Comparison of Program Elements in the EdD vs PhD Degree

EdD Degree	PhD Degree
Primary Career Intention	
Leadership positions in education (PreK-16), state and local government, social service public, private and non-profit organizations, and the potential for teaching and research related to practice at a college or university.	Research and teaching positions in higher education, and research positions in state and national government agencies, and public and private research organizations or centers.
Purpose and Emphasis	
• Preparation of professional leaders competent in identifying and solving complex problems. • Focus on approaches to applied research problems and applications that use quantitative and qualitative or mixed method approaches to address and illuminate problems of practice.	• Preparation of professional researchers, scholars, and faculty competent in conducting and sharing research. • Focus on research training that uses advanced quantitative, qualitative, and mixed method approaches to add to theoretical practical and knowledge.
Time Commitment	
Part-time study (9 years UVM maximum)	Full-time study (4-5 years)
Applicant Qualifications	
• Master's degree in related field with prior graduate work characterized by strong academic record. • Demonstrated three years of successful experience as an administrator, teacher leader, social services leader, or non-profit organization leader with accomplishments related to social change and justice. • Strong professional writing skills.	• Master's degree in a related field is preferred with prior graduate and/or undergraduate work characterized by strong academic record and potential for scholarly inquiry. • Demonstrated commitment in letters of application and references and candidate interview to social change and justice. • Research interests compatible with CESS faculty. • Strong potential for academic writing.
Type of Candidate Preparation	
• In-depth understandings of systems change, leadership, and policy for high quality leadership. • Students develop their leadership skills and a deep understanding of research-based leadership strategies.	• In-depth understandings of systems change, leadership, and policy in order to conduct high quality research. • Candidates will be mentored in conducting independent research, presenting papers at professional conferences, and submitting their work for publication.
Dissertation Expectations	
Standard Dissertation format with a focus on an applied research project. The candidate will conduct original well-designed research project for informing practice (per Graduate College guidelines). This format reflects theory or knowledge for addressing decision-oriented problems in applied settings.	Journal Article format with a focus on original research illustrating mastery of competing theories with the goal of informing knowledge (per Graduate College guidelines). This format requires that the candidate will complete 1-3 journal articles with the goal of manuscript submission for publication in a refereed journal.
Knowledge Assessment	
Written and oral assessments provide evidence of ability to improve practice based on theory and research as well as demonstration of research competencies.	Written and oral assessments provide evidence of understanding of the theoretical and conceptual knowledge in the field and of competence in conducting research to acquire new knowledge with the goal towards publication, dissemination, and utilization.
Research Methods	
• Courses develop competencies in applied research skills. • Research addresses questions of practical importance.	• Courses develop competencies in research design, analysis, synthesis, and dissemination. • Research questions are theory-driven.

Table 2: Course of Study Requirements: Comparison of EdD vs PhD Degree

Requirements	EdD Degree	PhD Degree
Core courses	EDFS 455 Social Processes (3 credits) EDLP 431 Organizational Leadership (3 credits) EDLP 437 Policy Seminar (3 credits) EDLP 432 Organizational Theory (3 credits) *Required: 12 credits*	EDFS 455 Social Processes (3 credits) EDLP 431 Organizational Leadership (3 credits) EDLP 437 Policy Seminar (3 credits) EDLP 432 Organizational Theory (3 credits) *Required: 12 credits*

Research	EDLP 409 Applied Qualitative Educational Research (3 credits)
	EDLP 419 Applied Quantitative Research
	
	Elective research courses (3 credits):
	EDLP 264 Program Evaluation (3 credits)
	EDLP 350 Survey Research Methods (3 credits)
	EDLP 429 Advanced Quantitative Research (3 credits)
	EDLP 439 Hierarchical Modeling (3 credits)
	EDFS 348 Advanced Qualitative Research (3 credits)
	EDLP 449 Dissertation Writing Seminar (3 credits)
	   Required: 9 credits
		EDLP 409 Applied Qualitative Educational Research (3 credits)
		EDLP 419 Applied Quantitative Research (3 credits)
		EDLP 429 Advanced Quantitative Research (3 credits)
		
		Elective research courses (9 credits):
		  EDLP 264 Program Evaluation (3 credits)
		  EDLP 350 Survey Research Methods (3 credits)
		  EDLP 439 Hierarchical Modeling (3 credits)
		  EDFS 348 Advanced Qualitative Research (3 credits)
		
		Required: 18 credits

Concentration*	Concentration (guided by student interest and committee approval) *Required: 15 credits*	Concentration (guided by student interest and committee approval) *Required: 12 credits*
Field of Study/Cognate	 *Not required, optional*	Transdisciplinary Options Within and Outside of CESS (guided by student interest and committee approval) *Required: 9 credits*
Dissertation Seminar	 *Not required, optional*	EDLP 449 Dissertation Writing Seminar (3 credits) *Required: 3 credits*
Comprehensive Examination	Set exam developed by program faculty given to all students after completing core courses.	The individualized exam is prepared in consultation with the program committee with the goal of producing a draft publication during or after the final semester of completing coursework requirements. The paper is to be presented at the CESS Research Symposium in the spring or a research symposium in the fall.
University Teaching Requirement	 *Not required*	All doctoral candidates must acquire appropriate teaching experience. The nature and amount of teaching are determined in consultation with the student's academic advisor. For example, this can be satisfied either by co-teaching a course with a faculty member or it may also be satisfied through teaching work associated with a GTA or other formal UVM teaching opportunity such as teaching a course through CE.
Dissertation	Minimum 20 credits	Minimum 21 credits
Total credits	**56**	**75**