

Doctor of Education in Leadership and Innovation

Program Guide, 2020–21 Academic Year



Mary Lou Fulton
Teachers College
Arizona State
University

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Program overview

The [Doctor of Education degree in Leadership and Innovation](#) at Arizona State University's Mary Lou Fulton Teachers College is designed for practicing educator-leaders working in a range of settings who want to transform and improve their practice and create better learning opportunities for students of all ages.

Students in the program begin as accomplished teachers, teacher leaders, principals, superintendents, higher education professionals, or leaders in other educational contexts working to implement change in their local place of practice. Through coursework, students deepen their abilities to lead change and implement innovation in their campus local educational organizations.

The three-year program is offered in hybrid ("campus") and online formats. Both offerings share similar coursework and structure. The campus program admits students once per year in the summer semester, and the online program admits students two times per year in the spring and fall semesters. Both options are developed and taught by the same program faculty.

The program focuses on research in action and includes 54 hours of required coursework and several options for an additional six required hours of Advanced Professional Studies. The cohort-based course trajectory begins with an introduction to doctoral studies and a course in systems change and leadership. Coursework then proceeds to a combined professional and research core that deepens students' abilities to reflectively and critically think about problems of practice in one of the following contexts:

- Pre-Kindergarten–Grade 12 Change Leadership
- Higher Education Change Leadership
- Systems, Professional and Reimagined Change Leadership (SPARC)

Differentiation between these contexts and students' interests occurs within each required course and program-related activities.

Students conduct multiple cycles of inquiry throughout the program and learn research by doing it within their own workplaces. Students share their research in a variety of formats, including yearly symposia in the public Doctoral Research Conference. The culminating requirement is an action research dissertation.

Leader Scholar Communities, formed with the fifth term in the program and consisting of five to seven students and one faculty member, meet regularly for the second and third years of the program to supply academic and personal support. Through LSCs, students support each other, under faculty guidance, in the conceptualization, implementation and study of change initiatives. Students register for required research and dissertation hours as part of the LSC requirement. Each student's LSC leader serves as the chair for a dissertation committee which includes two other faculty members.

Successful graduates commit to continued systematic study of their professional practice and to sustaining innovation and leadership by making a positive difference in their local settings. The program aims to enable more thoughtful, intentional and informed leaders, willing and able to implement and study continuous improvement.

The EdD in Leadership and Innovation will make a difference in the way students think and work as leaders in education, for the immediate and local benefit of school children, adult learners, schools or organizations, and local communities.

Non-Arizona residents, please refer to the [ASU Online State Accreditation and Authorization](#) page for additional information.

Contact information

	Online	Campus/hybrid
Prospective students	GradEnrollment@asuonline.asu.edu	GradEducation@asu.edu or 480-965-9995
Current students	London Skiles: london.skiles@asu.edu	London Skiles: london.skiles@asu.edu

Quick facts

- **Campus/hybrid** (ASU's West campus, Summer 2021) or **Online**
 - The hybrid program is a blend of online and in-person learning experiences. Students commit to attend core classes in a hybrid format for approximately half of the program (through Semester 5). Typically, students will meet on the West campus all day on the third Saturday of each month during fall and spring semesters, and for one-hour synchronous online meetings on Thursday evenings. Each summer, students will participate in an in-person weekend of class activities beginning the first Thursday or Friday of summer session C and ending Saturday.
- **Course format:** Hybrid or online
- **Number of course credits:** 90 credit hours
 - 60 credit hours plus 30 credit hours included from previous master's degree
- **Course duration:** 15 weeks and 7.5 weeks
- **Start terms:**
 - Campus/hybrid: Summer C
 - Online: Fall C and Spring C
- **Time to completion:** Students following the course sequences provided by their academic success specialist should be able to complete program requirements within nine or 10 semesters. Students must complete all program requirements within 10 years.

Typical applicants

Applicants to the program include working professionals who want to transform and better their practice and create better learning opportunities for students of all ages. Students in the program apply their learning and new skills in one of three professional settings:

- **Pre-Kindergarten–Grade 12 Change Leadership:** Individuals working in pre-K–12 school settings (e.g., administrators, teacher leaders, instructional technologists, curriculum specialists, counselors)
- **Higher Education Change Leadership:** Individuals working in higher education settings (e.g., managers or directors of units, student services personnel, instructional technologists, instructional designers)
- **SPARC Leadership:** Individuals working in educational environments in alternative settings (e.g., professional schools, continuing education, corporate training, museums, nonprofit educational support services, afterschool programs, education divisions at places such as zoos, centers, social services)

Differentiation among these contexts and students' interests occurs within each required course and program-related activities.

Students must hold an active professional position — classroom teacher, counselor, administrator or other position — that allows them to implement small-scale change.

This doctoral program is *not* designed for individuals seeking academic tenure-line positions at research-intensive universities. It might be appropriate for those already in non-tenure line positions (e.g., lecturer, clinical instructor) or working in the community college system. The program is designed for educational leaders who intend to improve their current place of practice or advance in their profession, but is not necessarily the instrument by which someone would change careers.

EdD versus PhD

The Leadership and Innovation EdD contrasts with a typical PhD in the following ways:

EdD in Leadership and Innovation	Typical PhD studies
Develops scholarly practitioners for applied positions	Develop practical scholars for tenured university positions
Goal of research is local impact and understanding	Goal of research is generalizable knowledge and theory development
Incremental cycles of action research using applied, field-based action research	Mostly elective curriculum
Support within cohort and Leader Scholar Community	Rigorous
Mostly core curriculum	Mostly elective curriculum
Rigorous	Rigorous

Application requirements

Application deadlines are listed below. All materials, including letters of recommendation, must be received by the deadline in order to be reviewed. Incomplete applications will not be considered.

Semester	Deadline
Spring 2020 (online)	Oct. 1, 2020
Summer 2021 (campus/hybrid)	March 15, 2021
Fall 2021 (online)	June 1, 2021

Applicants must submit a graduate education application online. Students apply for admission to ASU Graduate Education and to a degree program such as the doctorate in education. Visit [Apply to graduate school](#) for a link to the application and the most up-to-date information on application fees.

The application will include:

- **Personal statement** — Applicants should write a personal statement of no more than *three* double-spaced pages (1" margins, 12-point font). The statement should address the following, *with relatively equal attention across the three pages*:
 - Explanation of your professional experiences and motivation for doctoral studies, specifically in this EdD program, as per program goals
 - Clear description of a local problem unique to your practice that might be addressed as part of your action research project(s) and/or dissertation
 - Explanation of how you envision the program helping you address this problem of practice and, overall, achieve your professional goals
- **Resume or curriculum vitae** — Applicants should provide the following information in a resume (1" margins, 12-point font):
 - Educational background
 - Work and other professional experiences (including your current employer's name, location, dates worked, your job title and job responsibilities)
 - Other information that might be relevant (e.g., organizational affiliations, community service)
 - *Please note: This program is designed for working professionals, and you must have a position that will allow you to implement change in your workplace.*
- **Three letters of recommendation (electronic form)** — When you fill out the online application you will enter the name, email address and organizational affiliation for each of your recommenders. They will receive an email that explains how to submit a recommendation letter electronically. Letters may be from current or former professors or employers. It is strongly recommended that one letter come from each of:
 - A former faculty member, academic professional, or someone who can address your academic ability
 - A (preferably) current (preferably) supervisor
 - Someone who can speak to qualities you possess that will contribute to success in a practice-focused doctoral program
- **Official transcripts** — Applicants must provide to ASU's Graduate Education office transcripts from every institution where you completed undergraduate and graduate work. You do not need to submit transcripts for work completed at ASU. Send transcripts to [Graduate Admission Services](#).
- **Proof of English Proficiency** (international applicants only) — If you are from a country whose native language is not English, regardless of where you now reside, you must provide proof of English proficiency. Visit [ASU Graduate Admission](#) for more information.

Program-specific application requirements

- **Writing sample** — You must submit an academic writing sample *authored solely by you and which cites research literature*. The writing sample should be no shorter than five double-spaced pages (1" margins, 12-point font), and generally will be longer. Examples of appropriate types of writing include:
 - Literature review from a master's thesis or project
 - Paper from a master's degree or other course, which includes references
 - Current piece of writing which includes references to previous research literature
 - Other examples of professional writing, providing you cite the literature. Please ensure the literature is appropriately cited and referenced (e.g., APA 7th edition).
 - *Submitting a piece of writing other than those noted may adversely influence your evaluation.*
- **Master's degree** — You must have a master's degree from a regionally accredited institution. This is to be verified as per the official transcripts submitted to ASU's Graduate Education.
- **Grade point average** — You must have a 3.0 or higher GPA in your master's degree coursework.

Student interest paths

The EdD program facilitates the application of change leadership to three possible settings:

- **Pre-Kindergarten–Grade 12 Change Leadership** — This path is for experienced pre-K–12 educators who wish to lead change in pre-K–12 education. Students interested in the Arizona Superintendent Certification must apply to the campus program as that coursework is not available online. For students in the campus program only, an interest path within the pre-K–12 Change Leadership is the district superintendency sequence in the Division of Education Leadership and Innovation.
- **Higher Education Change Leadership** — This path is for experienced higher education professionals who wish to lead change in higher education.
- **Systems, Professional and Reimagined Change Leadership** — The SPARC path is for experienced professionals in a range of formal and informal educational institutions who wish to lead change in educational systems defined more broadly, to lead change in professional education outside pre-K–20 systems, and to lead the reimagination of formal and/or informal education.

Differentiation among these contexts and students' interests occurs within each required course and within program-related activities.

Course requirements and program of study

The EdD program consists of 60 semester hours of coursework beyond a master's degree, for a total of 90 semester hours of graduate credit from accredited university programs. The course sequence is based on the session in which students start the program. Upon admission, each student will receive a list of the courses and the sequence in which they will take them to meet the program requirements. Many courses are designed to be taken concurrently and should not be taken out of order. If students take courses out of sequence, their success in the course, time to degree completion or financial aid eligibility may be impacted.

Program coursework

Course descriptions are found in the [ASU Catalog](#)

Professional core (21 hours): Courses promote knowledge and facilitate informed practice and innovation in classrooms, schools, educational agencies and allied organizations. Advanced practice of leadership and innovation requires in-depth understanding of a common core of concepts within the profession.

TEL 706	Introduction to Doctoral Studies	3
TEL 702	Dynamic Contexts of Education	3
TEL 703	Innovation in Teaching and Learning	3
TEL 704	Leadership for Organizational Change	3
TEL 705	Systems Change and Leadership	3
TEL 707	Reading the Research	3
TEL 791	Collaborative Approaches to Data-Informed Decision Making	3

Research core (12 hours): Courses develop knowledge, competencies and skills applicable to disciplined inquiry, including qualitative and quantitative research methods, action research, program evaluation and the development and synthesis of information. These resources are applied to analyzing problems, suggesting solutions and investigating and assessing the impact of innovations in teaching, learning and leadership on individuals, organizations and society.

TEL 711	Strategies for Inquiry	3
TEL 712	Mixed Methods of Inquiry	3
TEL 701	Advanced Quantitative Methods	3
TEL 713	Advanced Qualitative Methods	3

Advanced professional studies (6 hours):

- **Innovations in Disseminating Research** (2 credits, required for all students) — Exposes students to a range of strategies for leveraging communities and technologies for broader impact for both action research and other change practices. The foundation hour will be a survey of innovations for impact, and additional optional hours will explore those innovations in depth. The course will include the drafting or revising of the student's Post-Degree Impact Plan.
- **Doctoral Methods Practicum** (2 hours) — Students must take a minimum of four credit hours of Doctoral Methods Practicum. Each section of this selected-topics course will be an ungraded module allowing students to become more practiced in methodological specialties required for their dissertation projects. Learning objectives for each section will be aligned with a rubric to be used on a formative basis by the LSC chair at the time of the practicum and on a summative basis with the dissertation defense. *Co- or prerequisite* — Enrollment in an LSC section of TEL 792.

Directed field study (3 hours) — Allows students to develop expertise in a particular area of leadership through the study of relevant professional and research literature and through interaction with educational, corporate, political, legal, health and social leaders.

TEL 792	Research (Directed Field Study)	3
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Leader Scholar Community (6 hours) — LSCs meet during years 2 and 3 to serve as thematic seminars and advisement support communities as students advance toward the dissertation. The dissertation committee chair (LSC chair) is an MLFTC faculty member assigned by the college. The second member will have content expertise and be a faculty member at ASU who holds a terminal (e.g., doctoral) degree. The third member will be a professional of practice local to the student's educational context who holds a terminal degree, is known to the student and is not in a supervisory position with power or authority over the student. Year 2 LSC culminates in an oral comprehensive exam and oral defense of the dissertation proposal. Year 3 culminates in an oral defense of the dissertation.

TEL 792	Research (2 semesters, 3 credits each)	6
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Doctoral dissertation/research (12 hours) — Dissertation/research hours are taken during the third, final year of the program. While LSCs do not often work together formally for course credit during year 3, they continue operating as support structures. The courses consist of supervised research focused on the preparation of the dissertation, including literature review, research, data collection and analysis, and writing. Students work closely with their dissertation/LSC chair, as well as the second member and external member of the committee. Dissertation/research culminates in an online oral dissertation defense.

TEL 799	Dissertation (2 semesters, 6 credits each)	12
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Culminating experience

Students in the EdD program complete action research dissertations. The dissertation research is the second (or third or fourth) in a series of studies conducted over the course of the program. Through successive research projects, students practice and refine research skills in applied settings while making a difference in their local educational communities. The dissertation represents a more sophisticated and complete iteration of a process that is a career-long quest to discover local knowledge, create local change, study the effects and implement more informed change.

The completed dissertation includes:

- A targeted review and synthesis of relevant literature
- An action or initiative, selected on the basis of published research, to address the identified problem
- A research design that includes the collection of data, scheme of analysis and framework for assessing the effects of the proposed action project
- An analysis of data collected
- A presentation of results and conclusions
- A discussion of the implications of findings for policy, practice and research, as well as a discussion of the leadership lessons learned

The public defense of the dissertation consists of an oral presentation followed by questions from the candidate's dissertation committee.

Resources and frequently asked questions

- [Mary Lou Fulton Teachers College faculty](#)
- [ASU Graduate Education Policies](#)
- [ADE Certification Requirements](#)

Do I need to have a master's degree before applying for the EdD program?

Yes. Upon admission, you will be able to transfer up to 30 credit hours from your master's degree to count toward the 90 total credits for the program.

Can I take courses before being admitted to the EdD program?

No courses will transfer into the program.

Can I take classes outside Mary Lou Fulton Teachers College?

The faculty has designed coursework so that all classes will be taken within MLFTC.

Does the program accommodate distance-learning students?

Students interested in the campus/hybrid program commit to attending in-person class meetings every third Saturday during fall and spring sessions and the first weekend of summer sessions. They will also attend one-hour synchronous online class meetings on Thursday evenings in fall and spring and commit to participating in online asynchronous instruction between in-person meetings.

Students in the online program take all courses 100% online. Same-time meetings may be required for some online assignments and the Leader Scholar Community meetings, but times will be arranged by the small group to accommodate student schedules.

How much does the EdD program cost?

Tuition and fees (resident and nonresident) depend on the number of credits in which a student enrolls and are subject to change. (See [Tuition and Fees](#)) This doctoral program requires either 6 or 9 credit hours per semester.

General Information on financial aid for graduate students is available on the [ASU Financial Aid website](#) through University Student Initiatives.

ABOR employees: Program fees are not included in the employee tuition benefit.

Can students work full-time while enrolled?

Yes. The program is designed for working professionals, and students must have a position — whether classroom teacher, counselor, administrator or other position — that allows them to implement small-scale change.

How are admission decisions made?

Doctoral program admissions are highly competitive at ASU and across the country. Applications are reviewed by a faculty committee, and each applicant is reviewed from a holistic perspective including all information requested as part of the application (transcripts, writing samples, personal statement, letters of recommendation, etc.).

When are admission decisions made?

Applications for the campus/hybrid program open in September for the following summer. Applications for the online program open in September for the following fall and open in February for the following spring.

Applicants who submit complete applications and materials by the priority deadline will be reviewed and notified of admissions decisions within six weeks of the application deadline. Complete applications submitted after the priority deadline will be considered only if space is available.

Does the EdD program lead to principal certification or superintendent certification in Arizona?

No. The ASU [Master of Education in Educational Leadership](#) contains the 30 credit hours of education administration coursework required for principal certification. Applicants interested in certification should review the [Arizona Department of Education requirements](#) and complete any coursework or additional requirements for principal certification prior to applying for the EdD program.