Texas A&M University-Commerce  18 Characteristics of Texas Public Doctoral Programs

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
   - Average, 2010-2013
   - Rolling three-year average of the number of degrees awarded per academic year
   - 2010-2011: 6
   - 2011-2012: 5
   - 2012-2013: 6
   - 3 Year Average: 5.7

2. Graduation Rates
   - Starting Cohorts: 2000-2002
   - Rolling three-year average of the percent of first-year doctoral students who graduated within ten years.
   - % Graduating within 10 years: 13.64%

3. Average Time to Degree
   - Rolling three-year average of the registered time to degree of first-year doctoral students within a ten year period.
   - Average Years to Degree: 6.5

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).
   - Area of Employment
     - Percentage
     - Academia: 70%
     - Post Doctorates: 0%
     - Industry/Professional: 30%
     - Government: 0%
     - Seeking Employment: 0%

5. Admission Criteria
   - http://web.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.
   - 2012-2013
     - Full Time Students: 16
     - Students with support: 11
     - Percentage of students with support: 69%
     - Amount of Support: $113,312.36

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”.
   - Research Assistantships: $17,916
   - Teaching Assistantships: $3,750
   - Non-Teaching Assistantships: $5,000
   - Other Financial Aid: $86,646.36
   - Total: $113,312.36
   - Total number of Full Time Students with Financial Support: 11
   - Average Amount of support per student: $10,301.12
### 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.

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<td>6.3:1</td>
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</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 per core faculty member. SEE Page 4-8.

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<tbody>
<tr>
<td></td>
<td>21.7</td>
</tr>
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</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.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Average of the Number of Core Faculty Receiving External Funds</td>
<td>0.7</td>
</tr>
<tr>
<td>Average External Grant $ per Faculty</td>
<td>$3,750</td>
</tr>
<tr>
<td>Total External Grant $</td>
<td>$7,500</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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>52%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>27%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>29.03%</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.

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<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

### Faculty Teaching Load
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.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2010-2011</td>
<td>34</td>
</tr>
<tr>
<td>2011-2012</td>
<td>37.1</td>
</tr>
<tr>
<td>2012-2013</td>
<td>51.1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Total Headcount by Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Headcount by Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
| 15 | **Student Diversity**  
*Enrollment headcount by ethnicity and gender in the program in the prior year.* | **Total Headcount by Ethnicity** | 2010-2011 | 2011-2012 | 2012-2013 |
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>American Indian/Alaskan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian/Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black Non Hispanic</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic American</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other-International</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White Non Hispanic</td>
<td>32</td>
<td>22</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>33</strong></td>
<td><strong>31</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Gender</strong></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>31</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>15</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>33</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

| 16 | **Date of Last External Review** | Spring, 2006 |

| 17 | **External Program Accreditation**  
Southern Association of Colleges and Schools |

| 18 | **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 per student. **SEE Page 9-15.** | 27 |
Ray Green 2010-2013


Steve Ball 2010-2013

Ball, L. H., Besozzi, M., Ball, S. E., & Anderson, L. Strategies for theory of mind deployment in adults: Theory vs simulation is not either/or. Accepted for publication by the *Irish Journal of Psychology*.

Shulan Lu 2010-2013


Benton Pierce 2010-2013


Tracy Henley 2010-2013


Curt Carlson 2010-2013


Lacy Krueger 2010-2013


Stephen Reysen 2010-2013


**Jennifer Schroeder 2010-2013**


Zascavage, V., Schroeder-Steward, J., Armstrong, P., Marrs-Butler, K., Winterman, K., &


**Karin Tochkov 2010-2013**


Student Publications/Presentations

Educational Psychology

TAMUC psychology doctoral students in **bold print**.

**2010**


Smith, T. S., & Senette, C. G. (2010). Vocational rehabilitation responds to the BP-Horizon Disaster 1: Aquacultural expert resources, necessary cautions, and case examples. The Rehabilitation Professional, 18, 149-158.


2011


Tillman, A., Gibson, S., Reysen, S., & Katzarska-Miller, I. (2011, November). Faculty constructions. Paper presented by A. Tillman at the 9th annual Pathways Student Research Symposium, College Station, TX.


2012


2013


Lamphere, N. S., & Krueger, L. E. (2013). Strategy choice as a factor in study time allocation. Poster presentation at the Graduate Assistant Research Symposium, Texas A&M University-Commerce; Annual Conference of the Southwestern Psychological Association, Fort Worth, TX; and the Federation of North Texas Area Universities Graduate Student Research Symposium, Texas Women’s University.

Lamphere, N. S. & Todd, J. (2013). The Facebook-contrived self: Virtually re-minding Mead. Scheduled for presentation in October at the Annual Conference of the Mid-South Sociological Association, Atlanta, GA.


Weatherford, D. R., Bartlett, J., & Carlson, C. A. (2013, May). Perceptual attention to features versus traits may affect how faces are represented in memory. Graduate assistant research symposium at Texas A&M University – Commerce.
