

## COURSE SLO ASSESSMENT 4-YEAR TIMELINE

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
El Camino: Course SLOs (BSS) - Psychology	2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	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.
	2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	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.
	2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	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.
	2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	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).
	2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	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.
	2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	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).
	2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	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.
	2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	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.

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	2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	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).
	2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	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 incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).
	2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	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 theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).
	2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	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.
	2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	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 types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus infrahuman, basic versus applied).
	2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	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).
	2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	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 psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).
	2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
	2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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

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	2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #2 Fundamental Principles	able to explain and apply essential elements of the scientific method in psychological research.
	2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 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).
	2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	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 examine and assess African American psychological research pertaining to the development of ethnic identity.
	2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	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.
	2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	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 describe and assess the treatment of mental health problems in the African American community.
	2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	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 the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.
	2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	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.
	2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	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,

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	2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	SLO #2 Fundamental Principles	cognitive) as well as describe the historical events leading to the establishment of psychology as a science.
	2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	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).
	2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	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.
	2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	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).
	2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	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).
	2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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.
	2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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 d, t-test, ANOVA, Pearson r).
	2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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).
	2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	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

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	2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	SLO #1 Logic of the Scientific Method	sexuality.
	2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	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.
	2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	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.
	2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	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).
	2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	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.
	2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	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).
	2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	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.
	2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	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.
	2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	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).

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	2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	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 incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).
	2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	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 theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).
	2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	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.
	2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	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 types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus infrahuman, basic versus applied).
	2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	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).
	2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	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 psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).
	2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
	2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 and apply essential elements of the scientific method in psychological research.
	2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 both the adequacy and relevance of research in their efforts to understand everyday life experiences (e.g., choose a

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	2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #3 Everyday Application	diet plan, decide if a treatment or product is safe and effective, vote for or against a proposition).
	2015-16 (Fall 2015)	ECC: PSYC 10	African American Psychology	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 examine and assess African American psychological research pertaining to the development of ethnic identity.
	2015-16 (Fall 2015)	ECC: PSYC 10	African American Psychology	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.
	2015-16 (Fall 2015)	ECC: PSYC 10	African American Psychology	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 describe and assess the treatment of mental health problems in the African American community.
	2015-16 (Fall 2015)	ECC: PSYC 3	Critical Thinking and Psychology	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 the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.
	2015-16 (Fall 2015)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2015-16 (Fall 2015)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2015-16 (Fall 2015)	ECC: PSYC 5	General Psychology	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.
	2015-16 (Fall 2015)	ECC: PSYC 5	General Psychology	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.
	2015-16 (Fall 2015)	ECC: PSYC 5	General Psychology	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

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	2015-16 (Fall 2015)	ECC: PSYC 5	General Psychology	SLO #3 Everyday Application	to understand everyday life experiences (e.g., child discipline, eyewitness testimony).
	2015-16 (Fall 2015)	ECC: PSYC 8	Social Psychology	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.
	2015-16 (Fall 2015)	ECC: PSYC 8	Social Psychology	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).
	2015-16 (Fall 2015)	ECC: PSYC 8	Social Psychology	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).
	2015-16 (Fall 2015)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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.
	2015-16 (Fall 2015)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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 d, t-test, ANOVA, Pearson r).
	2015-16 (Fall 2015)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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).
	2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	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.
	2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	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.
	2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	SLO #3 Everyday	On examination (e.g., m/c, T/F, fill-in, matching, essay), written



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	2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	Application	essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.
	2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	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).
	2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	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.
	2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	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).
	2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	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.
	2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	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.
	2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	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).
	2015-16 (Spring 2016)	ECC: PSYC 17	Cultural Psychology	SLO #1 Logic of the Scientific Method	Identify and describe the challenges and advantages of cross-cultural research methodology and critically evaluate research findings concerning psychological principles and culture.
	2015-16 (Spring 2016)	ECC: PSYC 17	Cultural Psychology	SLO #2 Fundamental Principles	Identify, explain, and critique different theoretical perspectives relating to cultural psychology and analyze cultural differences and similarities, both within and across cultures.
	2015-16 (Spring 2016)	ECC: PSYC 17	Cultural Psychology	SLO #3 Everyday	Identify and analyze the relationship between cultural

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Spring 2016)	ECC: PSYC 17	Cultural Psychology	Application	backgrounds/perspectives and behavior/mental processes and apply the knowledge gained to real life situations.
	2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	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 incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).
	2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	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 theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).
	2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	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.
	2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	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 types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus inhuman, basic versus applied).
	2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	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).
	2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	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 psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).
	2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
	2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 and apply essential elements of the scientific method in psychological research.
	2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #3 Everyday Application	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).
	2016-17 (Fall 2016)	ECC: PSYC 10	African American Psychology	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 examine and assess African American psychological research pertaining to the development of ethnic identity.
	2016-17 (Fall 2016)	ECC: PSYC 10	African American Psychology	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.
	2016-17 (Fall 2016)	ECC: PSYC 10	African American Psychology	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 describe and assess the treatment of mental health problems in the African American community.
	2016-17 (Fall 2016)	ECC: PSYC 3	Critical Thinking and Psychology	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 the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.
	2016-17 (Fall 2016)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2016-17 (Fall 2016)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2016-17 (Fall 2016)	ECC: PSYC 5	General Psychology	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.
	2016-17 (Fall 2016)	ECC: PSYC 5	General Psychology	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.
	2016-17 (Fall 2016)	ECC: PSYC 5	General Psychology	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

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Fall 2016)	ECC: PSYC 5	General Psychology	SLO #3 Everyday Application	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).
	2016-17 (Fall 2016)	ECC: PSYC 8	Social Psychology	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.
	2016-17 (Fall 2016)	ECC: PSYC 8	Social Psychology	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).
	2016-17 (Fall 2016)	ECC: PSYC 8	Social Psychology	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).
	2016-17 (Fall 2016)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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.
	2016-17 (Fall 2016)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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 d, t-test, ANOVA, Pearson r).
	2016-17 (Fall 2016)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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).
	2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	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.
	2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	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

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	SLO #2 Fundamental Principles	of human sexuality.
	2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	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.
	2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	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).
	2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	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.
	2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	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).
	2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	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.
	2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	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.
	2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	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).
	2016-17 (Spring 2017)	ECC: PSYC 17	Cultural Psychology	SLO #1 Logic of the Scientific Method	Identify and describe the challenges and advantages of cross-cultural research methodology and critically evaluate research findings concerning psychological principles and culture.
	2016-17 (Spring 2017)	ECC: PSYC 17	Cultural Psychology	SLO #2 Fundamental	Identify, explain, and critique different theoretical perspectives

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Spring 2017)	ECC: PSYC 17	Cultural Psychology	Principles	relating to cultural psychology and analyze cultural differences and similarities, both within and across cultures.
	2016-17 (Spring 2017)	ECC: PSYC 17	Cultural Psychology	SLO #3 Everyday Application	Identify and analyze the relationship between cultural backgrounds/perspectives and behavior/mental processes and apply the knowledge gained to real life situations.
	2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	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 incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).
	2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	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 theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).
	2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	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.
	2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	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 types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus infrahuman, basic versus applied).
	2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	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).
	2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	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 psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).
	2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
	2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 and apply essential elements of the scientific

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #2 Fundamental Principles	method in psychological research.
	2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 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).
	2017-18 (Fall 2017)	ECC: PSYC 10	African American Psychology	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 examine and assess African American psychological research pertaining to the development of ethnic identity.
	2017-18 (Fall 2017)	ECC: PSYC 10	African American Psychology	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.
	2017-18 (Fall 2017)	ECC: PSYC 10	African American Psychology	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 describe and assess the treatment of mental health problems in the African American community.
	2017-18 (Fall 2017)	ECC: PSYC 3	Critical Thinking and Psychology	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 the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.
	2017-18 (Fall 2017)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2017-18 (Fall 2017)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2017-18 (Fall 2017)	ECC: PSYC 5	General Psychology	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.
	2017-18 (Fall 2017)	ECC: PSYC 5	General Psychology	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,

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Fall 2017)	ECC: PSYC 5	General Psychology	SLO #2 Fundamental Principles	cognitive) as well as describe the historical events leading to the establishment of psychology as a science.
	2017-18 (Fall 2017)	ECC: PSYC 5	General Psychology	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).
	2017-18 (Fall 2017)	ECC: PSYC 8	Social Psychology	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.
	2017-18 (Fall 2017)	ECC: PSYC 8	Social Psychology	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).
	2017-18 (Fall 2017)	ECC: PSYC 8	Social Psychology	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).
	2017-18 (Fall 2017)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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.
	2017-18 (Fall 2017)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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 d, t-test, ANOVA, Pearson r).
	2017-18 (Fall 2017)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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).
	2017-18 (Spring 2018)	ECC: PSYC 12	Human Sexuality	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.
	2017-18 (Spring 2018)	ECC: PSYC 12	Human Sexuality	SLO #3 Everyday	On examination (e.g., m/c, T/F, fill-in, matching, essay), written



Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Spring 2018)	ECC: PSYC 12	Human Sexuality	Application	essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.
	2017-18 (Spring 2018)	ECC: PSYC 15	Abnormal Psychology	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).
	2017-18 (Spring 2018)	ECC: PSYC 15	Abnormal Psychology	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.
	2017-18 (Spring 2018)	ECC: PSYC 15	Abnormal Psychology	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).
	2017-18 (Spring 2018)	ECC: PSYC 16	Lifespan Development	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.
	2017-18 (Spring 2018)	ECC: PSYC 16	Lifespan Development	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.
	2017-18 (Spring 2018)	ECC: PSYC 16	Lifespan Development	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).
	2018-19 (Fall 2018)	ECC: PSYC 10	African American Psychology	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 examine and assess African American psychological research pertaining to the development of ethnic identity.
	2018-19 (Fall 2018)	ECC: PSYC 10	African American Psychology	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

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2018-19 (Fall 2018)	ECC: PSYC 10	African American Psychology	SLO #2 Fundamental Principles	African American psychology.
	2018-19 (Fall 2018)	ECC: PSYC 10	African American Psychology	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 describe and assess the treatment of mental health problems in the African American community.
	2018-19 (Fall 2018)	ECC: PSYC 12	Human Sexuality	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.
	2018-19 (Fall 2018)	ECC: PSYC 3	Critical Thinking and Psychology	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 the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.
	2018-19 (Fall 2018)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2018-19 (Fall 2018)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2018-19 (Fall 2018)	ECC: PSYC 5	General Psychology	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.
	2018-19 (Fall 2018)	ECC: PSYC 5	General Psychology	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.
	2018-19 (Fall 2018)	ECC: PSYC 5	General Psychology	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).

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2018-19 (Fall 2018)	ECC: PSYC 8	Social Psychology	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.
	2018-19 (Fall 2018)	ECC: PSYC 8	Social Psychology	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).
	2018-19 (Fall 2018)	ECC: PSYC 8	Social Psychology	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).
	2018-19 (Fall 2018)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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.
	2018-19 (Fall 2018)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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 d, t-test, ANOVA, Pearson r).
	2018-19 (Fall 2018)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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).
	2018-19 (Spring 2019)	ECC: PSYC 12	Human Sexuality	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.
	2018-19 (Spring 2019)	ECC: PSYC 12	Human Sexuality	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.
	2018-19 (Spring 2019)	ECC: PSYC 12	Human Sexuality	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

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2018-19 (Spring 2019)	ECC: PSYC 12	Human Sexuality	SLO #3 Everyday Application	personal sexual philosophy.
	2018-19 (Spring 2019)	ECC: PSYC 15	Abnormal Psychology	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).
	2018-19 (Spring 2019)	ECC: PSYC 15	Abnormal Psychology	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.
	2018-19 (Spring 2019)	ECC: PSYC 15	Abnormal Psychology	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).
	2018-19 (Spring 2019)	ECC: PSYC 16	Lifespan Development	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.
	2018-19 (Spring 2019)	ECC: PSYC 16	Lifespan Development	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.
	2018-19 (Spring 2019)	ECC: PSYC 16	Lifespan Development	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).
	2018-19 (Spring 2019)	ECC: PSYC 2	Psychology of Effective Living	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 incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).
	2018-19 (Spring 2019)	ECC: PSYC 2	Psychology of Effective Living	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 theories and models of psychological adjustment to modern life (e.g., self-regulation,

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2018-19 (Spring 2019)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	personal development).
	2018-19 (Spring 2019)	ECC: PSYC 2	Psychology of Effective Living	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.
	2018-19 (Spring 2019)	ECC: PSYC 7	Physiological Psychology	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 types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus infrahuman, basic versus applied).
	2018-19 (Spring 2019)	ECC: PSYC 7	Physiological Psychology	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).
	2018-19 (Spring 2019)	ECC: PSYC 7	Physiological Psychology	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 psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).
	2018-19 (Spring 2019)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
	2018-19 (Spring 2019)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 and apply essential elements of the scientific method in psychological research.
	2018-19 (Spring 2019)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 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).
	2019-20 (Fall 2019)	ECC: PSYC 10	African American Psychology	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 examine and assess African American psychological research pertaining to the development of ethnic identity.
	2019-20 (Fall 2019)	ECC: PSYC 10	African American	SLO #2 Fundamental	On examination (e.g., m/c, t/f, fill-in, matching, essay), written

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2019-20 (Fall 2019)	ECC: PSYC 10	Psychology	Principles	essay, research paper, and/or oral presentation, students will be able to identify and explain the major theoretical perspectives of African American psychology.
	2019-20 (Fall 2019)	ECC: PSYC 10	African American Psychology	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 describe and assess the treatment of mental health problems in the African American community.
	2019-20 (Fall 2019)	ECC: PSYC 3	Critical Thinking and Psychology	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 the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.
	2019-20 (Fall 2019)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2019-20 (Fall 2019)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2019-20 (Fall 2019)	ECC: PSYC 5	General Psychology	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.
	2019-20 (Fall 2019)	ECC: PSYC 5	General Psychology	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.
	2019-20 (Fall 2019)	ECC: PSYC 5	General Psychology	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).
	2019-20 (Fall 2019)	ECC: PSYC 8	Social Psychology	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.
	2019-20 (Fall 2019)	ECC: PSYC 8	Social Psychology	SLO #2 Fundamental	On examination (e.g., m/c, T/F, fill-in, matching, essay), written

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2019-20 (Fall 2019)	ECC: PSYC 8	Social Psychology	Principles	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).
	2019-20 (Fall 2019)	ECC: PSYC 8	Social Psychology	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).
	2019-20 (Fall 2019)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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.
	2019-20 (Fall 2019)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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 d, t-test, ANOVA, Pearson r).
	2019-20 (Fall 2019)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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).
	2019-20 (Spring 2020)	ECC: PSYC 12	Human Sexuality	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.
	2019-20 (Spring 2020)	ECC: PSYC 12	Human Sexuality	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.
	2019-20 (Spring 2020)	ECC: PSYC 12	Human Sexuality	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.
	2019-20 (Spring 2020)	ECC: PSYC 15	Abnormal Psychology	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).

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2019-20 (Spring 2020)	ECC: PSYC 15	Abnormal Psychology	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.
	2019-20 (Spring 2020)	ECC: PSYC 15	Abnormal Psychology	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).
	2019-20 (Spring 2020)	ECC: PSYC 16	Lifespan Development	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.
	2019-20 (Spring 2020)	ECC: PSYC 16	Lifespan Development	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.
	2019-20 (Spring 2020)	ECC: PSYC 16	Lifespan Development	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).
	2019-20 (Spring 2020)	ECC: PSYC 17	Cultural Psychology	SLO #1 Logic of the Scientific Method	Identify and describe the challenges and advantages of cross-cultural research methodology and critically evaluate research findings concerning psychological principles and culture.
	2019-20 (Spring 2020)	ECC: PSYC 17	Cultural Psychology	SLO #2 Fundamental Principles	Identify, explain, and critique different theoretical perspectives relating to cultural psychology and analyze cultural differences and similarities, both within and across cultures.
	2019-20 (Spring 2020)	ECC: PSYC 17	Cultural Psychology	SLO #3 Everyday Application	Identify and analyze the relationship between cultural backgrounds/perspectives and behavior/mental processes and apply the knowledge gained to real life situations.
	2019-20 (Spring 2020)	ECC: PSYC 2	Psychology of Effective Living	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 incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).
	2019-20 (Spring 2020)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written



Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2019-20 (Spring 2020)	ECC: PSYC 2	Living	Principles	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).
	2019-20 (Spring 2020)	ECC: PSYC 2	Psychology of Effective Living	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.
	2019-20 (Spring 2020)	ECC: PSYC 7	Physiological Psychology	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 types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus infrahuman, basic versus applied).
	2019-20 (Spring 2020)	ECC: PSYC 7	Physiological Psychology	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).
	2019-20 (Spring 2020)	ECC: PSYC 7	Physiological Psychology	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 psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).
	2019-20 (Spring 2020)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
	2019-20 (Spring 2020)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 and apply essential elements of the scientific method in psychological research.
	2019-20 (Spring 2020)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 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).
	2020-21 (Fall 2020)	ECC: PSYC 10	African American Psychology	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 examine and assess African American psychological research

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2020-21 (Fall 2020)	ECC: PSYC 10	African American Psychology	SLO #1 Logic of the Scientific Method	pertaining to the development of ethnic identity.
	2020-21 (Fall 2020)	ECC: PSYC 10	African American Psychology	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.
	2020-21 (Fall 2020)	ECC: PSYC 10	African American Psychology	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 describe and assess the treatment of mental health problems in the African American community.
	2020-21 (Fall 2020)	ECC: PSYC 3	Critical Thinking and Psychology	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 the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.
	2020-21 (Fall 2020)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2020-21 (Fall 2020)	ECC: PSYC 3	Critical Thinking and Psychology	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).
	2020-21 (Fall 2020)	ECC: PSYC 5	General Psychology	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.
	2020-21 (Fall 2020)	ECC: PSYC 5	General Psychology	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.
	2020-21 (Fall 2020)	ECC: PSYC 5	General Psychology	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).
	2020-21 (Fall 2020)	ECC: PSYC 8	Social Psychology	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

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2020-21 (Fall 2020)	ECC: PSYC 8	Social Psychology	SLO #1 Logic of the Scientific Method	able to explain and evaluate historical and contemporary perspectives on social psychology.
	2020-21 (Fall 2020)	ECC: PSYC 8	Social Psychology	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).
	2020-21 (Fall 2020)	ECC: PSYC 8	Social Psychology	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).
	2020-21 (Fall 2020)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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.
	2020-21 (Fall 2020)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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 d, t-test, ANOVA, Pearson r).
	2020-21 (Fall 2020)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior (Same course as SOCI 109)	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).
	2020-21 (Spring 2021)	ECC: PSYC 12	Human Sexuality	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.
	2020-21 (Spring 2021)	ECC: PSYC 12	Human Sexuality	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.
	2020-21 (Spring 2021)	ECC: PSYC 12	Human Sexuality	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.
	2020-21 (Spring 2021)	ECC: PSYC 15	Abnormal Psychology	SLO #1 Logic of the	On examination (e.g., m/c, T/F, fill-in, matching, essay), written

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	2020-21 (Spring 2021)	ECC: PSYC 15	Abnormal Psychology	Scientific Method	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).
	2020-21 (Spring 2021)	ECC: PSYC 15	Abnormal Psychology	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.
	2020-21 (Spring 2021)	ECC: PSYC 15	Abnormal Psychology	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).
	2020-21 (Spring 2021)	ECC: PSYC 16	Lifespan Development	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.
	2020-21 (Spring 2021)	ECC: PSYC 16	Lifespan Development	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.
	2020-21 (Spring 2021)	ECC: PSYC 16	Lifespan Development	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).
	2020-21 (Spring 2021)	ECC: PSYC 17	Cultural Psychology	SLO #1 Logic of the Scientific Method	Identify and describe the challenges and advantages of cross-cultural research methodology and critically evaluate research findings concerning psychological principles and culture.
	2020-21 (Spring 2021)	ECC: PSYC 17	Cultural Psychology	SLO #2 Fundamental Principles	Identify, explain, and critique different theoretical perspectives relating to cultural psychology and analyze cultural differences and similarities, both within and across cultures.
	2020-21 (Spring 2021)	ECC: PSYC 17	Cultural Psychology	SLO #3 Everyday Application	Identify and analyze the relationship between cultural backgrounds/perspectives and behavior/mental processes and apply the knowledge gained to real life situations.