

Christopher L. Thomas

School of Education | The University of Texas at Tyler

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Educational Background

Doctor of Philosophy

Ball State University, Muncie, Indiana

Major Area: Educational Psychology

Cognate Area: Quantitative Psychology

Master of Arts

Ball State University, Muncie, Indiana

Major Area: Cognitive and Social Processes

Graduate Certificate: Institutional Research

Bachelor of Science

Ball State University, Muncie, Indiana

Major Area: Psychological Science

Minor Areas: Human Development, Interpersonal Relations

Professional Experiences

2024 – Present	Assistant Director, School of Education College of Education and Psychology The University of Texas at Tyler
2024 – Present	Associate Professor, School of Education College of Education and Psychology The University of Texas at Tyler
2023 – 2024	Program Coordinator, Curriculum and Instruction College of Education and Psychology The University of Texas at Tyler
2018 – Present	Assistant Professor, School of Education College of Education and Psychology The University of Texas at Tyler

Peer-Reviewed Publications

*Bold indicates student co-author at time of work production

Year 2025

- Estrada, S., **Kennedy, B.**, Sass, S. M., **Barena, E.**, **O'Brian, K.**, **Ihionkhan, P.**, & Thomas, C. L. (Accepted). Factor Structure and Rasch Analysis of the COVID Stress Scale: Evaluating Competing Factor Models Introduction. *Sage Open*
- Sung, W., & Thomas, C. L. (2025). The Mediating Role of Academic Help-seeking in the Relationship Between Achievement Goals and Help-seeking from ChatGPT. *Social Psychology of Education*. Advanced Online Publication. <https://doi.org/10.1007/s11218-025-10108-7>
- Thomas, C. L. (2025). Predictors of academic help-seeking: An application of the 3 x 2 achievement goal model. *Trends in Psychology*. Advanced Online Publication. <https://doi.org/10.1007/s43076-025-00462-y>
- Thomas, C. L., & Way, S., (2025). Personality and emotional intelligence: Does personality profile membership relate to trait emotional intelligence?. *Personality and Individual Differences*. Advanced Online Publication. <https://doi.org/10.1016/j.paid.2025.113280>
- Oliveras, Y., Lane, J., Thomas, C. L., & Hickey, W. (2025). Instructional supervision sense of efficacy: exploring perceptions of capacity among Belize instructional supervisors. *Journal of Educational Supervision*, 8, 41-62. DOI: <https://doi.org/10.69772/jes.8.1.2>

Year 2024

- Thomas, C. L., **Nair, M.**, & **Ganske, J.** (2024). Coping profiles and mental health outcomes in American university students: A latent profile analysis. *Psychological Reports*. Advanced Online Publication. <https://doi.org/10.1177/00332941241308501>
- Bretl, B. L., & Thomas, C. L. (2024). A Neurolinguistic-Based Paradigm for Assessing Group-Level Implicit Gender Biases in Moral Judgments. *The Journal of Social Psychology*. <https://doi.org/10.1080/00224545.2024.2427012>.
- Thomas, C. L., **Maple, K.**, & Hayes, A. R. (2024). Emotional intelligence and dropout intention: the mediating influence of expectancy and task value. *Discover Psychology*, 4, <https://doi.org/10.1007/s44202-024-00207-5>
- Sung, W., An, H., & Thomas, C. L. (2024). PICRAT Analysis of Technology-Integration Activities in U.S. K–12 Public Schools. *Computers in the School*, 1-24. <https://doi.org/10.1080/07380569.2024.2338243>
- Sung, W., An, H., & Thomas, C. L. (2024). What predicts k-12 teachers' technology integration practices in U.S public schools?: The relationship between teachers' beliefs and support. *Journal of Online Learning Research*, 10, 49-74. <https://www.learntechlib.org/primary/p/222763/>.

Thomas, C. L. & Ozer, O. (2024). A cross-cultural latent profile analysis of university students' cognitive test anxiety and related cognitive-motivational factors. *Psychology in the Schools*. Advanced Online Publication. <https://doi.org/10.1002/pits.23186>

Thomas, C. L., Allen, K., & Sung, W. (2024). Emotional intelligence and academic buoyancy in university students: The mediating influence of self-compassion and achievement goals. *Trends in Psychology*. Advanced Online Publication <https://doi.org/10.1007/s43076-024-00363-6>

Year 2023

Thomas, C. L., & Zolkoski, S. (2023). Comparing First-Generation and Non-First-Generation College Students: A Multivariate Approach. *Journal of Research Initiatives*. 7, 1 -24. <https://digitalcommons.uncfsu.edu/jri/vol7/iss3/10>

Thomas, C. L., & Fitch, S. B. (2023). Handedness and Test Anxiety: An Examination of Mixed-Handed and Consistent-Handed Students. *Experimental Results*. Advanced Online Publication. <https://doi.org/10.1017/exp.2023.14>

Grad, R. I., Thomas, C. L., & Gordy, D. (2023). Adverse childhood experiences, multidimensional perfectionism, and stress in young adults: A person-centered perspective. *Journal of Mental Health Counseling*, 45, 166 – 183. <https://doi.org/10.17744/mehc.45.2.05>

Thomas, C. L., Sung, W., Bretl, B. (2023). Emotional intelligence and anxiety in university students: Evidence of a curvilinear relationship. *The Journal of Further and Higher Education*. Advance Online Publication. <https://doi.org/10.1080/0309877X.2023.2185773>

Year 2022

Bailey, J., Kaiser, F., Thomas, C. L., Dillingham, S., Norwood, D., Smith, N., & Brown, A. (2022). The intersection of preparation and practice: School leadership learning through simulation. *NASSP Bulletin*, 106, 209-231. <https://doi.org/10.1177/01926365221117487>

Kirby, L. A. J., & Thomas, C. L. (2022). High-impact teaching practices foster a greater sense of belonging in the college classroom. *The Journal of Further and Higher Education*. 46(3), 368-381. <https://doi.org/10.1080/0309877X.2021.1950659>

Thomas, C. L., & Heath, J. A. (2022). Using latent profile analysis to investigate emotional intelligence profiles in a sample of American university students. *Psychology in the Schools*. 59, 1802-1824. <https://doi.org/10.1002/pits.22731>

Thomas, C. L., Zolkoski, S., & Sass, S. (2022) Investigating the psychometric properties of the social emotional learning scale. *Assessment for Effective Intervention*, 47, 127 -136. <https://doi.org/10.1177/1534508420984522>

Year 2021

Thomas, C. L. & Cassady, J. C. (2021). Validation of the State Version of the State-Trait Anxiety Scale in a University Sample. *Sage Open*, 11, 1-10.

Thomas, C. L., & Allen, K. (2021). Investigating the influence of COVID-related worry on university enrollment intentions: An application of the reasoned action model. *Journal of College Student Retention: Research, Theory & Practice*. Advance Online Publication. <https://doi.org/10.1177/15210251211014812>

Thomas, C. L., & Hayes, A. (2021). Using exploratory structural equation modeling to investigate the construct validity of the critical thinking disposition scale. *Journal of Psychoeducational Assessment*, 39, 640 – 648. <https://doi.org/10.1177/0734282921990564>

Thomas, C. L. (2021). Predicting Test Anxiety using the 3 x 2 Achievement Goal Model. *International Journal of School and Educational Psychology*. Advance Online Publication. <https://doi.org/10.1080/21683603.2020.1816237>

Thomas, C. L., & Allen, K. (2021). Driving engagement: Investigating the influence of emotional intelligence and academic buoyancy on student engagement. *Journal of Further and Higher Education*, 45, 107-119. <https://doi.org/10.1080/0309877X.2020.1741520>

Year 2020

Thomas, C. L., Tancock, S., Zygmunt, E., & Sutter, N. (2020). Effects of a community-engaged teacher preparation program on the culturally relevant teaching self-efficacy of preservice teachers. *Journal of Negro Education*, 89, 122-135.

Jones, J., & Thomas, C. L. (2020). Leveraging the science of learning to enhance student success: An application of Syfr Learnings's principles of practice. *Journal of Research Initiatives*, 5, 1 - 15. <https://digitalcommons.uncfsu.edu/jri/vol5/iss2/3>

Thomas, C. L. & Cassady, J. C. (2020). Stereotype threat and self-affirmation: Reconsidering the protective influence of value affirmation interventions. *Journal of Research Initiatives*, 5, 1 - 15. <https://digitalcommons.uncfsu.edu/jri/vol5/iss2/6>

Thomas, C. L., Cassady, J. C., & **Heath, J.** (2020). Examining the psychometric properties of the FRIEDBEN test anxiety scale using exploratory structural equation modeling. *International Journal of School and Educational Psychology*, 8, 213 - 226. <https://doi.org/10.1080/21683603.2018.1522281>

Thomas, C. L., & Zolkoski, S. (2020). Preventing stress among undergraduate learners: The importance of emotional intelligence, resilience, and emotion regulation. *Frontiers in Education*. <https://doi.org/10.3389/educ.2020.00094>

Thomas, C. L., & Kirby, L. A. J. (2020). Situational interest helps correct misconceptions: An investigation of conceptual change in university students. *Instructional Science*, 48, 223 – 241. <https://doi.org/10.1007/s11251-020-09509-2>

Year 2019

Thomas, C. L., & Cassady, J. C. (2019). The influence of personality factors, value appraisals, and control appraisals on cognitive test anxiety. *Psychology in the Schools*, 56, 1568 – 1582. <https://doi.org/10.1002/pits.22303>

Thomas, C. L., & Tagler, M. (2019). Predicting academic help-seeking intentions using the reasoned action model. *Frontiers in Education*. 4:59. doi: 10.3389/educ.2019.00059

Thomas, C. L., Bourdeau, A. M., & Tagler, M. J. (2019). Interhemispheric communication and the preference for attitude consistent information. *Laterality: Asymmetries of Body, Brain and Cognition*, 24, 342 - 354. <https://doi.org/10.1080/1357650X.2018.1520860>

Thomas, C. L., Pavlechko, G. M., & Cassady, J. C. (2019). An examination of the mediating role of learning space design on the relation between instructor effectiveness and student engagement. *Learning Environments Research*, 22, 117 – 131. <https://doi.org/10.1007/s10984-018-9270-4>

Year 2018

Thomas, C. L., Cassady, J. C., & Finch, W. H. (2018). Identifying severity standards on the cognitive test anxiety scale: Cut score determination using latent class and cluster analysis. *Journal of Psychoeducational Assessment*, 36, 492 – 508. <https://doi.org/10.1177/0734282916686004>

Cassady, J. C., Smith, L. L., & Thomas, C. L. (2018). Supporting emergent literacy for English language learners with computer-assisted instruction. *Journal of Research in Reading*, 41, 350 - 369. doi:10.1111/1467-9817.12110

Year 2017

Thomas, C. L., Cassady, J. C., & Heller, M. L. (2017). The influence of emotional intelligence, cognitive test anxiety, and coping strategies on undergraduate academic performance. *Learning and Individual Differences*, 55, 40 – 48. doi:10.1016/j.lindif.2017.03.001

Bozkurt, S., Ekitli, G. B., Thomas, C. L., & Cassady, J. C. (2017). Validation of the Turkish version of the cognitive test anxiety scale–revised. *SAGE Open*, 7, 1-9. doi: 10.1177/2158244016669549

Perrone-McGovern, K., Simon-Dack, S., Esche, A., Thomas, C. L., Beduna, K., Rider, K., ... & Matsen, J. (2017). The influence of emotional intelligence and perfectionism on error-related negativity: An event-related potential study. *Personality and Individual Differences, 111*, 65-70. <https://doi.org/10.1016/j.paid.2017.02.009>

Year 2015

Simon-Dack, S. L., Holtgraves, T., Hernandez, K., & Thomas, C. L. (2015). Resting EEG and behavioural correlates of interhemispheric transfer times. *Laterality: Asymmetries of Body, Brain, and Cognition, 20*, 618-638.
<http://dx.doi.org/10.1080/1357650X.2015.1032302>

Book Chapters

- Thomas, C. L., Allen, K., **Morales, C. M., & Mercer, J.** (2022). Supporting Student Success: The Role of Test Anxiety, Emotional Intelligence, and Multifaceted Intervention. In L.R. Viera Gonzaga, L.L. Dellazzana-Zanon, & A.M. Becker da Silva (Eds.) *Stress and Academic Anxiety: Psychological Processes and Interventions with Students and Teachers*. Springer.
- Cassady, J. C. & Thomas, C. L. (2020). Identifying and supporting students with affective disorders in schools: Academic anxieties and emotional information processing. In A. J. Martin, R. A. Sperling, & K. J. Newton (Eds.), *Handbook of Educational Psychology and Students with Special Needs* (pp. 52 – 74). Routledge.
- Cassady, J. C., **Heath, J. A.**, Thomas, C. L., **Mangino, A.**, & Kornmann, M. (2020). Engaging students in STEM with non-traditional educational programs: Bridging the gaps between experts and learners. In A. Macdonald, L. Dania, & S. Murphy (Eds.), *STEM Education Across the Curricula: Early Childhood to Senior Secondary* (pp. 213 – 232). Springer.
- Tagler, M. J., & Thomas, C. L. (2017). Factors That Influence Statistical Power. In J. R. Stowell & W. E. Addison (Ed.), *Activities for teaching statistics and research methods: A guide for psychology instructors*. Washington, DC: American Psychological Association.

Technical Reports

- Thomas, C. L., & Watters, J. (2024). Master of Education in Curriculum & Instruction (MEd-C&I) Texas Higher Education Coordinating Board (THECB): Self-Study Report. THECB.
- Oliveras-Ortiz, Y., Bouillion, D. E., & Thomas, C. L. (2022). *The impact of intentionally designed learning spaces on teacher efficacy*. VLK Architects.

Blog Posts/Practice Briefs

Grad, R.I., Thomas, C., Zolkoski, S., & Sass, S. (2022). Building Trauma-Informed Schools (Practice Brief Vol. 3, No. 2). American Psychological Association Division 15 Educational Psychology. <http://apadiv15.org/wp-content/uploads/2023/01/Trauma-Informed-Schools-Division-15-Practice-Brief.pdf>

Zolkoski, S., & Thomas, C. L. (2022, March 11). Mental health, social emotional learning, and impacts policy can have on both. *AERA SEL SIG Blog: Emerging Research & Practice in SEL*. <https://aeraselsig.wordpress.com/2022/03/11/mental-health-social-emotional-learning-and-impacts-policy-can-have-on-both/>

Manuscripts/Book Chapters/Scholarly Works Under Review

Way, S., & Thomas, C. L. (*In Review*). Self-compassion and achievement goals: A curvilinear examination using generalized additive modeling. *Self and Identity*.

Thomas, C. L., & **Fitch, S. B.** (*In Review*). Assessing the Latent Structure of the Multidimensional Test Anxiety Scale in a University Sample: An Exploratory Graph Analysis Study. *Sage Open*.

Conference Papers and Presentations

Year 2025

James, K., & Thomas, C. L. (2025, March). Validating the Academic Anxiety Scale [Poster Presentation]. Southwestern Psychological Association, Little Rock, Arkansas.

Way, S., & Thomas, C. L. (2025, March). The impact of personality on emotional intelligence: A latent profile analysis approach [Poster Presentation]. Southwestern Psychological Association, Little Rock, Arkansas.

Year 2024

Oliveras, Y., Lane, J., & Thomas, C. L. (2024, November, 21). Sense of Efficacy Scale for Instructional Supervisors. [Roundtable Session]. University Counsel for Educational Administration, Los Angeles, California.

Carter, E*. & Thomas, C. L. (2024, March 29). Examining the relationship between harmonious and obsessive passion and cognitive, affective, and academic engagement in higher education [Poster Presentation]. Southwestern Psychological Association, San Antonio, Texas.

Year 2022

Bailey, J., Kaiser, F., Thomas, C. L. (2022, November 18). *The Intersection of Preparation and Practice: School Leadership Learning Through Simulation* [Paper Presentation]. University Council for Educational Administration. Seattle, Washington.

Sung, W., An, H. & Thomas, C. (2022). A comparison between primary and secondary Teachers' Online Teaching Experiences in U.S K-12 Schools. In L. Langran & D. Henriksen (Eds.), *Proceedings of SITE Interactive Conference* (pp. 112-116). Online: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/221578/>.

Year 2021

Thomas, C. L. & Allen, K (2021, May). *Strategies of the Emotionally Intelligent Student: Examining the Effects of Students' Emotion Management and Understanding Capabilities on Student Engagement Behaviors and Degree Commitment*. [Poster Presentation]. Association for Psychological Science, Virtual.

Ganske, J., & Thomas, C. L. (2021, May). *Investigating COVID-19 coping preferences using latent profile analysis* [Poster Presentation]. Association for Psychological Science, Virtual.

Garza, K., Sanders, H., Easterling, T., & Thomas, C. L. (2021, May). *Perfectionism, self-compassion, and subjective well-being: A replication study* [Poster Presentation]. Association for Psychological Science, Virtual.

Thomas, C. L. (2021, April). *The Role of Horizontal-Vertical Individualism-Collectivism in Test Anxiety* [Poster Presentation]. Midwestern Psychological Association, Virtual.

Year 2020

Ganske, J., Nguyen, V. R., & Thomas, C. L. (2020, May). *Cultural Differences in Coping: A Comparison of Vertical and Horizontal Individualism* [Poster presentation]. Association for Psychological Science Annual Conference, Chicago, IL

Thomas, C. L., **Terho-Streck, A., Nguyen, V. R., Ganske, J., Lewis, L., Roberts, C., Sanders, H., & Easterling, T.** (2020, May). *Investigating the factor structure of the Defensive Confidence Scale* [Poster presentation]. Association for Psychological Science Annual Conference, Chicago, IL

Lewis, L., Ganske, J., Nguyen, V. R., Roberts, C., Terho-Streck, A., Wright, K., Easterling, T., Sanders, H., & Thomas, C. L. (2020, May). *Selective Exposure & Critical Thinking: The Dark Side of Critical Openness* [Poster presentation]. Association for Psychological Science Annual Conference, Chicago, IL.

Year 2019

Walden, P., & Thomas, C. L. (2019, May). *The Validity of Severity Standards for the Cognitive Test Anxiety Scale – 2nd Edition* [Poster presentation]. East Texas Research Conference, Tyler, TX.

Wright, K., & Thomas, C. L. (2019, May). *Attitude Strength Reduction as a means of dissonance reduction* [Poster presentation]. East Texas Research Conference, Tyler, TX.

Kebodeaux, K., & Thomas, C. L. (2019, May). *Examining the role of personality in selective exposure to information* [Poster presentation]. East Texas Research Conference, Tyler, TX.

Thomas, C. L., & Kirby, L. A. J. (2019, May). *The role of situational interest in the process of conceptual change* [Poster presentation]. Association for Psychological Science Annual Conference, Washington, DC.

Kirby, L. A. J., Thomas, C. L., Witte, T. K., Heath, A. D., Robinson, J. L. (2019, May). *Validating the Affect Modulation Ability Questionnaire (AMAQ) Using Exploratory Structural Equation Modeling* [Poster presentation]. Association for Psychological Science Annual Conference, Washington, DC.

Year 2018

Thomas, C. L., Sayyah, L., & Bourdeau, A. (2018, May). *The Influence of Interhemispheric Communication on the Preference for Attitude Consistent Information* [Poster presentation]. Association for Psychological Science Annual Conference, San Francisco, CA.

Heath, J. A., Cassady, J. C., & Thomas, C. L. (2018, May). *Unique transitions: The perception of the difference between traditional students and student service members/veterans* [Poster presentation]. Association for Psychological Science Annual Conference, San Francisco, CA.

Cassady, J. C., Heath, J. A., Schupman, E., Thomas, C. L., & Ballenger, E. (2018, May). *Misconceptions of Native Americans: The role of tribal identification* [Poster presentation]. Association for Psychological Science Annual Conference, San Francisco, CA.

Heath, J.A., Schupman, E., Bourdeau, A., Thomas, C.L., & Cassady, J.C. (2018, October). The benefits and importance of the Native Knowledge 360° initiative [Paper Presentation]. American Association for Teaching and Curriculum Annual Meeting, Denver, Co.

Thomas, C. L., Schupman, E., Heath, J., & Cassady, J. C. (2018, April). *Supporting the teaching of Native American content. Results from a pilot test of Native Knowledge 360 educational materials* [Poster presentation]. American Educational Research Association Annual Conference, New York City, NY.

Year 2017

Perrone-McGovern, K.M., Simon-Dack, S.L., Esche, A.M., Thomas, C. L., Beduna, K., Rider, K., Spurling, A., & Matsen, J.A. (2017, August). *The role of emotional IQ and perfectionism in neural processing of errors: An ERP Study* [Poster presentation]. Association for Psychological Science Annual Conference, Washington, D.C.

Thomas, C. L., Bourdeau, A., Heath, J., & Cassady, J. C. (2017, May). *The impact of reverse-coded items on the factors structure of the FRIEDBEN test anxiety scale* [Poster presentation]. Association for Psychological Science Annual Conference, Boston, MA.

Cassady, J. C., Thomas, C. L., Potts, M., & Heath, J. (2017, May). *In-person vs online place-based learning: Differences in learning and interest* [Poster presentation]. Association for Psychological Science Annual Conference, Boston, MA.

Thomas, C. L., Tancock, S. M., Zygmunt, E. M., Clausen, J. M., Cipollone, K., & Clark, P. (2017, AERA). *Effects of a community-engaged teacher preparation program on the culturally-relevant teaching self-efficacy of preservice teachers* [Paper presentation]. American Educational Research Association Annual Conference, San Antonio, TX.

Thomas, C. L., (2017, January). *Predicting academic help-seeking behavior using the reasoned action model* [Poster presentation]. Annual Conference on Academic Research in Education, Las Vegas, NV.

Thomas, C. L., Shupman, E., Heath, J. A., Bourdeau, A., & Cassady, J. C. (2017, January). *Exploring students' understanding of Native American history and culture: A qualitative analysis* [Poster presentation]. Annual Conference on Academic Research in Education, Las Vegas, NV.

Thomas, C. L., Shupman, E., Heath, J. A., Bourdeau, A., & Cassady, J. C. (2017, January). *A critical examination of teachers' attitudes and sense of efficacy toward teaching about Native American cultures* [Poster presentation]. Annual Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Year 2016

Thomas, C. L., Finch, W. H., & Cassady, J. C. (2016, May). *Using latent class and cluster analysis to determine cut scores for the Cognitive Test Anxiety Scale – 2nd Edition* [Poster presentation]. Association for Psychological Science Annual Conference, Chicago, IL.

Year 2015

Perrone-McGovern, K.M., Simon-Dack, S.L., Esche, A.M., Thomas, C. L., Smith, K., Rider, K., & Spurling, A. (2015, October). *The influence of emotional intelligence and perfectionism on error-related negativity: An event-related potential study* [Poster presentation]. Association for Psychological Science Annual Conference, Washington, D.C.

presentation]. Society for Social Neuroscience Conference Annual Conference, Chicago, IL.

Thomas, C. L., Tagler, M.J., Furniss, B., Matsen, J., Spurling, A., & Simon-Dack, S. (2015, May). *Neural evidence supporting the role of a defensive motivation in the congeniality bias: An event-related potential study* [Poster presentation]. Association for Psychological Science Annual Conference, New York, NY.

Thomas, C. L., Furniss, B., Matsen, J., & Tagler, M. J. (2015, May). *The congeniality bias and lateral asymmetry in information processing* [Poster presentation]. Midwestern Psychological Association Annual Conference, Chicago, IL.

Hernandez, K., Thomas, C. L., Woodall, K., Spurling, A., Matsen, J., & Simon-Dack, S. (2015, March). *Hammering down the perfect amount of inhibition for time perception accuracy* [Poster presentation]. Cognitive Neuroscience Society Conference Annual Conference, San Francisco, CA.

Year 2014

Hernandez, K., Woodall, K., Thomas, C., & Simon-Dack, S. (2014, May). *Temporal processing and interhemispheric transfer time*. [Poster presentation]. Association for Psychological Science Annual Conference, San Francisco, CA.

Simon-Dack, S.L., Hernandez, K., Woodall, K., Thomas, C. L., Andrick, G., Bailey, Z., Daly, H., Helminger, H., Shirley, K., Stettler, B., & Holtgraves, T. (2014, April). *Right-hemispheric processes, interhemispheric transfer, and pseudoneglect: a quantitative EEG study* [Poster presentation]. Cognitive Neuroscience Society Annual Conference, Boston, MA.

Tagler, M. J., & Thomas, C. L. (2011, May). *Big 5 personality and gender differences in sleep Quality* [Poster presentation]. Midwestern Psychological Association Annual Conference, Chicago, IL.

Student Research

Welborn, C. R. (2023, April 21). Investigating the relationship between passion, student engagement, and dropout intentions [Poster presentation]. LSU Discover Day, Baton Rouge Louisiana.

Maple, K. L. (2022, April 22). Perfect students: Analyzing the relationship between emotional regulation and resiliency. [Poster presentation]. Lyceum Student Research Showcase, Tyler, Texas.

Lovette, J. (2022, April 22). Investigating students' emotional intelligence and degree commitment [Poster presentation]. Lyceum Student Research Showcase, Tyler, Texas.

Irving, A. (2022, April 22). The Relationship Between Emotional Intelligence, Self-Efficacy, and Test Anxiety [Poster presentation]. LSU Discover Day, Baton Rouge Louisiana.

Fitch, S. (2022, April 22). The Relationship Between Handedness and Test Anxiety [Poster presentation]. LSU Discover Day, Baton Rouge Louisiana.

Bates, B. (2022, April 22). The Influence of Personality Dimensions on Instrumental Help-Seeking [Poster presentation]. LSU Discover Day, Baton Rouge Louisiana.

Puckett, D. (2022, April 22). How Emotional Intelligence and Teacher Efficacy Impact Beliefs about SEL [Poster presentation]. LSU Discover Day, Baton Rouge Louisiana.

Roberts, C., Ganske, J., & Lewis, L. (2020, March 12). #AnxiousUndergraduates: The moderating effect of emotional intelligence on the relationship between social media use and anxiety [Poster presentation]. LSUS Student Scholar Forum, Shreveport, Louisiana.

Nguyen, V. (2020, March 12). Examining the relationships of personality dimensions and academic resilience [Poster presentation]. LSUS Student Scholar Forum, Shreveport, Louisiana.

Nguyen, V., Easterling, T., Sanders, H (2020, March 12). The relationship among achievement goals, cognitive obstruction, tenseness, and social derogation [Poster presentation]. LSUS Student Scholar Forum, Shreveport, Louisiana.

Grants and Evaluation Projects

Submitted Projects

“Enhancing transfer student success through STEM research experiences” (Resubmission)

Grantor: National Science Foundation

Role: Co-PI

Project Period: 2024 – 2030

Award Amount: 1,019,413

Funded Projects

“Children’s Spirituality: The Role of Potential Traumatic Events and Emotional Intelligence

Grantor: The Children’s Spirituality Research and Innovation Hub

Role: Co-investigator

Award Amount: 57,817

Project Period: 2023– 2024

Status: Funded

“Evaluating the effectiveness of the Choose Love SEL curriculum.”

Grantor: University of Texas at Tyler

Role: Co-PI

Award Amount: 7,500

Project Period: 2020 – 2021

Status: Funded (Project Withdrawn Due to COVID-19)

Unfunded Projects

“Developing collaborative skills for coping: Supporting teacher retention through coping cohorts”

Grantor: Spencer Foundation

Role: Co-principal investigator

Award Amount: 141,413

Project Period: 2025– 2026

“P-16 Engineering (STEM) Pathways Outcomes in Texas”

Grantor: University of Texas at Tyler

Role: PI

Award Amount: 22,240

Project Period: 2023 – 2024

“BPC-DP: Hollywood Meets Learning: Using an Immersive Learning System to Enable Underrepresented Students to Develop High-Demand Computing Skills and Become Self-Regulated Learners”

Grantor: National Science Foundation

Role: Co-PI

Project Period: 2023 – 2025

Award Amount: 299,999

“Enhancing transfer student success through STEM research experiences”

Grantor: National Science Foundation

Role: Co-PI

Project Period: 2022 – 2028

Award Amount: 749,994

“BPC-DP: Hollywood Meets Learning: Using an Immersive Learning System to Enable Underrepresented Students to Develop High-Demand Computing Skills and Become Self-Regulated Learners”

Grantor: National Science Foundation

Role: Co-PI

Project Period: 2022 – 2024

Award Amount: 591,237

“Enhancing transfer student success through STEM research experiences”

Grantor: National Science Foundation

Role: Co-PI

Project Period: 2021 – 2027

Christopher Thomas – Curriculum Vitae

Award Amount: 650,000

“The Learning Quad: Literacy and STEM intersecting within Informal Learning Spaces”

Grantor: National Science Foundation

Role: External Evaluator

Project Period: 2020 – 2023

Award Amount: 2,500,000

“Developing Robotics Engineering Technicians for East Texas. Evaluation support for project attempting to improve STEM interest and persistence through innovative curriculum”

Grantor: National Science Foundation

Role: External Evaluator

Project Period: 2020 – 2023

Award Amount: 591,237

“The Influence of Active Learning Space on Student Engagement. Steelcase Active Learning Grant”

Grantor: Steelcase

Role: PI

Project Period: 2018 - 2020

Award Amount: 67,000

“University Academy Team Thinkup Evaluation Proposal”

Grantor: Mentoring Minds

Role: PI

Project Period: 2018 - 2019

Award Amount: 15,444

Teaching Experience

University of Texas at Tyler (2018 – Present)

EDUC 5303: Applied Learning Theories (Online)

EDUC 5302: Developing an Educational Research Proposal (Online)

EDRM 6352: Quantitative Research Methods in the Education Setting (Online)

EDRM 6354: Learning Analytics (Online)

EDSI 6380: Special Topics in School Improvement (Learning Analytics: Online)

PSYC 4399: Independent Study in Psychological Science

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PSYC 2354: Psychological Statistics

EPSY 3330: Educational Psychology: Child Development and Learning

EPSY 3340: Educational Psychology: Adolescent Development and Learning

EDUT 3370: Knowing and Learning in Mathematics and Science

Ball State University (2013 – 2018)

EDPS 393: Educational Psychology for Elementary Education

EDPS 765: Theories of Learning (Teaching Assistant)

EDPS 606: Human Learning and Achievement Motivation (Online; Teaching Assistant)

EDPS 390: Educational Psychology (Teaching Assistant)

PSYS 468: Cognitive Neuroscience (Teaching Assistant)

PSYS 284: Research Methods (Co-instructor)

PSYS 367: Introduction to Neuroscience (Teaching Assistant)

Invited Lectures

EMDD 610 Theories and Frameworks in Human-Computer Interaction
Guest Lecturer: Spring 2018
Topic: Time and Stress Management in Graduate School
Ball State University

PSYS 690 Professional Development Colloquium
Guest Lecturer: Fall 2017
Topic: Navigating the Ph.D. Application Process
Ball State University

EDPS 765 Theories of Learning
Guest Lecturer: Spring 2017
Topic: Information Processing Model of Memory
Ball State University

PSYS 690 Professional Development Colloquium
Guest Lecturer: Spring 2016
Topic: Navigating the Ph.D. Application Process
Ball State University

Service to the Profession

Manuscript Reviewer (initial year as reviewer)

2024	Internet Interventions
2023	Teaching and Learning in Nursing
2022	Research in Higher Education
2022	Journal of Research Initiatives
2022	Inquiry
2022	Experimental Results
2022	British Journal of Educational Psychology
2021	Substance Use and Misuse
2021	Studies in Higher Education
2021	Frontiers in Psychiatry
2021	Educational Psychology: An International Journal of Experimental Educational Psychology
2020	Science Progress
2020	Metacognition and Learning
2020	Cognitive Therapy and Research
2020	Scandinavian Journal of Psychology
2020	Congent
2020	Frontiers in Education
2020	The Journal of Further and Higher Education
2020	The Psychologist Manager Journal
2020	Learning and Individual Differences
2020	Canadian Journal of Higher Education

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2019	The Journal of Contextual Behavioral Science
2019	Psychological Reports
2019	Measurement Instruments for the Social Sciences
2019	Teaching and Teacher Education
2019	The Journal of School Psychology
2018	Applied Cognitive Psychology
2018	Current Psychology
2018	Heylion
2018	Journal of Clinical Psychology
2018	The International Journal of STEM Education
2018	Anxiety, Stress, and Coping
2017	Basic and Applied Social Psychology
2017	Intelligence
2017	Journal of Applied Research in Higher Education
2017	Psychology in the Schools
2017	Roeper Review
2017	Sports, Exercise, & Performance Psychology

Proposal Reviewer

2021	Southwestern Psychological Association Proposal Reviewer
2019 - 2020	American Educational Research Association, (Division C – Learning and Instruction)
2019 - 2020	American Educational Research Association, (Stress, Coping, and Resilience SIG)

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2018	American Educational Research Association, (Test Validity, Research & Evaluation SIG)
2018	American Educational Research Association, (Division D – Measurement and Research Methodology)
2017	American Educational Research Association, (Stress & Coping in Education SIG)
2017 - 2024	Midwestern Psychological Association (Psi Chi Session)

Book Reviewer

2019	Peer reviewer for <i>STEM Education Across the Curricula: International Perspectives</i>
2016	The complete idiot's guide to statistics (3 rd edition)

Service to the University

Committee Work

2025	CEP Assessment Coordinator Search Committee Member
2025	School Improvement Faculty Search Committee Member
2025	CEP Assessment Coordinator Search Committee Chair
2025	Faculty Development Leave Review Committee
2024 - Current	SOE Graduate Dispositions Committee
2024 - Current	CEP Technology Committee Member
2024 – Current	College of Education and Psychology Research Committee Chair
2024 - 2025	SOE Annual Evaluation Update Committee
2024	CEP Assessment Coordinator Search Committee Chair
2023 – 2024	College of Education and Psychology Research Committee
2023 - 2024	School of Education Director Search Committee Member
2023 – 2024	College of Education and Psychology Strategic Planning Committee

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2023	School of Education Faculty Workload Committee Chair
2023	School Improvement Faculty Hiring Committee Chair
2022 – Present	End of Course Evaluation Task Force
2022 - Present	College of Education and Psychology Research Committee
2022 – 2023	Institutional Effectiveness Advisory Committee (Graduation Exit Survey)
2022 - 2023	College of Education and Psychology Dean Search Committee
2021	School Improvement Faculty Hiring Committee Member
2021 – 2022	UT Tyler Student Engagement Committee
2021 – Present	Intellectual Property Advisory Committee
2020 – 2023	UT Tyler University Senate
2020 - Present	School of Education School Improvement E.d.D Admissions Committee
2020	School of Education Director Search Committee
2020	College of Education and Psychology
2020	Educational Psychology Faculty Hiring Committee Chair
2019 – 2021	UT Tyler Research Council
2019 - 2023	Member of Fisch College of Pharmacy Assessment Committee
2019 - Present	Member of University of Texas at Tyler Institutional Review Board
2019-2021	College of Education and Psychology Research Committee
2019	Celia and Sam Roosth Endowed Chair Screening Committee Chair
2019	Educational Psychology Faculty Hiring Committee Chair
2019	School of Education Faculty Workload Committee Member
2018 - 2019	Curriculum and Instruction Faculty Hiring Committee
2018 – 2019	College of Education and Psychology Space Committee

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2018 – 2019	School of Education Faculty Evaluation Ad Hoc Committee
2017	Graduate Education Committee

Workshops/Presentations

2019	Introduction to Stats IQ, Workshop presented to faculty of University of Texas at Tyler, Tyler, Tx
2018	How to Effectively Manage Academic Anxiety, Workshop presented to Students of University of Texas at Tyler, School of Education, Tyler, Tx.
2018	The Relationship Among Academic Anxieties and Academic Performance. Presented to faculty of the College of Education and Psychology at The University of Texas at Tyler.
2017	Guest Speaker, Graduate School Orientation, Ball State University
2017	Writing the Personal Statement, Workshop presented to Graduate Students in the Department of Psychological Science at Ball State University
2016	<i>An Introduction to the R Statistical Environment</i> , Workshop presented to faculty and graduate students at Ball State University
2016	<i>Supporting Students with Academic Anxiety</i> , Workshop presented to faculty of Burris Laboratory School, Muncie, IN

Mentoring

2020 – 2023	Psi Chi Faculty Advisor
2019 – Current	Research mentor for undergraduate and graduate student volunteers in the College of Education and Psychology.
Spring 2019	Faculty Mentor for an honors student as part of Honors Contract Course Program

Independent Study Research Projects

- “The Effect of First-Generation Status on Academic Help-seeking in the University Setting”
Student: Brooke Bates
Department: Department of Psychology and Counseling
Status: Project Completed Spring 2022
- “Investigating Academic Burnout in University Students: An Intersectional Approach”
Student: Jamey Ganske

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Department: Department of Psychology and Counseling
Status: Project Completed Fall 2021

“Understanding Cultural Differences in Social Anxiety”

Student: Vanessa Nguyen
Department: Department of Psychology and Counseling
Status: Project Completed Fall 2021

Faculty Learning Communities

Fall 2019 – Spring 2022 Faculty Liaison for the Student Research FLC

Service to the Community

2018 – Present	Implemented Research Scholarship Support Initiative to support educators working to implement action research projects in The University of Texas at Tyler’s University Academy
2022	Worked with Jacksonville ISD to validate teacher rating scheme that will be used as part of TEA’s Teacher Allotment Initiative

Dissertation Committee Membership

Student: Brenda Burton
Topic: Nursing Program Compliance
Service: Dissertation Committee Chair
Status: Graduated, EdD Summer 2025

Student: Tim Kennedy
Topic: STEM School Models
Service: Dissertation Committee Chair
Status: Graduated, EdD Summer 2024

Student: Ashley Pierre
Topic: Perceived Stress and Efficacy in Nursing
Service: Dissertation Committee Member
Status: Graduated, EdD Fall 2023

Student: Kolbe Ricks
Topic: Advanced Placement Outcomes
Service: Dissertation Committee Chair
Status: Graduated, EdD Summer 2023

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Student: Donna Summers

Topic: Data Driven Decision Making

Service: Dissertation Committee Member

Status: Graduated, EdD Summer 2023

Student: Shannon Rodriquez

Topic: Goal Setting

Service: Dissertation Committee Member

Status: Graduated, EdD Summer 2023

Student: Aimee Dennis

Topic: Response to Intervention

Service: Dissertation Committee Member

Status: Graduated, EdD Summer 2023