Doctor of Education (EdD) with a specialization in Adult Education
Doctor of **Education** (EdD) with a specialization in **Adult Education**

The Doctor of Education (EdD) specialization in Adult Education is designed to prepare professionals to provide effective leadership in a variety of adult education settings, including colleges, universities, corporations, nonprofit and governmental educational organizations. Throughout the specialization, learners focus on the leadership and management competencies successful educational professionals should demonstrate. The curriculum is based on current industry knowledge and standards and provides learners with the opportunity to strengthen their inquiry, analysis, communication, decision-making, and leadership skills and then use them to address critical, real-world problems.
Career Information

**RELATED EMPLOYMENT SETTINGS TO EXPLORE**

- Corporation
- Community college
- Vocational school
- Land-based or online college or university
- Continuing education program
- Military school
- Adult education program
- Non-profit educational organizations
- Governmental educational organizations

**RELATED JOB TITLES TO EXPLORE***†

- Adjunct or part-time faculty of education courses
- Full-time faculty of education courses
- Director of grant writing
- Dean
- Provost
- Community college president
- Academic affairs vice president
- Director of training and development

**SPECIALIZATION OUTCOMES**

- Lead the teaching and learning process in adult learning settings and contexts
- Evaluate information literacy and technology in adult learning settings and contexts
- Foster an organizational climate for change and innovation in adult learning settings and contexts
- Lead the organizational culture of adult learning settings and contexts
- Facilitate communication and collaboration in adult learning settings and contexts
- Promote critical thinking and reflective practice in adult learning settings and contexts
- Promote rational inquiry and evidence-based decision-making in adult learning settings and contexts

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*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.

† Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners’ responsibility to understand and comply with requirements for their states.
Curriculum

- 11 required courses
- Total program credits: 64 quarter credits

REQUIRED COURSES

All courses taken in a prescribed sequence.

- **EDD8000** Advanced Studies in Education: Theory, Practice, and Purpose ........ 4 quarter credits
- **EDD8300** Leadership through Personal and Professional Development ........... 6 quarter credits
- **EDD8302** Becoming a Critical Consumer of Action Research ............. 6 quarter credits
- **EDD8304** The How-To of Becoming an Action Researcher ............. 6 quarter credits
- **EDD8306** Systems and Theories of Organizational Dynamics and Change .................... 6 quarter credits
- **EDD8330** Adult Learning Theory and Practice .......................... 6 quarter credits
- **EDD8332** Program Planning and Evaluation in Adult Learning Settings .................... 6 quarter credits
- **EDD8334** Leading and Managing in Adult Learning Settings and Contexts .................... 6 quarter credits
- **EDD8338** Reflection and Planning in Adult Education ................ 6 quarter credits

CAPSTONE COURSE

Learners must register for **EDD9971** a minimum of two times to fulfill their specialization requirements.

- **EDD9971** Doctoral Capstone ........................................................................ 6 quarter credits each

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

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This specialization has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

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.
Course Descriptions

EDD8000  Advanced Studies in Education: Theory, Practice, and Purpose
4 QUARTER CREDITS
This is the introductory course for learners pursuing doctoral, education specialists, and post masters certification within the School of Education. Learners in this course focus on critical thinking and scholarly writing—requisite skills for graduate study and professional practice. This course provides opportunities for learners to acquire and practice skills necessary to succeed in online learning. In keeping with Capella University’s focus on the scholar-practitioner model, learners also critically examine and apply relevant educational theory to their practice. Finally, learners articulate and examine their professional purpose and how it aligns with their chosen degree program and professional career. **Must be taken during the learner’s first quarter. Cannot be fulfilled by transfer.**

EDD8300  Leadership through Personal and Professional Development
6 QUARTER CREDITS
This course provides an overview of the fundamental principles and skills of leadership in educational organizations. Learners analyze the personal, relational, and metacognitive dimensions of leadership. Learners reflect on personal values and behaviors and use metacognitive skills to examine their own learning and growth. Learners also employ the language and tools of various systems models to frame and solve problems and examine ways to negotiate and influence outcomes within organizations. For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, and Post-Master’s Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8000. Cannot be fulfilled by transfer.

EDD8302  Becoming a Critical Consumer of Action Research
6 QUARTER CREDITS
In this course, learners are introduced to the method of action research, its conceptual and theoretical foundations, and the ways in which it brings about improvement in the policies, processes, and practices of educational organizations. Learners acquire the knowledge necessary to become critical consumers of action research. Learners develop an understanding of multiple perspectives, laws and regulations, organizational resources, and ethics through examining published reports of data-informed decisions using a variety of decision-making strategies, models, and tools. Learners develop competence in diagnosing the organizational dynamics of selected research sites and situations, identifying alternative approaches to bringing about organizational improvement, and in applying principles of critical thinking to assessing the cycles and the outcomes of published action projects in their specialization. For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, EdD Teacher Leader in K-12 Studies, EdD Teacher Leaders in K-12 Studies, and Post-Master’s Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8300. Cannot be fulfilled by transfer.

EDD8304  The How-To of Becoming an Action Researcher
6 QUARTER CREDITS
In this second research course, learners develop and demonstrate skill in using data for planning, executing, and assessing the action research process. Learners demonstrate competence in understanding the dynamics of the organizational situation, collaborating with stakeholders to develop and implement an intervention for organizational improvement, collecting, analyzing, and interpreting both qualitative and quantitative data to assess the intervention and its effects, and sharing that information with stakeholders to bring about change. For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, and Post-Master’s Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8302. Cannot be fulfilled by transfer.
EDD8306  **Systems and Theories of Organizational Dynamics and Change**  
Learners build on and continue their study of fundamental leadership and management principles and skills; they build the foundations of organizational dynamics including systems theory, action science, and change theory. Topics include implications of globalization and consideration of laws, regulations, and ethical implications of decision-making.  
**For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, and Post-Master's Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8304. Cannot be fulfilled by transfer.**

**EDD8330  Adult Learning Theory and Practice**  
This course provides an overview of learning theories, models, and principles and their application to instructional processes for adult learners. Learners explore the social contexts in which adults learn and develop, and the influences of race, class, gender, and culture. Learners also study the nature of adult development; issues and trends in the field; theories of adult growth and development; changes in young, middle, and older adulthood; and implications for instruction and learning of adults.  
**For EdD Adult Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8306. Cannot be fulfilled by transfer.**

**EDD8332  Program Planning and Evaluation in Adult Learning Settings**  
This course presents underlying theories, current practices, and techniques for developing and evaluating educational programs for learners in a variety of adult education settings. Learners identify and assess needs, establish objectives, and design and evaluate programs in adult education. Learners also examine their practice to help develop an informed, insightful, and reflective practice for effective adult program development and evaluation.  
**For EdD Adult Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8330. Cannot be fulfilled by transfer.**

**EDD8334  Leading and Managing in Adult Learning Settings and Contexts**  
This course explores the concept of leadership in contemporary adult education settings, with specific focus on the connections between leadership and adult learning and development. Learners analyze theory and practices in effective leadership and administration in adult education settings. Finally, learners examine managerial activities such as program planning and development, leadership, organizational change, and evaluation.  
**For EdD Adult Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8332. Cannot be fulfilled by transfer.**

**EDD8338  Reflection and Planning in Adult Education**  
In this course, learners examine and reflect on the multiple internal and external forces that impact and shape their current or future roles as educational leaders in adult education. Learners integrate adult education theory and practice in an applied project related to the learner's professional goals.  
**For EdD Adult Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8334. Cannot be fulfilled by transfer.**

**Capstone Course Description**

**EDD9971  Doctoral Capstone**  
This course provides learners with resources, guidance, and support as they complete the required capstone milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns.  
**Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of two times to fulfill their specialization requirements. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**
Capella’s School of Education now offers a capstone, instead of the five-chapter dissertation, as the culminating demonstration of scholarly and professional competence that leads to the Doctor of Education (EdD) degree.

Completion time for the capstone courses varies.

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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.

Tuition and Fees

This tuition estimate is effective July 10, 2017, and is subject to change. For current pricing, visit the Capella University website at www.capella.edu.

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<td>Tuition per credit</td>
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<td>Resource kit per quarter</td>
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Academic Leadership

Amy Smith, PhD
Dean
Dr. Amy Smith serves as dean for the School of Education. In her 25-year career in education, she has held leadership positions in both public and private P–12 education, beginning as a high school English teacher, increasing leadership roles as department chair and principal, and eventually leading teams in building charter schools. Dr. Smith’s higher education experience began as a professor of education at Kent State University and Western Oregon University. She continued expanding her leadership as a department chair at Concordia University Chicago and a dean at the University of Phoenix. Her service includes authoring sections of the national teacher preparation standards for the National Council Teachers of English and serving as an assistant editor for the Journal of Curriculum and Pedagogy, a member of a charter school network Board of Directors, and a columnist for a trade publication where she provided soft-skills career advice for multiple magazines and audiences. Dr. Smith holds a PhD in Educational Leadership: Curriculum and Instruction from the University of Denver, an MEd in administration and supervision from National-Louis University in Chicago, an MA in secondary education from the University of Akron, and a BA in English from the University of Colorado.

Jason Mixon, EdD
Associate Dean
Dr. Mixon serves as associate dean of the School of Education. He was previously an associate professor and director of doctoral programs at the Center for Doctoral Studies in Educational Leadership at Lamar University in Texas. Prior to that position, he was a visiting professor of educational leadership and policy at the University of Texas at Tyler. In addition, he has an extensive background in public education. Dr. Mixon was a high school teacher, athletic coach, middle school assistant principal, and high school principal in Texas. As a scholar, Dr. Mixon has co-authored several books in the areas of intercultural responsiveness in English language learning, education leadership, and leadership for principals and superintendents. Additionally, he has authored or presented scholarly work on educational and interculturally responsive leadership in the role principals and superintendents play in school and district culture and community. Dr. Mixon currently serves as a board member on the National Council of Professional Educational Administrators (NCPEA) and is on the editorial review board of The Journal of Teacher Development. Dr. Mixon holds an EdD in Educational Leadership from Sam Houston State University, as well as an ME in Educational Leadership and a BS in Political Science and History from the University of Texas at Tyler.

Phyllis Misite, PhD
Interim Faculty Chair
Dr. Phyllis Misite currently serves as Interim Faculty Chair of Higher Education programs in the School of Education at Capella University. She has held various administrative positions during her career in higher education with experience and interest in course development, intercultural education, and faculty development. She has served various roles at Capella since 2003; including instructor, faculty lead of the Higher Education Leadership specialization, course subject matter expert, and member of various university committees and pilot initiatives. Dr. Misite received her PhD from Boston College in Curriculum, Instruction and Administration with a concentration in Higher Education Administration.
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 courseroom 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.

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
https://www.hlcommission.org
800.221.7440

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