

Leadership and Innovation, EdD

TELINEDD

ASU's Mary Lou Fulton Teachers College is one of the top-ranked graduate colleges of education in the U.S. Our personalized leadership programs are designed to develop transformative innovators who bring people and ideas together, enrich the lives of learners, amplify the impact of educators and improve the performance of education systems.

Program description

Degree awarded: EdD Leadership and Innovation

The EdD program in leadership and innovation prepares scholarly practitioners and is designed for practicing educator-leaders who work in a range of settings and who want to transform and improve their practice to create better learning opportunities for students of all ages.

This three-year, cohort-based program is offered in two modalities: hybrid (a combination of classes delivered at West Valley campus and online) and 100% online, with similar coursework and structure and taught by the same faculty.

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

The program focuses on action research and includes required coursework, strengthening students' abilities to reflectively and critically think about problems of practice in one of the following contexts: preK-12 change leadership; higher education change leadership; or systems, professional and reimagined change leadership.

Differentiation among these contexts and students' interests occurs within the required coursework 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 within their own workplace. They have multiple opportunities to virtually share their ongoing research throughout each academic year.

Leader-Scholar Communities, formed at the end of the first year and consisting of six 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 these communities, students support each other, under faculty guidance, in the conceptualization, implementation and study of change initiatives. Each student's community leader serves as the dissertation chair, along with two additional committee members who ultimately make up the doctoral 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 who are willing and able to implement and study continuous improvement.

The program makes a difference in the way a student thinks and works as a leader in education for the immediate and local benefit of school children, adult learners, schools or other organizations, and local communities.

The program is not designed to prepare students for academic research-oriented tenure-track positions.

At a glance

- **College/School:** [Mary Lou Fulton Teachers College](#)
- **Location:** [West Valley](#) or [Online](#)

Degree requirements

90 credit hours, a written comprehensive exam, an oral comprehensive exam, a prospectus and a dissertation

Required Core (24 credit hours)

Research (9 credit hours)

Advanced Professional Studies (6 credit hours)

Directed Field-Based Study (3 credit hours)

Participation in Leader-Scholar Communities (6 credit hours)

Electives (30 credit hours)

Dissertation (12 credit hours)

Additional Curriculum Information

Students should see the academic unit for an approved course list.

Students register for required research and dissertation hours as part of the Leader-Scholar Communities requirement.

When approved by the student's supervisory committee and the Graduate College, this program allows 30 credit hours from a previously awarded master's degree to be used for this degree. If students do not have a previously awarded master's degree, the 30 hours of coursework is made up of electives to reach the required 90 credit hours.

Admission requirements

Applicants must fulfill the requirements of both the Graduate College and the Mary Lou Fulton Teachers College.

Applicants are eligible to apply to the program if they have earned a bachelor's and master's degree in any field from a regionally accredited institution.

Applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in the last 60 hours of their first bachelor's degree program, or a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in an applicable master's degree program.

1. graduate admission application and application fee
2. official transcripts
3. three letters of recommendation
4. personal statement
5. guided writing sample
6. curriculum vitae
7. proof of English proficiency

Additional Application Information

An applicant whose native language is not English must provide [proof of English proficiency](#) regardless of their current residency.

Recommenders should be individuals who can speak to the applicant's potential for success in a graduate program. The personal statement should describe the applicant's interests and reasons for seeking this degree, along with potential problems of practice to serve as a guide for applied research in the program.

GRE scores are not required for admission.

Tuition information

When it comes to paying for higher education, everyone's situation is different. Students can learn about [ASU tuition and financial aid](#) options to find out which will work best for them.

Attend online

ASU Online

ASU offers this program in an online format with multiple enrollment sessions throughout the year. Applicants may [view the program's ASU Online page](#) for program descriptions and to request more information.

Career opportunities

Graduates possess skills in thinking critically about problems of practice, designing and conducting action research, collaborating with teams in leader-scholar communities and leading change in an educational organization. They are prepared to expand or pursue leadership positions in preK-12 schools and higher education institutions.

Career examples include:

- community college leader
- educational consultant
- educational professional developer
- principal
- superintendent
- teacher leader
- university administrator

Contact information

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