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>Curriculum &amp; Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Degree Program</td>
<td>Supervision, Curriculum, &amp; Instruction-Elementary Education</td>
</tr>
<tr>
<td>Contact Name</td>
<td>Dr. Jennifer Dyer-Sennette; Dr. David Brown</td>
</tr>
<tr>
<td>Contact Phone Number</td>
<td>972-886-7542; 903-886-5536</td>
</tr>
</tbody>
</table>

| 1 Number of Degrees Per Year                    | 2013-2014 9  
| Rolling three-year average of the number of      | 2015-2016 2  
| degrees awarded per academic year                | 3 Year Average 6                                      |

| 2 Graduation Rates                               | % Graduating within 10 years 45%                       |
| Starting Cohorts: 2002-2004                      | Rolling three-year average of the percent of first-year  |
|                                                  | doctoral students who graduated within ten years.      |

| 3 Average Time to Degree                        | Average Years to Degree 5.5                             |
| Rolling three-year average of the registered     |                                                            |
| time to degree of first-year doctoral students   |                                                            |
| within a ten year period.                       |                                                            |

| 4 Employment Profile                             | Area of Employment Percentage                           |
| Percentage of the last three years of            | Classroom Teachers 78%                                   |
| graduates employed in academia, post-doctorates,| School Administrators 16%                                  |
| industry/professional, government, and those     | Administrators of Region Service Centers & Non-        |
| still seeking employment (in Texas and outside   | profits 6%                                             |
| Texas).                                         |                                                            |

| 5 Admission Criteria                             | http://www.tamuc.edu/academics/graduateSchool/programs/education/supervisionCurriculumInstructionElementaryDomestic.aspx |

| 6 Percentage of Full-time Students with          | 2015-2016                                              |
| Financial Support                                | Full Time Students 20                                   |
| Any student who takes ≥ 9 SCH is considered to   | Students with support 19                               |
| be full time. In the prior year, the number of   | Percentage of students with support 95%                 |
| FTS (≥ 18 SCH) with support/the number of FTS.   | Amount of Support $88,968.2                             |

| 7 Average Financial Support Provided             | 2015-2016                                              |
| Any student who takes ≤ 9 SCH is considered to   | Research Assistantships -                              |
| be part time and ≥ 9 SCH is considered to be     | Teaching/Non-Teaching Assistantships -                  |
| full time. For those receiving financial support,| Tuition Waivers -                                      |
| the average financial support provided per full- | Other $88,968.2                                        |
| time graduate student (including tuition rebate) | Total $88,968.2                                        |
| for the prior year, including research           | Total number of Full Time Students with 19             |
| assistantships, teaching assistantships,        | Financial Support                                       |
| fellowships, tuition, benefits, etc. that is    | Average Amount of support per student $4,682.537      |
| “out-of-pocket”.                                 |                                                            |
### 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></th>
<th>14.11:1</th>
</tr>
</thead>
</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 4-8.

<table>
<thead>
<tr>
<th></th>
<th>25</th>
</tr>
</thead>
</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>Average of the Number of Core Faculty Receiving External Funds</th>
<th>Average External Grant $ per Faculty</th>
<th>Total External Grant $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.1</td>
<td>$154,642.10</td>
<td>$1,546,421.00</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>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>3.03%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>4.35%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>7.46%</td>
</tr>
</tbody>
</table>

### Number of Core Faculty
Number of Core Faculty in the prior year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Core Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</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>Year</th>
<th>Teaching Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>51.8</td>
</tr>
<tr>
<td>2014</td>
<td>31.33</td>
</tr>
<tr>
<td>2015</td>
<td>26.7</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>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>8</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>9</td>
<td>10</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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Black Non Hispanic</td>
<td></td>
<td>16</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Hispanic American</td>
<td></td>
<td>10</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>White Non Hispanic</td>
<td></td>
<td>39</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td>-</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>66</td>
<td>69</td>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>61</td>
<td>62</td>
<td>59</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>69</td>
<td>67</td>
</tr>
</tbody>
</table>

### Date of Last External Review
December 8, 2009

### External Program Accreditation
Southern Association of Colleges and Schools

### Student Publications/Presentations

42.34
PUBLICATIONS (Faculty)
Peer Reviewed Articles, Book Chapters, and Books

2015-2016


2014-2015


2013-2014


McCrary, D. & Isbell, L. (in press). Response to Intervention. Graduate level syllabus and course materials. *Council for Exceptional Children Teacher Education Division*


Morton, T.B. (2014). *Paired Readings: The Importance of Shared Reading for Emergent Learners.* Early Years.


Thompson, J., Brown, D., & Geneser, V. (2014, Eds.). *Early Years: Journal of the Texas Association for the Education of Young Children,* vol. 34.


Doctoral Student Publications

2015-2016


2014-2015


2013-2014


Long, D. & Szabo, S. (accepted). E-readers and the effects on students’ reading motivation, attitude and comprehension. Accepted by *Journal of School Public Relations*.


McWhorter, M., McDonald, K., Richardson, J., Stepehns, C., & Szabo, S. (submitted). Digital Language and Literacy Support for Culturally and Linguistically Diverse Learners in a Middle School Newcomer Program. Submitted to *TESOL*.


Robison, T., Roden, T., & Szabo, S. (Revise & Resubmit). Readability Levels Show that Social Studies Textbooks Are Written above grade level reading. *Action Research Online Journal*.


**PRESENTATIONS**

**2014-2015**


Jasper, B. & Naizer, G. (2015) *Now that I almost have finished the degree, I need to find a job.* Presentation at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.


2013-2014


Dudash, M. & Osborne, D. (2014). Journey through the STAAR system: Identifying, aligning and applying appropriate levels of thinking to classroom instruction. Presented at the 10th Bill Martin Symposium May 2, Commerce, TX.

Frazier, B. (2014). Literacy in the math classroom: A look into the personal financial literacy mathematics TEKS. Presented at the 10th Bill Martin Symposium May 2, Commerce, TX.


Jones, T. (2014). PBL: Set the parameters and let them work. Presented at the 10th Bill Martin Symposium, May 2, Commerce, TX.


Sutton, J. & Doyle, A. (2014). We’ve got time for this. Presented at the 10th Bill Martin Symposium May 2, at Commerce, TX.


McClanahan, B. (2013). Using iPads in Tutoring. Presented to Undergraduate Reading Class 4444 at Southeastern Oklahoma State University, Duran, OK.


McDonald, K., McWhorter, M. Richardson, J. (2013). Exploring the Relationship between the Use of Technology and English Language Learners’ Increased Academic Achievement in Literacy. Presented at SERA, San Antonio, TX. August 6-8.


Tchoukaleff, S., & Vasinda, S. (2013). Integrating tech tools to create engaging retelling opportunities for the 21st century learner. Presented at Texas Association of Literacy Educators, Round Rock, TX, October 12.


Williams, S., Chiarelli, M.A., Szabo, S., Raine, L. (2013). Preservice Teachers’ Knowledge about and self-efficacy beliefs toward working with ELLs in the classroom. Presented at ALER in Dallas, TX November 1-3.