# **Ed.D. FAQs**

##  **Should the prerequisite courses be completed before I apply to the program?**

A holistic review of your application will be performed to determine admission to the program, including a transcript review to identify if prerequisite coursework has been completed. Your application may be accepted with the requirement that any missing prerequisites be met through completion of applicable graduate level coursework. In these cases, prerequisite coursework must be completed during the first year of the program.

##  **I have extensive experience in higher education, but my master’s is in another area/discipline, would I still be a good candidate for this program?**

### Yes, you are. A holistic review of your application will be carried out to determine which pre-requisite coursework you will need to complete upon your admission in the program. As mentioned above, you will be required to complete pre-requisite coursework within the first year of the program.

##  **Does the program require an entrance exam? Is there a minimum score required?**

### No. Applicants to the Ed.D. have the option to submit exam scores (GRE or Miller Analogies) taken within the last five years, but they are not required.

##  **I am looking to transition to a career in higher education. Would this be a good program for me?**

### Yes, because the Ed.D. in Educational Leadership and Change (ELC) is designed to prepare mid-career practicing higher education professionals to hold leadership positions in higher education, where graduates serve as change agents.

##  **What can I do with this degree?**

### An Ed.D. in higher education can be applied to a variety of industries, including higher education institutions, in positions of administration overseeing areas such as faculty research, academic affairs, finance, admissions, or student affairs.

##  **Can I become a P-12 principal with this degree?**

### No. This degree is for those who are working in higher education and is not appropriate for those desiring a leadership position in a P-12 educational setting.

##  **Is this program 100% online?**

### The courses are delivered online. However, ELC hosts four face-to-face weekend residencies over the four years of the program. Students and faculty meet in Saratoga Springs for workshops and presentations relevant to the stage of study. These intensive residencies include faculty-led seminars, guest speakers, collaborative student presentations, and individual time with faculty to discuss program and dissertation process. The first residency takes place in early September, just before the start of first year fall term courses. The next three residencies take place in late June, at the end of years one, two, and three.

### During the current COVID-19 restrictions, so far, the first residency in September 2021 was held virtually. Depending on how the situation of Covid 19 pandemic progresses, similar requirements may be applied to the other residencies.

##  **Does this program cater to working individuals?**

### Yes. The program is designed for practitioners pursuing higher education leadership roles. It is a professional doctorate best suited for experienced and mid to senior working educators and professionals who want to lead and implement change in their higher education organizations. Due to its practical nature as a program, Ed.D. students are not only expected to research their areas of interest, but to also leverage that research in ways that could positively impact the decision-making process in their organization.

##  **How long will it take to complete this Ed.D.?**

### The Ed.D. is designed to be completed in four years.

##  **Can I transfer credits into the program?**

### Yes. Admitted students have the opportunity to transfer a maximum of 6 credits. They must be 700+ level, no more than 6 years old at the time of admission, have been earned with a minimum grade of “B”, and relevant to the degree program.

##  **What are the dissertation requirements?**

### The dissertation should be an applied study in this program. It requires the implementation process of an intervention or an action plan after conducting an extensive study of the topic using appropriate research designs. It is an exercise whereby you can demonstrate your ability to frame change as a leader and implement it using data to drive your efforts.

##  **Is financial aid available for this program? Do you offer grants, scholarships/fellowships, or assistantships?**

### [Financial aid](https://www.esc.edu/tuition-financial-aid/financial-aid/) is accepted for this program. If you are an employee, student or member of a [partner organization](http://www.esc.edu/partnership-programs/) you may qualify for some additional benefits.

##  **What are the admissions requirements?**

### A Master’s Degree in Educational Leadership, Higher Education Administration, Adult Learning, Student Affairs Administration, or a related field is required. At minimum, the master’s degree should include coursework in content areas recommended by the Council for the Advancement of Higher Education Programs (CAHEP) for master’s degrees in higher education administration:

### History and Philosophy of Higher Education

### Economics and/or Finance of Higher Education

### Additional requirements include:

### Three years of professional experience in higher education

### A GPA of 3.0 or above at the Master’s level

### Letters of recommendation

### Writing samples describing goals for the program and an area for intended inquiry for the dissertation

### Video conference interview with two faculty representatives of the program

##  **What research areas are available in the program? What are the faculty areas of expertise?**

### As this is the inaugural year of our Ed.D. program, Dr. Ali Ait Si Mhamed is the primary faculty member and coordinator of the program. His background is in higher education policy and leadership. His research interests include higher education governance, finance of higher education, higher education transformation, higher education internationalization, and higher education policy and reform. We have additional faculty who have research areas in higher education administration, comparative and international education, educational leadership and policy, educational psychology, adult literacy, adult learning, instructional technology, and curriculum design.