

DOCTORAL CORE (DOC)

DOC 3--. DOC-GRAD LEVEL. (1-10 Credits)

Graduate Level Coursework in Doctoral Core

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Transfer

Schedule type(s): Lecture

Area(s) of Inquiry: None

DOC 301. DOCTORAL SEMINAR. (3 Credits)

First semester of a two semester study and analysis of practice-based issues. This course will explore the theoretical foundations of social science and practice-based research design with an emphasis on the integration of theory as studies in DOC 350 in the research process.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Law, Professional Health Care or Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 302. DOCTORAL SEMINAR. (3 Credits)

Second semester of a two semester study and analysis of practice-based issues. This course will explore individual and ethical responsibilities with an emphasis on leadership, multiculturalism, and social justice.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Law, Professional Health Care or Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 303. SEM: LEAD, DIV, EQ, & INCL I. (3 Credits)

Doc 303 seminar: diversity, equity, and inclusion I introduces students to the foundations of DEI through an antiracist lens. Students will examine their identities, and role in sustaining oppressive and/or healing centered antiracist systems. This course will emphasize scholarship and writing in action-oriented application of diversity, equity, and inclusion concepts.

Level: Graduate, Non Degree Coursework

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 304. SEMINAR: LEADERSHIP, DIVERSITY, EQUITY, AND INCLUSION II: HISTORICAL AND SOCIAL BARRIERS. (3 Credits)

This course explores the intersectionality of theory and praxis about historical and social barriers, healing, systematic and comprehensive approaches to K-12 inequities, systems of oppression, and leadership. Students will critically analyze historical events, legislation, and socio-political contexts that have shaped and influenced K-12 education today. The interdisciplinary foundations of these topics challenges students to examine and apply rigorous scholarship to co-create culturally affirming and healing centered solutions to educational inequities.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 305. QUANTITATIVE METHODS. (3 Credits)

Rationale, application, and communication of basic quantitative methods and statistical analyses commonly used in educational research.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Law, Professional Health Care or Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 306. QUALITATIVE METHODS. (3 Credits)

Principles of methodology associated with qualitative research in education; critiquing, planning, and conducting qualitative research.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Law, Professional Health Care or Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 308. DOCTORAL APPRENTICESHIP. (3 Credits)

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Credit/No Credit

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 330. INDEPENDENT STUDY. (1-4 Credits)

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

DOC 345. THEORY, RESEARCH, AND LEADERSHIP. (3 Credits)

A study of major theories of leadership and organizational design.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Law, Professional Health Care or Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 350. PHILOSOPHY AND EPISTEMOLOGIE OF EDUCATION. (3 Credits)

Study of philosophical, psychological and technological foundations of education, with an emphasis on theories of teaching, curriculum, research and leadership.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Law, Professional Health Care or Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 360. LEARNING, LEADING, TECHNOLOGY. (3 Credits)

Students will explore what it means to communicate, learn, and lead in a ""wired world"" by examining current issues of implementation, use, and assessment of technology in various settings. These issues may include: How has/does technology change(d) the way we learn, lead, and commun- icate; how does one think philosophically about technology; how can technology research be critically examined to inform decisions. Emphasis will be balanced between knowledge about information technologies and the use of information technologies in a range of settings.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Law, Professional Health Care or Undergraduate level students may **not** enroll.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 365. LEARNING SCIENCES. (3 Credits)

Doc 365 Learning Sciences is an interdisciplinary course that investigates theories and questions about learning. This course is designed to provide students with an interdisciplinary foundation for theories, research contexts, and processes of learning and teaching in and out of schooling settings. This course will survey the broad, emerging field of learning sciences and some of its methodologies as well as alternatives to common educational research practices. The learning sciences are concerned with designing effective learning innovations and environments through the fields of educational psychology, cognitive science, neuroscience, anthropology, educational technology, computer science, and sociocultural studies, to name only a few. During our investigations of learning through these fields we will analyze the way learning is understood through research methodologies, learning technologies, collaborative learning, disciplinary learning, and instructional design.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Enrollment limited to students in a Doctor of Education or Doctor of Philosophy degrees.

Enrollment limited to students in the Education college.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture

Area(s) of Inquiry: None

DOC 370. PROGRAM EVALUATION AND ASSESSMENT. (3 Credits)

Students will a) acquire knowledge of basic models and principles of program evaluation; b) develop an under- standing of program evaluation practice by designing and conducting an evaluation of a program relevant to their degree and individual interests; c) learn how to write an evaluation report to meet stakeholder information and decision-making needs; and d) acquire an understanding of ethical, social, political, and cultural issues confronted by program evaluators.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 375. CONC & APP OF LEARN ANALYTICS. (3 Credits)

Learning Analytics is defined as “the measurement, collection, analysis, and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs. As a research and teaching field, Learning Analytics sits at the convergence of Learning (e.g. educational research, learning and assessment sciences, educational technology), Analytics (e.g. statistics, visualization, computer/data sciences, artificial intelligence), and Human-Centered Design (e.g. usability, participatory design, sociotechnical systems thinking)” (<https://www.solaresearch.org/about/what-is-learning-analytics/>). A few examples of the ways in which learning analytics is used in the fields of education and organizational learning include measuring key indicators of student/learner performance, supporting student/learner development, understanding and improving the effectiveness of teaching/training practices, and informing institutional decisions and strategy. These same strategies can be applied across disciplines in contexts where there is a focus on employee and stakeholder learning. In this course, students will examine the theories, concepts, and practices of learning analytics. The four overarching methodologies of learning analytics will be explored; specifically, descriptive analytics, diagnostic analytics, predictive analytics, and prescriptive analytics. Prominent learning analytics tools will be reviewed. We will also discuss key ethical, practical, and cultural challenges to the effective and appropriate use of learning analytics

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 380. DOCTORAL APPRENTICESHIP. (1-6 Credits)

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Credit/No Credit with IP

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 381. CAPSTONE SEMINAR. (3 Credits)

This doctoral capstone seminar is designed as a semi structured learning group to assist students in identifying a capstone project and guide students in preparing and writing their capstone proposal. The Capstone project is designed to provide EdD students with a culminating path that aligns with the goals and purposes of the EdD degree in the School of Education at Drake University. Specifically, EdD candidates will have the opportunity to design and complete a significant summative project that focuses on addressing a problem of practice within the student's professional community. The capstone project provides an opportunity for the EdD candidate to utilize their leadership, research, analysis, assessment and evaluation, and strategic planning skills to make an effective impact on an identified problem of practice. Each completed Capstone should serve as a valuable resource to members of the partnering communities. The format of the course will include a variety of instructional strategies, which may include mini-lectures, individual and group work, individual and group presentations, online assignments, guest speakers, library research, and other active learning activities.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Credit/No Credit with IP

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 386. TRANSFORMATIONAL SYST LEAD. (3 Credits)

Systems experts, including Dr. Edwards Deming and Dr. Russell Ackoff, believed that the system itself is responsible for 95% of the behaviors in the system. In order to improve performance, it is necessary for leaders to understand and consider the benefits in deploying a systemic/systematic approach to continual improvement. Effective leaders carry out their roles from systems perspectives; viewing organizations as complex and dynamic in nature, with its people, equipment, and processes working together to achieve the system's aim. However, systems thinking is not enough, for ultimately we seek ever-improving results. Leaders must be able to operationalize a systems perspective through effective strategic planning. This course is designed to provide students with a broad understanding of systems thinking and its application, including its foundations, key contributors to the body of knowledge, and applications for personal and professional leadership for the purpose of improving the systems they lead

Level: Graduate, Non Degree Coursework

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture

Area(s) of Inquiry: None

DOC 388. CAPSTONE PROJECT CREDITS. (1-6 Credits)

Students are required to register for a minimum of 9 credit hours while working on their capstone project. If the capstone project is not completed and successfully defended by the time the student has fulfilled registration of the 9 credits, the student is required to continue to register for 1 credit of Doc 388 – Capstone until the capstone has been completed and successfully defended. The Capstone project is designed to provide EdD students with a culminating path that aligns with the goals and purposes of the EdD degree in the School of Education at Drake University. Specifically, EdD candidates will have the opportunity to design and complete a significant summative project that focuses on addressing a problem of practice within the student's professional community. The capstone project provides an opportunity for the EdD candidate to utilize their leadership, research, analysis, assessment and evaluation, and strategic planning skills to make an effective impact on an identified problem of practice. Each completed Capstone should serve as a valuable resource to members of the partnering communities.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Credit/No Credit with IP

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 390. DISSERTATION SEMINAR. (3 Credits)

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter with IP

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 395. ADVANCED QUANTITATIVE RESEARCH METHODS. (3 Credits)

DOC 395 is the second course in the quantitative (DOC 305) research sequence. Course emphasis is on advanced methods of quantitative research design and statistical analyses.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 396. ADVANCED QUALITATIVE RESEARCH METHODS. (3 Credits)

DOC 396 is the second course in the qualitative (DOC 306) research sequence. Course emphasis is on application of fieldwork in qualitative research, culminating in a final qualitative project.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

DOC 399. DISSERTATION. (1-6 Credits)

3 credits required in each of the last two semesters. 1 additional credit required each semester (including summer) until dissertation is completed.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Law, Professional Health Care or Undergraduate level students may **not** enroll.

Primary grade mode: Credit/No Credit with IP

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None