Doctor of Education (EdD) with a specialization in Performance Improvement Leadership

Effective January 8, 2018
Doctor of Education (EdD) with a specialization in Performance Improvement Leadership

The EdD in Performance Improvement Leadership specialization is designed for experienced career professionals who wish to advance to leadership roles such as chief learning officer, training director, professor, performance improvement specialist, or manager of learning and performance improvement. Throughout the specialization, learners broaden and deepen their understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. Learners gain knowledge necessary to excel as scholar-practitioners, and apply advanced skills in innovative and critical thinking, research, and problem solving. The curriculum is based on the human performance improvement standards and models from the Association of Talent Development (ATD) and the International Society for Performance Improvement (ISPI). Learners have the opportunity to conduct an ROI impact study as a capstone project and apply for an ROI Professional Certification from the ROI Institute and/or apply for the Certified Performance Technologist (CPT) credential from the International Society of Performance Improvement (ISPI) using their project portfolios compiled during their doctoral studies.

The Performance Improvement Leadership EdD is based on the human performance improvement standards and models from the Association of Talent Development (ATD) and the International Society for Performance Improvement (ISPI).

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

<table>
<thead>
<tr>
<th>RELATED EMPLOYMENT SETTINGS TO EXPLORE</th>
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<tbody>
<tr>
<td>• Corporation</td>
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<tr>
<td>• Health care</td>
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<tr>
<td>• Nonprofit organization</td>
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<tr>
<td>• P–12 education (organizational performance)</td>
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<tr>
<td>• Land-based or online college or university</td>
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<tr>
<td>• Military</td>
</tr>
<tr>
<td>• Government—local, state, federal</td>
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<table>
<thead>
<tr>
<th>RELATED JOB TITLES TO EXPLORE*</th>
</tr>
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<tbody>
<tr>
<td>• Chief learning Officer</td>
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<tr>
<td>• Corporate training specialist</td>
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<tr>
<td>• Training and development manager</td>
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<tr>
<td>• Director of training and education</td>
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<tr>
<td>• Performance technologist</td>
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<tr>
<td>• Director of employee training and curriculum</td>
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<tr>
<td>• Director of talent management</td>
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<tr>
<td>• Performance improvement consultant</td>
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<tr>
<td>• Distance education specialist</td>
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<tr>
<td>• Director of academic improvement</td>
</tr>
<tr>
<td>• Director of distance learning</td>
</tr>
<tr>
<td>• Adjunct or part time faculty</td>
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<tr>
<td>• Full-time faculty</td>
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<tr>
<th>SPECIALIZATION OUTCOMES†</th>
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<tbody>
<tr>
<td>• Assess human performance systems</td>
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<tr>
<td>• Select and Design interventions to improve performance</td>
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<tr>
<td>• Implement human performance interventions</td>
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<tr>
<td>• Evaluate effectiveness of human improvement interventions</td>
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<tr>
<td>• Lead performance improvement processes/initiatives</td>
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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 Experience .................. 6 quarter credits
EDD8302*  Becoming a Critical Consumer of Action ........................................... 6 quarter credits
EDD8304*  How to of Becoming an Action Resear cher ................................. 6 quarter credits
EDD8306*  Systems and Theories of Organizational Dynamics and Change .......... 6 quarter credits
EDD8360*  Introduction to Human Performance Improvement Systems ............. 6 quarter credits
EDD8362*  Human Performance Improvement Needs Assessment: Models and Procedures .......... 6 quarter credits
EDD8364*  Designing, Delivering, and Evaluating Human Performance Improvement Interventions ............ 6 quarter credits
EDD8366*  Return on Investment of Human Performance Improvement Interventions ........ 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 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. Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. 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.

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**

This is the introductory course for learners pursuing doctoral, education specialists, and post-master’s 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 aspirations. **Must be taken during the learner’s first quarter. Cannot be fulfilled by transfer.**

**EDD8300  Leadership through Personal and Professional Development**

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**

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, EdS 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**

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
6 QUARTER CREDITS
Learners build on and continue their study of fundamental leadership and management principles and skills as 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.

EDD8360 Introduction to Human Performance Improvement Systems
6 QUARTER CREDITS
This course provides an overview of human performance improvement theory and processes, including the history, foundational principles, and real-world applications that help improve personal and organizational effectiveness. Learners use the Human Performance Technology (HPT) Model to build and demonstrate a working knowledge of the Human Performance Improvement (HPI) process. For EdD and Performance Improvement Leadership certificate learners only. Prerequisite(s): EDD8306. Cannot be fulfilled by transfer.

EDD8362 Human Performance Improvement Needs Assessment: Models and Procedures
6 QUARTER CREDITS
This course provides a model of performance analysis and needs assessment that can be used in a variety of contexts. Learners explore in-depth methods used to accomplish the needs assessment process and apply an active, hands-on approach, using practical tools to conduct a real-world organizational needs assessment. For EdD and Post-Master’s Certificate in Performance Improvement Leadership learners only. Prerequisite(s): EDD8360. Cannot be fulfilled by transfer.

EDD8364 Designing, Delivering, and Evaluating Human Performance Improvement Interventions
6 QUARTER CREDITS
In this course, learners design effective solutions to resolve human performance problems in organizations. Learners apply the procedure and tools needed to select, design, and evaluate interventions to improve performance. The design and delivery process incorporates both training and non-training interventions, including electronic approaches. For EdD and Performance Improvement Leadership certificate learners only. Prerequisite(s): EDD8362. Cannot be fulfilled by transfer.

EDD8366 Return on Investment of Human Performance Improvement Interventions
6 QUARTER CREDITS
Learners in this course use a return on investment (ROI) methodology to develop a plan to measure the impact of an intervention. The process model includes evaluation planning, data collection, data analysis, and reporting. The course provides learners with the opportunity to achieve ROI Certification from the ROI Institute. For EdD and Performance Improvement Leadership certificate learners only. Prerequisite(s): EDD8364. Cannot be fulfilled by transfer.

Capstone Course Description

EDD9971 Doctoral Capstone
6 QUARTER CREDITS EACH
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.
# Recommended Course Sequence

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q1</td>
<td>EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose</td>
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<tr>
<td>Q2</td>
<td>EDD8300 Leadership Through Personal and Professional Experience</td>
</tr>
<tr>
<td>Q3</td>
<td>EDD8302 Becoming a Critical Consumer of Action</td>
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<tr>
<td>Q4</td>
<td>EDD8304 The How-to of Becoming an Action Researcher</td>
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<tr>
<th>YEAR 2</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q5</td>
<td>EDD8306 Systems and Theories of Organizational Dynamics and Change</td>
</tr>
<tr>
<td>Q6</td>
<td>EDD8360 Introduction to Human Performance Improvement Systems</td>
</tr>
<tr>
<td>Q7</td>
<td>EDD8362 HPI Needs Assessment: Models and Procedures</td>
</tr>
<tr>
<td>Q8</td>
<td>EDD8364 Designing, Delivering and Evaluating Human Performance Improvement</td>
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<tr>
<th>YEAR 3</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q9</td>
<td>EDD8366 Return on Investment of Human Performance Improvement Interventions</td>
</tr>
<tr>
<td>Q10</td>
<td>EDD9971 Doctoral Capstone</td>
</tr>
<tr>
<td></td>
<td>EDD9971 Doctoral Capstone</td>
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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.
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.

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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.

<table>
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<tr>
<th>TUITION/FEE</th>
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<tbody>
<tr>
<td>Tuition per credit</td>
<td>$707</td>
</tr>
<tr>
<td>Resource kit per quarter</td>
<td>$175</td>
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</tbody>
</table>

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.

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CAPELLA UNIVERSITY
WWW.CAPELLA.EDU
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.

Elena Kays, PhD
Faculty Chair
Dr. Elena Kays has been with the Capella School of Education since 2004 and is currently the Chair of Educational Leadership and Management, Performance Improvement Leadership, and Instructional Design for Online Learning. She has extensive experience in the field of higher education, having served in a range of faculty and leadership roles since 1992. She has previously served as the program coordinator and then chair of the Graphic Arts and Professional Design Department at Centenary College in New Jersey. While at Centenary, she created cutting-edge distance learning projects with the University of Louisiana at Lafayette, The University of Art and Design in Helsinki, and Mount Ida College in Boston. She has been a visiting scholar, program reviewer, and advisory board member for several higher education institutions including Syracuse University, Kean University, and West Virginia University. She is an award-winning pioneer in the development of online programs for studio-based curricula and has held her own ground-breaking research on emergent online environments as well as presented and published numerous papers nationally and internationally. Her research continues to impact the research community with a special issue of the International Review of Research in Open and Distance Learning dedicated to her work on emergence theory applied to designing online sustainable environments.
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 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
800.227.4538

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