FREQUENTLY ASKED QUESTIONS ABOUT THE Ed.D. IN INTERDISCIPLINARY EDUCATIONAL STUDIES

How many tracks/concentrations are there?

There are currently two tracks/concentrations: teaching and learning and educational leadership. As of September 2013, the entire program will be interdisciplinary. There will no longer be separate tracks/concentrations.

How many students are in the program?

There are 27 fourth-year students who entered in 2009; there are 21 third-year students who entered in 2010; there are 24 second-year students who entered in 2011; and there are 26 first-year students who entered in 2012.

When are students admitted?

Students are considered for admission on a rolling basis. Most admissions decisions are made in the late spring and classes begin the fall.

Do students have a plan of study?

All students have a plan of study signed by a faculty advisor. Students complete a plan of study at the beginning of each academic year. Students retain one copy and one copy goes in the student’s file.

What is the sequence of courses?

All students must complete a core of 24 (twenty-four) doctoral credits. After completing the core courses, students will take courses in one of two concentrations: “Teaching and Learning” or “Educational Leadership.” Students will be required to complete at least 18 credits in one of the concentration areas followed by 9 (nine) credits of dissertation courses.

The eight core courses (24 credits) are:

EDD 1000: Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies
EDD 1001: Multiple Perspectives on Educational Policy Analysis and the History of Education
EDD 1002: Organizational Theory: Approaches to Studying and Analyzing School Organizations
EDD 1003: Psychological, Sociological and Cultural Aspects of Human Development
EDD 1004: School and Community: Policies and Practices
EDD 1005: Educational Research Methods I
EDD 1006: Educational Research Methods II
EDD 1007: Applied Research Design in Educational Studies
Concentration: Teaching and Learning (18 Credits)*

The following six courses comprise the Teaching and Learning Concentration:
EDD 1101: Collaborative Team Models in Education
EDD 1102: Facilitating Transitions Throughout the Educational Process
EDD 1103: Sociopolitical Contexts of Multicultural Education
EDD 1104: Bilingual and Second Language Acquisition
EDD 1105: Contemporary Issues in Assessment and Evaluation
EDD 1106: Technology-Enhanced Teaching and Learning

OR

Concentration: Educational Leadership (18 Credits)*

The following six courses comprise the Educational Leadership Concentration:
EDD 1201: Educational Reform: An Interdisciplinary Theoretical Perspective
EDD 1202: Perspectives on Leadership, Restructuring and Teacher Empowerment
EDD 1203: Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform
EDD 1204: Public and Community Relations: Creating Environments Conducive to Educational Reform
EDD 1205: Critical Issues and Trends in Pre-K-16 Education
EDD 1206: School Reform: Instructional Leadership in Pre-K-16 Settings

Dissertation Courses (9 credits)

The following three courses comprise the Dissertation Sequence:
EDD 1008: Dissertation Seminar
EDD 1009: Doctoral Candidate Colloquium Workshop
EDD 1010: Dissertation Advisement

*As of September 2013, instead of 18 credits in a specific concentration, 18 credits will be drawn from the twelve courses currently listed in the two concentrations. These advanced courses will provide expertise in a variety of perspectives, including organizational leadership and human relations, teaching and learning, professional development and training, educational technology, policy analysis, and data-informed decision making.

What happened to the doctoral committee?

When the doctoral proposal was approved by Albany, the doctoral committee had completed its work.

What is the executive committee and who is on the executive committee?

The executive committee was originally appointed by the former Dean of the College of Education and Information Sciences and is now the self-perpetuating academic
governance body. Vacancies are filled by nominations made by the executive committee and submitted to the Dean of the College of Education, Information and Technology for approval. The executive committee consists of the following members: Drs. Feeley, Hammond, Jalajas, Lester, Lusteg, Piro, Red Owl, Szpara (currently on a one year leave of absence), and Vacca.

Where can faculty find information regarding: number of members in a dissertation committee; makeup of dissertation committee; responsibilities of the dissertation chair; responsibilities of the members of the dissertation committee; the e-portfolio (digital portfolio); format for the Comprehensive Exam; when students take their Comprehensive Exam; who grades the Comprehensive Exam; Information about the dissertation proposal; process for IRB approval; information about the dissertation and the degree; sample title pages; dissertation approval page; and forms?

Faculty can find this information in the dissertation manual that is available online at http://eddprogram.net.

Where can faculty find information about policies?

Faculty can find information about policies in the latest student handbook (2012) and/or bulletin (2012). Hard copies are available in the Dean’s Office. In addition, information is available online at http://eddprogram.net. If there are any policy changes that take place after the printing of the current student handbook and bulletin, these changes will be included in the latest copy of the doctoral newsletter until the next editions are published.

If you have any additional questions, please feel free to contact Paula Lester or any member of the executive committee. A copy of this document is available at http://eddprogram.net

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