

**Division of Behavioral and Social Sciences / Division 1
Institutional (ILO), Program (PLO), and Course (SLO) Alignment**

Program: Psychology	Number of Courses: 12	Updated 2/7/14	Submitted by Richard Mascolo Ext. 3581
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ILO Rating Rubric

4 - A major focus of the course. Direct instruction is provided. Students are evaluated multiple times (and possibly in various ways) throughout the course.

3 - An important part of the course. Some direct instruction is provided and students are evaluated on the concepts once or twice within the course.

2 - Only a minor focus of the course. Some instruction is given in the area but students are not formally evaluated on the concepts.

1 - May be tangentially part of the class, but is not directly taught or evaluated or is not part of the course at all.

Institutional Learning Outcomes (ILOs)	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy
Overall Program Rating Rate each from 1-4 based on above rubric	4	4	4	3	2	3

Program Level SLOs	Institutional SLOs to PLO Alignment (Rate 1-4)					
	I	II	III	IV	V	VI
PLO # 1 Logic of the Scientific Method 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.	4	4	4	4	2	2
PLO #2 Fundamental Principles Students will be able to differentiate and compare fundamental principles of psychology.	4	4	4	3	2	2
PLO #3 Everyday Application Students will be able to apply fundamental principles of psychology in their efforts to evaluate everyday life experiences.	4	4	3	4	2	2

Course Level SLOs	Course to PLO Alignment			Institutional SLOs to Courses Alignment (Rate 1-4)					
	P1	P2	P3	I	II	III	IV	V	VI
Psychology 2SLO #1 Logic of theScientific Method 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 <i>scientific skepticism</i> (e.g., maintaining open-mindedness).	X			3	3	3	4	4	1
Psychology2SLO #2 Fundamental Principles 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		3	3	3	4	4	1
Psychology 2 SLO #3 Everyday Application 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	3	3	3	4	4	1
Psychology 3 SLO #1 Logic of theScientific Method 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			3	4	4	4	2	1
Psychology 3 SLO #2 Fundamental Principles 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		3	4	4	4	2	1
Psychology 3 SLO #3 Everyday Application 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	3	4	4	4	2	1
Psychology 5 SLO #1 Logic of the Scientific Method. 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			4	4	3	2	2	1
Psychology 5 SLO #2 Fundamental Principles. 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		4	4	3	3	1	1
Psychology 5 SLO #3 Everyday Application. 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	4	4	3	3	1	2
Psychology 7 SLO #1 Logic of the Scientific Method. On examination (e.g., m/c, T/F, fill-in, matching, essay),	X			4	4	3	3	1	2

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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).									
Psychology 7 SLO #2 Fundamental Principles. 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		4	4	3	3	1	1
Psychology 7 SLO #3 Everyday Application. 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 psychopsychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).			X	4	4	3	3	1	1
Psychology 8 SLO #1 Logic of the Scientific Method 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			3	3	3	2	3	2
Psychology 8 SLO #2 Fundamental Principles. 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		3	3	3	2	3	2
Psychology 8 SLO #3 Everyday Application. 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	3	3	3	2	3	2

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Psychology 9A SLO #1 Logic of the Scientific Method. 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			4	4	4	4	1	4
Psychology 9A SLO #2 Fundamental Principles. 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 <i>d</i> , <i>t</i> -test, ANOVA, Pearson <i>r</i>).		X		4	4	4	3	1	4
Psychology 9A SLO #3 Everyday Application. 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	4	4	3	4	2	1
Psychology 9B SLO #1 Logic of the Scientific Method 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			4	4	4	4	1	4
Psychology 9B SLO #2Fundamental Principles. 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		4	4	4	4	1	4
Psychology 9B SLO #3Everyday Application. 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	4	4	4	4	1	4
Psychology 10 SLO #1 Logic of the Scientific Method African American Perspectives 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 such as these: cognitive attributes (e.g., intelligence, Black English), noncognitive attributes/behaviors (e.g., nonverbal behavior, racial socialization and identity).		X		3	2	3	1	2	1
Psychology 10 SLO #2 Fundamental Principles. 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		3	2	3	1	2	1
Psychology 10 SLO #3 Everyday Application. 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 the major theoretical perspectives of African American psychology in their efforts to promote both ethnic identity and a strong self-concept among African Americans.			X	3	2	3	1	2	1

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Psychology 12 SLO #1 Logic of the Scientific Method 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			3	3	2	2	2	2
Psychology 12 SLO #2 Fundamental Principles. 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		3	3	2	2	2	2
Psychology 12 SLO #3 Everyday Application. 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	3	3	2	4	2	2
Psychology 15 SLO #1 Logic of the Scientific Method 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			4	4	2	2	2	1
Psychology 15 SLO #2 Fundamental Principles. 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		4	4	2	2	2	1
Psychology 15 SLO #3 Everyday Application. 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	3	3	2	2	2	2
Psychology 16 SLO #1 Logic of the Scientific Method. 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			3	3	2	1	1	2
Psychology 16 SLO #2 Fundamental Principles. 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		3	3	2	1	1	2
Psychology 16 SLO #3 Everyday Application. 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	3	3	2	1	1	2

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Psychology 21 SLO #1 Logic of the Scientific Method 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			3	3	3	3	3	1
Psychology 21 SLO #2 Fundamental Principles. 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		3	3	3	3	3	1
Psychology 21 SLO #3 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	3	3	3	3	3	1