I. Course Description: This course explores types of educational data including national and state data. Students will learn how to evaluate and analyze data while creating plans for change based on the data.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes:
1. The candidate will be able to evaluate technology usage in today’s school classrooms.
2. The candidate will be able to evaluate issues of cultural diversity, social justice, and critical pedagogy.
3. The candidate will be able to evaluate educational research.
4. The candidate will be able to analyze theories of curriculum, instruction, and assessment.

Student Learning Outcomes. Students in this course will:
1. Identify data from federal, state, and local institutions or agencies (NAEP, AEIS, TAPR).
2. Identify methods used for collecting data including the role of technology.
3. Access data from multiple intuitions or agencies
4. Assess and evaluate federal, state, and district data sets
5. Create implementation plans based on the analysis of data sets
6. Communicate effectively about federal, state, and district data.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:
1. Educational Data Access Assignment: Students will identify an appropriate data set and report characteristics of the data and collecting agency. (SLO 1-3)
2. Critical Reflections: Students will participate in weekly online discussions and reflections about course topics (SLO 1-6)
3. Quizzes: Students will complete quizzes based on readings. (SLO 1-6)
4. Data Analysis Proposal and Paper: Students will write a short paper on the role of data in the American education system (SLO 1-6)
5. Change Plan and Change Plan Presentation: Students will propose and complete a change plan based on the analysis of educational data (SLÖ 4-6)
6. ZOOM Meetings: Students will meet online twice during the semester.
QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Data Access</td>
<td>Students will identify an appropriate data set and report characteristics of the data and collecting agency.</td>
<td>100 pts</td>
<td>TBA</td>
</tr>
<tr>
<td>Assignment</td>
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<tr>
<td>Critical Reflections</td>
<td>Students will participate in weekly online discussions and reflections about course topics.</td>
<td>15 pts</td>
<td>TBA</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Students will complete quizzes over assigned readings.</td>
<td>10-15 pts</td>
<td>TBA</td>
</tr>
<tr>
<td>Data Analysis Paper Proposal</td>
<td>Students must propose what they want to work on for the final papers.</td>
<td>50 pts</td>
<td>TBA</td>
</tr>
<tr>
<td>Data Analysis Paper</td>
<td>Students will write a short paper on the analyzing a specific data set connected to education.</td>
<td>150 pts</td>
<td>TBA</td>
</tr>
<tr>
<td>Change Plan Presentation</td>
<td>Students will present their findings and suggestions via PPT in ZOOM</td>
<td>100 pts</td>
<td>TBA</td>
</tr>
<tr>
<td>Change Plan</td>
<td>Students will propose and complete a change plan based on the analysis of educational data</td>
<td>250 pts</td>
<td>TBA</td>
</tr>
<tr>
<td>Zoom Meetings</td>
<td>Students will participate in 2 Zoom meetings.</td>
<td>50 pts</td>
<td>TBA</td>
</tr>
</tbody>
</table>
### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings*</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Module 1- Week 1  
1/15-1/26      | Syllabus                | Discussion Board                                |
| Module 2-Week 2 & 3  
1/27-2/9       | Data Literacy Ch. 1 & 2 | Critical Reflection                              |
|               |                         | Quiz                                            |
|               |                         | Data Discussion Board                            |
| Module 3- Week 4 & 5  
2/10-2/23      | Data Literacy Ch. 3     | Critical Reflection                              |
|               |                         | Quiz                                            |
|               |                         | Data Discussion Board                            |
| Module 4- Week 6 & 7  
2/24-3/8       | Data Literacy Ch. 4     | Quiz                                            |
|               |                         | Data Discussion Board                            |
|               |                         | Educational Data Access Assignment              |
| Module 5- Week 8 & 9  
3/16-3/29      | Data Literacy Ch. 5 & 6 | Critical Reflection                              |
|               |                         | Quiz                                            |
|               |                         | Data Discussion Board                            |
|               |                         | ZOOM MEETING 3/19 @ 7:00                        |
| Module 6- Week 10 & 11  
3/30-4/12      | Data Literacy Ch. 7     | Quiz                                            |
|               |                         | Data Discussion Board                            |
|               |                         | Data Analysis Proposal                          |
| Module 7 Week 12 & 13  
4/13-4/26      | Data Literacy Ch. 8     | Discussion Board                                |
|               |                         | Data Analysis Paper                             |
| Module 8 Week 14 & 15  
4/27-5/8       |                         | Change Plan                                     |
|               |                         | ZOOM MEETING 4/30 @ 7:00                        |

*Other weekly readings will be posted online.
VI. Readings:
Required text for the course is:


Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance

Attendance is mandatory. This course constitutes a portion of your professional preparation. Online attendance means that you are logging in regularly. A span of over a week without a login may result in the lowering of the final grade in the course by a letter.

Students with Disabilities

To obtain disability-related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.
Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early
Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

IX. Other Relevant Course Information:

Communication
I prefer students to email me through my SFA email: rudolpham@sfasu.edu. I have more access to that email than the email in D2L. My intention is to reply to all emails within 48 hours. Sometimes, I may be unavailable due to conference attendance or unexpected illness. If that is the case, I will post my availability in the class.