PSYCHOLOGY, B.S. (BEHREND)

Begin Campus: Any Penn State Campus
End Campus: Erie

Program Description

Not all options are available at every campus. Contact the campus you are interested in attending to determine which options are offered.

The Psychology program at Penn State Behrend provides students a strong foundation in the application of psychological knowledge, skills and techniques for the solution and prevention of individual and social problems. A spectrum of courses (bio-behavioral, clinical, cognitive-experimental, developmental, educational, human factors, industrial/organizational, personality, and social) is united by a strong focus on the scientific method. All students are afforded the opportunity to participate in internships and research assistantships throughout their training. Bachelor-level graduates in psychology are equipped for various positions in human service agencies, businesses, industries, and laboratories. Those not joining the workforce following graduation most often continue their training, working towards a master’s or doctoral degree in psychology; others go on to other disciplines, e.g., medical or law school. Courses within this degree can also be used to develop a specialty in areas such as criminal justice, sociology or international studies.

The Bachelor of Science degree offers three multidisciplinary options. The Science option is intended for students with a strong interest in science and requires more coursework in the biological, physical, social, and mathematical sciences than does the Bachelor of Arts program. The Psychology in the Workplace option is designed for students who wish to combine their interests in business and psychology. The Human Factors and Design option combines perspectives within the fields of psychology and engineering in order to design products that maximize human functioning.

The Bachelor of Science degree helps to prepare students for future careers in clinical, developmental, educational, human factors, industrial organization, and other related health fields.

What is Psychology?

Psychology is the scientific study of thought, behavior, and experience. Many people associate psychology with psychological therapy and the practice of clinical psychology. There are also many other important areas of scientific psychology, such as cognitive, developmental, industrial/organizational, and social psychology. What these subfields of psychology have in common is the use of the scientific method to understand human behavior and apply that understanding to the development of theory and practice. Psychologists are increasingly making use of neuroscience methods and theories to understand psychological phenomena. As a profession, psychology is related to fields such as health, education, marketing, human resources, social work, and more. The principles of psychology are relevant to almost all areas of human endeavor, and the career paths of psychology students reflect this wealth of possibilities.

You Might Like This Program If...

- Human behavior fascinates you.
- You wonder how personality influences behavior, how brain function relates to behaviors, how memory works, or how people make decisions.
- You’re fascinated by how people interact with machines and technology, workplace dynamics, leadership, and motivation.
- You want to know more about child/adolescent development, parenting, and learning.
- You are interested in human diversity in all its forms, including personality, gender, and culture.
- You’d like to help people who have psychological disorders.

Entrance to Major

In order to be eligible for entrance to this major, a student must:

1. attain at least a C (2.00) cumulative grade-point average for all courses taken at the University; and
2. have third-semester classification (http://www.registrar.psu.edu/enrollment/semester-classification.cfm).

READ SENATE POLICY 37-30: ENTRANCE TO AND CHANGES IN MAJOR PROGRAMS OF STUDY (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/37-00-entrance-to-a-college-or-major/)

Degree Requirements

For the Bachelor of Science degree in Psychology, a minimum of 120 credits is required:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>45</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td>Requirements for the Major</td>
<td>64</td>
</tr>
</tbody>
</table>

4 of the 45 credits for General Education are included in the Requirements for the Major. This includes 4 credits of General Education GQ courses.

Per Senate Policy 83.80.5, the college dean or campus chancellor and program faculty may require up to 24 credits of coursework in the major to be taken at the location or in the college or program where the degree is earned.

General Education

Connecting career and curiosity, the General Education curriculum provides the opportunity for students to acquire transferable skills necessary to be successful in the future and to thrive while living in interconnected contexts. General Education aids students in developing intellectual curiosity, a strengthened ability to think, and a deeper sense of aesthetic appreciation. These are requirements for all baccalaureate students and are often partially incorporated into the requirements of a program. For additional information, see the General Education Requirements (http://bulletins.psu.edu/undergraduate/general-education/baccalaureate-degree-general-education-program/) section of the Bulletin and consult your academic adviser.

The keystone symbol appears next to the title of any course that is designated as a General Education course. Program requirements may also satisfy General Education requirements and vary for each program.
Foundations (grade of C or better is required.)
- Quantification (GQ): 6 credits
- Writing and Speaking (GWS): 9 credits

Knowledge Domains
- Arts (GA): 6 credits
- Health and Wellness (GHW): 3 credits
- Humanities (GH): 6 credits
- Social and Behavioral Sciences (GS): 6 credits
- Natural Sciences (GN): 9 credits

Integrative Studies (may also complete a Knowledge Domain requirement)
- Inter-Domain or Approved Linked Courses: 6 credits

University Degree Requirements
First Year Engagement
All students enrolled in a college or the Division of Undergraduate Studies at University Park, and the World Campus are required to take 1 to 3 credits of the First-Year Seminar, as specified by their college First-Year Engagement Plan.

Other Penn State colleges and campuses may require the First-Year Seminar; colleges and campuses that do not require a First-Year Seminar provide students with a first-year engagement experience.

First-year baccalaureate students entering Penn State should consult their academic advisor for these requirements.

Cultures Requirement
6 credits are required and may satisfy other requirements
- United States Cultures: 3 credits
- International Cultures: 3 credits

Writing Across the Curriculum
3 credits required from the college of graduation and likely prescribed as part of major requirements.

Total Minimum Credits
A minimum of 120 degree credits must be earned for a baccalaureate degree. The requirements for some programs may exceed 120 credits. Students should consult with their college or department advisor for information on specific credit requirements.

Quality of Work
Candidates must complete the degree requirements for their major and earn at least a 2.00 grade-point average for all courses completed within their degree program.

Limitations on Source and Time for Credit Acquisition
The college dean or campus chancellor and program faculty may require up to 24 credits of course work in the major to be taken at the location or in the college or program where the degree is earned. Credit used toward degree programs may need to be earned from a particular source or within time constraints (see Senate Policy 83-80 (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/82-00-and-83-00-degree-requirements/#83-80)). For more information, check the Suggested Academic Plan for your intended program.

Requirements for the Major
Each student must earn a grade of C or better for prescribed and additional courses in the major and for each 300- and 400-level course in the major field.

To graduate, a student enrolled in the major must earn a grade of C or better in each course designated by the major as a C-required course, as specified by Senate Policy 82-44 (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/82-00-and-83-00-degree-requirements/#82-44).

Common Requirements for the Major (All Options)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Prescribed Courses: Require a grade of C or better</td>
<td></td>
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</tr>
<tr>
<td>PSYCH 100</td>
<td>Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 301W</td>
<td>Basic Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYCH 406W</td>
<td>Advanced Research Projects in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYCH 489</td>
<td>Professional Development in Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Additional Courses: Require a grade of C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYCH 200</td>
<td>Elementary Statistics in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>or STAT 200</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Select 3 credits in each of the following five content categories: 15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Biological Bases of Behavior
- PSYCH 253 | Introduction to Psychology of Perception |
- PSYCH 260 | Neurological Bases of Human Behavior |
- PSYCH 261 | Introduction to Psychology of Learning |
- PSYCH 269 | Evolutionary Psychology |
- PSYCH 425 | Psychology of Human Emotion |
- PSYCH 439 | History and Systems of Psychology |
- PSYCH 441 | Health Psychology |
- PSYCH 450 | |
- PSYCH 460 | Comparative Psychology |
- PSYCH 461 | Advanced Conditioning and Learning |
- PSYCH 462 | Physiological Psychology |
- PSYCH 464 | Behavior Genetics |
- PSYCH 475 | Psychology of Fear and Stress |
- PSYCH 478 | Clinical Neuropsychology |

2. Social/Developmental
- PSYCH 212 | Introduction to Developmental Psychology |
- PSYCH 221 | Introduction to Social Psychology |
- PSYCH 412 | Adolescence |
- PSYCH 413 | Cognitive Development |
- PSYCH 414 | Social and Personality Development (may be counted in either Social/Developmental or Clinical/Personality, but not both) |
- PSYCH 415 | Topics in Developmental Psychology |
- PSYCH 416 | Development Throughout Adulthood |
- PSYCH 420 | Advanced Social Psychology |
- PSYCH 421 | Self and Social Judgment |
- PSYCH 423 | Social Psychology of Interpersonal/Intergroup Relationships |
- PSYCH 424 | Applied Social Psychology |

3. Cognitive/Learning
Psychology, B.S. (Behrend)

4. Clinical/Applied

EDPSY 14  Learning and Instruction
HDFS 311  Human Development and Family Studies Interventions
HDFS 315  Family Development
PSYCH 238  Introduction to Personality Psychology
PSYCH 243  Introduction to Well-being and Positive Psychology
PSYCH 244  Introduction to the Psychology of Human Factors Engineering
PSYCH 270  Introduction to Abnormal Psychology
PSYCH 281  Introduction to Industrial-Organizational Psychology
PSYCH 370  Psychology of the Differently-Abled
PSYCH 404  Principles of Measurement
PSYCH 405  Program Evaluation
PSYCH 414  Social and Personality Development (may be counted in either Social/Developmental or Clinical/Personality, but not both)
PSYCH 419  Psychology and a Sustainable World
PSYCH 438  Personality Theory
PSYCH 443  Treatment and Education in Developmental Disabilities
PSYCH 444  Engineering Psychology
PSYCH 445  Forensic Psychology
PSYCH 452  Learning and Memory
PSYCH 456  Advanced Cognitive Psychology
PSYCH 459  Abnormal Psychology
PSYCH 470  Psychology of Adjustment and Social Relationships
PSYCH 471  Behavior Modification
PSYCH 474  Psychological Intervention in Childhood
PSYCH 476  Child Psychopathology
PSYCH 477  Mental Health Practicum with Children
PSYCH 481  Introduction to Clinical Psychology
PSYCH 482  Selection and Assessment in Organizations
PSYCH 484  Work Attitudes and Motivation
PSYCH 485  Leadership in Work Settings

5. Diversity

PSYCH 230  Introduction to Psychologies of Religion
PSYCH 231  Introduction to the Psychology of Gender

PSYCH 232  Cross-Cultural Psychology
PSYCH 422  Human Sexuality
PSYCH 432  Multicultural Psychology in America
PSYCH 479/WMNST 471  The Psychology of Gender

Supporting Courses and Related Areas

Select 3 credits of quantification courses from the departmental list - Quantification
Select 3 credits of a structured practicum, internship or an approved research experience (PSYCH 294, PSYCH 296, PSYCH 494, PSYCH 495, or PSYCH 496 may be applied to this requirement)

Supporting Courses and Related Areas: Require a grade of C or better

Select 9 credits of 400-level psychology courses from any combination of categories in consultation with adviser (except PSYCH 494, PSYCH 495, PSYCH 496)

Requirements for the Option

Select an option 18

Requirements for the Option

Option courses may not double count with major requirements

Human Factors and Design Option (18 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 244</td>
<td>Introduction to the Psychology of Human Factors Engineering</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 444</td>
<td>Engineering Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 253</td>
<td>Introduction to Psychology of Perception</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 260A</td>
<td>Neurological Bases of Human Behavior</td>
<td></td>
</tr>
<tr>
<td>PSYCH 261</td>
<td>Introduction to Psychology of Learning</td>
<td></td>
</tr>
</tbody>
</table>

Supporting Courses and Related Areas

Select 9 credits in psychology, engineering and business-related courses from the departmental list - Human Factors and Design Option and in consultation with adviser

Psychology in the Workplace Option (18 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 281</td>
<td>Introduction to Industrial-Organizational Psychology</td>
<td>3</td>
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</tbody>
</table>

Additional Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 253</td>
<td>Introduction to Psychology of Perception</td>
<td>3</td>
</tr>
</tbody>
</table>

Supporting Courses and Related Areas

Select 15 credits in business-related courses from the departmental list - Psychology in the Workplace Option and in consultation with adviser. 6 credits may be selected from PSYCH 484 and PSYCH 485

Science Option (18 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</table>

Additional Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 253</td>
<td>Introduction to Psychology of Perception</td>
<td>3</td>
</tr>
</tbody>
</table>

Supporting Courses and Related Areas

Select one of the following: 1

PSYCH 253 | Introduction to Psychology of Perception
PSYCH 260A | Neurological Bases of Human Behavior
PSYCH 261 | Introduction to Psychology of Learning

Supporting Courses and Related Areas

Select an option 18
Select 15 credits in science-related courses from the departmental list - Science Option and in consultation with adviser  

1 Six credits of PSYCH courses listed in the Additional Courses category for the Science Option that the student does not apply under Additional Courses for the Science Option may be taken as Supporting Courses counting toward the Science Option. However, these credits may not count in both the Science Option and towards the Additional Courses or Supporting Courses and Related Areas Common Requirements for the Major.

Program Learning Objectives

Content Knowledge:

1. Students will demonstrate knowledge of major psychological concepts, theories, and empirical findings
2. Students will demonstrate the ability to apply psychological concepts and theories to research and real life situations.

Thinking Skills:

1. Students will use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
2. Students will demonstrate critical thinking in the analysis, evaluation, and interpretation of information in the scientific literature to distinguish the scientific literature from other sources.

Communication Skills:

1. Students will communicate effectively (in writing and/or orally) the results of a project or internship.
2. Students will demonstrate the ability to effectively extract central points and summarize psychological research literature and to write in the format of psychological research.

Research Skills:

1. Students will differentiate among the research methods used in psychology and apply the designs in evaluation or development of a research study.
2. Students will demonstrate the ability to analyze and interpret quantitative psychological data using statistics, graphs, and data tables.
3. Students will use technology for studying concepts and conducting research.

Diversity and Ethical Considerations:

1. Students will show evidence of knowledge and appreciation for cultural diversity and relativity in human experience and for the complexity of human behavior and interactions.
2. Students will demonstrate knowledge, and the application of, basic principles of scientific and professional ethics.
3. Students will demonstrate sensitivity to ethical concerns and professionalism (including cultural considerations) in settings where applications of psychology and/or psychological research occur.

Career-related Skills:

1. Students will demonstrate knowledge of professional options and required training for careers in the major subfields of psychology.

2. Students will demonstrate the ability to identify personally-relevant career options to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Academic Advising

The objectives of the university's academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the habit of learning, advisers assume a significant educational role. The advisee's unit of enrollment will provide each advisee with a primary academic adviser, the information needed to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32:00: ADVISING POLICY (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/32-00-advising-policy/)

Erie

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Suggested Academic Plan

The suggested academic plan(s) listed on this page are the plan(s) that are in effect during the 2020-21 academic year. To access previous years' suggested academic plans, please visit the archive (http://bulletins.psu.edu/undergraduate/archive/) to view the appropriate Undergraduate Bulletin edition (Note: the archive only contain suggested academic plans beginning with the 2018-19 edition of the Undergraduate Bulletin).

Erie Campus

The course series listed below provides only one of the many possible ways to move through this curriculum. The University may make changes in policies, procedures, educational offerings, and requirements at any time. This plan should be used in conjunction with your degree audit (accessible in LionPATH as either an Academic Requirements or What If report). Please consult with a Penn State academic adviser on a regular basis to develop and refine an academic plan that is appropriate for you.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>First Year Seminar</td>
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<td>General Education</td>
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<tr>
<td>ENGL 15 or 30†</td>
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<td>General Education*</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 100</td>
<td>3</td>
<td>General Education</td>
<td>3</td>
</tr>
<tr>
<td>General Education</td>
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<td>General Education</td>
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<td>General Education</td>
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</tr>
<tr>
<td>General Education</td>
<td>1.5</td>
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</tbody>
</table>

14.5 | 15 |
### Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Bases of Behavior Selection</td>
<td>3</td>
<td>Diversity Selection</td>
<td>3</td>
</tr>
<tr>
<td>Clinical/Applied Selection</td>
<td>3</td>
<td>PSYCH 200 or STAT 200</td>
<td>4</td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td>Psychology in the Workplace or Human Factors and Design or Science Selection</td>
<td>3</td>
</tr>
<tr>
<td>CAS 100†‡</td>
<td>3</td>
<td>General Education</td>
<td>1.5</td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td>ENGL 202A or 202C†‡</td>
<td>3</td>
</tr>
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<td></td>
<td>15</td>
<td></td>
<td>14.5</td>
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</table>

### Third Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 301W†</td>
<td>4</td>
<td>PSYCH 406W†</td>
<td>4</td>
</tr>
<tr>
<td>400-Level Psychology Selection</td>
<td>3</td>
<td>General Education</td>
<td>3</td>
</tr>
<tr>
<td>Psychology in the Workplace Selection or Human Factors and Design Selection or Science Selection**</td>
<td>3</td>
<td>Cognitive/learning selection**</td>
<td>3</td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>400-Level Psychology Selection</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYCH 489*</td>
<td>1</td>
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<td></td>
<td>16</td>
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</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-Level Psychology Selection</td>
<td>3</td>
<td>PSYCH 494*</td>
<td>3</td>
</tr>
<tr>
<td>Psychology in the Workplace Selection or Science Selection or Human Factor and Design Selection</td>
<td>3</td>
<td>Psychology in the Workplace Selection or Science Selection or Human Factor and Design Selection*</td>
<td>3</td>
</tr>
<tr>
<td>Psychology in the Workplace Selection or Science Selection or Human Factor and Design Selection</td>
<td>3</td>
<td>Psychology in the Workplace Selection or Science Selection or Human Factor and Design Selection*</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>General Education</td>
<td>3</td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
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<td>15</td>
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</tbody>
</table>

Total Credits 122

- Course requires a grade of C or better for the major
- Course requires a grade of C or better for General Education
- Course is an Entrance to Major requirement
- Course satisfies General Education and degree requirement

### University Requirements and General Education Notes:

US and IL are abbreviations used to designate courses that satisfy University Requirements (United States and International Cultures).

W, M, X, and Y are the suffixes at the end of a course number used to designate courses that satisfy University Writing Across the Curriculum requirement.

GWS, GQ, GHW, GN, GA, GH, and GS are abbreviations used to identify General Education program courses. General Education includes Foundations (GWS and GQ) and Knowledge Domains (GHW, GN, GA, GH, GS, and Integrative Studies). Foundations courses (GWS and GQ) require a grade of "C" or better.

Integrative Studies courses are required for the General Education program. N is the suffix at the end of a course number used to designate an Inter-Domain course and Z is the suffix at the end of a course number used to designate a Linked course.

### Additional Notes

- Choose from the following categories of courses:
- Biological Bases of Behavior (choose from PSYCH 253, 260, 261, 269, 425, 439, 441, 450, 461, 462, 464, 475, 478)
- Social/Developmental (choose from PSYCH 212, 221, 412, 413, 414, 415, 416, 420, 421, 423, 424)
- Cognitive/Learning (choose from PSYCH 253, 256, 261, 268, 413, 426, 427, 439, 452, 453, 456, 461)
- Clinical/Applied (choose from EDPSY 014, HDFS 311, 315, PSYCH 238, 244, 270, 281, 370, 404, 405, 408, 414, 419, 438, 443, 470, 471, 481, 482, 484, 485)
- Diversity (choose from PSYCH 230, 231, 232, 422, 432, 479)

- Choose from the following three tracks:
- Psychology in the Workplace Option: Students must take PSYCH 281 and 15 credits of Business-related courses. 6 credits may be selected from PSYCH 282, 484 or 485.
- Science Option: Students must take PSYCH 253, 260A or 261 and 15 credits of science-related courses. 6 credits may be selected from PSYCH 253, 260A or 261 if not used to fulfill the first requirement.
- Human Factors/Design Option: Students must take PSYCH 244, 444 and PSYCH 253 or 255. In addition, students must take 9 credits of Psychology, Engineering and Business-related courses.

### Academic Advising Notes:

The course series listed above is only one of many possible ways to move through this curriculum. The number of electives required varies per student. Please be sure to consult with an adviser about your intended plan.

### Career Paths

The B.S. in Psychology takes a quantitative approach and offers three options for specialization: General Science for students interested in health-related careers or neuroscience, Psychology in the Workplace for human resources, administration, management, sales, and marketing careers, and Human Factors and Design, which applies psychological concepts to the design and safety of products and services. All psychology students design and conduct a capstone research project and may participate in outreach and mentoring through Penn State Behrend’s Susan Hirt Hagen Center for Community Outreach, Research, and Evaluation, its Prevention of Aggression Resource Center, and its Early Learning Center.

### Careers

Penn State Behrend’s B.S. in Psychology degree provides you with a strong skill set that is particularly valued in the mental health and social
services fields, education, social work, medicine, business, law, and basic and applied research. Recent graduates are working as research associates, industrial organizational psychologists, human resource managers, data analysts, counselors, caseworkers, therapeutic support staff, developmental psychologists, elementary and special education teachers, school counselors, and clinical psychologists.

MORE INFORMATION ABOUT POTENTIAL CAREER OPTIONS FOR GRADUATES OF THE PSYCHOLOGY PROGRAM (http://behrend.psu.edu/school-of-humanities-social-sciences/academic-programs/psychology/)

Opportunities for Graduate Studies
Psychology graduates have earned master’s and doctoral degrees in fields such as psychology, business, human factors, law, education, medicine, physical therapy, and occupational therapy. Some of the schools they have attended include Penn State, Washington University, Columbia University, Johns Hopkins University, University of California, Los Angeles, University of Pittsburgh, and Lake Erie College of Osteopathic Medicine. Additionally, Penn State Behrend offers a Master of Arts degree in Applied Clinical Psychology that includes optional preparation for the Licensed Professional Counselor (LPC) credential.

MORE INFORMATION ABOUT OPPORTUNITIES FOR GRADUATE STUDIES (http://behrend.psu.edu/school-of-humanities-social-sciences/academic-programs/master-of-applied-clinical-psychology/)

Professional Resources
• American Psychological Association (http://www.apa.org/)
• Association for Psychological Science (https://www.psychologicalscience.org/)
• Psi Chi National Honor Society (http://www.psichi.org/)

Contact
Erie
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
170 Irvin Kochel Center
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http://behrend.psu.edu/school-of-humanities-social-sciences (http://behrend.psu.edu/school-of-humanities-social-sciences/)