TrueOutcomes
Instructor's Manual

Please contact the Prairie View A&M University
Office of Distance Learning
regarding questions about this manual at 936-261-3282

TRUEOutcomes ™ **Electronic Portfolio**

http:// www.trueoutcomes.net

ID:_____

PW: _____

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Logging in to TrueOutcomes

To log in to TrueOutcomes, go to the service page (www.trueoutcomes.net) and click the **Prairie View A &M University** link. This will take you to the following Login page. Type your Login ID and password (cAsE sEnSiTiVe) into the appropriate spaces. If you have forgotten your Login ID or password, click on the appropriate link and fill out the form to request the information.
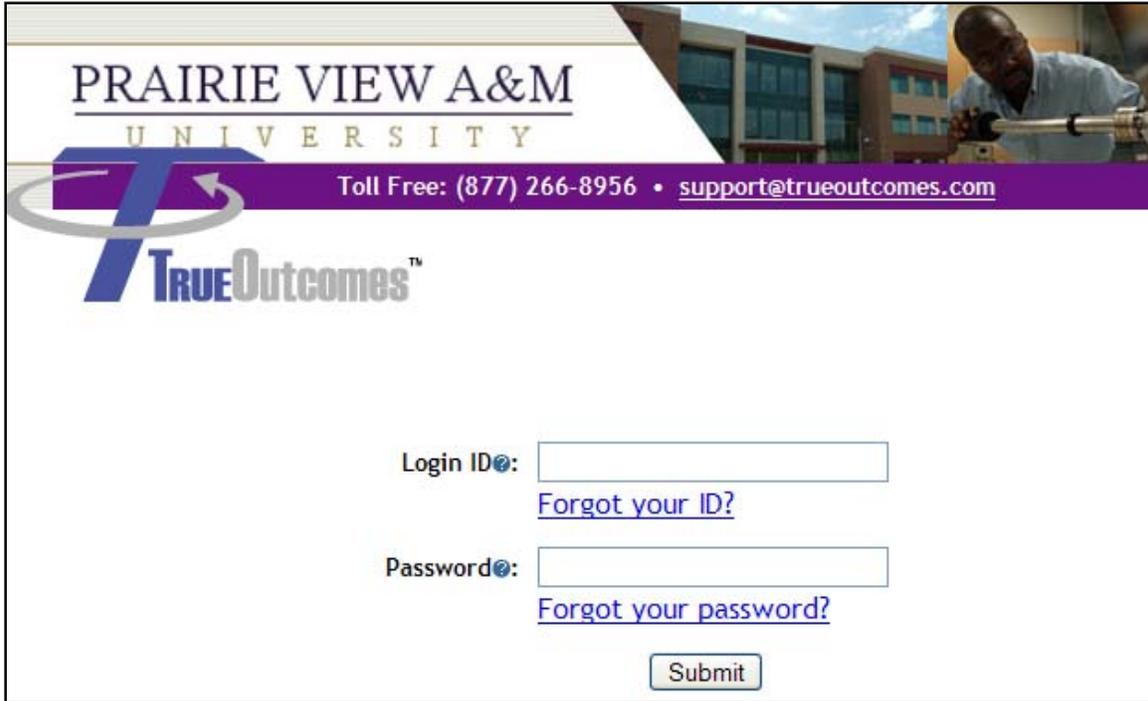
My Home Page

This is the TrueOutcomes home page, where you will be taken after Logging In. This page gives you access to all of the different areas of your portfolio, and may be reached from any screen by the link in the tool bar.

Home | My Courses | Survey | Advising | Our Curriculum | Admin | Logoff | Help

Welcome to the Prarie View A&M University Electronic Portfolio System. This system allows you to communicate to Prarie View A&M University students what we hope they will know and be able to do upon graduation. It also provides a mechanism for our students to showcase their accomplishments to others outside of Prarie View A&M University which will help to promote our University and our College.

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My Courses

The My Courses page is the heart of your TrueOutcomes Portfolio. It allows you to see an overview of the information for all of your courses. From here you may edit or assess your course materials and activities, as well as examine your roster or take attendance.

Clicking on the "My Courses" link will take you to your Courses page. When you first log on, this page will display the current semester by default. Please note, however, that should you choose to edit courses from another semester and then navigate away from the page, your Courses page will display whatever semester you were last working with upon your return.
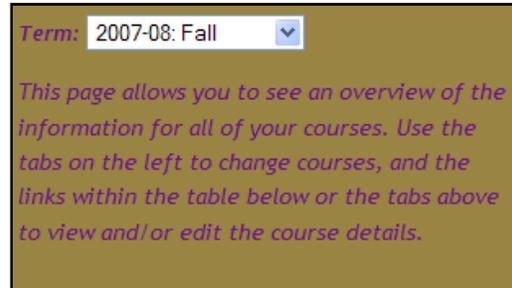
On the left of the page, you will see a list of your courses. If the numbers have a decimal (ex. CIIT5733.002), that means you are teaching (or taught) a section of that course in the semester you are currently editing. If there is no decimal, you are not teaching a section of that course in that semester.
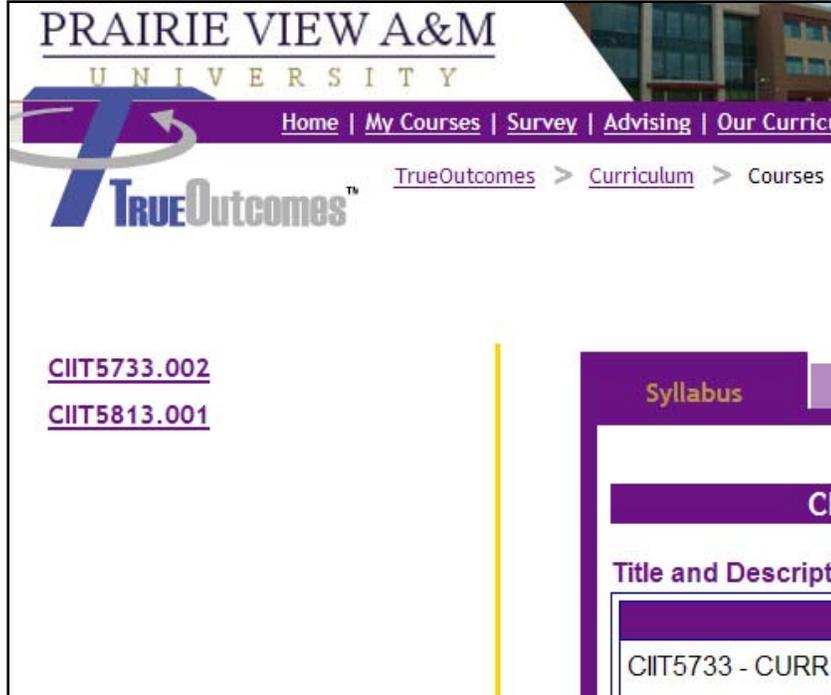
Selecting one of your courses will bring up its title in the table in the center of the page.

___

This Course table will also display, under the "Syllabus" tab, the course's title and catalog description, its performance objectives, and its activities. You may show or hide the details of any of these attributes by clicking on the yellow chevrons next to their headings.

Clicking the New button under the Learning Objectives heading will allow you to add a new learning objective to the course.

These learning objectives tie in to the learning objectives that you will be evaluating in the course. You should provide a brief description of what you will be doing in the course to address the outcomes you have selected. To select outcomes, simply place a check mark in the box next to them. Clicking on the yellow chevron next to an outcome will display a description of the outcome. Some outcomes have more than one component which you may select or deselect.

Clicking the New button under the Activities heading will open up a screen very similar to the new performance objective screen.
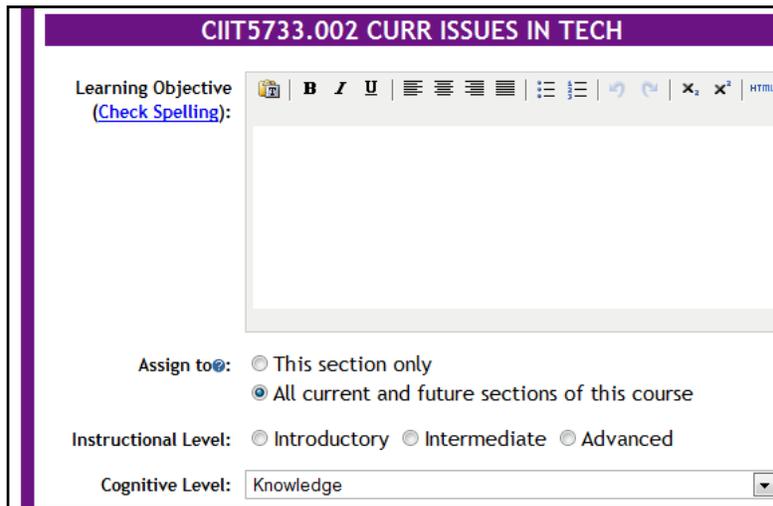
There is box provided for Learning Objectives to be entered, as shown above. Select "All current and future sections of this course", to insure the Learning Objective apply to all course sections. Select the Instructional Level and the Cognitive Level.

See *Appendix A* for specific information about National Council for Accreditation of Teacher Education and Prairie View A & M University Core Curriculum Student Outcome Expectations for undergraduate student Learning Objectives.

Selecting the Roster tab at the top of the Course table will display the roster for your section of the course. For privacy sake, "Unknown student" displays instead of student names.

Student	# of Experiences	Grade	Registration Source	Choose Action...
Unknown student: 10001634,	0		Records Import	drop
Unknown student: 10021868,	0		Records Import	drop
Unknown student: 10022525,	0		Records Import	drop
Unknown student: 10040962,	0		Records Import	drop
Unknown student: 10074664,	0		Records Import	drop
Unknown student: 10113412,	0		Records Import	drop

Please note that if you are not teaching a section of the course in the semester you are editing, the Roster tab will not appear. You may add a student to the roster by clicking the New button next to "Student," but this is NOT recommended as rosters and grades are usually imported from the records and registration database. You may also drop or grade your students.

Selecting the Attendance tab at the top of the Course table will display a link for the previous week, a link for the next week, the term, the course, the section number, and a chart displaying the roster, the week (ex. Week of Monday, May 10, 2004), every day of the week at the head of its own column, and a check box for every student for every day of the week.

Syllabus	Roster	**Attendance**	Assessment					• **Week of 20-Aug-2007**

Term: *Fall, 2007-2008*

Course: *CIIT5733*

Section Number: *002*

Students	Week of Monday, September 17, 2007 Check students that DID attend class						
	Mon 9/17	Tue 9/18	Wed 9/19	Thu 9/20	Fri 9/21	Sat 9/22	Sun 9/23
10001634 (0/0)	☐	☐	☐	☐	☐	☐	☐
10021868 (0/0)	☐	☐	☐	☐	☐	☐	☐
10022525 (0/0)	☐	☐	☐	☐	☐	☐	☐
10040962 (0/0)	☐	☐	☐	☐	☐	☐	☐

- **Week of 20-Aug-2007**
- **Week of 27-Aug-2007**
- **Week of 3-Sep-2007**
- **Week of 10-Sep-2007**
- Week of 17-Sep-2007
- **Week of 24-Sep-2007**
- **Week of 1-Oct-2007**
- **Week of 8-Oct-2007**
- **Week of 15-Oct-2007**
- **Week of 22-Oct-2007**
- **Week of 29-Oct-2007**
- **Week of 5-Nov-2007**
- **Week of 12-Nov-2007**
- **Week of 19-Nov-2007**

Clicking a day of the week will select every student on the roster. Clicking it again will deselect all of the students. You may also choose to check or uncheck boxes individually. **Be sure to click Submit before exiting the page or your information will be lost.** Please note that if you are not teaching a section of the course in the semester you are currently editing, the Attendance tab will not appear on your Course table.

Selecting the Assessment tab will bring you to a table where you may manage your assignments for the course or section.
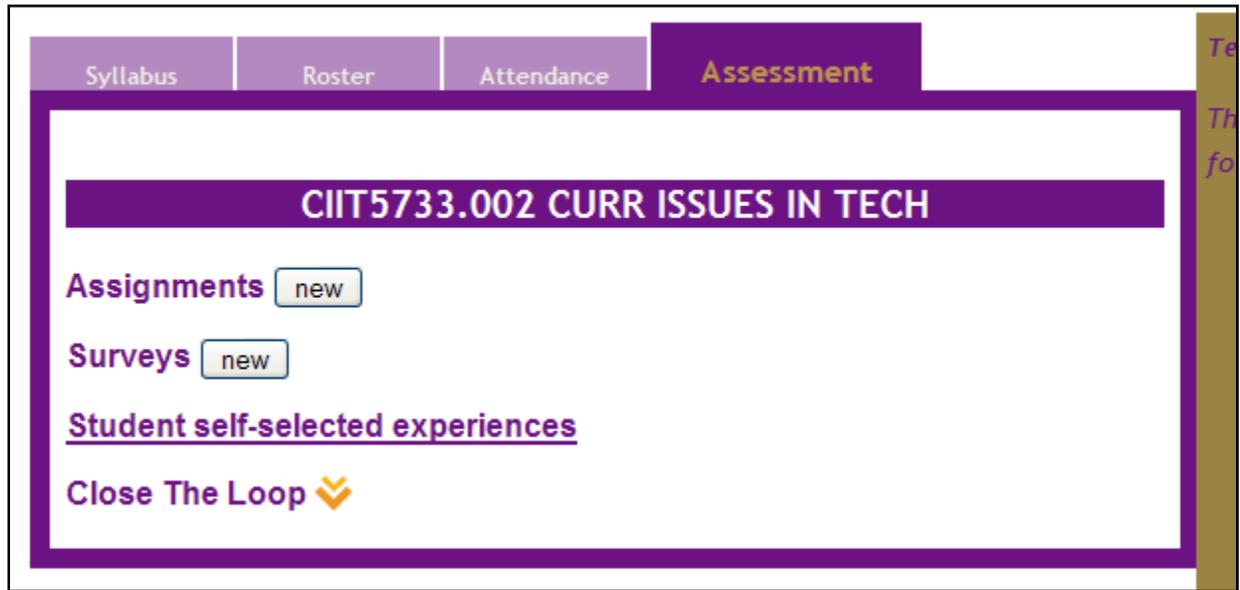
You may also create a new assignment by clicking the New button and the following screen will display:
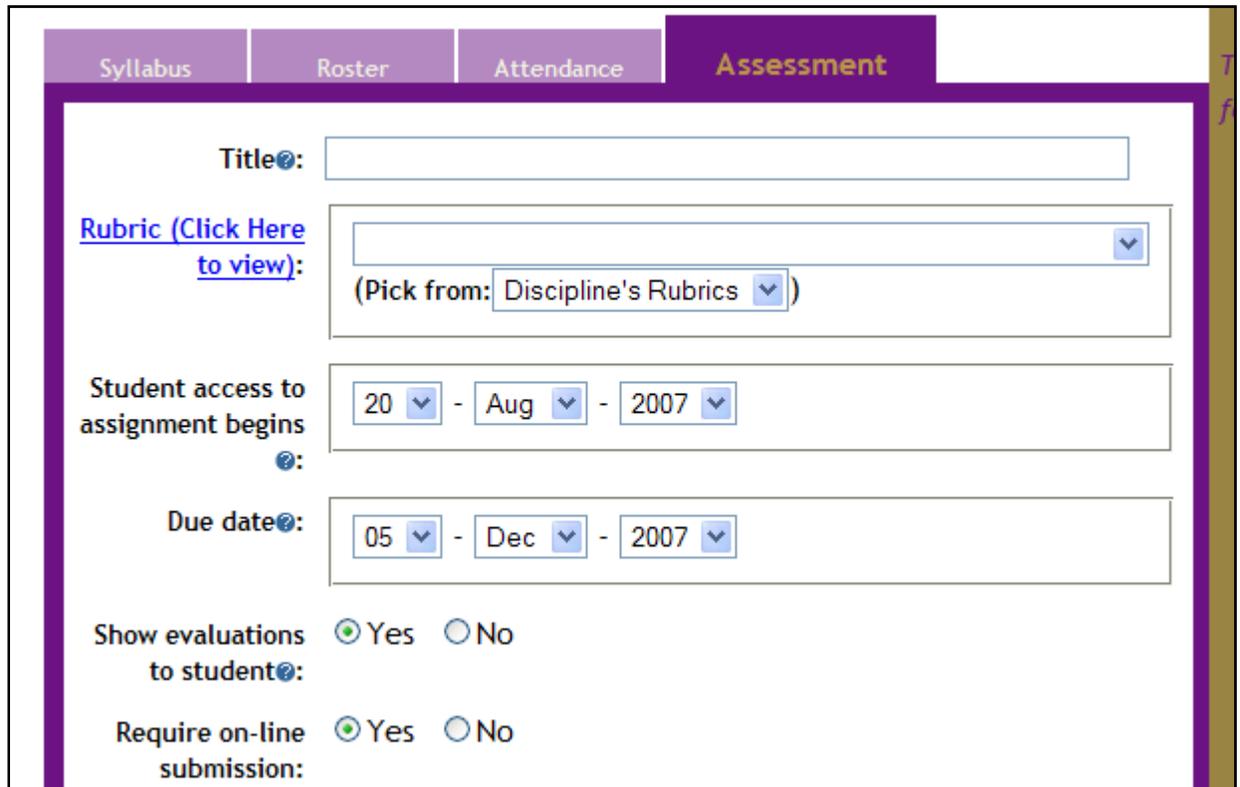
Enter the **Title** which is used to identify the assignment. To select a rubric from your curriculum Discipline's Rubric from the **Pick from:** dropdown menu. To select a rubric from other disciplines in the university, select Institute's Rubric from the **Pick from:** dropdown menu. Go to section on Rubric for information about creating a rubric.

Enter **Student access to assignment begins** and the **Due date**. The assignment begins date is the number of the day within a term that this assignment should start appearing on the student' submissions page with in TrueOutcomes. The due date is the number of the day within a term that this assignment is due. Afterwards the student will still see it on their submissions page but it would be considered late.

Show evaluations to student
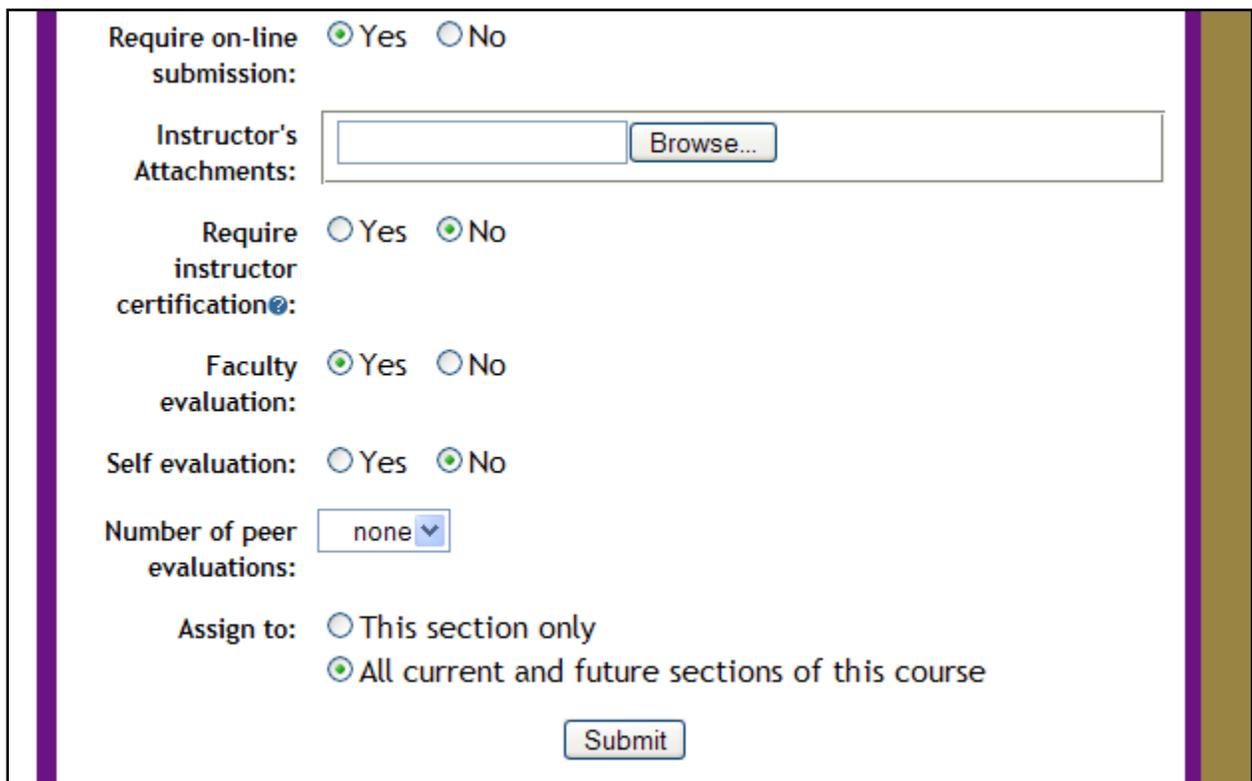
Under the Assignments heading you may preview, edit, undelete, evaluate, enter submissions, create a grading sheet, or import grades for whatever Assignments you have created.

Our Curriculum

This section of TrueOutcomes allows you to clearly see which of your discipline's classes adhere to which of your discipline's learning outcomes, as well as what those classes and outcomes are. It also provides plans of study, suggesting which classes your advisees should take in each semester. Therefore, for this section to be of any use, it is particularly important for you to have your discipline selected properly under the "My Account" section. If you believe that you may not have the correct discipline selected, please see page.

Plan of Study

The first link under the Our Curriculum heading, "Plan of Study," takes you to a page with a large table of classes separated by year and semester. Your default table will be tailored to whichever discipline you have selected under the My Account heading. The courses listed are those required for your selected discipline. Should you wish to examine another course of study, feel free to change the default major in the drop-down menu. Please note that changing the major in the drop-down menu does *not* change it in TrueOutcomes' or your school's records. It will reset to your default upon your return to the Home page. Also note that the table is just a suggestion. You should still meet with your advisees every semester to help them tailor the sequence of their courses to suit their needs.

Plan of Study	Learning Outcomes	Courses	Curriculum Matrix

FALL Term	SPRING Term
First Year	
GENERAL CHEM LAB (CHEM1032)2.0 cr. GENERAL CHEMISTRY (H) (CHEM1033)3.0 cr. FRESHMAN COMP I (ENGL1123)3.0 cr. U S TO 1876 (HIST1313)3.0 cr. GENERAL PSYCHOLOGY (PSYC1113)3.0 cr. FUND OF SPCH COMM (SPCH1003)3.0 cr. 17 credits	INTRO VISUAL ARTS (ARTS1203)3.0 cr. GENERAL CHEM LAB (CHEM1042)2.0 cr. GENERAL CHEMISTRY (H) (CHEM1043)3.0 cr. FRESHMAN COMP II (ENGL1133)3.0 cr. U S 1876 TO PRES (HIST1323)3.0 cr. CAL-ANAL GEOM I (H) (MATH1124)4.0 cr. 18 credits
Second Year	
GEN BIOLOGY (BIOL1015)5.0 cr. INTRO TO COMP EDUC (COMP1003)3.0 cr. AMER GOVT I (POSC1113)3.0 cr. ELEM SPANISH I (SPAN1013)3.0 cr. 14 credits	QUAN ANALYSIS (CHEM2012)2.0 cr. QUAN ANALYSIS LAB (CHEM2112)2.0 cr. AMER GOVT II (POSC1123)3.0 cr. IND STUD/SPAN3043 GOLDEN AGE (SPAN4993)3.0 cr. 10 credits

Learning Outcomes

The Learning Outcomes page, which may be reached from your Home Page or from the tab at the top of the Curriculum table, displays all of the Learning Outcomes for your major as links on the left-hand side of the page. Please note that if you changed your major in the drop-down menu on the Plan of Study page and then went straight to the Learning Outcomes page, the Learning Outcomes listed will reflect the major you have currently selected on the Plan of Study page.

If you select one of the Learning Outcomes, its definition is displayed in the Curriculum table under the tabs, along with the courses in your Plan of Study which will contribute to that Outcome.

Courses

You may view descriptions of all your major courses on the Courses page. They are separated by course level, which you may change in the drop-down menu at the top of the table. You may select the course you wish to view by clicking on its name in one of the tabs on the left of the table. The table will then display the name of the course, the catalog description, the course performance objectives as well as the outcomes resulting from the objectives (click on the yellow chevrons to expand the outcomes' descriptions), and any course activities that the instructor might have added.

Plan of Study	Learning Outcomes	**Courses**	Curriculum Matrix	

Course Level [Junior ▾]

TECH3103

| CUIN3003 |
| CUIN3013 |
| TECH3113 |

TECH3103 - MFG PROCESSES

Catalog Description

Manufacturing Processes. (2-4) Credit 3 semester hours. An analysis of activities related to the production and distribution of goods and services. Instruction includes materials processing, management, and the free enterprise system. Prerequisite: Departmental approval.

Course Learning Objectives	Outcomes
No Learning Objectives	

Curriculum Matrix

The Curriculum Matrix is a visual representation of the connections between your desired Learning Outcomes and your Courses. The check marks show which courses line up with which outcomes.

	Plan of Study	Learning Outcomes	Courses	**Curriculum Matrix**

Alignment ▼

	Educational Leadership Constituent Council						
	Facilitating	School Culture & Instructional	Management	Collaboration	Acting with Integrity	Political, Social, Economic	Internship
ADMN5003		✔	✔			✔	
ADMN5073		✔		✔			
ADMN5033	✔		✔			✔	
ADMN5043			✔			✔	
ADMN5023			✔		✔	✔	
SUPV5113	✔			✔	✔	✔	
ADMN5103			✔	✔	✔	✔	
CNSL5143							
ADMN5133	✔	✔		✔		✔	
CNSL5153							
ADMN5093		✔					
ADMN5163	✔			✔		✔	

Advising

As an academic advisor, you will hopefully play a large role in your advisees' college careers, aiding them in everything from selecting their classes to searching for an internship. TrueOutcomes may help to foster the relationship between you and your advisees by allowing you to interact through TrueOutcomes. Once you have selected an advisee from your "Advising" screen, you will be able to view his or her Gateway Portfolio, Working Portfolio, Performance Benchmarks, Showcase Portfolios, Resumes, or Advising Notes. You will also be able to leave your advisee an advising note or respond to a note he or she has left for you.

Creating a New Advisee

To create a new advisee, you must first click the New button in the College ID box on your list of advisees. This will take you to a screen where you may pick your advisee off of a drop-down list of students. You must know your new advisee's student ID. After you select the student you wish to make your advisee, click the Submit button. This will return you to your list of advisees. Your new advisee should appear on this list.

Selecting an Advisee

To select an advisee, click the Select button in the "Choose Action..." box.

Selecting an advisee will take you to a screen where you can view his or her Gateway Portfolio, Working Portfolio, Performance Benchmarks, Showcase Portfolios, Resumes, or Advising Notes. You may also add a new Advising Note or drop the advisee.

To add a new Advising Note, simply click the New button next to the Advising Notes link and type your note into the blank field that will appear on a new page. You may also choose whether or not you wish your note to be e-mailed to your advisee. Once you are finished writing your note, click Submit. Instead of a New button, there will be a yellow chevron next to the Advising Notes link. Click on it to see your note. The New button will now appear in the "Date" box on the note table.

To drop the advisee you have selected, simply click the "Drop Advisee" link. A message will appear confirming that you wish to delete the advisee. Once you click "OK," you will be returned to your list of advisees, on which the advisee you just dropped will *not* appear.

Performance Assessment

The Performance Assessment allows you to create instruments to assess student performance. Rubrics a the main tool used to complete this task.

My Rubric

My Rubric displays rubrics that you created. To edit an existing rubric, click the select button to the left of the rubric. Refer to information about creating the rubric for details.

Creating a New Rubric

To create a new rubric, click the new button beside the word Title as show below:

The following screen display after the new button is clicked:

Use this area to give a title and description of your overall rubric. For example a rubric used to grade a paper could be called ADMN1234 Research Paper (Short Title) and ADMN1234 Research Paper for Decision Making in the Classroom (Long Title). NOTE: Always begin the title with the course ID, ie for example ADMN1234; this will assist with finding your rubrics and listing rubrics for the same course together. The descriptions and be any length about the specific assignment. Click submit button to save this information. The Spell Check button is used to check spelling.

Properties

If you need to edit the information you entered on the previous page, click the Properties left tab and click the edit button.

Appearance

If you need to edit the information you entered on the previous page, click the Properties left tab and click the edit button. There are the default options and should not be modified without contacting the TrueOutcomes Administrator.

Ownership

Use this option to modify the name of the person who currently owns the rubric.

Elements

This option is used to create the rows and columns of a rubric.

Click the New button.

For this document will demonstrate how to create the following Sample Rubric:

Sample Rubric			
	Target (2)	**Acceptable (1)**	**Unacceptable (0)**
APA Style	APA Style was used correctly	APA Style was used with some errors	APA Style was not used or used with too many errors
Grammar	Less than 2 grammatical errors	3 – 5 grammatical errors	More than 5 grammatical errors
Page Requirement	Met and exceeded the minimum 3 page requirement	Submitted less than 3 page minimum requirement	Submitted 2 or less pages

Enter the Element Abbreviation and the Element Descriptions as show below.

Click the Add Row button for the number of evaluations in your rubric. In the Sample Rubric, there are three evaluations, Target, Acceptable, and Unacceptable. NOTE: **Do not add a comments** row at this time, there is another way to add this information to a rubric. Use the Del Row button to remove unwanted rows.

Type evaluations descriptors in each row, where are referred to a Performance Levels as shown below.

Select the Minimum Acceptable Performance level by clicking into a radio button to the left of the performance level. In this example the minimum acceptable performance a student must demonstrate is *Acceptable*. If you want students to demonstrate a perfect evaluation, the minimum acceptable performance would be *Target*. Using *Unacceptable* minimum acceptable performance would have all students meeting the performance whether they did well or not on this element.

Enter the **Minimum Point Range** in the right column. In this example, Target is 2 points, Acceptable is 1 point and Unacceptable is 0 points. Maximum will be calculated by TrueOutcomes.

If you want a Rubric with which allows the evaluator to chose N/A instead of the other Performance levels, click Yes for **Allow N/A**.

If you want evaluators to be able to make comments for each element in an evaluation, click Yes for **Allow comments**.

Click Continue button and the following screen displays.
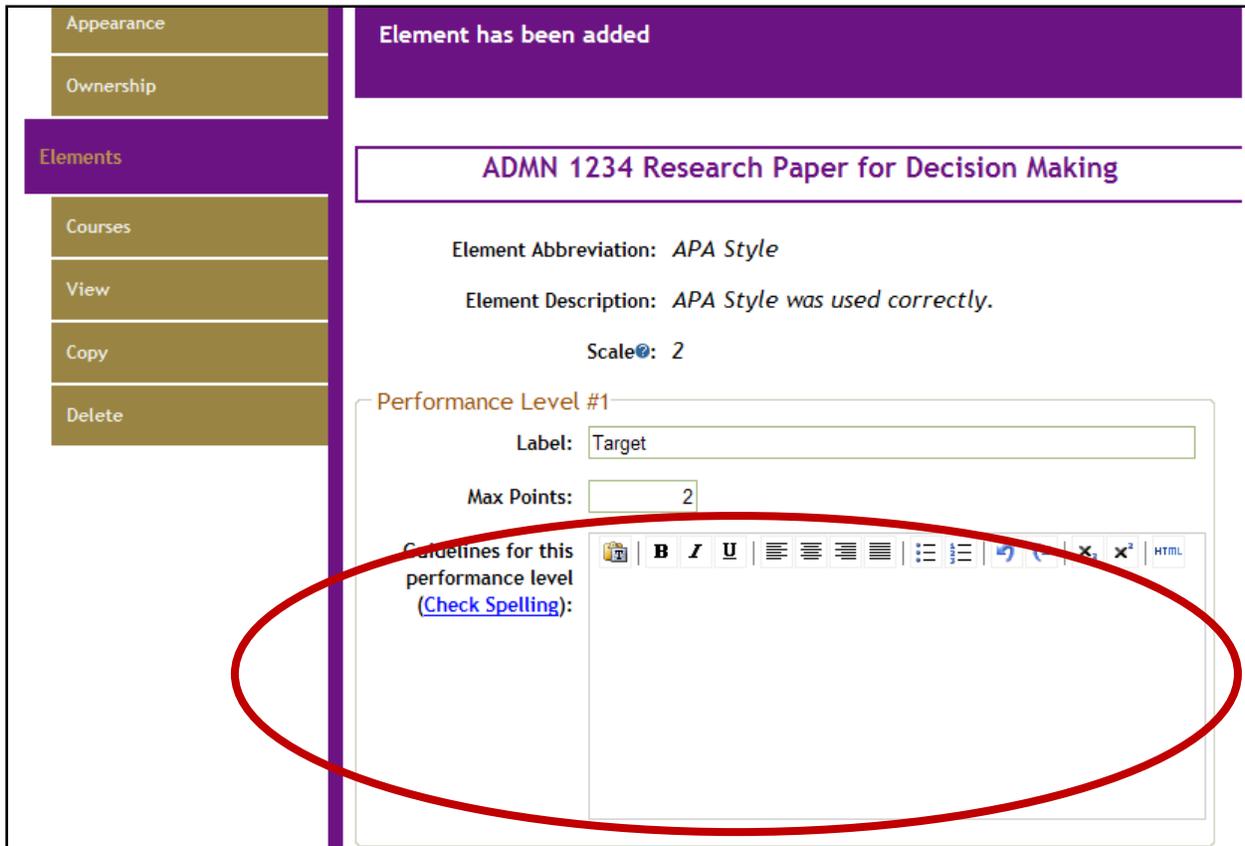
There will be 3 Performance levels on this screen. Go to the Guidelines for Performance Level #1, as circled in red above. Since Performance Level #1 is labeled Target, enter the target descriptor.

Sample Rubric			
	Target (2)	Acceptable (1)	Unacceptable (0)
APA Style	APA Style was used correctly	APA Style was used with some errors	APA Style was not used or used with too many errors

Go to the Guidelines for Performance Level #2.   Since Performance Level #2 is labeled Acceptable, enter the acceptable descriptor.

APA Style	APA Style was used correctly	APA Style was used with some errors	APA Style was not used or used with too many errors

Go to the Guidelines for Performance Level #3.   Since Performance Level #2 is labeled Unacceptable, enter the unacceptable descriptor.

APA Style	APA Style was used correctly	APA Style was used with some errors	APA Style was not used or used with too many errors

The following is an example of a completed element.

Label: Target

Max Points: 2

Guidelines for this performance level (Check Spelling):

APA Style was used correctly

Performance Level #2

Label: Acceptable

Max Points: 1

Guidelines for this performance level (Check Spelling):

APA Style was used with some errors

Lowest Performance Level

Label: Unacceptable

Max Points: 0

Guidelines for this performance level (Check Spelling):

APA Style was not used or used with too many errors

Click Continue button to save element.

Click the Outcome in which this element aligns to. To expand each outcome for more detail information, click the yellow downward arrow to the right.

Click the submit button and the following screen displays:

After the first element is added, click the copy button to add the next element. The exact information you entered for the first element displays, simple write over this information with the next elements information. The Performance Level information will not have to be reentered. Repeat this process for each additional element to your Rubric. This process is quicker than using the new button as you did at the beginning of the process.

The following is an example of the rubric after all the elements are added.

Click the above circled link if you have elements that are not a measure of student performance.

The last element was added using the above circle link and is not tied to an Outcome.

Courses

Use this option to view course and sections which use this rubric. The following is an example of that screen:

Copy

Use this option to copy an entire rubric. Use the edit button throughout this area to make modification.

Delete

Use this option to delete your rubric.

View

Use this option to view your rubric. Here is a sample of what the Sample Rubric looks like when view:

This area is used to describe in detail exact what this Rubric will be accessing.

◉ Check Performance Levels ◯ Type in Points

Element	Levels of Performance			
1. Student demonstrates the ability to use APA Style correctly.	◯ **Target(2):** APA Style was used correctly	◯ **Acceptable** **(1):** APA Style was used with some errors	◯ **Unacceptable** **(0):** APA Style was not used or used with too many errors	
2. Student demonstrates the ability to use grammar correctly.	◯ **Target(2):** Less than 2 grammatical errors	◯ **Acceptable** **(1):** 3 – 5 grammatical errors	◯ **Unacceptable** **(0):** More than 5 grammatical errors	
3. Student mets the requirement of 3 or more pages.	◯ **Target(2):** Met and exceeded the minimum 3 page requirement	◯ **Acceptable** **(1):** Submitted less than 3 page minimum requirement	◯ **Unacceptable** **(0):** Submitted 2 or less pages	
4. Student demonstated the ability to design cover.				

View PDF

The above rubric is used when an assignment is submitted by students. It can be saved to your computer by clicking the View PDF link at the bottom of the screen, then click then save icon.

While evaluating, instructors would click the radio button beside the levels of performance and they can also type comments in the blank right column. When view while creating a rubric this page is for display purposes only.

My Discipline's Rubrics

My Discipline's Rubric displays rubrics created by everyone in your discipline. You cannot modify a rubric created by another instructor; however, you can copy and modify that rubric. NOTE: Always begin the title of your rubric with the course ID, ie for example ADMN1234; this will assist with finding your rubrics and listing rubrics for the same course together.

All Rubrics

All Rubrics displays rubrics created by everyone in the university. You cannot modify a rubric created by another instructor; however, you can copy and modify that rubric. NOTE: Always begin the title of your rubric with the course ID, ie for example ADMN1234; this will assist with finding your rubrics and listing rubrics for the same course together.

Surveys

Surveys allow you and TrueOutcomes to keep track of student information that can be of great use for assessments. There may also be surveys for you to take that will allow TrueOutcomes to better serve your needs as an instructor.

My Surveys

Clicking on the "My Surveys" link will take you to a list of surveys you have created or used in the current semester. There is also a drop-down menu to the right that will allow you to select any previous semesters in which you created a survey.

If you would like to create a survey, click "New Survey." This will take you to a table of options that will help you begin to design your survey. Should you choose to base your survey off of an existing one, a new option will appear, allowing you to choose a template.

You must name your survey, as well as create a short title for listing and menu purposes. You may or may not allow the survey to serve as a model for future surveys.

You may choose to automatically number the survey questions. Please note that if you have this option selected and have more than one section in your survey, the numbering will restart at the beginning of each section.

You may select various ownership options for your survey. The ownership will default to whatever discipline you have selected on the "My Account" page. This is for ease of searching, as surveys may be sought for by discipline. You may, however, change the ownership.

You may also select in which term you would like to administer the survey. The current term is the default.

Once you have finished with these options, click Submit.

Now you may begin to edit your survey.

Design

Should you wish to change your survey's title, click the Edit button.

Should you wish to insert a section, click the Insert Section button. This will take you to a table where you must enter a short and a long title for the section, as well as instructions on

how to answer the questions in the section. Once you are finished here, click Submit.

This will return you to the main survey page, where you may now begin to insert questions. To do so, click Insert Question. You may either select a previous survey's question from the Question Pool, or you may create a question from scratch.

You must then decide whether or not the question is reusable or survey specific, create a short title and a long title for the question (for ease of searching), select an outcome that the question may align with, select one or more response scales for the students to choose from, and choose whether or not the students may select more than one answer to the question. Please note that students may only select more than one answer if the scale is nominative, as opposed to ordinal.

Once you click Submit, the question will appear on the main survey table which the answer scale beneath it. Clicking on the chevron next to the question will open up a description of each of the scale's possible answers.
You may add as many sections and questions as you like.

Event Schedule

Clicking on the "Event Schedule" tab at the top of the Survey Table will take you to a page where you can schedule the opening and closing of the survey. By clicking on the New button next to the word "Event," you may e-mail reminders to people who haven't responded to the survey and send yourself status messages showing the number of responses. (Please note that e-mail sending times can vary by up to an hour. Delivery time depends on the recipient's mail server and network availability.)

Distribution

The "Distribution" tab allows you to determine to whom your survey will be sent.

You may choose from students, alumni, faculty or staff, or individual stakeholders. Once you have chosen who will be responding to your survey there will be additional choices to help you narrow the scope of the distribution. For example, you may choose to send your survey to alumni who graduated with BAs in English in 2001. Please note that the survey will not appear on your responders' Survey Tables until the opening of the survey that you scheduled on the Event Schedule page.

Properties

The "Properties" tab takes you to a table nearly identical to the table you opened upon the creation of the survey - the only difference being that you cannot edit the term ownership.

You may, however, edit either of the survey's titles, whether or not you want the survey to be a model for future surveys, whether or not you want the questions automatically numbered, or the discipline ownership of the survey.

Administration

From the Administration page you may:

Preview your survey. It will appear in a separate window. Please note that clicking Submit will not actually submit any results, but will close the window.

E-mail an announcement or a reminder about the survey to everyone on the distribution list. You may include or exclude those who have already submitted answers to the survey.

Delete the survey and all data.

Create a copy of the survey without including the data.

View and exclude people on the roster.

Analyze Results
Clicking on the "Analyze Results" tab takes you to a screen where you may examine the results of your survey. You may organize these results by individual question, by survey section, or by outcome (if you selected any outcomes).

You may also view the information as a graph or as a PDF; or you may export the data to your computer.

Question Pool

The Question Pool page allows you to view and/or search all of the questions already available for use in a survey. You may sort the questions by short title, long title, or outcome. You may also filter your search by discipline or by outcome.

The Normal View page shows you all of the questions available to you.
The Utilization View page displays in which surveys the questions have already been used.

Answer Surveys

Clicking on "Answer Surveys" will take you to a table of your surveys.

If you have no surveys to take, the table will say "No surveys to answer."

If there is a new survey on your table, click Answer to take it.

Take the survey.

Don't forget to click Submit, or your answers will be lost when you navigate away from the page.

Once you have submitted your answers, you will return to your table of surveys. Instead of an Answer button there will now be a Revise button.

You may answer and revise surveys until midnight on the Closing Date, at which time your answers will be recorded and further revisions will not be allowed.

My Account

My Account allows you to confirm you discipline, term, e-mail, change password, look and feel, become a student and update bulletin board.

Discipline

The Discipline option allows you to confirm your discipline. Selected discipline displays in red, click to submit button to save.

Term

The Term option allows you to select which term you are viewing in TrueOutcomes. NOTE: Term will remain set, even if you log out of TrueOutcomes and log back in. Click to submit button to save.

E-Mail

The E-Mail option allows you to set your personal email address to receive messages along you're your school email address. Click to submit button to save.

Password

The Password option allows you to change your password. Enter original password, new password and confirm new password. Click to submit button to save.

Look and Feel

The Look and Feel option allows you to change how TrueOutcomes displays. Click to submit button to save.

Become Student

The Become Student option allows you to see TrueOutcomes from a student perspective. Click logoff from the menu bar to return to your instruction access. The following is an example of the homepage from the view of Become Student:

Welcome to your Electronic Portfolio! This is an educational tool that will guide you through your educational experience here at Prairie View A&M University. We hope you will use it fully, from your first semester through your very first job! It will provide you with a dynamic framework to show and describe to the world, electronically, what you have accomplished while at Prairie View A&M University.

My Portfolio
- Working Portfolio
- Gateway Portfolio
- Showcase Portfolio
- My Resume

Advising

Our Curriculum
- Plan of Study
- Learning Outcomes
- Courses
- Curriculum Matrix

My Account

Assignments
- Hand in Assignment
- Submit Review
- See My Evaluations

Surveys
- Take Survey
- Assessment Profile

Update Bulletin Board

The Update Bulletin Board option allows you to create Bulletin Board information for students.

Announcements	Categories	

Category new	Choose Action…
No categories are on file	

Appendix A: Learning Objectives

The following is detailed information about Learning Objectives information:

Learning Objective
Type Learning Objective Here

Assign to Chose one of the following:
This section only All current and future sections of this course (recommended choice)

Instructional Level Chose one of the following:
1.   Introductory 2.   Intermediate 3.   Advanced

Cognitive Level Chose one of the following:
1.   Knowledge 2.   Comprehension 3.   Application 4.   Analysis 5.   Synthesis 6.   Evaluation

This information relates to Prairie View A & M University Core Curriculum Student Outcome Expectations for undergraduate students.

Outcomes – National Council for Accreditation of Teacher Education Chose all that apply: Content, Dispositions, Pedagogy, Professional, Student Learning	
1. Content:	1. UNACCEPTABLE: Teacher candidates have inadequate knowledge of subject matter that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards. ACCEPTABLE: Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. TARGET: Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.
2. Dispositions:	2. UNACCEPTABLE Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. They do not model these dispositions in their work with students, families, and communities. ACCEPTABLE Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards. TARGET Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

3. Pedagogy:	3. UNACCEPTABLE: Teacher candidates do not understand the relationship of content and pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn. ACCEPTABLE: Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology. TARGET: Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.
4. Professional:	4. UNACCEPTABLE Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards as shown in their lack of knowledge of school, family, and community contexts or in their inability to develop learning experiences that draw on students' prior experience. ACCEPTABLE Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. TARGET Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to

	them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world problems.
5. Student Learning:	5. UNACCEPTABLE Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience. ACCEPTABLE Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience. TARGET Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

This information relates to Prairie View A&M University Core Curriculum Student Outcome Expectations for undergraduate students.

Outcomes - Core Curriculum Student Outcome Expectations Chose all that apply: Communications, Mathematics, Natural Sciences, Humanities and Fine Arts, Social and Behavioral Science, Computing	
1. Communications:	The objective of a communication component of the core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience. Exemplary Educational Objectives 6. to understand and demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation; 7. to understand the importance of specifying audience and purpose and to select appropriate communication choices; 8. to understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written and oral communication; 9. to apply the principles of communicating as process and the analysis of audience and purpose to assignments; 10. to participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding; 11. to understand and apply basic principles of critical thinking, problem solving, and technical proficient in the development of exposition and argument; and 12. to develop the ability to research and write a documented paper and/or to give an oral presentation.
2. Mathematics:	The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should by able to apply basic mathematical tools in the solutions of real-world problems. Exemplary Educational Objectives 1. to apply arithmetic, algebraic, geometric, and statistical methods to modeling and solving real-world problems; 2. to represent and evaluate basic mathematical information numerically, graphically, and analytically; 3. to expand mathematical reasoning skills and develop convincing mathematical arguments; 4. to use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results to interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them; 5. to recognize the limitations of mathematical and statistical models; to develop the view that mathematics is a growing discipline, interrelated with human culture, and understand its connections to other disciplines.

3. Natural Sciences	The objective of the study of the natural sciences component of the core curriculum is to enable the student to understand, construct, and evaluate empirical relationships in the natural sciences, and to enable the student to understand the bases for theory-building and testing.
	Exemplary Educational Objectives
	1. to understand and apply the empirical method to the study of natural sciences;
	2. to recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing;
	3. to identify and recognize the differences among competing scientific models of the universe;
	4. to demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics and values; and
	5. to demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.
4. Humanities and Fine Arts	The objective of the humanities and fine arts in the core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.
	Exemplary Educational Objectives
	1. to demonstrate awareness of the scope and variety of works in the arts and humanities;
	2. to understand those works as expressions of individual and human values within an historical and social context;
	3. to respond critically to works in the arts and humanities;
	4. to engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the writer or artist;
	5. to articulate an informed personal reaction to works in the arts and humanities;
	6. to develop an appreciation for the aesthetic principles that guide or govern the humanities and arts;
	7. to demonstrate knowledge of the influence of literature, philosophy, and/or the arts on cross-cultural interactions.

5. Social and Behavioral Science	The objective of a social and behavioral science component of the core curriculum is to increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.
	Exemplary Educational Objectives
	1. to employ the methods and date that historians and social and behavioral scientist use o investigate the human condition;
	2. to examine social institutions and processes across a range of historical periods and cultures;
	3. to use and critique alternative explanatory systems or theories;
	4. to develop and communicate alternative explanations or solutions for contemporary social issues;
	5. to analyze the effects of social, political, economic, cultural, and diplomatic forces on the area under study;
	6. to comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, civil and human rights;
	7. to understand the evolution and current state of the role of the United States in the world;
	8. to differentiate and analyze historical evidence (documentary and statistical) and differing historical points of view;
	9. to recognize and apply reasonable criteria for the acceptability of historical evidence;
	10. to understand and identify commonalties in a diverse culture;
	11. to analyze, critically assess, and develop creative solutions to public policy problems;
	12. to recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself by engaging in public discourse and by obtaining information through the news media and other appropriate information sources about politics and public policy;

6. Computing	The objective of computing in the core curriculum is to ensure that graduates are able to use computer technology to communicate, solve problems, and acquire information.
	Exemplary Educational Objectives
	1. to communicate and demonstrate knowledge of different types of operating systems, hierarchical files, and directory structures;
	2. to publish a document which incorporates appropriate design and uses standard formatting tools (tabs, margin setting, document formatting, headers and footers);
	3. to publish a document that utilized information imported from other sources;
	4. to know several different formats (table, charts and graphs, graphics, and mail merge);
	5. to create a spreadsheet document which incorporates tables and graphs (line, pie, bar, X-Y scatter);f) to create a presentation slide using a presentation software (e.g. PowerPoint);
	6. to create multimedia projects using a variety of tools and media with increasingly sophisticated linking of ideas;
	7. to understand online information access via TCP?IP, ftp, Archie, html, www;
	8. to navigate independently through the Internet to locate resources;
	9. to navigate the Internet using World Wide Web search engines;
	10. to create a simple World Wide Web page which includes at least one graphic, text and link to another Internet site;
	11. to understand e-mail tools such as integrated mail program (Netscape, Explorer, Eudora);
	12. to know what computers can and cannot do as spreadsheets.