

Choosing Between the Ed.D. and Ph.D. in Education

Which one is right for me?

The choice between the Ed.D. and Ph.D. programs is complex. Discussions between you the applicant and potential faculty advisers as well as the interview panel should address the issue. Obviously, you will check one or the other on your Graduate School Application, but the admission process includes a decision as to the appropriate program. A brief comparison of the degree programs follows. It is not meant to substitute for discussion with faculty members, but to inform you so that the discussions are more fruitful. These points are not absolute, but rather meant to convey broadly the nature of each program.

Component	Ed.D.	Ph.D.
Distinctive Objectives	<ol style="list-style-type: none"> 1. Preparation of professional leaders competent in identifying & solving complex problems in education. 2. Focus on what individual can do with the subject matter. 	<ol style="list-style-type: none"> 1. Preparation of professional researchers. 2. Focus on what individual can do to the subject matter.
Knowledge Base	<ol style="list-style-type: none"> 1. Develops knowledge for practice. 2. Content themes are integrated with practice, with emphasis on application of knowledge base. 3. No course work required outside COE. 	<ol style="list-style-type: none"> 1. Fosters theoretical and conceptual knowledge. 2. Content is investigative in nature with an emphasis on understanding the relationships to practice. 3. Related work outside the COE encouraged.
Intended Professional Career	<ol style="list-style-type: none"> 1. Managerial or administrative leadership in educational institutions. 2. Policy analyst in educational agency. 3. Staff developer & trainer in organizational settings. 4. Coordination and dissemination of institutional studies. 	<ol style="list-style-type: none"> 1. Research, teaching, or scholarship at university, college, institute, or educational agency.

Research Methods	<ol style="list-style-type: none"> 1. Management statistics. 2. Management analysis. 3. Data collection skills for education managers. 4. Program evaluation. 	<ol style="list-style-type: none"> 1. Those courses or their equivalent required for doctoral students in a related discipline.
Internship	<ol style="list-style-type: none"> 1. Field practicum appropriate to intended professional career. 	<ol style="list-style-type: none"> 1. Practicum in organizing and analyzing quantitative or qualitative data.
Comprehensives	<ol style="list-style-type: none"> 1. Based on knowledge and practice portfolio. 2. Provides evidence of ability to improve practice based on theory and research as well as demonstration of competencies. 	<ol style="list-style-type: none"> 1. Evaluate an understanding of the theoretical & conceptual knowledge in the field. 2. Evaluates competence in conducting research to acquire new knowledge.
Dissertation	<ol style="list-style-type: none"> 1. Well-designed monograph with substantial value for informing educational practice. 2. Reflect appropriate use of theory or knowledge for addressing a decision-oriented problem in a specific applied setting. 	<ol style="list-style-type: none"> 1. Report of substantial original research illustrating mastery of competing theories and with clear goal of informing disciplinary knowledge.