

PSYCHOLOGY TRANSFER ASSURANCE GUIDE (TAG)

October 20, 2016

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| Ohio Transfer Module: | | |
| Ohio Transfer Module (OTM) Requirements: 36-40 semester 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 Semester Hours 3 Semester Hours 6 Semester Hours 6 Semester Hours 6 Semester Hours | Introduction to Psychology (OSS015) (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). | | |

Foreign Language - Demonstrate competencies through the 200 level. Credits: Up to 16 semester hours.

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| Major Courses – Hours/Courses listed below that count toward the major or pre-major requirements | |
| Advising Notes: Introduction to Psychology (OSS015) is a required prerequisite for all of the following psychology courses. Select three of the four content areas within the TAG. Courses can only be transferred to comparable courses within the same age span. Age Spans are Childhood (OSS045), Adolescence (OSS046), Adulthood and Aging (OSS047), Lifespan (OSS048), and Child and Adolescence (OSS049). | |
| a. OSS016 – Social Psychology | Credits: 3 Semester Hours |
| Advising Notes: Prerequisite: Introduction to Psychology- OSS015 | |
| b. OSS017 – Abnormal Psychology | Credits: 3 Semester Hours |
| Advising Notes: Prerequisite: Introduction to Psychology- OSS015 | |
| c. OSS018 – Psychology of Personality | Credits: 3 Semester Hours |
| Advising Notes: Prerequisite: Introduction to Psychology- OSS015 | |
| d. Any Human Development or Lifespan Development Course | |
| OSS045 – Child Development Course | Credits: 3 Semester Hours |
| Advising Notes: Prerequisite: Introduction to Psychology- OSS015 | |
| OSS046 – Adolescent Development Course | Credits: 3 Semester Hours |
| Advising Notes: Prerequisite: Introduction to Psychology- OSS015 | |
| OSS047 – Adulthood and Aging Course | Credits: 3 Semester Hours |
| Advising Notes: Prerequisite: Introduction to Psychology- OSS015 | |
| OSS048 – Lifespan Development Course | Credits: 3 Semester Hours |
| Advising Notes: Prerequisite: Introduction to Psychology- OSS015 | |

OSS049 – Child and Adolescent Development Course

Credits: 3 Semester Hours

Advising Notes: Prerequisite: Introduction to Psychology- OSS015

Transfer Assurance Guides Total Guaranteed Credits (Range)

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|----------------------------|------------------------|
| Ohio Transfer Module (OTM) | 36 – 40 Semester Hours |
| Foreign Language | 0 – 16 Semester Hours |
| Pre-major/Major | 0 – 12 Semester Hours |

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 of native students from the same institution.

OSS015 – Introduction to Psychology

3 Semester Hours

Suggested Textbook Topics: Any standard introductory psychology text should balance research and application, which includes these major areas of psychology: methods, biology, memory, learning, lifespan development, social, personality, and abnormal.

Course Description: Survey course which examines the complex individual, the many factors believed to drive the individual, and the resulting behavior. Application of the scientific method as a tool in the discovery of individual functioning.

Related TAG: Dietetics, Psychology, Social Work

Referencing the [American Psychological Association \(APA\) Pillars](#)¹

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:

1. Describe psychological theories, principles and concepts relevant to the following topics* (A minimum of two topics under each pillar must be covered including the essential topics marked with an asterisk):
 - a. Pillar 1: Biological (Biology of Behavior*, Sensation, Consciousness)
 - b. Pillar 2: Cognitive (Memory*, Cognition, Perception, Intelligence)
 - c. Pillar 3: Developmental (Learning*, Lifespan Development*, Language)
 - d. Pillar 4: Social and Personality (Social*, Personality*, Emotion, Multicultural, Gender, Motivation)
 - e. Pillar 5: Mental and Physical Health (Abnormal*, Health, Therapies)
2. Describe and evaluate various methodologies used in psychological research.*
3. Apply basic psychological principles to human history, current events, and daily human experience.*
4. Recognize diversity and individual differences and similarities (e.g., gender, ethnicity, race) 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.*
6. Recognize ethical considerations as applied to conducting research and professional conduct.

¹ American Psychological Association (2014). Strengthening the Common Core of the Introductory Psychology Course: <https://www.apa.org/ed/governance/bea/intro-psych-report.pdf>.

OSS016 – Social Psychology

3 Semester Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College-level textbook on Social Psychology should balance research and application, which covers social cognition, attitude formation and change, interpersonal relations, conformity/obedience, group processes, pro-social behavior, aggression, and stereotyping/prejudice.

Course Description: Exploration of the influences of other people, groups, and situations on the individual. Application of the scientific method as a tool in the discovery of individual functioning in the social world.

Related TAG: Psychology

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:

1. Describe and assess the basic psychological theories, principles, and concepts explaining interpersonal relations, social cognition, attitude formation and change, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice.*
2. Apply knowledge of theory as well as current and past research in social psychology to situations in everyday life.*
3. Explain and predict how human behavior is influenced by social factors (e.g., groups, authority figures, in-group bias, gender roles, cognitive dissonance).*
4. 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.*

OSS017 – Abnormal Psychology

3 Semester Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College-level textbook should balance research and application while surveying major categories of psychological disturbance, as well as 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.

Course Description: Exploration of major categories of psychological disturbance using the current DSM as a basis. Empirical examination of etiology, prognosis, and treatment modalities.

Related TAG: Psychology

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:

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 current DSM for reference.*
4. Evaluate the relevance of current and past research within clinical and counseling psychology.*
5. Distinguish myths and misconceptions from research evidence regarding psychological illness and therapy and apply research evidence 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.*

OSS018 – Psychology of Personality

3 Semester Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College-level 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.

Course Description: Survey of major perspectives of personality. Application of the scientific method as a tool in the discovery of personality description, development, and assessment.

Related TAG: Psychology

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:

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.*
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.*

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

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College-level textbook should balance research and application, which covers influences of physical/neurological, socio/emotional, and cognitive development in childhood.

Course Description: Application of the scientific method to study physical/neurological, socio/emotional, and cognitive development in childhood.

Related TAG: Psychology

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:

1. Explain the biological, cognitive, cultural, environmental and social factors that influence human 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. Distinguish myths and misconceptions from research evidence regarding human development during childhood.*
5. Describe methodological approaches used to study human development across childhood.*
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.*

OSS046 – Adolescent Development Course

3 Semester Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College-level textbook should balance research and application, which covers influences of physical/neurological, socio/emotional, and cognitive development in adolescence.

Course Description: Application of the scientific method to study physical/neurological, socio/emotional, and cognitive development in adolescence.

Related TAG: Psychology

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:

1. Explain the biological, cognitive, cultural, environmental and social factors that influence human 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. Distinguish myths and misconceptions from research evidence regarding human development during adolescence.*
5. Describe methodological approaches used to study human development across adolescence.*
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.*

OSS047 – Adulthood and Aging Course

3 Semester Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College-level textbook should balance research and application, which covers influences of physical/neurological, socio/emotional, and cognitive development in adulthood.

Course Description: Application of the scientific method to study physical/neurological, socio/emotional, and cognitive development in adulthood.

Related TAG: Psychology

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:

1. Explain the biological, cognitive, cultural, environmental and social factors that influence human 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. Distinguish myths and misconceptions from research evidence regarding human development during adulthood.*
5. Describe methodological approaches used to study human development across adulthood.*
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.*

OSS048 – Lifespan Development Course

3 Semester Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College-level textbook should balance research and application, which covers influences of physical/neurological, socio/emotional, and cognitive development throughout the lifespan.

Course Description: Application of the scientific method to study physical/neurological, socio/emotional, and cognitive development across the lifespan.

Related TAG: Psychology

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:

1. Explain the biological, cognitive, cultural, environmental and social factors that influence human 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. Distinguish myths and misconceptions from research evidence regarding human development throughout the lifespan.*
5. Describe methodological approaches used to study human development across the lifespan.*
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.*

OSS049 – Child and Adolescent Development Course

3 Semester Hours

Prerequisites: Introduction to Psychology

Suggested Textbook Topics: College-level textbook should balance research and application, which covers influences of physical/neurological, socio/emotional, and cognitive development in childhood and adolescence.

Course Description: Application of the scientific method to study physical/neurological, socio/emotional, and cognitive development in childhood and adolescence.

Related TAG: Psychology

Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:

1. Explain the biological, cognitive, cultural, environmental and social factors that influence human 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. Distinguish myths and misconceptions from research evidence regarding human development during childhood and adolescence.*
5. Describe methodological approaches used to study human development across childhood and adolescence.*
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.*

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

**PSYCHOLOGY TAG
FACULTY PARTICIPANTS
September-October 2016**

| Name | Institution |
|----------------------|-----------------------------------|
| Melissa Faber (Lead) | Northwest State Community College |
| Heather Davis | Belmont College |
| Vince Granito | Lorain County Community College |
| Cecilia Shore | Miami University |
| William Rogers | Rio Grande Community College |
| Alisa Paulsen | The Ohio State University |
| Melissa Beers | The Ohio State University |
| Marissa Oehlhof | University of Cincinnati |

**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 |