Education Specialist (EdS) with a specialization in Curriculum and Instruction
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The Education Specialist (EdS) with a specialization in Curriculum and Instruction helps learners develop and demonstrate the research based knowledge, skills, and attitudes necessary for effective classroom, school, and district level leadership in curriculum and instruction. Learners study theory, practice and assessment, reflection, collaboration, and leadership, and gain the practical experience needed to foster and guide improvement initiatives at the local and district levels. The Curriculum and Instruction specialization is designed for teachers and administrators who have completed a master's degree and are interested in pursuing leadership positions guiding curriculum and instructional improvement initiatives to increase student achievement.

Equivalent coursework taken as part of the requirements for the EdS degree program may be applied toward the requirements for a subsequent Capella PhD degree program.

This specialization is part of Capella University’s Education Preparation Provider (EPP) unit, which is accredited based on the National Council for Accreditation of Teacher Education (NCATE) standards for a period of 8 years, from 10/22/2010 to 12/31/2018. Capella University’s EPP is eligible for and will seek accreditation based on the Council for the Accreditation of Educator Preparation (CAEP) Standards during fall 2017/spring 2018. CAEP is the single specialized accreditor for educator preparation, and administer NCATE accreditation.

This specialization is offered in the GuidedPath delivery model.

Career Information

RELATED EMPLOYMENT SETTINGS TO EXPLORE

- State education department
- P–12 public school
- P–12 private school
- For-profit curriculum development company
- School district office
- Land-based or online college or university
- Alternative school
- Charter school
- Community or technical college
- Military education
- Nonprofit organization
- Adult education program
- Research and policy organization
- Continuing education program

RELATED JOB TITLES TO EXPLORE†

- Director of assessment
- Full-time faculty
- Director of instruction
- Adjunct or part-time faculty
- District curriculum director
- Curriculum specialist
- P–12 teacher
- Program administrator
- Chief instructional designer
- Lead instructional designer
- Instructional coach
- Instructional specialist

SPECIALIZATION OUTCOMES

- Develop curricula reflecting the local philosophy and mission, professional research, current trends, and community and societal needs
- Instruct, design, and assess learning
- Collaborate for the improvement of curriculum and instruction
- Lead in curriculum and instruction
- Conduct and evaluate research to enrich practice and theory in curriculum

†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. This guide is intended to provide an overview of the specialization and is subject to change. Your enrollment counselor can provide updates, details, and Capella’s official University Catalog that specifies your program requirements.
Curriculum

- 12 required courses
- Total program credits: 48 quarter credits

**CORE COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD8000</td>
<td>Advanced Studies in Education: Theory, Practice, and Purpose</td>
<td>4</td>
</tr>
<tr>
<td>ED8112</td>
<td>Educational Research Methods</td>
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**SPECIALIZATION COURSES**

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<td>ED7537</td>
<td>Emerging Technology and Multimedia for Curriculum and Instruction</td>
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<td>Advanced Application of Research for the Improvement of Curriculum and Instruction</td>
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<tr>
<td>ED8538</td>
<td>Advanced Curriculum and Instruction: Program Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>ED8550*</td>
<td>Curriculum and Instruction Internship 1</td>
<td>4</td>
</tr>
<tr>
<td>ED8551*</td>
<td>Curriculum and Instruction Internship 2</td>
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* Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.

ADMISSION REQUIREMENTS

- Master’s degree from an institution accredited by a U.S. Department of Education-recognized agency or an internationally recognized institution
- Grade point average of 3.0 or higher on a 4.0 scale

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.
Core 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 aspirations. **Must be taken during the learner’s first quarter. Cannot be fulfilled by transfer.**

ED8112  Educational Research Methods  
4 QUARTER CREDITS

This course is an exploration of the quantitative and qualitative research methodologies often used in educational research. Learners analyze and evaluate the characteristics, strengths, and weaknesses of specific quantitative and qualitative research methodologies and designs and examine strategies for designing specific, appropriate, and feasible research questions. **Cannot be fulfilled by transfer.**

Specialization Course Descriptions

ED7108  Imperatives for Educational Leaders  
4 QUARTER CREDITS

In this course, learners examine elements used to assess a school or school district curriculum and instructional program, including student achievement data and instructional best practices. Learners explore the scope of diversity and the various categories of diversity found among students, (including ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area). Learners identify teaching, learning, and leadership principles and practices, and examine strategies to create fair, equitable, and inclusive learning environments that ensure the opportunity for all students to reach their full potential. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

ED7537  Emerging Technology and Multimedia for Curriculum and Instruction  
4 QUARTER CREDITS

Through an examination of research and literature, learners examine current trends and issues related to the impact of technology and multimedia on P–12 student teaching and learning. Based on a review of the literature, learners develop course projects that include the design of curriculum, instruction, and assessments enhanced through innovative technology and multimedia applications. The course provides real-world skills, tools, and field experiences designed to support school and district leaders and instructional support staff. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

ED7820  Principles of Educational Administration  
4 QUARTER CREDITS

This course presents an overview of principles of P–12 education leadership theory and practice aligned with five Educational Leadership Constituents Council (ELCC) standards. The course incorporates multimedia, including embedded simulations, to enhance presentation and understanding of concepts and issues in school or district leadership and administration. Learners also examine business and public administration models and explore theoretical constructs from various disciplines. **This course requires interaction with practicing school or district administrators and access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer.**
ED8533  Advanced Curriculum Mapping: Reflection and Practice  4 QUARTER CREDITS
Learners in this course formulate a research-based professional vision for curriculum design and develop a curriculum for a specific content and grade-level application using advanced computer-based curriculum mapping applications. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.

ED8534  Advanced Instruction and Assessment: Theory and Practice  4 QUARTER CREDITS
In this course, learners explore the various ways advanced (differentiated) instruction and assessment can serve the diverse needs of learners. Through the lens of a classroom practitioner and building/district administrator, learners discuss various aspects of advanced instruction and assessment. Learners also consider theories in research as they relate to differentiated instruction and assessment and use field experience to examine current and emerging issues and trends involving instruction and assessment. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.

ED8535  Advanced Collaboration for the Improvement of Curriculum and Instruction  4 QUARTER CREDITS
In this course, learners examine student learning achievement theories and practices and apply them in their own professional settings. Learners also develop collaborative activities focused on improving student learning achievement, including coaching and mentoring, team building, and developing communities of practice. Learners also analyze case studies of current collaborative learning programs to complement the practical experience gained during the course. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.

ED8536  Advanced Application of Research for the Improvement of Curriculum and Instruction  4 QUARTER CREDITS
Learners in this course examine current research as a basis for data-driven decision making and develop advanced research designs that contribute to data-driven decision making at the school or district level. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.

ED8538  Advanced Curriculum and Instruction: Program Evaluation  4 QUARTER CREDITS
Learners in this course develop the skills, knowledge, and attitudes necessary for effective program evaluation. The course focuses on the trends, issues, and initiatives related to data-based decision making, which is one of the desired outcomes of program evaluation. Through the process of reflection and practical application, learners become familiar with the integral role program evaluation plays in the improvement of curriculum, instruction, and assessment. Prerequisite(s): ED7820. Learners who have taken ED5538 should not take ED8538. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.
ED8550  Curriculum and Instruction Internship 1  
This course is the first of two consecutive internship courses that serve as the capstone courses for the PhD and EdS Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They engage in a 160-hour internship experience during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. For PhD and EdS Curriculum and Instruction learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED8550 and ED8551 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED7820, ED8538, and completion of or concurrent registration in ED8535. Cannot be fulfilled by transfer.

ED8551  Curriculum and Instruction Internship 2  
This course is the second of two consecutive internship courses that serve as the capstone courses for the PhD and EdS Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They engage in a 160-hour internship experience during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. For PhD and EdS Curriculum and Instruction learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED8550 and ED8551 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): ED8550. Cannot be fulfilled by transfer.
Recommended Course Sequence

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. On-time completion for this specialization is seven active quarters.

<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>ED7820 Principles of Educational Administration</td>
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<td>ED8112 Educational Research Methods</td>
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<tr>
<td>Q3</td>
<td>ED8533 Advanced Curriculum Mapping: Reflection and Practice</td>
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<td>ED7537 Emerging Technology and Multimedia for Curriculum and Instruction</td>
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<td>Q4</td>
<td>ED8538 Advanced Curriculum and Instruction: Program Evaluation</td>
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<td>ED8534 Advanced Instruction and Assessment: Theory and Practice</td>
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<tr>
<th>YEAR 2</th>
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<tr>
<td>Q5</td>
<td>ED8536 Advanced Application of Research for the Improvement of Curriculum and Instruction</td>
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<td>ED8535 Advanced Collaboration for the Improvement of Curriculum and Instruction</td>
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<td>Q6</td>
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<td>ED7108 Imperatives for Educational Leaders</td>
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<td>Q7</td>
<td>ED8551 Curriculum and Instruction Internship 2</td>
</tr>
</tbody>
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All individuals admitted to this specialization must secure their own internship site and site supervisor. Please refer to the Site and Site Supervisor Guidelines Document.
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.

<table>
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<tr>
<th>TUITION/FEE</th>
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<tbody>
<tr>
<td>Tuition per credit</td>
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<tr>
<td>Resource kit per quarter</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.CAPPELLA (227.3552) to discuss your financial aid opportunities.
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.

Melissa McIntyre, PhD
Faculty Chair

Dr. Melissa McIntyre serves as faculty chair for the P–12 Leadership Programs in the School of Education at Capella University. Dr. McIntyre, who has been with Capella since 2004, has an extensive background in P–12 education, previously holding positions as a teacher, special education coordinator, assistant principal, and curriculum director. In addition, she has also worked as an adjunct and online faculty member at other higher education institutions. Her primary interests are improving student achievement with emphasis on leadership and effective instructional approaches. Dr. McIntyre holds a BS in Social Studies Composite from University of Central Texas, an MA in both Educational Administration and Organizational Management from the University of Phoenix, and a PhD in Educational Administration from Capella University.
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
800.621.7440

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