

# PSYCHOLOGY

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The Department of Psychology is committed to maintaining a rigorous academic curriculum within a supportive community structure. It seeks to address broad questions posed by a liberal education and specific concerns of individual students. St. Olaf College's mission statement provides a framework for curriculum, personal development, and community relations. Because life is more than facts and theories, the Psychology Department encourages students to be responsible citizens dedicated to service, as well as scientific seekers of truth.

Psychology courses introduce the disciplinary knowledge that nurtures growth and behavioral change while providing background for advanced study. Psychology contributes to majors in social work and nursing, to concentrations in environmental studies, family studies, Asian studies, applied linguistics, neuroscience, and gender and sexuality studies, and to the psychology core of the social studies education major.

Psychology majors are prepared for graduate and professional programs in psychology, medicine, law, physical therapy, social work, nursing, and ministry and for entering positions in business, government, or industry.

## Overview of the Major

The Department of Psychology follows the American Psychological Association's guidelines of "synthesizing the natural and social science aspects of the discipline, in part, by requiring students to take courses in both knowledge bases." Thus both interpersonal and investigative skills are enhanced. Students benefit from research in the library, laboratory, and field, as well as from internships. Through course structure and faculty diversity, the department challenges students to think critically and creatively as they investigate ways in which animals, especially humans, adapt to their environment through biological, social, emotional, spiritual, perceptual, behavioral, linguistic, and cognitive processes.

## Intended Learning Outcomes for the Major

## Special Programs

The Psychology Club, open to all students interested in psychology, is an active organization on campus, as is Psi Chi, the national honor society in psychology. Together they offer group activities of psychological interest. Psychology majors are eligible for affiliate membership in the American Psychological Association and to receive its publications and announcements.

Special study programs include the social studies education program with a major in psychology and internship programs to pursue special areas of interest in the field.

Research groups in the department allow students to participate in a research program associated with a faculty member. Participation in these research groups allows students to learn how research is done in psychology, to practice skills they will need in graduate school

and other employment, and to begin the process of becoming a psychologist. Often the research done in research groups is presented at national and regional conferences and published in professional journals.

Departmental honors and awards include the Gordon Allport Award granted each spring to the junior whose aspirations are in basic sympathy with Allport's views and who has made efforts to develop his or her own talents, interests, and personality toward fulfilling his or her individual potential. A psychology endowment fund provides funding for equipment, supplies, and travel expenses for students undertaking research in the department.

## Recommendations for Graduate Study

Students who wish to attend graduate school are encouraged to consult with the psychology faculty to plan a course of study appropriate to their interests.

## Requirements

### Requirements for the Major

Psychology majors are required to take 10.00 courses to complete the major. The major consists of 9.00 courses in the Department of Psychology and 1.00 course in statistics.

The requirements fall into five categories: foundation courses in the major, content core courses, level III capstone courses, elective courses in the department, and a general education requirement for the major.

Code	Title	Credits
<b>Foundation Courses in the Major</b>		
PSYCH 125	Principles of Psychology	1.00
PSYCH 230	Research Methods in Psychology	1.00
<b>Content Core of the Major</b>		
Students must select 1 course from 3 different core areas.		3.00
<b>Core A</b>		
PSYCH 235	Sensation and Perception	
PSYCH 238	Biopsychology	
<b>Core B</b>		
PSYCH 236	Conditioning and Learning	
PSYCH 237	Cognitive Psychology	
<b>Core C</b>		
PSYCH 241	Developmental Psychology	
PSYCH 249	Social Psychology	
<b>Core D</b>		
PSYCH 244	Psychology of Personality	
PSYCH 247	Psychopathology	
<b>Level III Capstone Courses</b>		
Two of any level III courses <sup>1</sup>		2.00
<b>General Education Requirement for the Major</b>		
Select an introductory course in statistics that emphasizes descriptive statistics and hypothesis testing:		1.00
SDS 172	Statistics 1	

ECON 260 Introductory Econometrics

**Elective Psychology Courses**

Two additional psychology courses 2.00

**Total Credits 10****1**

Except PSYCH 394, which does NOT count toward the level III requirement. Only one PSYCH 393, PSYCH 396 or PSYCH 398 may fulfill the level III requirement

*\*By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

## Psychology Coursework Completed Elsewhere

Students complete psychology courses elsewhere through a variety of mechanisms (e.g., off-campus study, transfer courses, AP/IB psychology). Regardless of the mechanism, we have policies guiding how psychology study completed elsewhere can be applied toward the psychology major. Here are some of the rules and procedures. Please reach out to the Department Chair or your advisor to discuss the specifics of your situation. **Please note:** the Registrar makes a determination about whether or not a course completed elsewhere can be accepted by the College. The Psychology Department may only consider courses accepted by the College for application to completion of the major. Here is the Registrar's webpage outlining the policies for transferring credits to St. Olaf.

## The 3 Course Rule

By department policy, all majors must complete at least six PSYCH courses through St. Olaf. Thus, a maximum of three psychology courses may be taken elsewhere through any other mechanism (e.g., off-campus study, PSEO courses, AP courses, transfer credits) and applied toward completion of the major. Statistics does not count for the purposes of this policy because it is not a PSYCH course despite being required for the major.

## Courses that MUST be Completed through St. Olaf

By department policy, majors must complete PSYCH 230 - Research Methods and both of the required 300-level courses through St. Olaf. Thus, we do not accept any courses completed elsewhere as meeting these requirements regardless of their course number, title, or content. However, these courses may be considered for fulfilling the two additional psychology courses (i.e., electives) required for the major. Please note: because by college policy you can not complete the same course twice for two different purposes, we can NOT count a Research Methods course completed elsewhere toward any element of the psychology major.

For additional information, please consult the Psychology Department "Majoring in Psychology" webpage.

## Courses

### PSYCH 125: Principles of Psychology

This whirlwind introduction comprehensively examines foundational principles, theoretical approaches, and major areas of study within psychology. Acting as skeptical scientists, students gain another lens on the human experience by which they can better understand themselves and others. Students see psychology as a science and challenge "common sense" explanations about how people function. This gateway course captures the essence of the liberal arts, applying to almost any career choice. Offered each semester.

### PSYCH 221: Menacing Minds

Psychopaths, blazing a path of disregard and devastation through life, are a chilling example of the darker side of humanity. Students critically compare psychopathy as portrayed in the popular media to psychology's theoretical and empirical understanding. They explore questions such as: What are the hallmark characteristics of a psychopath? Where can psychopaths be found? What causes psychopathy? Students also examine the question of what the existence of psychopathy means for the rest of us. Offered periodically during January Term.

**Prerequisite:** PSYCH 125.

### PSYCH 222: Psychology of Hearing

How do we hear? What do we hear? How do we know? This course examines the perception of the acoustic world through our sense of hearing. Topics include the structure of sound itself (acoustics), how sound is encoded and processed by the brain, and how we come to understand sound as something beyond a physical stimulus (representation, meaning, and interpretation). Additional topics include speech perception, music, hearing loss, and cochlear implants. Offered periodically during January term.

**Prerequisite:** PSYCH 125 recommended.

### PSYCH 224: Community Applications of Psychology

This course integrates on-campus classroom learning with off-campus internships in community organizations in Northfield. Readings, classroom discussions, and assignments highlight theoretical perspectives, knowledge, and methods that psychologists use to address social problems and community needs through research, practice, and policy. Throughout the month, on-site experiences and observations provide opportunities for the application of previous coursework, while guided reflection supports exploration of personal and vocational development.

**Prerequisite:** PSYCH 125 and two 200-level PSYCH courses.

### PSYCH 229: Psychology of Spirituality and Religion

Spiritual and religious experience and practices are human activities that can be investigated with psychological methods and theories. To do so faithfully, one must deal with the tension between scientifically understanding something and explaining it away. Students review the large multidisciplinary literature in this area. They also explore the religion/science tension by reporting on current news items and by participating in a chosen private spiritual practice (e.g. meditation) and systematically analyzing the experience. Offered periodically.

**Prerequisites:** PSYCH 125.

**PSYCH 230: Research Methods in Psychology**

This course prepares students with tools for understanding how research studies in psychology are conceptualized, designed, and ethically conducted, and how data is analyzed, interpreted, and disseminated. Students apply this understanding in independent and small group research projects. In the process, students develop critical reading, thinking, and scientific writing skills. Students attend lectures plus one two-hour laboratory per week. Offered each semester.

**Prerequisites:** PSYCH 125, and STAT 110 or SDS 172 or ECON 260.

**PSYCH 232: Gender Equality in Norway (study abroad)**

Students learn how gender is perceived, constructed, and experienced in contemporary Norway, using psychological and sociocultural perspectives to explore topics such as family life, youth development/empowerment, education, employment, media/advertising, health, and sexuality. They also examine Indigenous Sámi and immigrant perspectives. Lectures, site visits, and other field experiences augment scholarly readings and contribute to an understanding of gender equality as a foundational guiding principle and practice in an increasingly diverse Norwegian society. Offered periodically during January term. Apply through Smith Center for Global Engagement.

**Prerequisites:** PSYCH 125 or a course in Nordic studies, gender and sexuality studies, family studies, or sociology/anthropology, or permission of instructor; PSYCH 241 or PSYCH 249 strongly recommended.

**PSYCH 235: Sensation and Perception**

In this course, students will explore the processes of sensation (how our sensory epithelia change physical information from the environment into electrical impulses in our brains) and perception (how we utilize those electrical impulses to form a representation of the world giving rise to our subjective realities). Students participate in in class psychophysical, physiological, and perceptual activities on vision, hearing, touch, smell, and taste in order to enhance their learning. Offered annually.

**Prerequisite:** PSYCH 125.

**PSYCH 236: Conditioning and Learning**

How do psychologists characterize the most basic aspects of the learning process? While some emphasis is on analysis of the behavioral viewpoint (Pavlov, Skinner), students also examine the ways current investigators apply these basic principles to problems in other fields. These include behavioral therapy for a variety of psychological disturbances, research on the neurobiology of drug reward, and analysis of consumer behavior. Students engage in hands-on activities as a part of the class to enhance their learning. Offered annually.

**Prerequisite:** PSYCH 125.

**PSYCH 237: Cognitive Psychology**

This survey of cognition examines how we acquire (perception, attention, learning), store (memory), communicate (language) and use knowledge (thinking, judgment, problem solving, decision making, creativity). Such issues influence how we educate people, evaluate eyewitnesses in court, convince consumers to buy products, and improve our memory or attention. Students will engage in hands-on activities as a part of the class to enhance our study of the mind. Offered annually.

**Prerequisite:** PSYCH 125.

**PSYCH 238: Biopsychology**

How do biological factors influence fundamental aspects of psychology and behavior? In this course, students learn about relationships between the brain and behavior and use neuroanatomical, physiological, and biochemical levels of analysis to understand basic behavioral processes and systems, including sensation, movement, emotion, sleep and arousal, hunger, motivation, learning, and psychopathology. Offered each semester.

**Prerequisite:** PSYCH 125, or BIO 123 and BIO 227, or BIO 123 and CH/B 127.

**PSYCH 239: Drugs, the Brain and Behavior**

From legalized marijuana, to the widespread use of antidepressants and anti-anxiety medications, to the ubiquitous presence of coffee shops, the "drug culture" affects nearly everyone in our society. This course introduces the world of psychopharmacology, with an emphasis on the basic neural mechanisms underlying the effects of drugs, including their portrayal in popular movies and music. By learning how drugs can affect the way neurons communicate, students become more thoughtful consumers. Offered periodically during January term.

**Prerequisites:** PSYCH 125 or PSYCH 238 or any Level I biology, chemistry, or chemistry/biology course.

**PSYCH 241: Developmental Psychology**

This course helps students better understand human development from the moment of conception and across the life span. The course focuses on biological and environmental factors that shape human development. Major changes in physical, cognitive, personality and social development are discussed. Offered each semester.

**Prerequisite:** PSYCH 125.

**PSYCH 244: Psychology of Personality**

Students examine theories of normal personality development in an effort to understand the factors that shape personality. Is personality biologically determined? Is it a result of interpersonal experiences, learning and reinforcement? Are other factors involved as well? Students investigate prominent personality theories and research and their conceptualizations of this fundamental aspect of human experience. Offered annually.

**Prerequisite:** PSYCH 125.

**PSYCH 247: Psychopathology**

Why are certain experiences or patterns of behavior considered psychologically "abnormal?" Students investigate a wide array of psychological disorders, including anxiety disorders, depression, eating disorders, and schizophrenia. Students examine models used to conceptualize abnormal behavior, as well as current evidence and theories regarding the etiology and treatment of these important and sometimes devastating disorders. Offered each semester.

**Prerequisite:** PSYCH 125.

**PSYCH 249: Social Psychology**

Why are people prejudiced and how can we reduce prejudice? Why do people help others? What is self-esteem and how do we defend it? How does romantic attraction develop? What are emotions and how do they influence us? In this introduction to the ways people interact and think about each other, students design their own theories of social behavior. Offered annually.

**Prerequisite:** PSYCH 125.

**PSYCH 250: Industrial/Organizational Psychology**

Students apply psychological facts and principles to the problems that permeate business and industry. Topics include organizational structure, personnel management, employee-supervisor relationships, job satisfaction and motivation, communication and leadership. Offered periodically.

**Prerequisite:** PSYCH 125.

**PSYCH 251: Sport and Exercise Psychology**

This course examines the thoughts, feelings, and behaviors of individuals in the context of physical activity and how psychological factors affect and are affected by involvement and performance in sport and exercise. Students study theory and research as well as apply principles of sport psychology, drawing from the fields of both psychology and kinesiology. Students explore current issues as well as major topics in the area, such as motivation, leadership, and team dynamics. Offered periodically.

**Prerequisite:** PSYCH 125.

**PSYCH 254: Culture and Place in Psychology**

Many psychological processes once assumed to be similar around the world are actually powerfully influenced by culture. This course explores ways in which cultural context affects psychological experience, including cognition, emotion, personality, values, social behavior, and subjective well-being. Students study the methods, constructs, and findings of cultural psychology, and reflect on their own cultural experiences; thus this course is particularly appropriate for students returning from or preparing to study abroad. Offered periodically.

**Prerequisite:** PSYCH 125.

**PSYCH 290: Topics in Psychology**

This topics-based survey course examines the basic principles of psychological science within a given subdiscipline. Students use critical thinking skills to examine fascinating topics such as: language development, health psychology, spirituality, education, learning and memory, choice and decision-making, hormones and behavior, perception, sensation, neuroethics, cultural psychology, neuropsychology, and lifespan development. Students apply basic principles from introductory psychology and act as skeptical scientists. This course applies to many career choices in today's world and provides insight into self and others. May be repeated if topic is different. Offered periodically.

**Prerequisite:** PSYCH 125.

**PSYCH 294: Academic Internship****PSYCH 297: Research Experience (0.25, 0.50, 1.00)**

The Research Experience course gives students credit for research experiences in the lab of a psychology department faculty member. Emphasis is placed on the iterative process of experimentation and analysis in ongoing faculty research projects. P/N. Offered annually. Does not count toward psychology major requirements.

**Prerequisite:** PSYCH 125, at least one additional course in the department, and permission of instructor.

**PSYCH 298: Independent Study**

This opportunity to investigate in depth a topic of interest, typically culminating in a library research-based paper, is strongly recommended as preparation for PSYCH 398. Offered each semester.

**Prerequisite:** PSYCH 125, at least three courses in the department, and permission of instructor; PSYCH 230 is strongly recommended.

**PSYCH 336: Neuroscience of Addiction**

This seminar explores current knowledge of mechanisms involved in behavioral responses to drugs of abuse at the systems, cellular, and molecular levels. The action of stimulant drugs, alcohol, and the opiates on reward pathways are discussed in terms of behavioral neurobiology, pharmacology, and gene expression. Consideration is given to the role of environmental cues and stress in relapse to drug-seeking both in animal models and human studies. Offered periodically.

**Prerequisites:** PSYCH 230 and PSYCH 238, or NEURO 239.

**PSYCH 337: Neurobiology of Learning and Memory**

Memory is a fundamental part of human existence, but what do we currently know about the neurobiology that underlies this remarkable ability? In this seminar, students present and discuss recently published research that examines the neurobiology of learning and memory from molecular, cellular, behavioral and cognitive neuroscience perspectives. Offered periodically.

**Prerequisites:** PSYCH 230, and PSYCH 238 or NEURO 239.

**PSYCH 338: Neurobiology of Psychopathology**

With recent advances in neuroscience, we can now describe the biological correlates of many psychological disorders, including schizophrenia, depression and anxiety disorders. In this discussion-based course, students use published research findings to examine the connections between the symptoms of these pathologies and changes in brain neurobiology, biochemistry, and physiology. Offered periodically.

**Prerequisites:** PSYCH 230 and PSYCH 247, and PSYCH 238 or NEURO 239.

**PSYCH 339: Cognitive Neuroscience**

Cognitive neuroscience investigates the biological bases of higher order cognition and complex human behavior (or more simply put, how the brain enables the mind). Discussion topics include the methodologies of cognitive neuroscience, perception, attention, learning, memory, language, executive function, emotion, development, social cognition, and consciousness. Offered periodically.

**Prerequisites:** PSYCH 230, or PSYCH 238 and NEURO 239.

**PSYCH 340: Frontiers in Aging: Cells to Society**

Rapid global aging represents the next great challenge that students in a broad range of majors must be prepared to address. Students will consider contemporary and enduring questions about aging from multidisciplinary perspectives to explore issues, methods, and theories surrounding what life will be like as people grow older. Students will interact with older adults in the community to understand aging in context. Also counts toward the neuroscience concentration.

**Prerequisites:** PSYCH 230, and either PSYCH 237 or PSYCH 241.

**PSYCH 341: Infant Behavior and Development**

This seminar examines development from birth to age three. Topics include prenatal development, birth and the newborn, physical and motor development, caregiver relationships, infant mental health, cognition, and language development. Students explore questions such as: How long-lasting are the effects of early experiences? How do diverse cultural contexts influence early development? Course format is primarily discussion-based and includes community-based experiential learning projects. Offered annually.

**Prerequisites:** PSYCH 230 and PSYCH 241 or permission of instructor.



**PSYCH 342: Positive Psychology: The Science of Optimal Human Experience**

This seminar investigates "the good life," exploring what psychology can tell us about human flourishing and psychological well-being. Empirical evidence is examined to understand some of the best aspects of life, such as the function of positive emotions, the role of traits in well-being, sources of meaning and life satisfaction, and character strength and virtue. Personality and sociocultural factors are emphasized in this exploration of the positive potentials of human life. Offered periodically.

**Prerequisites:** PSYCH 230, and PSYCH 244 or PSYCH 249.

**PSYCH 346: Social Psychological Perspectives on Diversity**

What is diversity? Who is impacted by diversity? How is diversity studied? In this discussion-based course, students unpack issues on diversity relating to identity, power, and privilege with a particular emphasis on race and ethnicity in the United States. Students use theory and research from social psychology to examine individual, interpersonal, and societal factors that shape the way people perceive and respond to difference. Finally, students discuss strategies for reducing intergroup bias and inequality. Offered periodically.

**Prerequisite:** PSYCH 230.

**PSYCH 350: Parenting and Child Development in Diverse Families**

This course explores research on parenting and child development across a variety of diverse family structures and sociocultural contexts, including families with primary caregiving fathers, divorced and remarried parents, adoptive parents, gay and lesbian parents. Students discuss similarities and variability across families, and examine how factors such as gender, sexual orientation, race/ethnicity and social class shape parenting experiences and unique psychosocial challenges that "nontraditional" families may confront. Students examine and bridge the empirical literature with popular culture and media portrayals of families. Offered periodically.

**Prerequisite:** PSYCH 241; PSYCH 230 is strongly recommended.

**PSYCH 375: Clinical and Counseling Psychology**

This course examines several major theoretical perspectives on psychotherapy. Students review empirically supported treatments for specific clinical disorders, as well as "nonspecific" factors that affect the therapeutic process. Students explore ethical and legal challenges related to psychotherapy delivery, as well as multicultural and other diversity issues. Course format is primarily discussion-based. Offered annually.

**Prerequisites:** junior or senior standing and PSYCH 230, and PSYCH 244 or PSYCH 247.

**PSYCH 376: Forensic Psychology**

Students examine the application of clinical psychology in the context of the U.S. legal system. Students use empirical articles, secondary sources, case studies, and legal sources (e.g., U.S. Supreme Court cases) to investigate how psychologists conduct evaluations of psycho-legal issues like competency to stand trial, insanity pleas, and civil commitment. Students discuss the ethical, legal, societal, and mental health benefits and consequences of how the U.S. legal system resolves issues pertaining to mental illness. Offered periodically.

**Prerequisites:** PSYCH 230 and PSYCH 247.

**PSYCH 390: Issues in Psychology**

Seminars allow in-depth study of particular themes or topics in psychology. See department Website for descriptions and additional prerequisites. Offered annually. May be repeated if topic is different.

**Prerequisite:** PSYCH 230.

**PSYCH 391: Topics in Psychology**

**Sample Topic:** The Psychology of Good and Evil Why do we feel it is important to judge behavior as morally good or bad? How do we make these judgments? What makes it possible for people to commit acts of extraordinary heroism or evil? Good answers to these questions require knowledge of philosophical and theological ethics and of the empirical work on moral action and judgment. Students read both and ask how they do (and should) inform each other.

**Prerequisite:** PSYCH 230 and at least two level II psychology courses, or permission of the instructor.

**PSYCH 393: Advanced Research Collaborations**

This project-based course allows students to explore advanced research areas in Psychology. Dedicated student and faculty collaborative research and experiential learning opportunities allow in-depth study of particular themes or topics in psychology. Topics vary with faculty leading the course and may complement 200 level course offerings. May be repeated if the topic is different. Counts towards Neurosciences or Linguistics concentrations depending on topic. Offered annually. See department website for descriptions and additional prerequisites for specific courses.

**Prerequisite:** PSYCH 230.

**PSYCH 394: Academic Internship****PSYCH 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered annually. May be offered as a 1.00 credit course or .50 credit course.

**Prerequisite:** determined by individual instructor.

**PSYCH 398: Independent Research**

Students have the opportunity to work in depth on a research project of interest under the supervision of a member of the psychology department faculty. Offered each semester. Depending on course topic, may count toward the neuroscience concentration.

**Prerequisite:** STAT 110, SDS 172, or ECON 260; PSYCH 230; four additional courses in the department; and permission of instructor. PSYCH 298 is strongly recommended.

## Plan of Study

### Psychology Major - Plan of Study

This is a sample plan that meets the prescribed requirements for the psychology major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

The psychology major has been designed to emphasize both breadth and depth of the study of psychology while emphasizing student agency to select coursework that is of greater interest to them. As a result, the sequencing of our major is very flexible. The best planning tool is our major worksheet, which may be found here.

The psychology major is somewhat heavier during junior & senior years. Students typically complete 3-5 courses by the end of their sophomore year, which means that they complete 5-7 courses during their junior & senior years. Below are some additional guidelines to help you think about your course of study.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
PSYCH 125	Principles of Psychology	1.00
World Language		1.00
<b>Credits</b>		<b>3</b>
<b>Spring Semester</b>		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
SDS 172	Statistics 1	1.00
200-Level Psychology Elective Course		
World Language		1.00
<b>Credits</b>		<b>3</b>
<b>Sophomore Year</b>		
<b>Fall Semester</b>		
PSYCH 230	Research Methods in Psychology	1.00
200-Level Psychology Elective Course (from Core A)		1.00
<b>Credits</b>		<b>2</b>
<b>Spring Semester</b>		
200-Level Psychology Elective Course (from Core B)		1.00
<b>Credits</b>		<b>1</b>
<b>Junior Year</b>		
<b>Fall Semester</b>		
200-Level Psychology Elective Course (from Core C)		1.00
<b>Credits</b>		<b>1</b>
<b>Spring Semester</b>		
200-Level Psychology Elective Course (from Core D)		1.00
300-Level Psychology Elective Course <sup>1</sup>		1.00
<b>Credits</b>		<b>2</b>
<b>Senior Year</b>		
<b>Fall Semester</b>		
Psychology Elective Course		1.00
<b>Credits</b>		<b>1</b>
<b>Spring Semester</b>		
Psychology Elective Course		1.00
300-Level Psychology Elective Course <sup>1</sup>		1.00
<b>Credits</b>		<b>2</b>
<b>Total Credits</b>		<b>15</b>

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Except PSYCH 394, which does NOT count toward the level III requirement. Only one PSYCH 393, PSYCH 396 or PSYCH 398 may fulfill the level III requirement

Students must successfully complete the equivalent of 35 St. Olaf credits through a combination of full-credit and fractional-credit courses to earn the Bachelor of Arts.

Visit the Psychology department webpage for more information.

## Faculty

### Department Chair, 2025-2026

#### Carlo O.C. Veltri

Professor of Psychology

clinical psychology; psychopathology; psychological assessment; personality; forensic psychology

#### Kadie Ausherbauer

Visiting Assistant Professor of Psychology

#### Jessica M. Benson

Associate Professor of Psychology

#### Elizabeth Blodgett Salafia

Visiting Professor of Psychology

#### Grace E. Cho

Professor of Psychology

developmental psychology; child development; cultural psychology; socioemotional development; parent-child processes

#### Shelly D. Dickinson

Associate Professor of Psychology

behavioral neuroscience; addiction; conditioning and learning; psychopharmacology

#### Anna Rebekah Erickson

Adjunct Assistant Professor of Psychology

#### Dana L. Gross

Professor of Psychology

developmental psychology; study away and study abroad

#### Logan Kochendorfer

Visiting Assistant Professor of Psychology

#### Jeremy L. Loebach

Associate Professor of Psychology

cognitive neuroscience; speech and hearing sciences; psycholinguistics

#### Gary M. Muir (on sabbatical 2025-26)

Professor of Psychology; Grace A. Whittier Endowed Chair of Science

behavioral neuroscience; cognitive neuroscience; neurobiology of spatial navigation; neurobiology of learning and memory

#### Daniel Nelson

Associate Professor of Psychology

#### Jessica R. Petok

Professor of Psychology

aging; adult development; cognition; memory and learning

#### Brian Rivera

Visiting Assistant Professor of Psychology

#### Piercarlo Valdesolo

Assistant Professor of Psychology