# Texas A&M University-Commerce Characteristics of Texas Public Doctoral Programs 2017-2018

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 &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>

## Number of Degrees Per Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Degrees Per Year</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>3 Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average, 2015-2017</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>4.33</td>
</tr>
<tr>
<td></td>
<td>Rolling three-year average of the number of degrees awarded per academic year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Year Average</td>
<td></td>
<td></td>
<td></td>
<td>4.33</td>
</tr>
</tbody>
</table>

## Graduation Rates

<table>
<thead>
<tr>
<th>Starting Cohorts: 2004-2006</th>
<th>% Graduating within 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rolling three-year average of the percent of first-year doctoral students who graduated within ten years.</td>
<td>33.43%</td>
</tr>
</tbody>
</table>

## Average Time to Degree

<table>
<thead>
<tr>
<th>Average Years to Degree</th>
<th>5.67</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rolling three-year average of the registered time to degree of first-year doctoral students within a ten year period.</td>
<td></td>
</tr>
</tbody>
</table>

## Employment Profile

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

## Admission Criteria

- [http://www.tamuc.edu/academics/graduateSchool/programs/education/educationalPsychologyPhDDomestic.aspx](http://www.tamuc.edu/academics/graduateSchool/programs/education/educationalPsychologyPhDDomestic.aspx)

## Percentage of Full-time Students with Financial Support

<table>
<thead>
<tr>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Students</td>
</tr>
<tr>
<td>Students with support</td>
</tr>
<tr>
<td>Percentage of students with support</td>
</tr>
<tr>
<td>Amount of Support</td>
</tr>
</tbody>
</table>

## Average Financial Support Provided

<table>
<thead>
<tr>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assistantships</td>
</tr>
<tr>
<td>Teaching/Non-Teaching Assistantships</td>
</tr>
<tr>
<td>Tuition Waivers</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Total number of Full Time Students with Financial Support</td>
</tr>
<tr>
<td>Average Amount of support per student</td>
</tr>
</tbody>
</table>

## Student Core Faculty Ratio

| 23.42:1 |

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Rolling three-year average of full-time student equivalent (FTSE) / rolling three-year average of full-time faculty equivalent (FTFE) of core faculty.

### 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.

### 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>Average of the Number of Core Faculty Receiving External Funds</th>
<th>.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average External Grant $ per Faculty</td>
<td>$11,848.91</td>
</tr>
<tr>
<td>Total External Grant $</td>
<td>$67,143.83</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></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>39.39%</td>
<td>21.05%</td>
<td>27.03%</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.

### 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>Year</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45.55</td>
<td>33</td>
<td>21.47</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Total Headcount by Ethnicity</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>1</td>
<td>2</td>
<td>2</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>10</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>14</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>14</td>
<td>17</td>
</tr>
</tbody>
</table>
### Student Diversity

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Black Non Hispanic</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other-International</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White Non Hispanic</td>
<td>17</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>Not Specified</td>
<td>12</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td><strong>38</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>20</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Male</td>
<td>13</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td><strong>38</strong></td>
<td><strong>37</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 9-17.*

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Publications by Doctoral Core Faculty


Reysen, S., & Shaw, J. (2016). Sport fan as the default fan: Why non-sport fans are stigmatized. The Phoenix Papers, 2(2),


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DeMarquis Hayes


Hott, B. L. & Brigham, F. J. (2018). Effects of response options on the mathematics performance of secondary students with
emotional or behavioral disorders. Exceptionality. Advance OnlineFirst publication available for download from: https://www.tandfonline.com/doi/full/10.1080/09362835.2018.1480950


Student Publications/Presentations

Educational Psychology


Assis, N., Reysen, S., Gibson, S., & Hendricks, L. (2017, March). On Campus, Online and Off-site Students’ Attitudes towards University. Poster presented by Assis, N. at the Annual Federation Graduate Student Research Symposium, Denton, TX.


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.


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.


Lockamyreir, 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.

Lockamyreir, 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.


Doctoral Student Publications/Presentations


A&M-Commerce Annual Research Symposium, Commerce, TX.


Stephenville, TX.


Jeter, W. K., & Mann, B. (2017, November). Mind control: A how to guide for conquering stress and negativity through mindfulness. Presentation given for Science Café, Hays, KS.


