Program Overview
The Doctor of Education (EdD) in Leadership and Innovation in the Mary Lou Fulton Teachers College at Arizona State University (ASU) is designed for practicing educator-leaders who work in a range of settings and want to transform and better 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 local educational organizations.

The three-year program is offered in two formats, face-to-face and online, with both offerings sharing similar coursework and structure. The face-to-face 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 6 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:

- PreKindergarten-Grade 12 (PK-12) Change Leadership
- Higher Education Change Leadership
- Systems, Professional, and Reimagined Change (SPARC) Leadership

Differentiation among these contexts and students’ interests occurs within each required course and program-related activities, as students apply their learning to their specific work contexts.

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 a public Doctoral Research Conference. The culminating requirement is an action research dissertation.

Leader-Scholar Communities (LSCs), formed at the end of the first year 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 dissertation chair and, along with two additional committee members who ultimately make up the dissertation committee.

Successful graduates make a commitment to continuing systematic study of their professional practice and 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 Authorization Information page for additional information.
Contact Information

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<th>ASU Online</th>
<th>Face-to-Face</th>
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<td>Prospective students</td>
<td>Please email <a href="mailto:gradenrollment@asuonline.asu.edu">gradenrollment@asuonline.asu.edu</a></td>
<td>Please email <a href="mailto:gradededucation@asu.edu">gradededucation@asu.edu</a> or Call 480-965-9995</td>
</tr>
<tr>
<td>Current students</td>
<td>Stacey Till at <a href="mailto:Stacey.Till@asu.edu">Stacey.Till@asu.edu</a></td>
<td>Stacey Till at <a href="mailto:Stacey.Till@asu.edu">Stacey.Till@asu.edu</a></td>
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Quick Facts

**Campus Location:** ASU West/Tempe campus or Online

- Face-to-Face Program: Summer semester courses will meet at ASU West, and fall/spring semester courses will meet at ASU Tempe. Students interested in the face-to-face program must commit to attending core classes for approximately half of the program (through the fifth semester) in person, typically on Saturday, with one course session in the morning and one course session in the afternoon.

**Course Format:** Face-to-face or online

**Number of Course Credits:** 90 Credit Hours total; 60 Credit Hours + 30 Credit Hours included from previous master's degree

**Course Duration:** 15 weeks and 7.5 weeks

**Program Start Terms:** On-campus: Summer C; Online: Fall B and Spring B

**Time to Program Completion:** Students following the course sequences provided by their academic advisor should be able to complete program requirements within 9 or 10 semesters. Students must complete all program requirements within 10 years.

Typical Applicants

Typical 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:

- PreKindergarten-Grade 12 (PK-12) Change Leadership: Individuals working in PK-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)
- Systems, Professional, and Reimagined Change (SPARC) Leadership: Individuals working in educational environments in alternative settings (e.g., professional schools, continuing education, corporate training, museums, non-profit educational support services, afterschool programs, education divisions at places like 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 – whether 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 not necessarily serve as the instrument by which someone would change careers.
EdD in Leadership and Innovation

Difference between this EdD (Doctorate in Education) Program and a PhD (Doctor of Philosophy in Education) Program

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

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<th>EdD in Leadership and Innovation</th>
<th>Typical PhD Studies</th>
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<tr>
<td>Develops scholarly practitioners for applied positions</td>
<td>Develops practical scholars for tenured university positions</td>
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<tr>
<td>Goal of research is local impact and understanding</td>
<td>Goal of research is generalizable knowledge and theory development</td>
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<td>Incremental cycles of action research using</td>
<td>Assorted research experiences</td>
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<td>applied, field-based, action research</td>
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<tr>
<td>Support within cohort and Leader Scholar Community</td>
<td>Support with faculty advisor</td>
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<td>Mostly core curriculum</td>
<td>Mostly elective curriculum</td>
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Application Requirements

Application deadlines are listed below. Complete applications and materials received by the priority deadline will be reviewed and notified of admissions status within 6 weeks of the deadline. Complete applications submitted after the priority deadline will be considered only if space is available. Incomplete applications will not be considered.

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<th>Priority Deadline</th>
<th>Final Deadline</th>
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<tr>
<td>Spring 2019 Semester (online)</td>
<td>October 31, 2018</td>
<td>December 14, 2018</td>
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<td>Summer 2019 Semester (face-to-face)</td>
<td>February 15, 2019</td>
<td>March 29, 2019</td>
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<td>Fall 2019 Semester (online)</td>
<td>June 14, 2019</td>
<td>July 26, 2019</td>
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Applications are reviewed following posted application deadlines. To be reviewed, all application materials must be received by the deadline. Because ASU receives applications from many highly qualified candidates, some applicants may be offered admission to a term other than their original intended start term, or may be denied admission for reasons not related to their academic performance (e.g., program capacity, mentor availability, program match).

Online Electronic Application: Applicants must submit an online Graduate Education application. Students apply for admission to ASU Graduate Education and to a degree program (e.g., the doctorate in education). Please refer to https://students.asu.edu/graduate/apply for a link to the application and the most up-to-date information on application fees. Applicants for the face-to-face program should select the West campus.

- **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 his/her professional experiences and motivation for doctoral studies, specifically in this EdD Program, as per program goals;
  - Clear description of a local problem unique to the applicant’s practice that might be addressed as part of the applicant’s action research project(s) and/or dissertation; and
  - Explanation of how the applicant envisions the program helping him/her address this problem of practice and, overall, achieve his/her professional goals.

- **Resume or Curriculum Vita (CV):** Applicants should provide the following information in a resume (1” margins and 12-point font):
  - educational background,
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- work and other professional experiences (including the applicant’s current employer name, location, dates worked, the applicant’s job title, and job responsibilities),
- other information that might be relevant (e.g., organizational affiliations, community service).

Please note that this program is designed for working professionals, and the applicant must have a position that will allow the applicant to implement change in his/her workplace.

**Three Letters of Recommendation (electronic form):** When applicants fill out the online application, they will need to enter the name, email, and organizational affiliation for each of their recommenders. Recommenders will receive an e-mail that explains how to submit their recommendation letters electronically. Letters may be from current or former professors or employers. It is strongly recommended that one letter come from a former faculty member or academic professional, or from someone who can address the applicant’s academic ability; one letter come from a preferably current supervisor; and one letter come from a person of the applicant’s choice who can speak to the applicant’s qualities that will contribute to success in a practice-focused doctoral program.

**Official Transcripts:** Applicants must provide to ASU’s Graduate Education official transcripts from every institution where the applicant completed undergraduate and graduate work. Students do not need to submit transcripts for work completed at ASU. Send official transcripts to Graduate Admissions Services.

**Proof of English Proficiency** (for international applicants only): If you are from a country whose native language is not English (regardless of where you may now reside), you must provide proof of English proficiency. For more information, please visit the ASU Graduate Admissions website.

**Program-Specific Application Requirements:**
- **Writing Sample:** Applicants must submit an academic writing sample* that is solely authored by the applicant and which cites research literature. The writing sample should be no shorter than five double-spaced pages (1” margins and 12-point font) and generally will be longer. Examples of the types of writing that are appropriate include:
  - literature review from a master’s thesis or project;
  - paper from a master’s degree or other course, which includes references;
  - a current piece of writing, which includes references to previous research literature; or
  - other examples of professional writing providing you cite the literature.

Please ensure the literature is appropriately cited and referenced (e.g., APA 6th edition).
* Note: If you submit a piece of writing other than the types noted above, your evaluation may be adversely influenced.

- **Master’s Degree:** Applicants 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:** Applicants must have a 3.0 GPA (or higher) in his/her master’s degree coursework.

**Student Interest Paths**
The EdD program facilitates the application of change leadership to three possible settings:
- **PK-12 Change Leadership.** This interest path is for experienced PK-12 educators who wish to lead change in PK-12 education. Students interested in the Arizona Superintendent Certification must apply to the face-to-face program as the coursework is not available online. For students in the face-to-face program only, an interest path included within the PK-12 Change Leadership is the District Superintendent sequence in the Division of Education Leadership and Innovation.
- **Higher Education Change Leadership.** This interest path is for experienced higher education professionals who wish to lead change in higher education.
- **Systems, Professional, and Reimagined Change (SPARC) Leadership.** This interest 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 PK-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 program-related activities, as students apply their learning to their specific work contexts.
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.

The program coursework includes the following:

- **Professional Core (21 hours)**: The Professional Core consists of courses that 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 credits)
  - TEL 702: Dynamic Contexts of Education (3 credits)
  - TEL 703: Innovation in Teaching and Learning (3 credits)
  - TEL 704: Leadership for Organizational Change (3 credits)
  - TEL 705: Systems Change and Leadership (3 credits)
  - TEL 707: Reading the Research (3 credits)
  - TEL 708: Collaborative Approaches to Data-Informed Decision Making (3 credits)

- **Research Core (12 hours)**: The Research Core develops 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 credits)
  - TEL 712: Mixed Methods of Inquiry (3 credits)
  - TEL 701: Advanced Quantitative Methods (3 credits)
  - TEL 713: Advanced Qualitative Methods (3 credits)

- **Advanced Professional Studies (6 hours):**
  - *Innovations in Disseminating Research*, 2 credits, required for all students. This course will expose 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 revision of the student’s Post-Degree Impact Plan.
  - *Doctoral Methods Practicum*, 4 credits. Students must take a minimum of 4 credit hours of Doctoral Methods Practicum (each practicum course is 2 credit hours each). Each section of selected-topics course will be an ungraded module that will allow students to become more practiced in methodological specialties required for their dissertation projects. The student 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 pre-requisite: enrollment in an LSC section of TEL 792.

- **Directed Field Study (3 hours)**: Directed Field Study allows students to develop expertise in a particular area of leadership through the study of relevant professional and research literature and through interactions with educational, corporate, political, legal, health, and social leaders.
  - TEL 792: Research (Directed Field Study) (3 credits)
• **Leader-Scholar Community (6 hours):** Leader-Scholar Communities (LSCs) meet during Years 2 and 3 to serve as thematic seminars and advisement support communities as students advance toward the doctoral dissertation. The Dissertation Committee Chair (LSC Chair) is assigned by the college and is a faculty member in Mary Lou Fulton Teachers 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 (e.g., doctoral) 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.
  
  o TEL 792: Research (2 semesters, 3 credits each)

• **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 that is focused on the preparation of the dissertation, including the literature review, research, data collection and analysis, and writing. Students work closely with their Dissertation Committee Chair, who also serves as the LSC Chair, as well as the second member and external member of the Dissertation Committee. Dissertation/Research culminates in an online oral dissertation defense.
  
  o TEL 799: Dissertation (2 semesters, 6 credits each)

To review course descriptions please visit the ASU Catalog: [http://asu.edu/catalog](http://asu.edu/catalog).

**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; and
  • 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 doctoral dissertation committee.

**Additional Resources**

- Mary Lou Fulton Teachers College Faculty: [http://education.asu.edu/faculty](http://education.asu.edu/faculty)
- ASU Graduate Education Policies: [https://graduate.asu.edu/policies-procedures](https://graduate.asu.edu/policies-procedures)
- ADE Certification Requirements: [http://www.azed.gov/educator-certification/]
Frequently Asked Questions

Do students need to have a master’s degree before applying for the EdD program?
Students are required to have a master’s degree before applying to the EdD program. Upon admission, students will be able to transfer up to 30 credit hours from their master’s degree to count towards the 90 total credits for the program.

Can students take courses before being admitted to the EdD program?
No courses will transfer into the program.

Can students take classes outside of the Mary Lou Fulton Teachers College?
College faculty have designed coursework so that all classes will be taken within the Mary Lou Fulton Teachers College.

Does the face-to-face program accommodate distance-learning students?
Students interested in the face-to-face program must commit to attending core classes for approximately half of the program (through the fifth semester) in person, typically on Saturday, with one course session in the morning and one course session in the afternoon. The six Advanced Professional Studies hours and TEL 707 (Reading the Research) are available online. 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 (LSC) 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 non-resident) depend on the number of credits in which a student is enrolled and are subject to change. The tuition schedule for each academic year is available here: http://www.asu.edu/admissions/tuitionandfees/. 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 Web site through University Student Initiatives http://students.asu.edu/financial-aid.

ABOR Employees: please note that 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, or administrator or other position – that allows students 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, and letters of recommendation, etc.).

When are admission decisions made?
Applications for the face-to-face 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 in the state of Arizona?
The EdD program does not contain coursework towards the principal certification in Arizona. The ASU Master of Education in Educational Leadership contains the 30 credit hours of educational administration coursework required for the principal certification. Applicants interested in principal 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.