Doctor of Philosophy (PhD) in Education with a specialization in Nursing Education

Effective July 10, 2017
Doctor of Philosophy (PhD) in **Education**
with a specialization in

**Nursing Education**

The doctoral Nursing Education specialization is designed to prepare nurses for advanced roles as nurse educators in higher and adult education. The curriculum presents nursing concepts and theories and provides learners with essential knowledge and skills in curriculum development and evaluation, teaching strategy, and scholarship. The Nursing Education specialization trains learners to design, deliver, evaluate, assess, and lead nursing education programs and function as effective nursing educators.
Career Information

## RELATED EMPLOYMENT SETTINGS TO EXPLORE

<table>
<thead>
<tr>
<th>Setting</th>
<th>Setting</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Land-based or online college or university</td>
<td>Community or technical college</td>
<td>Consulting (nursing/health care)</td>
</tr>
<tr>
<td>Health care system</td>
<td>Medical center</td>
<td>Nurse educator</td>
</tr>
<tr>
<td>Hospital</td>
<td>Educational consulting firm</td>
<td>Assistant dean of nursing</td>
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<tr>
<td>Community health agency</td>
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<td>Nurse clinician</td>
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## RELATED JOB TITLES TO EXPLORE

<table>
<thead>
<tr>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Nurse educator: Full-time faculty</td>
<td>Assistant dean of nursing</td>
<td>Educational consultant (nursing)</td>
</tr>
<tr>
<td>Nurse educator: Adjunct or part-time faculty</td>
<td>Nurse clinician</td>
<td>Director of training and continuing education</td>
</tr>
<tr>
<td>Dean or associate dean of nursing program</td>
<td>Clinical nurse educator</td>
<td>Director of educational and institutional research</td>
</tr>
<tr>
<td>Education analyst</td>
<td>Program director</td>
<td>Nursing education curriculum specialist</td>
</tr>
<tr>
<td>Nurse educator</td>
<td>Director of nursing</td>
<td></td>
</tr>
<tr>
<td>Department chair</td>
<td>Director of faculty and staff development</td>
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<td>Director of grant writing</td>
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## SPECIALIZATION OUTCOMES

<table>
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<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>Facilitate learning</td>
<td>Participate in curriculum design and evaluation of program outcomes</td>
<td>Pursue continuous quality improvement in the nurse educator role</td>
</tr>
<tr>
<td>Facilitate learner development and socialization</td>
<td>Function as a change agent and leader</td>
<td>Function within the educational environment</td>
</tr>
<tr>
<td>Use assessment and evaluation strategies</td>
<td>Engage in scholarship</td>
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</tbody>
</table>

*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 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
- ED7311 Theory and Methods of Educating Adults 4 quarter credits
- ED7590 Critical Thinking in Adult Education 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

- ED7314 International and Multicultural Perspectives in Postsecondary and Adult Education 4 quarter credits
- ED7712 Classroom Assessment in Education 4 quarter credits
- ED7310 Evaluating the Effectiveness of the Educational Process 4 quarter credits
- ED8350 Advanced Nursing Theory and Concepts 4 quarter credits
- ED8355 Curriculum Design and Evaluation in Nursing Education 4 quarter credits
- ED8360 The Nurse Educator: Faculty Roles and Responsibilities 4 quarter credits
- ED8365 Teaching Strategies in Nursing Education 4 quarter credits
- ED8370 Nursing Leadership and Professional Practice 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:
- ED7818 The Future of Teaching and Learning: Issues for the Educational Leader 4 quarter credits
- ED7212 Administration and Leadership of Distance Education Programs 4 quarter credits
- ED7716 Faculty Leadership 4 quarter credits

OR

Choose any graduate course(s).

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

ED7311  Theory and Methods of Educating Adults 4 QUARTER CREDITS
In this course, learners study adult learning theory and learning styles and preferences. Course topics include adult education theories, principles of adult learning, and methodology for best practice in adult education. Learners also reflect on their personal educational philosophy and practice.

ED7590  Critical Thinking in Adult Education 4 QUARTER CREDITS
This course provides learners with a framework for critical inquiry and reflection. Learners examine models and best practices of thinking, reading, and acting critically in adult education. Learners apply key principles of critical thinking in personal and professional situations.
Specialization Course Descriptions

ED7314  International and Multicultural Perspectives in Postsecondary and Adult Education  
In this course, learners develop the international and multicultural skills and understandings necessary to become culturally competent adult educators in their specialization. Learners define cultural competence for their professional role, learn to address the needs of diverse learners, foster intercultural learning in the classroom or other educational settings, and develop strategies for incorporating relevant international and multicultural perspectives into their curriculum, instructional activities, and assessments. Cannot be fulfilled by transfer.

ED7712  Classroom Assessment in Education  
Learners in this course explore evidence-based classroom assessment and evaluation practices and apply a variety of tools and strategies to assess and evaluate learning. Learners also develop appropriate formative and summative classroom assessment techniques that address intended learning outcomes and promote learning in a global society. Cannot be fulfilled by transfer.

ED7310  Evaluating the Effectiveness of the Educational Process  
The focus of this course is on adult education program evaluation strategies and techniques. Learners analyze various program evaluation models used to evaluate the effectiveness of post-secondary education programs and learn how to apply appreciative inquiry (AI) as a data collection method. Learners also design appropriate and effective program evaluation strategies and propose them to conduct a basic evaluation of a program. Cannot be fulfilled by transfer.

ED8350  Advanced Nursing Theory and Concepts  
In this course, learners analyze historical and current nursing concepts and theories. Topics include nursing philosophy, curriculum development, clinical practice, and future trends in the healthcare system. Cannot be fulfilled by transfer.

ED8355  Curriculum Design and Evaluation in Nursing Education  
In this course, learners develop curricula and explore appropriate evaluation models to assess curriculum design. Learners evaluate the influence of accreditation requirements on curriculum development and the accreditation evaluation process. Cannot be fulfilled by transfer.

ED8360  The Nurse Educator: Faculty Roles and Responsibilities  
This course presents the history of higher education nursing programs and the roles and responsibilities of nurse educators in higher education and clinical settings. Topics include clinical site responsibilities, professional and staff development, the importance of student preceptors and mentors, educational program requirements and evaluation, and legal and ethical issues. Cannot be fulfilled by transfer.

ED8365  Teaching Strategies in Nursing Education  
In this course, learners examine nursing education teaching and learning theories, and analyze teaching strategies in classroom and clinical settings, including use of simulations. Learners also analyze instructional strategies for teaching in face-to-face and online environments. Cannot be fulfilled by transfer.

ED8370  Nursing Leadership and Professional Practice  
Learners in this course explore scholarship in nursing education. Learners investigate professional organizations and legislative issues, and engage in publication, presentation, and grant writing opportunities and activities. 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

ED7818  The Future of Teaching and Learning: Issues for the Educational Leader  4 QUARTER CREDITS
In this course, learners explore and analyze the issues shaping teaching and learning. Learners use futuring methods to examine the ways history, technology, trends, and change affect the future of teaching and learning. **Cannot be fulfilled by transfer.**

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.

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

<table>
<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>
</tr>
<tr>
<td>Q2</td>
<td>ED7311</td>
<td>Theory and Methods of Educating Adults</td>
</tr>
<tr>
<td></td>
<td>ED7590</td>
<td>Critical Thinking in Adult Education</td>
</tr>
<tr>
<td>Q3</td>
<td>ED8112</td>
<td>Educational Research Methods</td>
</tr>
<tr>
<td></td>
<td>ED-R8925</td>
<td>PhD Dissertation Research Seminar Track 1</td>
</tr>
<tr>
<td>Q4</td>
<td>ED8350</td>
<td>Advanced Nursing Theory and Concepts</td>
</tr>
<tr>
<td></td>
<td>ED7310</td>
<td>Evaluating the Effectiveness of the Educational Process</td>
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<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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<tbody>
<tr>
<td>Q5</td>
<td>ED8102</td>
<td>Introduction to Qualitative Research</td>
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<tr>
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<td>ED-R8926</td>
<td>PhD Dissertation Research Seminar Track 2</td>
</tr>
<tr>
<td>Q6</td>
<td>ED7712</td>
<td>Classroom Assessment in Education</td>
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<td>ED8355</td>
<td>Curriculum Design and Evaluation in Nursing Education</td>
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<tr>
<td>Q7</td>
<td>ED7314</td>
<td>International and Multicultural Perspectives in Postsecondary and Adult Education</td>
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<tr>
<td></td>
<td>ED8360</td>
<td>The Nurse Educator: Faculty Roles and Responsibilities</td>
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<tr>
<td>Q8</td>
<td>ED8365</td>
<td>Teaching Strategies in Nursing Education</td>
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<tr>
<td></td>
<td>ED8370</td>
<td>Nursing Leadership in Professional Practice</td>
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</tbody>
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<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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</thead>
<tbody>
<tr>
<td>Q9</td>
<td>ED8132</td>
<td>Educational Quantitative Research 1</td>
</tr>
<tr>
<td></td>
<td>ED-R8927</td>
<td>PhD Dissertation Research Seminar Track 3</td>
</tr>
<tr>
<td>Q10</td>
<td>EDCN9919</td>
<td>Doctoral Comprehensive Examination</td>
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<td>Q11</td>
<td>EDCN9960*</td>
<td>Dissertation Courseroom</td>
</tr>
<tr>
<td>Q12</td>
<td>EDCN9960*</td>
<td>Dissertation Courseroom</td>
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<th>YEAR 4</th>
<th>COURSES</th>
<th>DISSERTATION MILESTONES</th>
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<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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</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>TUTION/FEE</th>
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<tbody>
<tr>
<td>Tuition per credit</td>
<td>$707</td>
</tr>
<tr>
<td>Resource kit per quarter</td>
<td>$175</td>
</tr>
</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.
Amy Smith, PhD
Dean
Dr. Amy Smith serves as dean for the School of Education. In her 25-year career in education, she has held leadership positions in both public and private P–12 education, beginning as a high school English teacher, increasing leadership roles as department chair and principal, and eventually leading teams in building charter schools. Dr. Smith’s higher education experience began as a professor of education at Kent State University and Western Oregon University. She continued expanding her leadership as a department chair at Concordia University Chicago and a dean at the University of Phoenix. Her service includes authoring sections of the national teacher preparation standards for the National Council Teachers of English and serving as an assistant editor for the Journal of Curriculum and Pedagogy, a member of a charter school network Board of Directors, and a columnist for a trade publication where she provided soft-skills career advice for multiple magazines and audiences. Dr. Smith holds a PhD in Educational Leadership: Curriculum and Instruction from the University of Denver, an MEd in administration and supervision from National-Louis University in Chicago, an MA in secondary education from the University of Akron, and a BA in English from the University of Colorado.

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

Phyllis Misite, PhD
Interim Faculty Chair
Dr. Phyllis Misite currently serves as Interim Faculty Chair of Higher Education programs in the School of Education at Capella University. She has held various administrative positions during her career in higher education with experience and interest in course development, intercultural education, and faculty development. She has served various roles at Capella since 2003; including instructor, faculty lead of the Higher Education Leadership specialization, course subject matter expert, and member of various university committees and pilot initiatives. Dr. Misite received her Ph.D. from Boston College in Curriculum, Instruction and Administration with a concentration in Higher Education Administration.
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the 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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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/doctrnal/PhD_Ed_Nursing_Ed_gedt.html.