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

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

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

This specialization is offered in the GuidedPath delivery model.

The master’s Integrative Studies specialization is designed for mid-career professionals and leaders in a variety of settings, including adult and higher education, alternative educational programs, allied health care, military, and for-profit and nonprofit organizations. Learners engage in a curriculum that emphasizes a customized program of study that fits the unique needs of a diverse group of professionals in changing educational environments, culminating in a final professional portfolio. Integrative Studies learners seek this specialization whether they want to remain in their current profession or be prepared to change professions. Upon successful completion of the master’s specialization in Integrative Studies, learners are prepared to pursue a variety of teaching or educational roles.

This program is not designed for certification, licensure, or endorsement. For more information about educator licensing, please see our Education Licensure Resource site.

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
- Community organization
- For-profit institution
- State, local, and federal agency

### RELATED JOB TITLES TO EXPLORE*

- Director of education
- Program coordinator
- Education specialist
- Continuing education coordinator
- Distance learning specialist
- Assessment coordinator
- Curriculum specialist
- Grant writer
- Corporate mid-level manager
- Adjunct or part-time instructor of education courses
- Director of non-profit organization

### SPECIALIZATION OUTCOMES

- Integrate effective teaching and learning knowledge and strategies in diverse professional settings and disciplines
- Engage in ongoing professional development
- Apply leadership best practices based on research driven strategies that support change in educational environments
- Apply concepts of diversity, ethics, and critical thinking to solve problems
- Employ effective communication skills and technology tools to improve learning, productivity, and professional practice

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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

- 6 required courses
- 6 elective courses
- Total program credits: 48 quarter credits

**CORE COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5010</td>
<td>Foundations for Master’s Studies in Education: Theory, Practice, and Purpose</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</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED5414*</td>
<td>Introduction to Integrative Studies</td>
<td>4</td>
</tr>
<tr>
<td>ED5490*</td>
<td>Capstone in Integrative Studies</td>
<td>4</td>
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**SIX ELECTIVE COURSES**

Recommended elective courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5340</td>
<td>Theories and Principles of Adult Learning</td>
<td>4</td>
</tr>
<tr>
<td>ED5342</td>
<td>Multicultural Perspectives in Adult Education</td>
<td>4</td>
</tr>
<tr>
<td>ED5344</td>
<td>Strategies and Best Practices for Teaching and Learning</td>
<td>4</td>
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<tr>
<td>ED5515</td>
<td>Action Research for Teacher-Leaders</td>
<td>4</td>
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<tr>
<td>ED5804</td>
<td>The Delivery of Distance Education</td>
<td>4</td>
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<tr>
<td>ED7106</td>
<td>Curriculum Development</td>
<td>4</td>
</tr>
<tr>
<td>ED7540</td>
<td>Leadership in Higher Education</td>
<td>4</td>
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<tr>
<td>ED7590</td>
<td>Critical Thinking in Adult Education</td>
<td>4</td>
</tr>
<tr>
<td>ED7641</td>
<td>Needs Assessment: Models and Procedures</td>
<td>4</td>
</tr>
<tr>
<td>ED7701</td>
<td>Educational Philosophy and Change</td>
<td>4</td>
</tr>
<tr>
<td>ED7818</td>
<td>The Future of Teaching and Learning: Issues for the Educational Leader</td>
<td>4</td>
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<tr>
<td>ED7830</td>
<td>Coaching for High Performance</td>
<td>4</td>
</tr>
<tr>
<td>ED8111</td>
<td>The Historical and Social Foundations of 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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**OR**

Choose any graduate course(s).

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

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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 for Master’s Studies in Education: Theory, Practice, and Purpose**  
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**  
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**  
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**  
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

**ED5414  Introduction to Integrative Studies**  
This course provides a critical review of topics and theories that support learners’ professional growth and career development including self-efficacy, motivation, and retention. Learners engage in scholarly inquiry and critical and self-reflection resulting in an individualized program of study that supports professional growth and leadership in a variety of educational settings.  
*Prerequisite(s): ED5012. Cannot be fulfilled by transfer.*

**ED5490  Capstone in Integrative Studies**  
The capstone course is required for learners in the master’s Integrative Studies specialization and is taken after completing all required and elective coursework. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project.  
*For MS Integrative Studies learners only. Must be taken during the learner’s final quarter. Prerequisite(s): ED5006, ED5016, ED5414, completion of all elective coursework. Cannot be fulfilled by transfer.*
Elective Course Descriptions

**ED5340  Theories and Principles of Adult Learning**  
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**  
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**  
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.**

**ED5515  Action Research for Teacher-Leaders**  
Learners in this course examine action research associated with classroom and school improvement. Learners focus on developing the skills needed to define and resolve problems that create barriers to student learning and engage in individual and collaborative research to improve student learning outcomes. **Learners who have taken ED8515 should not take ED5515. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.**

**ED5804  The Delivery of Distance Education**  
In this course, learners gain an understanding of current distance education delivery systems, including print, recorded audio and video, and Internet technologies. Learners also examine the ways delivery technologies inform and constrain design decisions.

**ED7106  Curriculum Development**  
In this course, learners explore curriculum and instruction design, organization, implementation, and evaluation and its impact on teaching and learning. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

**ED7540  Leadership in Higher Education**  
Learners in this course examine the leadership philosophies, theories, and decision-making structures associated with higher education administration. Learners explore the nature and function of leadership; leadership roles; and institutional history, vision, culture, politics, and organizational structure.

**ED7590  Critical Thinking in Adult Education**  
This course provides learners with a framework for critical inquiry and reflection. Learners examine models and best practices of thinking, reading, and acting critically in adult education. Learners apply key principles of critical thinking in personal and professional situations.

**ED7641  Needs Assessment: Models and Procedures**  
This course is a survey of the needs assessment models and procedures used to diagnose the causes of workplace performance problems. Learners design and develop needs assessment instruments and collect and diagnose data to differentiate workplace performance issues that require training solutions from those that require non-training interventions.
ED7701  Educational Philosophy and Change  
Learners in this course examine the philosophical foundations, ideologies, and theories that have influenced the development of educational philosophy and practices in the U.S. Learners examine, articulate, clarify, and refine basic assumptions and beliefs underlying their personal educational philosophy and practice.

ED7818  The Future of Teaching and Learning: Issues for the Educational Leader  
In this course, learners explore and analyze the issues shaping teaching and learning. Learners use futuring methods to examine the ways history, technology, trends, and change affect the future of teaching and learning. **Cannot be fulfilled by transfer.**

ED7830  Coaching for High Performance  
In this course, learners study theories and practices used to coach individuals to improved learning, decision making, and performance. Learners explore theoretical coaching approaches and models; client needs assessment; the coaching knowledge, skills, and attitudes necessary for supporting clients through personal and professional change; and the role of coaching in organizational performance systems. Learners focus on becoming confident and effective mediators of people seeking to improve the quality of their personal and professional lives.

ED8111  The Historical and Social Foundations of Education  
In this course, learners study the historical and social foundations of education to gain an awareness of and a context for its evolving practice. Learners explore the ways educational institutions have emerged and developed, particularly in relation to societal functions and expectations. Learners also develop the knowledge, skills, and points of view needed to understand the evolution of education as a whole and its contributing sociocultural forces. **This is the second specialization course in the PhD and EdS Leadership in Educational Administration specializations and must be taken before any other specialization coursework. May be taken concurrently with ED7820.**

ED8446  Curriculum Development and Teaching Strategies for Adult Learning  
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.**
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.

### YEAR 1 | COURSES
---|---
Q1 | ED5010 Foundations for Master’s Studies in Education: Theory, Practice, and Purpose
Q2 | ED5012 Overview of Higher Education  
| | ED5414 Introduction to Integrative Studies
Q3 | ED5016 Foundations of Higher Education Assessment and Evaluation  
| | ED5006 Survey of Research Methodology
Q4 | Elective course  
| | Elective course

### YEAR 2 | COURSES
---|---
Q5 | Elective course  
| | Elective course
Q6 | Elective course  
| | Elective course
Q7 | ED5490 Capstone in Integrative Studies
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>
<thead>
<tr>
<th>TUITION/FEES</th>
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<tbody>
<tr>
<td>Tuition per credit</td>
<td>$424</td>
</tr>
<tr>
<td>Resource kit per quarter</td>
<td>$150</td>
</tr>
</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.
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 Ph.D. 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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