

Special Issue

Trends and Prospects: Comparative Studies in Doctoral Education—a Look into How Doctoral Programs Navigate Legislative Landmines

Message from the Guest Editors

This Special Issue aims to explore the current social political environment in which we find ourselves operating. Legislative policies vary per state; however, most can agree that the current political environment, as experienced by university professors and administration, is unstable and uncertain. This uncertainty forces professors and university administration professionals to grapple with and attempt to make sense of continuing their missions of teaching relevant subject matters amid the chaos. This environment is chaotic as students consider how to continue their fields of study when they include issues of race, equity, and sometimes even history. Students are renegotiating their dissertation topics and questioning the choice they made years ago to study areas that are now restricted.

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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