



A&M-COMMERCE

ORGL 3331– Data Driven Decision Making

COURSE SYLLABUS

Pride Pathway Students Only – Teacher Preparation Emphasis

COURSE SYLLABUS

Term:		Year:	
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INSTRUCTOR INFORMATION

Instructor Name:	
Office Phone:	
A&M Commerce Email Address:	
Instructor Notes:	

Office Location: Online/Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course and are accessible via the internet or accessible through the Waters Library resource portal. After taking each module’s pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments, and projects in this class. The supplemental materials’ links and files will be provided in the document-sharing tab within the course.

Software:

The latest **desktop version of Microsoft 365** -- Excel & PowerPoint (NOT the Excel & PowerPoint Apps over OneDrive, GoogleDrive, & iCloud)

A&M Commerce is an Adobe Creative Campus, so click on the following link within the A&M Commerce system: <https://www.tamuc.edu/Adobe/> Through that link you can download free Adobe products by signing in with your TAMUC credentials. It also provides information on support if you need help in converting the data into Excel.

ORGANIZATIONAL LEADERSHIP PROGRAM DESCRIPTION

The Bachelor of Applied Arts and Sciences in Organizational Leadership (ORGL) degree is a competency-based program that prepares innovative leaders for employment in an increasingly technological and global society. This program provides opportunities for students to receive credit for what they know and can do already, allows them to accelerate completion of their degree, and — because it is fully online — students are able to plan their study schedule around the rest of their day to complete the coursework.

TEACHER PREPARATION EMPHASIS

The Teacher Preparation Emphasis exists within the existing Organizational Leadership degree, and it is designed specifically for paraprofessionals and other adult learners who are seeking a seamless path to alternative teacher certification after completing a bachelor's degree. This specially created curriculum blends knowledge and skills development as a leader but also prepares students for a career trajectory as a K-12 teacher. Students will complete a total of ten courses for the ORGL degree, and three of these courses (ORGL 3331, ORGL 4352, ORGL 4361) provide an applied focus on educational issues and leadership as well as career readiness to pursue teaching as a future occupation.

COURSE DESCRIPTION

This course examines the role of quantitative data in managerial and entrepreneurial decision-making. The course draws upon quantitative tools and analyses from several disciplines, especially, statistics, economics, accounting, and finance. The course study demonstrates the usefulness of these tools and analyses in providing optimal technical options in decision-making situations. The emphasis of the course is on the interpretation and translation of data into information for the benefit of internal and external consumers. Prerequisites: ORGL 3321 or ORGL 3321 concurrent enrollment.

ORGL 3331: Data Driven Decision Making *Teacher Preparation Section*

This course examines the role of quantitative and qualitative data in instructional decision-making within the K-12 school setting. The course draws upon quantitative and qualitative approaches to analyzing student progress through formative and summative assessments. The course study demonstrates the usefulness of collecting and analyzing student data for the purpose of informing instructional decision-making. The emphasis of the courses is on the interpretation and translation of data into individualized instructional plans for the benefit of all learners in a classroom setting.

STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge to:

1. Understand the importance of statistics and statistical thinking in improving situations or solving problems.
2. Understand the roles of different types of data (financial, economic, accounting, etc.).
3. Identify and select data that should be collected.
4. Utilize varied methodologies for collecting necessary data.
5. Know how to interpret collected data.
6. Select and utilize the appropriate format for the presentation and/or analysis of data.

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency

COURSE REQUIREMENTS / RECOMMENDATIONS

Minimal Technical Skills Needed: Students will need a reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office (Excel and PowerPoint).

Instructional Methods: This is a fully online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete/submit your pre-tests, post-tests, and Culminating Project so the instructor can access and grade your work.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

ASSESSMENT

Required Assignments and Satisfactory Course Completion

The two elements that determine the final grade will be the Posttests and Culminating Project. Everything else completed in the course is to scaffold and support learning and demonstration of competency.

Pre-tests

The purpose of the pre-test under each module is to provide a baseline understanding of students' knowledge in this competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before beginning to study course materials.

Students are required to complete the post-tests even if scoring 80% or higher on the pre-tests. The grade on the pre-test does **not** count toward the final grade for this course. **The pre-test in each module is required for the course.**

Post-tests

The end-of-course/module comprehensive exam assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. **A score of 80% or higher is required** for each Post-test to demonstrate competency. **DUE: Last day of week 7, Friday by 11:59 PM CST.**

Under each module, if students score less than 80% on the post-test, students will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the post-test. Under each module, **if the post-test score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term.** **The post-test in each module is required for the course.**

Culminating Project

The project assesses students' knowledge of terms and the application of concepts presented in this course. **A score of 80% or higher on both Excel and PowerPoint is required** to demonstrate competency.

- **DUE DATE if you want feedback for revisions: End of week 6.**
- **HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If students score less than 80% (Excel or PowerPoint) on the culminating project, students will have an opportunity to review the material and resubmit the project files up to two additional times. **If the culminating project is less than 80% on Excel or PowerPoint within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.**

Not passing the Posttest or the Culminating Project with a 80% or higher will result in a grade of "F" for the course.

Students are **not permitted to "carry-forward"** any work previously completed in a prior attempt at the course. Students are expected to complete all pretest, posttest, culminating project, and required course assignments in each class they enroll in, including acceleration courses.

Grading

A score of 80% or higher on the Culminating Project and Post-test is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Worth
Post-Test – Module 1	100 points
Post-Test – Module 2	100 points
Post-Test – Module 3	100 points
Post-Test – Module 4	100 points
Post-Test – Module 5	100 points
Post-Test – Module 6	100 points
Culminating Project	100 points
Total	700 points

Grade Distribution
A = 700 -- 640
B = 639 -- 559
F = 558 -- below

* Pre-Test grades will not count toward the final grade.

* **Students must score 80% or higher on each Post-test and each individual file of the Culminating Project (Excel and PowerPoint) to successfully pass the course.**

ACCELERATION PROCESS

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Students may only request permission to accelerate in one course at a time. **Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.**

Students must take the pre-test, take the post-test under each module, and submit the Culminating Project 2 files (Excel & PowerPoint) to D2L assigned Dropbox **by 11:59 pm CST on the fifth Wednesday of a seven-week academic term** if they are attempting to accelerate so that the instructor has ample time to grade the project and provide students a course completion email for acceleration purposes.

Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of “A” or “B.”
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts the assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

System Maintenance

Please note that on the 4th Sunday of each month, there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. **Email** is the best way to contact and communicate with the instructor. Correspondence will always be through **university email (your “myLeo” mail)** and **announcements** in myLeo online (**D2L**). The instructor will make every effort to respond to emails within 24 hours provided the correspondence follows the requirements listed below. Students are encouraged to check their university email daily.

All emails from students should include:

- **Course name and subject in the subject line** (ex. ORGL 3331-7CW – Posttest)
- **Salutation**
- **Proper email etiquette** (no “text” emails – use proper grammar and punctuation)
- **Student name and CWID after the body of the email**

COURSE AND UNIVERSITY PROCEDURES / POLICIES

Course Specific Procedures / Policies

The instructor will make every effort to grade an exam and the final project. If an unusual delay should occur, such as illness or conference travel, instructor availability and expected timeline/response will be shared as a course announcement in the course shell. The course has no extra-credit assignments.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Form](#)

CID Policy on Academic Integrity

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities – ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all

students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

A&M-Commerce Supports Students' Mental Health – Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR (the Course Outline / Calendar is Subject to Change)

Modules and Learning Objectives / Competencies	Materials to Read or Review	Assignments
<p>Module 1: Introduction to Data and DDDM Understand the importance of statistics and statistical thinking in improving situations or solving problems.</p>	<ul style="list-style-type: none"> - Read: <ul style="list-style-type: none"> - Introduction to DDDM - From Data to Decisions - Introduction to Data and DDDM - Key Terms - Data in Education - Practicing using the KPI Library - Watch: <ul style="list-style-type: none"> - Explaining Big Data videos 	<ul style="list-style-type: none"> - Take the Pretest1 (required) - Go through all material under Module 1 - Module 1 Activity to support the Data Analysis Report - Take the Posttest1 (required) – earn 80 or higher points.
<p>Module 2: Variability, Algorithm, Prediction, and Randomization Understand the roles of different types of data (financial, economic, accounting, etc.).</p>	<ul style="list-style-type: none"> - Read: <ul style="list-style-type: none"> - Introduction: Variability - Algorithm, Prediction, and Randomization - Using Algorithm for Prediction - Algorithmic Systems in Education - Predicting At-Risk Students - Key Terms 1 & 2 - Watch: <ul style="list-style-type: none"> - Standard Deviation Explained - What is an Algorithm? - How Algorithms Shape Our World - Data Visualization 	<ul style="list-style-type: none"> - Take the Pretest2 (required) - Go through all material under Module 2 - Module 2 Activity to support the Data Analysis Report - Take the Posttest2 (required) – earn 80 or higher points.
<p>Module 3: Data Identification and Application Part I & II Identify and select data that should be collected.</p>	<ul style="list-style-type: none"> - Read: <ul style="list-style-type: none"> - Introduction: Data Identification and Application - Algorithm, Prediction, and Randomization - Using Data to Guide School Improvement - Key Performance Indicators for Schools & Education - Key Terms - Activity Financial & Customer KPIs - Watch: <ul style="list-style-type: none"> - The Four Most Important Financial Metrics - Customer Metrics - Mean, Median, Mode and Range - How to Develop Key Performance Indicators 	<ul style="list-style-type: none"> - Take the Pretest3 (required) - Go through all material under Module 3 - Module 3 Activity to support the Data Analysis Report - Take the Posttest3 (required) – earn 80 or higher points.
<p>Module 4: Casuals vs Correlational Models Utilize varied methodologies for collecting necessary data.</p>	<ul style="list-style-type: none"> - Read: <ul style="list-style-type: none"> - Introduction: Causal vs Correlational Models - Causation and Correlation in Education - Watch: <ul style="list-style-type: none"> - Fundamentals of Correlation and Causation 	<ul style="list-style-type: none"> - Take the Pretest4 (required) - Go through all material under Module 4 - Take the Posttest4 (required) – earn 80 or higher points.

Modules and Learning Objectives / Competencies	Materials to Read or Review	Assignments
<p>Module 5: Group Differences and Errors Know how to interpret collected data.</p>	<ul style="list-style-type: none"> - Read: <ul style="list-style-type: none"> - Introduction: Group Differences - Data Visualization Using Excel - Introduction: Errors - Errors & Sampling Errors - Importance of Statistics in Education - Watch: <ul style="list-style-type: none"> - Visualization of Group Statistics - Using Excel Pivot Tables to Create a Dashboard - Anne Milgram on Why Smart Statistics are the key to Fighting Crime - False Positive Riddle - Type I and Type II Errors - Types of Data: Nominal, Ordinal, and Interval/Ratio 	<ul style="list-style-type: none"> - Take the Pretest5 (required) - Go through all material under Module 5 - Module 5 Activity to support the Data Analysis Report - Take the Posttest5 (required) – earn 80 or higher points.
<p>Module 6: Data Protection and Integrity, Hypothesis Testing Select and utilize the appropriate format for the presentation and/or analysis of data.</p>	<p>Read or View:</p> <ul style="list-style-type: none"> - Introduction: Hypothesis Testing - Introduction Data Protection and Integrity - Activity Studying Information Technology KPIs - US Deps of Ed – FERPA 101 training (30-40 minutes) - Watch: <ul style="list-style-type: none"> - Understanding Hypothesis - What We Learned from 5 Million Books - Why is Data management Important? 	<ul style="list-style-type: none"> - Take the Pretest6 (required) - Go through all material under Module 6 - Take the Posttest6 (required) – earn 80 or higher points.
<p>- CULMINATING PROJECT</p>	<ul style="list-style-type: none"> - DATA ANALYSIS REPORT AND PRESENTATION - Consider completing assignments in module that build toward the Culminating and seek feedback from your instructor for those assignments as support for doing the Culminating Project. 	<p>REQUIRED ASSIGNMENT:</p> <ul style="list-style-type: none"> - Complete/submit the project by 11:59 PM FINAL Day to D2L assigned Dropbox for grading. Earn 80 or higher points on both Excel & PowerPoint files.
<p>[IMPORTANT]</p> <ul style="list-style-type: none"> • Not passing the Posttests or the Culminating Project with 80% or higher will receive a grade of "F". • Students are not permitted to “carry-forward” any work previously completed in a prior attempt at the course. • Students are expected to complete all pretest, posttest, culminating project, and required course assignments in each class they enroll in, including acceleration courses. 		