

PSYCHOLOGY TRANSFER ASSURANCE GUIDE (TAG)

January 2, 2008

Ohio Transfer Module:		
Ohio Transfer Module (OTM) Requirements: 36-40 semester hours / 54-60 quarter hours. Students should select courses within the OTM that complement the selected major and meet any specific general education requirements. Students are encouraged to complete the OTM to ensure maximum transferability and application of credits.		
Required Disciplines	Minimum Required Hours	Recommended Courses
Area I. English Composition Area II. Mathematics Area III. Arts & Humanities Area IV. Social Sciences Area V. Natural & Physical Science	3 sem. / 5-6 qtr. 3 sem. / 3 qtr. 6 sem. / 9 qtr. 6 sem. / 9 qtr. 6 sem. / 9 qtr.	Introduction to Psychology (Prerequisite) Introductory Biological Science
Additional courses beyond the minimum required hours, from any of the disciplines listed above, will count toward the completion of the OTM (36-40 semester hours or 54-60 quarter hours).		
Foreign Language - Demonstrate competencies through the 200 level. Credits: Up to 16 semester hours / 24 quarter hours		
Major Courses– Hours/courses listed below that count toward the major or pre-major requirements.		
Advising Notes: Introduction / General Psychology is a required prerequisite for all of the following courses. Select three of the four content areas within the TAG.		
a. Social Psychology – OSS016 Advising Notes: Prerequisite: Introduction to Psychology	Credits: 3 semester hours / 3-5 quarter hours	
b. Abnormal Psychology – OSS017 Advising Notes: Prerequisite: Introduction to Psychology	Credits: 3 semester hours / 3-5 quarter hours	
c. Psychology of Personality – OSS018 Advising Notes: Prerequisite: Introduction to Psychology	Credits: 3 semester hours / 3-5 quarter hours	
d. Any Human Development or Life Span Development Course – OSS045 or OSS046 or OSS047 or OSS048 or OSS049	Credits: 3 semester hours / 3-6 quarter hours	
Advising Notes: Prerequisite: Introduction to Psychology. Courses can only be transferred to comparable courses within the same age span. Age Spans are Child Development (OSS045), Adolescence (OSS046), Adult and Aging (OSS047), and Life Span (OSS048) or Child Development and Adolescence (OSS049)		
Transfer Assurance Guide Total Guaranteed Credits (Range)		
• Ohio Transfer Module	36 – 40 sem.	54 – 60 qtr.
• Foreign Language	0 – 16 sem.	0 – 24 qtr.
• Pre-major / Major	0 – 12 sem.	0 – 9 to 16 qtr.

Institutional Requirements: For entrance and graduation, a transfer student must meet all institutional requirements which would include, but may not be limited to: minimum grade point average, residency requirements, upper division credits attained, minimum grades in specific courses, performance requirements (ex. dance, music) and other requirements required of native students from the same institution.

OSS015 - INTRODUCTION TO PSYCHOLOGY

3 Semester Hours/3-5 Quarter Hours

Suggested Textbook Topics: Any standard introductory psychology text balancing research and application which includes these major areas of psychology: methods, physiology, cognition, social/organizational, developmental, and personality/pathology.

Related TAGs: Psychology

Outcomes marked with an asterisk are essential and must be taught.

Learning Outcomes:

- 1. Describe psychological theories, principles and concepts relevant to the following topics: history and methods, physiology (biology of behavior, consciousness, perception), cognition (learning, thought, language), social, organizational, developmental, personality and psychopathology and its treatment.***
- 2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.***
- 3. Apply basic psychological principles to human history, current events, and daily human experience.***
- 4. Recognize diversity and individual differences and similarities in a variety of contexts.***
- 5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.***

Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.

OSS016 - SOCIAL PSYCHOLOGY

3 Semester Hours/3-5 Quarter Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College level textbook on Social Psychology balancing research and application, covering social cognition, attitude formation and change, conformity/obedience, group processes, pro-social behavior, aggression, and stereotyping/prejudice.

Related TAGs: Psychology

Outcomes marked with an asterisk are essential and must be taught.

Learning Outcomes:

- 1. Describe and assess the basic psychological theories, principles, and concepts explaining social cognition, attitude formation, decision making, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice.***
- 2. Relate knowledge of theory as well as current and past research in social psychology to situations in everyday life such as interpersonal and group relations.***
- 3. Explain how human behavior is influenced by such social factors as groups, authority figures, in-group bias, gender roles, cognitive dissonance, etc.***
- 4. Predict the outcomes of various social situations through application of social psychology principles (for example, attributions, cognitive dissonance, in-group/out-group behavior, etc.).***
- 5. Relate major concepts and methods of the field to understand interpersonal and group relationships.***
- 6. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.***

Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.

OSS017 - ABNORMAL PSYCHOLOGY

3 Semester Hours/3-5 Quarter Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College level text should balance research and application while surveying major categories of psychological disturbance; discuss etiology, prognosis, and treatment modalities using the current DSM as basis. A readings book of abnormal cases can supplement but is not sufficient as text.

Related TAGs: Psychology

Outcomes marked with an asterisk are essential and must be taught.

Learning Outcomes:

- 1. Describe and evaluate the historical and cultural viewpoints as well as current theoretical views of psychological disorders.**
- 2. Compare and contrast the symptoms of psychological disorders with non-pathological behaviors.***
- 3. Describe the clinical picture and discuss clinical assessment of each of the major psychological disorders (e.g. anxiety, somatoform, mood, personality, and psychotic disorders as well as addictions) using the DSM for reference.***
- 4. Evaluate the relevance of current and past research within clinical and counseling psychology.***
- 5. Distinguish myths and misconceptions from facts regarding psychological illness and therapy and apply facts to understanding of diagnosis, etiology, prognosis, and treatment of psychological disorders.***
- 6. Evaluate ethical issues regarding treatment and current status of treatment resources.***
- 7. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.***

Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.

OSS018 - PSYCHOLOGY OF PERSONALITY

3 Semester Hours/3-5 Quarter Hours

Prerequisites: Introduction to Psychology

Text Topics: Textbook should balance research and application while surveying major perspectives of personality (e.g., psychodynamic, trait, biological, behavioral/social learning, cognitive, socio-cultural and humanistic) and address description, development, and assessment of personality.

Related TAGs: Psychology

Outcomes marked with an asterisk are essential and must be taught.

Learning Outcomes:

- 1. Compare and contrast each of the major perspectives of personality.***
- 2. Explain the relevance of past and current research within personality psychology to the evaluation of personality theories and their applications.***
- 3. Apply basic principles of personality psychology to the understanding of everyday life such as interpersonal relations, workplace issues, etc. ***
- 4. Explain the major approaches to the assessment of personality.***
- 5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.***

Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.

Human Growth & Development Courses:

Any child, adolescent, adulthood, and aging, or lifespan development course or any combination thereof. Many of the following learning outcomes are relevant across the lifespan; obviously the age appropriate outcomes are those referred to for the matching age appropriate course.

OSS045 – CHILD DEVELOPMENT COURSE

3 Semester Hours/3-5 Quarter Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College level text balancing research and application that covers influences of physical/neurological, socio/emotional, cognitive development in childhood.

Related TAGs: Psychology

Outcomes marked with an asterisk are essential and must be taught.

Learning Outcomes:

- 1. Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout childhood. ***
- 2. Evaluate current and past research in childhood guided by theories within developmental psychology. ***
- 3. Apply developmental psychology principles to daily life throughout childhood. ***
- 4. Detect myths and misconceptions regarding human development during childhood. ***
- 5. Describe methodological approaches used to study development. ***
- 6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet throughout childhood. ***

Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.

OSS046 - ADOLESCENT DEVELOPMENT COURSE

3 Semester Hours/3-5 Quarter Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College level text balancing research and application that covers influences of physical/neurological, socio/emotional, cognitive development in adolescence.

Related TAGs: Psychology

Outcomes marked with an asterisk are essential and must be taught.

Learning Outcomes:

- 1. Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout adolescence.***
- 2. Evaluate current and past research in adolescence guided by theories within developmental psychology. ***
- 3. Apply developmental psychology principles to daily life throughout adolescence. ***
- 4. Detect myths and misconceptions regarding human development during adolescence. ***
- 5. Describe methodological approaches used to study development. ***
- 6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet throughout adolescence.***

Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.

OSS047 – ADULTHOOD AND AGING COURSE

3 Semester Hours/3-5 Quarter Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College level text balancing research and application that covers influences of physical/neurological, socio/emotional, cognitive development in adulthood.

Related TAGs: Psychology

Outcomes marked with an asterisk are essential and must be taught.

Learning Outcomes:

- 1. Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout adulthood. ***
- 2. Evaluate current and past research in adulthood guided by theories within developmental psychology.***
- 3. Apply developmental psychology principles to daily life throughout adulthood.***
- 4. Detect myths and misconceptions regarding human development during adulthood.***
- 5. Describe methodological approaches used to study development.***
- 6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet throughout adulthood. ***

Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.

OSS048 – LIFESPAN DEVELOPMENT COURSE

3 Semester Hours/3-5 Quarter Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College level text balancing research and application that covers influences of physical/neurological, socio/emotional, cognitive development throughout the lifespan.

Related TAGs: Psychology

Outcomes marked with an asterisk are essential and must be taught.

Learning Outcomes:

- 1. Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.***
- 2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.***
- 3. Apply developmental psychology principles to daily life throughout the lifespan.***
- 4. Detect myths and misconceptions regarding human development throughout the lifespan.***
- 5. Describe methodological approaches used to study development.***
- 6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet throughout the lifespan.***

Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.

OSS049 – CHILD AND ADOLESCENT DEVELOPMENT COURSE

3 Semester Hours/3-5 Quarter Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College level text balancing research and application that covers influences of physical/neurological, socio/emotional, cognitive development in childhood and adolescence.

Related TAGs: Psychology

Outcomes marked with an asterisk are essential and must be taught.

Learning Outcomes:

- 1. Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout childhood and adolescence.***
- 2. Evaluate current and past research in childhood and adolescence guided by theories within developmental psychology.***
- 3. Apply developmental psychology principles to daily life throughout childhood and adolescence.***
- 4. Detect myths and misconceptions regarding human development during childhood and adolescence.***
- 5. Describe methodological approaches used to study development.***
- 6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet throughout childhood and adolescence.***

Notes: It is intended that the content of this course deal fairly evenly with the topics of childhood and those in adolescence.

All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.

PSYCHOLOGY TAG – FACULTY PARTICIPANTS

Name	Institution
Dale Klopfer	Bowling Green State University
Steve Coleman	Cleveland State University
Cindy Holland	Cuyahoga Community College
James Hart	Edison Community College
Marc Wayner	Hocking Technical College
Denise Mikesell	James A. Rhodes State College
Vivian Smith	Lakeland Community College
Carl Paternite	Miami University
Donald Dell	Ohio State University (The)
Lorry Cology	Owens Community College
Chris Kacir	Shawnee State University
Barb Kabat	Sinclair Community College
Paul Levy	University of Akron
Jean Edwards	Wright State University
Brad Mossbarger	Zane State College