



Form A

Academic Affairs - Course Proposal

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: EDLP		Department Chair: Dr. Edmund Lee	
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date: September 18, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
		Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2007 <input type="checkbox"/>	
Prefix & No. EDD 604	Title: Data-based Decision Making in Educational Leadership	Units: 3	

Change to:		
Prefix & No.	Title:	Units:

JUSTIFICATION:

More and more data is being mandated by national and/or state policy regarding the learning outcomes of schools and colleges. Educational leaders must become more skillful in the collection and use of data to make decisions regarding instructional programs and services more effective and successful.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy.)

See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description

This course studies the use of quantitative and qualitative data by K-12 and community college leaders to improve student and organizational outcomes. Students will develop enhanced data literacy and analytical skills to facilitate data-based decision making in the identification of problems and development of solutions and evaluation plans. General concepts and techniques of data analysis, generation, and presentation will be learned with specific application to educational issues including program assessment and evaluation, resource planning and allocation, and strategic planning.

Note:	
Prerequisite: Admission into the CSUS Ed. D. in Educational Leadership Program	
Corequisite:	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Course Classification: C-05	Title for SIS+ (not more than 25 characters) Data-based Decision
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, with what course:
How Many Times Can This Course be Taken for Credit? Once	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

1. Demonstrate understanding of current local, state, and federal accountability systems
2. Identify data needed to approach particular educational problems and decisions
3. Explain role of technology in the collection and application of data for data-based decision making
4. Interpret assessment and achievement data with specific focus on disaggregated data reports
5. Critically analyze data to identify trends, problems, implications, and validity of data
6. Use data to plan and justify allocation of resources
7. Use data to plan and justify instructional program design
8. Communicate data effectively both in written and oral presentations
9. Explain relationship between data-based decision making and policy development
10. Prepare an accountability report specific to K-12 or community college setting

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. Class attendance and active participation (10%)
2. Group analysis of national and state accountability and achievement data (15%)
3. Written group report critically analyzing a district or college strategic plan (15%)
4. Group presentation critically analyzing a district or college assessment plan (15%)
5. Written critique of data-based decision making practices used in education (15%)
6. Written data-based evaluation of an educational program including recommendations for program or resource allocation changes (20%)
7. In class presentation of data-based evaluation (10%)

For whom is this course being developed?

Students in the CSUS Ed. D. in Educational Leadership Program

Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other X ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No ___

If yes, identify program(s): **Students in the CSUS Ed. D. in Educational Leadership Program**

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X ___

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: <i>Admund W. Lee</i>	9-18-2006
College Dean or Associate Dean: <i>Jameson Mend</i>	9/18/2006
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Jerri McAtee, at zip 6016. An electronic copy must also be sent to mcateejj@csus.edu.

Topics

1. Definition and benefits of data-based decision making
2. Accountability models in education
3. Interpreting and using quantitative data to support decision making
4. Interpreting and using qualitative data to support decision making
5. Data sources for K-12 and community colleges
6. Assessment and planning
7. Performance accountability
8. Case studies of data-based decision making
9. How leaders communicate with data

Textbooks

- Creighton, T. B. (2006). *Schools and data: The educator's guide for using data to improve decision making*. Thousand Oaks, CA: Corwin Press, Inc.
- Picciano, A. G. (2006). *Data-driven decision making for effective school leaders*. New Jersey: Prentice Hall.
- Streifer, P. A. (2004). *Tools and techniques for effective data-driven decision making*. Lanham, MD: Rowman and Littlefield Publishing Group.