

SOCIAL SCIENCES HANDBOOK

MAJORS:

APPLIED BEHAVIORAL SCIENCE
HUMAN DEVELOPMENT AND FAMILY STUDIES
SOCIOLOGY
SECONDARY EDUCATION SOCIAL STUDIES

CERTIFICATE:

DIVERSITY IN COMMUNITY CERTIFICATE

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<http://www.hbg.psu.edu/bsed> School of Behavioral Sciences and Education's web page

<http://www.hbg.psu.edu> Penn State Harrisburg's home page

www.psu.edu/dept/advising - advising@psu.edu (academic advising and academic information)

www.eLion.psu.edu Grades, transcripts, adviser information, degree audit, etc.

<http://php.scripts.psu.edu/dept/iit/hbg/registrar/index.php> Registrar's

<http://php.scripts.psu.edu/dept/iit/hbg/academics/financialaid.php> Financial Aid

<http://ics.hbg.psu.edu> Course schedule

<http://php.scripts.psu.edu/dept/iit/hbg/LearningCenter> Learning Center

<http://www.libraries.psu.edu/psul/harrisburg.html> Library

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INTRODUCTION

Welcome to Penn State Harrisburg and the Social Science Program. This handbook has been designed to help you wend your way through the intricacies of our campus and the four Social Sciences majors: Applied Behavioral Science (ABESC), Human Development and Family Studies (HFSCA) Sociology (SOCIO), and Secondary Education Social Studies (SESST). We've tried to include the basics and just a bit more. You can find more detail on these programs and other matters covered here in other College and University publications or on the Internet.

First, let's look at the organization of the University itself. Penn State Harrisburg, the Capital College, is a unit in the 24-campus Pennsylvania State University system. Students enrolled at this campus might have started their college career at this campus, another College within the Penn State system, a community college, or transfer from another four-year institution. The Capital College has five academic schools and the library division. Yours is the **School of Behavioral Sciences and Education**. There are three undergraduate academic programs within the School: **Social Sciences** and Psychology, which constitute the Behavioral Sciences programs, and Elementary Education. A Coordinator administers each of these programs and reports to our School Director. The School Directors of all academic units of the campus are responsible to the Chancellor of Penn State Harrisburg, the Capital College.

For the most part you will deal with your academic advisor, other faculty members, and the staff of the various offices. The School Director or the Coordinator of the Social Sciences program must sign certain forms. If you have a problem which cannot be solved by you and your advisor, you will then consult the Program Coordinator and, if necessary, the School Director.

In addition to academic information and advice, you will have other needs which can be met by members of the campus community. The Division of Undergraduate Studies (DUS), Student Affairs, and Enrollment Services staff, and others will assist you if you ask. The details of the services provided are discussed in the University or College Student Handbook. Use them and/or the Internet.

A special word is appropriate here about staff assistants. The staff assistants in the various office suites are good people to get to know. The staff assistant for the Social Sciences Program is **Mrs. Kathy Ritter**. She can often answer any questions you may have, or tell you who can.

Now that you know more about Penn State Harrisburg in general, we will go on to discuss what you need to know if you are to more easily reach your educational goals as a student in the **Social Sciences Program**.

THE PENN STATE PRINCIPLES

The Pennsylvania State University is a community dedicated to personal and academic excellence. The Penn State Principles embody the values that our students, faculty, staff, administration, and alumni possess. It is understood that members of the Penn State community agree to abide by the Principles to ensure that Penn State is a thriving environment for living and learning. By endorsing these common principles, members of the community contribute to the traditions and scholarly heritage left by those who preceded them and promise to leave Penn State a better place for those who follow.

I will respect the dignity of all individuals within the Penn State community.

The University is committed to creating and maintaining an educational environment that respects the right of all individuals to participate fully in the community. Actions motivated by hate, prejudice, or intolerance violate this principle. I will not engage in any behaviors that compromise or demean the dignity of individuals or groups, including intimidation, stalking, harassment, discrimination, taunting, ridiculing, insulting, or acts of violence. I will demonstrate respect for others by striving to learn from differences between people, ideas, and opinions and by avoiding behaviors that inhibit the ability of other community members to feel safe or welcome as they pursue their academic goals.

I will practice academic integrity.

Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In accordance with the University's Code of Conduct, I will practice integrity in regard to all academic assignments. I will not engage in or tolerate acts of falsification, misrepresentation or deception because such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

I will demonstrate social and personal responsibility.

The University is a community that promotes learning; any behaviors that are inconsistent with that goal are unacceptable. Irresponsible behaviors, including alcohol or drug abuse and the use of violence against people or property, undermine the educational climate by threatening the physical and mental health of members of the community. I will exercise

personal responsibility for my actions and I will make sure that my actions do not interfere with the academic and social environment of the University. I will maintain a high standard of behavior by adhering to the Code of Conduct and respecting the rights of others.

I will be responsible for my own academic progress and agree to comply with all University policies.

The University allows students to identify and achieve their academic goals by providing the information needed to plan the chosen program of study and the necessary educational opportunities, but students assume final responsibility for course scheduling, program planning, and the successful completion of graduation requirements. I will be responsible for seeking the academic and career information needed to meet my educational goals by becoming knowledgeable about the relevant policies, procedures, and rules of the University and academic program, by consulting and meeting with my adviser, and by successfully completing all of the requirements for graduation.

GETTING ACCEPTED

Because the handbook will be used by prospective, new, and current students, we felt it would be useful to review the requirements for entrance into one of the four majors offered by our program. As a student, you come to us with your own particular life experiences and educational background. These help you shape your future goals and plot the steps toward achieving them. From the academic perspective, we have certain expectations of what you should have accomplished in order to succeed in our program.

The Social Sciences program offers four majors:

Bachelor of Science in Applied Behavioral Science (ABESC)

Bachelor of Science Human Development and Family Studies (HFSCA)

Bachelor of Science Sociology (SOCIO)

Bachelor of Social Science in Secondary Education Social Studies (SESST)

Generally, students seeking admission to any of these majors have completed the 45-credits General Education requirement and have usually earned additional credits in elective courses. Secondary Education Social Studies requires a 3.0 GPA for admissions. Applied Behavioral Science, Human Development and Family Studies and Sociology require a 2.0 GPA.

THE BACCALAUREATE DEGREE GENERAL EDUCATION PROGRAM

The baccalaureate degree General Education program consists of 45 credits that are distributed among two General Education components: (1) Skills (15 credits) and (2) Knowledge Domains (30 credits) in the Natural Sciences, Arts, Humanities, Social and Behavioral Sciences, and Health and Physical Activity. Every baccalaureate degree student also completes the First-Year Seminar, Intercultural and International Competence, and Writing Across the Curriculum requirements.

A restriction is placed on students in majors that are closely linked to the Knowledge Domains of Natural Sciences, Arts, Humanities, and Social and Behavioral Sciences to ensure that they participate in the full breadth of General Education. These students may not use a course in their academic major to satisfy one of the Knowledge Domains requirements. For example, an Economics major may not use an economics course to fulfill his/her social and

behavioral sciences requirement. Also, students may not count courses cross-listed with courses in their major to fulfill one of the General Education Knowledge Domain, e.g., a Theatre major may not register for THEA 208 (GA, GI) / AAAS 208 (GA, GI) and have it count in the Arts requirement.

Skills (15 credits)

Writing/Speaking (9 credits)

Courses designated with the suffix GWS satisfy this component.

Quantification (6 credits)

Courses with the suffix GQ satisfy this component. (3-6 credits are selected from mathematics, applied mathematics, and statistics; 3 credits may be selected from computer science or symbolic logic.)

Knowledge Domains (30 credits)

Arts (6 credits)

Courses with the suffix GA satisfy this component.

Health and Physical Activity (3 credits)

Courses with the suffix GHA satisfy this component.

* **Humanities** (6 credits)

Courses with the suffix GH satisfy this component.

Natural Sciences (9 credits)

Courses with the suffix GN satisfy this component.

* **Social and Behavioral Sciences** (6 credits)

Courses with the suffix GS satisfy this component.

* **Note to Secondary Education Social Studies Majors**

Students enrolled in Secondary Education Social Studies **must** take HIST 020 and 021 to meet the General Education requirements in Humanities and ECON 002 and 004 for the Social and Behavioral Science requirements.

ADDITIONAL REQUIREMENTS

Baccalaureate degree students must complete one First-Year Seminar (S, T, or X suffix, or PSU abbreviation), 6 credits of United States and International Cultural Competence (US and II), and 3 credits of Writing Across the Curriculum (W, M, X, and Y). These requirements may be completed by designated courses that also meet other degree or General Education requirements.

SOCIAL SCIENCES PROGRAM C-GRADE POLICY

Applied Behavioral Science, Human Development and Family Studies, and Sociology majors are required to obtain a C grade or better in all courses required for the major.*

Secondary Education Social Studies majors are required to obtain a C grade or better in all prescribed and required courses; however, students enrolled in this major must maintain a 3.0 GPA in order to be eligible to student teach. Students receiving a grade below C in a prescribed course will be required to repeat that course.

YOUR ACADEMIC PROGRAM

Degrees Conferred

The Social Sciences program offers the **Bachelor of Science** degree with majors in **Applied Behavioral Science, Human Development and Family Studies, and Sociology**, and the **Bachelor of Social Science** degree with a major in **Secondary Education Social Studies**.

Major Selection

Just as the courses you took prior to being admitted to the major influence what happens to you educationally here at Penn State Harrisburg, the courses you take here will influence your subsequent direction. You will choose one of four majors.

Applied Behavioral Science - for students who plan careers in social service agencies or “people-oriented” positions in the public and non-profit sectors and who may be interested in graduate work in social work, human services, community psychology or human resources.

Human Development and Family Studies – for students who plan careers in health and human services professions, in public and nonprofit agencies, and in business and industry, especially for those who anticipate working with individuals and families across the lifespan in any of these areas, as well as for advanced professional or graduate study.

Secondary Education Social Studies - for students who plan to teach Social Studies in secondary schools. This major also contains two options: Social Studies or Social Science.

Sociology - for students who are interested in careers in social and human service agencies, non-profit and advocacy organizations, government agencies, research and policy work, telecommunications, human resource management and college teaching. Students can pursue graduate study in sociology and related professions such as social work. This major is appropriate for work in any environment where an understanding of social structures and social dynamics is required.

If you are unsure of the most appropriate major, you can help yourself make a good decision. Here is how. If you haven't done so yet, you may wish to do some research. The library has a variety of publications such as The Occupational Outlook Handbook, The Dictionary of Occupational Titles, and Careers in Sociology (available in W311) which can give you basic information about various career choices. If you want to get more details about particular careers, talk to those in your field of interest. Your advisor and other faculty can help you get in touch with those specialists, including graduates of the program.

Should graduate school be your goal and you have some uncertainty about which major will best prepare you, consult some of the graduate catalogs which might be available in the library or Internet sources. These will give you information about admission requirements.

Career Resources on the Internet

http://www.asanet.org/cs/root/leftnav/careers_and_jobs/sociology_major_preparation_for_careers

<http://www.bls.gov/oco/ocos054.htm#nature>

Waiving Required Courses

Students can request to have a required course waived whenever they can demonstrate that a course having equivalent content at another institution has been taken. Students desiring to waive any course must make this request to their advisor or program coordinator. A course will be waived only if it is determined that there is an equivalency in content between the course taken at the other institution and the corresponding course at Penn State Harrisburg. In the event that a waiver is not granted, students may appeal to the program coordinator and then the school director.

If a course is waived, students must take a substitute course selected in consultation with their advisor so that a minimum of 122 credits (for ABESC and SOCIO) and 120 (for HFSCA)

are attained for graduation. The waived course can be used, if appropriate, in either the prescribed or additional courses in each major.

Supporting and Related Courses (Does not apply to Secondary Education Social Studies majors.)

We feel that it is important for you to have some breadth in your academic program. Toward this end, we have built in a supporting and related course requirement. What that means is that you are required to take a minimum of six credits for the Interdisciplinary Social Sciences option of the Applied Behavioral Science major, 18 credits in the Human Development and Family Studies major and 12 credits for the Sociology major. The specific areas are identified in the requirements for each of these majors.

Degree Audit Report

The Penn State Degree Audit Report is a computer-generated tool to assist students in monitoring their individual academic progress toward completion of program requirements. The audit indicates the program and graduate requirements that have been either scheduled or completed (noted by a plus sign in the left column) and those areas requiring completion prior to graduation (noted by a minus sign). This information is also monitored by the program advisor. If there are questions concerning this information, contact your advisor or a program representative immediately.

Electives

You have a wide degree of freedom when it comes to electives. You may choose any course offered at the appropriate level as long as you have the prerequisites that may be required. This is your chance to try something new and intriguing, if you wish. Some of the risk is removed if you take a challenging course on a pass/fail basis (**see page p. 41 for details**). In some cases you might have to schedule a 400-level course in order to **complete the University's requirement of fifteen credits of 400-level courses.**

You may use your electives to construct a minor. The college offers minors in a number of disciplines:

- [American Studies Minor](#)
- [Business Administration Minor](#)
- [Communications Minor](#)
- [Computer Science Minor](#)
- [Information Sciences and Technology Minor](#)
- [Information Sciences and Technology / Accounting Minor](#)
- [Information Sciences and Technology / Finance Minor](#)
- [International Business Minor](#)
- [Political Science Minor](#)
- [Women's Studies Minor](#)
- [Writing Minor](#)

The social sciences also offers a [Diversity in Community Certificate Program](#). Most of the courses in this program may constitute part of your major in one of your Social Sciences majors. You can also use some or all of your electives to design an area of concentration. You can design your own course of study in consultation with your advisor.

United States and International Cultures Requirements

All candidates for baccalaureate degrees from Penn State Harrisburg must complete a three-credit course designated as United States Cultures (US) and three credits in International Cultures (IL). Courses listed as US/IL must be used in one category only.

Academic Integrity

What is Academic Integrity? Academic integrity is the pursuit of scholarly activity free from fraud and deception. Penn State Harrisburg adheres to the principle of academic integrity for faculty and students.

Academic Integrity applies to any work in which students participate: completing reports, written assignments or oral presentations, conducting library research, and studying for or participating in class discussions, taking tests, as well as all other phases of their academic work at the University. The work that students complete and submit must be their own, unless

instructors have made special arrangements with their classes, for group participation in research and reports.

Responsibilities Regarding Academic Integrity

Instructors have the responsibility to: clarify requirements for completion of assignments, explain the meaning of ethical conduct regarding those assignments, and specify what, if any, materials students may use. Instructors should include such information in course syllabi and should provide a brief explanation of academic integrity guidelines during the first week of classes.

Students have the responsibility to: consider the need for integrity in their academic work, conduct themselves in a manner above reproach or suspicion, and consult with instructors concerning what is “appropriate” and what is not. When in doubt about the need for documentation of sources, students should consult their instructors, or they may investigate sources available at the Capital College Library or college bookstores.

What is Academic Dishonesty?

Any violation of academic integrity is dishonest. The most common forms of academic dishonesty consist of cheating and plagiarism. Students cheat or plagiarize when they submit other persons’ work as their own or use knowledge other than their own. For example, academic dishonesty includes cheating or copying in tests, fabricating information or citations in research papers, obtaining unauthorized possession of examinations, or claiming others’ work as your own.

The Roles of Instructors and Students Concerning Academic Dishonesty

Instructors should encourage students to be honest and ethical in all their work at the University. In classwork, quizzes, and examinations, instructors should remain with their students (except for “open book” take-home assignments). They should inform students of any observed dishonesty and should collect any unauthorized materials from any students who use

them. When applicable, instructors can ask students to submit source materials and rough drafts as a part of completed assignments.

Students should consider any form of copying illegal and should avoid any suspicion about their conduct. They should discourage others from copying. Students should protect their work from being copied. To avoid plagiarism, whether intentional or not, students should read any handouts provided by the instructors on this topic. Students can report any instance of plagiarism to the class instructor or appropriate School Director.

Examples of Cheating:

You cheat when you:

- X Use unauthorized materials during tests.
- X Take a quiz or exam in the place of another person or have another person take yours.
- X Improperly acquire knowledge of the contents of tests or exams.

Examples of Plagiarism:

You plagiarize when you:

- X Reproduce (not xerox) another person's work, whether published or unpublished as your own.
- X Submit as your own any academic work of another person. Is simply changing a word or two enough? Not if you leave the organization and content substantially intact, but do not cite, the information you borrow becomes plagiarized material. As a student, for example, you should realize that you may not cite material from popular study guides or other common references as evidence of your own.
- X Allow another person to rewrite or revise your work, then submit it as your own.

If you have questions about plagiarism or cheating, you should consult your instructors before submitting assignments. You should refer to Policy 49-20 in Policies and Rules for Students. Your instructors can help you understand the differences between academic integrity and dishonesty.

Sources: Information contained in this brochure was adapted from The Pennsylvania State University Code of Conduct; Penn State's Department of English Statement of Plagiarism; "Academic Misconduct: Stop and Think" [a brochure prepared for faculty and students at Ohio University]; and "Academic Dishonesty: Attacking the Problem" [University of Maryland's newsletter Teaching].

APPLIED BEHAVIORAL SCIENCE MAJOR (ABESC)

The Applied Behavioral Science program provides a base of theoretical knowledge and the hands-on skills needed to apply that knowledge effectively in working with people. The program is interdisciplinary and aims to prepare graduates for a career that provides direct service to individuals in need of assistance. These opportunities exist in human service settings under a variety of job titles, such as social service technician, case management aide, social work assistant, residential counselor, alcohol or drug abuse counselor, mental health technician, child abuse worker, community outreach worker, and gerontology aide. In community and government settings, human service positions can be found in welfare, Medicaid, job training programs, or other agencies that evaluate client need and provide benefits. Finally, graduates of the program may find opportunities in both the private and public sectors as human resource professionals. Graduates may also pursue advanced degrees in fields such as community psychology, social work, human resource management, human services, and counseling. The strengths of the program include: internships directly related to the student's area of interest, flexibility in course selection that allows students to focus on particular interests, a solid foundation of knowledge on which to build skills in working with diverse populations.

Entry to Major Requirements:

Entry to the Applied Behavioral Science major requires a 2.00 or higher cumulative grade-point average.

For a B.S. degree in Applied Behavioral Science, a minimum of 122 credits is required.

Scheduling Recommendation by Semester Standing given like (Sem: 1-2)

GENERAL EDUCATION: 45 credits

(9 of these 45 credits are included in the REQUIREMENTS FOR THE MAJOR)

(See description of General Education Course Requirements in this bulletin.)

FIRST-YEAR SEMINAR:

(Included in ELECTIVES)

UNITED STATES CULTURES AND INTERNATIONAL CULTURES:

(Included in ELECTIVES, GENERAL EDUCATION course selection, or REQUIREMENTS FOR THE MAJOR)

WRITING ACROSS THE CURRICULUM:

(Included in REQUIREMENTS FOR THE MAJOR)

ELECTIVES: 6-12 credits

REQUIREMENTS FOR THE MAJOR: 74-80 credits

(This includes 9 credits of General Education courses: 3 credits of GWS courses; 6 credits of GS courses.)

COMMON REQUIREMENTS FOR THE MAJOR (ALL OPTIONS): 26-32

PRESCRIBED COURSES (20-26 credits)[1]

ENGL 202A GWS(3), PSYCH 100 GS(3) (Sem: 1-4)

SCLSC 480W(4), SCLSC 481(4), SCLSC 492(3) (Sem: 5-8)

BE SC 395(3-9) (Sem: 7-8)

ADDITIONAL COURSES (6 credits)

Select 3 credits from: SOC 001 GS(3) or SOC 005 GS(3) (Sem: 1-4)

Select 3 credits from: ANTH 045 GS;US;IL(3), GEOG 020 GS(3), PL SC 001 GS(3), PL SC 003 GS;IL(3) (Sem: 1-4)

REQUIREMENTS FOR THE OPTION: 48 credits

SOCIAL AND HUMAN SERVICES OPTION: (48 credits)

—————[ENROLLMENT HOLD ON THIS OPTION - MAY 14, 2008]—————

PRESCRIBED COURSES (6 credits)[1]

BE SC 376(3) (Sem: 5-7)

SOCIO 384(3) (Sem: 5-8)

ADDITIONAL COURSES (27 credits)[1]

Select 9 credits from HD FS 229 GS(3) or PSYCH 410(3), HD FS 239 GS(3) or PSYCH 412(3), PSYCH 416(3), WMNST 001 GS;US;IL(3), SOC 435(3) (Sem: 5-8)

Select 9 credits from BE SC 370(3), BE SC/WMNST 464 US(3), HD FS/WMNST 250 US(3), BE SC 468(3) or HD FS 425(3) or SOC 455(3), SOC 015(3), SOC 416(3), SOC 425(3), SOC 446(3), SOC 456(3) (Sem: 5-8)

Select 9 credits from BE SC 407(3), BE SC 408(3), BE SC 410(3), BE SC 459(3), MGMT 331(3), MGMT 341(3) (Sem: 5-8)

SUPPORTING COURSES AND RELATED AREAS (15 credits)

Select 9 credits (a minimum of 3 credits at the 400 level) in consultation with an adviser from AFRAS, BE SC, PSYCH, SOC (Sem: 5-8)

Select 6 credits (a minimum of 3 credits at the 400 level) in consultation with an adviser from AM ST, ART H, C ART, C HIS, C MUS, COMMS, CRIMJ, ENLSH, HCOMM, HIST, I HUM, PHIL, PHLOS, PL SC, PUBPL, THEA, THTRE, WMNST (Sem: 5-8)

INTERDISCIPLINARY SOCIAL SCIENCE OPTION: (48 credits)

PRESCRIBED COURSES (3 credits)[1]

SOC 405(3) (Sem: 5-8)

ADDITIONAL COURSES (39 credits)[1]

Select 30 credits (a minimum of 3 credits at the 400 level) in consultation with an adviser from AFRAS, BE SC, HD FS, SOC, to develop competency in the option (Sem: 5-8)

Select 9 credits (a minimum of 3 credits at the 400 level) in consultation with an adviser from PSYCH, PUBPL, PL SC, CRIMJ (Sem: 5-8)

SUPPORTING COURSES AND RELATED AREAS (6 credits)[1]

Select 6 credits from department list in consultation with an adviser (Sem: 5-8)

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

Last Revised by the Department: Summer Session 2004

UCA Revision #1: 8/14/06

UCA Revision #2: 7/26/07

APPLIED BEHAVIORAL SCIENCES MAJOR

REQUIREMENTS FOR THE APPLIED BEHAVIORAL SCIENCES MAJOR (74-80 credits)

(This includes 9 credits of General Education courses: 3 credits GWS courses; 6 credits GS courses).

ELECTIVES: 6-12 credits

REQUIREMENTS FOR THE MAJOR: 74-80 Credits

REQUIREMENTS FOR THE MAJOR (ALL OPTIONS-see note under Human Service option): (26-32 credits)

PRESCRIBED COURSES 20-26 Credits

ENGL 202A (GWS)	Effective Writing: Writing in the Social Sciences (3)
PSYCH 100 (GS)	Psychology (3)
BE SC 395	Behavioral Science Internship (3-9)
SO SC 480W	Quantitative Methods in the Social Sciences (4)
SO SC 481	Participatory and Qualitative Research Methods (4)
SO SC 492	Current Topics in Social Sciences (3)

SUPPORTING COURSES AND RELATED AREAS (6 Credits)

Select three credits

SOC 001(GS)	Introduction to Sociology (3)
SOC 005 (GS)	Social Problems (3)

Select three credits

ANTH 045 GS	Cultural Anthropology (3)
GEOG 020 GS	Human Geography (3)
PL SC 001 GS	Introduction to American National Government (3)
PL SC 003 GS	Introduction to Comparative Government (3)

SOCIAL AND HUMAN SERVICES OPTION: 48 Credits

(THIS OPTION IS ON HOLD AS OF MAY 2008—NO NEW STUDENTS WILL BE ADMITTED INTO THIS OPTION.)

This option is designed to prepare students for careers that provide direct service to individuals in need of assistance. These careers are in a variety of human services, both in the public and private sectors, or in personnel related positions as human resources. The option has a base of theoretical knowledge and hand-on skills needed to apply knowledge effectively in working with people.

REQUIREMENTS FOR THE OPTION: (48 credits)

PRESCRIBED COURSES (6 credits)

BE SC 376	Introduction to Human Service Organizations (3)
SOCIO 384	Seminar in Social Problems (3) (NO LONGER OFFERED – CHOOSE ANOTHER COURSE WITH APPROVAL OF ADVISOR)

ADDITIONAL COURSES (27 credits)

A. Constituent Groups

Select nine credits

HD FS 229	Infant and Child Development (3)
	or
PSYCH 410	Child Development (3)
PSYCH 416	Development Throughout Adulthood (3)
HD FS 239	Adolescence Development (3)
	or
PSYCH 412	Adolescence (3)
SOC 030	Sociology of the Family (3)
SOC 435	Perspectives on Aging (3)
(HD FS 434)	
WMNST 001	Intro Women's Studies (3) (US)

B. Social Structures and Institutions

Select nine credits

HD FS 425	Work as a Context for Human Development (3)
	or
BE SC 468	Industrial Psychology (3)
	or
SOC 455	Work and Occupations (3)
BE SC 370	Community Psychology (3)
BE SC 464	Feminine/Masculine (3) (US)

(WMNST 464)	
HD FS 250	Sexual Identity Over the Life Span (3)
SOC (A AAS) 409	Racial and Ethnic Inequality in America (3) (US)
SOC 425	Social Conflict (3)
SOC 446	Political Sociology (3)
SOC 015	Urban Sociology (3)
SOC 416	Sociology of Education (3)
SOC 456	Gender, Occupations and Professions (3)
(WMNST 456)	

C. Social/Human Service Practice

Select nine credits

BE SC 407	Small Group Counseling (3)
BE SC 408	Group Facilitation and Leadership Skills (3)
BE SC 410	Human Relations (3)
BE SC 459	Basic Counseling Skills (3)
MGMT 331	Management and Organization (3)
MGMT 341	Human Resource Management (3)

SUPPORTING AND RELATED AREAS (15 credits)

Select nine credits (minimum of 3 credits at the 400 level) in consultation with advisor from any: AAA S, BE SC, HD FS, SCLSC, SOC.

Select six credits (minimum of 3 credits at the 400 level) in consultation with advisor from any: AM ST, AMSTD, ART H, C ART, C HIS, C MUS, COMMS, ENGL, HCOMM, HIST, I HUM, PHIL, PHLOS, THEA, THTRE, WMNST, WOMST, CRIMJ, PL SC, PUBPL, PSYC, PSYCH, MGMT or MNGMT.

INTERDISCIPLINARY SOCIAL SCIENCES OPTION: 48 Credits

This option is designed for individuals who wish to maximize flexibility in obtaining a broad perspective or in developing their own specialized focus in the social sciences. Especially targeted are adult learners who are interested in augmenting their professional skills and advancing their career positions through an academic program which combines coursework from selected social and behavioral science fields. Students enrolled in this option should work closely with an advisor to develop a plan of study.

PRESCRIBED COURSES (3 credits)

SOC 405 Sociological Theory: Past and Present (3) (Sem 5-8)

ADDITIONAL COURSES (39 credits)

A. Select thirty credits in consultation with advisor from AAA S, BE SC, SO SC, SOC, HD FS (a minimum of 3 credits at the 400 level).

B. Select nine credits in consultation with advisor from PSYC, PSYC, PL SC, PUBPL, CRIMJ (a minimum of 3 credits at the 400 level).

SUPPORTING COURSES AND RELATED AREAS (6 credits)

Select six credits (minimum of 3 credits at the 400 level) in consultation with advisor from any: AM ST, AMSTD, ART H, C ART, C HIS, C MUS, COMMS, ENGL, HCOMM, HIST, I HUM, PHIL, PHLOS, THEA, THTRE, WMNST, WOMST, CRIMJ, PL SC, PUBPL, PSYC, PSYCH, MGMT or MNGMT.

HUMAN DEVELOPMENT AND FAMILY STUDIES (HFSCA)

This major is a multidisciplinary program that examines the development of individuals and families across the life span. It enables students to prepare for professional, managerial, or scientific roles in health and human services professions, in public and nonprofit agencies, and in business and industry, as well as for advanced professional or graduate study. Students obtain a broad background in individual and family development across the life span. Courses emphasize biological, psychological, social/cultural, and economic aspects of development. Through course work and undergraduate internships or research projects, students develop skills relevant to career objectives, such as counseling, human assessment, program planning and evaluation, and research.

Two options are available within the major: (1) Life Span Human Services option and (2) Life Span Developmental Science option. **Penn State Harrisburg only offers the Life Span Human Services Option.**

For the B.S. degree in Human Development and Family Studies, a minimum of 120 credits is required.

Scheduling Recommendation by Semester Standing given like (Sem: 1-2)

GENERAL EDUCATION: 45 credits

(3-4 of these 45 credits are included in the REQUIREMENTS FOR THE MAJOR)

(See description of General Education in this bulletin.)

FIRST-YEAR SEMINAR:

(Included in ELECTIVES or GENERAL EDUCATION course selection)

UNITED STATES CULTURES AND INTERNATIONAL CULTURES:

(Included in ELECTIVES, GENERAL EDUCATION course selections, or REQUIREMENTS FOR THE MAJOR)

WRITING ACROSS THE CURRICULUM:

(Included in REQUIREMENTS FOR THE MAJOR)

ELECTIVES: 3-5 credits

REQUIREMENTS FOR THE MAJOR: 73-76 credits

(This includes 3-4 credits of General Education GQ courses.)

COMMON REQUIREMENTS FOR THE MAJOR (ALL OPTIONS): 30-31 credits

PRESCRIBED COURSES (18 credits)[\[1\]](#)

HD FS 129 GS(3), HD FS 301(3), HD FS 311(3), HD FS 312W(3), HD FS 315 US(3)[\[93\]](#), HD FS 418(3) (Sem: 3-6)

ADDITIONAL COURSES (12-13 credits)[\[1\]](#)

Select 6 credits from HD FS 229 GS(3), HD FS 239 GS(3), HD FS 249 GS(3) (Sem: 1-4)

STAT 200 GQ(4) or EDPSY 101 GQ(3) (Sem: 1-4)

Select 3 credits of United States Cultures (US)[\[92\]](#) (Sem: 4-8)

REQUIREMENTS FOR THE OPTION: 43-45 credits

LIFE SPAN HUMAN SERVICES OPTION: (43-45 credits)

PRESCRIBED COURSES (9 credits)[\[1\]](#)

HD FS 411(3), HD FS 414(3), HD FS 455(3) (Sem: 5-8)

ADDITIONAL COURSES (22-24 credits)[\[1\]](#)

Select 3 credits from HD FS 428(3), HD FS 429(3), HD FS 433(3) or HD FS 445(3) (Sem: 5-8)

Select 6 credits from 300- or 400-level HD FS courses (Sem: 5-8)

Select 13-15 credits from (a) or (b)

(a) Approved field practice in a human service setting: HD FS 490(2), HD FS 495A(9), HD FS 495B(3) (Sem: 5-8)

(b) Approved group project or field practice in human service setting: HD FS 401(3), HD FS 402(4), HD FS 495C(6-8) (Sem: 5-8)

SUPPORTING COURSES AND RELATED AREAS (12 credits)

Select 12 credits (minimum of 6 credits at the 400 level) in consultation with adviser from University-wide offerings that develop competency in the option (a grade of C or better is required in any HD FS course taken to satisfy this requirement) (Sem: 5-8)

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

[92] This course is in addition to the 6 credits of United States Cultures and International Cultures.

[93] This course fulfills the University's United States Cultures requirement.

HUMAN DEVELOPMENT AND FAMILY STUDIES (HFSCA)

COMMON REQUIREMENTS FOR THE MAJOR (ALL OPTIONS): 30-31 credits

PRESCRIBED COURSES (18 credits)

HD FS 129 GS	Introduction to Human Development and Family Studies (3)
HD FS 301	Values and Ethics in Health and Human Development Professions (3)
HD FS 311	Human Development and Family Studies Interventions (3)
HD FS 312W	Empirical Inquiry in Human Development (3)
HD FS 315 US	Family Development (3)
HD FS 418	Family Relationships (3)

ADDITIONAL COURSES (12-13 credits)

Select 6 credits from

HD FS 229 GS	Infant and Child Development (3)
HD FS 239 GS	Adolescent Development (3)
HD FS 249 GS	Adult Development and Aging (3)

Select one

STAT 200 GQ	Elementary Statistics (4)
Or	
EDPSY 101 GQ	Analysis and Interpretation of Statistical Data in Education(3)

Select 3 credits of United States Cultures (US)

HUMAN DEVELOPMENT AND FAMILY STUDIES (HFSCA)

LIFE SPAN HUMAN SERVICES OPTION: This option focuses on the acquisition and application of scientific knowledge about development and family functioning across the life span for the purposes of enhancing personal and family development. An approved field experience in a setting that serves children, youth, adults, or the aged is required for this option. Typical employment settings include daycare centers, hospital programs for children, youth, and families, institutional and community mental health programs, programs for abused or neglected children and adolescents, women's resource centers, human resources programs, employee assistance programs, nursing homes, agencies for the aging and older adults, and public welfare and family service agencies. Students completing this option may pursue graduate study in human development, family studies, psychology, or sociology, or law, behavioral health, counseling or social work.

REQUIREMENTS FOR THE OPTION: 43-45 credits

PRESCRIBED COURSES (9 credits)

- HD FS 411 The Helping Relationship (3)
- HD FS 414 Resolving Human Development and Family Problems (3)
- HD FS 455 Development and Administration of Human Services Programs (3)

ADDITIONAL COURSES (22-24 credits)

Select 3 credits from

- HD FS 428 Infant Development (3)
- HD FS 429 Advanced Child Development (3)
- HD FS 433 Developmental Transition to Adulthood (3)
- HD FS 445 Development Throughout Adulthood (3)

Select 6 credits from 300- or 400-level HD FS courses

Select 13-15 credits from

- HD FS 401 Project Planning, Implementation, and Evaluation in the Human Services (3)
- HD FS 402 Human Services Seminar (4)
- HD FS 495C Professional Practicum in Human Services (6-8)

SUPPORTING COURSES AND RELATED AREAS (12 credits)

Select 12 credits (minimum of 6 credits at the 400 level) in consultation with adviser from University-wide offerings that develop competency in the option (a grade of C or better is required in any HD FS course taken to satisfy this requirement)

SOCIOLOGY (SOCIO)

This major provides students with a sociological perspective on human behavior and social organization. Using a variety of methods, sociologists study social interaction and relationships, large scale institutions and small groups, communities and societies. The discipline is broad in scope and helps students develop the analytic and critical thinking skills needed to make sense of the growing complexity of the modern world. Students will gain an understanding of various sections of the field including social structure and institutions, social and cultural change, social class, gender, and race and ethnicity. The major is excellent preparation for work in government, social service agencies, or business and industry. Sociologists are employed in such diverse fields as telecommunications, human resource management, public assistance, research, and college teaching. The major is valuable preparation for students planning careers in law, social welfare, urban planning, and business as well as for graduate work in sociology, community psychology, social work and related fields.

Scheduling Recommendation by Semester Standing given like (Sem: 1-2)

GENERAL EDUCATION: 45 CREDITS

(6 of these credits are included in the REQUIREMENTS FOR THE MAJOR)
(See description of General Education Course Requirements in front of Bulletin)

FIRST-YEAR SEMINAR (Included in ELECTIVES)

INTERCULTURAL AND INTERNATIONAL COMPETENCE: Included in REQUIREMENTS FOR THE MAJOR)

WRITING ACROSS THE CURRICULUM: (Included in REQUIREMENTS FOR THE MAJOR)

ELECTIVES: 24 credits

REQUIREMENTS FOR THE MAJOR : (59 credits)[1]

(This includes 6 credits of General Education courses: 3 credits of GWS courses and 3 credits of GS courses)

PRESCRIBED COURSES (20 credits)

ENGL 202A GWS(3)

SO SC 480W(4), 481(4), 492(3), SOC 405(3)(Sem: 5-8)

ADDITIONAL COURSES (27 CREDITS)[1]

Select 3 credits from SOC 001 GS(3) OR R SOC 011 GS(3) (Sem: 1-4)

Select 9 credits from SOC 030(3), 416(3), 429(3), 444(3), 446(3), 448(3), 455(3) or 456(3) (Sem: 5-8)

Select 9 credits from SOC 015(3), 424(3), 425(3), 449(3), 450(3), (Sem: 5-8)

Select 6 credits from AAA S 192(3), 212(3), SOC (AAA S) 409 (3), BE SC (WMNST) 464(3), SOC 435 (HDFS 434) (3),

WMNST 315(3), 415(3) (Sem: 5-8) (These courses are no longer offered. Consult advisor for other choices)

SUPPORTING COURSES AND RELATED AREAS (12 credits)

Select 6 credits (minimum of 3 credits at the 400-level), in consultation with advisor from AAA S , BESC, HD FS, SOC (Sem: 5-8)

Select 6 credits (minimum of 3 at the 400-level) in consultation with advisor from AMSTD, CRIMJ, C ART, C HIS, C MUS, ENGL, H COMM, HUM, LIT, PL SC, PSYC, PSYCH, PUBPL, THTRE, WMNST (Sem: 5-8)

PRESCRIBED COURSES (20 credits)

ENGL 202A GWS	Effective Writing: Writing in the Social Sciences (3)
SOCIO 384	Seminar in Social Problems (3) (No longer offered – choose another course with approval of advisor)
SO SC 480W	Quantitative Methods and Statistics in the Social Sciences (4)
SO SC 481	Participatory and Qualitative Research Methods (4)
SO SC 492	Current Issues in the Social Sciences (3)
SOC 405	Sociological Theory (3)

ADDITIONAL COURSES (27 credits)

Select one course

SOC 001 GS	Introduction to Sociology (3)
	or
R SOC 011 GS	Introductory Rural Sociology (3)

A. Structures and Institutions

Select three courses

SOC 030	Sociology of the Family (3)
SOC 446	Political Sociology (3)
SOC 448	Environmental Sociology (3)
SOC 416 US	Sociology of Education (3)
SOC 429	Social Stratification (3)
SOC 444	Complex Organizations (3)

SOC 455 Work and Occupations (3)
or
SOC (WMNST) 456 Gender, Occupations and Professions (3)

B. Social Change

Select three courses

SOC 015 Urban Sociology (3)
SOC 424 Social Change (3)
SOC 425 Social Conflict (3)
SOC 449 Environmental Movements (3)
SOC 450 Justice and the Environment (3)

C. Class, Race, Ethnicity and Gender

Select two courses

AAA S 192 GH, IL Modern African History (3)
AAA S 212 US Black History to the Twentieth Century (3)
SOC
(AAA S) 409 US Racial and Ethnic Inequality in America (3)
BE SC 464
(WMNST) US Feminine /Masculine (3) (US)
SOC 435
(HDFS 434) Perspectives on Aging (3)
WMNST 315 US Issues in Women's Studies (3) (No longer offered)
WMNST 415 Feminist Thought (3) (No longer offered)

SUPPORTING COURSES AND RELATED AREAS (12 credits)

Select 6 credits (minimum of 3 credits at the 400-level), in consultation with advisor from AAA S , BESC, HD FS, SOC (Sem: 5-8)

Select 6 credits (minimum of 3 at the 400-level) in consultation with advisor from AMSTD, CRIMJ, C ART, C HIS, C MUS, ENGL, H COMM, HUM, LIT, PL SC, PSYC, PSYCH, PUBPL, THTRE, WMNST (Sem: 5-8)

SECONDARY EDUCATION SOCIAL STUDIES (SESST)

The Secondary Education Social Studies major prepares students to meet the requirements to be certified for either the Social Studies Education or Social Science Instructional I Certificate established by the Pennsylvania Department of Education. Students may select the Social Studies Education option that prepares them to teach history, government, economics, geography, anthropology, psychology and sociology or the Social Science option that prepares them to teach psychology, sociology, and anthropology.

Students are challenged to prepare for teaching assignments at the middle and high school level, and in diverse settings characterized as rural, urban, and suburban. The art and science of teaching in secondary schools are undergoing significant transformation as new technologies, time allocation for instruction, and new instructional strategies are impacting delivery of social studies instruction.

For a B.SOC. Degree in Secondary Education Social Studies, a minimum of 123 credits is required.

REQUIREMENTS FOR THE MAJOR (90 Credits)

(This includes 21 credits of General Education courses: 6 credits of GH courses: 3 credits of GN courses; 6 credits of GS courses; 6 credits of GQ courses.)

PRESCRIBED COURSES(All Options) (48 Credits)

BI SC 003 (GN)	Environmental Science (3)
ECON 002 (GS)	Introductory Microeconomics Analysis and Policy (3)
ECON 004 (GS)	Introductory Macroeconomics Analysis and Policy (3)
EDUC 313	Field Observation (2)
EDUC 314	Learning Theory and Instructional Procedures (3)
EDUC 315	Social and Cultural Factors in Education (3) (US)
EDUC 415	Teaching Secondary Social Studies (3)
EDUC 435	Needs of Special Learners (1)
EDUC 490	Student Teaching (12)
HIST 001 (GH)	The Western Heritage (3)
HIST 020 (GH)	American Civilization to 1877 (3) (US)
HIST 021 (GH)	American Civilization Since 1877 (3) (US)
PSYCH 100 (GS)	Psychology (3)
SOC 001 (GS)	Introductory Sociology (3)

Additional Courses (All Options) (9 Credits)

Select 6 credits in MATH (GQ), or STAT (GQ) from approved department list.
Select 3 credits in English or American literature (GH) from approved department list.
Select 3 credits in English Composition (GWS) from ENGL 015 or 030.

SOCIAL STUDIES EDUCATION OPTION (33 Credits)

Prescribed Courses for the Option (21 Credits)

GEOG 040	World Regional Geography (3) (IL)
GEOG 128	Geography of International Affairs (3) (IL)
C HIS 320	Contemporary World History and Issues (3)
HIST 012	History of Pennsylvania (3) (US)
PL SC 001	Introduction to American National Government (3)
PUBPL 420	Constitutional Law and Public Policy (3)

Supporting Courses and Related Areas (15 Credits)

(See approved Department list, pp. 6-8 .)

Select 3 credits of American Studies from approved department list (Sem: 5-8)

Select 3 credits of history from approved department list (Sem: 5-8)

Select 3 credits of anthropology from approved department list (Sem: 5-8)

Select 3 credits of minority studies from approved department list (Sem: 5-8)

Select 3 credits of psychology from approved department list (Sem: 5-8)

SOCIAL SCIENCES OPTION (33 Credits)

Prescribed Courses for the Option (15 Credits)

ANTH 001	Introduction to Anthropology (3)
ANTH 045	Cultural Anthropology (3)
SOC 005	Social Problems (3)
SOC 425	Social Conflict (3)
SOC 015	Urban Sociology (3)

Additional Courses and Related Areas (9 Credits)

Development Psychology (3 Credits)

PSYCH 416	Development Throughout Adulthood (3)
PSYCH 410	Child Development (3)
PSYCH 412	Adolescence (3)

Psychology of Learning (3 Credits)

PSYCH 462	Physiological Psychology (3)
PSYCH 456	Advanced Cognitive Psychology (3)
PSYCH 461	Advanced Conditioning and Learning (3)

Social Psychology (3 Credits)

PSYCH 420 Advanced Social Psychology (3)

PSYCH 470 Abnormal Psychology (3)

PSYCH 438 Personality Theory (3)

Supporting Courses and Related Areas (9 Credits)

(See approved Department list, pp. 9-12.)

Select 3 credits of history from approved department list (Sem: 5-8)

Select 3 credits of minority studies from approved department list (Sem: 5-8)

Select 3 credits of non-Western studies from approved department list (Sem: 5-8)

DIVERSITY IN COMMUNITY CERTIFICATE PROGRAM

The program is open to continuing undergraduate and graduate students, and to those with an Associate's degree. In keeping with PSU requirements and common practice in higher education, fifteen (15) credit hours of course work are required. Admission into the certificate program does not guarantee admission into a degree program.

The certificate fills a need by working professionals, concerned individuals, and current students who feel under- or ill-prepared to work in diverse settings, and/or who desire to explore a new, more critical approach toward questions of justice, power, and diversity. The program will benefit business and government leaders and employees, teachers and administrators, social and human service providers, and health care professionals as they seek to serve an increasingly diverse society.

Courses in the Certificate Program

**** Category A: Race and Ethnicity. Take one of the following courses. 3 credits**

SOC (AAA S) 409	Racial and Ethnic Inequality in America (US)
SOC 411 (HD FS 416)	Racial and Ethnic Diversity and the American Family (US)

**** Category B: Gender/Sexuality. Take one of the following courses. 3 credits**

BESC (WMNST) 464 (US)	Feminine /Masculine
R SOC (WMNST) 420 (IL)	Women in Developing Countries
SOC (WMNST) 456 (US)	Gender, Occupations and Professions
HDFS (WMNST) 250 (US)	Sexual identity over the Life Span (undergraduate students only)

**** Category C: Class and Age. Take one of the following courses. 3 credits**

SOC 435 (HD FS 434)	Perspectives on Aging
SOC 428	Homelessness in America
SOC 429	Social Stratification

**** Category D: Social Science Program Elective Take one of the following courses from among the following social sciences courses or one of the courses not taken in Categories, A B, or C.**

3 credits

SOC 408	Urban Ecology
SOC (EDTHP) 416 (US)	Sociology of Education
SOC 419 (US)	Race and Public Policy
SOC 424	Social Change
SOC 425	Social Conflict
SOC 430	Family in Cross-Cultural Perspective
SOC 432	Social Movements
SOC 446	Political Sociology
SOC 450	Justice and the Environment

SOC 454 (US)	The City in Post-Industrial Society
SOC 455	Work and Occupations
SOC (RL ST) 461 (US;IL)	Sociology of Religion
HDFS 405 (US)	Gender and Social Development
HDFS 424 (US)	Family Development in an Economic Context
HD FS 425 (US)	Work as a context for Human Development
HD FS 469 (IL)	Family Change in the Global Economy

**** Category E: Cognate. Take one additional course from Categories A, B, C, D or one of the courses listed below.**

3 credits

AAA S.	African and African American Studies. Any additional 400-level AAA S course.
AM ST (WMNST) 430 (US)	Women in American Society
AM ST (ENGL) 475 (US)	Black American Writers
AM ST 476 (US) (WMNST; ENGL)	American Women Writers
BUS 485	American Business Overseas
COMM 410 (IL)	International Mass Communications
COMM 459	Cultural Effects of Interactive and Online Media
CRIMJ 436 (US)	Women in the Criminal Justice System
EDHTP 401 (US)	Ethnic Minorities & Schools in the U.S.
EDUC 406	Human Sexuality
EDUC 466	Foundations of Teaching English as a Second Language
ENGL 431 (US)	African/American Literature
ENGL 492 (US)	American Women Writers
I HUM 410	Religion and Culture
MGMT 445	Managing Differences in Organization
MGMT 461	International Management
NURS 415 (US)	Community and Family Health Nursing – Concepts and Applications
PHIL 437 (IL)	World Philosophies and Cultures
PHIL 439 (IL)	Asian Philosophies and Issues
PL SC 428 (US;IL)	Gender and Politics
PL SC 440 (US;IL)	Globalization and its Implications
PL SC 453	Political Processes in Underdeveloped Systems
PL SC 456	Politics and Institutions of Latin-American Nations
PL SC 457	International Politics of Latin America
PL SC 458	Government and Politics of East Asia
PL SC 467	International Relations of the Middle East
PSYCH 444 (US)	Treatment and Education in Developmental Disabilities
PSYCH (WMNST) 479 (US)	Psychology of Women
WMNST	Women’s Studies. Any additional 400-level WMNST course

TOTAL 15 CREDITS

Note: Appropriate seminars, honors courses, special topics courses, and/or, current topics courses may be substituted for one or more courses in categories A, B, C or D with the approval of the program coordinator.

Graduate students may substitute 3 credits at the 500 level with the approval of the program coordinator.

At least 3 credits should be IL (international designated).

GPA REQUIREMENTS FOR CERTIFICATION: C (2.0) average or above in all courses.

Graduate students should note that typically a grade of “B” is required for a course to be counted for graduate credit.

** To review these courses, see [http://www.psu.edu/bulletins/bluebook/\\$crmenu.htm](http://www.psu.edu/bulletins/bluebook/$crmenu.htm) for course descriptions.

SPECIAL FEATURES

Just as you can fortify and enrich your diet with extra vitamins, you can fortify and enrich your education at Penn State Harrisburg by taking advantage of some special features we offer.

Internship

You have an opportunity to gain experience in an agency by doing an internship. Three, six, or nine credit internships can be done. The total internship credits earned may not exceed nine, but you may do several internships (i.e., 1-3 credit and 1-6 credit or 3-3 credit). The number of credits corresponds to the number of hours on site and the size of the required paper and annotated bibliography. Three credits involves 120 hours per semester, 6 credits-240 hours and 9 credits-360 to 400 hours. If an internship doesn't fit easily into your major, you can do one as an elective.

There are certain prerequisites that you must meet.

3 credit internships

1. completion of at least 75 credits
2. completion of at least 12 credits in major course work
3. a grade point of 2.5 or better in major course work
4. or approval of instructor

6 or 9 credit internships

1. completion of at least 90 credits
2. completion of either BESC 376 (Intro to Human Service Organization) or BE SC 370 (Community Psychology)
3. a grade point of 3.0 or better in major course work
4. or approval of instructor

To set up an internship, you will work with the internship instructor to find a site which will suit your educational needs and goals. Students who do internships report that they are extremely valuable experiences. Internships give you some actual hands-on experience that enables you to develop a network of people who can be helpful in your future job search.

You can pick up a handbook which gives you all of the details about internships in W311.

12 Credit Internship. Human Development and Family Studies Internship

The Human Development and Family Studies major requires a full semester of internship credits. Students are expected to have completed the majority of the coursework in the major before

embarking on the internship. At PSU Harrisburg, the internship experience consists of HDFS 402 (4 credits) and HDFS 495 C (6-8) credits, taken concurrently.

Independent Study

If you are interested in advanced study in an area where there is no course available, you may be able to arrange for an independent study. The prerequisites are basic course work in the proposed area of study, satisfactory completion of at least 75 credits and a G.P.A. of at least 3.0 in your major course work. If you are eligible and interested, ask a faculty member with expertise in your proposed study area to serve as your instructor. You and the faculty member will set up the direction and outcomes of the course. You may earn 1 to 6 credits for independent study.

Minors

There are a number of minors offered at PSU Harrisburg. Members of the social sciences faculty teach courses that fill requirements in Women's Studies. Accordingly, a special note is made about the minor below. Students may double count some of these courses in the Women's Studies minor and their major in either Sociology or Applied Behavioral Sciences.

- [American Studies Minor](#) 18 credits
- [Business Administration Minor](#) 22 credits
- [Communications Minor](#) 18 credits
- [Computer Science Minor](#) 18-21 credits
- [Information Sciences and Technology Minor](#) 19 credits
- [Information Sciences and Technology / Accounting Minor](#) 22 credits
- [Information Sciences and Technology / Finance Minor](#) 22 credits
- [International Business Minor](#) 21 credits
- [Political Science Minor](#) 18 credits
- [Women's Studies Minor](#) 18 credits
- [Writing Minor](#) 18 credits

Women's Studies (18 credits)

This interdisciplinary minor provides students with an opportunity to develop a broad understanding of women's perspectives and gender issues and to integrate that understanding into major areas of academic study. A total of 18 credits must be taken as part of the student's program; at least 9 of these credits must be taken at Penn State Harrisburg and 6 must be at the 400-level. Students must receive a grade of C or better in all courses in the minor. A student

seeking admission to the Women's Studies minor must first be admitted to a baccalaureate major at Penn State Harrisburg. A program of study must be completed in consultation with the student's major adviser and submitted to the Women's Studies Coordinating Committee, which will select a Women's Studies adviser for the student. Decisions regarding the appropriateness of courses for the minor will be made by the Women's Studies Program. The major adviser may also serve as adviser to the minor.

Penn State Honors Program

Students who met the eligibility requirements and who wish to have an enriched learning experience may apply for the College's Honors Program. Interested students should apply for this program as early in their matriculation as possible. Contact your academic advisor or the program coordinator for additional information.

Senior Thesis

BESC 494, Senior Thesis in Behavioral Sciences, is an opportunity for students with superior motivation and ability (3.5 cumulative grade point average) to pursue research in the field, working with a faculty member with expertise in the area. Prerequisites for taking BESC 494 include SCLSC 480W and 481, a survey course in the thesis area, agreement of a faculty member to supervise the work, and permission of the school director. Three to 9 credits can be taken.

Graduate Courses

If you are a senior with a 3.50 cumulative grade point average, and have obtained the consent of the instructor, you may take 500 level courses. Other baccalaureate degree students with a B average or better may be admitted to such courses with the approval of the instructor and the Dean of the Graduate School at University Park.

Instructional & Information Technology - E303 (717-948-6188)

The IIT office provides support for instructional and research uses of computers. The public access labs are locally networked and connected to the University-wide data backbone. This connectivity enables access to an IBM mainframe processing system located at University

Park, the University Library's on-line search system and a host of other computers on the Internet.

Students who have terminals or personal computers can access the IBM mainframe or the Library systems using modems. Information regarding dial-in access and modems is available from the IIT office. Students who intend to purchase home computers for their uses should consult the Center before making purchases.

Seminars are offered throughout the academic year to improve programming skills and to introduce new programming packages and equipment. Information about the seminars will be posted on bulletin boards around campus. IIT provides consulting on various software/hardware which includes programming support and hardware selection. There is also a MAC Laboratory in the Computer Center for those who wish to use this system.

Learning Center - C216 (717-948-6475)

The Learning Center offers support to all students. Assistance includes tutoring workshops and other services tailored to individual needs.

Tutoring assistance in mathematics and statistics is available on a group or individual basis. The location and hours for group tutoring will be posted at the beginning of each semester.

The Learning Center is dedicated to helping all students with writing problems--from those with writer's block to those who have difficulties with grammar and syntax. The Center stresses all the techniques required to complete papers, essays, or other types of written presentations.

A PLUS FOR PLANNING

We are sure you have heard this over and over again, but we are going to include it anyway just for good measure. What you get out of your college experience depends on what you put into it. Choosing courses simply because they are offered at convenient times, putting off a course until later, and neglecting prerequisites are all examples which indicate lack of preplanning and possible future difficulties. In order to get what you want and need, planning is essential.

Advising

Each student is assigned an advisor upon entering the program. This individual will assist you in sorting out your goals, and in designing an appropriate course of study. Although it is possible to register without having seen an advisor, it is strongly recommended that you consult your advisor to make sure you are enrolling in the appropriate courses. In addition to discussing degree requirements with your advisor, you should also use this individual as a resource person for information relating to your career objectives.

This said, a few tips on dealing with your advisor and choosing courses may be helpful. First, don't assume that your advisor will be available whenever you have time to talk. Faculty members have commitments that sometimes require their being away from their offices. They do, however, post the hours when they are available. If you are not available at the same time, don't give up. Call and make an appointment. It is also a good idea to make an appointment if you wish to have a guaranteed block of time in which to explore options and possibilities. Second, when you do go to see your advisor, be prepared. Think about what you want to get out of the meeting. Jot down your questions. Bring any material (a master schedule, course sheets, registration material, etc.) you may need with you.

Next, keep your own record of your plans and progress through the program.* Remember, not all courses are taught every semester or even every year. By planning ahead and keeping careful records of what you have completed and have yet to do, you can avoid unnecessary problems. Also, while your file should have information in it about your progress, sometimes slip-ups occur. It pays to periodically compare your records with your file to make sure everything is in order.

*Check your records against the **Degree Audit Report** which is available through eLion.

Secondary Education Social Studies majors should see their advisor. For clarification on how to use eLion contact the Enrollment Services Office at 717-948-6250 or your academic advisor.

Changing Advisors

Finally, if for some reason you wish to change advisors, the procedure is simple. Ask the person you would like to be your advisor if s/he is willing. If the faculty member agrees, complete a change of advisor form which is available from Mrs. Ritter in W311. Courtesy dictates that you should also tell your original advisor about the change.

TECHNICAL PROBLEMS

No matter how well you plan your program, and no matter how much good counsel your advisor offers, there are some small problems that might occur. Here is a list of some of them and what to do about them.

A Closed Course

Too many students wanted in and you were not lucky to attempt to enroll soon enough. What to do: (1) check with the program and see the professor--somebody might drop; (2) get on the list for next semester; or (3) make a good case for why you should get in--we often make exceptions for graduating seniors.

Pass/Fail

A pass/fail option may be used, although only when taking elective courses. You may take a total of 6 credits on a pass/fail basis.

In order to take a course pass/fail, get a pass/fail form from the Enrollment Services Office, have it signed by your advisor, and return it to Enrollment Services before the deadline listed in the master schedule.

Short a Credit

Somehow, despite all of your planning, you ended up short one credit and cannot be graduated. There are some ways that an advisor may be able to help you to overcome this situation. You should be counting carefully as you go along and make every attempt to avoid such a problem.

Course Overload

Senate Policy: 34-23 states that *“Students are not permitted to register for more than 19 credits prior to the first day of the semester. After consultation with their academic adviser, students are permitted to register for more than 19 credits during the first ten days of the semester.”* Course overloads might be for the ambitious, but it is also for those who would like to take an additional course or get some extra credit above the usual work load. If you wish to take on more than 19 credits, you must meet the following requirements prior to registering for additional credits:

1. have completed at least 75 credits,
2. have a cumulative grade point average above 3.0
3. have obtained the approval of your advisor and/or program coordinator, the School Director and the Senior Associate Dean for Academic Affairs

For students seeking to enroll in courses through **World Campus and Independent Learning**, the School Director must submit a brief statement verifying that the total number of credits will not exceed the 19 credit rule at the time the form is submitted to the Senior Associate Dean.

Courses Taken at Another School

You may be allowed to take one or more courses elsewhere while you are a student here. Consult your advisor and complete the necessary forms from the Social Sciences Program Office.

Deferred Grades

If for reasons beyond the student’s control, a student is prevented from completing a course within the prescribed time, the grade in that course may be deferred with the concurrence of the instructor. The appropriate forms may be obtained from the Enrollment Services Office. Please keep in mind that the grade is “deferred” and that you must complete all assignments necessary to have it changed to a conventional grade by the end of the sixth week of the following semester--otherwise it becomes an automatic F. It is to your advantage to have the deferred grade removed as soon as possible so that the previous semester’s work does not interfere with the current semester’s work.

Late Drop

A student may drop a course during the first ten calendar days of a semester. Beginning on the eleventh day and ending on the last day of the twelfth week of instruction, the student may drop a course. A maximum of 16 credits may be dropped under the late drop rule.

Changing a Grade

It may happen that the grade you receive is incorrect. Should this occur, discuss the situation with the professor. If the grade is to be changed, the procedure is relatively simple.

The instructor completes a grade change authorization form and obtains the signature of the Coordinator of Social Sciences Program and the School Director. The Enrollment Services Office will notify you that a change of grade has been made.

Grade Mediation and Adjudication

A student having a concern or complaint about the grade assigned in a course should first discuss grading practices and assignments with the instructor. It is expected that the student and instructor will eliminate any misunderstandings and will attempt to work out any disagreements over grades.

On rare occasions, circumstances may develop in which a student and instructor disagree about the student's grade, but there is no claim by the student of wrongful behavior on the part of the instructor. If, after exhaustive mutual examination of the issue by the parties themselves, the disagreement cannot be resolved amicably, either can petition an appropriate college or campus "good offices" committee for grade mediation. This student-faculty committee will review the details of the disagreement and provide their recommendation for resolving it.

In the rare event that a disagreement still persists about whether a grade has been assigned in conformity with Senate 47-20, the student or instructor may petition the dean of the college offering the course to refer the matter of a faculty department/school committee for grade adjudication. This committee will decide whether the instructor's grading procedures conformed with Senate Policy 47-20. Should they find the grade was not assigned in conformity with Senate Policy 47-20, this committee will determine an appropriate grade. Their recommendation will also require the concurrence of the School Director, the Provost and Dean, and the Senate

Committee on Academic and Athletic Standards before any grade change can be recorded by the University Registrar. (Ref: Senate Record, 5-4-82) See Senate Policy, 47-20 for additional information.

Academic Warning

The University stipulates that a cumulative average of 2.0 is the minimally acceptable level of academic performance. (Secondary Education Social Studies majors are reminded that you must have a GPA of 3.0 or better to be eligible for student teaching.) Hopefully, your cumulative average will remain considerably higher than this standard. Failure to maintain an acceptable grade point average might eventually result in your being dropped from the major. The program will monitor your performance and under some circumstances will recommend that you meet with your advisor to discuss your academic difficulties.

Academic Drop

A baccalaureate degree candidate shall be dropped as a degree candidate for unsatisfactory scholarship based on the following table of total credits scheduled (commonly known as cumulative credits):

<u>Total Credits Scheduled</u>	<u>Grade Point Deficiencies</u>
24 - 39.9	21 or more
40 - 69.9	18 or more
70 - 99.5	15 or more
100 and more	12 or more

This schedule of actions shall not apply to a baccalaureate degree candidate who has earned a 2.00 average or better in the semester under question.

[See Policies and Rules: A Handbook for Students for additional information on this and other academic rules].

SCHOOL ADMINISTRATION

DR. WILLIAM MILHEIM (Director, School of Behavioral Sciences & Education), holds a Ph.D. in Curriculum and Instruction, with a specialization in Educational Technology, from Kent State University. He previously served as the Campus Executive Officer and Associate Dean of the Graduate School and Professor of Education at Penn State Great Valley School of Graduate Professional Studies. His scholarly credits include shepherding a number of curricular and program development initiatives on behalf of his school, developing an impressive number of academic courses in instructional design and technology and seminars and workshops for professional audiences, and substantial involvement as a prolific author and presenter, contributing significantly to instructional technology literature.

PROGRAM FACULTY PROFILES

DR. HOLLY ANGELIQUE earned a Ph.D. in Ecological-Community Psychology from Michigan State University. Her scholarly work focuses on women's political empowerment and long-term anti-nuclear activism. She is also interested in the development of critical perspectives in community psychology. She has analyzed the field with respect to feminist issues, organizational studies and she helped to draft the *Monterey Declaration of Critical Community Psychology*.

DR. KEN CUNNINGHAM received his Ph.D. in sociology from the City University of New York. He has a background in political sociology, social change and social movements and has worked for a variety of non-profit social change organizations. His interdisciplinary interests include political philosophy, critical theory, war and peace and social justice. Particularly since 9/11/2001, his work has focused on US foreign policy and its unilateralist trend, and US militarism and political culture. He has published numerous articles on these topics in peer-reviewed social science and political science journals. He is currently researching US-British relations and working on a book on lies and deceptions of the US government. Dr. Cunningham also uses community service learning in his courses, and helped produce the Penn State Harrisburg community service learning handbook available on the PSH School of Behavioral Sciences (BSED) webpage at: www.hbg.psu.edu/bsed/handbooks/behSci/ccar_handbook.pdf

DR. KAMINI MARAJ GRAHAME (Coordinator, Social Sciences Programs)

earned her Ph.D. in sociology and equity studies in education at the Ontario Institute for Studies in Education, University of Toronto. She has substantial teaching experience in sociology, women's studies, and global studies. Her specific research interests include race/ethnicity, gender, and class, particularly in relation to the immigrant experience. Her research includes work on Asian immigrant women, work and family, globalization and the impact on Indo-Trinidadian families, including the reconfiguration of masculinity, transnational families, No Child Left Behind and the education of minority children, and institutional ethnography. Her work has been published in *Human Studies*, *Qualitative Sociology*, *Journal of Sociology and Social Welfare*, *Education and Society*, and *Sociological Spectrum* among other journals. In 2008, she chaired the Lee Student Support Fund Committee of the Society for the Study of Social Problems (SSSP) and was a member of its Race/Ethnic Minority Graduate Scholarship Committee. Currently she is a member of the Lee Founders Award Committee and the Smigel Award Committee of the SSSP. She is chair-elect (2008-2009) for the Institutional Ethnography Division of the SSSP.

DR. RICHARD FIENE is Associate Professor of Human Development and Family Studies in the College of Health and Human Development and Capital College at the Pennsylvania State University, and Professor in Charge of the Psychology Program at Penn State Harrisburg. 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.

DR. DOROTHY KING holds an Ed.D. in Family and Community Education. A performance poet and playwright, she encourages her students to push through their hesitations to find creative ways of thinking and expressing themselves. In 1996, she received a teacher excellence award from the Black Student Union.

DR. J. SCOTT LEWIS studied sociology at Bowling Green State University, specializing in social theory and the philosophy of social science. Other research interests include neurosociology and evolutionary sociology, and teaching strategies in social sciences. He currently serves as an officer for the American Sociological Association's section on Evolution and Sociology.

DR. SENEL POYRAZLI earned her Ph.D. in Counseling Psychology from University of Houston. Her clinical background includes working with adolescents, college students, adults, married/unmarried couples, and war veterans, and dealing with issues primarily related to relationships, psychosocial adjustment, decision making, depression, and trauma. Her research primarily involves college students' and immigrants' psychosocial adjustment processes, with cross-cultural competency being an additional research interest. Currently, she is exploring the reasons that cause international students to fail academically. She is also starting a new research project related to immigrant parents and their involvement with their child's school. Dr. Poyrazli teaches counseling skills, interviewing and counseling, small groups counseling, theories of counseling, family therapy, internship, and multicultural competency. Dr. Poyrazli is actively involved within the American Psychological Association. For APA Division 52 (International Psychology), she serves as the editor of the division's official publication *International Psychology Bulletin*, she chairs the Long-Range Planning Committee, and chairs a task-force for a journal sponsored by the division. For APA Division 17 (Society of Counseling Psychology), she chairs the mentoring subcommittee of International Student Mentoring and Orientation Committee. Dr. Poyrazli also serves as an editor of the *Eurasian Journal of Educational Research*. Her research has been published in well-known journals such as *Journal of College Student Development*, *Psychological Reports*, *Journal of College Counseling*, *Journal of Humanistic Counseling Education and Development*, *International Journal of Stress Management*, and *Adolescence*.

DR. CHIARA SABINA earned her doctorate in Applied Social Psychology from Loyola University Chicago. Her post-doctoral work at the Family Research Laboratory, University of New Hampshire focused on dating violence among college students in various nations. Research interests include responses to partner violence, socio-structural factors affecting partner violence, and the experience of partner violence among diverse populations such as immigrants, ethnic minorities and sexual minorities. Currently Dr. Sabina is working on an NIJ-funded research study, Sexual Assault among Latinas (SALAS), to study the lifetime victimization history of Latinas, their responses, and relevant cultural factors.

RETIRED/ACTIVE FACULTY

DR. CLEMMIE E. GILPIN earned his Ph.D. in Community Systems Planning and Development (with an emphasis in Social Gerontology). His interests include aging, ethnic relations, and conflict resolution. He is currently involved in social and public policy planning and development for the elderly.

PROGRAM-RELATED STUDENT ORGANIZATIONS

Students can gain many benefits from belonging to organizations related to their education and profession. The organizations described below are particularly valuable for students in the Social Sciences Program.

International Affairs Association (IAA)

This organization promotes international and cross-cultural interaction through the sponsorship of activities such as the global pursuit tournament, fall international dinner and folk dance, social activities for international students, and the spring international festival. IAA also sponsors the Penn State Harrisburg Model United Nations Conference which for more than twenty years has served as a forum for the debate of major international and foreign affair issues. More than 300 high school students from throughout south central Pennsylvania participate in this annual event.

Kappa Delta Pi

The Sigma Alpha Chapter promotes excellence in, and recognizes outstanding contributions to education. An SESST student may become a member by invitation from the chapter. Invitation is based on high academic achievement, a commitment to education as a career and a professional attitude which assures the member's steady growth in the field of education. Kappa Delta Pi is an internationally recognized educational honor society.

Pi Gamma Mu

The purpose of Pi Gamma Mu is the recognition and encouragement of scholastic achievement in the social sciences among undergraduate and graduate students.

Invitations to membership in the Alpha/Beta Chapter are extended to all students at Penn State Harrisburg who have accumulated 20 or more credits averaging “B” or better in history, political science, economics, sociology/anthropology, international relations, psychology, criminal justice, or geography.

Student Government Association

The Student Government Association is the representative voice of the student body in the College’s governance system. Senators are elected by and represent their academic program. The Student Government Association, in addition to providing support for all student organizations, serves as a link between the student body and the Faculty Senate.

WHERE DO YOU GO FROM HERE?

You may be a student who knows exactly where you want to be 5 or 10 years from now. Or, more typically, you may have several ideas but not be too sure about any of them. Perhaps, you may even have times when you wonder where you are actually heading. Take heart; you are not alone. Others go through the same kinds of experiences, and there are resources available to help you determine what your next step will be. Again, it's a good idea to start planning early. For example, as pointed out in another section, graduate school catalogs located in the library can help you decide on your major.

Student Assistance Center (717) 948-6025

The Student Assistance Center can assist you with goal setting, career decision making, and educational guidance and advice about graduate education. Of course, they are available for personal counseling too. They can also give you specific information about jobs and career possibilities, and assist you in the following areas: explorations of career options, the current status of the job market, cover letters and resumes, interviewing skills, and job search preparation and strategies. Off-campus part-time job openings and information about paid and unpaid summer opportunities are listed in this office. An annual Career Fair and active contact with potential employers are also reasons why this office is not one you should overlook.

The Library (717) 948-6079

To repeat what was stated earlier, check out the education and career information available in the library. You may find the basic facts you need to help you proceed with your decision making.

Alumni Mentor Program (717) 948-6715

The Alumni Mentor Program was established by the Penn State Harrisburg Alumni Society to bring students together with successful alumni. The program gives students the opportunity to network and make potential job contact with professionals. Participants in this program interact with alumni working in your field. You will learn about such things as professional climate, work hours, organizational placement, related work areas and career advancement opportunities. Please contact the Alumni Affairs Office, W110 Olmsted, for applications and additional information.

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