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Welcome to the Prairie View A&M University Electronic Portfolio System. This system allows you to communicate to Prairie 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 Prairie View A&M University which will help to promote our University and our College.

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Plan of Study Learning Outcomes Courses Curriculum Matrix as Text

A. Appropriate Mastery of Knowledge

Outcome Definition

A. An appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines.

Courses that Contribute to this Outcome

- [Computer-Aided Draft I\(TECH1103\)](#)
- [Digital Logic Cir\(CPET2113\)](#)
- [Single Chip Microprocessors\(CPET4183\)](#)

Suboutcome Matrix

Suboutcome	Courses
A1. Use Techniques and Skills	<ul style="list-style-type: none"> • TECH1103 • CPET4183
A2. Use Modern Tools	<ul style="list-style-type: none"> • CPET2113

- + [Master of Arts](#)
- [Bachelor of Science](#)
 - [BS: Agriculture](#)
 - [BS: Family and Community Services](#)
 - [BS: Human Nutrition and Food](#)
 - [BS: Criminal Justice](#)
 - [BS: Psychology](#)
 - [BS: Nursing](#)
 - [BS: Biology](#)
 - [BS: Chemistry](#)
 - [BS: Biomedical Chemistry](#)
 - [BS: Forensic Chemistry](#)
 - [BS: Mathematics](#)
 - [BS: Physics](#)
 - [BS: Computer Science](#)
 - [BS: Chemical Engineering](#)
 - [BS: Civil Engineering](#)
 - [BS: Computer Engineering](#)
 - [BS: Electrical Engineering](#)
 - [BS: Mechanical Engineering](#)
 - [BS: Computer Engineering Technology](#)
 - [BS: Electrical Engineering Technology](#)
 - [BS: Architecture](#)
 - [BS: Construction Science](#)
 - [BS: Educational Technology](#)
 - [BS: Industrial Technology](#)
 - [BS: Interdisciplinary Studies Generalist 4-8](#)
 - [BS: Interdisciplinary Studies Generalist Bilingual EC-4](#)
 - [BS: Interdisciplinary](#)

- [Studies Generalist EC-4](#)
- [BS: Interdisciplinary](#)
- [Studies Mathematics 4-8](#)
- [BS: Interdisciplinary](#)
- [Studies Science 4-8](#)
- [BS: Interdisciplinary](#)
- [Studies Social Studies 4-8](#)
- [BS: Interdisciplinary](#)
- [Studies Special Education EC-12](#)
- [BS: Health](#)
- [BS: Human Performance](#)
- [Master of Science](#)
- [Bachelor of Business Administration](#)
- [Master of Business Administration](#)
- [Doctor of Philosophy](#)
- [Minor](#)
- [Bachelor of Arts](#)
- [Bachelor of Music](#)
- [Master of Architecture](#)
- [Undecided](#)
- [Master of Education](#)
- [Certification](#)
- [Service Units](#)

The Learning Outcomes for the major are listed in the left-hand tabs below. Click on a tab to see a description of each Outcome and the courses related to that Outcome. You may click on a course to see detailed course information (this may also be found under the Courses tab). If this page does not default into the Outcomes for your major/program, you may change your default setting under Portfolio Maintenance—Personal Preferences—Change Discipline.

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Plan of Study Learning Outcomes Courses Curriculum Matrix

Bachelor of Business Administration in Finance

Alignment

	BBA-Bachelor of Business Admin					PVAMU Undergraduate Core Curriculum Student Outcome Expectations					
	Master of Content	Teamwork	Ethics	Global Perspective	Communications	Communications	Mathematics	Natural Sciences	Humanities and Fine Arts	Social and Behavioral Science	Computing
ENGL1123						✓					
MGMT1013						✓					
POSC1113										✓	
SPCH1003						✓					
ENGL1133						✓					
MATH1113							✓				
MISY1013											
POSC1123										✓	
ACCT2113	✓		✓								
ECON2113						✓					
HIST1313										✓	
MATH1153							✓				
MGMT2203						✓					
ACCT2123											
ECON2123						✓					
HIST1323										✓	
MATH2153							✓				
MISY2013											
ACCT3213											
FINA3383						✓					
MGMT3013						✓					
MGMT3103						✓					
FINA3333						✓					
FINA4213						✓					
MGMT4333						✓					
ECON4213						✓					
FINA4313											
MGMT4303						✓					
PSYC1113										✓	

- as Text
- [Master of Arts](#)
 - [Bachelor of Science](#)
 - [Master of Science](#)
 - [Bachelor of Business Administration](#)
 - [BBA: Accounting](#)
 - [BBA: Finance](#)
 - [BBA: Management Information Systems](#)
 - [BBA: Management](#)
 - [BBA: Marketing](#)
 - [Master of Business Administration](#)
 - [Doctor of Philosophy](#)
 - [Minor](#)
 - [Bachelor of Arts](#)
 - [Bachelor of Music](#)
 - [Master of Architecture](#)
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COMP3063 Rubric 2: Outcome j1 and j2 (preview)



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An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the trade-offs involved in design choices.

j1: ability to develop multiple models of computer based system by applying mathematics, algorithms, and computer science.

j2: ability to demonstrate comprehension of the tradeoffs involved in design choices.

Check Performance Levels Type in Points

Element	Levels of Performance				
1. ability to develop multiple models of computer based system by applying mathematics, algorithms, and computer science.	<input type="radio"/> Excellent(46-50):	<input type="radio"/> Good(31-45):	<input type="radio"/> Acceptable(20-30):	<input type="radio"/> Poor(0-19):	
2. Ability to demonstrate comprehension of the tradeoffs involved in design choices.	<input type="radio"/> Excellent(46-50):	<input type="radio"/> Good(31-45):	<input type="radio"/> Acceptable(20-30):	<input type="radio"/> Poor(0-19):	

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EDUL 7223 - National Education Agenda Analysis Essay (preview)

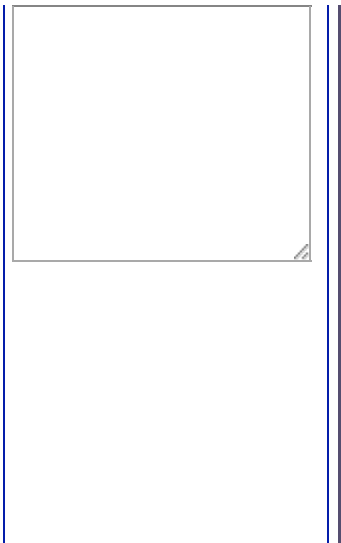
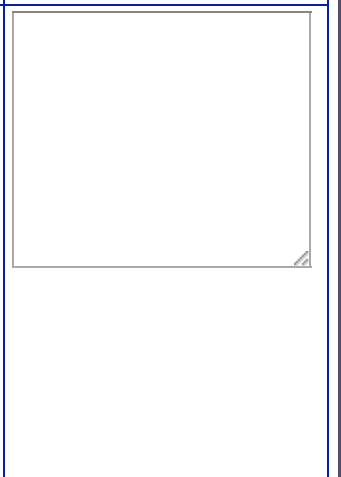
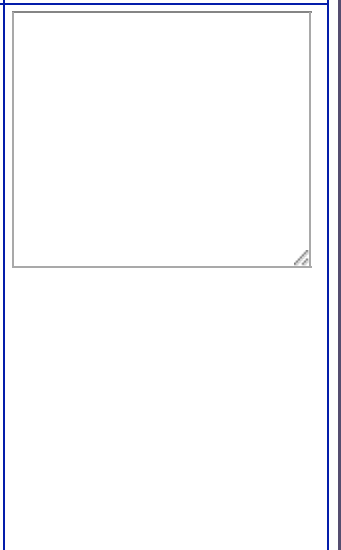
[Close Window](#)

Candidates will read and analytically reflect on the current congressional year's federal education agenda to evaluate the components of the agenda for addressing educational issues, benchmarks, and needs on a federal, state, and local level. The Education Agenda can be found at the following URL: - <http://www.whitehouse.gov/agenda/education/> . Candidates will read the content of the agenda and write an analytical essay in narrative format addressing how the agenda adequately addresses or fails to address the challenges and goals of the education of children in the United States on a federal, state, and local level. Candidates should cite the relevant literature, appropriate research, and applicable theory in the analysis i.e. when suggestions or criticisms are offered, citations must be included to support your ideas. For Parts 1-3 below, candidates should provide policy suggestions that and educational leaders at the respective governance level could use to improve implementation of the agenda.

After reading the agenda, candidates should critique the agenda and submit an essay with the following components: (a) an introductory paragraph (without labels), (b) Part 1: Analysis of the Educational Agenda at the National Level, (c) Part 2: U. S. Education Agenda and State-Level Issues, (d) Part 3: Aligning the U. S. Education Agenda on the Local Level, (e) a concluding paragraph, and (f) Reference page labeled References. All aspects of the assignment should adhere to the Publication Manual of the American Psychological Association (5th ed.) in all aspects especially, use of quotes, seriation, and citation of references. Additionally, your essay will be evaluated for meeting ELCC standards using the following scoring tool. The results of scores from these responses will be entered in the True Outcomes system. Additionally, you are to upload your evaluated responses to the True Outcomes system.

Check Performance Levels Type in Points

Element	Levels of Performance		
<p>1. 3.1 Manage the Organization(a) Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.</p>	<p><input type="radio"/> Superior/Target(2): Strategies and suggestions reflect an advanced level of awareness of sound (i.e. peer-refereed, empirical, adhering to national IRB standards) research and theory commensurate with the degree level.</p>	<p><input type="radio"/> Acceptable(1): Strategies and suggestions reflect a novice level of awareness of sound research and theory.</p>	<p><input type="radio"/> Unacceptable(0): Strategies and suggestions are inappropriate and/or are not linked with sound research.</p>

<p>2. 3.1 Manage the Organization(b) Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.</p>	<p><input type="radio"/> Superior/Target(2): Suggestions adhere to GASB principles, are feasible, and enhance the quality of addressing education issues at the applicable governmental level.</p>	<p><input type="radio"/> Acceptable(1): Suggestions adhere to GASB principles, are feasible, and sustain the quality of addressing education issues at the applicable governmental level.</p>	<p><input type="radio"/> Unacceptable(0): Suggestions adhere to GASB principles, are unfounded and detract the quality of addressing education issues at the applicable governmental level.</p>	
<p>3. 4.2 Respond to Community Interests and Needs(b) Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse</p>	<p><input type="radio"/> Superior/Target(2): Strategies and suggestions reflect an advanced level of awareness of sound (i.e. peer-refereed, empirical, adhering to national IRB standards) research commensurate with the degree level.</p>	<p><input type="radio"/> Acceptable(1): Strategies and suggestions reflect a novice level of awareness of sound research.</p>	<p><input type="radio"/> Unacceptable(0): Strategies and suggestions are inappropriate and/or are not linked with sound research.</p>	
<p>4. 4.3 Mobilize Community Resources (a) Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.</p>	<p><input type="radio"/> Superior/Target(2): All suggestions adhere to GASB principles.</p>	<p><input type="radio"/> Acceptable(1): Most suggestions adhere to GASB principles.</p>	<p><input type="radio"/> Unacceptable(0): Suggestions conflict with GASB principles.</p>	

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Portfolios Rubrics Evaluate Evaluation Teams Scales

Allows you to define "Performance Gateways." Performance gateways are a body of rubric evaluated works that a student is expected to produce by a certain point within their education.

Choose Action...	Title <input type="text" value="new"/>
<input type="button" value="select"/>	BA-ENGLISH-Test
<input type="button" value="select"/>	BA: Ind Studies Eng Lang Arts and Reading 4-8 Portfolio
<input type="button" value="select"/>	BS: Educational Technology Portfolio
<input type="button" value="select"/>	BS: Health Portfolio
<input type="button" value="select"/>	BS: Human Performance Portfolio
<input type="button" value="select"/>	BS: Ind Studies Gen 4-8 Portfolio
<input type="button" value="select"/>	BS: Ind Studies Gen Bilingual EC-4 Portfolio
<input type="button" value="select"/>	BS: Ind Studies Gen EC-4 Portfolio
<input type="button" value="select"/>	BS: Ind Studies Math 4-8 Portfolio
<input type="button" value="select"/>	BS: Ind Studies Science 4-8 Portfolio
<input type="button" value="select"/>	BS: Ind Studies Social Studies 4-8 Portfolio
<input type="button" value="select"/>	BS: Ind Studies Special Ed EC-12 Portfolio
<input type="button" value="select"/>	BS: Industrial Technology Portfolio
<input type="button" value="select"/>	CIIT
<input type="button" value="select"/>	Distance Learning
<input type="button" value="select"/>	MA: Counseling Portfolio
<input type="button" value="select"/>	MED ADMIN-TEST
<input type="button" value="select"/>	MED: Educational Administration Portfolio
<input type="button" value="select"/>	MED: Health Portfolio
<input type="button" value="select"/>	MED: Physical Education Portfolio
<input type="button" value="select"/>	MED: Reading (Elementary) Portfolio
<input type="button" value="select"/>	MED: Reading (Secondary) Portfolio
<input type="button" value="select"/>	MED: Special Education Portfolio
<input type="button" value="select"/>	MS: Counseling Portfolio
<input type="button" value="select"/>	MS: Educational Administration Portfolio
<input type="button" value="select"/>	MS: Health Portfolio
<input type="button" value="select"/>	MS: Physical Education Portfolio

<input type="text" value="select"/>	PHEL: Educational Leadership Portfolio
<input type="text" value="select"/>	Test Portfolio
<input type="text" value="select"/>	test-MED ED ADM

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- [ENGL0000](#)
- [ENGL1123.Z01](#)
- [ENGL1133.P05](#)
- [ENGL1133.Z01](#)
- [ENGL2273.P01](#)
- [ENGL4433.P04](#)
- [ENGL5243](#)

Syllabus Roster Attendance **Assessment**

Term:

This page allows you to manage assignments for a course or section.

ENGL1133.P05 Freshman Comp II

Assignments

Surveys

Student self-selected experiences

Close The Loop

Recommendations from a previous offering of this course	Outcomes	Choose Action...
To enhance objective 7 and improve mean score on research citation, place additional emphasis on APA citation by requiring 1 paper to use this style, since APA is favored by many other University departments. (Fall, 2008-09, Wakefield, Sarah R)	Communications Communications	<input type="button" value="implement"/>
To enhance objective 6 and raise the level of critical thinking displayed in student assignments, papers for Spring 2009 will all focus on problem-solving. (Fall, 2008-09, Wakefield, Sarah R)	Communications	<input type="button" value="implement"/>
Use a pre and post diagnostic regarding research methods (Fall, 2008-09, Scott, Tonya M)	Communications Communications	<input type="button" value="implement"/>
Use a pre and post diagnostic to better ascertain if the MyCompLab hands-on research and documentation exercises have closed the achievement gap for this learning outcome. (Fall, 2008-09, Scott, Tonya M)	Communications Communications	<input type="button" value="implement"/>

Implemented Improvements <input type="button" value="new"/>	Outcomes	Timestamps	Choose Action...
Students wrote papers solving problems in various arenas, but the mean score for critical thinking remains below 3.0. Students in this section wrote two papers in APA format; some used APA for the artifact assessed here. Students were given an MLA and two APA diagnostic tests over the semester.	Communications	22-May-2009 10:19am	<input type="button" value="edit"/> <input type="button" value="delete"/>

Recommendations for next time course is taught <input type="button" value="new"/>	Outcomes	Timestamps	Choose Action...
Students will complete multiple, small exercises in eCourses sessions to get at critical reading and thinking, with the goal of translating these skills to formal research papers.	Communications	28-May-2009 1:18pm	<input type="button" value="edit"/> <input type="button" value="delete"/>