Texas A&M University-Commerce  

18 Characteristics of Texas Public Doctoral Programs  

2016-2017  

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 of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>3</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2</td>
</tr>
<tr>
<td>2016-2017</td>
<td>4</td>
</tr>
</tbody>
</table>

3 Year Average: 3

2  Graduation Rates  

Starting Cohorts: 2004-2006  

% Graduating within 10 years: 36.46%

3  Average Time to Degree  

Average Years to Degree: 7

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  

Any student who takes ≥ 9 SCH is considered to be full time.  

In the prior year, the number of FTS (≥ 18 SCH) with support/the number of FTS.

<table>
<thead>
<tr>
<th>Full Time Students</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with support</td>
<td>12</td>
</tr>
<tr>
<td>Percentage of students with support</td>
<td>80%</td>
</tr>
<tr>
<td>Amount of Support</td>
<td>$172,905.54</td>
</tr>
</tbody>
</table>

7  Average Financial Support Provided  

Any student who takes ≥ 9 SCH is considered to be part time and ≥ 9 SCH is considered to be full time.  

For those receiving financial support, the average financial support provided per full-time graduate student (including tuition rebate) for the prior year, including research assistantships, teaching assistantships, fellowships, tuition, benefits, etc. that is “out-of-pocket”.

<table>
<thead>
<tr>
<th>Financial Support</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assistantships</td>
<td>$19,416.50</td>
</tr>
<tr>
<td>Teaching/Non-Teaching Assistantships</td>
<td>$34,416.50</td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>$119,072.54</td>
</tr>
<tr>
<td>Total</td>
<td>$172,905.54</td>
</tr>
<tr>
<td>Total number of Full Time Students with Financial Support</td>
<td>12</td>
</tr>
<tr>
<td>Average Amount of support per student</td>
<td>$11,527.04</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. 

| 8 | 8.12:1 |

**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 4-8.

| 9 | 23.67 |

**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>10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of the Number of Core Faculty Receiving External Funds</td>
<td>.15</td>
</tr>
<tr>
<td>Average External Grant $ per Faculty</td>
<td>$7009.93</td>
</tr>
<tr>
<td>Total External Grant $</td>
<td>$98,139.00</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>11</th>
<th>Fall 2014</th>
<th>22.86%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>39.39%</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>21.05%</td>
<td></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.

| 12 | 14 |

**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>13</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>38.25</td>
</tr>
<tr>
<td>2015-2016</td>
<td>45.55</td>
</tr>
<tr>
<td>2016-2017</td>
<td>33</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>1</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>1</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
</tr>
<tr>
<td>Total</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>-</td>
<td>-</td>
</tr>
<tr>
<td>Black Non Hispanic</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other-International</td>
<td>2</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>White Non Hispanic</td>
<td>22</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Not Specified</td>
<td>7</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>33</td>
<td>38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>26</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Male</td>
<td>9</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>33</td>
<td>38</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 9-17.*

45.34
Publications by Doctoral Core Faculty

Tracy Henley


Ray Green


Jennifer Schroeder


Shulan Lu


Benton Pierce


Curt Carlson


Stephen Reysen


Lacy Krueger


Maria Carlson


Sarah Conoyer


Benton Pierce


Curt Carlson


Sarah Conoyer

Student Publications/Presentations

Educational Psychology


Social Psychology annual meeting, San Antonio, TX.


Dangol, N., Assis, N., Gibson, S., Reysen, S. (2016, November). International students’ sense of belonging as impacted by a leadership training program. Presented by N. Dangol at the 13th Annual Pathways Student Research Symposium, Prairie View A&M University, TX.

Modile, O., Gibson, S., Assis, N. (2016, November). Review of a marketing campaign using cialdini’s social proof theory as a reinforcement mechanism. Presented by O. Modile at the 13th Annual Pathways Student Research Symposium, Prairie View A&M University, TX.


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.


Lockamyier, 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.

Lockamyier, 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.


