Doctor of Philosophy (PhD) in \textit{Psychology} with a specialization in \textit{Developmental Psychology}
Doctor of Philosophy (PhD) in Psychology with a specialization in Developmental Psychology

Doctoral learners in the Developmental Psychology specialization acquire a broad base of knowledge associated with lifespan development, policy, and advocacy. Core coursework provides a foundation of the science of psychology, and specialization coursework provides depth within the discipline of developmental psychology and policy. The curriculum provides learners the opportunity to pursue emphases in Child and Adolescent Development, Adulthood and Aging, and Lifespan. Successful graduates of this specialization are prepared to pursue careers in teaching and instruction; higher education; child, adolescent, and adult development; policy and advocacy; or research. These specialization requirements are not intended to prepare graduates for licensure as professional counselors or licensed psychologists.

Child and Adolescent Development emphasis
The Child and Adolescent Development emphasis is appropriate for learners interested in the theories and research associated with child and adolescent development, from conception through puberty. Learners focus on physical, cognitive, psychosocial, and moral development in infants, children, and adolescents and how those developments relate to families, society, education, social services, and health care.

Adulthood and Aging emphasis
The Adulthood and Aging emphasis is appropriate for learners interested in the theories and research associated with adulthood and aging. Learners focus on physical, cognitive, psychosocial, and moral development in adulthood and how those developments relate to family, career/work society, social services, and health care.

Lifespan emphasis
The Lifespan emphasis is appropriate for learners interested in the theories and research associated with development from conception through later adulthood. Learners focus on physical, cognitive, psychosocial, and moral development from conception through later adulthood and how these developments relate to families, career/work society, education, social services, and health care.
## Career Information

**RELATED EMPLOYMENT SETTINGS TO EXPLORE**

- Land-based or online college or university
- Community college
- Nonprofit organization
- Government—local, state, federal
- Health care/medical center
- Consulting firm
- Social service agency
- Early childhood education program
- Group home
- Child and family service agency
- Research and assessment organization
- Advocacy organization

**RELATED JOB TITLES TO EXPLORE***

- Adjunct or part-time faculty
- Full-time faculty
- Instructor
- Developmental psychologist
- Consultant
- Researcher
- Policy consultant/advocate
- Program administrator/director

**SPECIALIZATION OUTCOMES**

- Apply critical thinking skills in response to challenges in developmental psychology
- Design, plan, and conduct research and/or evaluation to advance knowledge and practice in developmental psychology
- Promote ethical standards and guidelines in professional interactions
- Apply scientifically established principles and knowledge from the study of human development and policy development in relation to individuals and society
- Communicate professionally in the discipline of developmental psychology
- Evaluate developmental processes and theories related to meeting the needs of individuals and diverse populations
- Discern and evaluate policy and advocacy processes regarding issues across the life span with the goal of effecting change

*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

- 24 required courses
- Total program credits: At least 107 quarter credits

RESIDENCY REQUIREMENTS
Three six-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927).

CORE COURSES
- PSY8002 Foundations of Theory and Practice for Doctoral Psychology Learners .......................... 5 quarter credits
- PSY7115 Research Foundations of History and Systems in Psychology ........................................... 5 quarter credits
- PSY7868 Qualitative Design and Analysis .......................................................... 5 quarter credits
- PSY8625** Advanced Inferential Statistics .......................................................... 5 quarter credits
- PSY8658** Quantitative Research Methods in Psychology .................................................. 5 quarter credits
- PSY-R8925 PhD Dissertation Research Seminar Track 1 ........................................ 3 quarter credits
- PSY-R8926* PhD Dissertation Research Seminar Track 2 ........................................ 3 quarter credits
- PSY-R8927* PhD Dissertation Research Seminar Track 3 ........................................ 3 quarter credits

Choose one from the following three courses:
- PSY7210 Lifespan Development .......................................................... 5 quarter credits
- PSY7543* Ethics and Multicultural Issues in Psychology ........................................ 5 quarter credits
- PSY7610 Tests and Measurements .......................................................... 5 quarter credits

Choose one from the following two courses:
- PSY8626* Multivariate Statistics: Theory and Application ........................................ 5 quarter credits
- PSY8635* Advanced Qualitative Analysis .......................................................... 5 quarter credits

SPECIALIZATION COURSES
- DHA8008 Health Care Policy Processes .......................................................... 6 quarter credits
- MPA5424 Policy Analysis and Research .......................................................... 4 quarter credits
- MPH5506 Social and Behavioral Foundations in Public Health ........................................ 4 quarter credits
- NHS6004 Health Care Law and Policy .......................................................... 4 quarter credits
- PSY7510 Psychology of Personality .......................................................... 5 quarter credits
- PSY9001 Research in Psychology .......................................................... 5 quarter credits

In addition, choose one of the following Developmental Psychology emphases:

For an Adulthood and Aging emphasis:
- HS5510 Survey of Current Issues in Gerontology ........................................ 4 quarter credits
- HS5514 Social and Cultural Aspects of Aging ........................................ 4 quarter credits
- HS5526 The Family in Later Life .......................................................... 4 quarter credits
- HS8478 The Family in Social Context .......................................................... 4 quarter credits
- PSY7210 Lifespan Development .......................................................... 5 quarter credits

For a Child and Adolescent Development emphasis:
- PSY6010 Human Prenatal Development .................................................. 5 quarter credits
- PSY6020* Topics in Child and Adolescent Development ...................................... 5 quarter credits
- PSY7230 Adolescent Psychology .......................................................... 5 quarter credits
- PSY8150 Exceptional Children in the Classroom .................................................. 5 quarter credits
For a Lifespan emphasis, choose at least 20 quarter credits of coursework from the following eight courses:

- **HS5510** Survey of Current Issues in Gerontology ........................................ 4 quarter credits
- **HS5514** Social and Cultural Aspects of Aging ............................................. 4 quarter credits
- **HS5526** The Family in Later Life ............................................................... 4 quarter credits
- **HS8478** The Family in Social Context ........................................................ 4 quarter credits
- **PSY6010** Human Prenatal Development .................................................... 5 quarter credits
- **PSY6020** Topics in Child and Adolescent Development ............................ 5 quarter credits
- **PSY7210** Lifespan Development ................................................................. 5 quarter credits
- **PSY7230** Adolescent Psychology ............................................................... 5 quarter credits

**COMPREHENSIVE EXAMINATION AND DISSERTATION COURSES**

Upon completion of all required coursework:

- **PSY9919** Doctoral Comprehensive Examination ....................................... 3 quarter credits

Learners must register for **PSY9960** a minimum of four times to fulfill their specialization requirements.

- **PSY9960** Dissertation Courseroom ............................................................ 3 quarter credits each

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

**This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

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

PSY8002  Foundations of Theory and Practice for Doctoral Psychology Learners
5 QUARTER CREDITS
In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. Learners identify the educational steps and requirements necessary for successfully completing the doctoral degree program in their chosen specialization; review their specialization’s requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on doctoral-level psychology training. For PhD in Psychology learners only. Must be taken during the learner’s first quarter. Cannot be fulfilled by transfer.

PSY7115  Research Foundations of History and Systems in Psychology
5 QUARTER CREDITS
Learners in this course explore historical and contemporary schools of thought such as behavioral, humanistic, and psychodynamic psychology. In particular, learners begin the process of becoming independent researchers by developing a dissertation topic that is appropriate for their specialization and aligned with foundational theories within their chosen school of thought. For PhD learners in Psychology only. Cannot be fulfilled by transfer.

PSY7210  Lifespan Development
5 QUARTER CREDITS
In this course, learners gain and apply knowledge of lifespan development from infancy through adulthood, including human development processes and milestones. Learners evaluate theories and approaches for examining human development and analyze human development processes related to their specialization.

PSY7543  Ethics and Multicultural Issues in Psychology
5 QUARTER CREDITS
In this course, learners analyze multicultural perspectives and factors such as ethnicity, socioeconomic status, and gender, and their influences on the ethical behavior of psychology professionals. Learners evaluate and articulate multicultural issues within the context of different settings and practice applying ethical reasoning principles and standards within their profession. Prerequisite(s): PSY5002 or PSY5005 or PSY8002.

PSY7610  Tests and Measurements
5 QUARTER CREDITS
This course focuses on essential concepts, principles, applications, and social and theoretical issues of psychological testing. Learners gain understanding in the construction of tests; analyze the development and use of tests in measuring aptitudes, achievement, attitudes, interests, and personality; and identify underlying theories of various tests. Learners analyze the characteristics desired in psychological and educational tests, with particular emphasis on reliability and validity, and examine best practices and professional standards for educational and psychological testing, including test bias and fairness. In addition, learners study the role of technology in delivery, administration, scoring, and interpretation of tests.

PSY7868  Qualitative Design and Analysis
5 QUARTER CREDITS
Learners in this course assess the fundamental concepts needed to conduct qualitative research. Learners practice qualitative research techniques; appropriate applications of qualitative research; the strengths and weaknesses of qualitative research design, sampling, and analysis and their associated interdependencies; and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. Cannot be fulfilled by transfer.
PSY8625  Advanced Inferential Statistics 5 QUARTER CREDITS
Learners in this advanced course examine a variety of statistical analyses, including statistical power and effect size in research design, factorial and repeated measures of analysis of variance (ANOVA), analysis of covariance (ANCOVA), selected nonparametric analyses, and bivariate and multiple regression. Learners are expected to have proficiency in the use of statistical software appropriate to dissertation-level research. **Prerequisite(s): PSY7864. Cannot be fulfilled by transfer.**

PSY8626  Multivariate Statistics: Theory and Application 5 QUARTER CREDITS
This course focuses on the theory and application of multivariate statistics, including discriminant analysis, factor (components) analysis, multiple analysis of variance (MANOVA), and logistic regression. Using SPSS, learners perform and interpret the results of these analyses. Learners also apply multivariate analysis, read and understand research results in peer-reviewed psychology journals, and utilize SPSS to produce output consistent with the correct parameters and assumptions of specific multivariate procedures. In addition, learners have the option of exploring the mathematical aspects of multivariate and inferential statistics theory and application. **Prerequisite(s): PSY8625.**

PSY8635  Advanced Qualitative Analysis 5 QUARTER CREDITS
This course extends the topics covered in PSY7868 by further exploring the philosophical underpinnings of qualitative research and inquiry and emphasizes effective execution of the six school-approved dissertation research methodologies: ethnography, case study, grounded-theory phenomenology, heuristics, and generic qualitative research. Learners examine primary source references, books, and journal articles written by the developers of the six methodologies and gain an understanding of their nuances and applications. This course is designed to prepare learners to develop and conduct their own qualitative study for a dissertation. **Prerequisite(s): PSY7868.**

PSY8658  Quantitative Research Methods in Psychology 5 QUARTER CREDITS
In this course, learners synthesize knowledge of quantitative research methodology and use it to develop a quantitative research design that may form the basis of their dissertation research project. Learners compare their quantitative research design to a previously developed qualitative design on a similar topic and identify and justify the methodology most appropriate for investigating their research topic. **For PsyD and PhD in Psychology learners only. Prerequisite(s): PSY7860, PSY7868. Cannot be fulfilled by transfer.**

Specialization Course Descriptions

DHA8008  Health Care Policy Processes 6 QUARTER CREDITS
In this course, learners develop an understanding of health care policy processes and examine the ways health care policy can affect organizational and community wellness; the ways interpersonal and professional skills, policy-related relationships, and credible sources of evidence can influence health care policy decisions and change; and the ways appropriate use of health care ethics create equitable solutions to disparities in health care policy.

MPA5424  Policy Analysis and Research 4 QUARTER CREDITS
In this course, learners examine the concepts, principles, and stages of public policy analysis and development. Learners study the models and tools used by policymakers and policy analysts to evaluate the effect of programs and projects on societal problems. Topics include political, legal, economic, and social institutions and processes; the impact of policy on public value; policy assessment; and global complications of policy processes.
MPH5506  Social and Behavioral Foundations in Public Health  4 QUARTER CREDITS
Learners in this course explore social and behavioral science theories and concepts applied to population health. Learners identify and increase their understanding of the biological, social, economic, behavioral, and environmental factors that influence the health of individuals, populations, and subgroups. Learners also examine the resources needed to develop social and behavioral policies and public health evidenced-based programs to reduce disparities and improve health.

NHS6004  Health Care Law and Policy  4 QUARTER CREDITS
In this course, learners examine the political, legal, and regulatory issues impacting health care organizations and environments. Learners analyze the effects of health care policy on health care practice and service delivery, with particular emphasis on the strategies used to monitor and maintain legal and regulatory compliance. Learners also identify and apply health care policy and law concepts that promote organizational improvement.

PSY7510  Psychology of Personality  5 QUARTER CREDITS
This course is an examination of personality development from the perspective of several theoretical orientations: psychodynamic, humanistic/existential, dispositional, and learning theory. Learners analyze and evaluate these theories and consider how other factors such as culture and gender contribute to personality development. This course also allows learners to apply personality theory to their professional practice.

PSY9001  Research in Psychology  5 QUARTER CREDITS
Learners in this course engage in advanced study and research of a specialization-specific topic. Throughout the course, learners apply research, professional, and academic ethics through individual and group research tasks. The course includes participation in a faculty-directed research project. *Prerequisite(s): Completion of or concurrent registration in PSY7868.*

Emphasis Course Descriptions

HS5510  Survey of Current Issues in Gerontology  4 QUARTER CREDITS
This course provides an overview of the major theories and concepts of gerontology. Learners study the behavioral, psychological, and social effects of aging and their impact on individuals, families, communities, public policy, and leadership. Learners also evaluate current research on aging, advocacy, public policy, continuum of care, and leadership.

HS5514  Social and Cultural Aspects of Aging  4 QUARTER CREDITS
The focus of this course is on the social, cultural, and ecological influences of aging and the experiences of individuals across the aging spectrum. Learners evaluate the perceptions and treatment of older adults from a cultural perspective and identify cultural biases toward the aging population. Learners also examine the effects of socioeconomic status, rapid social change, ethnicity, and gender on individual and community perception and treatment of older adults.

HS5526  The Family in Later Life  4 QUARTER CREDITS
This course provides an examination of the evolution of the role of the family within a social context. Learners explore family diversity from a cultural, gender, socioeconomic, and leadership perspective. Course topics include family rules; family member roles and functions; intergenerational family relationships; the effects of economic, political, and social policy on family life; and supportive resources for older families.

HS8478  The Family in Social Context  4 QUARTER CREDITS
Learners in this course examine families from a systems perspective and explore the dynamics and systems influencing family structures. Learners also identify the leadership skills needed to work with diverse family groups and the challenges faced by human service professionals. *Learners may only earn credit for HS8478 or SHB8478.*

The course PSY9001 provides an opportunity for learners to work alongside a Capella faculty member to conduct a research project for publication and learn about the research process.
PSY6010  Human Prenatal Development  
This course provides learners with an overview of prenatal and postnatal development through the first three months of life. Learners analyze genetic and reproductive technology and articulate its impact on families and society. Learners review and demonstrate their knowledge of the stages of prenatal development (embryonic and fetal), focusing specifically on brain development and fetal life. In addition, learners examine various prenatal illnesses and physical problems resulting from birth complications. The course presents research, theory, and best practices related to promoting healthy newborn and infant development.

PSY6020  Topics in Child and Adolescent Development  
Learners in this course critically evaluate and apply theory and research to child and adolescent development issues and current topics. Learners analyze the impact of policy and legislation in areas such as education, health, mental health, the military, media, and the economy on child and adolescent developmental outcomes and advocate for issues related to policy and legislation that improve the lives of children and adolescents. Prerequisite(s): PSY6010; PSY7220 or PSY7230.

PSY7230  Adolescent Psychology  
In this course, learners gain and apply knowledge of the developmental stages from early adolescence to emerging adulthood. Learners evaluate and articulate the physical, psychosocial, emotional, sexual, moral, and cognitive changes associated with adolescent development and examine the ways in which adolescent development is influenced by family, society, and culture. Learners also assess the evolving needs of adolescents and apply theory and research in order to recommend appropriate responses to those needs.

PSY8150  Exceptional Children in the Classroom  
In this course, learners examine different disabling conditions in children and adolescents and study their theoretical perspectives, characteristics, etiology, assessment, and remediation. Learners also explore recent trends in the field, research-based interventions, and the predominant special education law that impacts the practice of school psychology.

Comprehensive Examination and Dissertation Course Descriptions

PSY9919  Doctoral Comprehensive Examination  
This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes and learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.

PSY9960  Dissertation Courseroom  
This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): PSY9919. Cannot be fulfilled by transfer.
Residency Course Descriptions

**PSY-R8925  PhD Dissertation Research Seminar Track 1**
3 QUARTER CREDITS
The intensive, six-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. *For PhD in Psychology learners only. Should be taken concurrently with PSY7115. Cannot be fulfilled by transfer.*

**PSY-R8926  PhD Dissertation Research Seminar Track 2**
3 QUARTER CREDITS
The intensive, six-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. *For PhD in Psychology learners only. Prerequisite(s): PSY-R8925. Should be taken concurrently with PSY7868. Cannot be fulfilled by transfer.*

**PSY-R8927  PhD Dissertation Research Seminar Track 3**
3 QUARTER CREDITS
The intensive, six-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. *Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. For PhD in Psychology learners only. Prerequisite(s): PSY-R8926. Should be taken concurrently with PSY8658. 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.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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</thead>
<tbody>
<tr>
<td>Q1</td>
<td>PSY8002 Foundations of Theory and Practice for Doctoral Psychology Learners</td>
<td>1. Research Ethics Education Completion</td>
</tr>
<tr>
<td>Q2</td>
<td>Core course</td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td>PSY7115 Research Foundations of History and Systems in Psychology</td>
<td></td>
</tr>
<tr>
<td>RESIDENCY</td>
<td>PSY-R8925 PhD Dissertation Research Seminar Track 1</td>
<td>2. Topic Approval</td>
</tr>
<tr>
<td>Q4</td>
<td>PSY7868 Qualitative Design and Analysis Specialization course</td>
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<tr>
<th>YEAR 2</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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</thead>
<tbody>
<tr>
<td>Q5</td>
<td>PSY8625 Advanced Inferential Statistics Specialization course</td>
<td></td>
</tr>
<tr>
<td>Q6</td>
<td>PSY9001 Research in Psychology Specialization course</td>
<td></td>
</tr>
<tr>
<td>RESIDENCY</td>
<td>PSY-R8926 PhD Dissertation Research Seminar Track 2</td>
<td>2. Topic Approval</td>
</tr>
<tr>
<td>Q7</td>
<td>Emphasis course</td>
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</tr>
<tr>
<td>Q8</td>
<td>Emphasis course</td>
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<table>
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<tr>
<th>YEAR 3</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q9</td>
<td>Specialization course Specialization course</td>
<td></td>
</tr>
<tr>
<td>Q10</td>
<td>PSY8658 Quantitative Research Methods in Psychology</td>
<td>3. Mentor-Approved Research Plan</td>
</tr>
<tr>
<td>Q11</td>
<td>PSY9919 Doctoral Comprehensive Examination</td>
<td>6. Institutional Review Board Approval</td>
</tr>
<tr>
<td>Q12</td>
<td>PSY9960* Dissertation Courseroom</td>
<td>7. Pre-Data-Collection Conference Call</td>
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<tr>
<th>YEAR 4</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q13</td>
<td>PSY9960* Dissertation Courseroom</td>
<td>8. Mentor-Approved Chapters 1 &amp; 2</td>
</tr>
</tbody>
</table>

*Dissertation Courseroom milestones take, on average, four to eight quarters to complete.*
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. Total program cost can vary based on several factors, including courses per quarter, comprehensive examination and dissertation course completion time, and fees. Contact an enrollment counselor at 1.888.CAPPELLA (227.3552) to discuss your specific situation.

<table>
<thead>
<tr>
<th>TUITION/FEES</th>
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<tbody>
<tr>
<td>Tuition per credit</td>
</tr>
<tr>
<td>$525</td>
</tr>
<tr>
<td>Quarterly tuition for comprehensive examination</td>
</tr>
<tr>
<td>and dissertation courses</td>
</tr>
<tr>
<td>$2,780</td>
</tr>
<tr>
<td>Resource kit per quarter</td>
</tr>
<tr>
<td>$175</td>
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</tbody>
</table>

Learners may take one to three courses per quarter. Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residency requirements.

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

Andrea Miller, PhD
Dean

Andrea Miller is the dean of the Harold Abel School of Psychology at Capella University. Dr. Miller has worked as a member of the Capella undergraduate psychology department since 2010 and has taught online since 2005. Her professional background includes work as a psychologist in the public schools and as a psychologist and supervisor for non-profit clinics. She specializes in working with children and families as well as individuals of all ages with intellectual and/or developmental disabilities. Dr. Miller is licensed as a psychologist in three states, licensed as a specialist in school psychology, and a human services board certified practitioner. She is active in psychological associations and served as President of the Georgia Psychological Association from 2013–2014. Dr. Miller holds a PhD in Counseling Psychology from Texas Woman’s University and a BA in Psychology from the University of Michigan.
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.

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