Program Description
This major helps prepare students for entry-level positions in a variety of human service settings, particularly settings that provide services to persons with physical, emotional, or mental disabilities. Graduates pursue employment in a variety of settings including rehabilitation centers, drug and alcohol programs, senior citizens centers, community mental health programs, programs for people with intellectual disabilities, corrections systems, and hospitals.

Increasing opportunities are available in private for-profit insurance programs for the industrially injured, and in employee assistance programs within business and industry. Well-planned use of electives and internships allows for specialization. The full-semester (15-credit) internship is provided under the supervision of professionals in human service agencies. These intensive “hands-on” experiences are frequently avenues for employment since the internship is completed during the senior year. Students may not go on internship until they have successfully completed all other course work. Students are encouraged to participate in volunteer experiences that provide opportunities to work with people with disabilities. Students are encouraged to declare a minor in a related area and should be discussed with the student’s adviser. The major also helps prepare students for graduate study in many human service professional disciplines such as rehabilitation counseling, school counseling, occupational therapy, physical therapy and social work.

You Might Like This Program If...
You enjoy learning about human development, diversity, health and disability, treatment interventions, advocating and working directly with people, and solving individual problems using applied interpersonal skills.

Entrance to Major
Baccalaureate degree candidates must have a minimum 2.0 GPA to be admitted to the Rehabilitation and Human Services (RHS) major; thereafter, students must earn a C or better in all RHS required courses.

Degree Requirements
For the Bachelor of Science degree in Rehabilitation and Human Services, 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>17-20</td>
</tr>
<tr>
<td>Requirements for the Major</td>
<td>70-72</td>
</tr>
</tbody>
</table>

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

12-14 of these 45 credits are included in the Requirements for the Major.

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 adviser 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 adviser 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
This includes 12-14 credits of General Education courses: 6 credits of GS courses; 3-4 credits of GQ courses; 3-4 credits of GN courses.

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).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 100</td>
<td>Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RHS 100</td>
<td>Introduction to Disability Culture</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 270</td>
<td>Introduction to Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 119</td>
<td>Race and Ethnic Relations</td>
<td>4</td>
</tr>
<tr>
<td>RHS 495A</td>
<td>Rehabilitation and Human Services Internship</td>
<td>15</td>
</tr>
</tbody>
</table>

Prescribed Courses: Require a grade of C or better

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHS 300</td>
<td>Introduction to Rehabilitation and Human Services</td>
<td>3</td>
</tr>
<tr>
<td>RHS 301</td>
<td>Introduction to Counseling as a Profession</td>
<td>3</td>
</tr>
<tr>
<td>RHS 302</td>
<td>Client Assessment in Rehabilitation and Human Services</td>
<td>3</td>
</tr>
<tr>
<td>RHS 303</td>
<td>Group Work in Rehabilitation Practice and Human Services</td>
<td>3</td>
</tr>
<tr>
<td>RHS 400</td>
<td>Case Management and Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>RHS 401</td>
<td>Community Mental Health Practice and Services</td>
<td>3</td>
</tr>
<tr>
<td>RHS 402</td>
<td>Children and Families in Rehabilitation Settings and Human Services</td>
<td>3</td>
</tr>
<tr>
<td>RHS 403</td>
<td>Medical Aspects of Disability</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Courses
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSY 10</td>
<td>Individual Differences and Education</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 239</td>
<td>Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>PSYCH 212</td>
<td>Introduction to Developmental Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Select 3-4 credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 21</td>
<td>Introductory Biological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BISC 1</td>
<td>Structure and Function of Organisms</td>
<td></td>
</tr>
<tr>
<td>BISC 2</td>
<td>Genetics, Ecology, and Evolution</td>
<td></td>
</tr>
<tr>
<td>BISC 3</td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>BISC 4</td>
<td>Human Body: Form and Function</td>
<td></td>
</tr>
<tr>
<td>BIOL 133</td>
<td>Genetics and Evolution of the Human Species</td>
<td></td>
</tr>
<tr>
<td>BIOL 110</td>
<td>Biology: Basic Concepts and Biodiversity</td>
<td></td>
</tr>
<tr>
<td>BIOL 141</td>
<td>Introductory Physiology</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 100</td>
<td>Statistical Concepts and Reasoning</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Learning Objectives
Content Knowledge:

1. Accomplish mastery in theoretical models of disability, definitions of disability, barriers present to people with disabilities, systemic challenges and economic disadvantages caused by disability, effects on employment on disabled individuals, and the effects of trauma.
2. Demonstrate working knowledge of vocational rehabilitation systems, centers for independent living, transition programs, substance abuse and addiction treatment programs, and other community-based support programs.
3. Demonstrate knowledge of discrimination against disabled individuals, legislative efforts to curtail such discrimination and an understanding of advocacy techniques and resources.

Thinking Skills:

1. Apply the appropriate principles for community inclusion and integration including, but not limited to, rehabilitation philosophy, client exploration on resources, and collaboration with agencies and related professionals.

Communication Skills:

1. Produce lucid documents, deliver effective presentations, communicate effectively in a professional manner, and possess effective group-facilitation skills.
2. Build and use effective teamwork skills and understand cultural diversity within professional ranks.

Professional Skills:

1. Understand the professional, ethical, and social responsibilities of their professional actions, and produce evidence of valuing diversity.
2. Demonstrate a working knowledge of ethical codes, malpractice, and the appropriate federal and state regulations.

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 need 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)
Suggested Academic Plan

Berks 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.

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 15 or 30†</td>
<td>3</td>
<td>3 CAS 100A or 100B‡</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (GQ)‡</td>
<td>3 STAT 100 or 200‡</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>PSYCH 100†</td>
<td>3</td>
<td>3 SOC 1†</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td>3 General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education Course</td>
<td>3 General Education Course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits 122-124 |

* 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 GeneralEducation 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.

1 The following courses are offered Fall Semester only: RHS 100, 300, 301, 303, 402, 403.
2 The following courses are offered Spring Semester only: ENGL 202B, RHS 302, 400, 401, 495A.
3 For Supporting Course Selection, students must complete six (6) credits from the following: BBH, CRIMJ, HDFS, KINES, PSYCH, or SOC. Consult adviser for details.
4 For BBH Selection, students are encouraged to complete one (1) BBH course which will double-count for their General Education - Health & Wellness (GHW) requirement. Consult adviser for details.

Career Paths
The RHS major provides excellent preparation specifically for graduate programs leading to professions such as occupational therapy, counseling, social work, and physical therapy. Advising of courses outside the major for electives are provided in order to enhance competitiveness of graduate school applications.

MORE INFORMATION (https://ed.psu.edu/epcse/rhs/resources/rhsinterestareas)

Careers
RHS allows students to pursue a variety of employment options as case workers and direct service providers in alcohol and other drug treatment centers, correctional facilities, mental health agencies, private non-profit rehabilitation centers, private-for-profit rehabilitation agencies, human resources, programs for children and youth, programs for older adults, public welfare agencies, rehabilitation hospitals, schools, social service agencies, and vocational rehabilitation programs.

MORE INFORMATION (https://ed.psu.edu/epcse/rhs/resources/careers-in-rehabilitation)

Opportunities for Graduate Studies
To prepare students for graduate studies, students can work with faculty on independent studies and can petition to take graduate courses within the department. For qualified students, we also offer the Schreyer Honors Program (https://www.shc.psu.edu).

MORE INFORMATION (https://ed.psu.edu/epcse/rhs/resources/careers-in-rehabilitation)

Accreditation
The College of Education educator preparation program is currently NCATE accredited and is seeking accreditation by the Council for the Accreditation of Education Preparation (CAEP) in Spring 2019. CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

MORE INFORMATION (https://ed.psu.edu/internal/associate-dean-undergrad/accreditation-and-program-review/Accreditation)

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