Doctor of Philosophy (PhD) in Education with a specialization in Leadership in Educational Administration

Effective October 9, 2017
Doctor of Philosophy (PhD) in Education with a specialization in Leadership in Educational Administration

The doctoral Leadership in Educational Administration specialization is aligned with nationally recognized leadership standards and is designed to help learners develop and strengthen the knowledge, skills, attributes, and dispositions needed to successfully meet the challenges of an ever-changing educational system as ethical and innovative leaders. The curriculum provides learners the opportunity to pursue emphases in School Leadership or District Leadership, both of which offer focused exploration of the research, leadership, management, and problem-solving skills the current student achievement-focused P–12 environment requires of its principals and superintendents. Upon successful completion of this specialization, learners have the knowledge and skills necessary for providing school or district leadership and are prepared to pursue licensure as P–12 principals or superintendents in most states.

School Leadership emphasis
The School Leadership emphasis is intended for learners who want to build their knowledge and skills as school principals who provide vision, guidance, and oversight within a school. The curriculum focuses on the principal’s role in articulating, developing, and implementing a school vision that aligns with and supports district priorities. Learners assess issues associated with procuring and managing school funds; evaluate research-based approaches for supervising and evaluating teachers and managing the school learning environment, school operations, and resources; examine the role of technology in supporting instructional programs and school operations; and apply best practices for communicating and collaborating with school stakeholders.

District Leadership emphasis
The District Leadership emphasis is intended for learners who want to build their knowledge and skills as superintendents who provide vision, guidance, and oversight across a district. Learners evaluate the cultural, social, economic, political, and legal contexts of district leadership; assess the strategic planning and processes associated with managing district operations and resources; explore ways to leverage data to make informed district decisions; and apply best practices for communicating and collaborating with district stakeholders.

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

- P–12 public school
- P–12 private school
- Alternative school
- Charter school
- State education department
- Land-based or online college or university
- School district office

### RELATED JOB TITLES TO EXPLORE*

#### District leadership
- Superintendent
- Assistant superintendent
- Director of instructional technology
- District program director
- Curriculum director
- Assessment and compliance coordinator
- Director for student services
- Full-time faculty of education courses
- Adjunct or part-time faculty of education courses
- Director of talent management
- Deputy superintendent
- School improvement specialist
- Special education director
- Principal
- Assistant principal
- Director of instructional technology
- Director for student services
- Full-time faculty
- Adjunct or part-time faculty
- Special education coordinator
- Testing coordinator

#### School leadership
- Director of talent management
- Deputy superintendent
- School improvement specialist
- Special education director
- Testing coordinator

### SPECIALIZATION OUTCOMES

- Facilitate the development of a shared vision of learning
- Promote the success of all persons
- Lead the development of a culture of learning
- Manage effective learning environments
- Effectively collaborate with multiple stakeholders
- Lead the field of education in an ethical manner
- Advance the field of education through influence

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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

TRANSFER CREDIT
A maximum of 16 quarter credits from previous graduate coursework may be transferred and applied to your program’s requirements.

ADMISSION REQUIREMENTS
Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution

Grade point average of 3.0 or higher on a 4.0 scale

Three years of licensed teaching experience

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

CORE COURSES
EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose .................... 4 quarter credits
ED8112 Educational Research Methods .................................................. 4 quarter credits
ED8102* Introduction to Qualitative Research ........................................ 4 quarter credits
ED8132* Educational Quantitative Research 1 ......................................... 4 quarter credits
ED7088 Applying Research in an Academic Writing Process ........... 4 quarter credits
ED-R8925 PhD Dissertation Research Seminar Track 1 ..................... 3 quarter credits
ED-R8926* PhD Dissertation Research Seminar Track 2 ..................... 3 quarter credits
ED-R8927* PhD Dissertation Research Seminar Track 3 ..................... 3 quarter credits

SPECIALIZATION COURSES
ED7820 Principles of Educational Administration ....................................... 4 quarter credits
ED7014* Leading Diverse Schools ........................................................... 4 quarter credits
ED7545* Special Education Administration ............................................. 4 quarter credits
ED7823* Education and the Law .............................................................. 4 quarter credits

In addition, choose one of the following leadership emphases:

For a School Leadership emphasis:
ED7016* Technology Integration in Schools ............................................ 4 quarter credits
ED7541* Teacher Supervision and Evaluation .......................................... 4 quarter credits
ED7822* The Funding of Educational Institutions ...................................... 4 quarter credits
ED7852* P–12 Principalship ................................................................. 4 quarter credits
ED7901* Educational Administration Internship 1 .................................... 4 quarter credits
ED7902* Educational Administration Internship 2 .................................... 4 quarter credits
ED8322* School Improvement for P–12 School Leaders ............................ 4 quarter credits

For a District Leadership emphasis:
ED7108* Imperatives for Educational Leaders ........................................... 4 quarter credits
ED7542* The Politics of P–12 Education .................................................. 4 quarter credits
ED7543* The Superintendency ................................................................. 4 quarter credits
ED7544* Introduction to School Business Administration ...................... 4 quarter credits
ED8812* The Governance of Educational Institutions ............................ 4 quarter credits
ED7903* Superintendent Internship 1 ...................................................... 4 quarter credits
ED7904* Superintendent Internship 2 ...................................................... 4 quarter credits

COMPREHENSIVE EXAMINATION AND DISSERTATION COURSES
Upon completion of all required coursework:
EDCN9919*Doctoral Comprehensive Examination† .................................. 3 quarter credits

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.
EDCN9960 *Dissertation Courseroom ..................................................... 3 quarter credits each
ONE ELECTIVE COURSE

Recommended elective courses:

ED7108*  Imperatives for Educational Leaders  ....................... 4 quarter credits
ED7857   Personnel Administration  ................................. 4 quarter credits

OR

Choose any graduate course(s).

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

1Learners in the School Leadership emphasis are required to take the Praxis II Series Educational Leadership: Administration and Supervision test prior to being enrolled in the comprehensive exam. To be recommended for licensure, learners must pass the Praxis II Series Educational Leadership: Administration and Supervision with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Leaders Licensure Assessment (SLLA), may take the Praxis II Series Educational Leadership: Administration and Supervision as a substitute for the SLLA. Learners are responsible for any costs associated with this assessment.

1Learners in the District Leadership emphasis are required to take the Praxis II Series Educational Leadership: Administration and Supervision test prior to the being enrolled in the comprehensive exam. To be recommended for licensure, learners must pass the Praxis II Series Educational Leadership: Administration and Supervision with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Superintendent Assessment (SSA), may take the Praxis II Series Educational Leadership: Administration and Supervision as a substitute for the SSA. Learners are responsible for any costs associated with this assessment.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

The Arizona Department of Education has approved the School Leadership emphasis for principal preparation. Learners seeking certification in Arizona must secure a Structured English Immersion endorsement (SEI) and specific coursework in the U.S. and Arizona constitution. Both are available online through many Arizona universities. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Applicants seeking Georgia Performance-Based Leadership certification are not eligible to enroll in this specialization.

The School Leadership emphasis holds building level developmental provisional approval from the Georgia Professional Standards Commission.

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 Minnesota Board of School Administrators has approved the School Leadership emphasis for principal preparation and District Leadership emphasis for superintendent preparation.

In Minnesota, learners pursuing an endorsement to an existing administrative license must complete additional internship hours. To add a K-12 endorsement to an elementary or secondary license, learners must complete an additional 200-hour internship. To add a principal endorsement to a superintendent endorsement (or vice versa), learners must complete an additional 320-hour internship. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu).

Arkansas residents are not eligible to enroll in this specialization.
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.

ED8102 Introduction to Qualitative Research
4 QUARTER CREDITS
In this course, learners focus on the salient characteristics and appropriate use of several qualitative research designs. Learners explore the feasibility and ethical concerns of conducting qualitative research and gain hands-on experience in interviewing, data analysis, and reporting findings. Prerequisite(s): ED8112. Cannot be fulfilled by transfer.

ED8132 Educational Quantitative Research 1
4 QUARTER CREDITS
In this course, learners gain a foundational understanding of the fundamental concepts and principles that drive quantitative research design and the differences among basic statistical analyses of quantitative data. Learners examine statistical concepts, including sampling methods and calculating sample sizes, descriptive statistics, levels of measurement, standard scores, distributions, estimation, statistical significance testing, and basic statistical analyses. Prerequisite(s): ED8112. Cannot be fulfilled by transfer.

ED7088 Applying Research in an Academic Writing Process
4 QUARTER CREDITS
In this course, learners develop and practice the writing and research skills exemplary of an academic scholar. Learners apply their skills in the academic writing process and write a paper that incorporates the necessary research elements. Learners may only earn credit for BMGT7088 or ED7088 or PSL7088 or PSY7088.

Specialization Course Descriptions

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.
ED7014  Leading Diverse Schools
In this course, learners evaluate approaches to creating an inclusive school environment that demonstrates respect and value for diverse staff and student populations. Learners assess communication and collaboration strategies that leverage the strengths of diversity to create an effective learning environment and examine the institutional, political, and legal factors that influence the ways schools address diversity issues. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer.

ED7545  Special Education Administration
This course provides an overview of special education administration functions and services. Learners identify the human and material resource responsibilities, activities, and challenges associated with integrating students with disabilities into educational programs. Learners also examine the ethical, legal, and financial roles administrators have to staff, students, and families in administering special education programs and services. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): Completion of or concurrent enrollment in ED7820. Cannot be fulfilled by transfer.

ED7823  Education and the Law
In this course, learners analyze the laws and legal issues affecting P–12 school systems and their constituents and study the tools and methods used to prevent and resolve legal problems. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5320 or ED7820. Cannot be fulfilled by transfer.

For a SCHOOL LEADERSHIP emphasis

ED7016  Technology Integration in Schools
This course addresses the principal's role in integrating technology in schools to improve the effectiveness of instructional programs and school operations. Learners assess strategies for supporting school administrators, teachers, staff, and students in appropriately leveraging technology to maximize learning. Learners also explore the ways they can use technology to support their own work as leaders. 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.

ED7541  Teacher Supervision and Evaluation
Learners in this course examine current theories and best practices of teacher supervision and evaluation. In particular, learners focus on instructional leadership and professional development as part of a systemic plan to improve student learning. 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.

ED7822  The Funding of Educational Institutions
Learners in this course examine a variety of public education funding issues. In particular, learners examine the effect of litigation and politics on present and future funding patterns and school finance reform. Learners also identify the ways politics have affected the allocation of resources at all levels of government. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5320 or ED7820. Cannot be fulfilled by transfer.

ED7852  P–12 Principalship
Learners in this course gain an understanding of the responsibilities and issues associated with the role of the 21st-century P–12 principal. Topics include effective P–12 school leadership and management, curriculum and instruction planning and assessment, and collaboration with stakeholders. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820 and ED7014, or ED5320. Cannot be fulfilled by transfer.
ED7901  Educational Administration Internship 1
This course is the first of two consecutive principal internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration School Leadership emphasis. It provides learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. For PhD and EdS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7901 and ED7902 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED7014, ED7016, ED7541, ED7545, ED7820, ED7822, ED7823, ED7852, ED8322. Cannot be fulfilled by transfer.

ED7902  Educational Administration Internship 2
This course is the second of two consecutive principal internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration School Leadership emphasis. It provides learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. For PhD and EdS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7901 and ED7902 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. Prerequisite(s): ED7901. Cannot be fulfilled by transfer.

ED8322  School Improvement for P–12 School Leaders
This course is an overview of the school leader’s role in supporting school improvement. Learners examine specific strategies and processes to assess a school’s current state and needs, followed by strategic data collection, disaggregation of formative and summative data, and examination of school improvement plans. Learners also explore the continuous process of viable school improvement through climate surveys, research-based instruction, and enhanced teacher capacity, which leads to improved school climate, curriculum, instruction, and, ultimately, student outcomes. Finally, learners interact with practicing school administrators to gain insight into the field of school leadership. Prerequisite(s): ED7820, EDD8000. May be taken concurrently with ED7823. Cannot be fulfilled by transfer.

For a DISTRICT LEADERSHIP emphasis:

ED7108  Imperatives for Educational Leaders
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.
ED7542 The Politics of P–12 Education  
This course provides learners with a theoretical foundation of education policy and presents the basic analytical categories of political science as they apply to education. Topics include the influence of local, state, and federal governments in school finance, school policy making, school and community relations, privatization and choice, decentralization, desegregation, affirmative action, bilingual education, technology, and teacher empowerment. **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.**

ED7543 The Superintendency  
In this course, learners explore the complex and challenging position of the school superintendent. Learners acquire knowledge and skills related to superintendent roles and responsibilities, material and human resource management, school board relationships, and school district organization and culture. **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.**

ED7544 Introduction to School Business Administration  
In this course, learners examine the fundamentals of school business administration. Topics include accounting and budgeting, facilities planning and construction, purchasing and warehousing, staffing, maintenance and operations, risk management, information technology, nutrition services, and transportation. Learners also explore the legal requirements associated with school business administration. **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.**

ED8812 The Governance of Educational Institutions  
Learners in this course examine the typical P–12 public school governance model, focusing on the environment as an organic learning space designed to induce and support continuous learning among stakeholders and within the organizational structure itself. Learners also explore the current practices, issues, and challenges associated with this model of governance. **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.**

ED7903 Superintendency Internship 1  
This course is the first of two consecutive superintendent internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration District Leadership emphasis. It provides learners with the academic and field experiences that are prerequisites for superintendent licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. **For PhD and EdS Leadership in Educational Administration learners only. ED7903 and ED7904 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. Prerequisite(s): A cumulative GPA of 3.0 or better and completion, submission, and approval of School of Education Clinical Practice Application. ED7014, ED7108, ED7542, ED7543, ED7544, ED7545, ED7820, ED7823, ED8812. Cannot be fulfilled by transfer.**
ED7904  Superintendency Internship 2  4 QUARTER CREDITS
This course is the second of two consecutive superintendent internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration District Leadership emphasis. It provides learners with the academic and field experiences that are prerequisites for superintendent licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. For PhD and EdS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7903 and ED7904 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. Prerequisite(s): ED7903. Cannot be fulfilled by transfer.

Comprehensive Examination and Dissertation Course Descriptions
EDCN9919  Doctoral Comprehensive Examination  3 QUARTER CREDITS
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. 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. For 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for EDCN9919 instead. 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. Completion of external exam requirements, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.
EDCN9960  Dissertation Courseroom  3 QUARTER CREDITS EACH
This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. For 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for EDCN9960 instead. 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): EDCN9919. Cannot be fulfilled by transfer.

Elective 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.
ED7857  Personnel Administration  4 QUARTER CREDITS
Learners in this course study school policy making, staffing assignment, salary negotiation, grievance procedures, records, supervision, and the evaluation of professional and non-professional employees. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5320.
Residency Course Descriptions

ED-R8925  PhD Dissertation Research Seminar Track 1
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 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED-R8930 instead. Should be taken concurrently with ED8112. Cannot be fulfilled by transfer.**

ED-R8926  PhD Dissertation Research Seminar Track 2
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 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED-R8931 instead. Prerequisite(s): ED-R8925. Should be taken concurrently with ED8102. Cannot be fulfilled by transfer.**

ED-R8927  PhD Dissertation Research Seminar Track 3
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 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED-R8932 instead. Prerequisite(s): ED-R8926. Should be taken concurrently with ED8132. Cannot be fulfilled by transfer.**
Recommended Course Sequence

This recommended course sequence assumes learners transfer in 16 elective quarter credits of previous graduate coursework and that they 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.

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<thead>
<tr>
<th>YEAR 1</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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<tbody>
<tr>
<td>Q1</td>
<td>EDD8000</td>
<td>Advanced Studies in Education: Theory, Practice, and Purpose</td>
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<td>Q2</td>
<td>ED7820</td>
<td>Principles of Educational Administration</td>
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<td>Applying Research in an Academic Writing Process</td>
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<td>Q3</td>
<td>ED8112</td>
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<td>PhD Dissertation Research Seminar Track 1</td>
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<td>Q4</td>
<td>ED7852</td>
<td>P–12 Principalship OR The Superintendency</td>
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<td></td>
<td>ED7543</td>
<td>Imperatives for Educational Leaders OR School Improvement for P12 School Leaders</td>
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<tr>
<th>YEAR 2</th>
<th>COURSES</th>
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<td>Q5</td>
<td>ED8102</td>
<td>Introduction to Qualitative Research</td>
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<td>PhD Dissertation Research Seminar Track 2</td>
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<td>Q6</td>
<td>ED7542</td>
<td>The Politics of P–12 Education OR Teacher Supervision and Evaluation</td>
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<td>Education and The Law</td>
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<td>Q7</td>
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<td>Introduction to School Business Administration OR The Funding of Educational Institutions</td>
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<td>Q8</td>
<td>ED7014</td>
<td>Leading Diverse Schools</td>
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<td>The Governance of Educational Institutions OR Technology Integration in Schools</td>
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<td>Q9</td>
<td>ED7903</td>
<td>Superintendency Internship 1 OR Educational Administration Internship 1</td>
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<td>Educational Administration Internship 1</td>
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<td>Superintendency Internship 2 OR Educational Administration Internship 2</td>
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<td>ED-R8927</td>
<td>PhD Dissertation Research Seminar Track 3</td>
</tr>
<tr>
<td>Q12</td>
<td>EDCN9919</td>
<td>Doctoral Comprehensive Examination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 4</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q13</td>
<td>EDCN9960*</td>
<td>Dissertation Courseroom</td>
</tr>
<tr>
<td>Q14</td>
<td>EDCN9960*</td>
<td>Dissertation Courseroom</td>
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<tr>
<td>Q15</td>
<td>EDCN9960*</td>
<td>Dissertation Courseroom</td>
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<tr>
<td>Q16</td>
<td>EDCN9960*</td>
<td>Dissertation Courseroom</td>
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*Dissertation Courseroom milestones take, on average, four to eight quarters to complete.

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.

At each residency, learners work intensively on their topic, methodology, literature review, and research plan with the goal of developing an efficient path through the dissertation milestone process. For more information on residencies, visit https://campus.capella.edu/web/residencies/phd-colloquium.

Learners complete their first five dissertation milestones within their residency courses.

The comprehensive examination and dissertation courses are milestone dependent, not quarter dependent. Learners must successfully complete the comprehensive examination before registering for dissertation courses.

Dissertation milestone completion time varies based on learner progress. Reference the PhD Milestone Guide to better understand each step in the dissertation and milestone process.

*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. 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.CAPELLA (227.3552) to discuss your specific situation.

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