

# Pennsylvania Statewide Transfer and Articulation System Uniform Standards for Credit for Prior Learning Exams

## Social and Behavioral Sciences Exams

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## Introduction

In 2017 the Pennsylvania general assembly enacted legislation adding a section to the Pennsylvania Public School Code, 24 P.S. § 20-2002-C(d), requiring public institutions of higher education to:

- (1) Adopt and make public uniform standards for determining academic credit for prior learning as outlined in paragraph (4) within 18 months of the effective date of this subsection.
- (2) Agree to award academic credit for prior learning, which is determined to meet the standards established under section 2004-C(c)(6) and apply the credit toward graduation, unless prohibited by external accreditation or licensure.

This document establishes the uniform standard minimum scores for which all PA Transfer System participating institutions will award academic credit pursuant to 24 P.S. § 20-2002-C(d).

During the standard setting process, committees of faculty and personnel from Transfer System institutions developed minimum score standards for which any participating member of the PA College Transfer System will award credit, as well as additional guidance and recommendations for courses that institutions may offer as equivalencies for exam scores at or above the minimum. The course equivalency recommendations are considered guidance by the Oversight Committee and may vary between institutions in accordance with their course catalog and program design.

## Uniform Standard Minimum Scores for Awarding Academic Credit

<b>Exam</b>	<b>Minimum Score to Receive Credit</b>
<b>AP Exams</b>	
AP Comparative Government and Politics	3
AP United States Government and Politics	3
AP Psychology	3
AP Macroeconomics	3
AP Microeconomics	3
<b>CLEP Exams</b>	
CLEP American Government	50
CLEP Human Growth and Development	50
CLEP Introduction to Educational Psychology	50
CLEP Introduction to Psychology	50
CLEP Introduction to Sociology	50
CLEP Principles of Macroeconomics	50
CLEP Principles of Microeconomics	50
CLEP Social Sciences and History	50
<b>IB Courses/Exams</b>	
Psychology (HL)	5
IB Geography (HL)	3
<b>DSST Exams</b>	
Foundations of Education	N/A
Fundamentals of Counseling	400
Lifespan Developmental Psychology	400

Substance Abuse	400
Introduction to Law Enforcement	400
Criminal Justice	400
General Anthropology	400
Introduction to Geography	400

## Social & Behavioral Sciences

### Advanced Placement (AP) Exams

#### AP Comparative Government and Politics

##### AP Comparative Government and Politics Course Content

Students compare and contrast political institutions and processes across six countries (Great Britain, Mexico, Russia, Iran, China, and Nigeria) and analyze and interpret data to derive generalizations.

Topics include:

- Introduction to Comparative Politics
- Sovereignty, Authority, and Power
- Political Institutions
- Citizens, Society, and the State
- Political and Economic Change
- Public Policy

The emphasis should be on broad trends that allow comparison, rather than on details that are unrelated to larger trends and concepts.

##### Course Goals

- Students successfully completing this course will:
- Compare and contrast political concepts, themes, and generalizations;
- Describe and explain typical patterns of political processes and behaviors and their consequences;
- Compare and contrast political institutions and processes across countries to derive generalizations; and
- Analyze and interpret basic data relevant to comparative government and politics.

##### Minimum Score

Credit will be awarded for a score of 3 or higher.

##### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

##### Additional Credit & Course Equivalency Guidance

A score of 3 would typically equate to a college level comparative government and politics course.

#### AP United States Government and Politics

##### AP U.S. Government and Politics Course Content

##### COURSE UNITS

The AP U.S. Government and Politics course is organized around five units, which focus on major topics in U.S. government and politics. The units are:

- Foundations of American Democracy
- Interaction Among Branches of Government
- Civil Liberties and Civil Rights
- American Political Ideologies and Beliefs; and
- Political Participation

Foundational documents and Supreme Court cases are an integral part of the course and necessary for students to understand the philosophical underpinnings, significant legal precedents, and political values of the U.S. political system and may serve as the focus of AP Exam questions. The course requires study of:

- 9 foundational documents, including the U.S. Constitution
- 15 landmark Supreme Court cases

#### POLITICAL SCIENCE RESEARCH OR APPLIED CIVICS PROJECT

The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course.

#### AP U.S. GOVERNMENT AND POLITICS DISCIPLINARY PRACTICES

Practice 1: Apply political concepts and processes to scenarios in context

Practice 2: Apply Supreme Court decisions

Practice 3: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics

Practice 4: Read, analyze, and interpret foundational documents and other text-based and visual sources

Practice 5: Develop an argument in essay format

#### Minimum Score

Credit will be awarded for a score of 3 or higher.

#### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

#### Additional Credit & Course Equivalency Guidance

A score of 3 would typically equate to a college level US Government and Politics course.

## AP Psychology

### AP Psychology Course Content

The AP Psychology course includes the systematic and scientific study of behavior and mental processes represented by the following topics:

- History and Approaches
- Research Methods
- Biological Bases of Behavior
- Sensation and Perception
- States of Consciousness
- Learning
- Cognition
- Motivation and Emotion
- Developmental Psychology
- Personality
- Testing and Individual Differences
- Abnormal Behavior
- Treatment of Abnormal Behavior
- Social Psychology

#### Minimum Score

Credit will be awarded for a score of 3 or higher.

#### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

#### Additional Credit & Course Equivalency Guidance

A score of 3 would typically equate to a college level general or introductory psychology course.

## AP Macroeconomics

### AP Macroeconomics Course Content

The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems.

### Topic Outline for AP Macroeconomics

#### Basic Economic Concepts

- Measurement of Economic Performance
  - National income accounts
  - Inflation measurement and adjustment
  - Unemployment
- National Income and Price Determination
  - Aggregate demand
  - Aggregate supply
  - Macroeconomics equilibrium
- Financial Sector

- Money, banking, and financial markets
- Loanable funds market
- Central bank and control of the money supply
- Stabilization Policies
  - Fiscal and monetary policies
  - The Phillips curve
- Economic Growth
  - Definition of economic growth
  - Determinants of economic growth
  - Growth policy
- Open Economy: International Trade and Finance
  - Balance of payments accounts
  - Foreign exchange market
  - Imports, exports, and financial capital flows
  - Relationships between international and domestic financial and goods markets

#### Minimum Score

Credit will be awarded for a score of 3 or higher.

#### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

#### Additional Credit & Course Equivalency Guidance

A score of 3 would typically equate to a college level principles of macroeconomics course.

## AP Microeconomics

### AP Microeconomics Course Content

The AP Microeconomics course provides students with an understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. There are ample opportunities to consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets.

### Topic Outline for AP Microeconomics

#### Basic Economic Concepts

- The Nature and Functions of Product Markets
  - Supply and demand
  - Theory of consumer choice
  - Production and costs
  - Firm behavior and market structure
- Factor Markets
  - Derived Factor Demand
  - Marginal revenue product

- Hiring decisions in the markets for labor and capital
- Market distribution of income
- Market Failure and the Role of Government
  - Externalities
  - Public goods
  - Public policy to promote competition
  - Income distribution

#### Minimum Score

Credit will be awarded for a score of 3 or higher.

#### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

#### Additional Credit & Course Equivalency Guidance

A score of 3 would typically equate to college level principles of microeconomics course.

## College Level Examination Program (CLEP) Exams

### CLEP American Government

#### Knowledge and Skills Required

Questions on the American Government exam require test takers to demonstrate one or more of the following abilities in the approximate proportions indicated.

- Knowledge of American government and politics (about 55%–60% of the exam)
- Understanding of typical patterns of political processes and behavior (including the components of the behavioral situation of a political actor), the principles used to explain or justify various governmental structures and procedures (about 30%–35% of the exam)
- Analysis and interpretation of simple data that are relevant to American government and politics (10%–15% of the exam)

#### Minimum Score

Credit will be awarded for a score of 50 or higher.

#### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

#### Additional Credit & Course Equivalency Guidance

A score of 50 would typically equate to a college level American government course.

### CLEP Human Growth and Development

#### Knowledge and Skills Required

Questions on the Human Growth and Development exam require test takers to demonstrate one or more of the following abilities.



- Knowledge of basic facts and terminology
- Understanding of generally accepted concepts and principles
- Understanding of theories and recurrent developmental issues
- Applications of knowledge to particular problems or situations

#### Minimum Score

Credit will be awarded for a score of 50 or higher.

#### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

#### Additional Credit & Course Equivalency Guidance

A score of 50 would typically equate to a college level human growth and development course or general elective if the span of human growth and development covered is different at your institution.

## CLEP Introduction to Educational Psychology

### Knowledge and Skills Required

Questions on the Introduction to Educational Psychology exam require test takers to demonstrate one or more of the following abilities.

- Knowledge and comprehension of basic facts, concepts, and principles
- Association of ideas with given theoretical positions
- Awareness of important influences on learning and instruction
- Familiarity with research and statistical concepts and procedures
- Ability to apply various concepts and theories as they apply to particular teaching situations and problems

#### Minimum Score

Credit will be awarded for a score of 50 or higher.

#### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

#### Additional Credit & Course Equivalency Guidance

A score of 50 would typically equate to a college level introductory educational psychology course or a general elective.

## CLEP Introduction to Psychology

### Knowledge and Skills Required

Questions on the Introductory Psychology exam require test takers to demonstrate one or more of the following abilities.

- Knowledge of terminology, principles, and theory
- Ability to comprehend, evaluate, and analyze problem situations
- Ability to apply knowledge to new situations

#### Minimum Score

Credit will be awarded for a score of 50 or higher.

#### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

#### Additional Credit & Course Equivalency Guidance

A score of 50 would typically equate to a college level general or introductory psychology course.

### CLEP Introduction to Sociology

#### Knowledge and Skills Required

Questions on the Introductory Sociology exam require test takers to demonstrate one or more of the following abilities. Some questions may require more than one of these abilities.

- Identification of specific names, facts, and concepts from sociological literature
- Understanding of relationships between concepts, empirical generalizations, and theoretical propositions of sociology
- Understanding of the methods by which sociological relationships are established
- Application of concepts, propositions, and methods to hypothetical situations
- Interpretation of tables and charts

#### Minimum Score

Credit will be awarded for a score of 50 or higher.

#### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

#### Additional Credit & Course Equivalency Guidance

A score of 50 would typically equate to a college level introductory sociology course.

### CLEP Principles of Macroeconomics

#### Knowledge and Skills Required

Questions on the Principles of Macroeconomics examination require candidates to demonstrate one or more of the following abilities.

- Understanding of important economic terms and concepts
- Interpretation and manipulation of economic graphs
- Interpretation and evaluation of economic data
- Application of simple economic models

#### Minimum Score

Credit will be awarded for a score of 50 or higher.

#### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

#### Additional Credit & Course Equivalency Guidance

A score of 50 would typically equate to a college level principles macroeconomics course.

## CLEP Principles of Microeconomics

### Knowledge and Skills Required

Questions on the Principles of Microeconomics exam require test takers to demonstrate one or more of the following abilities.

- Understanding of important economic terms and concepts
- Interpretation and manipulation of economic graphs
- Interpretation and evaluation of economic data
- Application of simple economic models

### Minimum Score

Credit will be awarded for a score of 50 or higher.

### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

### Additional Credit & Course Equivalency Guidance

A score of 50 would typically equate to a college level principles of microeconomics course.

## CLEP Social Sciences and History

### Knowledge and Skills Required

The Social Sciences and History examination requires candidates to demonstrate one or more of the following abilities.

- Familiarity with terminology, facts, conventions, methodology, concepts, principles, generalizations, and theories
- Ability to understand, interpret, and analyze graphic, pictorial, and written material
- Ability to apply abstractions to particulars and to apply hypotheses, concepts, theories, and principles to given data
- Ability to assess evidence and data, to make comparisons, and to draw conclusions

### Minimum Score

Credit will be awarded for a score of 50 or higher.

### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

### Additional Credit & Course Equivalency Guidance

A score of 50 would typically equate to a college level social science and history course and/or general elective.

## International Baccalaureate (IB) Exams

### PSYCHOLOGY HL

At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: 1) biological approach to understanding behavior; 2) cognitive approach to understanding behavior; and 3) sociocultural approach to understanding.

There are three main distinctions between this course at SL and at HL:

1. The following extensions to the core approaches are studied at HL only: 1) the role of animal research in understanding human behavior; 2) cognitive processing in the digital world; and 3) the influence of globalization on individual attitudes, identities and behavior.
2. SL students are required to study one option while HL student's study two options.
3. Both SL and HL students will be expected to show their understanding of approaches to research in the internal assessment and for criterion D (critical thinking) in paper 1 section B and paper 2 responses. Additionally, HL students will be directly assessed on their understanding of approaches to research in paper 3 of the external assessment. This will cover both qualitative and quantitative research methods.

**Minimum Score**

Credit to be awarded for a score of 5 or higher.

**Rationale**

Only the HL curriculum contains the depth of coverage of research and quantitative methods typical of a college-level General Psychology course. Given the absence of data demonstrating the validity of the IB exam as assessing college-level learning, the committee is not comfortable endorsing IB's recommendation that a 4 or better should be awarded college credit.

**Additional Credit & Course Equivalency Guidance**

The HL Curriculum requires coverage of two of the following four topics: Abnormal Psychology, Developmental Psychology, Health Psychology, and the Psychology of Human Relationships. If coverage of any of these topics is essential for a General Psychology course, then the HL content may not meet that criteria. Thus, although the HL curriculum and exam may represent college-level learning, it may not fully-align with the standard General Psychology curriculum and it does not follow the APA recommended Common Core for General Psychology courses.

## GEOGRAPHY HL

The IB Geography HL course requires a higher level of reading with a passion and strong interest in Geography. Student's study many perspectives on the ways in which people interact with each other, including among and between individuals, societies and the physical world and look at how individuals and communities respond to an ever changing planet. Additionally, they will study how individuals and communities manage these changes.

**Minimum Score**

Credit will be awarded for a score of 3 or higher.

**Rationale**

*This course covers material equivalent to a college-level Geography class.*

**Additional Credit & Course Equivalency Guidance**

The Social Sciences subcommittee recommends awarding credit equivalent to a higher level Geography course. The course will be one of a of "cross-curricular nature" linking social sciences and hard sciences. Content will cover history, business, economics, sociology, and psychology; and the physics, biology, and chemistry. Ultimately, credit should be awarded based upon the student's selected program, program structure, and best interest of the student at the discretion of the awarding institution.

## DSST Exams

### FOUNDATIONS OF EDUCATION

This examination includes topics related to contemporary issues in education; past and current influences

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on education (philosophies, democratic ideals, social/economic influences); and the interrelationships between contemporary issues and influences, past or current, in education.

#### **Minimum Score**

The Committee recommends that institutions not be required to award credit for this exam.

#### **Rationale**

Our discussion centered on the lack of required field experience/practicum that is mandated by PDE and typically required in this type of course for Education majors. Most schools would not be able to award course equivalency because of this. Education majors would have to take the actual course, but then would be earning double credit for pretty much the same content, the required hours of field experience.

#### **Additional Credit & Course Equivalency Guidance**

If institutions wish to award credit for this exam, we recommend approving a score of 400 or higher. The content does seem to parallel that found in an Introduction to Education course.

### **FUNDAMENTALS OF COUNSELING**

This exam covers topics such as historical development, counseling relationship, theoretical approaches, counselor roles and functions, career development, human growth and development, and assessment appraisal and techniques.

#### **Minimum Score**

Credit to be awarded for a score of 400 or higher.

#### **Rationale**

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>. The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations: Area or Course Equivalent: Fundamentals of Counseling; Level: Lower-level baccalaureate; Amount of Credit: 3 Semester Hours; Minimum Score: 400.

#### **Additional Credit & Course Equivalency Guidance**

Most schools do not have a comparable course so this course will likely articulate as an elective credit in an area such as Psychology, Counseling, Social Work, or Human Services.

### **LIFESPAN DEVELOPMENTAL PSYCHOLOGY**

This exam covers topics such as biological development, perception, learning and memory, cognition and Language, and Social, Emotional and Personality Development.

#### **Minimum Score**

Credit to be awarded for a score of 400 or higher.

#### **Rationale**

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>. The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations: Area or Course Equivalent: Lifespan Developmental Psychology; Level: Lower-level baccalaureate; Amount of Credit: 3 Semester Hours; Minimum Score: 400.

#### **Additional Credit & Course Equivalency Guidance**

This content aligns with a standard Life-span development course that is typically found in a Psychology Department.

## SUBSTANCE ABUSE

This exam tests the understanding of such substances as anabolic steroids, over-the-counter medications, dependency/addiction, societal effects, screening, diagnosis and neurological factors.

### Minimum Score

Credit to be awarded for a score of 400 or higher.

### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>. The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations: Area or Course Equivalent: Substance Abuse; Level: Upper-level baccalaureate; Amount of Credit: 3 Semester Hours; Minimum Score: 400.

### Additional Credit & Course Equivalency Guidance

Although ACE recommends this as an upper-level course, institutions with lower-level equivalency may find it appropriate for credit. Most schools do not have a comparable course so this course will likely articulate as an elective credit in an area such as Psychology, Counseling, Social Work, or Human Services.

## INTRODUCTION TO LAW ENFORCEMENT

This examination includes the History of Law Enforcement, the U.S. Criminal Justice System and Process, Law Enforcement Systems, their Organization, Management and Issues. It also includes Criminal and Constitutional Law and Precedents.

### Minimum Score

Credit to be awarded for a score of 400 or higher.

### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>. The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations: Area or Course Equivalent: Introduction to Law Enforcement; Level: Lower Level Baccalaureate; Amount of Credit: 3 Semester Hours; Minimum Score: 400.

### Additional Credit & Course Equivalency Guidance

Content may not fully-align with the range of topics typical of a Policing or Law Enforcement course. Considerable overlap with an Introduction to Criminal Justice; may be low on coverage of Law Enforcement Organization and Management.

## CRIMINAL JUSTICE

This exam covers topics such as criminal behavior, law enforcement, criminal justice system, corrections and the court system.

### Minimum Score

Credit to be awarded for a score of 400 or higher.

### Rationale

This standard is in line with College Board and American Council on Education's minimum score recommendations <https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>. The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations: Area or Course Equivalent: Criminal Justice;

Level: Lower-level baccalaureate; Amount of Credit: 3 Semester Hours; Minimum Score: 400.

#### **Additional Credit & Course Equivalency Guidance**

Content covers range of topics typical of an Introduction to Criminal Justice course.

## **GENERAL ANTHROPOLOGY**

*This exam deals with theoretical perspectives; physical anthropology; archaeology; social organization; economic organization; political organization; religion; and modernization and application of anthropology.*

#### **Minimum Score**

Credit will be awarded for a score of 400 or higher.

#### **Rationale**

The minimum score standard is in line with the American Council on Education's minimum score recommendations for General Anthropology.

#### **Additional Credit & Course Equivalency Guidance**

The Social Sciences subcommittee recommends awarding credit equivalent to an introductory General Anthropology course. Content will cover methodologies, history and theory, physical anthropology, cultural anthropology, anthropological linguistics-communication: the relationship between language and culture and sociolinguistics, ethnographic interviewing methods, human evolutionary process, human biological diversity and race: anthropological research, methods in cultural anthropology: ethnographic interviewing and participant observation, archeology, cultural systems and processes, social organization, economic and political organization, religion, modernization and application. Ultimately, credit should be awarded based upon the student's selected program, program structure, and best interest of the student at the discretion of the awarding institution.

## **INTRODUCTION TO GEOGRAPHY**

*This exam deals with Maps, Culture and the Environment, Spatial Patterns of Culture and Regional Geography.*

#### **Minimum Score**

Credit will be awarded for a score of 400 or higher.

#### **Rationale**

The minimum score standard is in line with the American Council on Education's minimum score recommendations for Introduction to Geography.

#### **Additional Credit & Course Equivalency Guidance**

The Social Sciences subcommittee recommends awarding credit equivalent to an introductory Geography course. Content will cover mapping the earth, culture and environment, spatial patterns of culture, and regional geography. Ultimately, credit should be awarded based upon the student's selected program, program structure, and best interest of the student at the discretion of the awarding institution.