



PVAMU Course Syllabi – Whitlowe R. Green College of Education

COURSE TITLE: CNSL 5163 -Z01-21216 Research Spring 2013			
	Department of	Educational Leadership and Counseling	College of
			Education
Instructor Name:	<i>Dr. Laxley W. Rodney</i>		
Office Location:	<i>DELCO – 213</i>		
Office Phone:	<i>936-261-3656</i>		
Fax:	<i>936-261-3517</i>		
Email Address:	<i>First Choice: eCourses- Second Choice-lwrodney@pvamu.edu</i>		
Snail Mail (U.S. Postal Service) Address:	Prairie View A&M University		
	P.O. Box	P.O. Box 519	
	Mail Stop	MS 2400	
	Prairie View, TX 77446		
Office Hours:	Wednesday 10:00 a.m. – 5:00 p.m., Thursday 10:00 a.m. – 5:00 p.m., Saturday 11:00 a.m.-2:00 p.m. 213 Delco Building, Main Campus.		
Virtual Office Hours:			
Course Location:	<i>eCourses - Internet</i>		
Class Meeting Days & Times:	As per syllabus		
Course Abbreviation and Number:	CNSL 5163		
Catalog Description:	General orientation research course for master’s candidates. This course considers the nature of research problems and techniques used by investigators in solving those problems. Study is made of types and methods of educational research, the collection of data, analyzing and sharing of data with public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research.		
Prerequisites:	Admission to Master’s Program and CNSL 5093 Statistics		
Co-requisites:	<ol style="list-style-type: none"> 1) All students are required to have email accounts and internet access for this course. Students that do not have internet access will NOT be allowed to participate in this course. 2) This course will be conducted using BlackBoard courseware. Students will need a working knowledge of BlackBoard to retrieve materials related to the course and to engage in group discussions and postings. 		
Required Text:	Leedy, P.D. & Ormrod, J.E. (2005). Practical Research: Planning and Design, (8/E). Prentice Hall. ISBN-10: 0131108956 ISBN-13: 9780131108950		

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Recommended Text: None

Access to Learning Resources:

PVAMU Library:
 phone: (936) 261-1500;
 web: <http://www.tamu.edu/pvamu/library/>

University Bookstore:
 phone: (936) 261-1990;
 web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:

1. Describe the role of research in educational improvement.
2. Define terms and concepts commonly utilized in educational research.
3. Identify research terms and concepts when reading various types of educational research.
4. Identify appropriate statistical procedures and tests to use for different hypotheses.
5. Interpret meanings of statistical information found in articles.
6. Demonstrate skill in writing in the format of the American Psychological Association.
7. Demonstrate how to utilize effectively the library and its resources as part of the research process.
8. Identify the different research designs used in educational research.
9. Identify and describe the major threats to internal and external validity of findings.
10. Identify and describe the major sections and subsections of a research report.
11. Demonstrate knowledge of how to evaluate research reports using the scientific method.
12. Demonstrate knowledge of the major steps involved in conducting a research study.
13. Identify ethical and legal considerations involved in conducting and reporting educational research.

Course Objectives/Accrediting Body: NCATE, CACREP, TExES

Standards Met: TExES

TExES: Domain I: UNDERSTANDING LEARNERS; DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM; DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM

At the end of this course, the student will

		Alignment with Academic Program	Alignment with Core Curriculum
1	Describe the role of research in educational improvement.	Applies relevant research findings to inform the practice of counseling.	Applies relevant research findings to inform the practice of counseling.
2	Define terms and concepts commonly utilized in educational research.	No CACREP Standard	No CACREP Standard
3	Identify research terms and concepts when reading various types of educational research.	Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, and ethics).	Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, and ethics).
4	Identify appropriate statistical procedures and tests to use for different hypotheses.	Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, and ethics).	Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, and ethics).
5	Interpret meanings of statistical	Knows how to interpret	Knows how to interpret assessment

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	information found in articles.	assessment results and to use information from varied sources to assess accurately students' strengths and needs	results and to use information from varied sources to assess accurately students' strengths and needs
6	Demonstrate skills in writing a research proposal in the format of the American Psychological Association.	No CACREP Standard	No CACREP Standard
7	Demonstrate how to utilize effectively the library and its resources as part of the research process.	No CACREP Standard	No CACREP Standard
8	Identify the different types of quantitative and qualitative research designs used in educational research.	Analyzes and uses data to enhance school counseling programs.	Analyzes and uses data to enhance school counseling programs.
9	Identify and describe the major threats to internal and external validity of findings.	Understands how to critically evaluate research relevant to the practice of school counseling.	Understands how to critically evaluate research relevant to the practice of school counseling.
10	Identify and describe the major sections and subsections of a research report.	No CACREP Standard	No CACREP Standard
11	Demonstrate knowledge of how to evaluate research reports using the scientific method.	Knows how to use counseling-related research techniques and practices to address student needs	Knows how to use counseling-related research techniques and practices to address student needs
12	Demonstrate knowledge of the major steps involved in conducting a research study.	No CACREP Standard	No CACREP Standard
13	Identify ethical and legal considerations involved in conducting and reporting educational research.	Standard 1: FOUNDATIONS <i>B. Skills and Practices</i>	Standard 1: FOUNDATIONS <i>B. Skills and Practices</i>
14	DOMAIN I— UNDERSTANDING STUDENTS	<i>Competency 001</i> Human Development <i>Competency 002</i> Student Diversity <i>Competency 003</i> Factors Affecting Students	<i>Competency 001</i> Human Development <i>Competency 002</i> Student Diversity <i>Competency 003</i> Factors Affecting Students

	<p>DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM</p>	<p><i>Competency 004</i> Program Management</p> <p><i>Competency 005</i> Developmental Guidance Program</p> <p><i>Competency 006</i> Counseling</p> <p><i>Competency 007</i> Assessment</p>	<p><i>Competency 004</i> Program Management</p> <p><i>Competency 005</i> Developmental Guidance Program</p> <p><i>Competency 006</i> Counseling</p> <p><i>Competency 007</i> Assessment</p>
	<p>DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM</p>	<p><i>Competency 008</i> Collaboration with Families</p> <p><i>Competency 009</i> Collaboration with Others in the School and Community</p> <p><i>Competency 010</i> Professionalism</p>	<p><i>Competency 008</i> Collaboration with Families</p> <p><i>Competency 009</i> Collaboration with Others in the School and Community</p> <p><i>Competency 010</i> Professionalism</p>

E-FOLD-P (CONCEPTUAL FRAMEWORK)

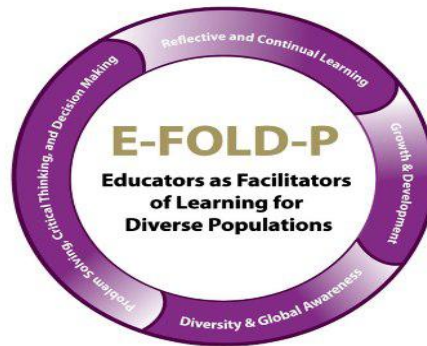
Educator as Facilitator of Learning for Diverse Populations

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

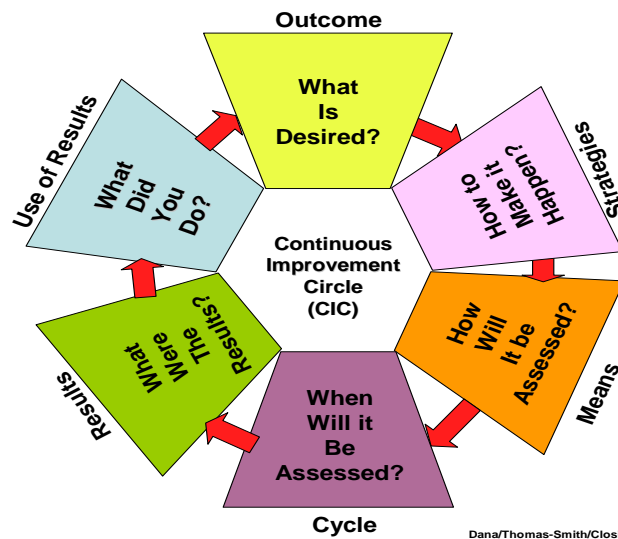
COURSE OUTCOMES

Course Learning Outcomes	Competencies (T, R, I)		
	T Competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Understand the importance of research in advancing the counseling profession.	T		
Demonstrate an understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.		T	I

Demonstrate an understanding of statistical methods used in conducting research and program evaluation.	T R
Demonstrate an understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies according to the American Counseling Association and the institution's Institutional Research Board.	T



**Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University**



Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

TEExES Practice Materials and Exams

The Whitlowe R. Green College of Education has purchased TEExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. The lab will be open from 8:00 am to 9:00 pm Monday through Friday and 8:00 am to 4:00 pm on Saturday. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase their success on the TEExES. You have to take this electronic exam to get permission to take the TEExES.

Certification Students ONLY

All students pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519
Tel: (936) 261-3605

All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website Certify Teacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

WWW.CERTIFYTEACHER.COM

Learning Strategies

This course will be conducted as a post-graduate on-line seminar blending individual, small group and large group discussion activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing; not something passively received. As such, each candidate must be able and willing to devote attention to assignments and activities and share information and ideas.

Grading Matrix

Assessment	Description	Raw Score	Weighted Scores	Due Date
Assignment 1	Personal/Ethics Forms	10	10	Week 1 (Jan 14- 20)
Assignment 2	Types of Research (Group Activity)	40	40	Week 3 (Jan 28-Feb 3)
Artifact 1 (Pretest)	Diagnostic (Individual)	10	10	Week 1 (Jan 14-Jan 20)
Artifact 2 (Posttest)	Final Exam (Individual)	40	40	Week 16 (Apr 29-May 5)
Artifact 3 (iRead)	Reflective Rpt. Research Appl. (Individual)	50	50	Week 14 (Apr15-Apr 21)
Artifact 4	Statement of Research Problem (Group)	45	225	Week 8 (Mar 4- March 11)
Artifact 5	The Research Method (Group)	36	180	Week 12 (Apr 1- Apr 7)
Artifact 6	The Full Research Proposal (Completed (Group)	21	105	Week 16 (Apr 22-Apr 28)
Forum 1	Introduction of your Partner	10	10	Week 1 (Jan 14-Jan 20)
Forum 2	Research Type ID	25	25	Week 5 (Feb 11- Feb 17)
Forum 3	School Shootings	25	25	Week 6 (Feb 18-Feb 24)
Forum 4	Validity/Reliability	25	25	Week 11 (March 25-Mar 31)
Exam 1	Overview of types of types research	40	40	Week 7 (Feb-28 Mar 3)
Exam 2	More in-depth treatment of research methods	40	40	Week 14 (Apr 15-Apr21)

Total Points	XXXXXXXXXXXXX	XXX	825	
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40 Bonus Points Opportunities

1. 20 points - The 21st annual Waymon T. Webster conference will be held from 8am-12pm on Saturday, March 2, 2013 on campus (certificate of attendance submission to instructor is required). The cost of the conference is \$35.00 (\$45.00 onsite).

If due to any number of other obligations the student is unable to attend the conference a research paper which will require a minimum of 5 pages (not including cover sheet or references, written based on APA format) will be accepted in lieu of conference attendance. The research paper must be written to document a critical review of the American public’s reactions to high profile school shootings in suburban districts versus ongoing fatal and non-fatal shootings in urban school districts. The research paper is due no later than 03/12/2013 via eCourse.

The link to register for the conference online before the deadline of 2/25/2013 is listed below: <http://www.pvamu.edu/pages/174.asp>

2. 20 points- Participation in the Certify Teacher Computer-Based Preparation Program (Minimum of five hours per week for eight weeks).

Or

Completion of a special Research assignment to be announced later.

Grade Determination:

- A = 784- 825 pts.
- B = 701 – 783 pts.
- C = 619 – 700 pts.
- D = 536 – 618 pts.
- F = 535 or below

Common course rubrics (4, 5 and 6) for the research proposal are posted under the Course Resources section of eCourses

Course Procedures

Submission of Assignments:

Electronic Communication Standards

You can send email (**via Walled Garden Mail in eCourses**) anytime that is convenient to you, but email messages are checked continuously during the work-week (Monday through Friday). Email messages will be responded to during the work-week by the close of business (5:00 pm) on the day following receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday. In the rare instances in which you will send an email to my PV address, please remember to include your course identification number **“CNSL Z01 21216”**. Without this number, it will be difficult to identify you as a member of this class.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

All research papers are to follow APA guidelines, using the *Publication Manual of the American Psychological Association, Sixth Edition*.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Disability Statement:

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic Misconduct:

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on

academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct:

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct:

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Class Attendance Policy:

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer term.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit

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- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources. Prepare your responses in a manner reflective of post-graduate candidates. Grading of web discussions will take into consideration grammar, English usage, and clarity of thought.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, there will be participations in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board and through threaded discussions.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind

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may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: *Renee R. Williams*
Title: *Equal Opportunity Compliance Officer/Title IX Coordinator*
Institution: *Prairie View A&M University*
Office of Student Affairs & Institutional Relations
Address: *P.O. Box 519: MS 1107*
A.I. Thomas Building, St 013
Prairie View, Texas 77446

Telephone: 936-261-2123
Fax: 936-261-2138
Email: rwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman
Title: Administrator for Diagnostic Testing and Disability Services
Institution: Prairie View A&M University

Email: kfnorman@pvamu.edu

Recommended Books and Articles:

Bosnjak, M, & Tuten, T. (2003). Prepaid and Promised Incentives in Web Surveys: An Experiment. *Social Science Computer Review* 21 (2):208-217.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd Ed.). Thousand Oaks, CA: Sage.

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Creswell, J.W. (2007). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (Second Edition). Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Fourth Edition). Boston, MA: Pearson.

Higgins, E. T. (2004). Making a Theory Useful: Lessons Handed Down. *Personality & Social Psychology Review* 8 (2), 138-145.

Hogan, T. & Agnello, J. (2004). An empirical study of reporting practices concerning measurement validity. *Educational and Psychological Measurement*, 64(4), 802-812.

Kazdin, A. E. (Ed.). (2003). *Methodological issues & strategies in clinical research* (3rd Ed.). Washington, DC: American Psychological Association.

Leedy, P. D., & Ormrod, J. E. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Monette, D. R., Sullivan, T. J., & DeJong, C. R. (2002). *Applied social research: Tool for the Human Services* (5th Ed.). Belmont, CA: Wadsworth.

Ping, M.L. (2008) *Preparing Literature Reviews: Qualitative and Quantitative Approaches* (Third Edition) Glendale, California, Pycszak Publishing.

Rodney, L.W, Scrivastava, R.P. and Johnson, D.L. A Series of Culturally Relevant Models to Prevent School-Age Youth Violence: A Four Year (2001-2005) Family and Community Violence Prevention Study. In Miller, T.W. (Ed.). *School Violence and Primary Prevention*. New York, New York: Springer.

Trochim, W. M. K. (2000). *Research methods knowledge base* (2nd Ed.). Cincinnati, OH: Atomic Dog Publishing.

REFERENCE BOOKS

Dictionary of Education
LB15 R64 1982

Dictionary of Educational Acronyms, Abbreviations and Initialisms
LB15 P35 1985

The Educator's Desk Reference (EDR); A Sourcebook of Educational Information and Research
LB1028.27 U6 F74 2002

Encyclopedia of Education
LB15 E47 2003

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Encyclopedia of Educational Research
LB15 E48 1992

Encyclopedia of Special Education
LC4007 E53 2000

Handbook of Research on the Education of Young Children
LB1119 H25 1993

World Education Encyclopedia
LB 15 W87 2002

SELECT EDUCATION DATABASES

Academic Universe (LEXISNEXIS)

Basic source for legal information includes full text of state and federal legal cases, articles from law reviews and newspapers, federal and state codes. The section on

Education Law includes: Selected Education law cases from the U.S. Supreme Court, the U.S. Courts of Appeal, all U.S. Federal District Courts, and from the state courts of all fifty states and the District of Columbia.

EBSCOhost

Sociological Collection covers more than 500 full text peer-reviewed journals. It offers information in all areas of sociology, including social behavior, human tendencies, interaction, relationships, community development, culture and social structure. This database is updated daily via EBSCOhost.

Other databases in EBSCOhost, such as *MasterFile* and *MiddleSearchPlus* are geared to the K-12 audience; both student and educator.

The Professional Development Collection provides a highly specialized collection of over 750 full text journals, including more than 350 peer-reviewed titles. *Professional Development Collection* is the most comprehensive collection of full text education journals in the world.

PsychARTICLES provides full text articles on current issues in psychology from respected sources, spanning from 1987 to the present. *PsycARTICLES* includes more than 25,000 full-text articles from 43 journals published by American Psychological Association and allied organizations. All journals included in this database are indexed in *PsycINFO*.

PsycINFO contains more than 2 million citations and summaries of journal articles, book chapters, books, dissertations and technical reports, all in the field of psychology. Journal coverage, which dates back to the 1800s, includes international material selected from more than 2,000 periodicals in over 35 languages. More than 60,000 records are added each year.

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Psychology and Behavioral Sciences Collection is a comprehensive database providing nearly 550 full text publications, including more than 500 peer-reviewed journals. The database covers topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. In addition to the full text, indexing and abstracts are provided for all journals in the collection.

ERIC

ERIC, the Educational Resource Information Center contains more than 2,200 digests along with references for additional information and citations and abstracts from over 980 educational and education-related journals.

JSTOR

JSTOR is a collection of 322 full text journals, from the first issue of a title to the year 2000. Limit your search to the Education section before searching for articles.

Kluwer Online

Full text journals published by Kluwer, including Journal of Academic Ethics.

USEFUL WEBSITES

- <http://www.tea.state.tx.us/teks/>
- [TAAS](#)
- <http://www.tea.state.tx.us/student.assessment/>
- [Texas Education Agency](#)
- <http://www.tea.state.tx.us/>
- [State Board for Educator Certification](#)
- <http://www.sbec.state.tx.us>
- [Houston ISD](#)
- <http://www.houstonisd.org>
- [PBS TeacherSource](#)
- <http://www.pbs.org/teachersource/>
- [U.S. Dept. of Education](#)
- <http://www.ed.gov/index.jhtml>
- [Centre For Innovation in Mathematics Teaching](#)
- <http://www.ex.ac.uk/cimt/>
- [Center for the Advancement of Ethics and Character](#)
- <http://www.bu.edu/education/caec/>
- [Children's Literature Web Guide](#)
- <http://www.acs.ucalgary.ca/%7Edkbrown/>
- [Columbia Education Center](#)
- <http://www.col-ed.org/>
- [National Center for Education Statistics](#)
- <http://www.nces.ed.gov/>
- [ENC](#)
- <http://www.enc.org/>
- [Gateway to Educational Materials](#)
- <http://www.thegateway.org/>
- [Historically Black College & University Megasite](#)

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- <http://www.hbcu-central.com/siteLogin.cgi>
- [Merlot](http://www.merlot.org/Home.po)
- <http://www.merlot.org/Home.po>
- [APA Style Guide](http://webster.commnet.edu/apa/apa_index.htm)
- http://webster.commnet.edu/apa/apa_index.htm
- [TEXES/ExCet](http://www.excet.nesinc.com/)
- <http://www.excet.nesinc.com/>

IMPORTANT DATES:

Announcements for Spring, 2013

1. The 21st annual Waymon T. Webster Conference

****Extra Credit** (20 points)** - The 21st annual Waymon T. Webster conference will be held from 8am-12pm on Saturday, March 2, 2013 on campus (**certificate of attendance submission to instructor is required**). The cost of the conference is \$35.00 (\$45.00 onsite).

If due to any number of other obligations the student is unable to attend the conference a research paper which will require a minimum of 5 pages (not including cover sheet or references, written based on APA format) will be accepted in lieu of conference attendance.

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The link to register for the conference online before the deadline of 2/25/2013 is listed below:

<http://www.pvamu.edu/pages/174.asp>

2. The [33rd Annual Education Job Fair](#)

You are invited to participate in the [33rd Annual Education Job Fair](#) sponsored by the Whitlowe R. Green College of Education, of Prairie View A&M University. This event will take place in the **Memorial Student Center ("MSC") on Tuesday, March 26, 2013, from 9:00 a.m. until noon**. This job fair provides school districts with an opportunity to, not only recruit students seeking employment, but also to, interact and network with professional educators looking to advance their career.

<http://www.pvamu.edu/pages/156.asp>

For any additional information you may contact Dr. Patricia Smith at 936-261-3645.

