PSYCHOLOGY, B.S. (CAPITAL)

Begin Campus: Any Penn State Campus
End Campus: Harrisburg

Program Description
The Psychology major emphasizes the scientific study of human behavior in areas such as cognition, development, learning, physiology, personality, and social processes. The curriculum is designed to provide students with a broad background in psychological theory and research and to develop the analytical and critical thinking skills necessary to be good consumers of scientific information.

The Psychology program exposes students to a number of areas of psychology but allows flexibility in the specific courses that are taken in each sub-area. Students are also required to obtain applied experience by completing an internship or by assisting faculty with their research. Elective credits can be used for additional internship or research experience.

The Psychology program prepares students for careers in local, state, and federal government and for entry-level psychological services positions in human service, applied behavior, human resources, and related fields. The Psychology program also provides a strong background for graduate education at both the master’s and the doctoral level in counseling, social work, and many areas of psychology.

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...
- You are people-oriented and naturally curious about human behavior.
- You wonder how the mind works and why people do what they do.
- You are interested in a career as a psychologist or counselor.

Entrance to Major
Entry to the Psychology major requires a 2.00 cumulative grade-point average and an average of C (2.00) or better in any courses already taken in the major.

Degree Requirements
For the Bachelor of Science degree in Psychology, a minimum of 122 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>9</td>
</tr>
<tr>
<td>Requirements for the Major</td>
<td>74</td>
</tr>
</tbody>
</table>

6 of the 45 credits for General Education are included in the Requirements for the Major. This includes: 3 credits of GWS courses; 3 credits of GN courses.

Students admitted to the IUG program may apply 11 credits to their graduate and undergraduate degrees in psychology.

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 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
Students in the IUG program will take 11 credits of graduate work in their senior year, courses PSYC 500, PSYC 520 and PSYC 521. These 11 credits will apply to the graduate program and the undergraduate PSYCH elective requirement.

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></td>
<td>Prescribed Courses: Require a grade of C or better</td>
<td></td>
</tr>
<tr>
<td>ENGL 202A</td>
<td>Effective Writing: Writing in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Basic Research Methods in Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional Courses
Additional 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>BISC 4</td>
<td>Human Body: Form and Function</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 141</td>
<td>Introductory Physiology</td>
<td>3</td>
</tr>
<tr>
<td>(At least 15 credits of the following courses must be at the 400 level.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select 4 credits from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200</td>
<td>Elementary Statistics in Psychology (Statistics)</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 200</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credits from two different developmental categories of the following (3 credits each category):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 212</td>
<td>Introduction to Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 410</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 412</td>
<td>Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credits from two individual difference categories of the following (3 credits each category):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 221</td>
<td>Introduction to Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 42</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 238</td>
<td>Introduction to Personality Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 43</td>
<td>Personality Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PSYC 243</td>
<td>Introduction to Well-being and Positive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 47</td>
<td>Psychology of Adjustment and Social Relationships</td>
<td>3</td>
</tr>
</tbody>
</table>

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<tr>
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</thead>
<tbody>
<tr>
<td>PSYC 270</td>
<td>Psychology of the Differently-Abled</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 47</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
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</thead>
<tbody>
<tr>
<td>PSYC 260</td>
<td>Neurological Bases of Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 46</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
</tbody>
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<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSYC 256</td>
<td>Introduction to Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 45</td>
<td>Learning and Memory</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 45</td>
<td>Advanced Cognitive Psychology</td>
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<tbody>
<tr>
<td>PSYC 261</td>
<td>Introduction to Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 46</td>
<td>Advanced Conditioning and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credits from applications in psychology of the following:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PSYC 395</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 49</td>
<td>Research Projects</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 12 credits of any PSYCH courses not used above, with the exception that only one course selected from any Category 1 through 5 will count for the major.

Supporting Courses and Related Areas
Select 6 credits of the following:

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 416</td>
<td>Development Throughout Adulthood</td>
<td>3</td>
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Select 6 credits from two different clinical categories of the following (3 credits each category):

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Select 3 credits from applications in psychology of the following:

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</thead>
<tbody>
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<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 49</td>
<td>Research Projects</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 12 credits of any PSYCH courses not used above, with the exception that only one course selected from any Category 1 through 5 will count for the major.
1. Demonstrate knowledge of major psychological concepts, theories, and empirical findings.
2. Demonstrate the ability to apply psychological concepts and theories to research and real life situations.

Research Skills:
1. Understand basic research methods in psychology, including research design, data analysis, and interpretation.
   a. Differentiate among the research methods used in psychology and apply the designs in evaluation or development of a research study.
   b. Demonstrate the ability to analyze and interpret quantitative psychological data using statistics, graphs, and data tables.

Thinking Skills:
1. Respect and utilize critical and creative thinking skills.
   a. Use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes
   b. Demonstrate critical thinking in the analysis and evaluation of information to distinguish scientific from nonscientific claims related to psychology OR 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. Demonstrate the ability to communicate effectively in a research project, or capstone clinical or research experience.
   a. Communicate effectively (in writing and/or orally) the results of a project or internship.
   b. Demonstrate the ability to effectively extract central points and summarize psychological research literature and to write in the format of psychological research.

Diversity and Ethical Considerations:
1. Be able to tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
   a. Show evidence of knowledge and appreciation for cultural diversity and relativity in human experience and for the complexity of human behavior and interactions.
   b. Demonstrate knowledge, and the application of, basic principles of scientific and professional ethics.
   c. 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. Knowledge of different career areas that are appropriate for psychology majors.
   a. Demonstrate knowledge of professional options and required training for careers in the major subfields of psychology.
   b. 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)

Suggested Academic Plan
The suggested academic plan(s) listed on this page are the plan(s) that are in effect during the 2019-20 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).

Harrisburg 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>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 15 or 30†</td>
<td>3</td>
<td>CAS 100‡</td>
<td>3</td>
<td>13.5</td>
</tr>
<tr>
<td>Quantification (GQ)</td>
<td>3</td>
<td>Quantification (GQ)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education Course</td>
<td>3</td>
<td>General Education Course</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>PSYCH 100‡</td>
<td>3</td>
<td>General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education Course (GHW)</td>
<td>1.5 BIOL 141 or BISC 4†</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Course</td>
<td>3</td>
<td>ENGL 202A‡</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education Course</td>
<td>3</td>
<td>General Education Course</td>
<td>3</td>
<td></td>
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<tr>
<td>General Education Course</td>
<td>3</td>
<td>General Education Course</td>
<td>3</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 212, 410, 412, or 416*</td>
<td>3</td>
<td>PSYCH 221, 420; PSYCH 238 or PSYCH 438; PSYCH 243, PSYCH 471, or PSYCH 441‡</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>PSYCH 270 or PSYCH 470; PSYCH 443, PSYCH 476, PSYCH 370, or PSYCH 473‡</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYCH 260 or PSYCH 462; PSYCH 261 or PSYCH 461; PSYCH 256, PSYCH 452 or PSYCH 456*</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select from supporting list #1 (See Program Notes)</td>
<td>3</td>
<td>PSYCH 260 or PSYCH 462; PSYCH 261 or PSYCH 461; PSYCH 256, PSYCH 452, or PSYCH 456*</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Select from supporting list #2 (See Program Notes)</td>
<td>3</td>
<td>Select from supporting list #2 (See Program Notes)</td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 395 or 494*</td>
<td>3</td>
<td>Select any PSYCH courses not used above*</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Select any PSYCH courses not used above*</td>
<td>6</td>
<td>Select from supporting list #1 (See Program Notes)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select from supporting list #2 (See Program Notes)</td>
<td>3</td>
<td>Select from supporting list #2 (See Program Notes)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
</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 University Writing Across the Curriculum 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.

Advising Notes
- GWS, GQ, GA, GH, GS, GN and GHW are codes used to identify General Education requirements.
- US, IL, and US;IL are codes used to designate courses that satisfy University United States/International Cultures requirements. All students are required to take one IL and one US course before graduation. A course designated as US;IL may be used as a US or an IL, not both.
- W suffix signifies the course satisfies the University Writing Across the Curriculum requirement.

Program Notes
- Students must complete a 3-credit course in “United States Cultures (US)” and a 3-credit course in “International Cultures (IL).”
- At least 15 credits from supporting list courses must be at the 400 level.

Supporting Course List #1 (select 6 credits)
- AAA S, AM ST, ARAB, ART, ART H, BRASS, C ART, C HIS, CAMS, CAS, CHNS, CMLIT, COMM, COMMS, DANCE, ENGL, FR, GER, GREEK, HEBR, HIST, HUM, I HUM, INART, IT, J ST, JAPNS, KOR, LATIN, LING, LIT, MEDVL, MUSIC, PHIL, PORT, RL ST, RUS, SP ST, SPAN, STS, THEA, THTRE
- WMNST 101 - African American Women (GH;US) (3)
- WMNST 102 - Women of Color: Cross-Cultural Perspectives (GH;IL) (3)
- WMNST 104 - Women and the American Experience (GH;US) (3)
- WMNST 117 - Women in Modern History (GH;US;IL) (3)
- WMNST 137 - Women and Religion (GH;US;IL) (3)
- WMNST 194 - Women Writers (GH;US;IL) (3)
- WMNST 205 - Women, Minorities, and Media (US) (3)
- WMNST 270 - Race and Gender in Literature Translated from French (3)
- WMNST 407W - Women and Theatre (US) (3)
- WMNST 438 - Feminist Philosophy (3)
- WMNST 455 - Gender Roles in Communication (US) (3)
- WMNST 462 - Reading Black, Reading Feminist (US) (3)
- WMNST 466 - Lesbian and Gay History (US;IL) (3)
- WMNST 490 - Women Writers and Their Worlds (US;IL) (3)
- WMNST 430 - Women in Politics in the U.S. (US) (3)
- WMNST 489 - British Women Writers (3)
- WMNST 491 - American Women Writers (3)

Supporting Course List #2 (select 12 credits)
- ADM J, AAA S, AFRAS, ANTH, BE SC (except BE SC 302), CRIMJ, ECON, HCM, HD FS, PLSC, PUBPL, R SOC, SCLSC, SO SC, SOC
- WMNST 1 - (GS;US) (3)
- WMNST 103 - Racial and Sexism (US) (3)
- WMNST 110 - Sociology of Gender (GS;US) (3)
- WMNST 116 - Family and Sex Roles in Modern History (GS;US;IL) (3)
- WMNST 136 - Race, Gender, and Employment (US) (3)
- WMNST 202N - Gender Dynamics in Africa (GS;IL) (3)
- WMNST 250 - Sexual Identity over the Life Span (US) (3)
- WMNST 423 - Sexual and Domestic Violence (US) (3)
- WMNST 424 - Women and Sport (US) (3)
- WMNST 428 - Gender and Politics (US;IL) (3)
- WMNST 452 - Women's Health Issues (US) (3)
- WMNST 453 - Women and the Criminal Justice System (US) (3)
- WMNST 456 - Gender, Occupations, and Professions (3)
- WMNST 471 - The Psychology of Gender (US) (3)
- WMNST 476 - Anthropology of Gender (3)
- WMNST 464 - Feminine and Masculine (US) (3)

Career Paths
According to projections by the U.S. Bureau of Labor Statistics, most bachelor’s-level Psychology graduates will move toward positions in human services, where an increase of 18 percent in job growth is expected in some areas. Other employment fields for psychology graduates, including entry-level management, human resources, and sales, anticipate growth between 14 and 16 percent.

Careers
The psychology program prepares students for careers in local, state, and federal government and for entry-level psychological services positions in human service, applied behavior, human resources, and related fields.

Opportunities for Graduate Studies
The Psychology program also provides a strong background for graduate education, including Penn State’s Master of Arts programs in Applied Behavior Analysis or Applied Clinical Psychology.

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