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 Major 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>

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

6 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 6 credits of General Education courses: 3 credits of GWS courses; 3 credits of GN courses.

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 undergraduate 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). For more information, check the Suggested Academic Plan for your intended program.

<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>PSYCH 301</td>
<td>Basic Research Methods in Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional Courses

<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>
</tbody>
</table>

(At least 15 credits of the following courses must be at the 400 level.)

<table>
<thead>
<tr>
<th>Category 1 (Statistics)</th>
<th>PSYCH 200 Elementary Statistics in Psychology (Statistics)</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>or STAT 200 Elementary Statistics</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category 2a (Lifespan)</th>
<th>PSYCH 212 Introduction to Developmental Psychology</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYCH 211 Developmental Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Supporting Courses and Related Areas

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 416</td>
<td>Development Throughout Adulthood</td>
<td>6</td>
</tr>
</tbody>
</table>

Category 2c (Child)

<table>
<thead>
<tr>
<th>PSYCH 410</th>
<th>Child Development</th>
<th></th>
</tr>
</thead>
</table>

Category 2d (Adolescence)

<table>
<thead>
<tr>
<th>PSYCH 412</th>
<th>Adolescence</th>
<th></th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Category 3a (Social Psychology)</th>
<th>PSYCH 221 Introduction to Social Psychology or PSYCH 42 Advanced Social Psychology</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 3b (Personality Psychology)</td>
<td>PSYCH 238 Introduction to Personality Psychology or PSYCH 43 Personality Theory</td>
<td></td>
</tr>
<tr>
<td>Category 3c (Personal Adjustment)</td>
<td>PSYCH 243 Introduction to Well-being and Positive Psychology or PSYCH 47 Psychology of Adjustment and Social Relationships</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category 4a (Physical Disabilities)</th>
<th>PSYCH 370 Psychology of the Differently-Abled</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 4b (Childhood Disorders)</td>
<td>PSYCH 476 Child Psychopathology</td>
<td></td>
</tr>
<tr>
<td>Category 4c (Abnormal Psychology)</td>
<td>PSYCH 270 Introduction to Abnormal Psychology or PSYCH 47 Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>Category 4d (Behavior Modification)</td>
<td>PSYCH 473 Behavior Modification</td>
<td></td>
</tr>
<tr>
<td>Category 4e (Developmental Disabilities)</td>
<td>PSYCH 443 Treatment and Education in Developmental Disabilities</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category 5a (Physiological Psychology)</th>
<th>PSYCH 260 Neurological Bases of Human Behavior or PSYCH 46 Physiological Psychology</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 5b (Cognitive Psychology)</td>
<td>PSYCH 256 Introduction to Cognitive Psychology or PSYCH 45 Learning and Memory or PSYCH 45 Advanced Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>Category 5c (Learning Theory)</td>
<td>PSYCH 261 Introduction to Psychology of Learning or PSYCH 46 Advanced Conditioning and Learning</td>
<td></td>
</tr>
</tbody>
</table>

Select 3 credits from applications in psychology of the following:

<table>
<thead>
<tr>
<th>Category 6 (Applied Experience)</th>
<th>PSYCH 395 Internship or PSYCH 49 Research Projects</th>
<th>3</th>
</tr>
</thead>
</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.
The Psychology of Gender
- Feminine/Masculine
- Gender, Occupations, and Professions
- Women and the Criminal Justice System
- Women’s Health Issues
- Gender and Politics
- Sexual Identity over the Life Span
- Sexual and Domestic Violence
- Women and Sport
- Gender Geographies
- Gender and Politics
- Women’s Health Issues
- Women and the Criminal Justice System
- Gender, Occupations, and Professions
- Feminine/Masculine
- The Psychology of Gender
- Anthropology of Gender

The Integrated Undergraduate Graduate (IUG) program is available for strong undergraduate students who wish to pursue a bachelor’s and master’s degree in five years. Psychology undergraduates may apply for admission to the IUG program in Applied Research Psychology by no later than February 15th the spring of their junior year after completing a minimum of 45 credits, if they meet the following admission requirements:

1. Grade point average of 3.50 or above cumulative.
2. Completion of undergraduate statistics and an undergraduate research course with an A- or above in both.
3. Completing 18 credits or more in psychology with a psychology GPA of 3.67 or above.
4. Typical successful candidates will obtain GRE scores of 146 or above on both the verbal and quantitative sections, with an analytical score of 3.5 or above.
5. Complete interviews with graduate faculty member.
6. Provide three professional letters of recommendation with at least two from academic references.

Integrated B.S./M.A. in Applied Psychological Research

The Applied Research Psychology Program offers an integrated B.S./M.A. (IUG) program designed to allow academically superior psychology undergraduates to obtain both the bachelor’s and M.A. degree within five years of study. The first three years of undergraduate coursework are the same as other psychology undergraduates, but the interested students apply for the IUG program in the spring of their junior year.

If admitted to the IUG, the fourth year of study includes the graduate courses PSYC 500, Research Methods (PSYC 520) in the fall and PSYC 521 in the spring. The IUG students then complete the remaining master’s degree requirements in the fifth year, including the master’s paper (PSYC 530). The integrated B.S./M.A. degree in Psychology meets the needs of the most academically talented students in the Psychology undergraduate major. A large proportion of the most academically talented students apply or wish to apply to graduate schools during their final year of undergraduate studies or soon after graduation. These students can benefit from the integrated degree because it provides a more challenging curriculum that allows them to accelerate their program of study to possibly receive an undergraduate and graduate degree within 5 years of study. Additionally, the integrated program can provide these students with a more cohesive program of study with opportunities to engage in more comprehensive research and clinical experience leading to both the Bachelor and Master’s degree.

For the IUG in Applied Psychological Research, a minimum of 122 credits are required for the bachelor’s degree and 35 credits for the M.A. degree. The graduate credits for PSYC 500, PSYC 521 and PSYC 520 (11 total credits) can apply to both the M.A. degree and as psychology electives for the bachelor’s degree.

The objectives of the Integrated Undergraduate Graduate Program in Applied Research Psychology include:

1. To offer highly qualified students the opportunity to earn two degrees in five years. In particular, IUG students may count up to 12 credits towards both their B.S. and M.A. degree requirements.
2. To permit coherent planning of studies through the graduate degree, with advising informed by not only the requirements of the baccalaureate program, but also the longer-range goals of the graduate degree.
3. To introduce undergraduate students to the rigor of both graduate study and graduate faculty.
4. To make the resources of the Graduate School available to IUG students.
5. To allow students with IUG status to benefit from their association with graduate students whose level of work and whose intensity of interest and commitment parallel their own.
6. To allow students to coordinate as well as concurrently pursue the two degree programs, which enables them to achieve greater depth and comprehension than if the degrees are pursued sequentially.

Admission Requirements

To initiate the application process, students must submit an Integrated Undergraduate-Graduate (IUG) Degree in Applied Research Psychology Application Form, a transcript, and three letters of recommendation, with at least two from faculty members. A graduate faculty adviser will help undergraduate candidates determine a sequence of courses that will prepare them for acceptance into the Integrated Undergraduate-Graduate (IUG) degree program.

Psychology undergraduates may apply for admission by no later than February 15th the spring of their junior year after completing a minimum of 45 credits, if they meet the following admission requirements:

1. Grade point average of 3.50 or above cumulative.
2. Completion of undergraduate statistics and an undergraduate research course with an A- (3.67) or above in both.
3. Completing 18 credits or more in psychology with a psychology GPA of 3.67 or above.
4. GRE scores are required for the IUG program. Typical successful candidates will obtain GRE scores of 146 or above on both the verbal and quantitative sections, with an analytical score of 3.5 or above.
5. Complete interviews with graduate faculty members.
6. Provide three professional letters of recommendation with at least two from academic references.

These admission standards are high, as it thought the program will only be appropriate for students with high levels of academic skills. The program area does have discretion in admitting psychology majors into the integrated program, and extenuating circumstances can always be considered in terms of possible admission. Individuals who are unable to be admitted in to the integrated program of study can apply for regular admission when they complete their program of study. These materials must be completed by the spring of the junior year to allow admission into the IUG program the following fall.

Sample Sequence of Graduate Coursework in Addition to Undergraduate Courses

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits Spring</th>
<th>Credits Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 520 1</td>
<td>3</td>
<td>4 PSYC 521 1</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 500 1</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credits Spring</th>
<th>Credits Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 501</td>
<td>3 PSYC 524</td>
<td>3 Research or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>PSYC 594</td>
<td>3 PSYC 502</td>
<td>3 PSYC 530</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Master’s Paper)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3 PSYC 530</td>
<td></td>
<td>4-6</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>36-38</td>
<td></td>
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</tr>
</tbody>
</table>

1. Applied to both undergraduate and graduate degree for a total of 11 credits.

If for any reason a student admitted to the B.S./M.A. program is unable to complete the requirement for the Master of Arts degree program in Applied Psychological Research, the student will be permitted to receive the Bachelor’s degree assuming all degree requirements have been satisfactorily completed.

As stated in the Graduate Bulletin, a minimum grade-point average of 3.00 for work done at the University is required for graduation and to maintain good academic standing. See http://gradschool.psu.edu/graduate-education-policies/.

Program Learning Objectives

Content Knowledge:

1. Demonstrates familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Understand and apply psychological principles to personal, social, and organizational issues.
   a. Demonstrate knowledge of major psychological concepts, theories, and empirical findings.
   b. 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 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)

Harrisburg

Cobi Michael, Ph.D.
Program Coordinator
Olmsted Building, W311
Middletown, PA 17057
717-948-6036
cmk292@psu.edu

Suggested Academic Plan

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>Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Fall</td>
<td>3</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL 15 or 30†</td>
<td></td>
<td>CAS 100†</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantification (GQ)</td>
<td>3</td>
<td>Quantification (GQ)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Education Course</td>
<td>3</td>
<td>General Education Course</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Education Course</td>
<td>1.5</td>
<td>BIOL 141 or BISC 4†</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYCH 200 or STAT 200 (PSYCH 200 recommended)*</td>
<td>4</td>
<td>PSYCH 301W*</td>
<td></td>
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<table>
<thead>
<tr>
<th>Third Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYCH 212, 410, 412, or 416*</td>
<td>3</td>
<td>General Education Course (GHW)</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>PSYCH 270 or PSYCH 470; PSYCH 443, PSYCH 476, PSYCH 370, or PSYCH 473*</td>
<td>3</td>
<td>PSYCH 221 or PSYCH 420; PSYCH 238 or PSYCH 438; PSYCH 471 or PSYCH 441*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYCH 260 or PSYCH 462; PSYCH 261 or PSYCH 461; PSYCH 256, PSYCH 452 or PSYCH 456*</td>
<td>3</td>
<td>PSYCH 270 or PSYCH 470; PSYCH 443, PSYCH 476, PSYCH 370 or PSYCH 473*</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYCH 395 or 494*</td>
<td>3</td>
<td>Select any PSYCH courses not used above*</td>
<td>6</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</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 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. GS, and 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 H, BRASS, C ART, C HIS, CAMS, CAS, CHNS, CMLIT, COMM, COMM S, 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, THRE
- WMNST 3 - (GH;US;IL) (3)
- WMNST 101 - African American Women (GH;US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/101)
- WMNST 102 - Women of Color: Cross-Cultural Perspectives (GH;IL) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/102)
- WMNST 104 - Women and the American Experience (GH;US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/104)
- WMNST 117 - Women in Modern History (GH;US;IL) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/117)
- WMNST 130 - (IL) (3)
- WMNST 137 - Women and Religion (GH;US;IL) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/137)
- WMNST 194 - Women Writers (GH;US;IL) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/194)
- WMNST 205 - Women, Minorities, and Media (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/205)
- WMNST 270 - Race and Gender in Literature Translated from French (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/270)
- WMNST 407 - Women and Theatre (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/407)
- WMNST 410 - (3)
- WMNST 419 - (US;IL) (3)
- WMNST 421 - The History of European Women (IL) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/421)
- WMNST 438 - Feminist Philosophy (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/438)
- WMNST 455 - Gender Roles in Communication (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/455)
- WMNST 457 - The History of Women in Science (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/457)
- WMNST 462 - Reading Black, Reading Feminist (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/462)
- WMNST 466 - Lesbian and Gay History (US;IL) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/466)
- WMNST 490 - Women Writers and Their Worlds (US;IL) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/490)
- WMNST 493 - Women in Politics in the U.S. (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/493)
- WMNST 498 - British Women Writers (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/498)
- WMNST 491 - American Women Writers (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/491)

**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 - Racism and Sexism (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/103)
- WMNST 110 - Sociology of Gender (GS) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/110)
- WMNST 116 - Family and Sex Roles in Modern History (GS;US;IL) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/116)
- WMNST 136 - Race, Gender, and Employment (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/136)
- WMNST 202 - Gender Dynamics in Africa (GS;IL) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/202)
- WMNST 250 - Sexual Identity over the Life Span (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/250)
- WMNST 415W - (US;IL) (3)
- WMNST 423 - Sexual and Domestic Violence (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/423)
- WMNST 424 - Women and Sport (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/424)
- WMNST 428 - Gender and Politics (US;IL) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/428)
- WMNST 452 - Women's Health Issues (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/452)
- WMNST 453 - Women and the Criminal Justice System (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/453)
- WMNST 456 - Gender, Occupations, and Professions (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/456)
- WMNST 471 - The Psychology of Gender (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/471)
- WMNST 476W - (3)
- WMNST 432 - Women in Politics in the U.S. (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/432)
• WMNST 464 - Feminine and Masculine (US) (3) (http://bulletins.psu.edu/undergrad/courses/W/WMNST/464)

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.

Contact
Harrisburg
SCHOOL OF BEHAVIORAL SCIENCES AND EDUCATION
Olmsted Building, W311
Middletown, PA 17057
717-948-6034
rka12@psu.edu