Doctor of Philosophy (PhD) in Information Technology with a specialization in Information Technology Education

Effective July 10, 2017
Doctor of Philosophy (PhD) in Information Technology with a specialization in Information Technology Education

The Information Technology Education specialization is intended for information technology professionals who have earned a master’s degree in computer science or a related field. This specialization provides doctoral learners with advanced IT knowledge and skills, and assists them in developing solid research, scholarly writing, and advanced teaching abilities. This specialization culminates in a dissertation that adds to the existing body of IT knowledge and prepares learners to pursue IT faculty positions in higher education settings.

Learners enrolled in this Information Technology specialization may also enroll, concurrently, in the School of Education’s Post-Master’s Certificate in College Teaching, and receive this teaching certificate after the successful completion of the ED-related specialization courses and the teaching practice course.

This specialization is offered in the GuidedPath delivery model.
Career Information

RELATED EMPLOYMENT SETTINGS TO EXPLORE

- Continuing education
- Information technology consulting firm
- Information technology firm
- Government—local, state, federal
- Corporation
- Land-based or online college or university
- Community college
- Training and development organizations

RELATED JOB TITLES TO EXPLORE†

- Adjunct or part-time faculty
- Full-time faculty
- Department chair
- Consultant
- Information technology curriculum developer
- Certified trainer
- Senior technical trainer/instructor

SPECIALIZATION OUTCOMES

- Formulate new theoretical constructs to advance knowledge in the area of information technology
- Conduct scholarly research
- Create new applications for improving practice
- Think critically about information technology problems and solutions
- Communicate effectively
- Develop professional skills in a chosen field or discipline

*These are examples intended to serve as a general guide. Because many factors determine what position an individual may attain, Capella cannot guarantee that a graduate will secure any specific job title.
†Some jobs may prefer or even require certifications (e.g. PMP, CISSP, CCSA) along with the degree. We encourage you to research requirements for your job target and career goals.
Curriculum

- 24 required courses
- Total program credits: 90 quarter credits

RESIDENCY REQUIREMENTS
Three six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927).

CORE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS8005</td>
<td>Research Processes, Theory, and Practice in Information Technology</td>
<td>6</td>
</tr>
<tr>
<td>BMGT7086</td>
<td>Developing an Academic Writing Process</td>
<td>4</td>
</tr>
<tr>
<td>BMGT8030</td>
<td>Management Theory Creation</td>
<td>4</td>
</tr>
<tr>
<td>BMGT8032*</td>
<td>Survey of Applied Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>BMGT8034*</td>
<td>Quantitative Research Techniques</td>
<td>4</td>
</tr>
<tr>
<td>BMGT8040*</td>
<td>Advanced Qualitative Research</td>
<td>4</td>
</tr>
<tr>
<td>BMGT8042*</td>
<td>Applied Multivariate Modeling</td>
<td>4</td>
</tr>
<tr>
<td>BMGT8212</td>
<td>Leading Information Technology Strategic Planning in Complex and Global Environments</td>
<td>4</td>
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<tr>
<td>BMGT8214</td>
<td>Guiding the Implementation of Information Technology Policies and Processes</td>
<td>4</td>
</tr>
<tr>
<td>BMGT8216</td>
<td>Innovating Information Technology Life Cycle Management Processes in a Changing Environment</td>
<td>4</td>
</tr>
<tr>
<td>BMGT8218</td>
<td>Advancing Research in Information Technology Management</td>
<td>4</td>
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<tr>
<td>TS8950*</td>
<td>Teaching Practice Seminar in Information Technology Education</td>
<td>4</td>
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<tr>
<td>BMGT-R8925</td>
<td>PhD Dissertation Research Seminar Track 1</td>
<td>3</td>
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<td>BMGT-R8926*</td>
<td>PhD Dissertation Research Seminar Track 2</td>
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<tr>
<td>BMGT-R8927*</td>
<td>PhD Dissertation Research Seminar Track 3</td>
<td>3</td>
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SPECIALIZATION COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>TS8951</td>
<td>Survey of Research Literature in Information Technology Education</td>
<td>4</td>
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<tr>
<td>ED7311</td>
<td>Theory and Methods of Educating Adults</td>
<td>4</td>
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<tr>
<td>ED7312</td>
<td>Teaching Adults</td>
<td>4</td>
</tr>
<tr>
<td>ED7712</td>
<td>Classroom Assessment in Education</td>
<td>4</td>
</tr>
<tr>
<td>ED8446</td>
<td>Curriculum Development and Teaching Strategies for Adult Learning</td>
<td>4</td>
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<tr>
<td>ED8601</td>
<td>Online Course Design, Facilitation, and Assessment</td>
<td>4</td>
</tr>
</tbody>
</table>

COMPREHENSIVE EXAMINATION AND DISSERTATION COURSES

Upon completion of all required coursework:

TS9919*       | Doctoral Comprehensive Examination                                         | 3       |

Learners must register for TS9960 a minimum of four times to fulfill their specialization requirements.

TS9960*       | Dissertation Courseroom                                                     | 3       |

*Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.

Learners may not transfer in more than two education courses to fulfill their specialization requirements.

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
Core Course Descriptions

TS8005  Research Processes, Theory, and Practice in Information Technology  6 QUARTER CREDITS
In this course, learners are immersed in a culture of inquiry to focus on the technical foundations of information technology (IT) research and practice. Learners examine current and emerging research and practice technologies, processes, and methods; compare quantitative and qualitative methodologies; and identify the research methodologies commonly used in IT research. Additionally, this course is designed to help prepare PhD learners for doctoral research related to IT literature and theory. For PhD in Information Technology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.

BMGT7086  Developing an Academic Writing Process  4 QUARTER CREDITS
In this course, learners focus on developing a process for enhancing and improving their academic writing. Learners assess their individual writing strengths and needs and receive feedback on their writing from courseroom instructors. Using the feedback and appropriate information literacy skills, learners develop and implement a plan for the research, writing, and revision of a specific piece of academic writing. Learners may only earn credit for BMGT7086 or PSL7086 or PSY7086. Prerequisite(s): Psychology learners must take PSY7086 concurrently with PSY7087.

BMGT8212  Leading Information Technology Strategic Planning in Complex and Global Environments  4 QUARTER CREDITS
In this course, learners examine processes by which senior information technology leadership must evaluate different IT governance models from a global perspective, including decision models, management structures, business engagement processes, leadership theories, and risk assessment processes. Learners evaluate methods of performance measurement and control, and assess the relevance and effect of social responsibility issues and strategic partnering on IT strategic planning. Prerequisite(s): PhD in Business Management learners must have completed BMGT7086, BMGT8006, BMGT8030.

BMGT8214  Guiding the Implementation of Information Technology Policies and Processes  4 QUARTER CREDITS
This course presents key issues related to the implementation of information technology policies and processes as day-to-day operations, including consideration of ethical, cultural, and global issues, and potential effects on internal and external stakeholder needs. Learners evaluate strategies for implementing different governance models and assess the ways in which those models relate to change management processes and organizational innovation. Prerequisite(s): DBA learners must have completed BMGT8210, BMGT8212. PhD in Business Management learners must have completed BMGT7086, BMGT8006, BMGT8030.

BMGT8216  Innovating Information Technology Life Cycle Management Processes in a Changing Environment  4 QUARTER CREDITS
In this course, learners evaluate evolving theories and practices that inform decisions related to the information technology system development life cycle. Learners assess different development models and examine the IT leader's role in IT enterprise portfolio management against the backdrop of changing workforce considerations, including offshore, contract, multicultural, and multigenerational workers in global enterprises. Prerequisite(s): DBA learners must have completed BMGT8210, BMGT8212. PhD in Business Management learners must have completed BMGT7086, BMGT8006, BMGT8030.

BMGT8218  Advancing Research in Information Technology Management  4 QUARTER CREDITS
This course focuses on emerging research trends in information technology management. Learners develop independent research skills while constructing research questions, synthesizing literature, and selecting appropriate methodologies. For PhD in Business Management, PhD in Information Technology, and PhD in Organization and Management learners only. Prerequisite(s): PhD in Business Management learners must have completed BMGT8210, BMGT8212, BMGT8214. Cannot be fulfilled by transfer.
BMGT8030 Management Theory Creation
4 QUARTER CREDITS
Learners in this course examine the philosophical, scientific, and methodological approaches underlying business management theory and research and explore the role of the scholar-practitioner as social and behavioral scientist and purveyor of evidence-based management. Learners analyze the elements of a scientific study and evaluate the ontological, epistemological, and axiological assumptions underlying qualitative, quantitative, and mixed-methods studies. Learners also identify the strengths and limitations of various methodological approaches and provide recommendations for future research based on a review of current and emerging research literature. Cannot be fulfilled by transfer.

BMGT8032 Survey of Applied Research Methods
4 QUARTER CREDITS
This course focuses on qualitative, quantitative, mixed-methods, and applied business management and information technology research designs. Learners move beyond conducting literature reviews at the methodological level and focus on research design specific to reliability and threats to validity and on developing their own research proposal. Learners explore the meaning of content and process gaps, problems, and opportunities uncovered during the literature review process. Learners also develop an understanding of research ethics and the role of the Institutional Review Board (IRB). Prerequisite(s): BMGT8030. Cannot be fulfilled by transfer.

BMGT8034 Quantitative Research Techniques
4 QUARTER CREDITS
Learners in this course explore the fundamental concepts needed to conduct doctoral-level quantitative research. Learners examine quantitative research techniques; appropriate applications of quantitative research; research design, measurement, and analysis and their associated interdependencies; variable types and levels of measurement; sampling; descriptive and inferential statistics; and hypothesis testing. Prerequisite(s): BMGT8032. Cannot be fulfilled by transfer.

BMGT8040 Advanced Qualitative Research
4 QUARTER CREDITS
Learners in this course investigate qualitative inquiry and various qualitative research designs based on social constructivist, interpretive, and critical-theory/transformative traditions appropriate for conducting business management research. Learners explore data collection and bounding, data analysis and coding, visual mapping and portrayal, drawing and verification of data conclusions, and qualitative research presentation. Learners also gain hands-on experience using qualitative software. This course is recommended for learners who intend to conduct qualitative or mixed-methods dissertation research. Prerequisite(s): BMGT8034. Cannot be fulfilled by transfer.

BMGT8042 Applied Multivariate Modeling
4 QUARTER CREDITS
Learners in this course review, critique, and apply selected multivariate models appropriate to business management and information technology research designs. Topics include exploratory data analysis, multiple regression, factorial ANOVA, MANOVA, discriminant analysis, factor analysis, structural equation modeling and emerging multivariate data analytical techniques. This course requires the use of analytical software. Prerequisite(s): BMGT8034. Cannot be fulfilled by transfer.

TS8950 Teaching Practice Seminar in Information Technology Education
4 QUARTER CREDITS
This seminar covers the practice fundamentals learners need to prepare themselves for a career in information technology education. Learners examine syllabus and course development, online and classroom instruction, and the fundamentals of human development in the classroom. Prerequisite(s): Completion of all core coursework. Cannot be fulfilled by transfer.
Specialization Course Descriptions

**TS8951 Survey of Research Literature in Information Technology Education**
4 QUARTER CREDITS
Learners in this doctoral seminar review information technology research literature that focuses on studies related to improving the effectiveness of IT instruction, developing IT curricula and courses, and using IT in the classroom. Course content emphasizes IT education and includes computer science, computer engineering, and other related disciplines. *Cannot be fulfilled by transfer.*

**ED7311 Theory and Methods of Educating Adults**
4 QUARTER CREDITS
In this course, learners study adult learning theory and learning styles and preferences. Course topics include adult education theories, principles of adult learning, and methodology for best practice in adult education. Learners also reflect on their personal educational philosophy and practice. *Cannot be fulfilled by transfer.*

**ED7312 Teaching Adults**
4 QUARTER CREDITS
This course presents best practices of higher education teaching. Learners evaluate multiple teaching models and strategies and their underlying theoretical and research bases. Learners also examine cultural influences on teaching and learning; identify ways to incorporate technology into the teaching-learning process; and assess their teaching dispositions and educational philosophy. *Cannot be fulfilled by transfer.*

**ED7712 Classroom Assessment in Education**
4 QUARTER CREDITS
Learners in this course explore evidence-based classroom assessment and evaluation practices and apply a variety of tools and strategies to assess and evaluate learning. Learners also develop appropriate formative and summative classroom assessment techniques that address intended learning outcomes and promote learning in a global society. *Cannot be fulfilled by transfer.*

**ED8446 Curriculum Development and Teaching Strategies for Adult Learnings**
4 QUARTER CREDITS
This course focuses on the evaluation and development of curriculum for adult learners. Learners in this course incorporate trends, theories, models, various instructional strategies, and technology as employed in designing 21st-century learning. *Cannot be fulfilled by transfer.*

**ED8601 Online Course Design, Facilitation, and Assessment**
4 QUARTER CREDITS
In this course, learners examine online pedagogy from both a theoretical and a practical perspective. Learners gain an understanding of the tools available in learning management systems and learn how to use them to apply concepts of adult learning theory to improve the online learning experience and participant satisfaction. Finally, learners design, facilitate, and assess their own online class.

Comprehensive Examination and Dissertation Course Descriptions

**TS9919 Doctoral Comprehensive Examination**
3 QUARTER CREDITS
This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The course room mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. *Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.*
**TS9960  Dissertation Courseroom**

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. *Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): TS9919. Cannot be fulfilled by transfer.*

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**Residency Course Descriptions**

**BMGT-R8925  PhD Dissertation Research Seminar Track 1**

The intensive, six-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. *For PhD in Business Management and PhD in Information Technology learners only. Cannot be fulfilled by transfer.*

**BMGT-R8926  PhD Dissertation Research Seminar Track 2**

The intensive, six-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. *For PhD in Business Management and PhD in Information Technology learners only. Prerequisite(s): BMGT-R8925. Cannot be fulfilled by transfer.*

**BMGT-R8927  PhD Dissertation Research Seminar Track 3**

The intensive, six-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. *For PhD in Business Management and PhD in Information Technology learners only. Prerequisite(s): BMGT-R8926. Cannot be fulfilled by transfer.*
This recommended course sequence assumes learners take two courses per quarter. Some learners elect to take fewer or more based on workload and the amount of time available for graduate study.

### Recommended Course Sequence

#### At each residency, learners work intensively on their topic, methodology, literature review, and research plan with the goal of developing an efficient path through the dissertation milestone process. For more information on residencies, visit [https://campus.capella.edu/web/residencies/phd-colloquium](https://campus.capella.edu/web/residencies/phd-colloquium).

#### Learners complete their first five dissertation milestones within their residency courses.

#### The comprehensive examination and dissertation courses are milestone dependent, not quarter dependent. Learners must successfully complete the comprehensive examination before registering for dissertation courses.

#### Dissertation milestone completion time varies based on learner progress. Reference the PhD Milestone Guide to better understand each step in the dissertation and milestone process.

### YEAR 1

<table>
<thead>
<tr>
<th>Q1</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TS8005 Research Processes, Theory, and Practice in Information Technology</td>
<td>1. Research Ethics Education Completion</td>
</tr>
<tr>
<td>Q2</td>
<td>BMGT7086 Developing an Academic Writing Process</td>
<td></td>
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<tr>
<td></td>
<td>BMGT8030 Management Theory Creation</td>
<td></td>
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<tr>
<td>Q3</td>
<td>BMGT8212 Leading Information Technology Strategic Planning in Complex and Global Environments</td>
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<tr>
<td>RESIDENCY</td>
<td>BMGT-R8925 PhD Dissertation Research Seminar Track 1</td>
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<tr>
<td>Q4</td>
<td>BMGT8032 Survey of Applied Research Methods</td>
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<tr>
<td></td>
<td>BMGT8214 Guiding the Implementation of Information Technology Policies and Processes</td>
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### YEAR 2

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<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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<tr>
<td>RESIDENCY</td>
<td>BMGT-R8926 PhD Dissertation Research Seminar Track 2</td>
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<td>Q6</td>
<td>BMGT8218 Advancing Research in Information Technology Management</td>
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<td></td>
<td>BMGT8034 Quantitative Research Techniques</td>
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<td>Q7</td>
<td>TS8951 Survey of Research Literature in Information Technology Education</td>
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<tr>
<td></td>
<td>ED7311 Theory and Methods of Educating Adults</td>
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<td>Q8</td>
<td>ED7312 Teaching Adults</td>
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<tr>
<td></td>
<td>BMGT8040 Advanced Qualitative Research OR Applied Multivariate Modeling</td>
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### YEAR 3

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<th>Q9</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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<tbody>
<tr>
<td></td>
<td>ED7712 Classroom Assessment in Education</td>
<td>3. Mentor-Approved Research Plan</td>
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<td>BMGT-R8927 PhD Dissertation Research Seminar Track 3</td>
<td>4. Committee-Approved Research Plan</td>
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<td></td>
<td></td>
<td>5. Scientific Merit Approval</td>
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<tr>
<td>Q10</td>
<td>ED8446 Curriculum Development and Teaching Strategies for Adult Learning OR Online Course Design, Facilitation, and Assessment</td>
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<td></td>
<td>ED8601 Teaching Practice Seminar in Information Technology Education</td>
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<tr>
<td>Q11</td>
<td>TS9919 Doctoral Comprehensive Examination</td>
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<tr>
<td>Q12</td>
<td>TS9960* Dissertation Courseroom</td>
<td>6. Institutional Review Board Approval</td>
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### YEAR 4

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<th>DISSERTATION MILESTONES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>TS9960* Dissertation Courseroom</td>
<td>8. Mentor-Approved Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Q14</td>
<td>TS9960* Dissertation Courseroom</td>
<td>9. Mentor-Approved Chapters 3, 4, &amp; 5</td>
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<td>10. Committee-Approved Dissertation</td>
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<td>Q15</td>
<td>TS9960* Dissertation Courseroom</td>
<td>11. School-Approved Dissertation</td>
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<td>12. Format Editing Completion</td>
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<td>13. Final Conference Call</td>
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<td>14. Final Manuscript Approval</td>
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<td>15. Manuscript Submitted for Publication</td>
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<tr>
<td></td>
<td></td>
<td>16. Dean’s Final Manuscript Approval</td>
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</table>

*Dissertation Courseroom milestones take, on average, four to eight quarters to complete.
Digital course materials covered by the quarterly resource kit fee offer advantages such as immediate mobile access to books; fast, easy full-text search of materials; digital note-taking; and peer collaboration through note sharing.

There are many financial aid options available to help you offset tuition costs.

Contact an enrollment counselor at 1.888.CAPELLA (227.3552) to discuss your financial aid opportunities.

### Tuition and Fees

This tuition estimate is effective July 10, 2017, and is subject to change. Total program cost can vary based on several factors, including courses per quarter, comprehensive examination and dissertation course completion time, and fees. Contact an enrollment counselor at 1.888.CAPELLA (227.3552) to discuss your specific situation.

<table>
<thead>
<tr>
<th>TUTION/FEE</th>
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<tbody>
<tr>
<td>Tuition per credit</td>
<td>$925</td>
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<tr>
<td>Quarterly tuition per six or more credits</td>
<td>$5,000</td>
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<tr>
<td>Resource kit per quarter</td>
<td>$175</td>
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</table>

Learners may take one to three courses per quarter.
Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residency requirements.

### Financial Aid

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans’ educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.
Academic Leadership

Rhonda Capron, EdD
Dean
Dr. Rhonda Capron is an accomplished leader with remarkable business acumen, extensive academic experience and professional relevance within the confluence of today’s transformative marketplace. She brings a unique blend of background and experience to Capella as a seasoned executive and higher education leader with more than 15 years of experience successfully leading strategic initiatives and operations within high-tech businesses. She also has 10 years in higher education, including extensive, hands-on experience teaching; faculty and staff leadership; academic programming; curriculum development; and strategic planning. Dr. Capron joined Capella in 2016. She was previously the academic dean of the School of Business at University of Phoenix. Prior to that position, she held a number of academic leadership roles at William Jessup University in Rocklin, California. In addition she has an extensive background in both the business sector and the military. Rhonda was vice president of support services and software as a service at Oracle Corporation, and she served as the deputy director for operations within the Departments of Army and Energy.

Bill Dafnis, PhD
Associate Dean
Dr. Bill Dafnis is the associate dean of technology in Capella University’s School of Business and Technology and faculty chair for undergraduate technology. Bill joined Capella in 2014 to serve as faculty chair in the ABET-accredited BS in IT program. Prior to joining Capella, Bill served in faculty and academic leadership roles at other academic institutions. Preceding his academic career, Bill traversed a distinguished 20-year profession with the Chicago-based media conglomerate Tribune Company in leadership roles inclusive of information technology, project management, and operations management. Bill holds a PhD in Information Systems from Nova Southeastern University, Master of Science in Information Technology with a security focus from Carnegie Mellon University, Master of Business Administration from Lake Forest College, and Bachelor of Arts from the University of Illinois and is certified as a Project Management Professional (PMP). His research interests include the intersection of disruptive change and innovation planning, cloud computing economic models, business process modeling, project management, and information security.

Tsun Chow, PhD
Faculty Chair
Dr. Chow is faculty chair of the General Information Technology doctoral specialization within the School of Business and Technology at Capella University. Prior to joining Capella, Dr. Chow was information technology director for a Fortune 100 company. He has more than 20 years of IT management experience, with the last seven years as an IT executive. Dr. Chow has a background in information security, data center management, business transformation via technology applications, and IT outsourcing. In addition to his role as faculty chair, Dr. Chow is engaged in research and mentoring in the areas of outsourcing, IT management, and information security. He has published many papers, authored a book on software quality assurance, and given presentations at professional society conferences. Dr. Chow was the recipient of the Data Center Manager of the Year award from the Association for Computer Operations Management and the Outstanding Contribution award from the Institute of Electrical and Electronics Engineers Computer Society.
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the course room are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY
Our accreditation* is an assurance to students, employers, and the public that Capella University meets or exceeds established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

VALUING YOUR KNOWLEDGE AND EXPERIENCE
Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others’ ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.

Important Information about the educational debt, earnings, and completion rates of students who attended this program: http://www.capellaresults.com/assets/includes/gainfulemployment/cta/GE/GE15/doctraditional/PhD_IT_IT_Education_gedt.html.

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