CHARACTERISTIC #1 – NUMBER OF DEGREES PER YEAR

Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>8</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

*Rolling three-year average of the number of degrees awarded per academic year.

CHARACTERISTIC #2 - GRADUATION RATES

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Number of students</th>
<th>Number of graduates</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2009</td>
<td>17</td>
<td>14</td>
<td>82.35%</td>
</tr>
<tr>
<td>2000-2010</td>
<td>9</td>
<td>7</td>
<td>77.78%</td>
</tr>
<tr>
<td>2001-2011</td>
<td>8</td>
<td>5</td>
<td>62.50%</td>
</tr>
</tbody>
</table>

*This characteristics calculations are based solely on the doctoral students who started the program with the cohort year of 1999, 2000 or 2002 and graduated within a ten year period.

*Rolling three-year average of the percent of first-year doctoral students who graduated within ten years.

CHARACTERISTIC #3 - AVERAGE TIME TO DEGREE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Graduated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Years to</td>
<td>4.5</td>
<td>4.8</td>
<td>5</td>
</tr>
<tr>
<td>Complete Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Rolling three-year average of the registered time to degree of first-year doctoral students within a ten year period
CHARACTERISTIC #4-EMPLOYMENT PROFILE

Percentage of Graduates from the last three years employed in Academia, Post Doctorates, Industry/Professional, Government, and those still Seeking Employment.

<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>0%</td>
</tr>
<tr>
<td>Industry/Professional</td>
<td>0%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>0%</td>
</tr>
</tbody>
</table>

*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)

CHARACTERISTIC #5-ADMISSIONS CRITERIA

http://web.tamu-commerce.edu/academics/graduateSchool/programs/education/supervisionCurriculumInstructionElementaryDomestic.aspx

CHARACTERISTIC #6-PERCENTAGE OF FULL TIME STUDENTS WITH FINANCIAL SUPPORT

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Students</td>
<td>23</td>
</tr>
<tr>
<td>Students with support</td>
<td>22</td>
</tr>
<tr>
<td>Percentage of support</td>
<td>96%</td>
</tr>
<tr>
<td>Amount of Support</td>
<td>161,967.84</td>
</tr>
</tbody>
</table>

*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

CHARACTERISTIC #7-AVERAGE FINANCIAL SUPPORT PROVIDED

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assistantships</td>
<td>3750</td>
</tr>
</tbody>
</table>
### Teaching Assistantships
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Assistantships</td>
<td>5416</td>
</tr>
<tr>
<td>Non-Teaching Assistantships</td>
<td>0</td>
</tr>
<tr>
<td>Other Financial Aid</td>
<td>152,801.84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>161,967.84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Doctoral students</strong></td>
<td>65</td>
<td>82</td>
<td>67</td>
</tr>
<tr>
<td>Doctoral Core Faculty</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>Ratio</strong></td>
<td>6:1</td>
<td>7:1</td>
<td>6:1</td>
</tr>
<tr>
<td>Total FTSE</td>
<td>34.6</td>
<td>53.3</td>
<td>63</td>
</tr>
<tr>
<td>Doctoral Core Faculty</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>Ratio</strong></td>
<td>3:1</td>
<td>4:1</td>
<td>5:1</td>
</tr>
</tbody>
</table>

*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”

### CHARACTERISTIC #8 - STUDENT/CORE FACULTY RATIO

<table>
<thead>
<tr>
<th>Year</th>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>17</td>
</tr>
<tr>
<td>2010-2011</td>
<td>18</td>
</tr>
<tr>
<td>2011-2012</td>
<td>22</td>
</tr>
</tbody>
</table>

*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: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.

### CHARACTERISTIC #9 - CORE FACULTY PUBLICATIONS
PUBLICATIONS (Faculty)

Peer Reviewed Articles and Book Chapters

2012


McCrary, D., Lechtenberger, D., Barnard, L. (Accepted). Assisting students with disabilities in higher education:
Utilizing the wraparound planning process. *College Student Journal.*


Raine, L., & Szabo, S. (2012). Transitioning from Spanish to English reading: Using the fry instant words to compare the sight word reading of students first taught to read in English and those taught to read in Spanish. *AccELLerate! (Texas Teachers of English to Speakers of Other Languages Journal),* Fall 2012, 1(1), 7-21. Also available at [http://www.textesolv.org/](http://www.textesolv.org/)


**2011**


Brown, D., McCrary, D., & Sennette, J. (2011). The impact of literacy-focused pre-kindergarten curricula
and teacher mentoring support on pre-reading and math skills. *Journal of Education and Social Justice* (1) 1, 163-173.


2010


Sennette, J. (2010). Dodging the minefields: A confessional tale about teaching about teaching a diversity course. In J. Kilgour Dowdy & S. Golden (Eds.) *Connecting the literacy puzzle: Linking the professional, personal, and social perspectives*.


2009


Books

2012


2011


2010


2009

**CHARACTERISTIC #10-CORE FACULTY EXTERNAL GRANTS**

Grant Productivity

<table>
<thead>
<tr>
<th>Year</th>
<th>Grants</th>
<th>Amount Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>7</td>
<td>1,060,810</td>
</tr>
<tr>
<td>2010-2011</td>
<td>4</td>
<td>648,085</td>
</tr>
<tr>
<td>2011--2012</td>
<td></td>
<td>2,228,950</td>
</tr>
</tbody>
</table>

**CHARACTERISTIC #11-PERCENTAGE OF FULL TIME STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulltime</td>
<td>26</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Part time</td>
<td>39</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td>Total Number of Students</td>
<td>65</td>
<td>82</td>
<td>67</td>
</tr>
<tr>
<td>Percentage of full time</td>
<td>12%</td>
<td>18%</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Rolling three-year average of the FTS (≥ 9 SCH)/number students enrolled (headcount) for last three fall semesters
### CHARACTERISTIC #12 - NUMBER OF CORE FACULTY

<table>
<thead>
<tr>
<th>Total Headcount by Rank</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

### CHARACTERISTIC #13 - FACULTY TEACHING LOAD

Faculty Teaching Load

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>23.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
<td>26.16</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td></td>
<td>39.75</td>
</tr>
</tbody>
</table>

*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.*

*Core faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the graduate program or other individuals integral to the graduate program who can direct research.*
### CHARACTERISTIC #14 - FACULTY DIVERSITY

<table>
<thead>
<tr>
<th>Total Headcount by Ethnicity</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>8</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Headcount by Sex</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### CHARACTERISTIC #15 - STUDENT DIVERSITY

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>19</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>9</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Other-International</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>36</td>
<td>51</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>82</strong></td>
<td><strong>67</strong></td>
</tr>
<tr>
<td></td>
<td>2009-2010</td>
<td>2010-2011</td>
<td>2011-2012</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
<td>76</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>82</td>
<td>67</td>
</tr>
</tbody>
</table>

CHARACTERISTIC #16 - DATE OF LAST EXTERNAL REVIEW

December 8, 2009

CHARACTERISTIC #17 - EXTERNAL PROGRAM ACCREDITATION

Southern Association of Colleges and Schools

CHARACTERISTIC #18 - STUDENT PUBLICATIONS/PRESENTATIONS

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47</td>
<td>66</td>
<td>32</td>
</tr>
</tbody>
</table>

PUBLICATIONS (A Sample of Current and Recently Graduated Doctoral Students)

2012


2011

2010


2009


McClanahan, B. (2009). Help! I have kids who can’t read in my World History class! *Preventing School Failure*, 105-111.


PRESENTATIONS (A Sample of Current and Recently Graduated Doctoral Students)

2012

Braddock, Jane & Knight, Kelli (2012). Educating Parents About the Impact of Conversation on Vocabulary Development and Reading Success. Bill Martin Symposium, Commerce, TX.


Lawson, E., & Linek, W. M., (November, 2011). The Impact of Teacher Attitude toward Black English on Student Reading Achievement. Research report presented at the Association of Literacy Educators and Researchers Conference, Richmond, VA.


Madrigal-Hopes, D. & Villavicencio E. (2012), Connecting Language, Literacy and Work
Transforming Adult English Language Learning (ELL) Work Readiness through Explicit, Work Specific Vocabulary Instruction, Association of Literacy Educators & Researchers, Adult Learning Division, Grand Rapids, Michigan

Moron, D, Madrigal-Hopes, D. & Boyd, R. (2012), Fostering Long-Term Continuous Program Planning, Implementation and Evaluation of K-12 Dual Language Programs, La Cosecha Dual Language Conference, Sante Fe, New Mexico


Madrigal-Hopes, D. & Sierra, E. (2012), Bi-literacy Essentials for Dual Language Programs, Irving ISD Summer Institute, Irving, Texas


2011


Jobe, D. (June 2011). *Literacy Skills K-12.* Dallas Christian College, Dallas, TX


Jobe, D. (June 2011). *Understanding Response To Intervention.* Dallas Christian College, Dallas, TX


Jobe, D. (September 2011). *Special Topic: Methods of Reading.* Dallas Christian College, Dallas, TX

Jobe, D. (September 2011). *Response To Intervention.* University of North Texas-Dallas, Dallas, TX

Lutrick, E., & Fuller, S. (Summer 2011). *Implementing Professional Learning Communities to Improve Student Learning.* Learning Forward Summer Institute.


McClanahan, B., Williams, K., & Tate, S. (March 2011). *Teaching and Learning Experiences with the iPad.* Second Annual TAPS Technology Fair, Southeastern Oklahoma State University, Durant, OK.


the 17th European Conference on Reading Literacy and Diversity, Mons, Belgium.


2010


Aliefendic, J. (January 2010). Technology Integration. TABSE Conference. Galveston, TX.

Aliefendic, J. (March 2010 ). Technology Coaches for Techno-Timid. ASCD. San Antonio, TX

Allen, K. (November 2010). The Effects of Vocabulary Instruction and Strategies on Student Achievement. Association of Literacy Educators and Researchers Conference, Omaha, NE.


Alexander, C. (November 2010). Where Do I Fit In? The Relationship Between African American Literature and Reading Achievement With Minority Students. 54th Annual Meeting of the Association of Literacy Educators and Researchers, Omaha, NE.


Culmo, J. (February 2010). Are You on FIRE (Fostering Independent Reading Effectively)? Mesquite, TX.


Fletcher, T.S. & Lipoma, J. (2010). Convolution/Evolution: Using the Labyrinth in Clinical Practice. Texas Woman’s University, Vanderkooi Endowed Lecture Series, Dallas, TX.


Worth, TX.


Haas, L. & Glaeser, S. (2010). The Motivational Value of Online Virtual World Gaming for English Language Learners. 54th Annual Meeting of the Association of Literacy Educators and Researchers, Omaha, NE.

Haas, L. & Glaeser, S. (2010). Online Gaming: The Motivational Value for Literacy in English Language Learners. 60th Annual Meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.


James, R. (June 2010). Balanced Literacy Institute I and II: In depth study of the five components of reading as identified by the National Reading Panel. Wylie Independent School District, Wylie, TX.


Johnson, R., & Kelly, C. G. (February 2010). Waking up the School House. Texas Computer Educator’s Association Conference, Austin, TX.

Jones, A., Sampson, M. B., & Linek, W. M. (December, 2010). The Instruction and Assessment of Expository Text: A Content Analysis of Fifth Grade Reading and Science State Adopted Teacher’s Manuals. Research report presented at the annual meeting of the Literacy Research Association (formerly National Reading Conference), Fort Worth, TX.


Lightsey, C., & McClanahan, B. (January 2010). Update on Medical Technology and Elementary Education Offerings at Southeastern McCurtain County. Idabel Rotary Club, Idabel, OK.

Lightsey, C., & McClanahan, B. (February 2010). Teaching as a Career. Native American Visitation Day,
Southeastern Oklahoma State University-McCurtain County Campus.

Linek, W. M., Glaeser, S., & Haas, L. (November, 2010). *Literacy in Content Areas: Teachers’ Perceptions, Beliefs, and Attitudes about English Language Learners*. Research report presented at the annual meeting of the Association of Literacy Educators and Researchers, Omaha, NE.

Linek, W.M., Glaeser, S., & Haas, L. (December 2010). Metacognition and Social Constructivism: Teachers’ Perceptions, Beliefs, and Attitudes about English Language Learners in Content Areas. *60th Annual Meeting of the National Reading Conference/Literacy Research Association*, Fort Worth, TX.


McClanahan, B. (December 2010) *My Strategy Toolbox, Session 3*. Denison Public School, Idabel, OK.

McClanahan, B. (October 2010) *My Strategy Toolbox, Session 2*. Denison Public School, Idabel, OK.


McClanahan, B., (February 2010). The Teachers and the Big Bad Test. Denison Public School, Idabel, OK.

McClanahan, B. (February 2010) The Challenge for Readers Beyond Third Grade; Possibilities for McCurtain County Teachers and Students. *McCurtain County Superintendents Association*, Kiamichi Technology Center, Idabel, OK.


Nottingham, M.E. (May 2010). 3rd annual Young Writers Conference. Greenville Christian School, Greenville, TX.


Page L., Garcia, M. & Haas L. (December 2010). What Background Knowledge Do Pre-Service Teachers Bring to the Classroom: Infusing ELL Strategies in Elementary Literacy Courses. *60th Annual Meeting of the National Reading Conference/Literacy Research Association*, Fort Worth, TX.


2010

Sotelo, R. & Graham, S. (November 2010) Constructivist Approach to Literacy for English Language Learners. Association of Literacy Education and Research, Omaha, NE.


Sotelo, R. & Graham, S. (February 2010) Constructivist Approach to Literacy for English Language Learners. National Association for Bilingual Education, Denver, CO.


2009


Benjamin, Y.S. (September 2009). Working with Writing in a Wondrous Way. 8th Annual Denton Area TAIR Conference, Denton, TX.

Culmo, J. (2009). The Impact of Structured Daily Independent Self-Selected Reading on Second Grade Students Dissertation Research Results, Texas State Reading Association Annual Convention

Culmo, J. (Fall 2009). Tackling the Comprehension Toolkit. Mesquite, TX.

Dickerson, P. L., Twedell, T., & Johnson, R. (October, 2009) WOW: Powerful Design Process for Learners of All Ages. TEPSA Fall Conference, Fort Worth, TX.


Frias, L. (February 2009). Conquering the Digital Divide: Embracing Technology in the Classroom. National Association for Bilingual Education Conference, Phoenix, AZ.

James, R. (June 2009). Balanced Literacy Institute I and II: In depth study of the five components of reading as identified by the National Reading Panel. Wylie Independent School District, Wylie, TX.


Johnson, R., & Kelly, C. G. (February 2009). Going for the Green. Texas Computer Educator’s Association State Conference, Austin, TX.


McClanahan, B. (December 2009) Turning a lens on responses of teachers to staff development. Presented at the National Reading Conference Annual Meeting, Albuquerque, NM.

McClanahan, B. (November 2009) Toward Developing a Model to Describe How Teachers Respond to Staff Development. Presented at the Association of Literacy Educators and Researchers Conference, Charlotte, NC.


Morrison, J. (February 2009). Poverty Simulation and Cultural Awareness training. Americorps/VISTA.


Morrison, J. (September 2009). Poverty Simulation and Cultural Awareness training. Americorps/VISTA.

Morrison, J. (September 2009). Developing a Classroom Environment, Dallas After School Network, Dallas, TX.


Nottingham, M. E. (May 2009). 5th Annual Bill Martin Memorial Symposium, Texas A&M University-Commerce, TX.


Stephens, K.E., (May 2009). Science-based informational texts to improve reading comprehension achievement of at-risk intermediate students. International Reading Association, Minneapolis, MN.


Williams, D. J. (2009). What did we learn: Professional Learning Communities. Presented at the National Staff Development Council’s Summer Institute, Boston, MA.

Funded Grants

2012
Villavicencio, Edna (2012). Mesquite Education Foundation Grant Winner, for a study titled “Learning with iPads.

2011
Bowens, J. (2011). Donors Choose, Literate Lads, Grant ID 486176 ($714)

2010

2009
Huffman, J. M. (2009). Early Reading First Grant from the U.S. Department of Education. Funded for $3,000,000.

Awards
Jobe, Dana (2012). Teacher of the Year, Reading and Math Interventionist at Garland ISD