Master of Science (MS) in Higher Education with a specialization in Adult Education

Effective July 10, 2017
Master of Science (MS) in Higher Education with a specialization in Adult Education

The master’s Adult Education specialization is designed to enhance learners’ qualifications in adult education and college teaching. The curriculum emphasizes reflective practice within adult education settings and integration of current theory with best practices in adult learning and teaching. Learners focus on the learning styles of individuals from various backgrounds, collaborative learning, and program development for the adult learner. Learners who successfully complete this specialization are prepared to pursue careers as educators in community college, distance education, college, university, corporate, or other adult education settings.

This specialization is not designed to satisfy licensure requirements for P–12 public school teachers or administrators.

During their core courses, learners in this specialization receive personalized peer support from Teaching Assistants.

This specialization is offered in the GuidedPath delivery model.

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.
## Career Information

**RELATED EMPLOYMENT SETTINGS TO EXPLORE**

- Corporation
- Community college
- Vocational school
- Military education
- Adult education program
- Continuing education program
- Nonprofit organization
- Land-based or online college or university

**RELATED JOB TITLES TO EXPLORE**

- Program director
- Education specialist
- Continuing education coordinator
- Grant writer
- Corporate mid-level manager
- Student services coordinator
- Adjunct or part-time instructor of education courses

**SPECIALIZATION OUTCOMES**

- Advance the practice of learning and teaching within the field of adult education
- Influence the vision and direction of adult education
- Adapt strategies and methods to address the characteristics of adult learners
- Apply reflective strategies that lead to improved personal and professional practice
- Apply adult education principles and theories to instruction, program development, and enhancement of learning
- Evaluate how globalization and diversity influence educational outcomes
- Integrate effective communication and ethical practices that support professional adult learning principles and expectations

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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.
Curriculum

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

**CORE COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5010</td>
<td>Foundations of Master's Studies in Education</td>
<td>4</td>
</tr>
<tr>
<td>ED5006</td>
<td>Survey of Research Methodology</td>
<td>4</td>
</tr>
<tr>
<td>ED5012*</td>
<td>Overview of Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>ED5016</td>
<td>Foundations of Higher Education Assessment and Evaluation</td>
<td>4</td>
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**SPECIALIZATION COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ED5317</td>
<td>Foundations of Adult Education</td>
<td>4</td>
</tr>
<tr>
<td>ED5340*</td>
<td>Theories and Principles of Adult Learning</td>
<td>4</td>
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<tr>
<td>ED5342</td>
<td>Multicultural Perspectives in Adult Education</td>
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<tr>
<td>ED5344*</td>
<td>Strategies and Best Practices for Teaching and Learning</td>
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<td>ED5346*</td>
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<tr>
<td>ED5348*</td>
<td>Adult Education Program Development</td>
<td>4</td>
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<tr>
<td>ED5390*</td>
<td>Adult Education Capstone</td>
<td>4</td>
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</tbody>
</table>

**In addition, choose one of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ED7713</td>
<td>Student Advising and Retention</td>
<td>4</td>
</tr>
<tr>
<td>ED7716</td>
<td>Faculty Leadership</td>
<td>4</td>
</tr>
<tr>
<td>ED8601</td>
<td>Online Course Design, Facilitation, and Assessment</td>
<td>4</td>
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</table>

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

Learners in Capella's MS in Higher Education degree program position themselves to address growth and changes in higher education by learning to support a more diverse student population, apply technology to decision making, and measure and evaluate learning and program effectiveness.

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.

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

**ED5010  Foundations of Master's Studies in Education**  
4 QUARTER CREDITS  
This course provides learners with opportunities to acquire and use graduate-level skills, including critically examining and applying relevant educational theory to teaching practice. Learners develop expertise in appreciative inquiry and scholarly writing and explore the relevance of multicultural perspectives and diversity. Finally, learners articulate and examine their professional purpose and its alignment with their specialization and career aspirations. **Must be taken during the first quarter by learners who have been admitted to the MEd in Teaching and Learning, MS in Education, MS in Education Innovation and Technology, and MS in Higher Education degree programs and the Adult Education and Higher Education Leadership and Administration graduate certificate programs. Cannot be fulfilled by transfer.**

**ED5006  Survey of Research Methodology**  
4 QUARTER CREDITS  
This course is an overview of graduate research methodology. Learners examine fundamental research methodologies and their respective quantitative and qualitative approaches to rigorous scholarly inquiry.

**ED5012  Overview of Higher Education**  
4 QUARTER CREDITS  
Learners in this course study the history of higher education, examine the structure and scope of higher education institutions, and analyze the role of history and theory on current and future practices within the field. The course also includes a review of current higher education literature, issues, and trends. Learners continue to develop the Capella e-portfolio and career action plan. **Prerequisite(s): ED5010. Cannot be fulfilled by transfer.**

**ED5016  Foundations of Higher Education Assessment and Evaluation**  
4 QUARTER CREDITS  
This course provides an overview of the development of assessment strategies as well as theory and research in assessment in higher education. Learners examine student learning assessment both in and out of the classroom and program, department, and institutional practices that promote continuous quality improvement.

Specialization Course Descriptions

**ED5317  Foundations of Adult Education**  
4 QUARTER CREDITS  
In this course, learners study the ways in which adults learn and explore strategies for enhancing adult education programs. Learners identify ways to incorporate best practices in teaching and learning into programs in various settings, including one-on-one mentoring, college classrooms, corporate training, and Adult Basic Education (ABE). The course helps learners explore ways of working with diverse groups and gain an understanding of the global nature of adult education by considering the impact of gender, race, culture, and personal experience on learning. Topics also include the influence of the economy, politics, and technology on adult education practice.

**ED5340  Theories and Principles of Adult Learning**  
4 QUARTER CREDITS  
This course focuses on learning theories, models, and principles and their application to instructional processes for adult learners. Learners analyze the instructor’s role in enhancing adult learning and evaluate their personal philosophy, dispositions, and ethics relative to teaching adult learners. **Prerequisite(s): ED5012.**

**ED5342  Multicultural Perspectives in Adult Education**  
4 QUARTER CREDITS  
In this course, learners focus on cultural diversity in adult education settings. Topics include cultural self-awareness, demographic changes and projections, problems and issues in intercultural educational settings, theoretical perspectives on multicultural adult education, and strategies for handling diversity in a variety of adult education settings.
ED5344  Strategies and Best Practices for Teaching and Learning  4 QUARTER CREDITS
Learners in this course focus on effective ways to enhance adult learning in a variety of postsecondary settings. Topics include the theories and characteristics of adult growth and development, changes experienced in adulthood and their implications for adult instruction and learning, and issues and trends in adult teaching and learning. Prerequisite(s): ED5012.

ED5346  Assessment of Learning and Teaching in Adult Education  4 QUARTER CREDITS
This course focuses on skills for effectively assessing adult learning in a variety of postsecondary and training environments. Topics include classroom assessment techniques, training evaluation models such as formative and summative tests and authentic assessments, and ways in which assessment data can be used to improve adult instruction and learning. Prerequisite(s): ED5012, ED5016.

ED5348  Adult Education Program Development  4 QUARTER CREDITS
In this course, learners focus on developing educational programs for adults in a variety of postsecondary settings. Topics include theoretical foundations, policies, evaluation models, and methods and materials for program planning. Learners also explore instructional approaches, engagement strategies, and management of instructional environments. Prerequisite(s): ED5012.

ED5390  Adult Education Capstone  4 QUARTER CREDITS
In the capstone course, learners demonstrate proficiency in the program's competencies by integrating learning from required courses to complete a final project. For MS Adult Education learners only. Must be taken during the learner's final quarter. Prerequisite(s): ED5006; ED5317; ED5016 or ED7547; ED5340 or ED7311; ED5342 or ED7314; ED5344 or ED7312; ED5346 or ED7712; ED5348. Cannot be fulfilled by transfer.

ED7713  Student Advising and Retention  4 QUARTER CREDITS
This course presents theories, research, and practices of student advising and associated retention efforts in higher education. Learners examine advising programs and their impact on student persistence and evaluate the role of faculty and administration in effective student advising and retention.

ED7716  Faculty Leadership  4 QUARTER CREDITS
Learners in this course assess the role of educational leadership in higher education. Learners examine faculty leadership, explore ways to build effective relationships and lead ethically, and assess leadership effectiveness based on theory and self-reflection.

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.
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.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q1</td>
<td>ED5010  Foundations of Master's Studies in Education</td>
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<tr>
<td>Q2</td>
<td>ED5012  Overview of Higher Education</td>
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<td></td>
<td>ED5317  Foundations of Adult Education</td>
</tr>
<tr>
<td>Q3</td>
<td>ED5340  Theories and Principles of Adult Learning</td>
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<tr>
<td></td>
<td>ED5344  Strategies and Best Practices for Teaching and Learning</td>
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<tr>
<td>Q4</td>
<td>ED5016  Foundations of Higher Education Assessment and Evaluation</td>
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<td></td>
<td>Specialization course</td>
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<tr>
<th>YEAR 2</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q5</td>
<td>ED5006  Survey of Research Methodology</td>
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<td>ED5342  Multicultural Perspectives in Adult Education</td>
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<td>Q6</td>
<td>ED5346  Assessment of Learning and Teaching in Adult Education</td>
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<td></td>
<td>ED5348  Adult Education Program Development</td>
</tr>
<tr>
<td>Q7</td>
<td>ED5390  Adult Education Capstone</td>
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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.
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 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.

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

HIGHER LEARNING COMMISSION
https://www.hlcommission.org
800.621.7440
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Important Information about the educational debt, earnings, and completion rates of students who attended this program: http://capellaresults.com/assets/includes/gainfulemployment/cta/GE/GE15/masters/MS_HE_Adult_Ed_gedt.html.