

**BEHAVIORAL AND SOCIAL SCIENCES**  
**Institutional (ILO), Program (PLO), and Course (SLO) Alignment**

Program: <b>Psychology</b>		Number of Courses: 12	Date Updated: 11.06.2014	Submitted by: Eduardo Muñoz, ext. 3740			
<b>ILOs</b>	<b>1. Critical Thinking</b> <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	<b>2. Communication</b> <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	<b>3. Community and Personal Development</b> <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	<b>4. Information Literacy</b> <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>			
	<b>SLO-PLO-ILO ALIGNMENT NOTES:</b> Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course. DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.						
<b>PLOs</b>				<b>PLO to ILO Alignment</b> (Mark with an X)			
				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PLO #1 Logic of the Scientific Method</b> Students will be able to identify elements of the scientific method and critique their application to the explanation, prediction, and control of mental processes and behavior.				X			X
<b>PLO #2 Fundamental Principles</b> Students will be able to differentiate and compare fundamental principles of psychology.				X			X
<b>PLO #3 Everyday Application</b> Students will be able to apply fundamental principles of psychology in their efforts to evaluate everyday life experiences.				X			X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
<b>PSYC 10 African American Psychology: SLO #1 Logic of the Scientific Method - African American Perspectives</b> On examination (e.g., m/c, t/f, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to examine and assess African American psychological research pertaining to the development of ethnic identity.	X	X	X				
<b>PSYC 10 African American Psychology: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, t/f, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theoretical perspectives of African American psychology.	X	X	X	X			X
<b>PSYC 10 African American Psychology: SLO #3 Everyday Application</b> On examination (e.g., m/c, t/f, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and assess the treatment of mental health problems in the African American community.	X	X	X				
<b>PSYC 12 Human Sexuality: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain historical developments in scientific sex research as well as identify and evaluate specific research methods used to study the psychological, biological, and cultural factors in human sexuality.	X	X	X				
<b>PSYC 12 Human Sexuality: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain major theories, perspectives, and facets of human sexuality.	X	X	X	X	X		X
<b>PSYC 12 Human Sexuality: SLO #3 Everyday Application</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.	X	X	X				
<b>PSYC 15 Abnormal Psychology: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various sources of data focusing on mental disorders (e.g., epidemiology, efficacy, effectiveness).	X	X	X				
<b>PSYC 15 Abnormal Psychology: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.	X	X	X	X			X
<b>PSYC 15 Abnormal Psychology: SLO #3 Everyday Application</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles of abnormal psychology in their efforts to understand everyday life experiences such as these: concerns about the behavior of family or friends, cognitive decline of parent, violent crime (including effects of media coverage).	X	X	X				

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	P1	P2	P3	1	2	3	4
<b>PSYC 16 Lifespan Development: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and contrast specific research methods in the study of lifespan development (e.g., longitudinal, cross-sectional, sequential designs) as well as assess the strengths and weaknesses of each.	X	X	X	X			X
<b>PSYC 16 Lifespan Development: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify, explain, and compare these aspects of the major theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions.	X	X	X				
<b>PSYC 16 Lifespan Development: SLO #3 Everyday Application</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental lifespan principles (e.g., temperament, attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).	X	X	X				
<b>PSYC 2 Psychology of Effective Living: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).	X	X	X	X			X
<b>PSYC 2 Psychology of Effective Living: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation students will be able to differentiate and compare fundamental theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).	X	X	X				
<b>PSYC 2 Psychology of Effective Living: SLO #3 Everyday Application</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to demonstrate awareness of personal factors (e.g., emotions, motivations, behaviors) in their efforts to understand everyday life experiences.	X	X	X				
<b>PSYC 21 Introduction to the Psychology of Consciousness: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and evaluate basic elements of research in consciousness.	X	X	X	X			
<b>PSYC 21 Introduction to the Psychology of Consciousness: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and describe the various theories and concepts of consciousness, including altered states of consciousness.	X	X	X				
<b>PSYC 21 Introduction to the Psychology of Consciousness: SLO #3 Everyday Application</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain how to apply the various theories and concepts of consciousness to their everyday lives.	X	X	X				

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
<b>PSYC 3 Critical Thinking and Psychology: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.	X	X	X	X			X
<b>PSYC 3 Critical Thinking and Psychology: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to differentiate and compare fundamental critical thinking concepts (e.g., premises, conclusions, & qualifiers; inductive versus deductive, valid versus sound arguments).	X	X	X				
<b>PSYC 3 Critical Thinking and Psychology: SLO #3 Everyday Application</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply principles of critical thinking (e.g., logical fallacies, rhetorical devices) in their daily decision-making (product purchase, school selection, medical treatment).	X	X	X				
<b>PSYC 5 General Psychology: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.	X	X	X	X			X
<b>PSYC 5 General Psychology: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.	X	X	X				
<b>PSYC 5 General Psychology: SLO #3 Everyday Application</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).	X	X	X				

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	P1	P2	P3	1	2	3	4
<b>PSYC 7 Physiological Psychology: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus infrahuman, basic versus applied).	X	X	X	X			X
<b>PSYC 7 Physiological Psychology: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain basic nervous system structures (e.g., neural and glial cells; brain stem and forebrain; meninges and blood-brain barrier) and functions (e.g., resting and action potentials; excitatory and inhibitory postsynaptic potentials; sensory transduction; agonistic and antagonistic drug effects).	X	X	X				
<b>PSYC 7 Physiological Psychology: SLO #3 Everyday Application</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).	X	X	X				
<b>PSYC 8 Social Psychology: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate historical and contemporary perspectives on social psychology.	X	X	X	X			X
<b>PSYC 8 Social Psychology: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain, differentiate, and critique the major theoretical perspectives and topics in social psychology (e.g., attribution, conformity, deindividuation, aggression).	X	X	X				
<b>PSYC 8 Social Psychology: SLO #3 Everyday Application</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, will be able to apply fundamental social psychological principles in their efforts to understand everyday life experiences (individual/group differences; attitude, belief, and value formation; interpersonal interactions).	X	X	X				

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	P1	P2	P3	1	2	3	4
<b>PSYC 9A IS THE SAME COURSE AS SOCI 109.</b> <b>PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and differentiate research methodology versus statistics/data analysis.	X	X	X	X			
<b>PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r).	X	X	X				
<b>PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #3 Testing Symbolized Arguments</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to evaluate the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors).	X	X	X				
<b>PSYC 9B Experimental Methods in the Study of Behavior: SLO #1 Logic of the Scientific Method</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and critique essential components of the scientific method in psychological research.	X	X	X	X			
<b>PSYC 9B Experimental Methods in the Study of Behavior: SLO #2 Fundamental Principles</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and apply essential elements of the scientific method in psychological research.	X	X	X				
<b>PSYC 9B Experimental Methods in the Study of Behavior: SLO #3 Testing Symbolized Arguments</b> On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to evaluate both the adequacy and relevance of research in their efforts to understand everyday life experiences (e.g., choose a diet plan, decide if a treatment or product is safe and effective, vote for or against a proposition).	X	X	X				