

# Department of Psychology

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Can newborn infants perceive the world as we do, or is it just "a blooming buzzing confusion"? Do personality, beliefs and social factors influence health? How do scientists make discoveries, and what abilities make these insights possible? How does brain activity reveal differences in thinking? Can computers think the way people do?

These are some of the questions that psychologists at Carnegie Mellon are trying to answer.

For the student who is majoring in Psychology or Cognitive Science, studying with faculty who are on the leading edge of research on questions like the above can be a very exciting experience.

The Psychology Department at Carnegie Mellon has long been noted as one of the pioneering Psychology Departments in the world, particularly in such areas as cognitive psychology, cognitive science, social psychology, developmental psychology, cognitive neuroscience, and health psychology. The Psychology Department offers B.A. and B.S. degrees in Psychology, as well as a B.S. degree in Cognitive Science, and together with the Department of Biological Sciences, a unified B.S. major in Psychology and Biological Sciences.

## The Major in Psychology

Psychology is a science which embraces both biological and social sciences. It is a science concerned with establishing principles and laws regarding the ways in which people think and behave through the scientific study of human behavior.

The orientation of the Carnegie Mellon Psychology curriculum is toward developing highly skilled and knowledgeable graduates. A bit more than half of our graduates go on to graduate or professional school. The remainder seek to expand their problem-oriented skills so that job opportunities beyond those typically open to liberal arts students are available.

Majors in the department are expected not only to learn about findings already established by psychologists, but also to become proficient in the investigation and analysis of behavior. This includes observing behavior, formulating hypotheses, designing experiments to test these hypotheses, running experiments, performing statistical analysis, and writing reports. The department has many resources for students to use in acquiring these skills. For instance, students interested in child development may be involved in the child development laboratory and observational facilities which are a part of the Carnegie Mellon Children's School. Students interested in environmental or health psychology might have opportunities to work in applied settings, and all Psychology majors have access to extensive computer facilities for data analysis and simulation work. The department also has a new state of the art set of undergraduate research laboratories and computer clusters.

In addition to formal class work, students are encouraged to participate in research, project and field work via a number of opportunities available to them. They may register for Independent Reading in Psychology, Independent Research in Psychology, or an Internship in Clinical or Developmental Psychology. In the Independent Research course, the student may work on an ongoing research project or develop and carry out a new research project with a faculty member. There is university and departmental funding available to help support student-initiated research projects and student travel to present research results at scientific meetings and conferences. In the Readings courses, the student reads extensively on a particular topic. The faculty member and student meet to discuss the readings, and the student writes a paper on the topic selected. The Psychology Department Website ([www.psy.cmu.edu/](http://www.psy.cmu.edu/)), Graduate Catalog and Undergraduate Research Brochure provide descriptions of faculty research interests that the student can use in determining who should be approached to supervise a particular research or reading project. Clinical internships are available with a variety of clinical settings including the prestigious Western Psychiatric Institute and Clinic (the teaching hospital of the Department of Psychiatry at the University of Pittsburgh). During the internship, students get first-hand experience with different clinical populations. There is also a year long NIMH sponsored internship in mental health research in conjunction with the University of Pittsburgh

Department of Psychiatry. Developmental Internships are available in the department-run CMU Children's School. Finally, outstanding students are invited to participate in an Honors Program during their senior year. Over the course of their senior year, these students develop and carry out an original research project under faculty supervision.

## Curriculum

The curriculum includes three levels of psychological course work. These result in a breadth of knowledge of psychology, training in research methods and in-depth advanced course work in student chosen areas of psychology. Both the B.A. and the B.S. degrees are available in Psychology. Candidates for both degrees must complete two semesters of calculus. There are three options in completing this requirement: 21-111/21-112 or 21-120 and either 21-122 or 21-256. Students are also required to complete a statistics sequence consisting of 36-201 or it's equivalent, followed by 36-309, Experimental Design. Both courses should be completed before the junior year. A one-semester computer programming course is also required for all Psychology majors. Finally, in addition to the H&SS General Education Natural Science requirement, B.A. candidates take one, and B.S. candidates take three additional semesters of natural science courses outside the department.

The Department desires that majors acquire breadth in the subject matter of Psychology and that they make informed choices among a set of required area survey courses. The requirement for demonstration of breadth can be met by taking Introduction to Psychology (85-102) and three survey courses; it is recommended that this be started as early as possible in the student's program. Alternatively, the breadth requirement can be met by taking an additional Survey course beyond the required set of three survey courses.

There are three suggested major tracks starting with the 200-level survey courses. These are cognitive or cognitive-neuroscience, developmental, and social-personality. The tracks are designed to provide increasing depth of knowledge in a particular area of psychology, although the student may as an alternative elect to combine advanced courses from more than one area into a meaningful program.

Overall, the major includes Introduction to Psychology (or a 4th survey course), 36-309, three survey courses at the 200-level, two research methods courses, two advanced courses and an experimental design course. These include a total of 81 units. Advanced courses, which are often in the form of seminars, examine in great depth portions of the three track areas. The 18-unit advanced course requirement must be fulfilled by taking content seminars or courses rather than through Independent Research, Independent Reading, or Internship courses. In addition to the small number of required psychology courses, the department offers a variety of other courses, seminars, independent research and supervised experiences. Students are encouraged to sample these by means of the large number of elective units that are part of the program.

Prospective Psychology majors are encouraged to begin major requirements and prerequisites prior to the junior year, if possible. In particular, completion of the calculus and statistics sequences, Introduction to Psychology and/or one or more Psychology Survey courses would enable students to take corresponding research methods courses in the sophomore or early in the junior year, and thus prepare themselves to take advantage of research opportunities in the department.

### Mathematics & Statistics 37-38 units Prerequisites

21-111 & 21-112 Calculus I-II or 21-120 Differential and Integral Calculus (10 units) <b>and</b> 21-256 Multivariate Analysis and Approximation (9 units) or 21-120 Differential and Integral Calculus (10 units) <b>and</b>	20
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	21-122 Integration, Differential Equations and Approximation (10 units)	9
36-201	Statistical Reasoning and Practice	9
36-309	Experimental Design for Behavioral and Social Sciences	9

**Breadth Requirement 9 units**

85-102	Introduction to Psychology *	9
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\* This, together with three survey courses, constitutes the breadth requirement.

**Survey Courses 27 units**

Complete three of the following survey courses.

85-211	Cognitive Psychology	9
	or 85-213 Human Information Processing and Artificial Intelligence (9 units)	
85-219	Biological Foundations of Behavior	9
85-221	Principles of Child Development	9
85-241	Social Psychology	9
85-251	Personality	9

**Research Methods 18 units**

Complete two courses.

85-310	Research Methods in Cognitive Psychology *	9
85-320	Research Methods in Developmental Psychology *	9
85-340	Research Methods in Social Psychology *	9

\* Prerequisites for all Research Methods courses: 36-309 or equivalent, and corresponding survey course. (Note: 36-309 may be taken concurrently as a co-requisite)

**Advanced Courses 18 units**

Complete two courses.  
Any advanced content course or seminar in psychology or any psychology course higher than 85-341. Exceptions: 85-480, 85-482, 85-484, 85-484, 85-506, 85-507, 85-508, 85-601, 85-602, 66-501, 66-502.

**Computer Science Requirement 10 units minimum**

15-102	Exploring Programming with Graphics	10
	or 15-110 Principles of Computing (10 units)	

**Natural Science Requirement (B.A. 18 units, B.S. 36 units)**

The Psychology major requires (for B.S. candidates) four additional natural science courses (with two in the same science) beyond the College's General Education natural science requirement. For the B.A. the requirement is two courses beyond the General Education requirement in natural science. Given the growing relevance of biology to psychology, it is strongly recommended that for the B.S. a minimum of two courses in biology be included as part of the natural science requirement.

More generally, for the B.S., at least two courses should come from the same science (biology, chemistry, or physics).

**Sample Curriculum**

Junior Year		Senior Year	
Fall	Spring	Fall	Spring
Survey Course	Survey Course	Advanced Course	Advanced Course
36-309 Experimental Design for Behavioral and Social Sciences	Research Methods Course	Research Methods Course	Elective
Supplementary Science Requirement B.A./B.S.	Supplementary Science Elective for B.S. only	Supplementary Science Elective for B.S. only	Elective
Computer Science Elective	Elective	Elective	Elective

This is presented as a two-year (junior-senior) plan for completing major requirements. Its purpose is to show that this program can be completed in as few as two years; not that it must be. Students may enter their major, and begin major course requirements, as early as the start of sophomore year, and in some instances in the first year. Students should consult their advisors when planning their programs.

**Additional Major**

In order to complete an additional major in Psychology, a student must fulfill all of the Psychology major requirements within the department -- in other words, the breadth requirement, computing requirement, three survey courses at the 200-level, two research methods courses, and two advanced courses. These courses must include at least 81 units, plus calculus prerequisites and the 36-201 statistics course or equivalent and 36-309. In addition, B.S. candidates must take the three-course science requirement.

**Unified Double Major in Psychology & Biological Sciences**

This unified major is intended to reflect the interdisciplinary nature of our current research in the fields of Psychology and Biology, as well as the national trend in some professions to seek individuals broadly trained in both the social and natural sciences. Students entering from the College of Humanities and Social Sciences will earn a Bachelor of Science in Psychology and Biological Sciences. Students entering from the Mellon College of Sciences receive a Bachelor of Science in Biological Sciences and Psychology. Students entering from the Joint Science and Humanities Scholars (SHS) program can complete the SHS educational core and choose either departmental order for their diploma.

**Specific Pre-Major Requirements**

The unified major specifies particular pre-major requirements in the areas of Mathematical Sciences and Statistics, Natural Science, and Computational Reasoning. Particular courses are specified in these areas because they are prerequisites for courses required in the major and therefore they are the most efficient way to complete the general education requirements for either HSS or SHS. All other general education categories can be filled in any way that satisfies the requirements of the student's college of the SHS programs.

Mathematical Sciences/Statistics		
21-120	Differential and Integral Calculus	10
21-122	Integration, Differential Equations and Approximation	10
36-247	Statistics for Lab Sciences *	9
36-309	Experimental Design for Behavioral and Social Sciences	9

\* 36-201 can be used as an alternative, but 36-247 is strongly encouraged.

Natural Sciences		
09-105	Introduction to Modern Chemistry I	10
09-106	Modern Chemistry II	10
33-xxx	Physics I for Science Students	
09-217	Organic Chemistry I	9
09-218	Organic Chemistry II	9

Computational Reasoning	
99-10x Computing @ Carnegie Mellon	
15-102 Exploring Programming with Graphics	10
or 15-110 Principles of Computing (10 units)	

**Discipline Core Requirements**

Biological Sciences	
03-121 Modern Biology	9
03-231 Biochemistry I	9
03-240 Cell Biology	9
03-330 Genetics	9

Psychology	
85-102 Introduction to Psychology *	9

Complete three of the following courses (85-219 should be included as one of the three):

85-211 Cognitive Psychology	9
85-213 Human Information Processing and Artificial Intelligence	9
85-219 Biological Foundations of Behavior	9
85-221 Principles of Child Development	9
85-241 Social Psychology	9
85-251 Personality	9

\* NOTE: Students can also take four Survey courses, one of which should be 85-219 Biological Foundations of Behavior.

**Laboratory/Research Methods Requirements**

09-221 Laboratory I: Introduction to Chemical Analysis	12
09-222 Laboratory II: Organic Synthesis and Analysis	12
03-343 Experimental Techniques in Molecular Biology	12

**Research Methods in Psychology**

Complete one of the following:

85-310 Research Methods in Cognitive Psychology	9
85-320 Research Methods in Developmental Psychology	9
85-340 Research Methods in Social Psychology	9

Prerequisite for all Research Methods courses: 36-309 , and corresponding psychology survey course.

(Note: 36-309 may be taken concurrently as a co-requisite)

**Additional Laboratory Requirement:**

Complete one additional laboratory experience either as an additional 85-xxx Research Methods course in Psychology or a second laboratory in Biological Sciences at the 300 level or above.

**Advanced Psychology/Biological Sciences Electives: 54 units**

1. Psychology Advanced Elective 1
2. Psychology Advanced Elective 2
3. Biology General Elective
4. Biology Advanced Elective 1 (03-362, or 03-363)
5. Biology Advanced Elective 2
6. Advanced Biological Sciences or Psychology Elective, 85-3xx or higher (Research recommended)

See Advanced Courses for details.

**Additional comments:**

If a student drops the unified major program, a second Research Methods course would be required to complete the B.S. in Psychology. If a student drops the unified major program, the following additional courses would be required to complete the B.S. in Biological Sciences: 09-214 Physical Chemistry, 33-xxx Physics II and a second, 300-level Biology laboratory course.

This program does not satisfy all of the requirements for pre-medical preparation. Advising is suggested to determine the additional courses needed for that program.

**The Major in Cognitive Science**

The Psychology Department offers a B.S. degree in Cognitive Science. The field of cognitive science has grown out of increasingly active interaction among psychology, linguistics, artificial intelligence, philosophy, and neuroscience. All of these fields share the goal of understanding intelligence. By combining these diverse perspectives, students of cognitive science are able to understand cognition at a deep level. Because this major is administered by the Psychology Department, it focuses on human cognition and the experimental study of the human mind as illuminated by the techniques of the above disciplines.

**Curriculum**

The Cognitive Science major is only offered as a B.S. degree. Candidates should complete before the junior year the two-semester calculus sequence 21-120 /21-256 (or alternatively 21-120/21-122)\* and a statistics sequence (36-201 or equivalent and if possible, 36-309 ). In addition, candidates complete 15-121 Introduction to Data Structures, as their departmental computing course.

Because of the number and sequential nature of required courses, prospective Cognitive Science majors are encouraged to begin course work for the major prior to the junior year. In particular, completion of calculus, 36-201, and 85-211 or 85-213 before the junior year will enable students to complete 85-310 by the Fall semester of the junior year and, if interested, to then take advantage of research opportunities in the department.

Similarly, completion of 15-121 and 21-127 early in their program of studies will allow students to move into the 15-211 /15-251 sequence by the Junior year and prepare them for further work in artificial intelligence.

\*The 3-Semester sequence 21-111 /21-112/21-256 may be substituted by students who have already taken 21-111 before deciding on the major.

**Computing Prerequisite 10 units**

15-121 Introduction to Data Structures *	10
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**Mathematics & Statistics Prerequisites 37-38 units**

21-120 & 21-256 Differential and Integral Calculus - Multivariate Analysis and Approximation *	19
or 21-120 Differential and Integral Calculus (10 units) <b>and</b> 21-122 Integration, Differential Equations and Approximation (10 units)	
21-127 Concepts of Mathematics	9
36-201 Statistical Reasoning and Practice	9
36-309 Experimental Design for Behavioral and Social Sciences	9

**Artificial Intelligence Core (minimum) 33 units**

15-211 Fundamental Data Structures and Algorithms	12
15-251 Great Theoretical Ideas in Computer Science	12
15-381 Artificial Intelligence: Representation and Problem Solving	9
or 85-412 Cognitive Modeling (9 units)	
or 85-419 Introduction to Parallel Distributed Processing (9 units)	
or 85-426 Learning in Humans and Machines (9 units)	

**Cognitive Psychology Core 27 units**

85-211 Cognitive Psychology	9
or 85-213 Human Information Processing and Artificial Intelligence (9 units)	
85-310 Research Methods in Cognitive Psychology (Prerequisite for all research methods courses 36-309 and corresponding psychology survey course)	9

Plus complete one of the following:

85-412 Cognitive Modeling	9
85-414 Cognitive Neuropsychology	9
85-419 Introduction to Parallel Distributed Processing	9
85-423 Cognitive Development	9
85-426 Learning in Humans and Machines	9

**Cognitive Science Concentration Requirement 36 units**

Note: The courses to fulfill this requirement should be chosen in collaboration with the student's academic advisor.

Complete four courses from the following course listing. These four courses should be combined into an area of concentration that may include courses from more than one department developed in cooperation with the student's major advisor. As the curriculum evolves, other courses may also be appropriate, and may be selected in consultation with one's psychology faculty advisor.

One example of a concentration area would be cognitive modeling which might involve taking the following: 85-412 Cognitive Modeling, 85-419 Introduction to Parallel Distributed Processing, 85-426 Learning in Humans and Machines, and one other course. Another area might be cognitive neuroscience and could involve four of the following: 85-370 Perception, 03-362 Cellular Neuroscience, 85-414 Cognitive Neuropsychology, 85-419 Introduction to Parallel Distributed Processing, and 85-429 Cognitive Brain Imaging.

Other areas that might be chosen include: human-computer interaction, machine learning, psycholinguistics, perception and natural language processing. Many other possibilities also exist.

**Computer Science**

15-384 Robotic Manipulation	12
15-385 Computer Vision	9
15-453 Formal Languages, Automata, and Computability	9
10-601 Machine Learning	12
05-410 Human-Computer Interaction Methods	12
05-432 Cognitive Modeling and Intelligent Tutoring Systems	9

**Psychology**

85-219 Biological Foundations of Behavior	9
85-352 Evolutionary Psychology	9
85-355 Introduction to Cognitive Neuroscience	9
85-370 Perception	9
85-375 Cross Cultural Psychology	9
85-380 In Search of Mind: The History of Psychology	9
85-382 Consciousness and Cognition	9
85-390 Human Memory	9
85-392 Human Expertise	9
85-395 Applications of Cognitive Science	9
85-406 Autism: Psychological and Neuroscience Perspectives	9
85-412 Cognitive Modeling	9
85-414 Cognitive Neuropsychology	9
85-419 Introduction to Parallel Distributed Processing	9
85-421 Language and Thought	9
85-422 Infancy	9
85-423 Cognitive Development	9
85-426 Learning in Humans and Machines	9
85-429 Cognitive Brain Imaging	9
85-601 /602 Senior Thesis	9
66-501 /502 H&SS Senior Honors Thesis I	9

**Philosophy**

80-210 Logic and Proofs	9
80-211 Logic and Mathematical Inquiry	9
80-220 Philosophy of Science	9
80-254 Analytic Philosophy	9
80-255 Pragmatism	9
80-270 Philosophy of Mind	9
80-300 Minds Machines, and Knowledge	9
80-310 Logic and Computation	9
80-311 Computability and Incompleteness	9
80-314 Logic and Artificial Intelligence	9

**Linguistics**

76-385 Introduction to Discourse Analysis	9
80-280 Linguistic Analysis	9

**Decision Sciences**

88-302 Behavioral Decision Making	9
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**Neurosciences**

03-362 Cellular Neuroscience	9
03-363 Systems Neuroscience	9
42-202 Physiology	9
15-386 Neural Computation	9
18-699 /42-590 Special Topics in Signal Processing	12
15-883 Computational Models of Neural Systems	12

Appropriate courses offered by the Department of Neuroscience at the University of Pittsburgh (available during the academic year through cross-registration) may also be included as part of this breadth option. This would include the following courses (course numbers are University of Pittsburgh numbers, offered through its Department of Neuroscience):

- NROSCI1000 Introduction to Neuroscience
- NROSCI1011 Functional Neuroanatomy
- NROSCI1012 Neurophysiology
- NROSCI1017 Synaptic Transmission
- NROSCI1030 Psychiatric Disorders and Brain Function
- NROSCI1032 Functl Organization of the Human Nervous System
- NROSCI1034 Neural Basis of Cognition
- NROSCI1036 Neurobiology of Aging
- NROSCI1040 Biological Basis of Learning and Memory
- NROSCI1041 Developmental Neuroscience
- NROSCI1042 Neurochemical Basis of Behavior

**Supplementary Science Requirement (minimum) 18 units**

The Cognitive Science program requires two additional science courses (in the same science) beyond the college's two-course Science and Technology General Education requirement.

These can be selected from any one of the following areas.

- 03-xxx Biology \*
- 09-xxx Chemistry 33-xxx Physics

\* Those interested in a cognitive neuroscience focus are recommended to take biology courses, including if possible, 03-362, or 03-363.

**Sample Curriculum**

Junior Year		Senior Year	
Fall	Spring	Fall	Spring
15-211 Fundamental Data Structures and Algorithms	15-251 Great Theoretical Ideas in Computer Science	Third Artificial Intelligence Course	Elective
85-211 Cognitive Psychology or 85-213	85-310 Research Methods in Cognitive Psychology	85-412 Cognitive Modeling, 85-419 or 85-423	Elective
36-309 Experimental Design for Behavioral and Social Sciences	Elective	Cognitive Science Breadth Requirement	Cognitive Science Breadth Requirement
Elective	Elective	Elective	Elective

This is presented as a two-year (junior-senior) plan for completing major requirements. Its purpose is to show that this program can be completed in a few as two years; not that it must be. Students may enter their major, and begin major course requirements, as early as the start of the sophomore year, and in some instances in the first year. Students should consult their advisors when planning their programs.

**Additional Major**

In order to complete a double major in Cognitive Science, a student must fulfill the major requirements as listed under the Cognitive Science major. These include the programming requirement (15-121),

the Mathematics and Statistics prerequisites, the A.I. Core, The Cognitive Psychology Core, the Cognitive Science Breadth Requirement, and the Supplementary Science Requirement. Students will be assigned a department advisor to help plan their program of studies in Cognitive Science.

## The Minor in Psychology

This minor in Psychology is available to all students across the university.

There are three broad areas of concentration in the department, as defined by the three research methods courses together with associated prerequisite survey courses and related advanced courses and seminars.

<b>Curriculum</b>	<b>73 units</b>
I. Introductory course	
85-102 Introduction to Psychology	9
II. Area Survey courses	18
Complete two courses.	
85-211 Cognitive Psychology	9
or 85-213 Human Information Processing and Artificial Intelligence (9 units)	
85-219 Biological Foundations of Behavior	9
85-221 Principles of Child Development	9
85-241 Social Psychology	9
85-251 Personality	9
III. Statistics	19
36-201 Statistical Reasoning and Practice	9
36-309 Experimental Design for Behavioral and Social Sciences	9

### Upper Level Courses 27 units

Complete three courses from categories IV and V, with at least one course from each.

IV. Research Methods Courses (minimum 9 units)	
85-310 Research Methods in Cognitive Psychology *	9
85-320 Research Methods in Developmental Psychology *	9
85-340 Research Methods in Social Psychology *	9

\* Prerequisites for all Research Methods courses: 36-309 and the appropriate survey course.

(Note: 36-309 may be taken concurrently as a co-requisite.)

V. Advanced courses (minimum 9 units) These courses exist within three areas (cognitive, cognitive neuroscience, developmental and social psychology), and carry course numbers from 85-341 to 85-442. In cases where it is not obvious which track an advanced course belongs to from the title/description, the advanced courses usually include the appropriate survey course or research method course as a prerequisite in their catalog course description.

## The Honors Program

The Honors Program provides recognition of outstanding performance by students in Psychology or Cognitive Science. Participation enables students to pursue their own research ideas through completion of an honors thesis. The honors thesis is completed during the senior year. By completing a thesis, the student earns 18 units of credit and qualifies for graduation with College Honors. To qualify for the Honors Program, the student must maintain a quality point average of at least 3.50 in the major and 3.25 overall, and be invited by the college to become a participant. A year long senior thesis course exists for students interested in pursuing a sizable research project who do not qualify for the honors program.

## Faculty

JOHN R. ANDERSON, Richard King Mellon University Professor of Psychology and Computer Science Ph.D., Stanford University; Carnegie Mellon, 1978.

MARLENE BEHRMANN, Professor of Psychology Ph.D., University of Toronto; Carnegie Mellon, 1993.

PATRICIA A. CARPENTER, Lee and Marge Gregg Professor of Psychology Ph.D., Stanford University; Carnegie Mellon, 1972.

SHARON CARVER, Director of Children's School, Teaching Professor of Psychology Ph.D., Carnegie Mellon University; Carnegie Mellon, 1993.

SHELDON COHEN, Professor of Psychology Ph.D., New York University; Carnegie Mellon, 1982.

CHANTE COX-BOYD, Associate Teaching Professor Ph.D., University of North Carolina at Chapel Hill; Carnegie Mellon, 2001.

DAVID CRESWELL, Assistant Professor Ph.D., University of California, Los Angeles; Carnegie Mellon, 2008.

BROOKE C. FEENEY, Associate Professor of Psychology Ph.D., State University of New York at Buffalo; Carnegie Mellon, 2001.

ANNA FISHER, Assistant Professor Ph.D., The Ohio State University; Carnegie Mellon, 2006.

JOHN R. HAYES, Professor of Psychology Ph.D., Massachusetts Institute of Technology; Carnegie Mellon, 1965.

VICKI S. HELGESON, Professor of Psychology Ph.D., University of Denver; Carnegie Mellon, 1990.

LAURIE HELLER, Ph.D., University of Pennsylvania; Carnegie Mellon, 2009.

LORI L. HOLT, Associate Professor Ph.D., University of Wisconsin; Carnegie Mellon, 1999.

MARCEL A. JUST, D. O. Hebb Professor of Psychology Ph.D., Stanford University; Carnegie Mellon, 1972.

CHARLES KEMP, Assistant Professor Ph.D., Massachusetts Institute of Technology; Carnegie Mellon, 2008.

DAVID KLAHR, Walter van Dyke Bingham Professor Ph.D., Carnegie Mellon University; Carnegie Mellon, 1969.

ROBERTA KLATZKY, Professor of Psychology Ph.D., Stanford University; Carnegie Mellon, 1993.

KENNETH R. KOEDINGER, Professor of HCII Ph.D., Carnegie Mellon University; Carnegie Mellon, 2001.

KENNETH KOTOVSKY, Professor of Psychology, Director, Undergraduate Studies in Psychology Ph.D., Carnegie Mellon University; Carnegie Mellon, 1988.

MARSHA C. LOVETT, Associate Research Professor Ph.D., Carnegie Mellon University; Carnegie Mellon, 2000.

BRIAN MACWHINNEY, Professor of Psychology Ph.D., University of California, Berkeley; Carnegie Mellon, 1981.

DAVID PLAUT, Professor of Psychology Ph.D., Carnegie Mellon University; Carnegie Mellon, 1994.

DAVID RAKISON, Associate Professor D.Phil., University of Sussex; Carnegie Mellon, 2000.

LYNNE M. REDER, Professor of Psychology Ph.D., University of Michigan; Carnegie Mellon, 1978.

MICHAEL F. SCHEIER, Professor of Psychology, Head, Psychology Department Ph.D., University of Texas; Carnegie Mellon, 1975.

ROBERT S. SIEGLER, Heinz Professor of Psychology Ph.D., State University of New York, Stony Brook; Carnegie Mellon, 1974.

JAMES J. STASZEWSKI, Research Professor Ph.D., Cornell University; Carnegie Mellon, 1995.

MICHAEL TARR, Ph.D., Massachusetts Institute of Technology; Carnegie Mellon, 2009.

ERIK D. THIESSEN, Assistant Professor Ph.D., University of Wisconsin, Madison; Carnegie Mellon, 2004.