

**SCHOOL OF EDUCATION VIRTUAL CAMPUS**

**Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.**

**COURSE NUMBER AND TITLE:** EDUC 5383 VC01 – Data-Based Decision Making

**TERM AND DATES:** February 24, 2014 – May 17, 2014

**INSTRUCTOR’S NAME:** Dr. Tami Prichard

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**CATALOG COURSE DESCRIPTION:** Data-Based Decision Making- use of data to formulate decisions and courses of action; How data improves programs and decisions; Statistical methods to monitor progress, change, and trend analysis.

**REQUIRED RESOURCE MATERIALS:**

A*.* Student Textbook: Kowalski, T. J., et al. (2008). *Data-driven decisions and school leadership: Best practices for school improvement.* Boston: Pearson. This text is required. (ISBN: 978-0-205-49668-6)

B. Access to WBU Learning Resources www.wbu.edu/lrc



**COURSE OUTLINE COMPETENCIES:**

* The student will demonstrate knowledge of statistical inquiry by analyzing sample assessments and comparing the results with the standard or goal being investigated.
* The student will demonstrate professional presentation skills by preparing documents or presentations outlining the findings the analysis.
* The student will perform appropriate statistical procedures to the data sets provided.

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:**

* Discussion Board (weekly)
* Weekly Reading Assignments
* Analysis of Local Practices
* Research Paper
* Completion of a Final Exam.

**ATTENDANCE REQUIREMENTS:**  (Online Class)

Since attendance is not “real-time” with a Virtual Campus class, attendance is not part of the grading. However, participation is just as, if not more, important in a VC class as a face-to-face class. Access to the Internet on a regular basis is a requirement of this course. We will use the Blackboard learning system for all course work. Lack of access is NOT an excuse for missed assignments in the course; if you do not have consistent and reliable Internet access, you should not take this course in an online format.

**METHODS OF INSTRUCTION:**

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| --- | --- | --- |
| Assignment | Possible Points | Points Earned |
| Discussion Board (10 x 20 points) | 200 |  |
| Analysis of Local Practice | 300 |  |
| Research Paper | 300 |  |
| Final Exam | 200 |  |
|  |  |  |
|  Total | 1000 |  |

**UNIVERSITY GRADING SYSTEM:**

 A  (900+) Cr for Credit

 B  (800-899) NCR No Credit

 C  (700-799) I Incomplete\*

 D (600-699) W for withdrawal

 F (599-) WP Withdrawal Passing

 WF Withdrawal/Failing

 X No grade given

 IP In Progress

**Specific Requirements for Online Students-**

Compatible Computer and Access to Blackboard- You CANNOT take this course unless you can do the following-

* Have regular access to a computer
* Be able to log in to Blackboard
* Be able to complete the assignments within Blackboard
* Be able to rectify any software issues related to using Blackboard
* Be able to communicate with the instructor via email
* Know how to check to see if assignments have posted to Blackboard

If you cannot do ALL of the above, for the duration of the course, you must immediately do one of the following-

Borrow a friend’s computer to complete the above

Find a public computer to complete the above

Drop the course

Computer incompatability or software issues is NOT an excuse for allowing make-ups on assignments!!

**ACADEMIC HONESTY:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

**Plagiarism -** The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*” - Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**DISABLED PERSONS:** It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

**COURSE CALENDAR**

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| EDUC 5383 – Tentative ScheduleASSIGNMENTs - All assignments are due by midnight Sunday night to accommodate those who must complete the work during the weekend. \*\*\*I reserve the right to amend the schedule as needed. |
| Session Date | Content | Reading | Assignments  |
| 1 | Feb. 24-March 2 | Problem Solving and Decision Making in the Context of School Reform and Decision Making Behaviors | Read SyllabusRead Chapters 1-2 | Discussion Board 1(DB1) |
| 2 | Mar 17- 23 | Decision Complexity, Models, and Action Theory; Group Decision Making | Read Chapters 3-4 | DB2 |
| 3 | Mar 24-30 | Understanding Data-Driven Decision Making | Read Chapter 5 | DB3 |
| 4 | Mar 31-April 6 | Research to Drive Education Decision Making | Read Chapter 6 | DB4Local Analysis Project |
| 5 | Apr 7-13 | Collecting and Assessing Data | Read Chapter 7 | DB5  |
| 6 | Apr 14-20 | Technology and Information Management | Read Chapter 8 | DB6  |
| 7 | Apr 21-27 | Curriculum and Instruction | Read Chapter 9 | DB7  |
| 8 | Apr 28-May 4 | Effective School Improvement | Read Chapter 10 | DB8 Research Paper due |
| 9 | May 5 -May 11 | Implementing and Monitoring Decisions | Read Chapter 11 | DB9  |
| 10 | May 12-17 | Final Exam | No Reading Assignment | DB10 – What Have I Learned? |

**Course Requirement Details-**

* Reading Assignments- Students are expected to keep current on the reading assignments from the textbook and web-based materials. Assessment of student reading will be evident within the weekly posts.
* Discussion Board- There are ten DB assignments in this course. Students are expected to compose their discussion board entries with the same care they would write a hard-copy to turn in for a grade. **Do not use emoticons or other ‘chatroom’ slang…these will receive deductions in points**. All of the writing in this course should be graduate-level and professional.
* Analysis of Local Practices- Each student will do an analysis of a local (your employer or area of responsibility) practices in data-based decision making. This analysis should be prepared for presentation by incorporating it into a professional Microsoft Power Point presentation. This presentation should equate in length to a ten to fifteen-minute presentation. (Since this is an online class, you will not be presenting it to the class, but will be posting it to Blackboard.)
* Research Paper- Each student will write a research paper of at least 6 pages (body; does not include cover page, bibliography, etc.) and no more than 15 pages. It should be APA style. The paper will be an argument either supporting or opposing the use of school vouchers. The primary content of the paper should be based on actual school data you’ve collected from available sources. This can be data for an individual school, schools in a particular district, schools in a particular city or county, or general data for schools across the state.
* Final Examination-A final examination will be given on Blackboard covering basic terminology, definitions, and meanings of common terms used in research and data analysis. The terms found on the exam will come from the textbook and from everyday usage in school and leadership settings related to data-based decision making. This will be an open-book exam and it will not require a local proctor.

**Instructions for Writing Discussion Board Posts**

* Students are required to create an original post to the topic provided each week and to make additional responses to two classmates. Reply to previous postings by other students to add your comments to their posts as required. Do not be offended if other students do not agree with you. PLEASE be aware that body language isn’t possible in an online forum, so you can’t ‘read’ things like sarcasm, dry humor, or other non-verbal cues, so BE CAREFUL how you word your comments and BE AWARE that even if it sounds like someone is being insulting or rude, that is likely not the case. This is a professional forum.
* Write your posts with the same care you would write a hard copy to turn in for a grade. **Do not use emoticons, acronyms (i.e., LOL, IMHO, etc.) or any other ‘chatroom’ slang…these will receive deductions in points**. All of your writing in this course should be college-level and professional.
* Discussion Board assignments are always due Sundays at MIDNIGHT, CST.
* And finally, have some fun and learn something with it!!

**Email Account:** As part of the basic requirements of this class, it is expected that every student will use their WBU email account. Email will be used by the instructor to disseminate information to students in such areas as general information, quizzes, and assignments. Please use this means of communication to contact the instructor or any other students in the class.

**Bibliography:** An extensive bibliography can be found at the end of each chapter of the textbook. Here are some more general research methods references.

Berry, W. D. (1993). *Understanding regression assumptions.* Sage Series on Quantitative Applications in the Social Sciences, vol. 92. Newbury Park: Sage Publications.

Blake, R. M., Ducasse, C. J., Madden, E. H. (1960). *Theories of scientific method: Renaissance through the nineteenth century.* Seattle: Univ. of Washington Press.

Clagett, M. (1969). *Critical problems in the history of science.* Madison, WI: Univ. of Wisconsin Press.

Collyer, C. E., & Enns, J. T. (1987). *Analysis of variance: The basic designs.*

Cresswell, J. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research, 2nd ed.* Pearson: Upper Saddle River, NJ.

Frankel, J.R., Wallen, N.E., and Hyun, H.H. (2012). *How to design and evaluate research in education, 8th ed.* New York, NY: McGraw-Hill.

Freund, R. J., & Wilson, W. J. (1993). *Statistical methods.* Boston: Academic Press, Inc.

Holcomb, Z. C. (2007). *Interpreting basic statistics, 5th ed.* Pyrczak Publishing: Glendale, CA.

Iman, Ronald L. (1994). *A data-based approach to statistics.*

Kirk, R. E. (1994). *Experimental design: Procedures for the behavioral sciences, 3rd ed.* Pacific Grove, CA: Brooks/Cole.

Kleinbaum, D. G., Kupper, L. L., & Miller, K. E. (1988). *Applied regression analysis and other multivariable methods, 2nd ed.* Boston: PWS - Kent Publ. Co.

Lentner, M., & Bishop, T. (1993). *Experimental design and analysis, 2nd ed.* Blacksburg, VA: Valley Book Co.

Neter, J., Wasserman, W., & Kutner, M. H. (1990). *Applied linear statistical models, 3rd ed.* Homewood, IL: Irwin Press.

Patten, M. L. (2007). *Understanding research methods, 6th ed.* Pyrczak Publishing: Glendale, CA.

Scheaffer, R. L., Mendenhall, W., & Ott, L. (1979). *Elementary survey sampling, 2nd ed.* North Scituate, MA: Duxbury Press.

Spatz, C. ( 1993). *Basic statistics: Tales of distributions, 5th ed.* Pacific Grove, CA: Brooks/Cole Publishing Company.

Tagler, M. J. (2009). *Understanding basic statistics with spreadsheets.* New York: Pearson.

Weisberg, H. F. (1992). *Central tendency and variability.* Sage Series on Quantitative Applications in the Social Sciences, vol. 83. Newbury Park: Sage Publications.