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Overview of Handbook

Welcome to the Department of Psychology at Cedar Crest College. The purpose of this undergraduate handbook is to provide with useful information about the Psychology program. This handbook will provide you with information concerning the variety of courses offered in the department, degree requirements for the major and minor, research and internship opportunities, preparation for graduate school in Psychology, and activities outside the classroom, such as the Psychology Club and Psi Chi, the National Honor Society in Psychology. We hope this handbook will make your life a bit easier and answer many questions you may have concerning the Psychology Department. Students should also be very familiar with the College Catalogue and the Student Handbook in terms of policies and procedures associated with College-wide requirements. Please note that this Handbook is a guide designed to assist you. It is not an official statement of every policy related to your education at Cedar Crest College.

Psychology Department Mission Statement

The mission of the Psychology program mirrors the College’s mission statement and broad principles. The Psychology Major is designed to provide the knowledge and skills related to the scientific study of human and animal behavior, thoughts, and emotions. In keeping with Cedar Crest’s liberal arts tradition, the Psychology Major emphasizes developing students’ critical thinking ability, communication skills, awareness of ethical and global issues, and the development of their personal value systems. The Major requires rigorous academic engagement and scholarship and facilitates students’ connections between Psychology and the liberal arts.

The Psychology program’s objective is to ensure that every undergraduate receives high-quality instruction in all of the essential areas of Psychology, and be exposed to a wide range of subfields so that undergraduate students are prepared for entry-level employment in the field of Psychology or advanced graduate education.

Philosophy of the Psychology Curriculum

Psychology can be defined as the scientific study of behavior and mental process, in both people and animals. The Psychology faculty at Cedar Crest College stress that Psychology is a science. As a scientific discipline, the field of Psychology relies on research to further our understanding of why people and animals act, think, and feel. The curriculum we have designed places emphasis on significant concepts, theories, research findings, and methodological approaches to the scientific study of behavior and mental process. Further, students completing the major in Psychology are given opportunities to actively engage in the research process, by designing and carrying out their own Thesis projects in a faculty member’s area of expertise and interest.

Psychology is also an applied profession. As such, Psychology involves the application of knowledge, skills, and techniques to the prevention and treatment of many problems facing individuals and society at large. In addition to teaching and conducting research on college campuses, psychologists may also work in clinical, counseling, educational, industrial or social settings.

Psychology is also a diverse and evolving field. As such, through elective course offerings, a student’s curriculum can be tailored to their interests in various areas of Psychology. We offer electives in areas related to our individual faculty members’ diverse interests and areas of expertise; many of these courses are unique and cannot be found at other institutions the size of Cedar Crest. These courses include: PSY 201-Mind-Body Medicine, PSY 206-Positive Psychology, PSY 224-Women in the Workplace, PSY 227-Principles of Helping Relationships, PSY 230-Team Building and Group Dynamics, PSY 246-Motivation and Emotion, PSY 311-Criminal Behavior and Profiling, PSY 315-Counseling Children, and PSY 335-Cross-cultural Psychology.

Our ultimate goal is to prepare students for whatever their futures hold. We recognize that not all students plan to attend graduate school, but we nonetheless provide all students with the skills necessary to pursue graduate training, should that be or become their goal. These skills include scientific writing, oral presentation, data analysis and interpretation, and most importantly, critical thinking. Of course, these same skills are also highly desired by potential employers as well.

TOP
**Putting Mission into Action--Program Outcomes:** The Psychology undergraduate major has 4 primary goals. These outcomes are introduced, reinforced, and mastered in core courses taken by all Psychology majors.

1. **Knowledge Base of Psychology**
   Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology, especially in the areas of:
   a. Learning and cognition, memory and thinking
   b. Biological, including physiology, sensation, perception, comparative motivation, and emotion
   c. Developmental changes in behavior and mental processes across the life span
   d. Clinical and abnormal
   e. Personality and social processes
   f. Individual differences, measurement, methodology and psychometrics

2. **Research Methods in Psychology**
   Describe and apply basic research methods in Psychology, including research design, data analysis and interpretation.

3. **Critical Thinking Skills in Psychology**
   Use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

4. **Application of Psychology**
   Apply psychological principles to personal, social, and organizational issues.

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**Meet the Psychology Department Faculty**

**Dr. Kerrie Baker,** Chair, Associate Professor of Psychology (120 Curtis Hall, kbaker@cedarcrest.edu, Ext. 3426)

B.S. in Psychology, Pennsylvania State University  
M.S. in Psychology, Old Dominion University  
Ph.D in Industrial/Organizational Psychology, Old Dominion University

**Courses Taught:** Experimental Methods, Statistical Methods, Careers in Psychology, Psychology in Current Events, Psychology of Work, Women in the Workplace, Team Building and Group Dynamics, Ergonomics, and Professional Ethics.

Dr. Baker practiced applied Psychology for over ten years in private and public organizations before coming to Cedar Crest College. She began her career as an Intern and Research Specialist for Bell Atlantic, and then was a management consultant for the Hay Group, a nationally recognized consulting firm. For the next six years, Dr. Baker served as a Personnel Research Psychologist for the Federal Bureau of Investigation, in which she gained a broad range of experience in the areas of Psychology, Business, and Criminal Justice.

Dr. Baker’s research interests include: assessment and program evaluation; the functioning of teams under stressful conditions, and the acceptance of non-traditional team members; the unique challenges faced by organizations in hiring and retaining the newest generation of employees; critical issues faced by women in the workplace, and the characteristics of women leaders and entrepreneurs.
**Dr. Sharon Himmanen**, Assistant Professor of Psychology (117 Curtis Hall, sahimman@cedarcrest.edu, Ext. 3416)

B.A., Washington College  
Ph.D., City University of New York


Prior to coming to Cedar Crest College, Dr. Himmanen taught as an adjunct instructor of Psychology at Hunter College and Lehman College in New York, and spent two years as a substitute assistant professor at Queens College in New York. For nearly twenty years she worked on a series of NIH and NSF funded projects that were among the first to use video monitors fitted with touch-sensitive screens to study cognitive processes in non-human primates. This research included investigations in list learning and concept learning in rhesus and stumptail monkeys and the use of strategies for list learning in rhesus monkeys and orangutans.

During this time, Dr. Himmanen also studied face perception and memory for conspecific faces as well as mirror behavior by rhesus monkeys. Dr. Himmanen has also conducted research with human participants providing data on familiarity, visual complexity, name agreement and imagineability for items on the Boston Naming Task, a diagnostic tool often used to the assessment of individuals with impairments caused by cerebral pathology.

**Dr. Diane Moyer**, Professor of Psychology (123 Curtis Hall, dmmoyer@cedarcrest.edu, Ext. 3425)

B.A. in Psychology, LaSalle University  
M.A. in Counseling Psychology, University of Massachusetts  
M.A., University of Pennsylvania  
Ph.D in Counseling Psychology, Temple University

Courses Taught: General Psychology, Principles of Helping Relationships, Counseling Children, Abnormal Psychology, Psychological Testing, and Positive Psychology

Dr. Moyer is a Licensed Psychologist and received specialized training in working with children and adolescents at the Children's Hospital in Columbus, Ohio. She holds memberships in the American Psychological Association, and the American Counseling Association and has published in several journals.

Dr. Moyer was a member of the USA Field Hockey Team and competed in the World Cup Championships. She was a member of the 1980 and 1984 Olympic Teams. Her 1984 Olympic Team won the Bronze Medal in Los Angeles.

**Dr. Micah Sadigh**, Professor of Psychology (119 Curtis Hall, micasa@cedarcrest.edu, Ext. 3715)

B.A., Moravian College  
Ph.D, Lehigh University

Courses Taught: General Psychology, Theories of Personality, Systems of Psychotherapy, Health Psychology, Mind-Body Medicine, Stress & Disease, The Psychology of Anxiety, Existential Psychology, and History and Systems of Psychology

Dr. Micah Sadigh enjoys teaching courses that explore the theoretical Psychology. He is particularly interested in teaching courses that explore the mind body interactions. Dr. Sadigh also holds a Diplomate status in Franklian Psychology, which was awarded to him by the International Viktor Frankl Institute. He is a Fellow of the International College of Psychosomatic Medicine and is a member of the Academy of Psychosomatic Medicine, the Society for Existential Analysis, and the American Psychosomatic Society.

Dr. Sadigh's interests lie in clinical, biological, health, and existential Psychology. His publications include work on sleep disorders, personality disorders, applied psychophysiology, stress and disease, the psychological treatment of pain, post traumatic stress disorder, and an existential approach to the treatment of psychosomatic disorders.
Dr. James Scepansky, Associate Professor of Psychology (118 Curtis Hall, jascepan@cedarcrest.edu, Ext. 3416)

B.S. in Psychology, Shippensburg University  
M.S. in Experimental Psychology, Kent State University  
Ph.D in Experimental Psychology, Kent State University


Before joining the faculty at Cedar Crest, Dr. Scepansky taught for one year at Whitman College in Walla Walla, Washington, and for six years at Longwood University in Virginia. Dr. Scepansky has also served as an Adjunct Faculty Member at Hampden-Sydney College in Virginia.

Dr. Scepansky’s research interests are eclectic, and include impression formation, motivated skepticism, attitudes and persuasion, social memory, and stereotypes and prejudice, especially as they pertain to gender double standards. Dr. Scepansky welcomes the opportunity to work with students on research projects in their own areas of interest.

Dr. Jane Ward, Professor of Psychology (121 Curtis Hall, jane@cedarcrest.edu, Ext. 3416)

B.A., University of Delaware  
M.A., University of Delaware  
Ph.D, University of Delaware

Courses Taught: Psychology of Adjustment, Lifespan Development, Child and Adolescent Psychology, Forensic Psychology, Criminal Profiling and Behavior

Dr. Ward is a psychotherapist in private practice, working with individuals and families. Her practice includes forensic evaluations for the courts, court-referred children and families, and she has been an expert witness in child development and memory, adolescent development, and Psychology in Lehigh, Northampton, Schuylkill and Monroe counties.

Ms Rachel Buckley, Administrative Assistant (122B Curtis Hall, Ext. 3685)

Office Hours: Mondays, Tuesdays, Wednesdays and Fridays (9 am - 1 pm), & Thursdays (2 pm - 6 pm)

Rachel can be contacted by students any time for help concerning faculty members’ schedules (classes and office hours), semester class schedules, information regarding Psi Chi and/or Psychology Club (e.g., eligibility information for Psi Chi), resources available for students use, and can help students contact faculty. Students should contact her with any questions regarding the Psychology Department and she will help find the answer.

Tara graduated from Kutztown University with a BS in Psychology. She was involved in social psychological research during her time at KU and she hopes to continue her education down the road. Previously, Rachel has worked at Cedar Crest College in the Information Technology (IT) Department and in the College Bookstore, as well as at the Allentown Farmer’s Market. She is very excited about her position working for the Psychology Department.
Psychology Department Research Labs

Our state-of-the-art laboratories allow Psychology students to put in-class instruction immediately into practice using the latest technology. There are three separate lab spaces that are geared for a variety of research purposes.

Human Social Cognition and Behavior Lab (HSCB Lab). The HSCB Lab at Cedar Crest College is a multi-purpose space that includes a variety of useful technology.

Computer Workstations. Four stations equipped with software enabling development of a variety of research projects.

SuperLab Software. This software program allows student-researchers to present stimuli to participants in the form of text, images, sounds and/or video. The researcher can then use the software to record the participants’ responses via a specially designed response board or a standard keyboard. By utilizing this program, students develop programming skills and understand how to create a protocol for collecting data. In addition to being professionally used and respected, SuperLab offers researchers a means of “going green” with their research by cutting down on the use of traditional paper-and-pencil surveys and questionnaires, which require the use of large amounts of paper. SuperLab also allows for the tracking of response time, which can be quite valuable information when studying certain psychological concepts.

Focus Group/Observation Room. A portion of the HSCB Lab can be reconfigured for small groups, presentations, lab meetings and more. With a computer and projector available, this area is ideal for students who wish to do research using a "focus group" format. One of the HSCB conference rooms includes a wall with a one-way mirror that allows students to observe subtle aspects of behavior displayed by people engaged in conversation.

Game-play units. The HSCB Lab has a separate enclosed space that houses two Xbox 360 units, each attached to a 42" plasma-screen TV. Students can utilize this space to examine various aspects of game play behavior.

Psychophysiology (Mind-body) Laboratory. Explore the mind-body interactions through the examination of how thoughts and emotions impact physiological activities, such as heart rate, blood pressure, electrodermal activity, muscle activity, etc. The lab is equipped with state of the art, highly sensitive instruments.

Do TV images produce stress inducing (or calming) effects that we may not realize? Can repeated exposure to certain images affect the cardiovascular system? Are there certain thoughts that can trigger a stress response in the absence of a threat?

The instruments in the psychophysiology lab can be used to measure cardiac activity, peripheral temperature, electrodermal activity, electromyographic activity, blood pressure, blood-pulse volume, and respiratory activity. These instruments allow student-researchers to explore the connection between thoughts and emotions and the corresponding physiological responses. They also enable students to collect objective data regarding mind-body interactions. This data can then be juxtaposed against subjective data (for example, questionnaires), particularly for research purposes.

Through course work and supervised research, students can receive training in the administration of these measurement techniques. A number of Psychology students at Cedar Crest College have utilized psychophysiology instruments as a part of their senior research projects on human behavior, the findings of which were presented at the Lehigh Valley Association of Independent Colleges’ Psychology Conference.

Animal Learning and Behavior Laboratory. Working with live animals is a unique and rich learning experience that few colleges offer.

The Animal Learning and Behavior Laboratory houses a small colony of Long Evans rats that students work with throughout the semester.

During the semester, students are responsible for socializing and training their rats on a variety of tasks. For example, each student might be given the task of teaching their rat to perform a small trick such as running through an obstacle course or jumping through hoops. Students also conduct research projects in such areas as habitat usage, feeding behavior, circadian rhythm, and associative conditioning.

Currently, students work with their rats in four operant chambers interfaced with computers to apply concepts they learn in class, including schedules of reinforcement, extinction, spontaneous recovery, and more. Students will gain additional experience in empirical procedures for studying associative behavior, cognitive and spatial mapping, and procedural distinctions between operant and instrumental conditioning through the use of mazes and puzzle boxes. At the end of the semester, many rats are adopted by their student-caretakers, and the remaining animals are adopted out to homes in the local community.
Psychology Degree Options

The Psychology Department at Cedar Crest College offers students three degree options. The traditional Psychology (PSY) Major is designed for students interested in focused study in Psychology and who primarily take day classes. The Applied Psychology (APS) Major is designed for students interested in focused study in Psychology but who primarily take evening and or online/hybrid courses through SAGE. The Psychology Minor and the Health and Wellness Minor are designed for students who are interested in Psychology albeit at a less intense level. The program requirements for each degree option are presented below. IMPORTANT: The Psychology Department curricular requirements are subject to change and go into effect at the time a student matriculates into Cedar Crest College. Please see College Catalog and/or Psychology Department webpage for current requirements and complete course descriptions for all courses we offer.

Psychology (PSY) Major Program Requirements

Required Courses:

- PSY 100: General Psychology, 3 credits
- SPS170/171: Understanding APA Editorial Style, 1 credit (Must be taken concurrently with PSY 211)
- PSY 211: Experimental Methods, 4 credits (Must be taken concurrently with SPS 170/171)
- PSY 212: Statistical Methods, 4 credits
- PSY 229: Introduction to Biological Psychology, 3 credits OR NEU 200: Introduction to Neuroscience, 3 credits
- PSY 250: Life-Span Development, 3 credits
- PSY 309: Abnormal Psychology, 3 credits OR PSY 351: Theories of Personality, 3 credits
- PSY 317: Learning, 4 credits OR PSY 336 Cognitive Processes, 4 credits
- PSY 363: Senior Capstone, 3 credits
- 15 additional Psychology elective credits

Additional Important Information Regarding Psychology Major:

A grade of C or better must be obtained in each course to satisfy requirements for the Psychology major; this includes all liberal arts requirements.

A minimum of 43 Psychology credits is required for a major in Psychology. A minimum of 18 Psychology credits for the major must be taken at Cedar Crest College. Any student desiring to declare Psychology as a major or a minor must have a cumulative grade point average at the college of at least 2.00.

- PSY 100 is a prerequisite to all other Psychology courses.
- PSY 100/200 level courses are for 1st/2nd Year Students
- PSY 300 level courses are for 3rd/4th Year Students
- Course Repeat Policy: A course may be repeated (taken a second time) only once due to a grade less than a C. A student wishing to repeat a course more than one time (taken a third time) must seek permission from the Department and the Registrar's office. A student withdrawal (for any reason) at any point in the course will count as taking the course; subsequently, the course from which a student withdraws could be repeated only one additional time.
- Double majors who are exempt from taking PSY 211 and PSY 212 due to completing accepted research methods and statistics courses in their second major must meet the minimum credit requirement in Psychology by substituting electives. The minimum number of credits in Psychology in order to be awarded the major is 43.
Applied Psychology (APSY) Major Program Requirements

Program Description: The Applied Psychology major is for those students enrolled in the School of Adult and Graduate Education (SAGE) at Cedar Crest College. This major is similar, in terms of its mission, to the Psychology major offered to traditional students during the day program at Cedar Crest College. However, this major provides more flexibility in the course requirements. Also, many of the courses are offered in the evening, in accelerated 7-week sessions, and/or via online or hybrid course formats.

Required Courses:

- PSY 100: General Psychology, 3 credits
- SPS170/171: Understanding APA Editorial Style, 1 credit (Must be taken concurrently with PSY 213)
- PSY 213: Introduction to Research Methods, 3 credits (Must be taken concurrently with SPS 170/171)
- PSY 214: Introduction to Statistics, 3 credits
- PSY 229: Introduction to Biological Psychology, 3 credits OR NEU 200: Introduction to Neuroscience, 3 credits
- PSY 250: Life-Span Development, 3 credits
- PSY 309: Abnormal Psychology, 3 credits OR PSY 351: Theories of Personality, 3 credits
- PSY 363: Senior Seminar, 3 credits
- 21 additional Psychology elective credits

Additional Important Information Regarding Applied Psychology Major:

A grade of C or better must be obtained in each course to satisfy requirements for both the Psychology major, and the Applied Psychology major; this includes all liberal arts requirements.

A minimum of 43 Psychology credits is required for a major in Psychology. A minimum of 18 Psychology credits for the major must be taken at Cedar Crest College. Any student desiring to declare Psychology as a major or a minor must have a cumulative grade point average at the college of at least 2.00.

- PSY 100 is a prerequisite to all other Psychology courses.
- PSY 100/200 level courses are for 1st/2nd Year Students
- PSY 300 level courses are for 3rd/4th Year Students
- Course Repeat Policy: A course may be repeated (taken a second time) only once due to a grade less than a C. A student wishing to repeat a course more than one time (taken a third time) must seek permission from the Department and the Registrar's office. A student withdrawal (for any reason) at any point in the course will count as taking the course; subsequently, the course from which a student withdraws could be repeated only one additional time.
- Double majors who are exempt from taking PSY 213 and PSY 214 due to completing accepted research methods and statistics courses in their second major must meet the minimum credit requirement in Psychology by substituting electives. The minimum number of credits in Psychology in order to be awarded the major is 43.
Psychology Minor Program Requirements

Required Courses:
- PSY 100: General Psychology, 3 credits
- PSY 250: Life-Span Development, 3 credits
- PSY 309: Abnormal Psychology, 3 credits OR PSY 351: Theories of Personality, 3 credits
- 9 additional Psychology elective credits

Additional Important Information Regarding Psychology Minor:
A grade of C or better must be obtained in each course to satisfy requirements for the Psychology minor; this includes all liberal arts requirements.

A minimum of 18 Psychology credits is required for a minor in Psychology. A minimum of 9 Psychology credits for the minor must be taken at Cedar Crest College. Any student desiring to declare Psychology as a major or a minor must have a cumulative grade point average at the college of at least 2.00.
- PSY 100 is a prerequisite to all other Psychology courses.
- PSY 100/200 level courses are for 1st/2nd Year Students
- PSY 300 level courses are for 3rd/4th Year Students

Health and Wellness Minor

Mission: The purpose of the health and wellness minor is to provide students with a comprehensive approach to and understanding of health promotion and disease prevention, and to allow them to acquire the knowledge necessary for achieving optimal well-being. To realize this objective, a multidisciplinary approach to health is essential. Hence, the minor consists of courses from disciplines such as biology, psychology, social work, religion/spirituality, and humanities. Additionally, the minor requires that students attend to their physical health through participation in credit and/or non-credit activities such as dance courses or “Healthy U” programs. The multidisciplinary nature of the minor will add distinctiveness to students’ education, particularly as it relates to the multifaceted nature of the study of health and wellness.

Program Requirements: 18 credits to fulfill the minor. All students must complete the core course, PSY 201 (Mind-Body Medicine); at least three credits from each of the four categories listed below, plus an additional three credits from any of these four categories. In addition, students must demonstrate two experiences in the physical area as defined below. Credits in the physical component do not count towards the 18 credits required for the minor.

Core Course (Required): PSY 201 Mind-Body Medicine 3 credits

I. Biological (Choose at least 3 credits.)
- BIO 112 The Human Agenda: Health Issues 4 credits
- BIO 117 Fundamentals of Anatomy and Physiology I 4 credits
- BIO 118 Fundamentals of Anatomy and Physiology II 4 credits
- BIO 217 Anatomy and Physiology I 4 credits
- BIO 218 Anatomy and Physiology II 4 credits
- NTR 210 Principles of Nutrition 3 credits
II. Psychological (Choose at least 3 credits.)
- PSY 304 Stress, Disease and Psychophysiological Interventions 3 credits
- PSY 227 Principles of Helping Relationships 3 credits
- PSY 229 Biological Psychology 3 credits OR NEU 200 Introduction to Neuroscience 3 credits
- PSY 251 Health Psychology 3 credits
- PSY 231 Social Psychology for Psychology 3 credits
- PSY 309 Abnormal Psychology 3 credits

III. Social/Spirituality (Choose at least 3 credits.)
- SOC 243 Social and Psychological Aspects of Aging 4 credits
- REL/PSY 204 Psychology of Religion 3 credits
- REL 220 Death and Dying 3 credits
- REL 233 Spirituality and Wellness 3 credits
- HON 133 Changing the World from the Inside Out 3 credits

IV. Humanities (Choose at least 3 credits.)
- ENG 223 Trauma and Survival (Topics in American Lit.) 3 credits
- ENG 234 Creative Writing: Poetry 3 credits
- GND 100 Introduction to Gender Studies 3 credits
- PHI 141 Philosophy of Women 3 credits
- PHI/BIO 320 Biomedical Ethics 3 credits
- SPA 205 Spanish for Health Professionals 3 credits

Students must also take an additional 3 credits from any one of the areas listed above.

V. Physical: Students must demonstrate participation in physical activities, which maintain or improve cardiovascular functions, endurance, or flexibility. These activities may be credit bearing or non-credit bearing. If credit bearing, the course does not count towards the 18 credits required for the minor. If non-credit bearing, the activity must be approved by a health and wellness minor adviser. Students must complete two physical activities, each of which must consist of at least 2.5 hours of physical activity per week, for the duration of a semester. Examples of credit bearing courses which fulfill 2.5 hours of physical activity per week, for the duration of a semester are:
- DNC 211/213/311 Beginner/Intermediate/Advanced Ballet
- DNC 216/218/314 Beginner/Intermediate/Advanced Jazz
- DNC 220/230/330 Beginner/Intermediate/Advanced Modern
- DNC 223/225/318 Beginner/Intermediate/Advanced Tap
- Varsity Sport

Examples of non-credit bearing activities may include participating in “Fit Club” programs or attending a gymnasium, as long as the hours spent in such activities are well-documented and can be verified.
Fulfillment of the General Education and Liberal Arts Curriculum (LAC) Requirements

Students must be aware of the following requirements regarding completion of classes that satisfy General Education/Liberal Arts categories (e.g., social sciences, humanities, etc.). In several cases, students satisfy certain requirements by completing their degree program (i.e., by completing the degree, the requirement is satisfied in the process). In other cases, students are required to complete specific classes outside the major to satisfy a requirement. In any case, all students are required to be familiar with all requirements associated with their program of study (major, minor, certificate, etc.), according to the College and/or Student Catalog that was in force at the time of the student’s matriculation. The following is a brief summary of the more frequently asked about requirements.

- To fulfill the Oral Presentation (OP) requirement, a student must successfully complete a specific course outside of the Psychology Department; that is, **THS 105: Public Speaking**.

- A student fulfills the Information Literacy (IL) requirement through the successful completion of **PSY 211: Experimental Methods or PSY 213: Introduction to Research Methods**.

- A student fulfills the Technology (Tech) requirement through the successful completion of **PSY 212: Statistical Methods or PSY 214: Introduction to Statistics**. This course also counts as a Math and Logic course.

- To fulfill a LAC Natural Science (SCI) requirement, a student may NOT count PSY 229: Introduction to Biological Psychology or NEU 200: Introduction to Neuroscience. That course counts as a Psychology requirement only. However, a student may take another cross-listed course PSY/NEU 220 Sensation and Perception without the lab, and fulfill the 3 credit SCI requirement. Additional SCI requirements must be fulfilled through qualified courses outside of the Psychology Department.

- To fulfill a LAC Math and Logic (ML) requirement, a student must successfully complete a course outside of the Psychology Department; that is, **MAT 102 or higher**.

- To fulfill the LAC Ethics (ETH) requirement, a student must successfully complete **ETL 235** outside of the Psychology Department. (SAGE students in the Applied Psychology major may substitute **PSY 344: Professional Ethics**)

- Other general education and LAC requirements (Writing, Global Studies, Arts, Humanities, Social Sciences) must be fulfilled through qualified courses outside of the Psychology Department. It should be noted that traditional students cannot take two LAC courses from the same discipline to fulfill certain requirements. SAGE students can take two courses from the same discipline to fulfill parts of the LAC.

- SAGE students often come into Cedar Crest College (e.g., transfer) with an Associates Degree. This may carry with it “LAC Exempt” status, whereby the student does not need to satisfy the different LAC category requirements because their previous coursework is judged to have already satisfied those requirements. Each student should verify with Admissions staff as to whether they are or are not exempt from LAC requirements.

**IMPORTANT**: Successful completion of these courses requires a grade of a C or better.

Psychology Awards

The Psychology Department proudly bestows two awards at the annual Cedar Crest College Honors and Awards Ceremony held at the end of Spring semester. A plaque commemorating awardees is on display in the Psychology Department lounge.

**The Ellis Honig Memorial Award**

Established in honor of the late Dr. Ellis Honig who taught in Cedar Crest College’s Department of Psychology for nearly 30 years. This award is given to a graduating senior in recognition of outstanding service contributions to the department and community, such as: organizing Psychology club activities, participating in interdisciplinary campus events or programs, serving in a leadership capacity in on- or off-campus practicum experiences, providing service to a community organization, mentorship others, and/or actively serving as a role model for positive social change.

**The Senior Academic Excellence Award**

This award is given to the graduating Psychology major student who has completed at least 60 academic credits at Cedar Crest College, and has an outstanding cumulative grade point average and impressive academic record. Selection for this award is made by the Psychology Department on the basis of GPA and academic related achievements, such as internships, research projects, or other outstanding professional contributions.
Important Psychology Department Policies

Psychology Department Attendance Policy

The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students’ optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department’s attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of “personal/sick days.”

Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis. It is each student’s responsibility to understand this policy and to keep track of absences throughout the semester.

For classes that meet ONCE per week (e.g., evening and late afternoon classes): You may miss 2 classes without penalty. If you miss 3 classes, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss 4 classes, you will receive a failing grade for the course. If you miss four classes, you have missed approximately 25% of the class meetings.

For classes that meet TWICE per week (e.g., Tuesday/Thursday classes). You may miss 3 classes without penalty. If you miss 4 classes, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss 5 classes, you will be docked an additional 5% points off of your final grade (for a total of 10%). If you miss 6 classes, you will receive a failing grade for the course. If you miss six classes, you have missed approximately 25% of the class meetings.

For classes that meet THREE times per week (e.g., Monday/Wednesday/Friday classes). You may miss 4 classes without penalty. If you miss 5 classes, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss 6 classes, you will be docked an additional 5% points off of your final grade (for a total of 10%). If you miss 7 classes, you will receive a failing grade for the course. If you miss seven classes, you have missed approximately 25% of the class meetings.

For HYBRID Classes: Normally, due to their accelerated pace and reduced amount of required classroom contact, fewer absences are permitted in “live” classroom sessions associated with Hybrid courses. As a rule of thumb, you are permitted to miss only one live class session without penalty. If you miss 2 classes, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss 4 classes, you will receive a failing grade for the course. If you miss four classes, you have missed approximately 25% of the class meetings. Read syllabus and talk to course instructor to see if further absences are permitted.

For ONLINE Classes: Normally, “attendance” is not tracked in online classes. However, a student who shows no activity in an online class (logging into the course page, completing assignments, etc.) will be reported to the Registrar’s Office and may be withdrawn from the class.

IMPORTANT: All students should read the Student Handbook and become familiar with the Cedar Crest College policy and procedures regarding absence verification.

Psychology Department Course Repeat Policy

A course may be repeated (taken a second time) only once due to a grade less than a C. A student wishing to repeat a course more than one time (taken a third time) must seek permission from the Department and the Registrar's office. A student withdrawal (for any reason) at any point in the course will count as taking the course; subsequently, the course from which a student withdraws could be repeated only one additional time.
Psychology Department Policy Regarding OCICU Online Classes for SAGE Students

SAGE students who are in good academic standing may register for courses at other institutions affiliated with the Online Consortium of Independent Colleges and Universities (OCICU). Normally, courses that are required for the Psychology Major (Core Requirements—see below) should be taken at Cedar Crest College, regardless of whether the class format is traditional classroom, hybrid or online. Requests to take an OCICU course for a Psychology Major core requirement will be evaluated on a case-by-case basis and may be approved under extenuating circumstances. If a student wants to use an OCICU course to satisfy a Psychology Major elective, they must receive approval in advance from the Cedar Crest College Psychology Department Chair (in consultation with the student’s advisor). For Psychology electives, students may take courses through the OCICU, provided those courses are not available to them at Cedar Crest College during the same time frame, and that the course in question has been approved as consistent with the mission, vision and goals of the Cedar Crest College Psychology Department. OCICU courses are evaluated on a semester by semester basis and lists of approved courses will be maintained by the Psychology Department.

IMPORTANT: All students should be aware that at least 18 credits for the Psychology major must be completed at Cedar Crest College (i.e., at least 18 Psychology credits must be completed in courses taught by Cedar Crest College faculty).

Psychology Major Core Requirements:

- PSY 100
- PSY 250
- PSY 229
- PSY 213
- PSY 214
- PSY 309
- PSY 351
Getting Involved Outside of Class

Research Experience

Research experience is something that can set you apart from others on the job market, or in applying for graduate school. Faculty often have opportunities for undergraduates to assist them in various aspects of their research (e.g., running experiments, data entry and analysis) and interested students should ask their professors if they have any ongoing research for which they may get involved.

Psychology Thesis (PSY 365 and PSY 366) provides an opportunity for undergraduate students to conduct their own scientific research. Students planning a career in Psychology are especially encouraged to take advantage of this opportunity. Students will work on their Thesis project under the guidance of a faculty member whose interests and experience best match those of the student. Psychology Thesis is a year-long research experience that starts in the fall and ends in the spring semester. In the Fall semester, students propose a novel empirical investigation, they design or identify materials to be used in the research, they obtain Institutional Review Board approval, and they make a poster presentation of their proposed research. In the Spring semester, students carry out their research, analyze their data using statistics software called SPSS, write an APA-format Thesis manuscript, present their research in poster format at our annual Health and Wellness Conference held on campus, and make a PowerPoint-aided oral presentation at the annual Lehigh Valley Association of Independent Colleges (LVAIC) Undergraduate Psychology Conference, which rotates year to year among the local LVAIC campuses. In addition, particularly strong students are encouraged to present their research at regional/national Psychology conferences such as the Eastern Psychological Association; most recently we have had students present their research in Philadelphia, Pittsburgh, Boston, and New York City.

Internships

During your studies, we encourage you to take advantage of the vibrant community that surrounds our campus by gaining experience through an internship. This enables you to experience the field of Psychology as it pertains to the working world…and can help you refine your career goals! Many students participate in internships throughout their education at Cedar Crest, at sites such as Valley Youth House, Catasauqua Area School District, Cape Wildlife, KidsPeace, and numerous other sites in the Lehigh Valley. The internship program is a practical supplement to classroom education under the supervision of a faculty supervisor, on-site supervisor and the Director of Career Planning. It is a valuable way to "try out" a field or position that you think you might be interested in, and get involved in its daily activities. Internships often lead to employment opportunities or help make career decisions. You may receive 3-6 credits for each internship and can accumulate up to 12 internship credits during the course of your college career. Transfer students must complete at least one semester at Cedar Crest College to be eligible for an internship. Students must also have at least a 2.0 cumulative grade-point average to be eligible. Additional information regarding the procedures and requirements of the internship program are contained in the "internship guidelines" obtainable at the Career Planning office (in the Allen House) as well as on the career planning homepage. Please see your Psychology Advisor for questions and assistance with seeking a Psychology-related internship.

Psychology Club

The undergraduate Psychology Club is an organization for students run by students. The Psychology Club forms an active liaison between students and the world of psychology by providing its members, as well as the Cedar Crest College community, with psychology related activities. The club sponsors events to inform others about the field of psychology, as well as community service activities when and wherever possible. Although the Psychology Club is geared towards the needs and interests of students majoring in Psychology, club meetings may be attended by all Cedar Crest College students with an interest in Psychology and related fields. The club meets on a regular basis throughout the semester. Attending Psychology Club meetings is a great way for Psychology majors to get to know each other outside of the classroom setting. Regularly reoccurring events and activities include movie nights and festivals, as well as participation in the annual Cedar Crest College Health and Wellness Conference. During the past two years, the Club has hosted a number of “Movie Night” events, which were attended by students from Cedar Crest and other colleges. These events are preceded by a lecture and followed by a discussion.

Continues Next Page
Psi Chi: The International Honor Society in Psychology

Psi Chi is the International Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of Psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS). Cedar Crest College received their Psi Chi Charter in 1990.

Those students who meet eligibility requirements are invited to join by letter, and new members are inducted at a ceremony held each spring semester. There is a one-time $35 fee for lifetime membership. After induction into Psi Chi, the student will be required to perform a minimum of three service hours per year. For instance, every year members of our Psi Chi chapter visit local high schools to speak with students about various areas of Psychology. Members of Psi Chi receive a certificate upon induction. A list of the benefits of Psi Chi membership is available on the Psi Chi website.

Membership Eligibility Requirements:

- Completion of 3 semesters of college courses at Cedar Crest College (must be at least second semester sophomore)
- Completion of 9 semester hours of Psychology courses at Cedar Crest College
- Ranking in the top 35% of their class in general scholarship
- Have a minimum GPA of 3.0 (on a 4.0 scale) in both Psychology classes and in cumulative grades

Study Abroad

Students are strongly encouraged to explore the possibilities of participating in a study abroad experience at some point during their time at Cedar Crest College. As they say, the world is getting smaller as globalization has brought people together from many diverse nations and cultures. It is becoming increasingly necessary to interact with individuals whose backgrounds are different from our own, at work, and in society at large. One of the main pillars of a Cedar Crest College education is the development of global connectivity. In the field of Psychology, increasing emphasis is placed on the impact of one’s culture on the development of the individual, and on how explanations of behavior and mental process must take into consideration an individual’s culture. There is no better way to witness and appreciate the impact of culture on human existence than to experience it for oneself first-hand. Students interested in Study Abroad should visit the Office of Global Initiatives and International Programs. There students can learn about a variety of study abroad experiences.

General Advice for Preparing for Graduate Education in Psychology

An undergraduate degree in Psychology can be a valuable asset on the job market, and will hopefully be highly rewarding in its own right. Nonetheless, many students recognize that graduate education in Psychology is the key to many additional career opportunities. Many employers look favorably on a candidate with an advanced degree, and some occupations require a Master’s or Doctoral Degree. Below you will find some information that will assist you in preparing for graduate school in Psychology. Additional Thoughts??

PSY 217: Careers in Psychology

It is strongly recommended that all Psychology students enroll in this one-credit elective class, which offers a broad overview of the various sub-disciplines in Psychology, as well as many of the different career opportunities available for students with different degree’s in Psychology. This course will provide you with information and skills that will help you develop a portfolio, and select and pursue a career in psychology or a related field. The objectives of the course are that students will 1) learn more about oneself and explore career interests, 2) develop a personal academic/career development plan and portfolio; and 3) prepare for graduate study and/or employment. This course should be taken in your sophomore or junior year.

Admissions Tests (GRE's, MAT's, etc.)

Many graduate schools in Psychology require that students complete a standardized examination as part of their application process. A book published by the American Psychological Association, Graduate Study in Psychology and Related Fields, has a complete list of programs in North America and their admissions requirements. This book is available for review in the main office of the Psychology Department. Companies such as Kaplan also publish practice tests and run prep courses so that students can better prepare themselves. The Cedar Crest College Office of Career Planning also has information about these tests, and often can provide students with opportunities to practice/prepare for these tests. If you are planning to take the Graduate Record Exams (GRE), contact the Educational Testing Service directly for test dates and locations by the start of your senior year (see their web site http://www.gre.org).
Letters of Recommendation

Usually, you will need three letters of recommendation from your current or past professors or supervisors. Your advisor -if you visit him/her often- can also write a recommendation for you! In selecting individuals to write letters, consider first professors with whom you have taken multiple classes, who know you very well, who can speak to your personal character, your strengths and areas where you can grow, and your potential for graduate training and success in the field you are pursuing. In order for faculty to be able to write effective letters, they must know the student as a person, and this type of relationship must be cultivated over time. Specifically, they need to be able to offer insights into your personal characteristics (integrity, dependability, maturity, emotional stability, passion for study), your academic skillset (critical thinking, writing, public speaking, research and statistics skills), and your level of engagement with Psychology (active class participation, attendance at Psychology Department, Psychology Club, and Psi Chi events, attendance at Psychology Conferences). To facilitate this type of relationship it is highly recommended that students routinely attend and participate in class, complete all assignments on time, put forth their best efforts in everything they do, and get involved outside the classroom. Remember, a student’s transcript lists the grades a student earned in all of their classes—to be effective, a letter of recommendation must convey more than the fact that a student has done well in course work.

There is an appropriate protocol to follow when asking a faculty member to write letters of recommendation on your behalf. The following represent “Do’s and Don’t’s” of requests for letters of recommendation.

1. **Do** put some serious thought into who you will ask to write letters on your behalf. You should only ask a faculty member to write letters for you if you know they will be strong letters. A weak letter will not help you. To ensure strong letters of recommendation you need to develop close working relationships with faculty members. **Do NOT** ask a faculty member to write a letter of recommendation for you if you have only had them for a couple of classes and/or all they can say about you is that you did well in their class.

2. **Do** plan to make your request well in advance, at least a month before you need the letters sent. **Do NOT** ask a faculty member to write letters and then inform them that they are due in the next couple of days. This suggests poor planning on your part, a fact that may impact the nature of the letter you receive!

3. **Do** complete the required Permission to Write Letter of Recommendation form. This form must be completed, listing the names of all graduate programs to which you are applying. **Do** give the faculty member permission to include information about your grades and GPA. **Do** check the line indicating you waive your rights to review a copy of the letter at any time in the future. Most faculty members will **NOT** write a letter for you if you fail to waive your rights.

4. **Do** plan to meet with the faculty member in person to discuss your plans for graduate school or employment. **Do NOT** simply leave reference forms under the faculty member’s door and assume that they know how to proceed.

5. **Do** provide the faculty member with all required standard reference forms, as well as directions for letters to be written that do not include a reference form. Also, for each graduate program to which you are applying, **Do** provide the letter writer with a list of degrees sought, due dates, mailing addresses, and any special instructions. You should also provide the letter writer with pre-stamped, addressed envelopes for each letter. Finally, you should provide the letter writer a copy of your resume/vita and personal statement, which will help them to write about you as an individual. **Do NOT** make the faculty member look up program descriptions, search for addresses, or have to buy envelopes and/or stamps to mail out your letters.

Personal Statement and Resume/Vita (Academic Resume)

The "Personal Statement" - the letter you write about your interest - is an important part of your application package. This letter should convey information about how you fit the program to which you are applying AND why you are interested in that specific program. Some schools will require you to answer specific questions about yourself and your experiences, while others will be less specific. Above all else, personal statements should be tailored specifically to each individual program to which you are applying; you should avoid having a generic/standard personal statement. You should research the schools/programs to which you are applying; learn about the research and/or clinical work being done by the faculty; learn about opportunities graduate students are given in the areas of teaching, research and clinical work. Write a letter that clearly demonstrates you are sure the program is a good fit for you. The Career Planning Department, located in the Allen House is an excellent recourse for help with personal statements and resume writing.

**TOP**
Valuable Resources for Students Interested in Psychology

This handbook is meant to assist students in their exploration of the programs available in the Psychology Department at Cedar Crest College. The Department maintains a library of additional valuable resources that students may reserve, and, in some cases, sign out, related to the discipline of psychology. Many of these books are related to career exploration within the field of psychology. Of particular interest to students considering graduate education in psychology, we own a book published by the American Psychological Association (APA), *Graduate Study in Psychology and Related Fields*, which provides students with a complete list of graduate programs in North America, and detailed information about each program (e.g., contact information, admissions criteria, acceptance rates, etc.). The Department also has a copy of a book titled, *The Psychology major: Career Options and Strategies for Success*. This book discusses the benefits of majoring in psychology, as well as career options for students who do and do not pursue graduate training in psychology. These books are available for review in the main office of the Psychology Department.

American Psychological Association (APA) web address [http://www.apa.org](http://www.apa.org)

This is the URL for the website maintained by the American Psychological Association (APA). It is a great resource for information related to all things psychology, including information about topics currently of interest in the field, career options and job listings, tips regarding APA format writing style, and guidance regarding graduate school admissions.

Association for Psychological Science (APS) web address [http://psychologicalscience.org](http://psychologicalscience.org)

While the APA covers the full spectrum of psychology, including professional/clinical elements of the field, the Association of Psychological Science (APS) is more narrow in its focus, emphasizing the empirical nature of the discipline. With features such as Psychological Science in the News, students can read articles stressing how research in the field is shaped by and impacts our daily lives.

Educational Testing Services (ETS) web address [http://www.gre.org](http://www.gre.org)

Students interested in taking the Graduate Record Exam (GRE), either the General Exam or the Psychology Subject Test, should contact Education Testing Services (ETS) directly for information regarding test dates, formats, and testing sites/locations. This should be done by the start of a student’s senior year, if not before.
## Degree Completion Plan: PSYCHOLOGY MAJOR

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<th>Year 1 Fall</th>
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<th>Year 2 Fall</th>
<th>Year 2 Spring</th>
<th>Year 3 Fall</th>
<th>Year 3 Spring</th>
<th>Year 4 Fall</th>
<th>Year 4 Spring</th>
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<tr>
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<td>PSY 317</td>
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<td>or PSY 336</td>
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**Total MINIMUM Credits Required to Graduate = 120 Credits**

**NOTE:** This plan assumes a student has entered Cedar Crest College intending to major in Psychology, and thereby completes PSY 100: General Psychology in the Fall semester of the first year. The plan also assumes that the student satisfactorily completed all required/core and elective Psychology courses (earn grade of “C” or better), especially those that are pre-requisites for other courses. Alterations to this plan, including the potential to complete the degree in four years, may be necessitated when a student: 1) transfers into Cedar Crest College after one or more semesters, 2) switches majors to Psychology after one or more semesters at Cedar Crest College, and/or 3) does not satisfactorily complete a class or classes and thereby has to retake the class (or classes).

*The Psychology Department recommends that students complete MAT 110: Probability and Statistics to satisfy one of their LAC Math requirements. All Psychology majors will also take PSY 212: Statistical Methods to satisfy the second LAC Math requirement.*
Degree Completion Plan: APPLIED PSYCHOLOGY MAJOR

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<td>APSY Elective #6</td>
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Total MINIMUM Credits Required to Graduate = 120 Credits

**NOTE:** This plan assumes a student has entered Cedar Crest College intending to major in Psychology, and thereby completes PSY 100: General Psychology in the Fall semester of the first year. The plan also assumes that the student satisfactorily completed all required/core and elective Psychology courses (earn grade of “C” or better), especially those that are pre-requisites for other courses. Alterations to this plan, including the potential to complete the degree in four years, may be necessitated when a student: 1) transfers into Cedar Crest College after one or more semesters, 2) switches majors to Psychology after one or more semesters at Cedar Crest College, and/or 3) does not satisfactorily complete a class or classes and thereby has to retake the class (or classes).

*The Psychology Department recommends that students complete MAT 110: Probability and Statistics to satisfy one of their LAC Math requirements. All Applied Psychology majors will also take PSY 214: Introduction to Statistics to satisfy the second LAC Math requirement.

**For Applied Psychology majors, the class PSY 344 Professional Ethics serves as a APSY elective AND satisfies the college Ethics requirement.