Texas A&M University-Commerce  

18 Characteristics of Texas Public Doctoral Programs  
2015-2016

Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.

<table>
<thead>
<tr>
<th>Department</th>
<th>Psychology, Counseling, &amp; Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Degree Program</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Contact Name</td>
<td>Dr. Curt Carlson</td>
</tr>
<tr>
<td>Contact Phone Number</td>
<td>903-468-8723</td>
</tr>
</tbody>
</table>

1 Number of Degrees Per Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>3</td>
</tr>
<tr>
<td>2014-2015</td>
<td>3</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2</td>
</tr>
<tr>
<td>3 Year Average</td>
<td>2.67</td>
</tr>
</tbody>
</table>

2 Graduation Rates

% Graduating within 10 years 38.1%

3 Average Time to Degree

Average Years to Degree 4.5

4 Employment Profile

Percentage of the last three years of graduates employed in academia, post-doctorates, industry/professional, government, and those still seeking employment (in Texas and outside Texas).

<table>
<thead>
<tr>
<th>Area of Employment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academia</td>
<td>100%</td>
</tr>
<tr>
<td>Post Doctorates</td>
<td>-</td>
</tr>
<tr>
<td>Industry/Professional</td>
<td>-</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>-</td>
</tr>
</tbody>
</table>

5 Admission Criteria

http://www.tamuc.edu/academics/graduateSchool/programs/education/educationalPsychologyPhDDomestic.aspx

6 Percentage of Full-time Students with Financial Support

<table>
<thead>
<tr>
<th>Category</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Students</td>
<td>24</td>
</tr>
<tr>
<td>Students with support</td>
<td>23</td>
</tr>
<tr>
<td>Percentage of students with support</td>
<td>95.83%</td>
</tr>
<tr>
<td>Amount of Support</td>
<td>$275,966.96</td>
</tr>
</tbody>
</table>

7 Average Financial Support Provided

<table>
<thead>
<tr>
<th>Source</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assistantships</td>
<td>$11,500</td>
</tr>
<tr>
<td>Teaching/Non-Teaching Assistantships</td>
<td>$53,333</td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>$211,133.96</td>
</tr>
<tr>
<td>Total</td>
<td>$275,966.96</td>
</tr>
<tr>
<td>Total number of Full Time Students with Financial Support</td>
<td>23</td>
</tr>
<tr>
<td>Average Amount of support per student</td>
<td>$11,998.56</td>
</tr>
</tbody>
</table>
### Student Core Faculty Ratio
Rolling three-year average of full-time student equivalent (FTSE) / rolling three-year average of full-time faculty equivalent (FTFE) of core faculty.

<table>
<thead>
<tr>
<th>Year</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19.46:1</td>
</tr>
</tbody>
</table>

### Core Faculty Publications
Rolling three-year average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per year. SEE Page 4-7.

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### Core Faculty External Grants
Rolling three-year average of the number of core faculty receiving external funds, average external grant $ per faculty, and total external grant $ per program per academic year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of the Number of Core Faculty Receiving External Funds</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Average External Grant $ per Faculty</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total External Grant $</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Percentage of Full-time Students
Rolling three-year average of the FTS (≥ 9 SCH)/number students enrolled (headcount) for last three fall semesters.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>37.93%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>22.86%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>39.39%</td>
</tr>
</tbody>
</table>

### Number of Core Faculty
Number of Core Faculty in the prior year.
Core faculty: Full-time tenured and tenure-track faculty who teach fifty percent or more in the graduate program or other individuals integral to the graduate program who can direct research.

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### Faculty Teaching Load
This information has been calculated using the Semester Credit Hours for the entire department but is being revised to only use the hours taught by core faculty members.
Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty in the prior year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>36.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>38.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>45.55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Faculty Diversity
Core faculty by ethnicity and gender.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>9</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
### Student Diversity

*Enrollment headcount by ethnicity and gender in the program in the prior year.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Black Non Hispanic</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other-International</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>White Non Hispanic</td>
<td>20</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>Not Specified</td>
<td>2</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>35</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>21</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>35</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

### Date of Last External Review

**Spring, 2014**

### External Program Accreditation

**Southern Association of Colleges and Schools**

### Student Publications/Presentations

*Rolling three-year average of the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year. See Page 8-15.*

**34.67**
Publications by Doctoral Core Faculty

Tracy Henley


Jennifer Schroeder


Shulan Lu


Benton Pierce


Curt Carlson


Stephen Reysen


Lacy Krueger


Maria Carlson


Sarah Conoyer


doi: 10.1177/0741932515619758

Benton Pierce


Curt Carlson


Lacy Krueger


Stephen Reysen


**Jennifer Schroeder**


**Maria Carlson**


**Sarah Conoyer**

Student Publications/Presentations

Educational Psychology

TAMUC psychology doctoral students in bold print.

2013-2014


Lamphere, N. S. & Mallet, J. D. (2014). Using popular media to foster critical thinking, increase information literacy, and improve communication skills. *Poster presentation at the annual conference of the National Institute for the Teaching of Psychology, St. Petersburg, FL.*

Lamphere, N. S. & Todd, J. (2013). The Facebook-contrived self: Virtually re-minding Mead. *Presentation at the annual conference of the Mid-South Sociological Association, Atlanta, GA.*


Hott, B. L., & Shora, N. (2014). Write On: How to use POW+TREE in the Classroom.


**2014-2015**


Saladino, N., & Carlson, C. A. (2014, October). Training with weapons information can reduce false identifications after a crime involving a weapon. ARMADILLO: The Southwest Cognition Conference at University of Oklahoma, Norman, OK.


Woodard, C., Assis, N., & Gibson, S. (2016, April). Investigation of the relationship between students’ global competence and study abroad experience. Presented by C. Woodard at the Texas Women’s University, Federation Graduate Student Research Symposium, Texas Woman’s University, Denton, TX.


Carlini, P.M., Krueger, L.E., Sennette, J., & Schroeder, J. (2016, April). Emergence of
*metacognitive awareness among college students for distributed and massed practice.* Poster session presented at the 62nd Annual Meeting of the Southwestern Psychological Association, Dallas, Texas.


St. Martin, N., **Chadborn,** D., & Reysen, S. (2016, April). The influence of descriptive and injunctive norms on charitable giving amongst fans. Poster presented at the 1st annual Southeastern Psychology Research Showcase, Hammond, LA.


Lockamyir, F., R., Goodsell, A., C., & Carlson, A., C. Do individual differences in working memory capacity predict suggestibility to false suggestion. Annual meeting of the American Psychology – Law Society, Atlanta, GA.

Lockamyir, F., R., Goodsell, A., C., & Carlson, A., C. Do individual differences in working memory capacity predict suggestibility to false suggestion. Presentation at the Annual Conference of the Southwestern Psychological Association, Dallas, TX.


