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

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 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 discussions 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.

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<th>Ed.D.</th>
<th>Ph.D.</th>
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| **Distinctive Objectives** | 1. Preparation of professional leaders competent in identifying & solving complex problems in education  
2. Focus on what individual can do *with* the subject matter. | 1. Preparation of professional researchers.  
2. Focus on what individual can do *to* the subject matter. |
| **Knowledge Base**    | 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. | 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** | 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. | 1. Research, teaching, or scholarship at university, college, institute, or educational agency. |
2. Management analysis.  
3. Data collection skills for education managers.  
4. Program evaluation. | 1. Those courses or their equivalent required for doctoral students in a related discipline. |
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<td>Internship</td>
<td>1. Field practicum appropriate to intended professional career.</td>
<td>1. Practicum in organizing and analyzing quantitative or qualitative data.</td>
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| Comprehensives   | 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. | 1. Evaluate an understanding of the theoretical & conceptual knowledge in the field.  
2. Evaluates competence in conducting research to acquire new knowledge. |
| Dissertation     | 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. | 1. Report of substantial original research illustrating mastery of competing theories and with clear goal of informing disciplinary knowledge. |

**Program Components**

Each doctoral program requires the student to choose a major specialization and a minor specialization. There are four emphases in the Ed.D. program: educational administration; adult and higher education; teaching-learning processes; and counselor education. There also are four broad primary disciplines in the Ph.D. program: counseling; educational psychology; teaching-learning processes; and metropolitan leadership and policy studies in education. Students can narrow their studies within a broad category, for example, “science education” within the teaching-learning processes emphasis in the Ed.D. or teaching-learning processes in the Ph.D.

The major program components of the two degree programs follows.

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(16 hrs. in residence) |
| Common Seminars: EDUC 7050 (entry), 7950 (exit) | Exit Course: EDUC 7950 |
|                             | Foreign Language Proficiency or 6 hrs. of “tool” courses |
The minimum total credit hour requirement to complete a doctoral degree is 90 semester hours beyond the baccalaureate degree. No more than 44 hours of graduate coursework (Master’s Degree and post-Master’s Degree) may be applied to a doctorate (assuming a minimum 90-hour program). Post-Master’s work must fall within the 8-year time limit for completing the doctoral degree. An exception to this applies to those applicants holding an Ed.S. degree. The required doctoral course work at UM-St. Louis is then 30 hours (minimum). The 8 year time limit begins with the first semester of coursework applied to the doctorate.