

**Texas A&M University-Commerce**  
**Characteristics of Texas Public Doctoral Programs**  
**2018-2019**

*Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.*

Department	Educational Leadership
Doctoral Degree Program	Educational Administration
Contact Name	Dr. William Holt
Contact Phone Number	903-886-5598

1	<b>Number of Degrees Per Year</b> <i>Average, 2016-2018</i> <i>Rolling three-year average of the number of degrees awarded per academic year</i>	<b>2016-2017</b>	8
		<b>2017-2018</b>	21
		<b>2018-2019</b>	30
		<b>3 Year Average</b>	19.6

2	<b>Graduation Rates</b> <i>Starting Cohorts: 2006-2008</i> <i>Rolling three-year average of the percent of first-year doctoral students who graduated within ten years.</i>	<b>% Graduating within 10 years</b>	42.59%

3	<b>Average Time to Degree</b> <i>Rolling three-year average of the registered time to degree of first-year doctoral students within a ten year period.</i>	<b>Average Years to Degree</b>	7

4	<b>Employment Profile</b> <i>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).</i>	<b>Area of Employment</b>	<b>Percentage</b>
		Academia	100%
		Post Doctorates	-
		Industry/Professional	-
		Other	-

5	<b>Admission Criteria</b>
	<a href="http://www.tamuc.edu/academics/graduateSchool/programs/education/educationalAdministrationEDDDomestic.aspx">http://www.tamuc.edu/academics/graduateSchool/programs/education/educationalAdministrationEDDDomestic.aspx</a>

6	<b>Percentage of Full-time Students with Financial Support</b> <i>Any student who takes ≥ 9 SCH is considered to be full time.</i> <i>In the prior year, the number of FTS (≥ 18 SCH) with support/the number of FTS.</i>	<b>2018-2019</b>	
		<b>Full Time Students</b>	40
		<b>Students with support</b>	20
		<b>Percentage of students with support</b>	50%
		<b>Amount of Support</b>	\$115,061.00

7	<b>Average Financial Support Provided</b> <i>Any student who takes ≤ 9 SCH is considered to be part t time and ≥ 9 SCH is considered to be full time.</i> <i>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".</i>	<b>2018-2019</b>	
		Research Assistantships	0
		Teaching/Non-Teaching Assistantships	0
		Tuition Waivers	0
		Other	\$115,061.00
		<b>Total</b>	<b>\$115,061.00</b>
		<b>Total number of Full Time Students with Financial Support</b>	20
		<b>Average Amount of support per student</b>	<b>\$5753.05</b>

8	<b>Student Core Faculty Ratio</b> <i>Rolling three-year average of full-time student equivalent (FTSE) /rolling three-year average of full-time faculty equivalent (FTFE) of core faculty.</i>	15.57 :1
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9	<b>Core Faculty Publications</b> <i>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 4-10.</i>	26
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10	<b>Core Faculty External Grants</b> <i>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.</i>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Average of the Number of Core Faculty Receiving External Funds</b></td> <td style="text-align: center;">-</td> </tr> <tr> <td style="text-align: center;"><b>Average External Grant \$ per Faculty</b></td> <td style="text-align: center;">-</td> </tr> <tr> <td style="text-align: center;"><b>Total External Grant \$</b></td> <td style="text-align: center;">-</td> </tr> </table>	<b>Average of the Number of Core Faculty Receiving External Funds</b>	-	<b>Average External Grant \$ per Faculty</b>	-	<b>Total External Grant \$</b>	-
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<b>Total External Grant \$</b>	-							

11	<b>Percentage of Full-time Students</b> <i>Rolling three-year average of the FTS (≥ 9 SCH)/number students enrolled (headcount) for last three fall semesters.</i>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Fall 2016</b></td> <td style="text-align: center;">3.33%</td> </tr> <tr> <td style="text-align: center;"><b>Fall 2017</b></td> <td style="text-align: center;">3.13%</td> </tr> <tr> <td style="text-align: center;"><b>Fall 2018</b></td> <td style="text-align: center;">3.91%</td> </tr> </table>	<b>Fall 2016</b>	3.33%	<b>Fall 2017</b>	3.13%	<b>Fall 2018</b>	3.91%
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12	<b>Number of Core Faculty</b> <i>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.</i>	10
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13	<b>Faculty Teaching Load</b> <i>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.</i>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>2016</b></td> <td style="text-align: center;">15.8</td> </tr> <tr> <td style="text-align: center;"><b>2017</b></td> <td style="text-align: center;">21.8</td> </tr> <tr> <td style="text-align: center;"><b>2018</b></td> <td style="text-align: center;">36.9</td> </tr> </table>	<b>2016</b>	15.8	<b>2017</b>	21.8	<b>2018</b>	36.9
<b>2016</b>	15.8							
<b>2017</b>	21.8							
<b>2018</b>	36.9							

14	<b>Faculty Diversity</b> <i>Core faculty by ethnicity and gender.</i>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><b>Total Headcount by Ethnicity</b></th> <th style="text-align: center;">2016-2017</th> <th style="text-align: center;">2017-2018</th> <th style="text-align: center;">2018-2019</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Black Non-Hispanic</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td>White Non-Hispanic</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> <td style="text-align: center;">5</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>12</b></td> <td style="text-align: center;"><b>11</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <th style="text-align: left;"><b>Gender</b></th> <th style="text-align: center;">2016-2017</th> <th style="text-align: center;">2017-2018</th> <th style="text-align: center;">2018-2019</th> </tr> <tr> <td>Female</td> <td style="text-align: center;">6</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Male</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> <td style="text-align: center;">5</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>12</b></td> <td style="text-align: center;"><b>11</b></td> <td style="text-align: center;"><b>10</b></td> </tr> </tbody> </table>	<b>Total Headcount by Ethnicity</b>	2016-2017	2017-2018	2018-2019	Asian	1	0	0	Black Non-Hispanic	3	3	3	Hispanic	2	2	2	White Non-Hispanic	6	6	5	<b>Total</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>Gender</b>	2016-2017	2017-2018	2018-2019	Female	6	5	5	Male	6	6	5	<b>Total</b>	<b>12</b>	<b>11</b>	<b>10</b>
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15	<b>Student Diversity</b> <i>Enrollment headcount by ethnicity and gender in the program in the prior year.</i>	<b>Total Headcount by Ethnicity</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
		American Indian/Alaskan	3	3	2
		Asian/Pacific Islander	2	2	2
		Black Non Hispanic	64	59	47
		Hispanic American	16	11	9
		White Non Hispanic	112	101	89
		N/A	73	80	81
		<b>Total</b>	<b>270</b>	<b>256</b>	<b>230</b>
		<b>Gender</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
		Female	190	185	157
		Male	80	71	73
		<b>Total</b>	<b>270</b>	<b>256</b>	<b>230</b>

16	<b>Date of Last External Review</b>	2016
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17	<b>External Program Accreditation</b>	
	Southern Association of Colleges and Schools	

18	<b>Student Publications/Presentations</b>	7
	<i>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 11.</i>	

## Core Faculty Publications

### 2018-2019

- Arrambide, M. & Muñoz, A. (2018). In students of diversity: Challenges and opportunities for school leadership in J. A. Vornberg & W.D. Hickey (Eds.), *Texas Public School Organization and Administration*. Dubuque, IA. Kendall Hunt.
- Augustine-Shaw, D., Ballenger, J., & Burke, J. (2018). Leading with passion and purpose: How the new leadership standards support the work of today's superintendent. *Texas Association of School Administrators Professional Journal*. INSIGHT.
- Ballenger, J. (2018). Educational leadership: Historical perspectives and new approaches. In J. A. Vornberg, & W. D. Hickey, (Eds.). *Texas public school organization and administration: A project of Texas council of professors of educational administration*. (16 Ed.) -Kendall Hunt, Revision.
- Ballenger, J., & Jiang, M. (2019). Culturally Responsive Teaching Knowledge  
In addition, Practices of Online Faculty: A Pilot Study. *Multicultural Learning and Teaching*, DE GRUYTER, OneScholar  
Manuscript
- Holt, C., & Bigham, G. (2018). The superintendent and human resources. In J. A. Vornberg & W. D. Hickey (Eds.), *Texas Public School Organization and Administration: 2018*. Dubuque, IA: Kendall Hunt.
- Holt, C. & Thompson, J.Ray. (2018). Financing Texas Public Schools. In J. A. Vornberg & W.D.Hickey (Eds.), *Texas Public School Organization and Administration*. Dubuque, IA: Kendall Hunt Publishing Company.
- Holt, C. & Thompson, R. (2018). Financing Texas public schools. In J. A. Vornberg & W. D. Hickey (Eds.), *Texas Public School Organization and Administration: 2018*. Dubuque, IA: Kendall Hunt.
- Irby, B., J., Polnick, B., Ballenger, J., & Abdelrahman, N. (Eds.). (2018). *Girls and women of color in STEM: Navigating the double bind in the higher education*. Charlotte, NC: Information Age Publishing.
- Irby, B., Polnick, B., Ballenger, J., & Abdelrahman, N. (Eds.). (2018, in press). *Women of Color in STEM: Journeys in higher education*. Charlotte, NC: Information Age Publishing. RWE Series, Target publication date: January 2019.
- Irby, B., Polnick, B., Ballenger, J., & Abdelrahman, N. (Eds.). (2018, in press). *Women of Color in STEM: Struggles in higher education*. Charlotte, NC: Information Age Publishing. RWE Series, Target publication date: January 2019.
- Jagla, V., Winter, K., Wall, A., Bickmore, D., Rogers Haverback, H., & Kemp-Graham, K. (2018). In S. B. Mertens, M. M. Caskey, P. Bishop, N. Flowers, D. Strahan, D., G. Andrews, & L. Daniel (Eds.). *The Handbook of Resources in Middle Level Education: The Middle Level Education Research SIG Research Agenda and Literature Reviews*. Information Age Publishing.
- Jiang, M., Ballenger, J., & Holt, C. (2019). Educational Leadership Doctoral Students' Perceptions of the Effectiveness of Instructional Strategies and Course Design in a Fully Online Graduate Statistics Course. *OLJ. The Official Online Journal of OLJ*. Newbury Port, MA: Online Learning Consortium.

- Kemp-Graham, Kriss (2018). A Closer Look at Urban Schools and Urban Students. In James Vornberg & Wesley Hickey (Eds) Texas Public School Organization and Administration. Kendall Hunt.
- Kemp-Graham, Kriss. Black Girls Matter in the Middle: Administrators' Perspectives from the Frontline (in press). In K. Brinegar, L. Harrison & E. Hurd (Eds). Equity in the Middle Grades. Information Age Publishing.
- Ortloff, W., Trujillo-Jenks, L., Malone, P., & Jiang, M. (2018). Multi-Year Study of Impact of Instructional Delivery on Texas Principal Certification Test Results. Proceedings of TCPEA Midwinter Conference, 3(1), 54-59.
- Ortloff, W. & Muñoz, A. J. (October 9, 2018). Proactively equipping beginning principal preparation students with pre-licensure testing strategies. Faculty Focus: Higher Ed Teaching Strategies from Magna Publications, www.facultyfocus.com.
- Polnick, B., Ballenger, J., & Irby, (Eds.) (2018, in press). Girls and women of color in STEM: Navigating K-12 schools. Charlotte, NC: Information Age Publishing Inc. RWE Series, Target publication date: January 2019.
- Sladana, Cristobal & Thompson, J. Ray. (2019). Hispanic student graduation rate in college ready English language arts and mathematics in Texas' lower Rio Grande Valley. TCPEA Conference within a Conference TASA Midwinter 2019 Yearbook. 4(1), 18-29.
- Templeton, N.R. (2018). Toward excellence: Perspectives and dispositions on leadership in rural schools. In Vornberg, J.A., & Hickey, W.D., (Eds.), Texas Public School Organization and Administration: 2018. Dubuque, IA: Kendall Hunt.
- Templeton, N.R., & Harte, S. (2018). Capturing the Narrative: Administrators' Perceptions of Truancy in a Rural East Texas School District. TCPEA Midwinter Conference Yearbook (pp. 88-108). Austin, TX: Texas Council of Professors of Educational Administration.
- Thompson, R., Ballenger, J., & Templeton, N. (2018). Examining quality elements in a higher education fully online doctoral program: Doctoral Students' Perception. International Journal of Educational Professors, NCEPA Publications.
- Thompson, J.Ray, & Nix, Susan. (2018). The principal. In J. A. Vornberg & W.D. Hickey (Eds.), Texas Public School Organization and Administration. Dubuque, IA: Kendall Hunt Publishing Company. Submitted for Publication
- Tunnell, K., & Holt, C. & Jiang. M. (2019). Principal Perceptions of Personal Needs and Supervisor Support Developing Instructional Leadership Skills using the Texas Principal Evaluation and Support System (T-PESS) TCPEA Midwinter Yearbook, 4 (1), 11-17

## **2017-2018**

- Alford, B., & Ballenger, J. (2017). Quandaries of assessment and accountability, New York: NY: Palgrave McMillian.
- Cowart, M. (Ed.). (2017). *Graduate English Language Learners and the TExES (068) Principal Test* [ Monograph]. Academic Achievement for English Language Learners: Essential Elements of Teaching and Leadership, (In Press)
- Davenport, M., Thompson, J.R., & Templeton, N.R. (2017). The morally competent educator: A quantitative analysis of the teaching of ethical practices in Texas educator preparation programs. *Journal of Collaborative Leadership*, 1, 48-72.
- Harris, D., & Kemp-Graham, K. (2017). The Relationship Between Building Teacher Leadership Capacity and Campus Culture. *Education Leadership Review of Doctoral Research*. Fall 2017, 5, 49-69.
- Kemp-Graham, Kriss (2017). Factors that Contribute to Disciplinary Alternative Placements: Lessons Learned from Urban Schools in Texas. *The International Journal of Humanities and Social Science* 5(3), 118-122

- Kemp-Graham, Kriss (2017). The Invisible Achievement Gap: Exploratory Study of the Non-Cognitive Factor Academic Behavior and its Impact on the Academic Achievement of 4<sup>th</sup> Grade Girls in the Foster Care System. *Research on Women and Education Conference Yearbook* 3(1), 8-14.
- Malone, C., Holt, C., and Thompson, J. R. (2017). The Impact of mathematics education research and brain-learning research on student performance in algebra 1. *International Journal of Humanities and Social Science*. 7(4), 13-21.
- Muñoz, A.J., Pankake, A., Mills, S. J. & Simonsson, M. (2017). Nurturing leadership: Equitable mentoring for the superintendency. *International Journal of Leadership in Education. Theory and Practice* DOI: 10.1080/13603124.2017.1318955
- Newman, S., Holt, W., and Thompson, J. R. (2017). Teacher perceptions of leadership styles in distinguished title 1 schools and the effect on teacher satisfaction and effort. *Journal of Education and Human Development*. 5(4), 36-42.
- Ninness, S., Ballenger, J., & Hodge, E. (2017). Forty years of disproportionate representation of African American students in special education: Issues and solutions. *Research on Women and Education Yearbook*, 3(1), 29-35.
- Nivens, R., Holt, C., & Thompson, R. (2017). Teacher perceptions of advancement program on expected teacher tenure in high-poverty school. *The International Journal of Humanities & Social Studies*. 5(2), 188-194.
- Ortloff, W., Escobar, L. & Munoz, A. (2017). Real School Issues: Case Studies for Educators. In L.T. Jenks & R. R. Fredrickson (Eds.), *The American-Type International School: A Question of Ethics: 2017* (pp. 49-66). Lanham, MD: Rowman & Littlefield.
- Ortloff, W., Escobar, L., & Muñoz, A. (2017). Chp. 4: The American-Type International School: A Question of Ethics. In L. Trujillo-Jenks & R. R. Fredrickson (Eds.). *Real School Issues: Case Studies for Educators*. Lanham, MD: Rowman & Littlefield.
- Sasser, L., & Templeton, N. R. (2017). All learning matters: Safeguarding our most precious assets. *Texas Study of Secondary Education*, 57(1), 8-10.
- Wiley, K., Polnick, B., Bustamante, R., & Ballenger, J. (2017). African American women superintendents in Texas: An exploration of challenges and supports. *The Journal of School Administration Research and Development*, 2(1), 18-24.
- Willis, J., & Templeton, N. R. (2017). Investigating the establishment and sustainability of professional learning communities in rural east Texas: The principals' perspective. *The Rural Educator*, 38(1), 30-37.

## **2016-2017**

- Ausbrooks, C., & Templeton, N. (2016). The organizational structure of government and its role in Texas public education. In Vornberg, J., & Hickey, W. (Eds.). *Texas Public School Organization and Administration: 2016*. Dubuque, IA: Kendall Hunt.
- Ballenger, J. (2016). Educational leadership: Historical perspectives and new approaches. In J. A. Vornberg & W. D. Hickey, (Eds.). *Texas public school organization and administration: A project of Texas council of professors of educational administration*. Kendall Hunt, Revision
- Ballenger, J., Cranston, J., Cravens, X, Friend, J, Doherty, A., Reardon, M., & Smith, A. (2016). Four ways to use digital video production in educational leadership preparation. Charlottesville, VA: *UCEA Review*, 57(2), pp. 38-40, retrieved from

[www.ucea.org](http://www.ucea.org)

- Ballenger, J., Irby, B., & Polnick, B. (2016). Women of color in STEM: Navigating the double bind in the workforce. *Information Age Publishing*, Charlotte, NC 28271.
- Ballenger, J., Ninness, S., & Hodge, E. (2016). Forty Years of Disproportionate Representation of African American Students in Special Education: Issues and Solutions Framed through the Lens of Critical Race Theory and Intersectionality. *RWE Conference*, Burlington, VT. November 11-13, 2016.
- Ballenger, J., Ponick, B., & Irby, B. (2016). *The introduction* in J. Ballenger, B. Polnick, and B. Irby (Eds.). Women of color in STEM: Navigating the double bind in the workforce. *Information Age Publishing*, Charlotte, NC 28271.
- Ballenger, J., & Webb, M. (2016). Professional capacity of school personnel. In S. Harris, J. Ballenger, & J. Mixon (Eds.), *Standards-based leadership: A case study book for the superintendency*, (pp. 67- 76). Landham, MD: Rowman & Littlefield.
- Ausbrooks, C., & Templeton, N. (2016). The organizational structure of government and its role in Texas public education. In Vornberg, J., & Hickey, W. (Eds.). *Texas Public School Organization and Administration: 2016*. Dubuque, IA: Kendall Hunt.
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- Ballenger, J., Ponick, B., & Irby, B. (2016). *The introduction* in J. Ballenger, B. Polnick, and B. Irby (Eds.). Women of color in STEM: Navigating the double bind in the workforce. *Information Age Publishing*, Charlotte, NC 28271.
- Ballenger, J., & Webb, M. (2016). Professional capacity of school personnel. In S. Harris, J. Ballenger, & J. Mixon (Eds.), *Standards-based leadership: A case study book for the superintendency*, (pp. 67- 76). Landham, MD: Rowman & Littlefield.
- Crim, M. A., & Templeton, N. R. (2016). Meeting expectations. *Southwestern Musician*, 85(1), 30-34.
- Eddy, C & Ballenger, J. (2016). The Effectiveness of edgenuity when used for credit recovery. Texas Council of Professors of Educational Administrators. *School Leadership Review Journal*.
- Harris, S., Ballenger, J., & Mixon, J. (2016). *Standards-Based leadership: A case study book for the superintendent*. Lanham, MD: Rowman & Littlefield.

- Jagla, V., Winter, K., Wall, A., Bickmore, D., Rogers Haverback, H., & Kemp-Graham, K. (2016). Educator development. In S. B. Mertens, M. M. Caskey, P. Bishop, N. Flowers, D. Strahan, D., G. Andrews, & L. Daniel (Eds.), *The MLER SIG research agenda* (pp. 11-15). Retrieved from <http://mlersig.net/mler-sig-research-agenda-project>
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- Kemp-Graham, Kriss (2016). Urban Education. In J. Vornberg & W. Hickey (Eds.), *Texas Public School Organization and Administration*. Kendall Hunt.
- Kemp-Graham, K. Y., & Templeton, N. (2016). The discipline gap in Texas: An Exploratory analysis of the discretionary assignment of disciplinary consequences of Black students and White students in Texas who violated local school codes. *Journal of the Texas Alliance of Black School Educators*, 2(2), 1-25.
- Malone, P., Orloff, W., & Trujillo-Jenks, L. (2016). The impact of instructional program delivery on Texas principal certification. *TASA Midwinter 2016 Research Proceedings*, 1(1), 43-50.
- Maphies, A., & Holt, C. (2016). Starr EOC as a predictor of college readiness-what administrators should know. *TCPEA Conference within a Conference TASA Midwinter 2016 Research Proceedings*, 1 (1), 25-31
- Orloff, W., Escobar, L. & Munoz, A. (2016). The American-Type International School: A Question of Ethics. *Journal of Cases in Educational Leadership* (in print).
- Russell, D., & Ballenger, J. (2016). The fiery melting pot: immigrant women and girls in pursuit of social justice: The introduction. *NCPEA Educational Leadership Review: Special Issue*, 16(3), 1-6.
- Russell, D., & Ballenger, J. (Eds.) (2016). The fiery melting pot: Immigrant women and girls in pursuit of social justice. *Research on Women and Education*. (Research on Women and Education in collaboration with the National Council of Professors of Educational Administration (NCPEA).
- Smith, K., Arrambide, M., Letzring, T., & Holt, C. (2016). Texas school district liability in pupil transportation: a legal analysis of the Texas tort claims act and sovereign immunity. *School Leadership Review*, 11(2), 34-45.
- Templeton, N. R., Hammett, R., Low, G., Arrambide, M., & Willis, K. (2016). A principal leadership framework for enhancing teacher practice through coaching with emotional intelligence. *The International Journal of Transformative Emotional Intelligence*, 4, 93-103.
- Templeton, N. R., Willis, K., & Hendricks, L. (2016). The coaching principal: Building teacher capacity through the Texas teacher evaluation and support system (T-TESS). *International Journal of Organizational Innovation*, (8)4, 140-145.
- Thompson, J. R. (2016). Case Study: Staff Development Woes. In Sandra Harris, Julia Ballenger, and Jason Mixon (Eds.). *Standards-Based Leadership: A Case Study Book for the Superintendency*. Lanham, Maryland: Rowman & Littlefield.
- Thompson, J. R. (2016). Case study: When good enough is not good enough. In S. Harris, J. Ballenger, & J. Mixon (Eds.), *Standards-Based Leadership: A Case Study Book for the Superintendency*. Lanham, MD: Rowman & Littlefield.
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### **Student Publications/Presentations**

- Allen, Doretha (2019). *English Teachers Perceptions of the Effectiveness of Instructional Coaching Through Lens of Literacy Coach Standards via Casual Comparative Survey Design*. Annual Research Symposium, Commerce, Texas.
- Allen, Doretha. (2018). Presenter. TCPEA-Graduate Research Exchange, Austin, Texas, September 28, 2018.
- Babineaux, Kenneth (2019). *A Qualitative Study of Administrator Perceptions of the Texas-Teacher Evaluation and Support System (T-TESS) in a Medium-Size Suburban District*. Annual Research Symposium, Commerce, Texas.
- Babineaux, Kenneth. (2018). Presenter. TCPEA-Graduate Research Exchange, Austin, Texas, September 28, 2018.
- Ballenger, J., & Rodriguez, M. (2019). UCEA Voices 4 Research Project. Paper presented in Special Session at the International Conference of Educational Leadership, Aliso, Viejo, CA, July 13-16, 2019.
- Bradshaw, Chris (2019). *Lived Experiences of Rural School Principals Using Transformational Leadership Practices*. Annual Research Symposium, Commerce, Texas.
- Caskey, Judith (2019). *An Interpretive Qualitative Pilot Study Seeking to Understand How Sole Principals in Small, Rural Elementary Schools in Northeast Texas Identify and Develop Teacher Leader Behaviors*. Annual Research Symposium, Commerce, Texas.
- Caskey, Judith. (2018). Presenter. TCPEA-Graduate Research Exchange, Austin, Texas, September 28, 2018.
- Davenport, M., Thompson, J.R., & Templeton, N. (2016). *The Teaching of the Code of Ethics and Standard Practices for Texas Educator Preparation Programs*. Co-presenter at the Texas Council of Professors of Educational Administration (TCPEA) Conference, Austin, Texas.
- Dina, Sosa-Hegarty. (2019). *The Invisible College: The Swirling Effect on Community College Completion*. Annual Research Symposium, Commerce, Texas.
- Dodson, R. A. (2018). *A Pilot Interpretive Qualitative Study of North Texas Principals' Perceptions and Use of the Texas-Teacher Evaluation and Support System*. Graduate Research Exchange at the meeting of the Texas Council of Professors of Educational Administration, Austin, TX.
- Drinkard, Carmen. *Teacher Self-Efficacy and Its Effect on Technology Integration at the Secondary Level*, TCPEA-Graduate Research Exchange, Austin, Texas, September 28, 2018.
- Duvall, Annette. (2018). Presenter. SAR, Texas A&M University. Commerce.

Glaeser, Patricia. (2018). Presenter. TCPEA-Graduate Research Exchange, Austin, Texas, September 28, 2018.

Gorman, B. (2018, April) *The Impact of Environmental Educational Learning has on Urban Students' Science performance*. Paper presented at the TAMU-C Annual Research Symposium, Commerce, TX.

Kaiser, Forrest (2019). *Renaming the Past: A Transcendental Phenomenological Study Exploring a Shift in Cultural Perspective of Advocate Parents Participating in a Confederate School Renaming*. Annual Research Symposium, Commerce, Texas.

Kaiser, Forrest. (2018). Presenter. TCPEA-Graduate Research Exchange, Austin, Texas, September 28, 2018.

Keeton, Wendy. (2018), *The Implications of Technology Use in Education to Support and Enhance the Learning Process*. Presenter at Graduate Research Exposition. Texas A&M University-Commerce.

Keeton, Wendy. (2018). Round Table presenter. Texas Council of Professors of Education Administration.

Farmer, Alisa. (2018). Presenter. TCPEA-Graduate Research Exchange, Austin, Texas, September 28, 2018.

Oliver, Jennifer, Holt, William. & Thompson, J. Ray. (2018). *Elementary teacher perceptions of instructional coach effectiveness in suburban Title I campuses: A Q methodology study*. Co-presenter at the International Council of Professors of Educational Leadership.

Palmquist, Kerry (2019). *Restorative Practice and its Effect on Teacher Mentality Regarding Discipline Towards Students Eligible for Special Education Services*. Annual Research Symposium, Commerce, Texas.

Palmquist, Kerry. (2018). Presenter. TCPEA-Graduate Research Exchange, Austin, Texas, September 28, 2018.

Pena, Karla. *Empowering Latina Middle School Students through School-based Community Leadership Activities and Community Involvement*. Paper presented at the Research on Women and Education Conference, San Antonio, TX, October 25-28, 2018.

Pugh, Ronald (2019). *The Transition Experiences of High School Students Transitioning from DAEP Back to the Traditional School Setting*. Annual Research Symposium, Commerce, Texas.

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- Ray, Sanchali (2019). *A correlational research study of the relationship between emotional intelligence and learning strategies for international graduate students in Northeast, Texas*. Annual Research Symposium, Commerce, Texas.
- Sáenz, Claudia V. (2018, September). *Factors that Contribute to the Success of Diverse Students in At-risk Situations*. Paper presented at Texas Council of Professors of Educational Administration (TCPEA) Graduate Research Exchange, Austin, TX.
- Sasser, L., & Templeton, N.R. (2017). All learning matters: Safeguarding our most precious assets. *Texas Study of Secondary Education*, 57(1), 8-10.
- Sasser, L., & Templeton, N.R. (2017). *Informing campus leadership: Meeting the needs of students with special needs*. Co Presenter at the Texas Association of Secondary School Principals (TASSP) Annual Conference, Austin, Texas.
- Spoon, D. F., Thompson, J. Ray. & Tapper, Paul. (2018). The principal instructional leadership: Meeting the challenge of inclusivity through an effective mentoring program. Co-presenter at the International Council of Professors of Educational Leadership.
- Spoon, D. F., Thompson, J. Ray. & Tapper, Paul. (Summer, 2018). Perceptions of beginning teachers and mentor teachers: Case study of a campus mentor program. *School Leadership Review*.13 (2), 46-61.
- Templeton, N.R., & Harte, S. (2018). Capturing the Narrative: Administrators' Perceptions of Truancy in a Rural East Texas School District. *TCPEA Midwinter Conference Yearbook* (pp. 88-108). Austin, TX: Texas Council of Professors of Educational Administration.
- Templeton, N.R., Willis, K., & Hendricks, L. (2016). The coaching principal: Building teacher capacity through the Texas teacher evaluation and support system (T-TESS). *International Journal of Organizational Innovation*, (8)4, 140-145.
- Templeton, N.R., Hammett, R., Low, G., Arrambide, M., & Willis, K. (2016). A principal leadership framework for enhancing teacher practice through coaching with emotional intelligence. *The International Journal of Transformative Emotional Intelligence*, 4, 93-103.
- Tremont, J.W., & Templeton, N. (2016). Targeting *academic excellence through research-based literacy intervention*. Co-presenter at the Texas Association of Secondary School Principals (TASSP) Annual Conference, Austin, Texas.
- Trujillo-Jenks, L., Orloff, W. & Malone, P. (2016). Instructional Program Delivery as it relates to TExES Principal (068) Test Results. *American Journal of Educational Research*. Accepted for publication.
- Vega, A., & Brown, C. G. (2012). Leadership preparation: Restructuring and building relationships. *National Forum of Educational Administration and Supervision Journal*, 30(1).

Webber, J. (2018, April) *Overcoming Failure: A District's Planning Process for Implementing a New 1:1 Student Device Rollout*. Paper presented at the TAMU-C Annual Research Symposium, Commerce, TX

Weiss, G. (2018, January) *The Challenges, Conflicts, and Effective Practice of Rural Texas Superintendents*. Paper presented at the TCPEA Mid-Winter Conference, Austin, TX

Willis, J., & Templeton, N. R. (2017). Investigating the establishment and sustainability of professional learning communities in rural east Texas: The principals' perspective. *The Rural Educator*, 38(1), 30-37.

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Sasser, L., & Templeton, N. R. (2017). *Informing campus leadership: Meeting the needs of students with special needs*. Co-Presenter at the Texas Association of Secondary School Principals (TASSP) Annual Conference, Austin, Texas.

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Willis, J., & Templeton, N. R. (2016). *An investigation of the influence of leadership styles on the establishment and sustainability of professional learning communities in rural east Texas*. Co-presenter at the Collaborative Educational Programs for the Americas (CEPA) Conference, San Antonio, TX.