

	Traditional UK	Traditional US	Non Traditional or Applied Doctorates UK or US	US Online	DoctoralNet Subscription Model
The Path	Students do lit review, obtain ethical permission and largely figure out the specifics of their methodology on site as they move forward with research – have no clear idea of final work requirements.	Much the same but with greater emphasis on the quality of the proposal being equal to the first three chapters of their final five chapter work.	Requirements vary widely depending on the theoretical basis for the degree. Some DM's might be highly practical applications–others very introspective–most require a number of articles rather than one dissertation or thesis.	Using instructional design theory universities build “classes” aimed at taking the student through the process in a lock step.	Every university is given a “portal” individual to their students/degrees and guidelines. The map that guides the journey is massaged to include yes/no choice points to guide the journey.
University–Provided Guidance & Personnel Resources	Supervised, sometimes by an individual chosen by the student, sometimes assigned. They may or may not have any coursework to back up this juncture in their education & what that work amounts to varies greatly according to the discipline & nature of the degree.	All are required to take a couple of years of coursework that vary but are similar to what the student experienced in their Masters work.	Probably they are required to complete a series of coursework aimed at updating their understanding of the field they are working in at a theoretical level.	Students are guided through the process but the system has few supports for those who do not proceed as required in the early stages because of lack of writing skills or understanding of research. The train just goes on without them.	Universities buy subscriptions and adopt the text. All students receive access to the interactive processes, technological automations, the professors during webinars, videos, slides, etc as well as the ability to access professors on instant messaging within 24 hours.
Formal Process Guidance	Few have concrete guidelines as to the work required, some do not even have publication style guidelines required, etc. This is a consistent frustration to students who are confused as to what to do next or as to the standards to which they are held accountable.	Guidelines may be largely form and style with supervisor and committee responsible for the rest.	Guidelines may be based on the theoretical ideas of the field and the pedagogical ideal of writing things that are useful. Students may still be completely confused about the work being required.	Frequently have rubrics or standards in place and as restrictions from HLC etc the process has tightened/changed. Often now a prospectus has to be passed, then the proposal, then the final - each with rubrics and committee sign off.	Process is mapped, guidelines are clear and accessible, and all professors are informed as to the specifics for each university who holds a subscription. Prior to “going live” with a university guidelines specific to the degree are uploaded to the home page which will be used by those students and the map is massaged to help them meet those standards. Specific content is added as necessary.
Pedagogical Strengths	In the ideal this is perfect – help when you need it but full rein to experiment and prove your professional expertise.	In the ideal, this model teaches a tight form of scientific rigor that is applicable across topic areas or content.	In the ideal, and if guided to meet standard publication guidelines, this model grooms professionals for the requirement of academic publication.	In the ideal, students are stepped through the process efficiently.	Merges the best of traditional pedagogy that sets the student free with online which provides process oriented experience. All people who work with students on their research are professors with 10+ graduate doctors, committee work and supervision behind them.
Underlying Assumptions	The doctoral level of education is for the intellectual elite, who have extraordinary powers of logical pattern making and are able to sustain longitudinal independent work.	Much the same as the UK – students are expected to complete their proposals and dissertations with only the aid of occasional meetings with a supervisor. Their research design is supported during classwork.	The purpose of doctoral level of education is to require final work that will be more useful to the rest of the individual's career, and so multiple articles replace the single dissertation or thesis.	Doctoral education is for everyone. Send people through a class on a research topic and you can expect them to put that methodology correctly into their design.	Research is an iterative process for everyone and some will need more personal guidance than others to complete it. People need to have a process to follow to quickly complete what is required. No matter what the degree, the form and structure of research is similar enough it will cut across disciplines.
Student Experience After 3-5 years	Students may be on a timeline to finish with the potential to negotiate time away from the work due to life experiences/challenges faced.	Students continue to pay a fee per semester and traditionally negotiate continued time to finish (know of some 10-15 years).	If students persist too long they may lose access to their supervisor due to university policy.	If the student persists too long they will be asked to leave, given an option for a lesser degree etc.	They have graduated.
Student Challenges	Supervisors vary greatly about their experience	Supervisors vary greatly.	Supervisors vary greatly about their experience and the amount of time they have available.	Supervisors work within a tight system but still vary greatly as to their communication skills with slower or less academically inclined students.	Continual upgrades in progress to ensure no student “gets lost” in the process.
Time and Convenience	Two semesters a year, professors not around in the summers but students are expected to work then – small if any guidance at that time. Supervision relies on face-to-face communication.	Most professors not around in the summer although good supervisors make themselves lightly available by email, etc. Some may skype.	Two semesters a year, professors not around in the summers but students are expected to work then–small if any guidance at that time. Supervision relies on face to face communication.	All communication is online and since professors are in classes year round they are not hard to reach.	Students enter, complete work and refresh their learning on an iterative basis 24/7 through use of “automations.” They have a professor to answer their questions on live chat. If they need live help it can be scheduled quickly at their convenience.
Results: Statistics on Completion	50% fall off	50% fall off	50% fall off	50% fall off	85% completed
Difficulties Students Face	May not be prepared to substantiate the logic of their work to academic standards.	May not be prepared to substantiate the logical flow from idea through lit to design.	May not be prepared to substantiate what they have learned in a manner that meets academic standards because the format for their final work is not clear.	May persist too long and be required to leave due to lack of funds.	May have difficulty managing the complexities of their lives with the schedules required for doctoral work by their universities.