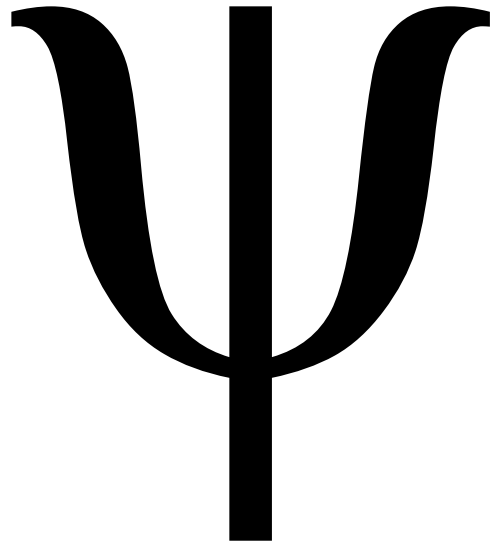


# Undergraduate Psychology Program Student Handbook



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## OVERVIEW

Welcome to Penn State Capital College and to the bachelor's program in psychology. This handbook has been designed to introduce you to our program and to guide you on your way to graduation and your future career. The Psychology faculty and staff wish you every success and will do everything possible to make your educational experience at Capital College a meaningful one.

Capital College's academic units are organized into five Schools. The Psychology program is housed in the School of Behavioral Sciences and Education, along with several other academic programs. The coordinator of the Psychology program is Dr. Richard Fiene. Dr. Fiene makes decisions and resolves problems at the program level. Dr. William Milheim is the School Director. Dr. Milheim is responsible for the overall operation and administration of the entire School of Behavioral Sciences and Education. All School Directors and all units of the College are responsible to the central administration, which is headed by the Chancellor, Dr. Madlyn Hanes.

The offices for the psychology faculty and staff are located in room W311 of the Olmsted Building. In addition to our bachelor's degree, the Psychology program also offers several master's degrees. If you decide to pursue a graduate education, we hope that you will consider continuing your studies with us. Strategies for planning for graduate school are discussed later in this handbook.

## ACADEMIC PROGRAM

### 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. For a B. S. degree in Psychology, a minimum of 122 credits is required.

In addition to both day and evening programs here at Penn State Harrisburg, we have extended the B.S. in Psychology to Penn State Schuylkill. For information about the degree at Penn State Schuylkill, contact Dr. Helen Hendy at telephone at 570/385-6069 or by email at HL4@PSU.EDU.

### **Course Requirements**

The following list of required courses follows the general format of the Penn State Degree Audit Report. These are the same requirements as those found in the *Undergraduate Degree Programs Bulletin* and the *Guide to Undergraduate Studies*, and on the Penn State and the Penn State Harrisburg web pages. Any prerequisites for these courses are included in the Psychology Course Descriptions section of this handbook.

The easiest way for you to review your progress towards your degree is to refer to your Degree Audit Report, as these automatically assign each course that you take to the appropriate category. Updated copies of this report can be obtained at [www.eLion.psu.edu/](http://www.eLion.psu.edu/).

### **GENERAL EDUCATION: 45 credits**

All Psychology majors are required to fulfill 45 credits of General Education requirements. These requirements are described in *General Education in the Curriculum* and at [www.psu.edu/bulletins/bluebook/gened](http://www.psu.edu/bulletins/bluebook/gened) and are summarized in the *Undergraduate Degree Programs Bulletin*. Both of these books are available for review in the Psychology office. For students admitted prior to Summer 2005 the General Education requirements stipulate that you must complete three credits of Intercultural

and International Competence (GI) or its experiential equivalent and three credits of Writing Across the Curriculum (W). For students admitted in or after Summer 2005 the General Education requirements stipulate that you must complete three credits in “United States Cultures (US) and three credits in “International Cultures (IL) and three credits of Writing Across the Curriculum (W). The 45 required General Education credits break down as follows:

- 1) Take ENGL 015 Rhetoric and Composition or ENGL 030 Honors Freshman Composition (3 credits)
- 2) Take ENGL 202A Effective Writing: Writing in the Social Sciences (3 credits) [1]
- 3) Take CAS 100 Effective Speech (3 credits)
- 4) Take 3 credits in mathematics, applied mathematics, or statistics (GQ)
- 5) Take 3 credits in quantification (GQ)
- 6) Take BI SC 004 Human Body: Form and Function or BIOL 141 Physiology (GN)(3 credits) [1]
- 7) Take 6 credits in natural sciences (GN)
- 8) Take 6 credits in arts (GA)
- 9) Take 6 credits in humanities (GH)
- 10) Take 6 credits in social and behavioral sciences (GS)
- 11) Take 3 credits in health and physical activity (GHA)

**MAJOR REQUIREMENTS - PRESCRIBED/ADDITIONAL COURSES: 50 credits [1]**

- 1) Take PSYCH 100 Introductory Psychology (3 credits)
- 2) Take PSYCH 200 Elementary Statistics in Psychology **OR** STAT 200 Elementary Statistics (4 credits)
- 3) Take PSYCH 301W Basic Research Methods in Psychology (4 credits)

**AT LEAST 15 CREDITS OF 400-LEVEL COURSES ARE REQUIRED IN THE FOLLOWING REQUIREMENTS**

- 4) Take 6 credits from 2 different developmental categories (3 credits each):
 

Lifespan	PSYCH 212 GS
Adult	PSYCH 416
Child	PSYCH 410
Adolescence	PSYCH 412
- 5) Take 6 credits from 2 different individual difference categories (3 credits each):
 

Social Psychology	PSYCH 221 GS or PSYCH 420
Personality Psychology	PSYCH 238 GS or PSYCH 438
Personal Adjustment	PSYCH 243 GS or PSYCH 471
Health Psychology	PSYCH 441

- 6) Take 6 credits from two different clinical categories (3 credits each):
 

Physical Disabilities	PSYCH 370 US
Behavioral Disorders	PSYCH 476
Abnormal Psychology	PSYCH 270 or PSYCH 470
Behavior Modification	PSYCH 473
Develop. Disabilities	PSYCH 443
  
- 7) Take 6 credits from 2 different experimental categories (3 credits each):
 

Physiological Psychology	PSYCH 260 or PSYCH 462
Cognitive Psychology	PSYCH 256, PSYCH 452 or PSYCH 456
Learning Theory	PSYCH 261 or PSYCH 461
  
- 8) Take 3 credits from applications in psychology:
 

Applied Experience	PSYCH 395 or PSYCH 494
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- 9) Take 12 additional credits of any PSYCH courses not used above, with the exception that only one course selected from number 4, 5, 6, or 7 above will count for the major.

**MAJOR REQUIREMENTS - SUPPORTING COURSES: 27 credits**

- 1) Take 6 credits of arts and humanities courses: AAA S, AM ST, ARAB, ART, ART H, BRASS, C ART, C HIS, C MUS, CAMS, CAS, CHNS, CMLIT, COMM, COMMS, COMMU, DANCE, ELISH, ENGL, ENLSH, FR, GER, GREEK, HCOMM, HEBR, HIST, HSTRY, HUM, I HUM, INART, IT, J ST, JAPNS, KOR, LATIN, LING, LIT, MEDVL, MUSIC, PHIL, PHLOS, PORT, RL ST, RUS, SP ST, SPAN, SPCOM, STS, THEA, THTRE, WMNST 101(3) GH;US, WMNST 102(3) GH;IL, WMNST 104(3) GH; US, WMNST 117(3) GH;IL, WMNST 130(3) IL, WMNST 137(3)GH;US;IL, WMNST 194(3) GH;US;IL, WMNST 205(3) US, WMNST 270(3), WMNST 407(3) US, WMNST 410(3), WMNST 419(3) US;IL, WMNST 421(3) IL, WMNST 438(3), WMNST 455(3) US, WMNST 457(3) US;IL, WMNST 462(3) US, WMNST 466(3) US;IL, WMNST 490(3) US;IL, WMNST 430(3) US, WMNST 489(3), WMNST 491(3)
  
- 2) Take 12 credits of social science and public affairs courses: ADM J, AAA S, AFRAS, ANTH, BE SC (except BESC 302), CRIMJ, ECON, HCM, HD FS, PL SC, PUBPL, R SOC, SCLSC, SO SC, SOC, SOCIO, WMNST 001(3) GS;US;IL, WMNST 103(3) US, WMNST 110(3)GS; US, WMNST 116(3)GS:US;IL, WMNST 136(3) US, WMNST 202(3) GS;IL, WMNST 250(3) US, WMNST 415Y(3) US;IL, WMNST 423(3) US, WMNST 424(3) US, WMNST 428(3) US;IL, WMNST 452(3), WMNST 453(3) US, WMNST 456(3), WMNST 471(3) US, WMNST 476W(3), WMNST 432(3) US, WMNST 464(3) US.
  
- 3) Take 9 credits of general electives (any discipline, any level)

[1] A student enrolled in this major must receive a grade of C or better, as specified in Senate Policy 82-44.

## RECOMMENDED PLAN OF STUDY

A recommended plan of study follows. Although we realize that you may not be able to follow this schedule exactly, it serves as a guideline for how you can sequence your classes to efficiently progress through the required course work.

### RECOMMENDED PLAN OF STUDY

<b>Semester I</b>		<b>Semester II</b>	
ENGL 015, 030 GWS	3	CAS 100 GWS	3
Quantitification GQ	3	Quantitification GQ	3
Humanities GH	3	Arts GA	3
<b>PSYCH 100 GS</b>	3	Social and Behavioral Science GS	3
First-Year Seminar	1	<b>BI SC 004 GN or BIOL 141 GN</b>	3
Health and Physical Activity GHA	1	Health and Physical Activity GHA	1
	14		16
<b>Semester III</b>		<b>Semester IV</b>	
Arts GA	3	<b>ENGL 202A GWS</b>	3
Humanities GH	3	Sciences GN	3
Sciences GN	3	Social and Behavioral Sciences GS	3
<b>PSYCH 200 (recommended) or STAT 200</b>	4	<b>PSY 301W</b>	4
*Select from <b>PSYCH 221 or 420; PSYCH 238 GS or 438; PSYCH 243 GS or 471; or PSYC 441</b>	3	*Select from <b>PSYCH 212 GS; PSYCH 410; PSYCH 412 or 446; PSYCH 416 or 455</b>	3
	16		16
<b>Semester V</b>		<b>Semester VI</b>	
*Select from: <b>PSYH 212 GS, PSYCH 410; PSYCH 412 or 446; PSYCH 416 or 455</b>	3	Select from <b>PSYCH 221 GS or 420; PSYCH 238 GS or 438; PSYCH 243 GS or 471; or PSYCH 441</b>	3
**Select from: <b>PSYCH 270 or 470; PSYCH 443; PSYCH 370 US; PSYCH 473; or PSYCH 476</b>	3	*Select from <b>PSYCH 270 or 470; PSYCH 443; PSYCH 370 US; PSYCH 473; or PSYCH 476</b>	3
*Select from: <b>PSYCH 260 or 462; PSYCH 261 GS, 454 or 461; PSYCH 256 GS, 442, 452, 453 or 456</b>	3	*Select from: <b>PSYCH 260 or 462; PSYCH 261 GS, 454 or 461; PSYCH 256 GS, 442, 452, 453 or 456</b>	3
Select from supporting courses list #1	3	**Select from supporting list #2	3
Select from supporting courses list #2	3	Health and Physical Activity GHA	1
		Elective	2
	15		15
<b>Semester VII</b>		<b>Semester VIII</b>	
*Select from <b>PSYCH 395 or 494</b>	3	**Select any <b>PSYCH courses not used above</b>	6
**Select any <b>PSYCH courses not used above</b>	6	Select any supporting list #1	3
Select from supporting list #2	3	Select from supporting courses list #2	3
Elective	3	Elective	3
	15		15

Courses listed in **bold type** require a grade of C or better.

At least 15 credits of additional courses must be at the 400-level.

\* Select 6 credits from two different categories, (3 credits each) See degree audit for categories and course lists.

\*\* Select 12 credits of any PSYCH courses not used above, with the exception that only one course selected from any category will count for the major

*Students admitted in or after Summer 2005 must complete a 3-credit course in “United States Cultures (US)” and a 3-credit course in “International Cultures (IL).” Students admitted prior to Summer 2005 must complete a 3-credit course designated as either “International Cultures (IL)” or United State Cultures (US).” These course requirements may be met with a course that also fulfills a General Education requirement or major requirement.*

## **AVENUES OF COMMUNICATION**

It is very important that there be two-way communication between you and the Psychology program, and there are several means by which we will keep you informed. Program information is posted on boards that are located in the hallway outside W311. Make it a habit to check these boards regularly. The boards contain advisee lists and information about faculty office hours, class schedules, upcoming events, deadlines, etc. Some of this information will also be written on the white board in W311, along with notifications of last-minute events.

All mass correspondence with Psychology majors will be to your official Penn State email address. Thus, if you have not yet set up a Penn State email account, it is crucial that you do so immediately. We will not send Program information to non-Penn State email addresses, although it is easy to configure your Penn State email so that it automatically forwards messages to any other email address of your choice. It is your responsibility to check your Penn State email on a timely basis and to take appropriate steps in response to the issues that the Psychology program might raise therein. We will also post Program information on the School web page, [www.hbg.psu.edu/bsed/](http://www.hbg.psu.edu/bsed/).

ANGEL is a web-based course management system that is also used for communication. Please check your ANGEL classes and groups regularly.

## **RESOLUTION OF PROBLEMS**

If you have a question or a problem related to Program, College, or University policies and procedures, speak with Dr Fiene. If you have other concerns, talk with either the course instructor (if it is a course-related matter) or with your adviser (if it is a more general issue). If the two of you cannot resolve the problem, the next step is to meet with the Program Coordinator. If the issue is still unresolved after following these steps, you can speak with the School Director, as directed by the Program Coordinator.

## **ACADEMIC AND CAREER PLANNING**

### **The Importance of Planning**

In order to make the most of your time at Capital College, planning is essential. Choosing courses merely because they are offered at convenient times, putting off a course that you do not want to take, not balancing "heavy" courses, and neglecting

prerequisites all indicate a lack of long-term planning that can cause problems for you down the road and that could even lead to a delay in your graduation.

It is a good idea to track your progress through the Program by periodically obtaining an updated copy of your Degree Audit Report from [www.eLion.psu.edu/](http://www.eLion.psu.edu/). It also pays to periodically compare your informal records with your official file to make sure that everything is in order. This can be obtained from the staff assistant or through your advisor. By planning ahead and carefully monitoring what requirements you have and have not completed, you can avoid unnecessary problems.

### **Your Advisor**

One way to ensure proper planning is to meet regularly with the Psychology advisor who you were assigned to when you entered the Program. Get to know this person! He or she will be able to either answer your questions or to help you find someone who can. Make sure that you allow sufficient time to discuss whatever concerns you might have. When things are not rushed, it is easier to sort out goals and design an appropriate program.

Faculty are not under contract between May 15 and August 15 and, thus, are not typically available for advising during the summer. They do, however, have set office hours for the fall and spring semesters. Because faculty have other responsibilities, do not expect your advisor to be available to meet with you if you just “stop by” outside of his or her posted office hours. If these times are not good for you, make an appointment for a mutually convenient time when you can get together. It is also a good idea to make an appointment if you want a guaranteed block of time in which to talk.

If you wish to change your adviser, simply ask the person who you would like to have as your new adviser if he or she is agreeable to working with you and, if so, complete a Change of Adviser form. All Psychology advisors must be full-time members of the Psychology faculty.

### **Scheduling of Classes**

It is highly recommended that you meet with your advisor each semester before you register for classes. Although it is ultimately your responsibility to make sure that you fulfill all of your academic requirements, your advisor can help you to develop a workable and balanced schedule. A valuable tool for helping you to efficiently progress

through the required course work is the recommended plan of study presented earlier in this handbook.

Current course information and registration dates can be found on the Penn State Harrisburg web page, [www.hbg.psu.edu/](http://www.hbg.psu.edu/). Early registration decreases the likelihood that a class will be dropped because of low enrollment. Make sure that you register for classes as soon as you possibly can, and by 3 weeks before the end of the previous semester at the latest.

When you go to see your adviser, be prepared. Think about what you want to get out of the meeting. Jot down your questions. Take any material (e.g., draft of your schedule, registration form, Degree Audit Report) that you might need with you, and look them over before the meeting. Scheduling meetings are also a good time to “touch base” with your advisor about other concerns that you might have.

### **Other Faculty**

Faculty members other than your advisor are also available to help you. As you take classes with and otherwise get to know these individuals, you will find that some of them have interests that overlap with yours. Feel free to approach any of the Psychology faculty during their office hours, as they might be able to help you with research, graduate education, or career opportunities, or to refer you to someone in their network who can.

### **Career Opportunities**

Career opportunities for bachelor’s-level Psychology graduates can be found in the numerous areas that require the knowledge of human behavior that is emphasized in Psychology course work. Common placements are in local, state, and federal government, and human service, applied behavior, human resources, and related fields. The following are some of the positions available for undergraduate Psychology graduates: community relations officer, affirmative action officer, recreation worker, probation and parole officer, corrections officer, sales representative, daycare center supervisor, research assistant, social work assistant, case management aide, child abuse worker, community outreach worker, employment assistant specialist.

Give careful thought to your career goals. The Office of Career Services has a

wealth of resources that provide information about almost any career that you might be interested in, and this office can also help you to prepare for your job search. Contact Karl Martz at 717/948-6025 to schedule an individual appointment for career guidance. Your faculty advisor is another valuable source of information about career options.

Capital College's Alumni Mentor Program attempts to match students with alumni who are working in their field of interest. Contact the Alumni Relations Office at 717/948-6715 if you are interested. After you graduate and are working in your chosen field, volunteer to be an alumni mentor yourself.

### **Graduate School**

Graduate study in Psychology is encouraged, and the Psychology program provides the background for graduate education at both the master's and the doctoral level. Students with this goal are encouraged to speak with their adviser as soon as possible to receive guidance toward a course of study--it is never too early to begin planning for graduate school.

If graduate study in psychology might be part of your future plans, we strongly urge you to attend the workshop on getting into graduate school in psychology that is offered every year by the Psychology faculty, as this covers a number of issues that you should find useful as you research and apply to graduate programs. The session is appropriate for students at any level, and includes both a formal presentation and the opportunity to ask questions.

An excellent source of information about graduate programs in psychology is the American Psychological Association's *Graduate Study in Psychology*. Copies of this book are available for review in W311 and in the Office of Career Services. Another useful book by the American Psychological Association, *Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology*, can also be found in the Office of Career Services, as can a number of other graduate school guides.

Another good source of graduate school information is the library. *The Insider's Guide to Graduate Programs in Clinical and Counseling Psychology*, which is available at the Penn State Harrisburg Library, is an excellent reference for students contemplating graduate study in any area of psychology (not just clinical or counseling

psychology). The Psychology Club and Psi Chi might also have some graduate school material.

Information about specific graduate programs can be obtained from the appropriate Internet web sites. If you are interested in the master's programs in psychology offered at Penn State Harrisburg, information is available in W309 or through your advisor or the Psychology Coordinator.

## **ACADEMIC POLICIES, RULES, AND PROCEDURES**

### **University Faculty Senate Policies for Students**

University academic policies, rules, and procedures can be found in *The University Faculty Senate Policies for Students* at [www.psu.edu/ufs/policies/](http://www.psu.edu/ufs/policies/). You should familiarize yourself with this site, as many questions that you might have about academic policies are addressed therein.

### **Academic Integrity**

Familiarize yourself with University policies on academic integrity. At the beginning of each course, the instructor will provide a statement clarifying the application of academic integrity policies to that course. Make sure to ask him or her to clarify any aspects of these policies that you do not understand. Ignorance is not a valid defense against charges of academic dishonesty. A student charged with violation of academic integrity will be dealt with consistent with University policy.

### **Substituting/Waiving Psychology Course Credits**

Courses taken at other regionally-accredited academic institutions can be substituted for required psychology course credits if their content is equivalent to the corresponding courses at Capital College and you received grades of C or better. However, the University requires that all Psychology majors complete 15 credits of 400-level psychology courses. The decision on whether to accept courses from other institutions as substitutes for required psychology course credits is automatically made by the Psychology program as part of the admissions procedure.

Typically, a minimum of 122 credits is required for a B. S. degree in Psychology, as detailed earlier in this handbook. However, the minimum number of credits required for graduation is 121 if either a statistics or a research methods credit is waived, as these four-credit courses can be replaced by appropriate three-credit courses, with the

approval of the Program. The minimum number of credits required for graduation is 120 if both a statistics and a research methods credit are waived.

### **Closed Courses**

If you are closed out of a course that you would like to take, you can either ask the instructor if he or she is willing to sign you up as an overload or you can get on a waiting list for the next time the course is offered.

### **Credit Overload**

The typical credit load for a full-time student is 12 to 19 credits per semester. Students are not permitted to register for more than 19 credits prior to the first day of the semester. After consultation with their academic advisor, students may register for more than 19 credits during the first ten calendar days of the semester. The student in academic difficulty should aim for quality rather than quantity.

### **Graduate Courses**

If you are a senior, have a 3.50 cumulative GPA, and have the consent of the instructor, you may take 500-level graduate courses. Other baccalaureate degree students with a B average or better may be admitted to these courses with the consent of the instructor and the Associate Dean for Graduate Studies, Dr. Marian Walters. Graduate courses taken to fulfill undergraduate degree requirements can not later be applied towards graduate degrees.

## **ACADEMIC OPPORTUNITIES**

### **Honors Program**

For interested students, there is also an Honors Program available. You can contact Dr. Barbara Sims, Program Director at 717-948-6044 or by email at [bas4@psu.edu](mailto:bas4@psu.edu) for more information. The Honors Program office is located in Room C118 Olmsted Building.

### **Applied Experience**

As a supplement to classroom learning, all students are required to obtain applied experience by completing a three-credit internship (PSYCH 395) or by assisting faculty with their research by completing three credits of PSYCH 494. Additional credits of these courses can be applied to “additional credits of psychology” or “general electives” requirements.

**Research opportunities.** All Psychology faculty maintain active research programs and welcome the assistance of talented undergraduate students. Students who plan to attend graduate school are particularly encouraged to get research experience. Even if you are not interested in becoming directly involved in research yourself, we hope that you will volunteer as a research participant if you have the opportunity.

Occasionally, individual faculty members have research grants that allow them to hire research assistants on an hourly basis. More often, student involvement with research comes through enrollment in PSYCH 494, as this course provides students with up to 12 academic credits for assisting faculty with their research. Highly motivated and academically qualified students can also work with a faculty mentor to design and carry out their own research projects.

Read the faculty profiles in this handbook, talk to the faculty, and attend research colloquia to acquaint yourself with the kinds of research opportunities that are available. Once you have an idea of what you might like to do, speak with the faculty member with whom you would like to work about his or her expectations. You must have the permission of this person prior to registering for his or her section of PSYCH 494. Student research responsibilities usually involve some combination of library work, data collection, and data analysis.

PSYCH 494 will sometimes be offered as a formal course. When this is the case, registration is open to all Psychology majors and registration preapproval is not needed.

We encourage students to share their research experiences by presenting their results at appropriate on-campus (e.g., the Annual Poster Session) and off-campus (e.g., undergraduate research conferences at other colleges) forums. Student researchers who make a significant contribution to the research effort are often invited by faculty to co-author professional presentations and publications.

**Internship opportunities.** Internships are encouraged for all Psychology majors. An internship involves working in a setting that provides clinical, behavioral, psychoeducational, or other professional psychological services in exchange for academic credit and training and supervision from the internship agency. Placement settings vary widely, including private and state hospitals, clinical practices, community

organizations, schools, prisons, and businesses. Interested students should refer to the *Undergraduate Psychology Program Internship Manual*.

### **Student Organizations**

Membership in clubs and organizations can be a valuable educational and social experience. Two groups of particular interest to Psychology majors are the Psychology Club and Psi Chi, the National Honor Society in Psychology. The Psychology Club is open to all interested students, whereas Psi Chi has established membership requirements.

The Psychology Club is a student-run organization for individuals who are interested in psychology. Among other activities, the Psychology Club sponsors a trip to the meeting of the Eastern Psychological Association every year. The Psychology Club can be a valuable resource for Psychology majors, but its success depends on you. We strongly recommend that you join and become actively involved.

Students will be invited to join Psi Chi when they meet the academic requirements. The national Psi Chi office sponsors a number of activities and competitive fellowships, as well as an undergraduate research paper competition at the American Psychological Association's annual meeting. Membership in Psi Chi is a lifetime honor, and is transferable to a chapter at any other university if you continue your education after you graduate.

### **Professional Organizations**

The American Psychological Association (APA) and the American Psychological Society (APS) are the world's largest organizations of psychologists. Students majoring in psychology are eligible to become student affiliates of both groups, and you are encouraged to join one or both during your first semester. This is a good step towards becoming a "professional." The advantages of affiliating with these organizations are detailed in their membership material, which is available through the Psychology office. A number of Psychology faculty belong to these organizations and can endorse your applications if you decide to join.

There are also numerous specialized professional organizations (e.g., divisions of APA) that offer student membership. One or more of these might be in your field of

interest and, by providing you with publications and networking opportunities in your chosen area, membership in these groups can be very rewarding. Speak to a faculty member who works in a relevant field for information about which of these organizations you might want to affiliate with.

### **Program Functions**

The Psychology program sponsors several out-of-class programs that we hope you will attend. Capital College faculty as well as invited researchers from other institutions present their research at a monthly colloquium series. These presentations provide a good opportunity to see how research problems are conceptualized and studied. Students have the opportunity to share their work with the College community at the Annual Poster Session, which follows a format similar to that followed at professional conferences. The Psychology program also sponsors an annual presentation on getting into graduate school in psychology.

### **GENERAL UNIVERSITY POLICIES AND RULES**

University policies and rules that do not relate to academics per se can be found in the Student Guide to General University Policies and Rules at [www.sa.psu.edu/ja/PoliciesRules.pdf](http://www.sa.psu.edu/ja/PoliciesRules.pdf). You should familiarize yourself with this site, as many questions that you might have about nonacademic policies are addressed therein. Included on this web page are policies for free expression, intolerance, sexual harassment, and nondiscrimination, all of which the University, Capital College, and the Psychology Program take very seriously.

### **COLLEGE RESOURCES AND SERVICES**

Capital College offers a number of academic and nonacademic resources and services. A detailed description of these can be found in your campus' *Student Handbook*, in the *Guide to Undergraduate Studies*, and on your campus' web page, [www.hbg.psu.edu/](http://www.hbg.psu.edu/) or [www.sl.psu.edu/](http://www.sl.psu.edu/).

Although it is not possible to discuss them here at length, we want to make you aware of several resources that might enhance your academic experience in the Psychology Program. The Learning Center at Harrisburg offers tutoring, clinics, and other services tailored to students' needs. There are modern computer labs in the

basement of the Olmsted building, and we encourage you to become a proficient computer user.

We also want to introduce you to the Capital College library. The library houses collections of psychology books and journals. However, you should be aware that these holdings are somewhat limited and that some class assignments might necessitate the use of materials that are not available at your campus' library. Contact our reference librarian, Ms. Bernadette Lear ([bal19@psu.edu](mailto:bal19@psu.edu)) for assistance.

Fortunately, many additional professional references can be accessed through the computerized Library Information Access System (LIAS). The most commonly used database for psychology literature searches is PsycINFO. Both LIAS and PsycINFO are very user-friendly, and a member of the Library staff will be happy to assist you until you feel comfortable using them. Check with your professor about the acceptability of online sources, as some are not appropriate for scholarly work.

Interlibrary Loan is another option for obtaining needed information. However, if you use this service, make sure that you allow ample of time for the requested material to arrive. Students can also avail themselves of the Hershey Medical Center Library. Students taking Physiological Psychology, Health Psychology, and related courses find the Medical Center collection to be especially useful. Although the Hershey Medical Center is part of Penn State, Capital College students cannot check out books directly. Rather, this must be done through Interlibrary Loan.

## ADMINISTRATIVE AND PSYCHOLOGY STAFF

### School Director

**William D. Milheim, Director, School of Behavioral Sciences and Education** (W351, 717/948-6205) is a Professor of Education. He was a postdoctoral fellow in Educational Psychology, received his Ph.D. in Educational Technology, and his M.Ed. in Community Health Education from Kent State University, and his B.A. in Psychology from the College of Wooster. He began his career in higher education as an instructional designer, providing instructional support for technology-based educational projects. He has published journal articles, edited a book and 8 book chapters related to design, development and utilization of instructional technology in addition to numerous presentations at conferences.

### Full-Time Faculty

These individuals serve as advisors and mentors as well as teach classes.

**MICHAEL A. BECKER, Associate Professor of Psychology** (W311, 717/948-6037), is a social psychologist with interests in a number of areas of social behavior. His research has focused on Type A behavior and human sexual behavior. He is currently investigating the nature and function of sexual fantasy, online sexual addiction, and issues involved in interpersonal attraction and romantic relationships. He is the coauthor of a popular introductory statistics textbook, Statistics for the Behavioral Sciences, which is now in its fourth edition.

**THOMAS G. BOWERS, Associate Professor of Psychology** (W311, 717/948-6063) received his Ph.D. in Clinical Psychology, and is a licensed psychologist specializing in neuropsychology. His research interests include factors influencing alcohol consumption, smoking cessation, and behavioral medicine. He has also conducted research on the efficacy of psychotherapy, indicators of brain-behavioral dysfunction, attention and learning disorders.

**GINA BRELSFORD, Assistant Professor of Psychology** (W311, 717/948-6759) is a licensed psychologist with a research focus in parent-child interactions. Her research interests include positive psychology, spirituality and religion within individuals and families.

**BARBARA A. BREMER, Associate Professor of Psychology** (W311, 717/948-6362) is a licensed psychologist specializing in social and health psychology. She received her doctorate from Bryn Mawr College, and is currently an Associate Professor of Psychology. Her primary research interests include issues in health psychology such as medical outcomes assessment, chronic and terminal illnesses, rehabilitation, quality of life, and women's health issues including the impact of family violence. Currently she is examining the impact of chronic disease processes, end of life decision making, the possible role of spirituality in quality of life perceptions, and the effectiveness of treatment programs for domestic violence.

**RICHARD FIENE, Coordinator and Professor in Charge of the Psychology Program, Associate Professor of Psychology** (W311, 717/948-6061) is a professor of Human Development and Family Studies in the College of Health and Human Development. Dr. Fiene, a research psychologist, has spent his professional career conducting research on child care quality. His research at the national and state levels has centered on child care licensing, early childhood program accreditation, quality rating systems, and child care/early childhood development training systems and their impact on child care quality, in particular infant child care. Dr Fiene also was the Director of the Division of Licensing Systems & Research in the Office of Licensing and Regulatory Management, Pennsylvania Department of Public Welfare. Dr. Fiene has been the Research Director and a Special Assistant to the Deputy Secretary in the Pennsylvania Office of Children Youth and Families, Co-chaired the Cross Systems Licensing Project in the Pennsylvania Departments of Public Welfare, Aging, and Health, and was the Research Director for the Child Care/Early Childhood Development Training System.

**RICHARD M. FOXX, Professor of Psychology** (W311, 717/948-6041) is a licensed psychologist and a Clinical Adjunct Professor of Pediatrics in the College of Medicine of Penn State. His research interests include behavioral pediatrics, problem solving and social skills training for normal and disordered populations, behavioral medicine, child and adult clinical problems, and environmental issues such as overpopulation. His overall interest is in the application of learning based principles to

improve the human condition. He received the Penn State Harrisburg Excellence in Research Award in 1997.

**COBI MICHAEL, Instructor** (W309, 717/948-6036) received her M.S. in Counseling Psychology and is currently pursuing a doctoral degree in Clinical Psychology. She will be teaching primarily psychology general education courses.

**SENEL POYRAZLI, Assistant Professor of Counseling Psychology** (W311, 717/948-6040) received her Ph.D. in Counseling Psychology from the University of Houston. She is a tenure-track Assistant Professor of Counseling Psychology. Her clinical background includes working with adolescents, college students, and war veterans and dealing with issues related to relationships, adjustment, depression, and trauma. Her research involves college student adjustment process and cross-cultural counseling. Currently, she is examining the relation between ethnic identity, social support, acculturative stress and psychosocial adjustment among international college students.

**KIMBERLY SCHRECK, Associate Professor of Psychology** (W311, 717/948-6048) is a child psychologist with specialization in mental retardation and developmental disabilities, autism, behavior modification, early intervention, and childhood sleep disorders. Current research focuses on early intensive behavioral intervention for children with autism, sleep disorders for children with developmental disabilities, development of the Behavioral Intervention for Disorders of Sleep (BEDS) scale, and behavioral interventions for childhood behavior problems.

**MARIA A. TURKSON, Assistant Professor of Psychology** (W311, 717/948-6065) received her Ph.D. in Counseling Psychology from the University of Maryland-College Park, and is a licensed psychologist. Her research has focused on therapist self-care, the therapy relationship between client and therapist (in particular the working alliance), and career development using personality variables as predictors. Most recently, she authored a book chapter for therapists on “restructuring cognitions” in the recently published book, *Leaving it at the Office: A Guide to Psychotherapist Self-Care*. Dr. Turkson received an award and grant from the National Career Development Association for her research on career indecision. She has presented her research at

the annual convention of the American Psychological Association. Finally, she is also interested in women's issues as a teaching and research area.

**XU XU, Assistant Professor of Psychology** (W311, 717/948-6035) is a cognitive psychologist. General research interests include the relationship between language and thinking, abstract concept representation, and the processing of figurative language. Current research projects focus on the organization and the embodied basis of mental activity concepts, and individual differences in the representation of abstract domains. Interests also include the application of statistical techniques in psychological research.

## PSYCHOLOGY COURSE DESCRIPTIONS

Some of the following are official University course descriptions and some are expanded descriptions intended to provide a more detailed understanding of the course content. The official course descriptions for all Psychology courses can be found in the *Undergraduate Degree Programs Bulletin* and the *Guide to Undergraduate Studies*.

PSYCH 100 (GS) Introductory Psychology (3 credits). Introduction to general psychology; principles of human behavior and their applications. (OLD DESIGNATION: PSY 002).

PSYCH 200 Elementary Statistics in Psychology (4 credits). Frequency distributions and graphs; measures of central tendency and variability; normal probability curve; elementary sampling and reliability; correlations; simple regression equations. Prerequisites: PSYCH 100; MATH 021. (OLD DESIGNATION: PSY 015)

PSYCH 212 (GS) Introduction to Developmental Psychology (3 credits). Developmental principles; physical growth; linguistic, intellectual, emotional, and social development from infancy to maturity. Prerequisite: PSYCH 100. (OLD DESIGNATION: PSY 213).

PSYCH 221 (GS) Introduction to Social Psychology (3 credits). Research and theory on topics including interpersonal attraction, aggression, helping, attitudes, attribution, cooperation, competition, and groups, from a psychological perspective. Prerequisite: PSYCH 100. (OLD DESIGNATION: PSY 217).

PSYCH 238 (GS) Introduction to Personality Psychology (3 credits). Past and recent conceptualizations of key issues and root ideas of personality psychology. Prerequisite PSYCH 100. (OLD DESIGNATION: PSY 238).

PSYCH 243 (GS) Introduction to Well-Being and Positive Psychology (3 credits). Applying psychological knowledge to develop and maintain effective personal adjustment and well-being and positive social relations. Prerequisite: PSYCH 100. (OLD DESIGNATION: PSY 243).

PSYCH 301W Basic Research Methods in Psychology (4 credits). Introduction to methods of psychological research, with special attention to hypothesis formation and testing, threats to validity, and data presentation. Prerequisites: PSYCH 100; PSYCH 200 or STAT 200 (OLD DESIGNATION: PSY 201W)

PSYCH 302W Critical Thinking and Writing in Psychology (4 credits). Prerequisites: Admission to major and a grade of C or higher in ENGL 202A. (OLD DESIGNATION: PSYC 301W).

PSYCH 370 (US) Psychology of the Differently-Abled (3 credits). This course familiarizes students with the needs and abilities of people with varying physical

challenges through academic and experiential exercises. Prerequisite: PSYCH 100. (OLD DESIGNATION: PSYC 310).

PSYCH 395 Internship (1-18 credits). A placement in an appropriate setting for clinical and/or research experience. In addition to field/project work, there are required seminar sessions and written assignments. Prerequisite: Prior approval of proposed assignment by instructor. (OLD DESIGNATION: PSYC 395).

PSYCH 410 Child Development (3 credits). Reviews development from conception through adolescence. Reviews fundamental psychological, cognitive, behavioral and neuropsychological development up to adolescence. Prerequisite: PSYCH 100, 6 additional credits of PSYCH. (OLD DESIGNATION: PSYCH 405). Cross listed with HDFS 229.

PSYCH 412 Adolescence (3 credits). This course examines adolescence in its cultural context as well as in its position within the life cycle. Theories and research will be surveyed. A special emphasis will be made to help the student develop an understanding of the adolescent's behavior and experience during this often intense, exciting and crucial period. Prerequisite: PSYCH 100. (OLD DESIGNATION: PSY 426, PSYC 406, PSYCH 446).

PSYCH 416 Development throughout Adulthood (3 credits). This course is designed to provide in-depth investigation into the development of adults. The course addresses adult development beginning at the transition from adolescence into young adulthood and continuing through old age and death. Dimensions of analysis include the biological, cognitive/intellectual, personality, interpersonal, and cultural aspects of adulthood and aging. Prerequisite: PSYCH 100, PSYCH 200 or STAT 200, PSYCH 301W, 6 additional credits of HDFS, PSYCH or SOC (OLD DESIGNATION: PSY 445, PSYC 403, PSYCH 445). Cross listed with HD FS 445.

PSYCH 420 Advanced Social Psychology (3 credits). This course examines psychological aspects of human social behavior. Students will be introduced to major themes and research methods in social psychology. Topics to be studied include attitudes, interpersonal attraction, aggression, and group dynamics. Prerequisite: PSYCH 100, 6 additional credits of PSYCH. (OLD DESIGNATION: PSY 417, PSYC 402, PSYCH 427).

PSYCH 438 Personality Theory (3 credits). This course examines a broad spectrum of personality theories and models. Comparative analyses of individual and social implications will be made. Prerequisite: PSYCH 100, 6 additional credits of PSYCH. (OLD DESIGNATION: PSY 438, PSYC 482, PSYCH 480).

PSYCH 439 History and Systems of Psychology (3 credits). This course explores the development of psychological thought, including psychology's history as philosophy. The philosophical underpinnings that vex psychology will be addressed so that, in addition to understanding the historical background of the current "schools" of

psychology, the student will appreciate that the differences between schools are complicated by differences in basic assumptions (e.g., mind/body, determined/free). The course also addresses issues surrounding the psychology of "science."

Prerequisite: PSYCH 100, 6 additional credits of PSYCH. (OLD DESIGNATION: PSY 411, PSYC 412, PSYCH 440).

PSYCH 441 Health Psychology (3 credits). This course is designed to introduce students to the application of psychological principles to health care. The course will familiarize students with the way psychological factors may promote wellness, foster illness, and affect treatment outcome. Prerequisite: PSYCH 100, 6 additional credits of PSYCH. (OLD DESIGNATION: PSY, 487, PSYC 301).

PSYC 443 (DF) Treatment and Education in Developmental Disabilities (3 credits). This course covers etiology, classification, intervention (treatment and education), ethical and legal issues related to individuals with developmental disabilities. Prerequisite: PSYCH 100, 6 additional credits of PSYCH. (OLD DESIGNATION: PSYC 444).

PSYCH 456 Advanced Cognitive Psychology (3 credits). This course is an introduction to the field of experimental psychology, which emphasizes both conscious and unconscious processes involved in information processing, attention, perception, organization, memory, problem solving and decision making. At the end of the semester you should be familiar with major theories in cognitive psychology and the methods scientists use to develop theories, and be able to write a paper using APA style. Prerequisites: PSYCH 100, 6 additional credits of PSYCH. (OLD DESIGNATION: PSY 421, PSYC 425, PSYCH 428).

PSYCH 461 Advanced Conditioning and Learning (3 credits). Principles of learning theory are reviewed in this class, emphasizing the evolutionary significance of learning, as well as respondent and operant conditioning. Principles influencing learning processes will be reviewed, including reinforcement, aversive control, shaping, discriminant operants, higher-order conditioning, and schedules of reinforcement. Psycholinguistic principles, including syntax and semantic properties will be covered in this course. Cognition, memory and problem solving will also be analyzed in the course. Prerequisite: PSYCH 100, 6 additional credits of PSYCH. (OLD DESIGNATION: PSY 404, PSYC 427, PSYCH 454).

PSYCH 462 Physiological Psychology (3 credits). An introduction to the physiological basis of behavior. This course will provide an overview of basic research in neuroscience, including neuroanatomy, neurological and psychological disorders, and the biology of sensation, perception, motivation, learning, memory, pleasure, and pain. Applications of basic research to everyday life will be stressed. Prerequisites: PSYCH 100, PSYCH 260 or 3 credits of BI SC 004.

PSYCH 470 Abnormal Psychology (3 credits). A broad-spectrum analysis of abnormal behaviors, psychopathology, and approaches to the amelioration of such problems.

Prerequisite: PSYCH 100, PSYCH 238, 243 or 270 (OLD DESIGNATION: PSY 412, PSYC 415, PSYCH 486).

PSYCH 473 Behavior Modification (3 credits). This course is designed to teach fundamental and advanced principles of behavior and how they are utilized in solving some of the problems of human existence. The approach of behavior modification is that of the scientific method. Examples of some of the populations and problems studies covered include addictions, classroom management, phobias, learning disabilities, self-control business, pain, mental illness, and marital counseling. With this knowledge, students should be more effective in the jobs as teachers, counselors, speech pathologists, social workers, psychologists, etc. Prerequisite: PSYCH 100, 6 additional credits of PSYCH. (OLD DESIGNATION: PSYC 421).

PSYCH 476 Child Psychopathology (3 credits). This course covers the etiology, symptomatology, incidence, assessment, treatment, and prognosis of the major disorders of childhood and adolescence. Prerequisite: PSYCH 100, PSYCH 212, 238, 243 or 270. (OLD DESIGNATION: PSY 474, PSYC 409).

PSYCH 479 (US) Psychology of Women (3 credits). Explores topics pertaining to women, including sex role stereotypes, gender differences, sex role socialization, and development stages. Prerequisites: PSYCH 100. (OLD DESIGNATION: PSYC 365).

PSYCH 490H Psychology Honor Thesis (3 credits). An opportunity to pursue an advanced research thesis or project to integrate studies within psychology. Prerequisites: HONOR 301H, senior standing, and permission of program.

PSYCH 492 Current Topics in Psychology (3 credits). Current topics addressing significant contemporary developments in psychology. Prerequisite: PSYCH100. (OLD DESIGNATION: PSYC 492).

PSYCH 494 Research Project (1-12 credits). This is an opportunity for students with superior motivation and ability to pursue actual research in the field, working with a faculty member with expertise in the area. (OLD DESIGNATION: PSY 494, PSYC 494).

PSYCH 496 Independent Studies (1-18 credits). This course is designed by the individual student in conjunction with a full-time member of the Psychology program, in order to meet special educational needs of the student. (OLD DESIGNATION: PSY 496, PSYC 496).

PSYCH 497 Special Topics (1-9 credits). Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest. The topics vary and reflect current interests and research of the faculty. (OLD DESIGNATION: PSY 497, PSYC 497).

## FREQUENTLY USED EMAIL ADDRESSES, PHONE NUMBERS, AND WEB SITES

### School of Behavioral Sciences and Education Staff

William Milheim, School Director (WDM2@PSU.EDU) ..... 717/948-6205

### Psychology Faculty and Staff

Michael A. Becker (DZX@PSU.EDU)..... 717/948-6037  
Thomas G. Bowers (DVO@PSU.EDU) ..... 717/948-6063  
Gina Brelsford (GMY103@PSU.EDU)..... 717/948-6759  
Barbara A. Bremer (BAB12@PSU.EDU)..... 717/948-6362  
Richard Fiene (RJF8@PSU.EDU)..... 717/948-6061  
Richard M. Foxx (RMF4@PSU.EDU)..... 717/948-6041  
Cobi Michael (CMK292@PSU.EDU) ..... 717/948-6036  
Senel Poyrazli (POYRAZLI@PSU.EDU) ..... 717/948-6040  
Kimberly Schreck (KAS24@PSU.EDU)..... 717/948-6048  
Maria Turkson (MAT17@PSU.EDU) ..... 717/948-6065  
Xu Xu (XUX10@PSU.EDU) ..... 717/948-6035  
Staff Assistant ..... 717/948-6059

### Adjunct Faculty

Alan Babcock (AUB15@PSU.EDU).....717/948-6059  
Lynn Davies (LDC103@PSU.EDU).....717/948-6509  
Kathleen Jansen (kjansen@wellspan.org).....717/948-6509  
James Reichenbach (JXR285@PSU.EDU) ..... 717/948-6059  
Thomas Shaffer (TJS208@PSU.EDU).....717/948-6509  
Beverly Yoder (BRY3@PSU.EDU)..... 717/948-6059  
Diane Teske (DTK13@PSU.EDU) ..... 717/948-6059  
Barbara Smith (BAS265@PSU.EDU)..... 717/948-6059

### Miscellaneous Numbers

Bursar..... 717/948-6009  
Career Services..... 717/948-6260  
Computer & Information Systems..... 717/948-6188  
Continuing Education ..... 717/948-6505  
Counseling Center..... 717/948-6025  
Enrollment Services  
    Academic Records ..... 717/948-6021  
    Admission..... 717/948-6250  
Financial Aid..... 717/948-6307  
Health Services ..... 717/948-6015  
Housing ..... 717/948-6244  
Learning Center..... 717/948-6469  
Library ..... 717/948-6070  
Police Services ..... 717/948-6232

Student Activities ..... 717/948-6273  
Writing Lab ..... 717/948-6469

**Web Sites**

advising@psu.edu (academic advising and academic information) ..... [www.psu.edu/dept/advising/](http://www.psu.edu/dept/advising/)  
eLion ..... [www.eLion.psu.edu/](http://www.eLion.psu.edu/)  
General Education in the Curriculum..... [www.psu.edu/bulletins/bluebook/gened/](http://www.psu.edu/bulletins/bluebook/gened/)  
Penn State Harrisburg Web Page ..... [www.hbg.psu.edu/](http://www.hbg.psu.edu/)  
School of Behavioral Sciences and Education Web Page ..... [www.hbg.psu.edu/bsed/](http://www.hbg.psu.edu/bsed/)  
Student Guide to General University Policies and Rules ..... [www.sa.psu.edu/ja/PoliciesRules.pdf](http://www.sa.psu.edu/ja/PoliciesRules.pdf)  
The University Faculty Senate Policies for Students ..... [www.psu.edu/ufs/policies/](http://www.psu.edu/ufs/policies/)  
Undergraduate Degree Programs Bulletin ..... [www.psu.edu/bulletins/buebook/](http://www.psu.edu/bulletins/buebook/)  
University Undergraduate Advising Handbook..... [www.psu.edu/dus/handbook/](http://www.psu.edu/dus/handbook/)