Course Change Request

Date Submitted: 01/30/18 10:05 pm

Viewing: **EDCI 754 : Trends in Data Management and Analysis**

Last edit: 02/01/18 2:08 pm
Changes proposed by: ambyrios

Catalog Pages referencing this course

- Department of Teaching, Learning and Culture
  - EDCI - Educ Curriculum & Dev.

Contact(s)

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<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrios@tamu.edu">ambyrios@tamu.edu</a></td>
<td>9798628122</td>
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Rationale for Course

Edit

- The proposed changes are for accreditation purposes.

Other

- The proposed changes are part of a routine curriculum review.

Explained other rationale

- Update for distance education equivalency.

Course prefix EDCI
Course number 754

Department Teaching, Learning & Culture
College/School Education & Human Development
Academic Level Graduate
Academic Level (alternate) Undergraduate
Effective term 2018-2019

Complete Course Title
Trends in Data Management and Analysis

Abbreviated Course Title TRENDS IN DATA MGMT ANALYSIS

Catalog course description
Understanding of basic principles behind modern data management and analysis; exploration and analysis of data to identify school improvement needs and make informed decisions in effecting change.

Prerequisites and Restrictions
Graduate classification; admission to Online Ed.D. in Curriculum and Instruction.

Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No

In Workflow

1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 01/31/18 9:49 am
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 02/01/18 2:08 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/01/18 3:26 pm
   Melanie Robideau (mrobidou): Approved for ED Committee Preparer GR
4. 02/13/18 3:42 pm
   Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm
   Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:51 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:14 pm
   LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
EDCI 754: Trends in Data Management and Analysis

Crosslistings: No
Crosslisted With: No

Semester: 3 Credit Hour(s)
(2 per week):
Lecture: 3 Lab: 0 Other: 0 Total: 3
Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 1303010004
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
In the 754 class, students have to complete and present a major project, Data Analysis Project, which encompasses all the learning objectives and materials that we covered during class. Students must identify a problem germane to 21st century students and perform extensive research for this assignment, including what the problem(s) and/or deficiencies? How were data sources collected and analyzed? What specific policies were addressed? What are the implications for that district? What type(s) of problem solving models/protocol will be used? What potential solutions should be developed to address the problem/deficiency? Identify a possible ways to evaluate the proposed solutions. How would you implement any changes on your campus/district?

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Additionally, students complete a Book Study and Comprehensive final exam, covering the objectives and materials for the course. In addition to working on the Data Analysis Project, Students have assigned readings from the course textbooks (2), additional readings and videos posted by me that they must read, and a reflective discussion they must complete. I did not teach this course last year.

Will this course be taught as a distance education course?
Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
No

This will be a required course or an elective course for the following programs:
## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus: Upload syllabus</th>
<th>[EDCI 754-Fa16.doc](EDCI 754-Fa16.doc)</th>
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<tbody>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
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<tr>
<td>Additional information</td>
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<td>Reviewer Comments</td>
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<td>Reported to state?</td>
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**Required (select program)**

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<th>Program(s)</th>
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<tr>
<td>(EDD-EDCI) Doctor of Education in Curriculum and Instruction</td>
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**Elective (select program)**

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<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(PHD-EDCI) Doctor of Philosophy in Curriculum and Instruction</td>
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</tbody>
</table>
Course title and number: EDCI 754: Trends in Data Management & Analysis

Term: Fall 2016

Meeting times and location: Online – e-Campus Class; Classes open on Monday at 7:30 a.m. beginning the first week of class. All class assignments and forum postings must be completed by the next Sunday at midnight.

Instructor Information

Name: James Laub, PhD
Email address: jlaub@tamu.edu
Office hours: By appointment, 312 Harrington Tower

Course Description and Prerequisites

This course is designed for graduate students who are working toward a doctoral degree in Curriculum and Instruction. Admission to Graduate Studies and Cohort IV of the Online Executive Ed.D. program are required in order to take this course.

The course is designed for students to provide students with an understanding of the basic principles behind modern data management and analysis. Students will explore and analyze data to identify school improvement needs and make informed decisions in effecting change. Special attention will be given to the various theoretical frameworks needed to address those issues and implications and advance student understanding. Each topic draws attention to significant aspects of pedagogical processes and provides a distinctive means of understanding and managing organizational situations.

The course represents potential topics to be entertained during class sessions. These topics and their positions in the schedule should be viewed as a general framework for our discussions and should not be considered firmly restricted to any specific class session. The course will use a collegial, inquiry-based format, allowing learners and the instructor to learn from one another.

The course goals aim to enhance teacher and curriculum leaders’ professional competence and skill set in discovering and solving problems leading to effective solutions to educational problems in school-based settings. Goals include:

1. investigate current trends in educational evaluation and data mining
2. evaluate data sources concerning key issues in educational policy and practice
3. gain knowledge of the fundamental principles of disaggregating data
4. develop a basic philosophy of data management and analysis to guide future data exploration.
5. identify school improvement needs and develop plans to address deficiencies

**Syllabus is intended as a guide, not a contract. If it is in the best interest of the class to make revisions, the instructor will do so. The instructor will notify students promptly of any revisions**
Textbook and/or Resource Material

**Required Texts:**


**Additional resources** (further readings will be developed)

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Grading Policies and Course Expectations

You are **required to log into the website at least twice a week**. It is very important that you do not miss posting any of your discussions, because your peers are responsible for reading them and posting their comments within the next 48 hours. If your discussion is not promptly posted, there is no other way that your peers can read it in a timely manner and post their comments. I do understand that sometimes it is not possible to avoid emergency issues or any undesired circumstances that may lead you to miss a class assignment. If you are late with an assignment, one point per day will be deducted for an assignment; except for university excused absences. If you miss a class assignment by an entire week, it is your responsibility to notify the instructor in advance or as soon as possible afterwards to discuss ways to make up the work.

**Only university-excused absences with required documentation will allow you to make up missed work.** Refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for details on excused absences.

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Honor Code

“An Aggie does not lie, cheat or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)
Community Learning – Discussion Forum (DF)

Participation in Online Discussions – A major goal of this class is for you to be able to articulate your understandings in writing to others in class. Class discussion is crucial to the development of this skill. By participating in critical online discussions of the assigned readings, you and your classmates will improve abilities to write publicly and critically about issues and ideas and to question (politely) the positions of others. Each student is expected to make substantial posts.

Contributions to the Discussion Forum (DF) - A second goal of this class is for you to learn to work collaboratively to produce new knowledge through the Discussion Forum postings. Discussion Forum work provides an opportunity for you to introduce new readings and resources to the rest of the class. You will respond to two different Discussion Forum postings from the week before. Your response should indicate that you have read the individual’s posting and the attached resource to the post and that you have addressed important points made in the resource.

Book Study

Students will select a chapter from the course textbook, Transforming teaching and learning through data-driven decision making and present that chapter to the class. It is expected that students may cover the same chapter; that is okay, we are looking for each individual’s interpretation of the material. The presentation must be narrated, and presented in an electronic format (PowerPoint, Prezi, etc.) and address the following:

- What are the main points of the chapter?
- What are the implications for education and curriculum leaders?
- What is the relevant research on the topic?
- Reflection and questions?
- Be specific and stay on point – minimum of 15 slides, maximum of 30 slides.

Data Analysis Project:

Using the concepts explored throughout this course, students will analyze Federal, State and local data sources to identify and describe educational problem(s) or deficiencies that curriculum leaders could face in a specific school district, and prepare a 25 – 30 slide electronic presentation, addressing possible solutions to that problem(s). Library research will be required to supplement data sources. The presentation must be narrated, and presented in an electronic format (PowerPoint, Prezi, etc.) and address the following:

- What are the problem(s) and/or deficiencies?
- How were data sources collected and analyzed?
- What specific policies were addressed?
- What are the implications for that district?
- What type(s) of problem solving models/protocol will be used?
- What potential solutions should be developed to address the problem/deficiency?
- Identify a possible ways to evaluate the proposed solutions.
- How would you implement any changes on your campus/district?
- Bibliography

Comprehensive Final Exam:

Students will complete a comprehensive final exam, consisting of 3 open-ended questions, focusing on all concepts and materials covered in class. The exam will be similar to the preliminary exam you will take at the end of your doctoral coursework, prior to advancing into the Record of Study phase. Answers must include cited references/sources and follow APA guidelines. Writing mechanics, grammar and scholarship will be expected. Prepare your Final Exam in a word document, and then upload that document.
Grading

Collaboration is encouraged; you will not be forced into some type of distribution, normal or otherwise. The grade is based upon (a) participation in class assignments (b) final examination and (c) quality of the problem of practice paper. Collaboration is encouraged; you will not be forced into some type of distribution, normal or otherwise.

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<td>Community Learning Discussion Forum</td>
<td>Contributions to Discussion Forum Entries</td>
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<tr>
<td>Data Analysis Project</td>
<td>15 – 25 slides multi-media presentation</td>
<td>300</td>
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<td>Final Exam</td>
<td>Comprehensive Final Exam covering all materials presented in class</td>
<td>300</td>
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<tr>
<td>Book Study</td>
<td>Multi-media presentation of book</td>
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Grade Distribution

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<td>Topics</td>
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<td>Aug. 29</td>
<td>PDF Article - Spillane</td>
<td>What is data</td>
<td>CA; Introductory posts</td>
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<td>Sept. 4</td>
<td>No Child Left Behind Regulations Federal Register, 67(321), Pages 71709–71771 PDF Articles</td>
<td>Overview of Federal Accountability standards</td>
<td>CA, DF</td>
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<td>Ch. 1 &amp; 2 - Bernhardt Ch. 1 &amp; 2- Goldring PDF articles/book chapters</td>
<td>Overview of school improvement, frameworks for data based decisions</td>
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<td>Ch. 3 &amp; 4 - Bernhardt PDF articles Ch. 1 - Mandinach</td>
<td>Demographic data, improving schools with data; data mining</td>
<td>CA, DF Book study presentation</td>
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<td>TEA Website PDF articles Ch. 2 - Mandinach</td>
<td>In depth analysis of AEIS and PBMAS</td>
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<td>Ch. 5 &amp; 6 - Bernhardt Ch. 4 - Goldring PDF articles/book chapters Ch. 3 - Mandinach</td>
<td>Student and school data; using and evaluating standardized data</td>
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<td>Oct. 9</td>
<td>Ch. 7 &amp; 8 - Bernhardt Ch. 5 &amp; 6 - Goldring PDF articles/book chapters Ch. 3 - Mandinach</td>
<td>Disaggregating data, formative assessments and data</td>
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<td>In depth analysis of AYP</td>
<td>CA, DF Book study presentation</td>
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<td>Ch. 9 &amp; 10 - Bernhardt Ch. 3 &amp; 7 - Goldring PDF articles/book chapters Ch. 6 - Mandinach</td>
<td>Creating and implementing a shared vision; community involvement</td>
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<td>Ch. 11 &amp; 12 - Bernhardt Ch. 8 - Goldring PDF articles/book chapters Ch. 7 - Mandinach</td>
<td>Evaluating data and strategies; differentiated instruction</td>
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<td>Ch. 13 &amp; 14 - Bernhardt Ch. 9 &amp; 10 - Goldring PDF articles/book chapters Ch. 8 - Mandinach</td>
<td>Transformation and change; seeking solutions</td>
<td>CA, DF Book study presentation</td>
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<td>Dec. 14</td>
<td>Comprehensive Final Exam</td>
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**Americans with Disabilities Act**

The American with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

**Diversity Statement for the Department of Teaching, Learning, and Culture:**
The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is dedicated to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination embraces the entire university community including faculty, staff, and students.

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**ONLINE COURSE EVALUATION SURVEYS are required,** [https://pica.tamu.edu](https://pica.tamu.edu). Look for announcements on e-Campus. You will receive notifications by email.

**Instructional Technology Services**
004C Heldenfels Hall ▪ Texas A&M University ▪ 3002 TAMU
(979) 862-3977 ▪ its@tamu.edu ▪ [http://itsinfo.tamu.edu](http://itsinfo.tamu.edu)