance measurements in public and nonprofit organizations. Although they been adopted from a business sector model, strategic planning and management have become the standard practice of public and nonprofit organizations as a critical tool to reinvent, restructure, and transform the traditional ways of doing business. Students will explore the benefits and limitations of strategic planning and management in the context of public and nonprofit organizations, the role of organizational leaders as a key player in strategic management, managing stakeholders, assessing the organizational capacities as well as the external environments, and identifying the adopting strategies.

COMM 721 ORG COMM FOR LEADERS: Examines the communication perspectives, theories, and principles necessary to lead organizations. Considers ways to assess and improve communication processes in various organizational situations.

COMM 731 GLOBAL COMM FOR LEADERS: This seminar focuses on the impact of national or ethnic culture on leadership communication behaviors when leading in multi-national and/or multi-ethnic organizations.

COMM 741 LEADERSHIP TRENDS: Examines the literature on current economic, political, technological and/or social trends as they relate to leadership.

COMM 751 STRATEGIC COMMUNICATION: Considers the way organizational leaders use communication to influence opinions and behavior of various constituencies.


PSY 771 HRM FOR ORG LEADERS: Survey of leadership roles in managing human resources in organizations to achieve both individual and organizational objectives and ensure effective work practices in dynamic work environments. Topics include selection and placement of employees, evaluation of employee performance, compensation and benefits, and effective utilization of human capital.

PSY 773 TRAINING & DEVELOP FOR LEADERS: Review of training needs assessment, issues in the design and development of training programs, evaluation of training programs, methods and delivery systems for training, managing the training function and special issues in training.

Additional graduate courses in various WKU colleges and departments that may be appropriate for this specialization are described in the WKU Graduate Catalog (http://www.wku.edu/graduate/prospective_students/catalog.php). Over time, other coursework will likely be developed by WKU faculty to complement this specialization. Furthermore, courses described under other WKU doctoral program specializations may serve as appropriate electives.
Additional Available Graduate Coursework

Below is a list of general WKU graduate level coursework available to complement and support a student’s chosen program specialization, as well as to provide further opportunities to enhance research skills. In consultation with their program specialization adviser or Dissertation Chair, students may choose some of these as program electives.

EDFN 601 APPL STATS & DSGN: Parametric and non-parametric statistical techniques applied to experimental and quasi-experimental research designs in education.

EDFN 603 QUALITATIVE RESEARCH IN ED: Qualitative research for graduate students within the educational setting. Includes the foundational theory of qualitative research, methodological designs and techniques of data collecting, analysis, and reporting.

EDFN 703 FIELD METHODS FOR QUAL RES: Developing and conducting qualitative research.

EDLD 795 ADVANCED TOPICS IN EDUCATIONAL LEADERSHIP: Readings or special projects in educational leadership. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

EDLD 796 INTERNATIONAL ASPECTS OF EDUCATIONAL LEADERSHIP: Experiential study of international issues in educational leadership by working with international communities and agencies within or outside the U.S. International travel may be required at student’s expense. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

EDLD 797 DISSERTATION SEMINAR: A seminar designed to assist students in conceptualizing and developing the research for their dissertation. Emphasizes writing and research skills needed to complete the prospectus and begin writing the dissertation.

LME 737 EDUC TECHNOLOGY LEADERSHIP: Emphasis on educational technology leadership, professional development, and instructional management. Topics include equitable access, technology plans, meeting needs of diverse learners with technology, and technology integration strategies.

CNS 710 LEADERSHIP/STRESS MANAGEMENT: Examines the meaning of stress, its effects on the individual and the organization, how it manifests itself, and strategies for its management. Explores the organizational demands that contribute to stress and addresses how leaders in organizations can help provide preventative stress management.

Available Complementary Coursework

Additionally, doctoral level courses from other Kentucky EDD programs (see Eastern Kentucky University, Morehead State University, and Northern Kentucky University websites for additional information) may also be applicable as program electives.

Dissertation Chair and Committee Selection

Early in the program, students should seek to identify a dissertation committee of at least three members, including a chair, based on their research interests. The role of this committee is to approve a proposal, assist the student in the execution of the study, and guide the development and completion of the dissertation document. All committee members must hold both Graduate Faculty and Doctoral Faculty Status. Although students, along with their chair, may choose to select a committee member to
serve as the research methodologist, the Educational Leadership Doctoral Program Office has a quantitative methodologist on staff who is available to assist students.

Qualifying Examination Process

General Information

Each Educational Leadership doctoral student will be required to pass a qualifying examination. The exam should be scheduled by the dissertation chair upon completion of the required core EDLD courses and at least half of the program electives. The examination will draw from the candidate’s individualized program. The examination is considered to encompass a review of knowledge and skills gained in the program, but may also include preparation for the dissertation. The dissertation chair will coordinate the work of the committee in developing the exam, scoring exam questions, and determining the final score for the examination. The examination is divided into two sections: written and oral.

Scheduling and Completing the Written Portion of the Qualifying Examination

Each term, two weekends (an original and alternative) will be scheduled for the written portion of the exam. Please check with the Educational Leadership Doctoral Program (ELDP) office for these dates. On the selected weekend, the ELDP office will send students their exam questions on Friday between 3-4 pm. For the written portion, students may use any resources, except for other students or faculty, to complete their responses. Students must follow APA citation and referencing guidelines. Students must also sign and submit the WKU Educational Leadership Doctoral Program Honor Pledge with their completed responses (part of EDD Form 2). Students must submit an electronic copy of their responses to both their dissertation chair and the ELDP office between 8-9 am the following Monday.

Developing and Disseminating Qualifying Examination Questions

In collaboration with the other dissertation committee members, the dissertation chair should develop 3-5 questions. Sample questions from previous qualifying exams are available from the ELDP office upon request. In addition to the questions developed by the dissertation committee, the written portion MUST include the following core EDD program questions as questions one and two:

1. In terms of maximizing your leadership knowledge, skills, and dispositions, please provide an assessment of your growth including any significant changes in your capacity to lead. For areas you indicate as growth, cite specific supporting evidence. For areas needing further growth, provide evidence of planning to enhance these areas.

2. Relative to your expertise as a knowledgeable and critical consumer of research, assess your ability to review, analyze, and evaluate data and research. Cite specific areas and associated evidence of your research strengths. For areas needing further development, provide evidence of planning to enhance these areas.

EDD Form 2 (Qualifying Examination Template and Scoring Form) will already provide the questions above, plus additional information for students regarding completing their exam. The dissertation chair should work with ELDP program staff to collect the additional 3-5 questions and add them to the template one week in advance of the scheduled exam date. The completed template will be returned to the chair to verify accuracy prior to being released to the student.

Scheduling and Completing the Oral Portion of the Qualifying Examination

The content of the oral portion of the exam is at the discretion of the chair and committee members. After reading and evaluating the written section of the examination, the dissertation committee members should
meet with the student to discuss and clarify the written responses. The committee may also choose to use this meeting as a time to approve the student’s dissertation proposal prospectus. The meeting is not conducted in an “open” setting; only committee members should be in attendance. The chair should coordinate with the ELDP office to schedule the meeting.

**Scoring Process**

The ELDP office will work with the dissertation chair to disseminate student written examination responses to each dissertation committee member for evaluation. The chair and committee have discretion regarding which members will score each question. However, for program evaluation purposes, the ELDP director will also read and score questions one and two. The chair should follow the guidelines on *EDD Form 2* for collecting committee scores and signatures.

**Dissertation Process**

Below is a description of key steps in the dissertation process. For guidance regarding the formatting and final submission of the dissertation, please consult the WKU Graduate School’s webpage: [Thesis, Dissertation & Specialist Projects](#).

**Approval of Dissertation Proposal Prospectus**

Once the student and the Dissertation Chair have identified the area of focus for the study, formulated the problem, and organized a research outline, the student will present this information for the dissertation study to his or her Dissertation Committee via a prospectus. This document will provide an opportunity for the student and the Committee to discuss advantages and disadvantages of the proposed study and for the Committee members to contribute to the research plan with their ideas and expertise. The student will be able to modify and improve his or her study proposal before the official proposal defense. This step also provides a sanction on the part of the Committee members for the student (under the direction of the Dissertation Chair) to move forward with the preparation of the Proposal. *This should not, however, be interpreted as an official approval of the proposal to come.*

**Approval of Dissertation Proposal**

A dissertation is required of all candidates for the doctoral degree. It is scholarly achievement in basic or applied research and must demonstrate a thorough understanding of research techniques and the ability to conduct independent research. The student must consult with the Dissertation Chair about the content and format of the proposal.

Once the student has formulated the problem and completed the review of literature, the student will present the background and the problem as well as the proposed methodology for the dissertation study to the Dissertation Committee for a proposal defense (typically, Chapters I, II, and III of the dissertation). This step in the process will provide an opportunity to discuss any refinements of the proposed study and for the faculty to contribute again to the planned research. The student will be able to modify and improve his or her proposed study to the satisfaction of Committee members before the official approval is granted to conduct the research. The student and members of the Dissertation Committee will sign the “Dissertation Proposal Approval Form” to indicate their agreement with the proposal. The student and all Dissertation Committee members must approve in writing substantive alterations to the signed proposal. The originally signed proposal approval form will be kept on file in the program office.
WKU Institutional Review Board (IRB) Process

All research activities at WKU are governed by institutional policies and compliance committees that are imposed by federal and state laws. Non-compliance can result in penalties for WKU, as well as the individual researcher. It is WKU’s mission to foster an environment of compliance and promote the responsible conduct of research. Thus, it is the responsibility of all doctoral students to apply for and receive IRB approval before they begin collecting dissertation data. For more information about the IRB approval process, visit http://www.wku.edu/compliance/irb.php.

An important step in the approval process is the completion of the Collaborative IRB Training Initiative (CITI) Course. CITI is a web-based ethics training course for those conducting research with human or animal subjects. All Principal Investigators, Co-Investigators, and study personnel must complete CITI training with a minimum score of 80%. The WKU Compliance Manager is notified by CITI upon successful completion of the relevant course. Again, visit the WKU IRB website for additional information about completing this course.

The Dissertation

The dissertation is an original research enterprise that incorporates the scientific method and will be able to pass critical public inspection. It is a “capstone” test of students’ ability to apply the knowledge gained in the program and should demonstrate new knowledge (general and/or specific) when compared to the literature on the subject. This research must be based on a theoretical framework and be guided by clearly stated research questions. The dissertation endeavor is an opportunity to work directly with professors and should demonstrate scholarship in all respects.

The dissertation is indeed a learning process and tests students’ endurance and ability to complete a significant research and writing challenge. The undertaking incorporates students’ ability to demonstrate initiative, independence, and autonomy even as they receive constructive criticism from their Dissertation Chair and other committee members. Although the exercise may at times be frustrating, students should keep in mind that the product is a key element of the reputation of the program, the college, and the university in the academic community.

Completion of Dissertation and Dissertation Defense

The dissertation defense is an exercise that should allow students to demonstrate their knowledge and expertise gained on the subject. It provides a time and place for any clarification on the “pieces” of the work and should be an opportunity for Committee members to inquire and probe concerning the document. The “defense” of the completed work should begin with students providing a brief overview of the study’s discussion section followed by questions from the Dissertation Chair and committee members.

Students and the chair must adhere to all timelines imposed by the WKU Graduate School and allow for appropriate deliberation, discussion, and feedback in the process. In general, the dissertation defense should occur at least 30 days before the end of the semester in which the degree is to be awarded. All oral defenses are open for attendance (e.g., faculty and interested graduate students), but only members of the dissertation committee may question the student and vote on the acceptance of the dissertation. The Chair of the Dissertation Committee is responsible for arranging for the meeting room, informing other Committee members, and submitting the form. The ELDP Office will post the announcements of all dissertation defenses.

EDD Form 5, “Dissertation Final Defense Schedule,” must be submitted by the Dissertation Chair to the ELDP Office at the same time final copies of the dissertation are distributed to the Committee members.
The signature of the Dissertation Chair confirms that all committee members endorse the content, research, conclusions, and defense of the student’s work as reflective of quality work and as meeting Educational Leadership Doctoral Program standards.

The Graduate School must have the completed dissertation along with the signed title page approximately four weeks before the end of the semester for graduation.

Crossing the Finish Line

Once you have successfully defended your dissertation, please be sure to complete all the following steps to ensure your timely program completion.

1. Assuming your dissertation signature page meets all Graduate School formatting requirements, please have your committee members sign TWO COPIES of this page. Hold on to these because they must be turned into Graduate School with the electronic copy of the FINAL version of your dissertation (as well as other documents described below).

2. Your dissertation chair should have each committee member sign the Graduate School Form E - Report on Comprehensive Exam (provided to your committee at your defense) and be sure it is submitted to the Graduate School. Note: Graduate School will NOT accept the Form E from you. We will be happy to deliver the signed form to the Graduate School for your chair.

3. Make all the changes your committee recommended for your dissertation. Also, review your document to ensure it meets formatting requirements described in the Graduate School Thesis/Dissertation Guidelines. Once these changes are completed, verify with your dissertation chair that you have made all necessary edits. You and your chair should also complete and sign the attached Dissertation Submission Checklist before moving to the next step.

4. After final chair approval, please send an electronic copy of your dissertation (as a Word document), along with a paper copy and the signed Dissertation Submission Checklist, to the Director of the Education Leadership Doctoral Program. The director will send your dissertation out to a professional editor for review and final edits to your dissertation. **Please note:** The EDD program will compensate the editor for up to 6 hours of editing. **If your dissertation requires editing BEYOND these 6 hours, you will be expected to pay the editor for the additional hours.** The director will review these edits before returning the dissertation to you. If the edits are minor, the director will e-mail you to pick up your edited dissertation and the “College Reader Approval” form indicating your dissertation will be ready to go to the Graduate School once the suggested edits are made. If the edits are major, the director may require you to resubmit the dissertation for another final review.

5. After you make the director’s edits, you are ready to submit in one e-mail the following to the Graduate School: a) the “College Reader Approval” form, b) an electronic copy of your dissertation, and c) the signed copy of the Authorization for Use of Thesis, Specialist Project & Dissertation form ([http://www.wku.edu/graduate/documents/](http://www.wku.edu/graduate/documents/)). You must also hand deliver to Graduate School (WAB 207) the paper copies of your signed dissertation signature page.

6. Be sure that you are enrolled in EDLD 799 – Dissertation for the current semester. In order for the Graduate School to process your final paperwork, you must be currently enrolled at WKU.

7. Be sure to consult the Educational Leadership Doctoral Program master calendar to ensure you are meeting all deadlines associated with defending, completing, and submitting your dissertation, as well as important deadlines associated with graduation and participation in WKU commencement.
Dissertation Submission Checklist
(To be completed and submitted to the Director of the Educational Leadership Doctoral Program along with the dissertation)

STUDENT NAME ___________________________________________ WKU ID ______________________

For each statement below, check the box to the right if you have completed it.

☑ if “Yes”

1. I have used Word’s “Spelling & Grammar” feature to review and correct all mechanical /grammatical
   errors in the text.*

2. I have verified that all citations appearing in the References section appear in the text and all citations
   appearing in the text appear in the References section.

3. I have conducted a final review of my paper to verify that the spelling of authors’ names and citation
   years are consistent within the text and in the References section.

4. I have reviewed the text to ensure all references with 3 or more authors include all names (or follow
   APA guidelines) for the first citation and include “et al.” thereafter.

5. I have reviewed the current APA Publication Manual and to the best of my ability completed each
   citation in the References section according to its guidelines.

6. I have verified that all mandatory sections of the document (e.g., title page, signed signature page,
   table of contents, abstract, etc.) are present and appear in the correct order.

7. I have verified that the document font is correct (Times New Roman, Arial, or Courier), margins meet
   guidelines, (Left, 1.5 in; Top, Bottom, Right, 1.0 in), and layout of standardized pages (e.g. title,
   abstract) is correct.

8. I have verified that Roman and Arabic numerals appear on the appropriate pages and numerals
   appear at the bottom center of each appropriate page.

9. I have verified that all page numbers listed on the Table of Contents and other “List of ...”† pages are
   correct.

10. I have verified that the Degree, Department, and Date of Graduation on the title page are correct.

11. I have verified that all boilerplate language (e.g. title page, abstract headings) and section headings
    are spelled correctly.

12. I have verified that the title appears on the title page, signature page, and abstract page in all
    CAPITALS and identically on each page.

13. I affirm that this paper is based on my own work /ideas and any ideas I have borrowed from others
    have been properly cited in the text and References section.

By my signature, I attest that I have completed each of the above items.

Student Signature ___________________________________________ Date ______________________

To the best of my knowledge, the student has completed each of the above items.

Chair Signature ___________________________________________ Date ______________________

*Note: When using this feature, be sure that the “check grammar” box is activated.

†List of Figures, List of Tables, List of Illustrations
Graduation Information

Step 1: Apply for Graduation

Toward the end of your program, you will receive an e-mail directing you to complete the Application for Graduation. The current Application for Graduation form is available on the WKU Educational Leadership Doctoral Program website Program Profession and Forms page (http://edtech.wku.edu/programs/doctorate/program-prog_forms.htm) under “Graduation and Commencement Information and Forms.” When completing the Application to the Office of the Registrar, please be prepared to pay the $200 doctoral graduation fee. In order to be eligible to graduate (and participate in the upcoming commencement, if applicable), you must complete the Application for graduation by the due date mentioned on page 2 of this document for each term.

Step 2: Schedule and Successfully Defend Your Dissertation

With your dissertation chair, complete and submit your EDD Form 5 to schedule your dissertation defense. Your successful defense must occur by the due date (refer to page 2) in order for you to complete in a timely manner the remaining steps described below.

Step 3: Complete the Commencement Participation Confirmation Form

After you have successfully defended your dissertation, complete the Commencement Participation Confirmation Form (also available on the website under “Graduation and Commencement Information and Forms”). Be sure to heed the other important dates and information provided on the form you must follow to be able to participate in commencement.

Step 4: Submit Printed and Electronic Dissertation Copies to Educational Leadership Doctoral Program Office for Final Reading

At your dissertation defense, your committee will likely instruct you to make various changes to your dissertation before it is considered final. After the dissertation chair has approved these changes, your document must receive final approval by the Director of Educational Leadership Doctoral Program office before you may submit it to Graduate School. Educational Leadership Doctoral Program office will review your document to ensure that it meets the formatting described in the Graduate School Thesis/Dissertation Guidelines. Your dissertation must be submitted to Doctoral Program office by the due date (refer to page 2). If the dissertation is relatively error free, Educational Leadership Doctoral Program office will inform you of any last edits to be made and provide documentation for you to take to Graduate School that your dissertation has been reviewed and approved. Please note that multiple formatting or other errors in your dissertation may delay your ability to move on to Step 5.

Step 5: Submit Your Finalized Dissertation to Graduate School

Refer to page 2 to view the deadline to submit your finalized dissertation to the Graduate School. Review the information provided by the Graduate School about Depositing Theses, Specialist Projects and Dissertations to ensure that you are ready to submit.

Step 6: Await Final Approval from Graduate School Regarding Graduation

Upon receiving your finalized dissertation, Graduate School will review your Program of Study Form and other documents submitted to verify that you have successfully completed all aspects of your program.

Important Final Note: Although we do not anticipate that students who comply with all the steps described above will be delayed in graduating, it is still within the Dean of Graduate School’s discretion
to delay your graduation date. However, with rare exceptions, you should still be able to participate in commencement.

**IMPORTANT GRADUATION DEADLINES FOR WKU DOCTORAL STUDENTS**

Note: Deadlines may fluctuate from year to year. In any given year, dates that fall on a weekend should be moved *back* to the previous Friday.

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit WKU Store (Purchasing Regalia)</td>
<td>August 31</td>
<td>January 31</td>
<td>NA</td>
</tr>
<tr>
<td>Apply for Graduation</td>
<td>September 25</td>
<td>February 2</td>
<td>TBA</td>
</tr>
<tr>
<td>Schedule Defense</td>
<td>October 17</td>
<td>March 13</td>
<td>July 1</td>
</tr>
<tr>
<td>Successfully Defend</td>
<td>October 31</td>
<td>March 27</td>
<td>July 10</td>
</tr>
<tr>
<td>Complete Commencement Participation</td>
<td>October 31</td>
<td>March 27</td>
<td>November 15</td>
</tr>
<tr>
<td>Confirmation Form</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Submit Dissertation to Educational Leadership Doctoral Program Office</td>
<td>November 7</td>
<td>April 3</td>
<td>July 17</td>
</tr>
<tr>
<td>Submit Dissertation to Graduate School</td>
<td>November 21</td>
<td>April 24</td>
<td>July 24</td>
</tr>
</tbody>
</table>

**Commencement Participation Information**

**Ordering Academic Regalia**

1. Please note that special regalia have been designed for WKU doctoral students. Thus, students must rent or buy their regalia through the WKU Store to ensure that they have the proper regalia to participate in commencement.
2. The graduation fee that doctoral students pay when they apply for graduation includes the purchase of the doctoral hood and *rental* of the other pieces of the WKU doctoral regalia (gown and tam). Students should attend Grad Fair (typically, late March or late October) to place their rental order.
3. Doctoral students who would like to purchase the additional pieces of the WKU academic regalia (gown and tam) should contact the WKU Store about current pricing. To ensure that purchased regalia arrive on time, students should visit the WKU Store to be measured by **January 31** for spring commencement or **August 31** for fall commencement.

4. Contact the WKU Store for additional information by calling (270) 745-2466.

**Participating in the WKU Commencement Ceremony**

1. Doctoral students are hooded during the WKU commencement, typically by their dissertation committee chair.

2. In order to participate in the commencement ceremony, doctoral students must complete the attached Commencement Participation Confirmation form and submit it to the **ELDP Office** according to the deadline dates printed on the form.

3. After verifying the provided information, the ELDP Office will submit the completed form to the WKU Office of the Registrar.

4. Specific information about participation in the ceremony will be provided by the Office of the Registrar upon receipt of the completed Commencement Participation Confirmation form (see attached example on next page).

5. Consult the WKU Commencement web-site [http://www.wku.edu/commencement/](http://www.wku.edu/commencement/) for general information about commencement, or contact the Office of the Registrar at (270) 745-5432 for more specific information about the participation of doctoral students in commencement.
Commencement Participation Confirmation

*Students: Bring this Confirmation Form, the Dissertation Signature Sheet, and the Graduate School Form E to your Dissertation Defense.

---

Name ____________________________________________

E-mail ____________________________________________

(Print name as you prefer it to be printed in the commencement program)

Home Address ______________________________________

Telephone: Daytime _____________________________ Evening _____________________________

I plan to participate in the WKU 20___ Commencement held in Fall ______ Spring ______________

Doctoral Dissertation Chair Information:

(Name) ____________________________________________ (Title) _____________________________

Title of Dissertation:

________________________________________________________________________

Date of Successful Dissertation Defense/Submission of Form E*:

*Note: The above date MUST represent a successful final defense that is prior to the submission deadline dates listed below. Students who provide a defense date after these dates will not be able to participate in the upcoming commencement. NO EXCEPTIONS.

Doctoral Dissertation Chair Name and Signature Verifying Successful Dissertation Defense:

(Printed Name) ____________________________ (Signature) ____________________________ (Date) _____________

Your dissertation chair will normally hood you at commencement. If your dissertation chair is not available for commencement, you may identify below a different faculty member who will perform the hooding ceremony. Please confirm this person’s availability before listing his/her name. Note that WKU has discontinued the practice of allowing multiple faculty members to participate in your hooding.

(Name) ____________________________________________ (Title) _____________________________

FINAL IMPORTANT NOTE: Submission of this form does not guarantee your eligibility to participate in the WKU commencement ceremony. In order for you to participate, all information provided must be complete, accurate, and verifiable prior to the deadlines below.

Submit this form by the following deadlines:

Fall Commencement: Participation confirmation due by November 15
Spring Commencement: Participation confirmation due by April 15

Return to: WKU Educational Leadership Doctoral Program
1906 College Heights Blvd, #91030
Bowling Green, KY 42101-1030
Important Graduate School and EDD Program Policies