

Social and Behavioral Sciences and Human Services TAG Manual

Anthropology

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	3 Semester Hours	
Area II. Mathematics	3 Semester Hours	
Area III. Arts & Humanities	6 Semester Hours	
Area IV. Social Sciences	6 Semester Hours	
Area V. Natural & Physical Science	6 Semester Hours	
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.		

Major Courses – Hours/Courses listed below that count toward the major or pre-major requirements	
OSS001 – Cultural Anthropology	Credits: 3 Semester Hours
Advising Notes:	
OSS002 – Physical/Biological Anthropology	Credits: 3 Semester Hours
Advising Notes:	
OSS003 – Archaeology/World Prehistory	Credits: 3 Semester Hours
Advising Notes:	

Transfer Assurance Guides Total Guaranteed Credits (Range)	
Ohio Transfer Module (OTM)	36 – 40 Semester Hours
Foreign Language	0 – 16 Semester Hours
Pre-major/Major	0 – 9 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.

Economics

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	3 Semester Hours	Calculus I
Area II. Mathematics	3 Semester Hours	
Area III. Arts & Humanities	6 Semester Hours	
Area IV. Social Sciences	6 Semester Hours	
Area V. Natural & Physical Science	6 Semester Hours	
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.

Major Courses – Hours/Courses listed below that count toward the major or pre-major requirements

OSS004– Microeconomics	Credits: 3 Semester Hours
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Advising Notes:

OSS005– Macroeconomics	Credits: 3 Semester Hours
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Advising Notes:

Transfer Assurance Guides Total Guaranteed Credits (Range)	
Ohio Transfer Module (OTM)	36 – 40 Semester Hours
Foreign Language	0 – 16 Semester Hours
Pre-major/Major	0 – 6 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.

Geography

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	3 Semester Hours	Western or World Civilization Sequence (OHS009) Microeconomics (OSS004), Introduction to Sociology (OSS021)
Area II. Mathematics	3 Semester Hours	
Area III. Arts & Humanities	6 Semester Hours	
Area IV. Social Sciences	6 Semester Hours	
Area V. Natural & Physical Science	6 Semester Hours	
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.

Major Courses – Hours/Courses listed below that count toward the major or pre-major requirements	
OSS006 – Physical Geography	Credits: 3-5 Semester Hours
Advising Notes:	
OSS007 – Human Geography or Cultural Geography	Credits: 3 Semester Hours
Advising Notes:	
OSS008 – World Regional Geography	Credits: 3 Semester Hours
Advising Notes:	
OSS026 – Map Communication and Analysis	Credits: 3 Semester Hours
Advising Notes:	

Transfer Assurance Guides Total Guaranteed Credits (Range)	
Ohio Transfer Module (OTM)	36 – 40 Semester Hours
Foreign Language	0 – 16 Semester Hours
Pre-major/Major	0 – 12 to 14 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.

Political Science

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	3 Semester Hours	Composition I First-Year Introductory History Sequence, Microeconomics (1 term)
Area II. Mathematics	3 Semester Hours	
Area III. Arts & Humanities	6 Semester Hours	
Area IV. Social Sciences	6 Semester Hours	
Area V. Natural & Physical Science	6 Semester Hours	
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).		
Advising Note: Recommended Course – Composition II		

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

Major Courses – Hours/Courses listed below that count toward the major or pre-major requirements	
OSS011 – American Politics / Government	Credits: 3 Semester Hours
Advising Notes:	
OSS012 – International Affairs/Relations	Credits: 3 Semester Hours
Advising Notes:	
OSS013 – Comparative Government	Credits: 3 Semester Hours
Advising Notes:	
OSS014 – State and Local Government	Credits: 3 Semester Hours
Advising Notes:	

Transfer Assurance Guides Total Guaranteed Credits (Range)	
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.

Psychology

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.		
<u>Required Disciplines</u>	<u>Minimum Required Hours</u>	<u>Recommended Courses</u>
Area I. English Composition	3 Semester Hours	Introduction to Psychology (OSS015) (Prerequisite) Introductory Biological Science
Area II. Mathematics	3 Semester Hours	
Area III. Arts & Humanities	6 Semester Hours	
Area IV. Social Sciences	6 Semester Hours	
Area V. Natural & Physical Science	6 Semester Hours	
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.

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 the following courses. Select three of the four content areas within the TAG. Prerequisite: Introduction to Psychology - OSS015. 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)	
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.

Social Work

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	3 Semester Hours	Introduction to Psychology (required), Introduction to Sociology (required)
Area II. Mathematics	3 Semester Hours	
Area III. Arts & Humanities	6 Semester Hours	
Area IV. Social Sciences	6 Semester Hours	
Area V. Natural & Physical Science	6 Semester Hours	
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).		

Major Courses – Hours/Courses listed below that count toward the major or pre-major requirements	
OSS029 – Introduction to Social Work	Credits: 3-4 Semester Hours
Advising Notes:	
OSS030– Introduction to Social Welfare	Credits: 3-4 Semester Hours
Advising Notes:	

Transfer Assurance Guides Total Guaranteed Credits (Range)	
Ohio Transfer Module (OTM)	36 – 40 Semester Hours
Pre-major/Major	0 – 8 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.

Sociology

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	3 Semester Hours	Introductory Statistics (TMM010)
Area II. Mathematics	3 Semester Hours	
Area III. Arts & Humanities	6 Semester Hours	Introduction to Sociology (OSS021)
Area IV. Social Sciences	6 Semester Hours	
Area V. Natural & Physical Science	6 Semester Hours	
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.

Major Courses – Hours/Courses listed below that count toward the major or pre-major requirements	
OSS023 – Marriage and Family	Credits: 3 Semester Hours
Advising Notes:	
OSS025 – Social Problems	Credits: 3 Semester Hours
Advising Notes:	
OSS050 – Race and Ethnicity	Credits: 3 Semester Hours
Advising Notes:	

Transfer Assurance Guides Total Guaranteed Credits (Range)	
Ohio Transfer Module (OTM)	36 – 40 Semester Hours
Foreign Language	0 – 16 Semester Hours
Pre-major/Major	0 – 9 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.

Pathway: Social and Behavioral Sciences and Human Services

Anthropology

- 1) Cultural Anthropology
 - a) Suggested Textbook Topics: (suggested topical chapters)
 - i) Introduction to Cultural Anthropology
 - ii) Theories & Methods
 - iii) Culture
 - iv) Sex and Gender
 - v) Marriage / Family / Kinship
 - vi) Economics
 - vii) Politics
 - viii) Religion
 - ix) Social Organization and Stratification
 - x) Subsistence Patterns
 - xi) Language
 - xii) Culture Change / Development
 - xiii) Expressive Culture (Music, Art, Archaeological)
 - xiv) Race / Ethnicity
 - b) Statewide Learning Outcomes
 - i) Develop knowledge of fundamental principles and concepts of cultural anthropology.
 - ii) Develop knowledge of the anthropological discipline, including the four-field approach (cultural, biological, archaeology, and linguistics).
 - iii) Develop knowledge of anthropological theories, research methods, and ethics.
 - iv) Describe the importance of culture and culture change in global context.
 - v) Explain the importance of gender, marriage, and kinship in human and social groups.
 - vi) Outline the anthropological frameworks of political, social, economic, and religious systems in a global cultural context.
- 2) Physical/Biological Anthropology
 - a) Suggested Textbook Topics: (suggested topical chapters)
 - i) Theory of Evolution
 - ii) Introduction to Physical/Biological Anthropology
 - iii) Genetics (molecular, populations)
 - iv) Human Adaptations
 - v) Primates – Anatomical and Field Studies
 - vi) Paleo-anthropology (Fossil Hominin Evolution)
 - b) Statewide Learning Outcomes
 - i) Develop knowledge of the fundamental concepts and principles of physical/biological anthropology.
 - ii) Develop knowledge of basic genetic concepts and processes including molecular and population genetics.

- iii) Explain the growth of evolutionary theory, the mechanisms of evolutionary change including natural selection, and its application to the primate order.
 - iv) 4. Outline the bases of modern human diversity with attention to the interactions between biology and culture.
 - v) 5. Outline and describe the major fossil evidence for primate and hominin evolution.
 - vi) 6. Outline and describe the major tenets of anthropological primatology including comparative anatomy and field studies.
- 3) World Archaeology/Prehistory
- a) Suggested Textbook Topics: (suggested topical chapters)
 - i) Introduction to Archaeology / Prehistory
 - ii) Archeological Methods and Theories
 - iii) Early Prehistory – Paleolithic Archaeology
 - iv) Theories of Early Plant / Animal Domestication
 - v) Development of Early Civilization – Theories
 - vi) Regional / Worldwide Survey of Early Civilizations
 - b) Statewide Learning Outcomes
 - i) Develop knowledge of fundamental archeological concepts and principles.
 - ii) Develop a general knowledge of archeological theories, and research methods.
 - iii) Describe and understand archeological theories of early cultural development including the evolution of early civilizations worldwide.
 - iv) Outline and describe the importance of specific archeological research strategies including survey, excavation, data analysis, and dating materials.
 - v) Develop an understanding of ethical principles in archaeology (that is, anthropologists are not only field archeologists but also caretakers of the past).

Economics

- 1) Principles of Microeconomics
- a) Outcomes marked with an asterisk are essential and must be taught.
 - i) Understand how economics is a social science that draws conclusions based on hypotheses, theories, and data in order to understand human behavior
 - ii) Understand basic microeconomics terms and concepts, including scarcity and choice, equilibrium, efficiency and equity, positive and normative economics, comparative advantage, and specialization.*
 - iii) Understand the fundamental economic question of allocating scarce resources*
 - iv) Comprehend the concepts of opportunity cost and the production possibility frontier*
 - v) Comprehend supply and demand, the function of prices in markets, and how markets work and sometimes don't work, for example market failure and externalities*
 - vi) Comprehend the effects of government intervention in markets*
 - vii) Comprehend how consumers make choices *
 - viii) Comprehend production theory*

- ix) Comprehend the costs of production*
- x) Comprehend firm behavior in competitive markets*
- xi) Comprehend firm behavior in imperfect markets*
- xii) Comprehend elasticity and its application
- xiii) Comprehend how the markets for resources operate and the determination of wage rates, interest, and rent
- xiv) Understand the determination of income distribution, including poverty and discrimination
- xv) Comprehend the determinants of international trade flows
- xvi) Apply economic reasoning to better understand and critically evaluate real world circumstances and events

2) Principles of Macroeconomics

- a) Outcomes marked with an asterisk are essential and must be taught.
 - i) Understand how economics is a social science that draws conclusions based on hypotheses, theories, and data in order to understand human behavior
 - ii) Understand basic macroeconomic terminology and concepts, including the distinction between real and nominal magnitudes*
 - iii) Understand the national income accounts*
 - iv) Comprehend the nature of the business cycle*
 - v) Comprehend the determinates of important macroeconomic variables, including the level of income, the level of employment, the unemployment rate, the natural rate of unemployment, the price level, the inflation rate, productivity and the rate of interest*
 - vi) Comprehend the supply and demand for money*
 - vii) Comprehend the Federal Reserve System*
 - viii) Comprehend the development of, and be able to apply aggregate demand and aggregate supply*
 - ix) Comprehend the effects of fiscal and monetary policies*
 - x) Comprehend the basics of theories of macroeconomic instability*
 - xi) Comprehend unemployment and inflation tradeoffs*
 - xii) Comprehend the effects of the federal government's budget deficit
 - xiii) Comprehend the concept of long run growth and policies to affect growth
 - xiv) Comprehend comparative advantage
 - xv) Comprehend the determinants of foreign trade flows and exchange rates, and their effects on the domestic economy
 - xvi) Apply economic reasoning to better understand and critically evaluate real world circumstances and events

3) General Education Requirements

- a) Calculus I
 - i) The successful Calculus I student should be able to:
 - (1) Determine the existence of, estimate numerically and graphically and find analytically the limits of functions.
 - (2) Determine the continuity of functions at a point or on intervals and to distinguish between the types of discontinuities at a point.

- (3) Recognize and determine infinite limits and the relationship to vertical asymptotes.
- (4) Determine the derivative of a function using the limit definition and derivative theorems and to understand the correlation of the derivative to finding tangent lines to a graph, finding the slope of a graph at a point and finding the rate of change of a dependent variable with respect to an independent variable.
- (5) Demonstrate the ability to determine the derivative and higher order derivatives of a function explicitly and implicitly and to solve related rates problems.
- (6) Determine absolute extrema on a closed interval for continuous functions and to use the first and second derivatives to analyze and sketch the graph of a function, including determining intervals on which the graph is increasing, decreasing, constant, concave up or concave down and any relative extrema or inflection points.
- (7) Recognize and determine limits at infinity and the relationship to horizontal asymptotes.
- (8) Determine when the Mean Value Theorem can be applied and use it to solve theoretical and applied problems.
- (9) Solve applied optimization problems.
- (10) Use differentials and linear approximations to analyze applied problems.
- (11) Demonstrate the ability to determine indefinite and definite integrals, use definite integrals to find areas of planar regions, use the Fundamental Theorems of Calculus, and integrate by substitution.
- (12) Apply the competencies above to a wide range of functions, including polynomial, rational, algebraic, trigonometric, inverse trigonometric, exponential, logarithmic, hyperbolic and inverse hyperbolic.

Geography

- 1) Physical Geography
 - a) Statewide Learning Outcomes:
 - i) Understand Earth-Sun relationships and their connection to latitude and longitude
 - ii) Understand the processes responsible for the evolution of surface landscapes.
 - iii) Identify the general weather patterns that exist around the globe and understand the processes associated with these patterns.
 - iv) Identify general climate zones and soil profiles.
 - v) Explain how variations in climate relate to global distributions of plants and animals.
 - vi) Identify glacial, fluvial, coastal landscapes, and the processes associated with them.
 - vii) Identify components associated with weather and atmospheric processes such as cloud types, precipitation, pressure, and wind.
 - viii) Understand global environmental change and factors responsible for it.
 - ix) Use maps/geo-technologies to explain geographic phenomena and patterns.
- 2) Human or Cultural Geography
 - a) Statewide Learning Outcomes:

- i) Understand the interface among human settlement, the environment, and economic systems.
 - ii) Understand the concept of culture and the geographic patterns and processes associated with cultural traits such as language, religion, and ethnicity.
 - iii) Understand geographic patterns of population and demographic characteristics such as fertility, mortality, and migration.
 - iv) Understand the relationships between political patterns and processes and cultural characteristics at various scales.
 - v) Understand processes associated with geographic distribution of resources used and economic activities.
 - vi) Understand the concept of globalization and the impact on cultural/social, economic, and spatial relationships at various scales.
 - vii) Understand how geographers approach the study of human and cultural activities.
 - viii) Understand how patterns associated with urbanization vary in different settings.
 - ix) Understand the impact of human behavior on the landscape in different settings.
 - x) Use maps/geo-technologies to explain geographic themes and patterns.
- 3) World Regional Geography
- a) Statewide Learning Outcomes:
 - i) Understand the use of maps/geo-technologies to explain geographic phenomena and patterns as they relate to world regions and their interrelationships.
 - ii) Apply geographic concepts to the study of regions or a specific region.
 - iii) Be able to compare and contrast human and physical patterns and their variations over space.
 - iv) Develop an appreciation of the complexities of regional and global environmental and socio-economic problems.
 - v) Understand the concept of globalization and be able to place local issues in their global and historical context.
 - vi) Understand human-environment interactions in various regions around the world.
- 4) Map Communications & Analysis
- a) Statewide Learning Outcomes:
 - i) Understand the concept of map projections and the uses and limitations of general projection categories.
 - ii) Be able to identify types of maps and appropriate ways in which they can be used.
 - iii) Understand the value, limitations, and appropriate use of different types of thematic maps.
 - iv) Understand the ways in which different types of geographic information are represented on maps.
 - v) Be able to interpret geographic patterns from different types of maps.
 - vi) Understand the elements of a map, including symbolization and scale, and demonstrate the appropriate use of map elements.
 - vii) Be able to use maps to measure distance, compute area, and analyze spatial patterns.
 - viii) Be able to categorize geographic data at appropriate cartographic levels.
 - ix) Be able to construct maps to demonstrate mapping principles.

5) Western/World Civilization

- a) Student Learning Outcomes marked with an asterisk (*) are considered essential and must be covered:
- i) Apply critical thinking as to analyze primary and secondary sources (i.e. historical analysis of text).
 - ii) Explain the cause, effect and relevance of specific historical events and/or periods within the broader historical context.
 - iii) Understands and articulate diverse historical interpretations.
 - iv) Clearly demonstrate the ability to understand and apply basic historical concepts, methodologies, and approaches.
 - v) Articulate historical arguments in a variety of forms of communication.

6) General Education Requirements

a) Principles of Microeconomics

- i) Student Learning Outcomes marked with an asterisk (*) are considered essential and must be covered:
- (1) Understand how economics is a social science that draws conclusions based on hypotheses, theories, and data in order to understand human behavior
 - (2) Understand basic microeconomics terms and concepts, including scarcity and choice, equilibrium, efficiency and equity, positive and normative economics, comparative advantage, and specialization.*
 - (3) Understand the fundamental economic question of allocating scarce resources*
 - (4) Comprehend the concepts of opportunity cost and the production possibility frontier*
 - (5) Comprehend supply and demand, the function of prices in markets, and how markets work and sometimes don't work, for example market failure and externalities*
 - (6) Comprehend the effects of government intervention in markets*
 - (7) Comprehend how consumers make choices *
 - (8) Comprehend production theory*
 - (9) Comprehend the costs of production*
 - (10) Comprehend firm behavior in competitive markets*
 - (11) Comprehend firm behavior in imperfect markets*
 - (12) Comprehend elasticity and its application
 - (13) Comprehend how the markets for resources operate and the determination of wage rates, interest, and rent
 - (14) Understand the determination of income distribution, including poverty and discrimination
 - (15) Comprehend the determinants of international trade flows
 - (16) Apply economic reasoning to better understand and critically evaluate real world circumstances and events

b) Introduction to Sociology

- i) Students should be able to demonstrate an understanding of:

- (1) The sociological perspective, the theoretical foundations (Functionalism, Conflict, and Symbolic Interactionism), and the contributions of major theorists to the development of these perspectives.*
- (2) The ways in which sociologists gather, interpret, and evaluate data, including both quantitative and qualitative methodologies.*
- (3) The impact of culture and socialization on shaping human behavior and world view.*
- (4) The elements of social structure and the organization of society.*
- (5) The major theories of crime, deviance, and systems of social control.
- (6) Systems of stratification in the United States and globally, including racial stratification, social class, sexuality and gender stratification.*
- (7) The major social institutions, such as marriage and the family, religion, politics, the economy, health care, and/or education.
- (8) Additional topics such as population, urbanization, the environment, aging, war/terrorism, and major theories of social change.

Political Science

- 1) American Politics/Government
 - a) Students will demonstrate an understanding of:
 - i) Structure/Functions of three branches of government and the interaction of the three branches.
 - ii) Theoretical and historical underpinnings of the Constitution, Bill of Rights, Federalism, civil liberties, and civil rights.
 - iii) Individuals' political efficacy and influence on policy by examining mass media, social movements, parties, and voting behavior.
- 2) International Affairs/Relations
 - a) Students will demonstrate an understanding of:
 - i) Actors such as states, international organizations, NGOs, transnational corporations, and social movements.
 - ii) Theoretical frameworks such as liberalism, realism, and constructivism.
 - iii) International political economy, international security, and foreign policy.
- 3) Comparative Government
 - a) Students will demonstrate an understanding of:
 - i) Different electoral systems (proportional representation vs. first-past-the-post), different representative systems (parliamentary vs. presidential), and different constitutional orders (federal vs. unitary).
 - ii) Differences and similarities among regimes, institutions, and ideologies; specifically democratic vs. authoritarian systems.
 - iii) Different paths to democratization and economic development.
- 4) State and Local Government
 - a) Students will demonstrate an understanding of:

- i) Structure/Functions of state and local governments and intergovernmental relationships.
- ii) Theoretical and historical underpinnings of state constitutions and local charters.
- iii) State and local political processes such as electoral, judicial, and fiscal systems.

Psychology

1) Introduction to Psychology

- a) Referencing the American Psychological Association (APA) Pillars¹
- b) Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:
 - i) 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):
 - (1) Pillar 1: Biological (Biology of Behavior*, Sensation, Consciousness)
 - (2) Pillar 2: Cognitive (Memory*, Cognition, Perception, Intelligence)
 - (3) Pillar 3: Developmental (Learning*, Lifespan Development*, Language)
 - (4) Pillar 4: Social and Personality (Social*, Personality*, Emotion, Multicultural, Gender, Motivation)
 - (5) Pillar 5: Mental and Physical Health (Abnormal*, Health, Therapies)
 - ii) Describe and evaluate various methodologies used in psychological research.*
 - iii) Apply basic psychological principles to human history, current events, and daily human experience.*
 - iv) Recognize diversity and individual differences and similarities (e.g., gender, ethnicity, race) in a variety of contexts.*
 - v) 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.*
 - vi) Recognize ethical considerations as applied to conducting research and professional conduct.

2) Social Psychology

- a) Prerequisites: Introduction to Psychology
- b) Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:
 - i) 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.*
 - ii) Apply knowledge of theory as well as current and past research in social psychology to situations in everyday life.*

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>.

- iii) Explain and predict how human behavior is influenced by social factors (e.g., groups, authority figures, in-group bias, gender roles, cognitive dissonance).*
 - iv) 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.*
- 3) Abnormal Psychology
- a) Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:
 - i) Describe and evaluate the historical and cultural viewpoints, as well as current theoretical views of psychological disorders.*
 - ii) Compare and contrast the symptoms of psychological disorders with non-pathological behaviors.*
 - iii) 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.*
 - iv) Evaluate the relevance of current and past research within clinical and counseling psychology.*
 - v) 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.*
 - vi) Evaluate ethical issues regarding treatment and current status of treatment resources.*
 - vii) 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.*
- 4) Psychology of Personality
- a) Prerequisites: Introduction to Psychology
 - b) Student Learning Outcomes marked with an asterisk (*) are considered essential and must be met:
 - i) Compare and contrast each of the major perspectives of personality.*
 - ii) Explain the relevance of past and current research within personality psychology to the evaluation of personality theories and their applications.*
 - iii) Apply basic principles of personality psychology to the understanding of everyday life.*
 - iv) Explain the major approaches to the assessment of personality.*
 - v) 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.*
- 5) Human Growth & Development Courses:
- a) 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.
 - b) Child Development Course
 - i) Prerequisites: Introduction to Psychology

- ii) 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.*
- c) Adolescent Development Course
 - i) Prerequisites: Introduction to Psychology
 - ii) 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.*
- d) Adulthood and Aging Course
 - i) Prerequisites: Introduction to Psychology
 - ii) 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.*
- e) Lifespan Development Course
- i) Prerequisites: Introduction to Psychology
 - ii) 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.*
- f) Child and Adolescent Development Course
- i) Prerequisites: Introduction to Psychology
 - ii) 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.*

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

Social Work

1) Introduction to Social Work

- a) Statewide Learning Outcomes:
- b) Upon completion of this course the student shall be able to:
 - i) Identify and describe the various roles and responsibilities of social workers.*
 - ii) Recognize social and cultural diversity issues in generalist social work practice.*
 - iii) Identify the impact of inequality on at-risk and oppressed populations.*
 - iv) Begin to recognize how personal values relate to and influence one's practice as a social worker, according to NASW Code of Ethics.*
 - v) Identify major historical events and people that have influenced the social work profession and social welfare.*
 - vi) Describe the knowledge base and skills required for generalist social work practice.*
 - vii) Describe the variety of social work settings and fields of practice.*
 - viii) Describe strategies to promote social, economic, and environmental justice and human rights at individual and systems levels.*

2) Introduction to Social Welfare

- a) Statewide Learning Outcomes:
 - i) Demonstrate knowledge of the history and development of social welfare and of social services in the United States.*
 - ii) Identify the role of current federal and state social policy in the delivery of social services.*
 - iii) Demonstrate knowledge and understanding of the ideologies, values and ethics that form the foundation of social services.*
 - iv) Identify the financial, organizational and administrative structures that influence the delivery of social services.*
 - v) Demonstrate knowledge of the fields of practice and populations served in social services*
 - vi) Identify and discuss forms and mechanisms of poverty, oppression and discrimination and how these impact social services*
 - vii) Demonstrate an understanding of human diversity issues in the development and delivery of social services with emphasis on empowering at-risk and vulnerable populations*

3) General Education Requirements

- a) Introduction to Sociology
 - i) Advising Notes: For guaranteed transfer and application of other sociology TAG courses, this course will be a prerequisite required at receiving institution before the other sociology courses can be applied to the major.
 - ii) Statewide Learning Outcomes:

- iii) Students should be able to demonstrate an understanding of:
 - (1) The sociological perspective, the theoretical foundations (Functionalism, Conflict, and Symbolic Interactionism), and the contributions of major theorists to the development of these perspectives, *
 - (2) The ways in which sociologists gather, interpret, and evaluate data, including both quantitative and qualitative methodologies.*
 - (3) The components of culture and their impact on shaping human behavior and world view.*
 - (4) The elements of social structure and the organization of society*
 - (5) The major theories of crime, deviance, and systems of social control.
 - (6) Systems of stratification, including global inequality, racial stratification, social class, and gender stratification.
 - (7) The major social institutions, such as marriage and the family, religion, politics, the economy, health care, and/or education.
 - (8) Additional topics such as population, urbanization, the environment, and, war/terrorism, and major theories of social change.
- b) Introduction to Psychology
 - i) Statewide Learning Outcomes:
 - ii) All learning outcomes with an asterisk (*) are required.
 - (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.*

Sociology

- 1) Introduction to Sociology
 - a) Advising Notes: For guaranteed transfer and application of other sociology TAG courses, this course will be a prerequisite required at receiving institution before the other sociology courses can be applied to the major.
 - b) Statewide Learning Outcomes:
 - c) Students should be able to demonstrate an understanding of:

- i) The sociological perspective, the theoretical foundations (Functionalism, Conflict, and Symbolic Interactionism), and the contributions of major theorists to the development of these perspectives.*
 - ii) The ways in which sociologists gather, interpret, and evaluate data, including both quantitative and qualitative methodologies.*
 - iii) The impact of culture and socialization on shaping human behavior and world view.*
 - iv) The elements of social structure and the organization of society.*
 - v) The major theories of crime, deviance, and systems of social control.
 - vi) Systems of stratification in the United States and globally, including racial stratification, social class, sexuality and gender stratification.*
 - vii) The major social institutions, such as marriage and the family, religion, politics, the economy, health care, and/or education.
 - viii) Additional topics such as population, urbanization, the environment, aging, war/terrorism, and major theories of social change.
- 2) Marriage and Family
- a) Statewide Learning Outcomes:
 - b) Students should be able to demonstrate an understanding of:
 - i) The major theoretical perspectives as they relate to marriage and the family, including Functionalism, Conflict Theory, and Symbolic Interactionism.*
 - ii) The socio-historical evolution of family forms and processes contributing to change in form over time.
 - iii) The interaction between family and other social institutions such as the workplace, education, religion and media.
 - iv) The causes and consequences of diversity in family form such as cohabitation, marriage, child-bearing, divorce, and remarriage.*
 - v) The causes and consequences of family violence and/or crisis.
 - vi) The role of family and family practices in child socialization.
 - vii) Causes and consequences of the social meanings given to gender and sexual orientation in families.*
 - viii) The role of social structure, governmental policy, and systems of inequality on family form and dynamics.*
- 3) Social Problems
- a) Statewide Learning Outcomes:
 - b) Students should be able to demonstrate an understanding of:
 - i) The process through which social problems are identified, legitimized, and addressed across cultural contexts and time.*
 - ii) How the major theoretical perspectives and methodological frameworks are used to evaluate and analyze social problems and develop proposals for addressing social problems.*
 - iii) The effects of social structure and culture on social policy and the role of social policy in resolving, or exacerbating, social problems.

- iv) The impact of social structure in generating social problems such as structures of inequality, the political system, and the economy.*
 - v) The role of social movements in constructing and/or resolving social problems.
- 4) Race and Ethnicity
- a) Statewide Learning Outcomes:
 - b) Students should be able to demonstrate an understanding of:
 - i) The distinction between social differentiation and social stratification.*
 - ii) The social construction of privilege and inequality by race and ethnicity throughout the history of the United States.*
 - iii) The sociological perspective and theories of racial and ethnic group relationships in the United States.*
 - iv) The variability in the experiences of selected racial and ethnic groups, as well as migration patterns and behaviors in the United States.*
 - v) The changing nature of societal reactions to and intersectionality of racial and ethnic diversity.*
 - vi) The impact of prejudices, stereotypes, discrimination, racism, and media representations on racial and ethnic groups.*
 - vii) The social, economic, and political implications of changing national and global demographics.*
- 5) General Education Requirements
- a) Introductory Statistics
 - i) This description is intended to apply to a range of introductory courses, from highly conceptual to more traditional presentations. It is assumed that technology is used (calculators, computer packages, or web application software) to minimize involved computations. This is a course of study that stresses conceptual understanding and critical thinking and introduces statistical methods to college students in all disciplines. The American Statistical Association has developed a set of six recommendations for the teaching of introductory statistics – these recommendations are known as the “Guidelines for Assessment and Instruction in Statistics Education (GAISE),” which are strongly recommended in teaching or developing the introductory statistics course.
 - ii) The recommendations are as follows:
 - (1) Emphasize statistical literacy and develop statistical thinking;
 - (2) Use real data;
 - (3) Stress conceptual understanding, rather than mere knowledge of procedures;
 - (4) Foster active learning in the classroom;
 - (5) Use technology for developing conceptual understanding and analyzing data; and
 - (6) Use assessments to improve and evaluate student learning.
 - iii) To qualify for TMM010 (Introductory Statistics), a course must achieve all of the following essential learning outcomes listed in this document (marked with an asterisk). The Sample Tasks are recommendations for types of activities that could be used in the course.
 - iv) The successful Introductory Statistics students should be able to:

- (1) Summarize univariate and bivariate data by employing appropriate graphical, tabular, and numerical methods and describe the attributes of or relationships between the data. These may include (but are not limited to): frequency distributions; box plots; scatter plots; correlation coefficients; regression analysis; and measures of center, variation, and relative position.*
- (2) Identify the characteristics of a well-designed statistical study and be able to critically evaluate various aspects of a study. Recognize the limitations of observational studies and common sources of bias in surveys and experiments. Recognize that association is not causation.*
- (3) Compute the probability of compound events, independent events, and disjoint events, as well as conditional probability. Compute probabilities using discrete and continuous distributions, especially applications of the normal distribution.*
- (4) Explain the difference between statistics and parameters, describe sampling distributions, and generate sampling distributions to observe the Central Limit Theorem.*
- (5) Estimate population parameters using point and interval estimates and interpret the interval in the context of the problem. Summarize the relationship between the confidence level, margin of error, and sample size.*
- (6) Given a research question, formulate null and alternative hypotheses. Describe the logic and framework of the inference of hypothesis testing. Make decision using p-value and draw appropriate conclusion. Interpret statistical significance and recognize that statistical significance does not necessarily imply practical significance. Perform hypothesis testing with at least one test related to quantitative variable (e.g. t-test for mean, test for linear correlation) and at least one test related to qualitative variable (e.g., test for one population proportion and chi-square test for independence).*
- (7) Throughout this course, students should be given the opportunity to interpret statistical results in context when statistical information is presented in news stories and journal articles.*