Doctor of Philosophy (PhD) in Education with a specialization in Instructional Design for Online Learning
Doctor of Philosophy (PhD) in Education with a specialization in Instructional Design for Online Learning

The doctoral specialization in Instructional Design for Online Learning is designed to prepare professionals to lead and manage instructional design challenges in a variety of traditional and online settings in educational institutions, corporations, health care and government agencies, and the military. The curriculum emphasizes research and leadership in the instructional design, development, and implementation of educational interventions. Successful graduates of this specialization are prepared to pursue leadership roles in producing and applying research in instructional design and development.

The Instructional Design for Online Learning specialization curriculum is based on competencies for instructional designers established by the International Board of Standards for Training, Performance and Instruction (IBSTPI®).

This specialization is offered in the GuidedPath delivery model.

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

RELATED EMPLOYMENT SETTINGS TO EXPLORE

- Land-based or online college or university
- Public and private corporation
- Community college
- Vocational school
- Military education
- Adult education program
- Health care industry
- P–12 education
- Government—local, state, federal
- Educational consulting firm
- Continuing education program

RELAT ED JOB T ITLES TO EXPLORE*

- Full-time or adjunct faculty
- Assistant or associate professor
- Dean of distance education
- Vice president of education services
- Director of knowledge solutions
- Director of instructional design
- Manager of computer-assisted instruction
- Director of e-learning
- Director of education and development
- Director of instructional technology
- Assistant dean for distributed learning
- Faculty development specialist
- Instructional technology specialist
- Distance education specialist
- Associate provost for instruction and technology
- Director of technology assisted learning
- Director of distance and continuing education

SPECIALIZATION OUTCOMES

- Contribute to the enrichment of the instructional design and development discipline, the broader scholarly community, and society through research in instructional design and development
- Lead instructional design organizations and work groups
- Lead strategic instructional design initiatives
- Cultivate ethical behavior in the organization and broader community

*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

- 22 required courses
- 3 elective courses
- Total program credits: 92 quarter credits

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

CORE COURSES
- EDD8000 Advanced 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
- ED7620* Theoretical Basis of Instructional Design ............................. 4 quarter credits
- ED8829* Research in Instructional Design and Development ................ 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
- ED5802 Principles of Instructional Design ........................................ 4 quarter credits
- ED5803* Processes of Instructional Design ....................................... 4 quarter credits
- ED7624* Theories of Learning and Instruction .................................... 4 quarter credits
- ED8810* Ethics and Social Responsibility in Distance Education ........ 4 quarter credits
- ED7496* Advanced Instructional Design ........................................... 4 quarter credits
- ED7504* Leadership for Instructional Design ..................................... 4 quarter credits
- ED8831* Theoretical Constructs for Evaluation and Assessment of Instructional Design .................................................... 4 quarter credits
- ED8841* Leading Instructional Design Initiatives ................................ 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

THREE ELECTIVE COURSES
Recommended elective courses:
- ED7088* Applying Research in an Academic Writing Process ............ 4 quarter credits
- ED7212 Administration and Leadership of Distance Education Programs ................................................................. 4 quarter credits
- ED7673 The Future of Corporate and Technical Training: Issues and Trends ................................................................. 4 quarter credits

OR
Choose any graduate course(s).

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

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This specialization has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
Core Course Descriptions

EDD8000  Advanced Studies in Education: Theory, Practice, and Purpose  4 QUARTER CREDITS
This is the introductory course for learners pursuing doctoral, education specialists, and post masters certification within the School of Education. Learners in this course focus on critical thinking and scholarly writing—requisite skills for graduate study and professional practice. This course provides opportunities for learners to acquire and practice skills necessary to succeed in online learning. In keeping with Capella University’s focus on the scholar-practitioner model, learners also critically examine and apply relevant educational theory to their practice. Finally, learners articulate and examine their professional purpose and how it aligns with their chosen degree program and professional career aspirations. Must be taken during the learner’s first quarter. Cannot be fulfilled by transfer.

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.

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.

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.

ED7620  Theoretical Basis of Instructional Design  4 QUARTER CREDITS
Learners in this course analyze fundamental and contemporary instructional design theories and models. Learners examine the learning theories and instructional design theories and models to apply the appropriate learning theory and instructional design theories and models to help solve instructional design problems. Finally, learners analyze techniques and strategies for collaborative skill development. Prerequisite(s): ED5802, ED5803, ED7624.

ED8829  Research in Instructional Design and Development  4 QUARTER CREDITS
This course builds upon previous research courses and encourages learners to begin thinking like scholars engaging in instructional design and development research. Learners explore the fundamental elements of research in instructional design and development, generate potential dissertation research topics relevant to the Instructional Design and Development specialization, and discuss their potential to contribute to the body of instructional design and development knowledge. Prerequisite(s): ED5802, ED5803, ED7624, ED7620, ED8112. Cannot be fulfilled by transfer.
Specialization Course Descriptions

**ED5802  Principles of Instructional Design**

4 QUARTER CREDITS

In this course, learners gain an understanding of the instructional design process and associated instructional design principles and strategies. Learners focus on the decisions that instructional designers make, the principles and concepts that drive those decisions, and the ways the decisions are interrelated. *Cannot be fulfilled by transfer.*

**ED5803  Processes of Instructional Design**

4 QUARTER CREDITS

This course emphasizes the process of instructional design and provides learners the opportunity to apply the instructional design principles studied in ED5802 in the design, development, and evaluation of instructional materials. Learners examine the systematic and iterative process of addressing the needs of the student, structuring the content, and applying principles of learning and instruction to create effective instructional solutions. *Prerequisite(s): ED5802. Cannot be fulfilled by transfer.*

**ED7624  Theories of Learning and Instruction**

4 QUARTER CREDITS

Learners in this course explore various theories and research associated with learning and instruction, from behaviorist to constructivist. In particular, learners focus on the theories that attempt to explain how and why people learn and the ways those theories inform instruction design. *Cannot be fulfilled by transfer.*

**ED8810  Ethics and Social Responsibility in Distance Education**

4 QUARTER CREDITS

Learners in this course analyze the influence of law and ethics on course ownership, privacy, intellectual property, freedom of speech, and social responsibility. Through an examination of ethical assumptions, attitudes, and values, learners develop a foundation for understanding and supporting distance education from an ethical perspective. *Prerequisite(s): ED5802, ED5803, ED7624. Cannot be fulfilled by transfer.*

**ED7496  Advanced Instructional Design**

4 QUARTER CREDITS

This course focuses on practical applications of instructional design in various work settings. Learners explore and evaluate current and emerging instructional interventions and identify ways to apply these approaches in education and industry settings. *Prerequisite(s): ED5802, ED5803, ED7624, ED7620. Cannot be fulfilled by transfer.*

**ED7504  Leadership for Instructional Design**

4 QUARTER CREDITS

Learners in this course gain an understanding of the leadership and management skills necessary for the effective design and delivery of web-based instruction. Learners develop a professional portfolio that demonstrates competencies in collaborative team planning, decision making, problem solving, and change management. *Prerequisite(s): ED5802, ED5803, ED7624, ED7620. Cannot be fulfilled by transfer.*

**ED8831  Theoretical Constructs for Evaluation and Assessment of Instructional Design**

4 QUARTER CREDITS

Learners in this course engage in an in-depth exploration of theories and principles of instructional design evaluation and assessment. Learners reflect on evaluation and assessment practices associated with individuals, organizations, and society to gain an understanding of the ways they inform overall evidence-based practice. *Prerequisite(s): ED5802. Cannot be fulfilled by transfer.*

**ED8841  Leading Instructional Design Initiatives**

4 QUARTER CREDITS

In this course, learners integrate the competencies of the Instructional Design and Development specialization with the leadership, innovative thinking, and communication skills needed to become leaders within their organizations. Learners practice applying these skills and focus on extending their ability to advance the performance goals and vision of their organization. *Prerequisite(s): ED5802, ED5803. 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 ED9919 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 ED9960 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

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.

ED7212  Administration and Leadership of Distance Education Programs 4 QUARTER CREDITS
This course focuses on personal and program leadership topics related to leading distance learning programs and examining issues specific to distance learning transformations in the 21st century. Learners study issues related to personal leadership style, institutional vision and perspective on distance education, and current and emerging developments in areas related to distance education. Finally, learners analyze organizational issues and determine solutions for leading an organization’s distance learning program.

ED7673  The Future of Corporate and Technical Training: Issues and Trends 4 QUARTER CREDITS
In this course, learners study theories and methods of performance improvement consultation and explore the influences that shape corporate and technical training, including performance improvement methodologies, emerging technologies, and economic and cultural trends. Learners then use these theories, methods, and influences to create a strategic plan for an organization.
Residency Course Descriptions

ED-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 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  
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 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  
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 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.

**YEAR 1**

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<thead>
<tr>
<th>Q1</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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<tbody>
<tr>
<td></td>
<td>EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose</td>
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<td></td>
<td>ED5802 Principles of Instruction Design</td>
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<td>ED7624 Theories of Learning and Instruction</td>
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**YEAR 2**

<table>
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<tr>
<th>Q5</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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<tbody>
<tr>
<td>RESIDENCY</td>
<td>ED8102 Introduction to Qualitative Research</td>
<td>2. Topic Approval</td>
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<td>ED-R8926 PhD Dissertation Research Seminar Track 2</td>
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**YEAR 3**

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<tr>
<th>Q9</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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<tbody>
<tr>
<td>RESIDENCY</td>
<td>ED8841 Leading Instruction Design Initiatives</td>
<td>3. Mentor-Approved Research Plan</td>
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<td></td>
<td>ED8132 Educational Quantitative Research 1</td>
<td>4. Committee-Approved Research Plan</td>
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<td>ED-R8927 PhD Dissertation Research Seminar Track 3</td>
<td>5. Scientific Merit Approval</td>
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<td>Q11</td>
<td>EDCN9919 Doctoral Comprehensive Examination</td>
<td>6. Institutional Review Board Approval</td>
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<td>Q12</td>
<td>EDCN9960* Dissertation Courseroom</td>
<td>7. Pre-Data-Collection Conference Call</td>
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**YEAR 4**

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<tr>
<th>Q13</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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<tbody>
<tr>
<td>Q14</td>
<td>EDCN9960* Dissertation Courseroom</td>
<td>8. Mentor-Approved Chapters 1 &amp; 2</td>
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<tr>
<td>Q15</td>
<td>EDCN9960* Dissertation Courseroom</td>
<td>9. Mentor-Approved Chapters 3, 4, &amp; 5</td>
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<td>10. Committee-Approved Dissertation</td>
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<td>11. School-Approved Dissertation</td>
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<td>12. Format Editing Completion</td>
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<td>13. Final Conference Call</td>
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<td>14. Final Manuscript Approval</td>
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<td>15. Manuscript Submitted for Publication</td>
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<td>16. Dean’s Final Manuscript Approval</td>
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*Dissertation Courseroom milestones take, on average, four to eight quarters to complete.

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.
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>TUITION/FEE</th>
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<tbody>
<tr>
<td>Tuition per credit</td>
<td>$707</td>
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<tr>
<td>Resource kit per quarter</td>
<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.CAPELLA (227.3552) to discuss your financial aid opportunities.
Academic Leadership

Amy Smith, PhD
Dean
Dr. Amy Smith serves as dean for the School of Education. In her 25-year career in education, she has held leadership positions in both public and private P–12 education, beginning as a high school English teacher, increasing leadership roles as department chair and principal, and eventually leading teams in building charter schools. Dr. Smith’s higher education experience began as a professor of education at Kent State University and Western Oregon University. She continued expanding her leadership as a department chair at Concordia University Chicago and a dean at the University of Phoenix. Her service includes authoring sections of the national teacher preparation standards for the National Council Teachers of English and serving as an assistant editor for the Journal of Curriculum and Pedagogy, a member of a charter school network Board of Directors, and a columnist for a trade publication where she provided soft-skills career advice for multiple magazines and audiences. Dr. Smith holds a PhD in Educational Leadership: Curriculum and Instruction from the University of Denver, an MEd in administration and supervision from National-Louis University in Chicago, an MA in secondary education from the University of Akron, and a BA in English from the University of Colorado.

Jason Mixon, EdD
Associate Dean
Dr. Mixon serves as associate dean of the School of Education. He was previously an associate professor and director of doctoral programs at the Center for Doctoral Studies in Educational Leadership at Lamar University in Texas. Prior to that position, he was a visiting professor of educational leadership and policy at the University of Texas at Tyler. In addition, he has an extensive background in public education. Dr. Mixon was a high school teacher, athletic coach, middle school assistant principal, and high school principal in Texas. As a scholar, Dr. Mixon has co-authored several books in the areas of intercultural responsiveness in English language learning, education leadership, and leadership for principals and superintendents. Additionally, he has authored or presented scholarly work on educational and interculturally responsive leadership in the role principals and superintendents play in school and district culture and community. Dr. Mixon currently serves as a board member on the National Council of Professional Educational Administrators (NCPEA) and is on the editorial review board of The Journal of Teacher Development. Dr. Mixon holds an EdD in Educational Leadership from Sam Houston State University, as well as an ME in Educational Leadership and a BS in Political Science and History from the University of Texas at Tyler.

Elena Kays, PhD
Faculty Chair
Dr. Elena Kays has been with the Capella School of Education since 2004 and is currently the Chair of Educational Leadership and Management, Performance Improvement Leadership, and Instructional Design for Online Learning. She has extensive experience in the field of higher education, having served in a range of faculty and leadership roles since 1992. She has previously served as the program coordinator and then chair of the Graphic Arts and Professional Design Department at Centenary College in New Jersey. While at Centenary, she created cutting-edge distance learning projects with the University of Louisiana at Lafayette, The University of Art and Design in Helsinki, and Mount Ida College in Boston. She has been a visiting scholar, program reviewer, and advisory board member for several higher education institutions including Syracuse University, Kean University, and West Virginia University. She is an award-winning pioneer in the development of online programs for studio-based curricula and has held her own ground-breaking research on emergent online environments as well as presented and published numerous papers nationally and internationally. Her research continues to impact the research community with a special issue of the International Review of Research in Open and Distance Learning dedicated to her work on emergence theory applied to designing online sustainable environments.
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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