


# ESP - 710 - Data-Based Decision Making and Student Growth Models

v 2 Graduate Course Create 2019-20


## I. Course Information


### \*\*Read before you begin\*\*

TURN ON help text before starting this proposal by clicking  in the top right corner of the heading. You will need to turn on help text again after any actions that refresh the page including after saving proposals.

FILL IN all fields, including all required fields (marked with an \*). You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking  in the top left corner.

Finish the launch of your proposal by clicking the icon  located in the Proposal Toolbox on left side at top. Make your decision, comment is optional, and click on "Make decision".

You can check the status of the proposal by clicking  in Proposal Toolbox to verify that the proposal has gone to the next step.

<b>College/ Department*</b>	Early Childhood, Multilingual, and Special Education
<b>Prefix:*</b>	ESP
<b>Number:*</b>	710
<b>Is a new Prefix being suggested?</b>	<input type="radio"/> Yes <input type="radio"/> No
<b>Suggested Prefix</b>	
<b>Long Course Name:*</b>	Data-Based Decision Making and Student Growth Models
<b>Short Course Name*</b>	Data-Bsd Dec Grwth Mdls

### Tips

avoid the use of the words *student*, *course*, and *covers*  
incomplete sentences are ok

avoid repeating the course title  
(50 words max)

**Catalog Description\***

Focus on the process of differentiating instruction using data-based decision making, anchored in academic content standards. Examine methods to track student growth over time towards mastery of academic content.

**First Term Course Offered\***

Spring 2020

**Explanation for Course Create\***

This course has been running for the past five years as ESP 763Q, a topic in a seminars in special education course. In the past few years, there has been some confusion on behalf of students as they sometimes have to take different sections of ESP 763 at different points in their graduate careers and ESP 7630 is being required as a core component to the ESPPHD program. To eliminate these confusions, we are proposing to run this course as a standalone course that covers the same topics as ESP 763Q has for the last five years. This is just for clarity when advising students.

## II. Catalog Information

Will this be an experimental (x) course?  Yes  No

Has this course number been used previously as an Experimental (X) course?  Yes  No

If yes, X-Course Prefix

X-Course Code

Program(s) impacted by this new course\*

Master's of Education in Special Education

Master's of Education in English Language Learning

**Substantive changes will necessitate a Program Change form be submitted.**

Detail the changes to the program catalog entry required due to the creation of this course.\*

There will not be substantive changes to the course catalog as a result of changes made to this course. We will need to replace ESP 763Q with ESP 710 as the required course in the Master of Education in Special Education Generalist subplan and in the Master of Education in English Language Learning. Outside of that, no changes will be made to the program catalog description.

Fixed/Variable Credits\*  Fixed  Variable

If fixed, enter number of credits. If variable, enter minimum and maximum credits (E.g., 1-3)

**Number of Credits** 3

**Course is Repeatable\***  Yes  
 No

**If yes, the maximum number of credits that may be earned is**

**Grading System\***  Letter Grade  
 S/U  
 S/F  
 Thesis/Dissertation

**Is this a Special Topics course?\***  Yes  No

**Sub-topic(s)**

**Are topics repeatable?**  Yes  No

**If yes, number of credits**

**Prerequisites** ESP 701  
ESP 709

**Corequisites**

**Does this course have any non-credit components?**  Yes  No

**If yes, indicate component(s)**

- Clinical
- Discussion
- Field Studies
- Independent Study
- Internship
- Laboratory
- Lecture
- Practicum
- Research
- Seminar
- Supervision
- Thesis Research

**Will this course be**  Yes  No

listed as the 'same as' another course?\*

If yes, list the course

Indicate the instructional modes that should be available for scheduling\*

- In Person Supplemental Web
- Field Study
- Hybrid
- Independent Study
- In Person
- Television
- Web-based
- Web-based w/ on/off campus meeting

### III. Evaluation of Library Resources

This section is completed by course developer—indicate library resources that will be needed to support this course

Will this course creation require changes to library resources?\*

- Yes  No

Please indicate library resources that will be needed to support students taking this course\*

- Core journals
- Core books (not required texts)
- Electronic resources (e.g., databases, videos, media, etc.)

Critically needed journals for this subject area:

Journal of Special Education, Intervention in School and Clinic, Remedial and Special Education, Teaching Exceptional Children, Exceptional Children, Learning Disability Quarterly, Learning Disability Research and Practice

Core books needed:

Common Formative Assessments: How to Connect Standards-based Instruction and Assessment (Ainsworth); Transforming Teaching and Learning through Data-Driven Decision Making (Mandinach & Jackson); Data-driven School Improvement: Linking Data and Learning (Mandinach & Honey)

Electronic Resources:

cec.sped.org; <https://iris.peabody.vanderbilt.edu/>

This section is completed by the librarian.

Level of support the Library can provide


Library Comments

## IV. Syllabus

A syllabus in Word or PDF format must accompany this form.

Graduate syllabi must meet the minimum criteria as required by the Provost's office (See Semester Memo under Executive Vice President and Provost Policies and Forms <http://www.unlv.edu/policies>). Graduate courses that are linked to undergraduate courses (300/500 and 400/600 level joint courses) must clearly state in the syllabus how the class experience and expectations are different for graduate students, what additional requirements students enrolled in the graduate level course must fulfill, and how the grading scale will be applied to graduate students.

### Attachments List

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

Attached syllabus\*  Attached

## V. Department Vote Information

**Date faculty voted on proposal** 04/12/2019

**Result of vote (Number of yes/no/abstention votes)** 14-0-0

**Manner of vote (online, in-person, etc.)** In-person

## VI. Unit Vote Information

**Date faculty voted on proposal** 05/09/2019

**Result of vote (Number of yes/no/abstention votes)** 6-0-0

**Manner of vote (online, in-person, etc.)** In-person

## VIII. Implementation and Processing

**PS Processing** Remove the special topics (q) from the special topics course

**Notes**

**PS Processing  
Date**

**Initials**

**Acalog Processing  
Notes**

**Acalog Processing  
Date**

**Initials**