Doctor of Education in Leadership and Innovation

Program Guide, 2022–23 Academic Year

ASU

Mary Lou Fulton Teachers College

Arizona State University

Revised July 7, 2022

Contents

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 for a total of 60 hours. The cohort-based course trajectory begins with an introduction to action research in 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@asu.edu	GradEducation@asu.edu or 480-965-9995
Current students	Doctoraleducation@asu.edu	Doctoraleducation@asu.edu

Quick Facts

- **Campus/hybrid** (ASU's West campus - Summer start) or **Online** (Fall and Spring start)
  - ○ Campus/hybrid: 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 ASU 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 in-person classes on the first Saturday of the summer semesters, and depending on the course they will meet online during Thursday evenings for synchronous meetings.
- **Course format:** Hybrid or online
- **Number of course credits:** 90 credit hours
  - ○ 60 credit hours of coursework throughout program plus 30 credit hours included from previous master's degree
- **Course duration:** 15 weeks and 7.5 weeks (varies on semester)
- **Start terms:**
  - ○ Campus/hybrid: Summer C
  - ○ Online: Fall C and Spring C
- **Time to completion:** Students following the course sequences 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 improve 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 does not meet superintendent certification requirements. 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 after the deadline.

Semester	Deadline
Spring Start (online)	October 12th
Summer Start (campus/hybrid)	March 15th
Fall Start (online)	June 1st

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.

education.asu.edu | 602-543-6358

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Arizona State University

The application will include:

- **Personal statement** — Applicants should write a personal statement of no more than *three* double-spaced pages (1" margins and 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 dissertation
  - Explanation of how you envision the program helping you to address this problem of practice, improve educational equity, access, and inclusiveness for learners/stakeholders within your local context and, overall, achieve your professional goals
- **Resume or curriculum vitae** — Applicants should provide the following information in a resume or CV (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. Recommenders will receive a form via email that asks them to explain your qualities and fit within the program with respect to the following desired professional attributes: professionalism, potential for leadership, collaboration with others, receiving and using feedback, perseverance, writing ability, initiative, dedication to equity, access, and inclusiveness, research aptitude, and overall potential for graduate studies. It is strongly recommended that one letter come from each of:
  - A current supervisor or someone in a supervisory position with whom you have worked
  - Someone in an academic position with whom you have studied or worked, for example, a professor in one of your courses or someone who can write about your ability to undertake
  - graduate work
  - A person of your choice - someone who you know professionally and who can write about your qualities that will contribute to your success in a practice-focused doctoral program
- **Official transcripts** — Applicants must provide to ASU's Graduate Admissions 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](#). Applicants' offer of admission and ability to register for classes will be contingent upon the receipt and verification of these official documents (which must show the award of degrees where appropriate).
- **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 Admissions.
- **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.
- **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 (23 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	Action Research in Doctoral Studies	3
TEL 705	Systems Change and Leadership	3
TEL 704	Leadership for Organizational Change	3
TEL 703	Innovation in Teaching and Learning	3
TEL 707	Reading the Research	3
TEL 702	Dynamic Contexts of Education	3
TEL 708	Collaborative Approaches to Data-Informed Decision Making	3
TEL 701	Quantitative Methods in Action Research	3

Research core (9 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 in Action Research	3
TEL 713	Qualitative Methods in Action Research	3

Advanced professional studies (6 hours):

- **TEL 710: 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.
- **TEL 780: 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.
    - Topics:
        - Research in the Postsecondary Context
        - Using Qual Analysis Software in Qual Coding
        - Survey Development
        - Case Study Research

TEL 709: 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: Leader Scholar Community (6 hours - 2 semesters, 3 credits each) — 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 799: Doctoral dissertation/research (12 hours - 2 semesters, 6 credits each) — 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.

Sample Program of Study

Program of study varies by the semester students begin and is subject to change.

Education Doctorate: Leadership and Innovation
Sample Program of Study for Fall Start Semester
Course sequence subject to change

Semester	Course	Length	Credits	Session
Year 1				
Fall 2022	TEL 706: Action Research in Doctoral Studies	7.5 wks	3	A
	TEL 705: Systems Change and Leadership	7.5 wks	3	B
	TEL 707: Reading the Research	15 wks	3	C
Spring 2023	TEL 703: Innovation in Teaching and Learning	15 wks	3	C
	TEL 711: Strategies for Inquiry	15 wks	3	C
Summer 2023	TEL 704: Leadership for Organizational Change	8 wks	3	C
	TEL 709: Research (Directed Field Study)	8 wks	3	C
Year 2				
Fall 2023	TEL 702: Dynamic Contexts of Education	15 wks	3	C
	TEL 712: Mixed Methods in Action Research	15 wks	3	C
Spring 2024	TEL 701: Quantitative Methods in Action Research	15 wks	3	C
	TEL 713: Qualitative Methods in Action Research	15 wks	3	C
	TEL 792: Research (Leader Scholar Community 1)	15 wks	3	C
Summer 2024	TEL 708: Collaborative Approaches to Data Informed Decision Making	8 wks	3	C
	TEL 780: Doctoral Methods Practicum	8 wks	2*	C
Year 3				
Fall 2024	TEL 792: Research (Leader Scholar Community 2)	15 wks	3	C
	TEL 780: Doctoral Methods Practicum	15 wks	2*	C
	MILESTONE: Proposal Defense			
Spring 2025	TEL 799: Dissertation (Leader Scholar Community 3)	15 wks	6	C
	TEL 710: Innovations in Disseminating Research	15 wks	2*	C
	TEL 780: Doctoral Methods Practicum	15 wks	2*	C
Summer 2025	TEL 710: Innovations in Disseminating Research	8 wks	2*	C
	TEL 780: Doctoral Methods Practicum	8 wks	2*	C
Year 4				
Fall 2025	TEL 799: Dissertation (Leader Scholar Community 4)	15 wks	6	C
	TEL 710: Innovations in Disseminating Research	15 wks	2*	C
	TEL 780: Doctoral Methods Practicum	15 wks	2*	C
	MILESTONE: Dissertation Defense			

*A total of 4 credit hours of TEL 780: Doctoral Methods Practicum and 2 credit hours of TEL 710: Innovations in Disseminating Research are needed prior to graduation. TEL 780 can be taken after the completion of the first TEL 792 (LSC 1) course. TEL 710 can be taken after the completion of both TEL 792 (LSC 1 and LSC 2) courses. Please speak with your LSC Chair before registering. When you register for TEL 710 and 780 please select your LSC Chair from the drop-down menu.

Mary Lou Fulton Teachers College
Arizona State University

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 College 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 transfer course(s) from another program to the EdD program?

No courses will transfer into the program.

Can I take classes outside Mary Lou Fulton Teachers College?

No, 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 Saturday 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 - asynchronous. 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 during fall and spring semester. During summer semesters credits hours range between 2-9 hours.

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 sample, personal statement, resume, 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 application deadline will be reviewed and notified of admissions decisions within four to six weeks of the application deadline.

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.

Is the EdD Program Funded?

The Leadership and Innovation, EdD program is designed for working professionals, and students must have a position that allows them to implement small-scale change. Therefore, we do not offer any graduate teaching or research assistantships. Arizona State University does have a cost estimator that would help you approximate the funds needed to cover educational expenses and it can be accessed here. We do have scholarships that are available through the school and more information on these can be found here.

If I was previously denied admission to the program, is it possible to receive feedback before reapplying?

Due to the large number of applications we receive, we are unable to provide individualized feedback. We understand that feedback would be helpful in strengthening your application; however, we do not want to unfairly coach one applicant when we cannot provide the same service to all applicants. We encourage you to attend the application workshops we offer throughout the year to learn more about the application process.

What is the difference between the online and hybrid program?

Beyond the physical format there are no major differences between them. They are taught by the same instructors.

My master's degree is set to be conferred after the application deadline. Can I still apply to be considered?

No. We require that all supporting documents must be submitted before the application deadline. We begin to make admissions decisions shortly after the deadline. Any applications with pending documents are considered as incomplete and are not reviewed by our committee.

Are admissions offered on a rolling basis?

No. All admissions decisions are made after the application deadlines. Applicants will receive an admissions decision four to six weeks after the application deadline.