**Program Learning Outcomes**

**Core Objectives for Associate of Arts**

**Lamar State College Port Arthur**

**LSCPA Associate of Arts Degrees**

**Academic Studies**

The Associate of Arts degree in Academic Studies curriculum is designed for students who plan to pursue a baccalaureate degree but are undecided about a specific major. The degree plan provides a core curriculum that will transfer to any state-supported college or university in Texas. It includes the general education requirements for almost any baccalaureate degree. Electives beyond the Core Curriculum allow students to explore various disciplines in order to determine a major.

**Business Administration**

The Associate of Arts degree in Business Administration curriculum is designed for students who plan to pursue a bachelor of Business Administration degree. The curriculum parallels the first two years of study in business administration at state-supported colleges and universities in Texas and follows the field-of-study curriculum prescribed by the Texas Higher Education Coordinating Board.

**Criminal Justice**

The Criminal Justice curriculum is designed for students who plan to pursue a bachelor's degree in Criminal Justice. The curriculum requires coursework in basic criminal justice principles and concepts and allows students to complete the degree plan. the degree plan follows the field-of-study curriculum prescribed by the Texas Higher Education Coordinating Board.

**Drama**

The Drama curriculum is designed for students who plan to pursue a baccalaureate degree with a major in theater or a pre-professional degree in law. The degree plan provides a Core Curriculum that will transfer to any state supported college or university in Texas. It includes the general education requirements for almost any baccalaureate degree. The electives beyond the Core Curriculum allow students to explore various aspects of the performing arts.

**Studio Art**

The Associate of Arts degree in Studio Art curriculum is designed for students who plan to work toward a traditional Bachelor of Arts degree or a professional Bachelor of Fine Arts degree. It also is recommended for students who are undecided about majoring in art but who would like to explore their artistic abilities.

**Teaching, Art, EC-12**

The Teaching Music EC 12 curriculum is the first two years of a track designed for students who plan to complete a bachelor’s degree and be certified to teach music in the public schools. The degree was developed by the Texas Higher Education Coordinating Board and serves as a guide for colleges and universities in structuring the first two years of a curriculum for art education majors.

**Teaching, Music, EC-12**

The Teaching Music EC 12 curriculum is the first two years of a track designed for students who plan to complete a bachelor’s degree and be certified to teach music in the public schools. The degree was developed by the Texas Higher Education Coordinating Board and serves as a guide for colleges and universities in structuring the first two years of a curriculum for music education majors.

**Teaching, Physical Education, EC-12**

The Teaching, Physical Education, EC-12 curriculum is the first two years of a track designed for students who plan to complete a bachelor’s degree and be certified to teach physical education in the public schools. The degree was developed by the Texas Higher Education Coordinating Board and serves as a guide for colleges and universities in structuring the first two years of a curriculum for physical education majors.

**Teaching, Theatre Arts. EC-12**

The Teaching, Theatre Arts, EC 12 curriculum is the first two years of a track designed for students who plan to complete a bachelor’s degree and be certified to teach music in the public schools. The degree was developed by the Texas Higher Education Coordinating Board and serves as a guide for colleges and universities in structuring the first two years of a curriculum for music education majors.

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| **Associate of Arts Program Learning Outcomes** |
| 1. Critical Thinking Skills – Uses creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information. 2. Communication Skills – Demonstrates effective development, interpretation and expression of ideas through written, oral and/or visual communication. 3. Empirical and Quantitative Skills – Applies the manipulation and/or analysis of numerical data or observable facts resulting in informed conclusions. 4. Teamwork Skills- Shows the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. 5. Social Responsibility Skills - Expresses intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. 6. Personal Responsibility Skills – Integrates choices, actions and consequences in ethical decision-making |

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| **Course Learning Outcomes** |
| Student learning outcomes describe what students should be able to demonstrate in terms of knowledge, skills, and attitudes upon completion of a course. When offering the courses, institutions must include all topics in the Academic Course Guide Manual (ACGM) description and provide instruction to cover and assess all of the learning outcomes. Institutions may not delete any topics in the course descriptions or any of the student learning outcomes as provided in the ACGM. Based on local needs, an institution may include additional topics and learning outcomes. Additional topics and learning outcomes should not change the focus and primary function of the course as represented by the topics and learning outcomes in the ACGM. The introductory phrase to the list of learning outcomes “Upon successful completion of this course, students will” is a style convention used to provide uniformity in the ACGM. The phrase does not indicate a specific timing or method of assessment. Assessment method and timing within the duration of the course is discretionary for the institution and may be different depending upon the discipline and instructional methods used in the delivery of the course. |

## **LSCPA Program Learning Outcomes with Scoring Rubrics**

**Critical Thinking**

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| **PSLO** | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Poor (1)** | **Not Observed (0)** |
| **PSLO 1:**  Critical Thinking Skills –  Uses creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information | Uses all of the following:   * Creatively identifies problem, argument, or issue (to determine extent of information needed); * differentiates the facts from opinions as relates to situation; * constructs possible solutions or prediction or consequences; * uses logical, sound reasoning to justify conclusion. | Uses at least three of the following:   * Creatively identifies problem, argument, or issue (to determine extent of information needed); * differentiates the facts from opinions as relates to situation; * constructs possible solutions or prediction or consequences; * uses logical, sound reasoning to justify conclusion. | Uses at least two of the following:   * Creatively identifies problem, argument, or issue (to determine extent of information needed); * differentiates the facts from opinions as relates to situation; * constructs possible solutions or prediction or consequences; * uses logical, sound reasoning to justify conclusion. | Uses at least one of the following:   * Creatively identifies problem, argument, or issue (to determine extent of information needed);    differentiates the facts from opinions as relates to situation;   * constructs possible solutions or prediction or consequences   ;   * uses logical, sound reasoning to justify conclusion. | Makes no attempt to use critical thinking skills. |

**Communications**

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| **PSLO** | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Poor (1)** | **Not Observed (0)** |
| **PSLO 2:**  Communication Skills – Demonstrates effective development, interpretation and expression of ideas through written, oral and/or visual communication | Demonstrates four of the following:   * Expresses a strong thesis; * organizes information with effective transitions & sequencing of ideas; * uses substantial, logical & specific development of ideas; * details are relevant, original, credible and correctly documented when appropriate to show an effective development and interpretation of ideas; * and presents ideas in appropriate mode of expression for the task. | Demonstrates at least three of the following:   * Expresses a clear thesis; * organizes information but could improve transitions & sequencing of ideas; * uses logical & specific development of ideas; * details are relevant, original, credible and correctly documented when appropriate to show an effective development and interpretation of ideas; * and presents ideas in appropriate mode of expression for the task. | Demonstrates at least two of the following:   * Expresses a thesis that is somewhat vague; * signs of logical organization but may have abrupt shifts & less than effective flow of ideas; * uses support with minimal details and documented sources when appropriate to show an some development and interpretation of ideas; * and presents some ideas in appropriate mode of expression for the task. | Demonstrates at least one of the following:   * Expresses of a thesis that is unclear; very disorganized; * uses very little support to show development and interpretation of ideas; * and presents some ideas in an inappropriate mode of expression for the task. | No attempt is made to communicate effectively. |

**Empirical and Quantitative Skills**

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| **PSLO** | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Poor (1)** | **Not Observed (0)** |
| **PSLO 3:**  Empirical and Quantitative Skills – Applies the manipulation  and/or analysis of numerical data or observable facts resulting in informed conclusions | Applies at least four of the following:   * Identifies mathematical or scientific principles needed to complete task; * uses mathematical or scientific principles needed to complete task; * analyzes how to use the principles; * and applies problem-solving skills in mathematical or scientific principles needed to complete task with correct informed conclusions. | Applies at least three of the following:   * Identifies mathematical or scientific principles needed to complete task; * uses mathematical or scientific principles needed to complete task; * analyzes how to use the principles; * and applies problem-solving skills in mathematical or scientific principles needed to complete task with correct informed conclusions. | Applies at least two of the following:   * Identifies mathematical or scientific principles needed to complete task; * uses mathematical or scientific principles needed to complete task; * analyzes how to use the principles; * and applies problem-solving skills in mathematical or scientific principles needed to complete task with partially correct conclusions. | Applies at least one of the following:   * Has difficulty Identifying mathematical or scientific principles needed to complete task; * uses mathematical or scientific principles needed to complete task incorrectly; * analyzes how to use the principles; * and applies problem- solving skills in mathematical or scientific principles needed to complete task with incorrect informed conclusions. | Makes no attempt to apply numerical data or scientific principles. |

**Teamwork**

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| **PSLO** | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Poor (1)** | **Not Observed (0)** |
| **PSLO 4:**  Teamwork Skills  – Shows the ability to consider different points of view and to work effectively with others to support a shared purpose or goal | Shows at least four of the following:   * Helps the team move forward by discussing merits of alternative ideas; * treats team members respectfully; uses positive facial, vocal or written tone, or language to convey a positive attitude; * motivates teammates by expressing confidence about the importance of the task; * provides assistance/ encouragement to team members; * completes all assigned tasks by deadline; * addresses conflict constructively or helps the group avoid conflict completely. | Shows at least three of the following:   * Helps the team move forward by discussing merits of alternative ideas; * treats team members respectfully; uses positive facial, vocal or written tone, or language to convey a positive attitude; * motivates teammates by expressing confidence about the importance of the task; * provides assistance/ encouragement to team members; * completes all assigned tasks by deadline; * addresses conflict constructively or helps the group avoid conflict completely. | Shows at least two of the following:   * Helps the team move forward by discussing merits of alternative ideas; * treats team members respectfully; uses positive facial, vocal or written tone, or language to convey a positive attitude; * motivates teammates by expressing confidence about the importance of the task; * provides assistance/ encouragement to team members; * completes all assigned tasks by deadline; * addresses conflict constructively or helps the group avoid conflict completely. | Shows at least one of the following:   * Helps the team move forward by discussing merits of alternative ideas; * treats team members respectfully; uses positive facial, vocal or written tone, or language to convey a positive attitude; * motivates teammates by expressing confidence about the importance of the task; * provides assistance/ encouragement to team members; * completes all assigned tasks by deadline; * addresses conflict constructively or helps the group avoid conflict completely. | No attempt made to work effectively in a team. |

**Social Responsibility**

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| **PSLO** | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Poor (1)** | **Not Observed (0)** |
| **PSLO 5:**  Social Responsibility Skills - Expresses intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities | Expresses at least four of the following:   * Identifies cultural characteristics (including beliefs, values, perspectives and/or practices); * demonstrates knowledge of civic responsibility; * provides evidence of experience in civic- engagement activities; * and describes what she/ he has learned as it relates to a reinforced and clarified sense of civic identity in local, regional, national, or global communities; * and shows awareness of one’s own culture in relation to others. | Expresses at least three of the following:   * Identifies cultural characteristics (including beliefs, values, perspectives and/or practices); * demonstrates knowledge of civic responsibility; * provides evidence of experience in civic- engagement activities; * and describes what she/ he has learned as it relates to a reinforced and clarified sense of civic identity in local, regional, national, or global communities; * and shows awareness of one’s own culture in relation to others. | Expresses at least two of the following:   * Identifies cultural characteristics (including beliefs, values, perspectives and/or practices); * demonstrates knowledge of civic responsibility; * provides evidence of experience in civic- engagement activities; * and describes what she/ he has learned as it relates to a reinforced and clarified sense of civic identity in local, regional, national, or global communities; * and shows awareness of one’s own culture in relation to others. | Expresses at least one of the following:   * Identifies cultural characteristics (including beliefs, values, perspectives and/or practices);    demonstrates knowledge of civic responsibility;   * provides evidence of experience in civic- engagement activities; * and describes what she/ he has learned as it relates to a reinforced and clarified sense of civic identity in local, regional, national, or global communities; * and shows awareness of one’s own culture in relation to others. | Makes no attempt to expresses intercultural awareness and exhibits no civic activity. |

**Personal Responsibility**

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| **PSLO** | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Poor (1)** | **Not Observed (0)** |
| **PSLO 6:**  Personal Responsibility Skills – Integrates choices, actions and consequences in ethical decision- making | Integrates at least four of the following:   * Recognizes ethical issues when presented in a complex, multilayered (gray) context; * recognizes cross- relationships among the issues; * discusses in detail/ analyzes core beliefs; * the discussion has greater depth and clarity showing the independent application of ethical perspectives/ concepts to an ethical question accurately; * and is able to consider full implications of the application. | Integrates at least three of the following:   * Recognizes ethical issues when presented in a complex, multilayered (gray) context; * recognizes cross- relationships among the issues; * discusses in detail/ analyzes core beliefs; * the discussion has greater depth and clarity showing the independent application of ethical perspectives/ concepts to an ethical question accurately; * and is able to consider full implications of the application. | Integrates at least two of the following:   * Recognizes ethical issues when presented in a complex, multilayered (gray) context; * recognizes cross- relationships among the issues; * discusses in detail/ analyzes core beliefs; * the discussion has greater depth and clarity showing the independent application of ethical perspectives/ concepts to an ethical question accurately; * and is able to consider full implications of the application. | Integrates at least one of the following:   * Recognizes ethical issues when presented in a complex, multilayered (gray) context; * recognizes cross- relationships among the issues; * discusses in detail/ analyzes core beliefs; * the discussion has greater depth and clarity showing the independent application of ethical perspectives/ concepts to an ethical question accurately; * and is able to consider full implications of the application. | Makes no attempt to integrate choices, actions and consequences in ethical decision- making. |

**Teaching Skills**

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| **PSLO** | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Poor (1)** | **Not Observed (0)** |
| **PSLO 7 :**  Teaching Skills - Identifies learning communities in an education setting | Identifies at least four of the following:   * Multiple characteristics of diverse populations within an education setting; * multiple characteristics of diverse teaching styles; * the presentational style is appropriate for the specific task with exemplary details * and the instructions were completely followed. | Identifies at least three of the following:   * Two characteristics of diverse populations within an education setting; * identifies at least two characteristics of diverse teaching styles; * the presentational style is appropriate for the specific task with ample details; * and the instructions were mostly followed. | Identifies at least two of the following:   * One characteristic of diverse populations within an education setting; * identifies at least one characteristic of diverse teaching styles; * the presentational style is appropriate for the specific task with some details; * and the instructions were partially followed. | Identifies at least one of the following:   * One characteristic of diverse populations within an education setting; * identifies at least one characteristic of diverse teaching styles; * the presentational style is inappropriate for the specific task with few details; * and the instructions were minimally followed. | Made no attempt at identifying characteristics of diverse populations or teaching styles and the presentation was not attempted. |