

# *Undergraduate Curriculum Committee Agenda*

## *September 16, 2009*

To: Elaine Beason, Joan Brumm, Raul Cruz-Cano, Tom Wagy, Tommie Hughes, Victor Govindaswamy, Carla Snyder, Kristi Johnson-Cobb, Pat Black, Rosanne Stripling and Scott Lent

From: Peter Racheotes, Chairman

Date: September 15, 2009

Re: Agenda

Undergraduate Curriculum Committee (UCC) will meet on **Wednesday, September 16, 2009, at 2:30 p.m. in ACAD 227N.**

### **AGENDA:**

#### **Page #'s**

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1. Agenda
2. Meeting called to order by Dr. Racheotes.
3. **Add New Undergraduate Program: Bachelor of Science in Drama with Optional Drama EC-12 Teacher Certification**
4. **Add New Undergraduate Program: Bachelor of Science in Sociology**
5. Meeting adjournment
6. Next meeting: Tuesday, October 13, 2009 at 10:00 am in ACAD 227N.

Texas A&M University-Texarkana  
ADD NEW UNDERGRADUATE PROGRAM

Effective for fiscal year: Fall 2010

College: College of Arts Science & Education

Name of Program:

B.S. in Drama with Optional Drama EC-12 Teacher Certification

List degree requirements below. Please list each prefix, number and title:

General Ed Core:

Course Category SCH Academic Course Guide Manual

Communications 9 ENGL 1301

ENGL 1302

SPCH 1315

Literature\* 3 ENG 2328

United State History 6 HIST 1301

HIST 1302

Political Science 6 GOVT 2305

GOVT 2306

Mathematics 3 MATH 1314

MATH 1324

MATH 2413

Natural Science 6 BIOL 1406

BIOL 1407

CHEM 1411

CHEM 1412

GEOL 1405

Social/Behavioral Science 3 PSYC 2301

ECON 2301

GEOG 1303

SOCI 1301

SOCI 2319

Humanities & Visual and Performing Arts 3 MUSI 1306

ARTS 1301

DRAM 1310

Other\* 3 BCIS 1305

PHIL 1301

Major Requirements:

DRAM1120 Practicum I

DRAM1121 Practicum II

DRAM1310 Introduction to Theatre

DRAM1330 Stagecraft

DRAM1351 Acting I

DRAM2120 Practicum III

DRAM2121 Practicum IV

DRAM2336 Voice for the Theatre

DRAM2350 Oral Interpretation

DRAM2351 Acting II

DRAM301 Practicum V

DRAM302 Practicum VI

DRAM310 Theatre History I

DRAM3311 Theatre History II

DRAM320 Directing I  
DRAM325 Design I  
DRAM330 Stage Movement  
DRAM335 Playwriting I  
DRAM401 Practicum VII  
DRAM402 Practicum VIII  
DRAM420 Directing II  
DRAM425 Design II  
DRAM435 Playwriting II  
DRAM440 Theatre Management

### Interdisciplinary Course:

For Freshmen Students:  
LDR101 Foundations of Leadership  
FYE101 First Year Experience Seminar

### Electives:

Free Electives up to 120 hours or the following core for teacher preparation:  
ED321 Effective Teaching and Evaluation  
ED434 Classroom Mgt. and Teaching Strategies  
ED435 Curriculum  
ED493 Residency (EC-12)  
ITED350 Advanced Technological Communications  
RDG343 Reading Beyond Primary Grades  
SPED410 Characteristics of Diverse Learners

### Minor:

### Justification:

For the past year, a committee generated from the P-16 Council (called the Fine Arts Think Tank) conducted a feasibility study to determine whether degrees in art, music and drama could be implemented by partnering with Texarkana College, Northeast Texas Community College, area high schools, and community entities. A degree in drama with an optional EC-12 teacher certification is the first of the three degrees. This partnership enables students to transition easily to A&M-Texarkana to complete their degree with minimal resources and staff. The needs assessment demonstrated high interest in this area particularly for students as downward expansion becomes a reality. The drama curriculum blends with the English curriculum currently being offered at A&M-Texarkana; additionally, the degree program will allow students from the community college and the university to work together in theatrical productions.

Submitted by \_\_\_\_\_ Date \_\_\_\_\_

Approved by:

Dean of College: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signifies Faculty Approval)

Curriculum Committee Chairman: \_\_\_\_\_ Date: \_\_\_\_\_

Vice President for Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

Registrar: \_\_\_\_\_ Date: \_\_\_\_\_

**Certification Form for New Bachelor's and Master's Programs  
Texas Higher Education Coordinating Board**

**Directions:** An institution shall use this form to request a new bachelor's or master's degree program that meets all criteria for automatic approval in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44: (a) The program has institutional and governing board approval; (b) the program complies with the *Standards for Bachelor's and Master's Programs*; (c) adequate funds are available to cover the costs of the new program; (d) new costs during the first five years of the program will not exceed \$2 million; (e) the program is a non-engineering program (i.e., not classified under CIP code 14); and (f) the program will be offered by a university or health-related institution.

If a new bachelor's or master's program does not meet the criteria above, an institution must submit a request using the *Form for Requesting a New Bachelor's and Master's Degree Program*.

**Information:** Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

**Administrative Information**

1. **Institution:** Texas A&M University-Texarkana
2. **Program Name:** Bachelor of Science degree with a major in Drama; Optional Drama EC-12 Teacher Certification
3. **Proposed CIP Code:** 50050100
4. **Number of Required Semester Credit Hours (SCHs):** 120 SCH without teacher certification; 123-127 with teacher certification. See *Attachment A* for the 120 SCH waiver request.
5. **Administrative Unit:** College of Education and Liberal Arts
6. **Delivery Mode:** Face-to-face delivery: Texas A&M University-Texarkana, Northeast Texas Community College, and Texarkana Colleges campuses
7. **Implementation Date:** Fall 2010
8. **Contact Person:**  
Name: Dr. Brian Billings  
  
Title: Assistant Professor of English  
  
E-mail: [brian.billings@tamut.edu](mailto:brian.billings@tamut.edu)  
  
Phone: 903.223.3022

## Program Information

### I. Need

*(Preliminary authority for a Bachelor of Science degree in Drama with Optional Drama EC-12 teacher certification was submitted for approval by The Texas A&M University System Board of Regents at the September 24-25, 2009 meeting. Therefore, sections 1.A. and 1.B. are not required.)*

### C. Enrollment Projections

A&M-Texarkana’s ability to nurture the dramatic talents and interests of area students will enhance the university’s academic standing. Based on the qualitative information from interested parties in the regions and the quantitative data presented in the Preliminary Authority proposal, the leadership of Texas A&M University-Texarkana (A&M-Texarkana), Texarkana College, and Northeast Texas Community College (NTCC) are confident that an adequate number of students will be recruited to sustain a quality program. *Table 1* provides conservative five-year enrollment projections:

**Table 1**  
**Full-Time Student Equivalent (FTSE) Projections**  
**First Five Years of Implementation**  
**Bachelor of Science Degree in Drama with Optional Drama EC-12 Teacher Certification**

| <b>Year</b>   | <b>*Continuing</b> | <b>New</b> | <b>Total</b> | <b>Graduates</b> |
|---|--------------------|------------|--------------|------------------|
| Year 1  | NA                 | 10         | 10           | NA               |
| Year 2  | 9                  | 5          | 14           | 5                |
| Year 3  | 8                  | 9          | 17           | 5                |
| Year 4  | 10                 | 9          | 19           | 6                |
| Year 5  | 11                 | 10         | 21           | 7                |
| <b>Total</b>  |                    | <b>43</b>  | <b>81</b>    | <b>23</b>        |
| <i>*Calculated on an 85% retention rate from previous year after graduates are removed.</i> |                    |            |              |                  |

As indicated in *Table 1*, ten FTSE are expected to pursue a B.S. degree in Drama at A&M-Texarkana during the first year of implementation. Enrollment is expected to develop almost immediately, with upper-level students for the first year transferring from NTCC and Texarkana College. At the end of the first five years of implementation, an estimated 43 FTSE, including 23 graduates, will have benefited from the cooperative program.

Recruitment of new lower division students should occur smoothly because regional high-school drama directors are former NTCC or Texarkana College drama majors who support the joint efforts of the proposed program. These directors will encourage their students to enroll in the four-year program at A&M-Texarkana supported by the community colleges. Transfer students will have already worked with the professors from A&M-Texarkana and will have participated in productions with A&M-Texarkana from their first semesters, facilitating a smooth transition.

**II. Quality**

A. Degree Requirements

The degree requirements for the B.S. in Drama with optional Drama EC-12 teacher certification are provided in *Table 2*:

**Table 2**  
**Degree Requirements**  
**Bachelor of Science Degree in Drama with Optional Drama EC-12 Teacher Certification**

| Category  | SCH             |                   |
|---|-----------------|-------------------|
|   | Teacher Cert.   | Non-Teacher Cert. |
| General Education Core Curriculum   | 42              | 42                |
| Required Lower Division Field of Study Courses  | 22              | 22                |
| Required Upper Division Field of Study Courses  | 35              | 35                |
| Teacher Certification Courses (Pedagogy/Ed Content)   | 18              | 0                 |
| Teacher Residency   | 6               | 0                 |
| Optional Free Upper Division Electives  | 0               | 17*-21            |
| *Other (A&M-Texarkana Required)   | 4*              | 4*                |
| <b>Total</b>  | <b>123*/127</b> | <b>120</b>        |
| <i>*Students transferring to A&amp;M-Texarkana with <math>\geq 55</math> SCH will not be required to take the 4 SCH of locally determined coursework.</i> |                 |                   |

As indicated in *Table 2*, the B.S. degree in Drama with optional Drama EC-12 teacher certification is a 120 SCH degree program without teacher certification and a 123 to 127 SCH program of study with teacher certification that requires pedagogy and related teacher education courses (*e.g.*, reading). Students may take general education requirements (core curriculum) at the respective community college or A&M-Texarkana.

Non-teacher certification seeking students who transfer to A&M-Texarkana with  $\geq 55$  SCH, having taken most if not all of the core curriculum and some required lower division field of study coursework at a community college, will take four additional SCH of lower or upper division free electives to replace the freshman leadership and first year experience (FYE) courses. As required by the Texas Higher Education Coordinating Board (THECB), a waiver request documenting the compelling reason to go beyond 120 SCH for the program that includes teacher certification is provided in *Attachment A*.

Students will complete all of the required lower division field of study coursework at the partner community college. Upon transfer to A&M-Texarkana, the students shall complete 35 SCH of upper division field of study coursework and either 24 SCH of teacher certification requirements or from 17 to 21 SCH of upper division free electives to meet the requisite number of hours to achieve a baccalaureate degree.

B. Curriculum

A list of the required program curriculum, including the optional 24 SCH for teacher certification, is provided in *Table 3*.

**Table 3**  
**Required Curriculum**  
**Bachelor of Science Degree in Drama with Optional Drama EC-12 Teacher Certification**

| <b>Course Prefix &amp; No.</b> | <b>Course Title</b>                    | <b>Teacher Cert</b> | <b>Non-Teacher Cert</b> |
|--------------------------------|--|---------------------|-------------------------|
| LDR101                         | Foundations of Leadership              | *3                  | *3                      |
| FYE101                         | First Year Experience Seminar          | *1                  | *1                      |
| DRAM1120                       | Practicum I                            | 1                   | 1                       |
| DRAM1121                       | Practicum II                           | 1                   | 1                       |
| DRAM1310                       | Introduction to Theater                | 3                   | 3                       |
| DRAM1330                       | Stagecraft                             | 3                   | 3                       |
| DRAM1351                       | Acting I                               | 3                   | 3                       |
| DRAM2120                       | Practicum III                          | 1                   | 1                       |
| DRAM2121                       | Practicum IV                           | 1                   | 1                       |
| DRAM2336                       | Voice for the Theater                  | 3                   | 3                       |
| DRAM2350                       | Oral Interpretation                    | 3                   | 3                       |
| DRAM2351                       | Acting II                              | 3                   | 3                       |
| DRAM301                        | Practicum V                            | 1                   | 1                       |
| DRAM302                        | Practicum VI                           | 1                   | 1                       |
| DRAM310                        | Theater History I                      | 3                   | 3                       |
| DRAM311                        | Theater History II                     | 3                   | 3                       |
| DRAM320                        | Directing I                            | 3                   | 3                       |
| DRAM325                        | Design I                               | 3                   | 3                       |
| DRAM330                        | Stage Movement                         | 3                   | 3                       |
| DRAM335                        | Playwriting I                          | 3                   | 3                       |
| DRAM401                        | Practicum VII                          | 1                   | 1                       |
| DRAM402                        | Practicum VIII                         | 1                   | 1                       |
| DRAM420                        | Directing II                           | 3                   | 3                       |
| DRAM425                        | Design II                              | 3                   | 3                       |
| DRAM435                        | Playwriting II                         | 3                   | 3                       |
| DRAM440                        | Theater Management                     | 3                   | 3                       |
| ED321                          | Effective Teaching and Evaluation      | 3                   | NA                      |
| ED434                          | Classroom Mgt. and Teaching Strategies | 3                   | NA                      |
| ED435                          | Curriculum                             | 3                   | NA                      |
| ED493                          | Residency (EC-12)                      | 6                   | NA                      |
| ITED350                        | Advanced Technological Communications  | 3                   | NA                      |
| RDG343                         | Reading Beyond Primary Grades          | 3                   | NA                      |
| SPED410                        | Characteristics of Diverse Learners    | 3                   | NA                      |

As indicated in *Table 3*, students pursuing the B.S. degree in Drama with optional Drama EC-12 teacher certification will have a well-rounded curriculum that prepares them to be successful in all related careers. All of the lower division field of study courses are currently in the course inventories at NTCC and Texarkana College. The proposed curriculum is consistent with the curriculum for a baccalaureate degree in drama at other Texas public universities. Degree articulation agreements between A&M-Texarkana and Texarkana College and NTCC are provided in *Attachment B*.

C. Faculty

The assurance of qualified faculty to provide and to sustain the proposed program is critical. Both community colleges already work in concert with the regional artists to provide a depth of support for the Associate of Arts (A.A.) degree in Drama. A&M-Texarkana is able to provide the teacher certification preparatory program using existing pedagogy and related coursework. A list of the core and support faculty and their education credentials is provided in *Table 4*:

**Table 4**  
**Faculty at Texas A&M University-Texarkana,**  
**Northeast Texas Community College, and Texarkana College to Support a**  
**Bachelor of Science Degree in Drama with Optional Drama EC-12 Teacher Certification**

| Name of Faculty, Faculty Rank, and Institution                  | Highest Degree and Awarding Institution                | Courses Taught/Areas of Expertise   | % Time Assigned To Program | Core/ Supl |
|---|--|---|----------------------------|------------|
| Dr. Brian C. Billings<br>(Assistant Professor)<br>A&M-Texarkana | PhD, English-Creative Writing<br>Texas Tech University | Children’s Musical Theatre,<br>Dramatic Literature,<br>Playwriting<br>DRAM310<br>DRAM311<br>DRAM335<br>DRAM435  | .5                         | C          |
| Michael Cooper<br>(Professor)<br>Texarkana College              | MFA<br>Illinois State University                       | Acting, Directing,<br>Script Analysis<br>DRAM1310<br>DRAM1330<br>DRAM1351<br>DRAM2336<br>DRAM2350<br>DRAM2351<br>DRAM320<br>DRAM325<br>DRAM330<br>DRAM420 | 1.0                        | C          |

|  |   |   |     |   |
|--|---|---|-----|---|
|  |   | DRAM440   |     |   |
| Douglas Hoppock<br>(Professor)<br>NTCC     | MFA<br>Texas Christian<br>University                                      | Acting, Directing,<br>Script Analysis<br>DRAM1310<br>DRAM1330<br>DRAM1351<br>DRAM2336<br>DRAM2350<br>DRAM2351<br>DRAM320<br>DRAM325<br>DRAM420<br>DRAM440                             | 1.0 | C |
| (New Hire in Year<br>One)<br>A&M-Texarkana | MFA or Ph.D. in Drama<br>or related area w/ focus<br>in technical theater | Scenic Design,<br>Lighting Design<br>DRAM1120<br>DRAM1121<br>DRAM1330<br>DRAM2120<br>DRAM2121<br>DRAM301<br>DRAM302<br>DRAM325<br>DRAM401<br>DRAM402<br>DRAM425<br>DRAM435<br>DRAM440 | 1.0 | C |
| Jennifer Unger<br>(Adjunct)<br>Community   | MA, Theater<br>Northwestern University                                    | Drama Specialist<br>for EC-6<br>Curriculum;<br>Creative Arts;<br>Teacher Training<br>DRAM1310<br>DRAM1351<br>DRAM2350<br>DRAM310<br>DRAM311   | .25 | S |
| Ruth Hale<br>(Adjunct)<br>Community        | MFA<br>University of Alabama  | Voice and<br>Diction; Acting<br>Theory;<br>Dramatics for the<br>Classroom<br>DRAM1310<br>DRAM1351<br>DRAM2350   | .25 | S |

|   |                                     |   |            |   |
|---|-------------------------------------|---|------------|---|
|   |                                     | DRAM310<br>DRAM311                                    |            |   |
| Kate Chambers<br>(Adjunct)<br>Community           | BFA, Theater<br>University of Texas | Directing, Acting<br>DRAM1310<br>DRAM1351<br>DRAM2350 | .25        | S |
| Deborah Sutton<br>(Adjunct)<br>Pleasant Grove ISD | B.S., Education                     | Theater, Speech<br>DRAM1310<br>DRAM1351<br>DRAM2350   | .25        | S |
| <b>Total FTFE</b>                                 |                                     |   | <b>4.5</b> |   |

As indicated in *Table 4*, with the new full-time A&M-Texarkana faculty line at the beginning of the first year of implementation that specializes in technical theater, a total of four core and four supplemental faculty (4.5 FTFE) will be available to support the proposed B.S. in Drama degree, not including the eight full-time education faculty who will support the teacher education curriculum. Dr. Brian Billings is currently assigned full time to the A&M-Texarkana B.S. in English degree program, but has a rich background in children’s theater. He will be reassigned to the B.S. degree in Drama program, and his former responsibilities in the English program will be assigned to quality community adjuncts.

Faculty from the three institutions will be given joint appointments, as appropriate, to provide expert instruction to students in lower division and upper division courses. For example, Michael Cooper (Texarkana College) may teach lower division and upper division acting courses. The public school drama teachers and community resource personnel will support delivery of the curriculum as needed. Copies of the Articulation Agreements explaining the faculty joint appointment process are provided *Attachment B*.

#### D. Students

The proposed degree program features a seamless transfer to the university that offers upper-division drama courses which build upon the associate degree programs for drama already offered by NTCC and Texarkana College. These community colleges recruit students from regional high schools using dual-credit programs, generating a step program (from high school to community college to the university) for regional students that will strengthen the proposed program’s community ties and students’ personal investment. Within a 130-mile radius, the only Texas public universities that serve northeast Texas are Texas A&M University-Commerce and University of Texas at Tyler. To enroll in either of these schools, a Texarkana student must move to another city or make numerous five-hour round-trip commutes. Local students who pursue education and certification in drama may be more easily accommodated by a drama degree program at A&M-Texarkana.

A plentiful supply of drama-minded students already exists in Texarkana for building the proposed degree program. Student interest in drama has been developed by strong public-school, community college, and community-based drama programs. All three school

districts in Texarkana, Texas, have excellent drama programs, and all participate in UIL tournaments and the annual UIL One-Act Play Competition. The Texarkana Arkansas School District in Texarkana, Arkansas, also provides a broad range of drama programs and activities. Beyond Texarkana, public schools in Atlanta, DeKalb, Mount Pleasant, New Boston, and Queen City feature drama programs. The drama program at NTCC offers drama majors the opportunity to perform in a regular performance season under the guidance of program director Doug Hoppock. The drama program at Texarkana College is another well-established community college program that benefits from the leadership provided by program director Michael Cooper, who also directs Texarkana's summer drama camp. Leadership and faculty at all three higher education institutions firmly believe that the proposed program will provide additional rich student engagement opportunities that will increase the student retention rate over time and promote the Closing the Gaps goal of *success*.

Faculty at A&M-Texarkana will participate in the following recruitment/retention activities to insure that students continue their program of study as transfers from the community colleges, mentor those students through their upper division coursework, and assist the students to complete their graduation.

- Market availability of the new B.S. degree in Drama to all students enrolled in one or more drama classes at Texarkana College or NTCC;
- Market the new degree to high school students in Texas and southwest Arkansas to recruit first-year and transfer students into the program;
- Establish a personal relationship with each designated drama major before they transfer to A&M-Texarkana by participating in joint drama productions with the respective community college;
- Meet with each student upon transfer from the community college to A&M-Texarkana to ease the transition;
- Mentor each student as he/she completes coursework at A&M-Texarkana;
- Monitor each student's progress as they complete course requirements at A&M-Texarkana, emphasizing the importance of degree completion in four to five years;
- Create an intervention plan for students who are not completing coursework successfully and/or in a timely manner; and
- Work with Admissions and Degree Planning personnel at A&M-Texarkana to ensure degree requirements are met by each student.

Currently, A&M-Texarkana has about an 85 percent retention rate of undergraduate students. Faculty are expected to maintain an open-door policy to students to ensure the students have access and that faculty are available to address their concerns. By establishing a seamless transition from the community college to the upper division level, university leadership anticipates that the majority of students will complete their degrees within a four to five year timeline in support of the Closing the Gaps goal of *success*.

Because Texarkana College and NTCC have open-door admissions policies, students of all backgrounds are accepted. Students who meet the general admissions criteria for A&M-Texarkana will be eligible for the proposed degree program without additional

requirements. Community college and university recruiters will target local high schools, many of which have more than 50 percent racial minority student enrollment, thereby promoting student diversity within the degree program as well as the institutions.

E. Library

After assessing the John F. Moss Library collection in the field of drama, the library director reported that the library’s collection is adequate to begin the B.S. degree in Drama program, but infusion of additional funds, as indicated in *Table 5* and detailed in *Attachment C*, is necessary to provide comprehensive resources for the four-year degree. Updating the book collection with more recent publications in the discipline will position the library to provide the necessary research information needed to cover the practical knowledge in this field.

Library holdings at Texarkana College and NTCC are adequate to provide resources to support existing lower division field of study coursework that underpin A.A. degrees in drama.

The library’s collection, TexShare service, document retrieval via Ariel, and interlibrary loan service will grant students access to any information that they may need. The library’s primary strength lies in journals and databases. The library collection of electronic databases is impressive and continues to grow. With the recommended resources, the library will be in an excellent position for extensive research capability. In cooperative ventures with The Texas A&M University System, library personnel can move swiftly to gain access to all levels of research and information.

*Table 5* outlines the five-year cost projections for new library resources:

**Table 5**  
**Five Year Projected Library Resource Needs**  
**Bachelor of Science Degree in Drama with Optional Drama EC-12 Teacher Certification**

| Category            | Start-up      | Year 2        | Year 3        | Year 4        | Year 5        | Total           |
|---------------------|---------------|---------------|---------------|---------------|---------------|-----------------|
| Monographs          | \$3300        | \$3300        | \$3300        | \$3300        | \$3300        | \$16,500        |
| Reference Materials | \$0           | \$0           | \$0           | \$0           | \$0           | \$0             |
| Journals            | \$542         | \$596         | \$656         | \$722         | \$794         | \$3310          |
| Indexes             | \$0           | \$0           | \$0           | \$0           | \$0           | \$0             |
| Other               | \$0           | \$0           | \$0           | \$0           | \$0           | \$0             |
| <b>Totals</b>       | <b>\$3842</b> | <b>\$3896</b> | <b>\$3956</b> | <b>\$4022</b> | <b>\$4094</b> | <b>\$19,810</b> |

As indicated in *Table 5*, an investment of approximately \$20,000 in new library resources will be needed over the first five years of implementation of the proposed degree. The

largest area of need is monographs. A detailed listing of needed library resources is provided in *Attachment C*. An 80-page listing of current library resources supporting the proposed degree is available upon request.

F. Facilities and Equipment

No new facilities will be required for the proposed program within the first five years of program implementation. Instructors and students will use facilities at NTCC and Texarkana College as well as community-based facilities such as the Perot Theater, the Sullivan Performing Arts Center, the Texarkana Regional Arts and Humanities Council (TRAHC) Cabe Hall, the Silver Moon Theater, and the newly developed theaters at Pleasant Grove High School and Mt. Pleasant High School. Facilities Agreements for all partners are provided in *Attachment D*. A 150-seat black-box theater will be built in the new University Center at A&M-Texarkana’s new campus on Bringle Lake for laboratory work, small theater productions, and children’s shows sponsored by the university.

New equipment to support the B.S. degree in Drama classes offered at the new A&M-Texarkana campus will be needed. A list of equipment and anticipated costs is provided in *Attachment E* and referenced in *Table 6*.

G. Accreditation

This degree program follows the accreditation guidelines as outlined by the Southern Association of Colleges and Schools. No other accreditation process is required by the discipline.

**III. Costs and Funding**

Five-Year Costs and Funding Sources

*Table 6* outlines the projected expenditures for the first five years of implementation of the B.S. degree in Drama with optional Drama EC-12 teacher certification. Because of the unique partnership with Texarkana College and NTCC, all three institutions will benefit from the implementation of this cooperative degree program with limited additional resources required.

**Table 6**  
**Anticipated Five Year Costs and Funding Sources**  
**Bachelor of Science Degree in Drama with Optional Drama EC-12 Teacher Certification**

| Five-Year Costs                  |           | Five-Year Funding                            |           |
|----------------------------------|-----------|--|-----------|
| Personnel <sup>1</sup>           | \$344,837 | Reallocated Funds                            | \$181,625 |
| Facilities and Equipment         | \$101,200 | Anticipated New Formula Funding <sup>3</sup> | \$178,635 |
| Library, Supplies, and Materials | \$45,310  | HEF Funding                                  | \$105,860 |
| Other <sup>2</sup>               | \$35,271  | State and Designated Tuition <sup>4</sup>    | \$308,100 |

|                    |                  |                      |                  |
|--------------------|------------------|----------------------|------------------|
| <b>Total Costs</b> | <b>\$526,618</b> | <b>Total Funding</b> | <b>\$774,220</b> |
|--------------------|------------------|----------------------|------------------|

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to the program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, “likely” future grants, and designated tuition and fees can be included.

As indicated in *Table 6*, anticipated revenue generated by the proposed program over the first five years of implementation (\$774,220) exceeds the anticipated expenditures (\$526,618) by almost \$250,000. Based on the FTSE projected in *Table 1*, new formula funding of approximately \$178,635 during years three through five of program implementation is anticipated.

**Signature Page**

I hereby certify that all of the following criteria have been met in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44:

- (a) The program has institutional approval.
- (b) The program complies with the *Standards for Bachelor's and Master's Programs*.
- (c) Adequate funds are available to cover the costs of the new program.
- (d) New costs during the first five years of the program will not exceed \$2 million.
- (e) The program is a non-engineering program (i.e., not classified under CIP code 14).
- (f) The program will be offered by a university or health-related institution.

I understand that the Coordinating Board will update the program inventory for the institution if no objections to the proposed program are received during the 30-day public comment period.

\_\_\_\_\_

Chief Executive Officer Date

I hereby certify that the Board of Regents has approved this program.

Date of Board of Regents approval: \_\_\_\_\_

\_\_\_\_\_

Board of Regents (or Designee) Date

## **Attachment A**

### **120 SCH Waiver Request**

#### **Bachelor of Science Degree in Drama with Optional Drama EC-12 Teacher Certification**

The B.S. degree in Drama is proposed as a 120 SCH degree program for students who do not pursue the optional Drama EC-12 teacher certification and from 123-127 SCH for those who choose to add the teacher certification preparation to their program of study.

In addition to the 42 general education requirements (core curriculum), drama majors will be required to complete 22 SCH of lower division field of study curriculum and 35 SCH of upper division field of study coursework, for a total of 57 SCH field of study program, consistent with other baccalaureate degree programs across the state. Students who do not pursue the teacher certification will have 17-21 SCH of upper division free electives, depending upon whether or not they take a one SCH First Year Experience (FYE) course and a three SCH Leadership course, required of all freshmen and sophomore students who enroll at A&M-Textarkana for their general education foundation requirements.

Students who do pursue the Drama EC-12 teacher certification will not have an option of free electives but will be required to enroll in 24 SCH of designated coursework to prepare them to be successful drama teachers in contemporary public school settings. These courses are fundamental in preparing future teachers for the all-level drama classroom and include pedagogy, classroom management, curriculum development and alignment, special education, reading, technology applications, and 6 SCH of residency (student teaching) courses. All of this coursework is critical to the success of students on the TExES content (drama) and Pedagogy and Professional Responsibility (PPR) examinations, but most importantly to their ultimate success in the classroom. Therefore, a waiver beyond the 120 hours is requested.

## Attachment B

### Articulation Agreements Between Higher Education Institution Partners Bachelor of Science Degree in Drama with Optional Drama EC-12 Teacher Certification

#### ARTICULATION AGREEMENT by and between Texarkana College And Texas A&M University-Texarkana

This Articulation Agreement (“Agreement”) is entered into by and between **TEXARKANA COLLEGE** (hereafter “**TC**”) and **TEXAS A&M UNIVERSITY-TEXARKANA** (hereafter “**A&M-TEXARKANA**”), a member of **THE TEXAS A&M UNIVERSITY SYSTEM** (“**TAMUS**”), an agency of the State of Texas.

#### ARTICLE 1 STATEMENT OF PURPOSE

**TC** and **A&M-TEXARKANA** enter into this Agreement to facilitate a 2+2 program and joint enrollment program to offer students at **TC** and **A&M-TEXARKANA** access to educational opportunities the field of drama and to provide regional cultural enrichment. The B.S. in Drama with Optional Drama EC-12 Teacher Certification will provide area students with varied and excellent instruction in drama at **TC** and **A&M-TEXARKANA**. The lower division field of study curriculum will remain under the purview of the community colleges and will not be relinquished once A&M-Texarkana has expanded to accept freshman and sophomore students. If the student enrolls at the community college, general education courses will be taken at the community college and the course of study will resemble a traditional 2+2 program. As a 2+2 program, the agreement will assist transition students from lower-division study at **TC** to upper-division study at **A&M-TEXARKANA** without any credit loss, and provide support to students to heighten academic success in baccalaureate degree programs. If the student enrolls at A&M-Texarkana as a freshman or sophomore, the student will be jointly enrolled at A&M-Texarkana and at **TC**. As a joint enrollment program, the agreement will assist students with reverse articulation for transcription of courses taken at **A&M-TEXARKANA** to the **TC** transcript, if necessary, to allow for the student to receive an Associate of Arts degree.

**TC** and **A&M-TEXARKANA** agree to appoint three members each to a Drama Advisory Council to provide input to the respective administrations and establish guidelines related to the B.S. in Drama with Optional Drama EC-12 Teacher Certification.

**TC** and **A&M-TEXARKANA** agree to provide faculty and students enrolled in lower and upper division courses with available space for practice and performances without charge. A reservation process will be established by the aforementioned advisory council.

Joint Appointments: New and/or existing **TC** and **A&M-TEXARKANA** faculty may be given joint appointments at both institutions, with the financial details determined on an individual

basis, but generally driven by the percentage of time or responsibilities assigned to each institution.

Adjunct/Part-Time Appointments: **TC** and **A&M-TEXARKANA** agree that qualified staff/faculty from local school districts/community representatives may be hired to teach in the program as adjuncts/part time faculty at **TC** or **A&M-TEXARKANA** and will be paid on the adjunct pay schedules for the respective institutions.

## ARTICLE 2 OBJECTIVES

The objectives of this Agreement are:

- A. To transition qualified students from **TC** to **A&M-TEXARKANA** and to provide qualified students from **A&M-TEXARKANA** the opportunity to complete lower division field of study coursework in drama at **TC**.
- B. To ensure, through clear communication, the efficient and orderly movement of students from **TC** to **A&M-TEXARKANA**, while promoting continuous advancement in learning; and to ensure through clear communication, the efficient and orderly scheduling of freshmen and sophomore level students from **A&M-TEXARKANA** to **TC** for field of study coursework in drama.
- C. To provide specific advisement for all students at **TC** and **A&M-TEXARKANA** who intend to pursue the B.S. in Drama with Optional Drama EC-12 Teacher Certification.
- D. To establish academic and administrative coordination between **TC** and **A&M-TEXARKANA** and the exchange of evaluative information on the outcomes of the program, with the goal of continuous improvement.
- E. To establish administrative coordination between **TC** and **A&M-TEXARKANA** for facilities usage without charge for the organization of events, facilities used, or coordination of events or staff.
- F. **A&M TEXARKANA** agrees to offer classroom space and practice performance space as available without charge. Specific facilities include classroom space.
- G. **TC** agrees to offer classroom space, practice performance space and performance space as available without charge. Specific facilities include classroom space and the Stillwell Humanities Theatre.

## ARTICLE 3 TERMS AND CONDITIONS

**3.01** Institutional Relationship: **TC** and **A&M-TEXARKANA** agree to perform the following functions:

- A. Jointly develop Transfer Guides, Transfer Admission and Course Equivalency Guides, in accordance with the standards promulgated by the Texas Higher Education Coordinating Board and utilizing the Texas Common Course Numbering System, and establish, **A&M-TEXARKANA** and **TC** numbers for the drama major offered at **TC** and **A&M-TEXARKANA**. Such guides substantiate that courses listed are freely transferable from **TC** to **A&M-TEXARKANA**.
- B. Jointly encourage qualified students to participate in the appropriate degree program through advisement and dissemination of information. **A&M-TEXARKANA** and **TC** will collaborate in providing students with information and academic advising about this Agreement, academic programs and requirements of **A&M-TEXARKANA** and the process of transferring to **A&M-TEXARKANA**. Both institutions agree to a timely exchange of information, especially as it pertains to curricular/degree changes which may influence academic advising and degree requirements.
- C. Each institution may engage in publication and marketing concerning this Agreement. Such activity may include, but is not limited to, printed material, websites and inclusion in admission material. Both institutions agree to promote the A.A. in Drama and B.S. in Drama with Optional Drama EC-12 Teacher Certification in their recruitment activities and literature and to refer prospective students, when appropriate, to the other's admissions office. All publications and marketing material must be approved in writing by both institutions, prior to release and distribution.
- D. **A&M-TEXARKANA** and **TC** will consult with each other prior to implementing major changes in rules or curricula that directly affect students transferring under the terms of this Agreement, and keep each other informed of any other changes of policy, rules, or curricula that affect those students.

For **TC**, the Office of the Dean of Instruction will serve as the official contact for consultation regarding any changes to this Agreement.

For **A&M-TEXARKANA**, the Dean of the College of Education and Liberal Arts will serve as the official contact for consultation regarding any changes to this Agreement.

- E. **A&M-TEXARKANA** and **TC** will jointly facilitate and support consultation and collaboration between their faculties related to this Agreement, general education, degree requirements and other academic matters.
- F. This Agreement will be monitored on a yearly basis by contact between articulation coordinators and/or department chairpersons to update course equivalencies, transfer guides and transfer admission information to be used the subsequent academic year.
- G. Students will be governed by the **TC** and **A&M-TEXARKANA** catalogs in effect on the date of admission to **TC** or **A&M-TEXARKANA**.

- H. Students will be covered under the same **TC** and **A&M-TEXARKANA** catalogs for up to seven (7) years from the date of first enrollment at either institution.
- I. Students who interrupt their enrollment at either institution for more than 24 months will be governed by the catalog in effect at the time of the students' reentrance to **A&M-TEXARKANA** or **TC**.

**3.02** Student Requirements: Articulating students will be governed by the following requirements and regulations, in addition to the governing student handbook:

- A. All students transferring from **TC** to **A&M-TEXARKANA** must be in good academic standing with **TC**;
  - 1. have a minimum cumulative grade point average of 2.0;
  - 2. have followed the appropriate application process in applying to **A&M-TEXARKANA**;
  - 3. go through the normal transfer admissions processes of **A&M-TEXARKANA** and therefore must meet all applicable **A&M-TEXARKANA** requirements and deadlines pertaining to application for admission, orientation, registration and payment of tuition and fees;
  - 4. furnish a current official transcript or request that official transcripts from all postsecondary schools attended be sent directly from the Registrar's Office to the **A&M-TEXARKANA** Admissions Office for determination of admission eligibility.
- B. To guarantee a smooth transition between institutions, students are encouraged to work closely with advising offices at both **TC** and **A&M-TEXARKANA**. Advising information and contacts are available from:

**TC:**

**Tom Elder**

Director of Admissions & Registrar

903-838-4541

telder@texarkanacollege.edu

**A&M-TEXARKANA:**

**Pat Black**

Director of Admissions & Registrar

903-223-3068

Pat.Black@tamut.edu

- C. A.S. Degree Students

- 1. The intent of this Agreement is to encourage **TC** students to complete an associate degree under the terms of the Agreement prior to transfer to **A&M-TEXARKANA**. **TC** students who successfully meet the terms of this Agreement with an Associate of Science (A.S.) degree in drama and meet the **A&M-TEXARKANA** admission criteria, will matriculate into **A&M-TEXARKANA** classified as a "Junior. All **TC** course work governed by this Agreement will be accepted in transfer by **A&M-TEXARKANA**; however, some **TC** credits might not apply towards the student's academic program or major.

2. **A&M-TEXARKANA** agrees to accept general education courses embedded in the **TC** Associate of Science in drama degree as meeting all the requirements of **A&M-TEXARKANA**'s Undergraduate University Core Curriculum. **Note:** Core-to-Core transfer satisfies the requirements of **A&M-TEXARKANA**'s Core Curriculum as specified by the Texas Higher Education Coordinating Board. However, "Core-to-Core" transfer credits do not alter **A&M-TEXARKANA**'s field of study or degree program requirement. While all general education course work will be accepted by **A&M-TEXARKANA**, transferring students may be required to take additional course work required by specific majors.

D. Students transferring without an A.A., A.S., or A.A.S. Degree

1. Transfer students will receive academic credit only for transferable college level courses completed with a grade of "C" or better. The ability to transfer a grade of "D" will be determined by **A&M-TEXARKANA** on a course-by-course basis.
2. All transfer students are required to have at least 60 transferable credit hours, including 42 "Core Curriculum" credit hours, for admission to **A&M-TEXARKANA**. For students not completing an associate's level degree, **A&M-TEXARKANA**'s Admissions Office will evaluate transcripts on a course-by-course basis.
3. The awarding or use of any nontraditional credit (e.g. CLEP, AP credit-by-exam, military service, etc.) must be approved by **A&M-TEXARKANA** for transfer credit.
4. The student must have a minimum cumulative G.P.A. of 2.0 for admission to **A&M-TEXARKANA**.

**ARTICLE 4**  
**TERM OF AGREEMENT**

- 4.01** Fixed Term: This Agreement is effective for the period of September 1, 2010 through August 31, 2011.
- 4.02** Termination: Either institution may terminate this Agreement at any time by written notice given to the other institution at least six months in advance of the effective date of termination. Notice of termination must be in writing and sent pursuant to Section 5.01 of this Agreement.

Should this Agreement be terminated, **TC** and **A&M-TEXARKANA** expressly agree such termination will not affect students who have already been accepted to **A&M-TEXARKANA** pursuant to this Agreement, but who have yet to enroll in classes at **A&M-TEXARKANA**.

**ARTICLE 5**  
**MISCELLANEOUS**

**5.01** Notices: All notices, demands, requests and other communication required shall be in writing and shall be deemed to have been given when personally delivered or mailed to:

**“TC”**: Texarkana College  
Office of the President  
2500 N. Robison Rd.  
Texarkana, TX 75501  
Attn: Dr. Alan Rasco, President  
Tel: (903) 832-4541 x 3210  
Fax: (903) 832-5030

**“A&M-TEXARKANA”**: Texas A&M University - Texarkana  
Office of the President  
P.O. Box 5518  
Texarkana, Texas 75505  
Attn: Dr. Carlisle B. Rathburn, III, President  
Tel: (903) 223-3001  
Fax: (903) 832-2032

**5.02** Governing Law: This Agreement is governed by the laws of the State of Texas.

**5.03** Independent Parties: **TC** and **A&M-TEXARKANA** understand that they shall act in an independent capacity in the performance of this Agreement, and shall not be considered as employees, agents, affiliates or subsidiaries of each other. Neither **A&M-TEXARKANA** nor **TC** have the right to bind or obligate one another in any manner inconsistent with or unrelated to this Agreement.

**5.04** Force Majeure: Neither **TC** nor **A&M-TEXARKANA** is required to perform any term, condition, or covenant of this Agreement, if performance is prevented or delayed by a natural occurrence, a fire, an act of God, an act of terrorism, or other similar occurrence, the cause of which is not reasonably within the control of either **TC** or **A&M-TEXARKANA**, and which by due diligence is unpreventable.

**5.05** Counterparts: This Agreement can be executed in multiple counterparts, each of which is declared an original.

**5.06** Severability: If any clause or provision of this Agreement is illegal, invalid or unenforceable under present or future laws effective during the Term of this Agreement, **TC** and **A&M-TEXARKANA** intend that the remaining clauses or provisions of this Agreement will not be affected and will remain in full force and effect.

**5.07** Entire Agreement: This Agreement, together with any attached exhibits, contains the final and entire agreement between **TC** and **A&M-TEXARKANA**. This Agreement, and mutually agreed upon future amendments, contain all the obligations, duties, and terms agreed upon, and no predated and/or oral agreement regarding the Program will bind the parties.

**5.08** Amendment: Any amendment, modification, or alteration to this Agreement must be in writing, dated subsequent to this Agreement, and be mutually agreed to by **TC** and **A&M-TEXARKANA**.

**EXECUTED** by **TEXARKANA COLLEGE** on this \_\_\_\_\_ day of \_\_\_\_\_, 2009, by a duly authorized officer.

**TEXARKANA COLLEGE**

By: \_\_\_\_\_  
**DR. ALAN RASCO**  
President

**EXECUTED** by **TEXAS A&M UNIVERSITY – TEXARKANA** on this \_\_\_\_\_ day of \_\_\_\_\_, 2009, by a duly authorized officer.

**TEXAS A&M UNIVERSITY - TEXARKANA**

By: \_\_\_\_\_  
**DR. CARLISLE B. RATHBURN, III**  
President

**RECOMMENDED APPROVAL:**

\_\_\_\_\_  
**DR. ROSANNE STRIPLING**  
Provost and Vice-President for Academic Affairs

## Attachment C

### Facilities Usage Agreements with Partners Bachelor of Science Degree in Drama with Optional Drama EC-12 Teacher Certification

September 10, 2009

Brian Goehl, Executive Director  
Texarkana Regional Arts and Humanities Council  
P.O. Box 1171  
Texarkana, Texas 75504

Subject: Facilities Usage for Students in the B.S. in Drama with Optional Drama EC-12 Teacher Certification Program

This Letter Agreement (“Agreement”) establishes a relationship between **TEXAS A&M UNIVERSITY-TEXARKANA** (hereafter “**A&M-TEXARKANA**”), a member of The Texas A&M University System, and the **TEXARKANA REGIONAL ARTS AND HUMANITIES COUNCIL** (hereafter “**TRAHC**”).

To increase access to educational opportunities in the field of drama and to provide regional cultural enrichment, **A&M-TEXARKANA** and **TRAHC** agree that there is mutual benefit in providing **A&M-TEXARKANA** students and faculty in the B.S. in Drama with Optional Drama EC-12 Teacher Certification Program (hereafter “**THE PROGRAM**”) with available practice room for performances without charge and/or classroom space without charge and/or performance space without charge. Regional cultural opportunities for Texarkana and surrounding areas will result from drama performances.

In furtherance of such understanding, **A&M-TEXARKANA** and **TRAHC** agree:

1. The Parties expressly agree that **TRAHC** shall provide **A&M-TEXARKANA** students and/or faculty within **THE PROGRAM** with classroom space, practice performance space, and performance space as available without charge, including, but not limited to, classrooms and Cabe Hall within the Regional Arts Center.
2. Either Party may notify the other that it will withdraw from the relationship. The Parties agree such notice must be in writing and delivered to the other Party not less than sixty (60) days before the beginning of the next semester.
3. Nothing in this Agreement will be deemed or construed by the Parties, or by any third party, as creating the relationship of principal and agent, partners, or joint ventures between the Parties.
4. All notices under this Agreement must be sent to:

“**A&M-TEXARKANA**”: Texas A&M University-Texarkana  
Office of the President

P.O. Box 5518  
Texarkana, Texas 75505-5518  
Attention: Dr. Carlisle B. Rathburn, III  
(903) 223-3001  
fax: (903) 832-2032  
[Carlisle.Rathburn@tamut.edu](mailto:Carlisle.Rathburn@tamut.edu)

**“TRAHC”:**

Texarkana Regional Arts and Humanities Council  
P.O. Box 1171  
Texarkana, Texas 75504  
Attention: Brian Goesl, Executive Director  
(903) 792-8681  
fax: (903) 793-8510  
[Bgoesl@trahc.org](mailto:Bgoesl@trahc.org)

5. **TRAHC** understands and agrees **A&M-TEXARKANA** is an agency of the State of Texas and nothing in this Letter Agreement is intended to be, nor can be construed as, a waiver or relinquishment by **A&M-TEXARKANA** of its rights to claim such exemptions, privileges and immunities as may be provided by law.

This Agreement shall be in effect from September 1, 2010 to August 31, 2011. **TRAHC** and **A&M-TEXARKANA**'s acceptance and exchange of fully executed duplicate originals will commence this relationship.

Sincerely,

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**CARLISLE B. RATHBURN, III**  
PRESIDENT and CEO  
Texarkana A&M University-Texarkana

**RECOMMENDED APPROVAL:**

---

**ROSANNE STRIPLING**  
Provost and Vice President for Academic Affairs  
Texarkana A&M University-Texarkana

I accept this Agreement on behalf of **TRAHC**.

---

**BRIAN GOESL**  
Executive Director  
Texarkana Regional Arts & Humanities Council

## Attachment D

### Library Evaluation

#### Bachelor of Science Degree in Drama with Optional Drama EC-12 Teacher Certification

1. *Evaluate library holdings relevant to the proposal, noting strengths and weaknesses. Describe actions that will be taken to maintain strengths and remedy weaknesses.*

As neither the American College Library Standards Committee nor the Southern Association Committee suggests quantitative figures to guide libraries in supporting programs, libraries must balance expenditure of their funds between quality and quantity.

After extensive research of all materials currently available in the collection, the John F. Moss librarians have determined an acquisition plan for acquiring needed research information. The anticipated cost over a five-year period is reflected in the chart on the previous page. The explanation of fund expenditures is found in the following descriptions

#### **Monographs**

The John F. Moss Library currently holds 869 titles including 36 titles in recently added e-books in drama/theater arts. The print collection features the classics, particularly Shakespeare and the Elizabethan period. The e-books broaden the focus and add more recent eras and works. However, after examining titles, it is our recommendation that an emphasis is placed on selecting titles which offer students a practical, working knowledge of the profession. The average price of a library book is now \$65.47, according to *Library Journal*. The librarians' recommendation is to purchase 100 titles each year for two years. Suggested titles are:

- Acting: the first six lessons (Theater Arts Book Series) by Richard Boleslavsky, Edith J. Isaacs
- Thinking Shakespeare (SparkNotes) by Barry Edelstein
- Impro: Improvisation and the theater by Keith Johnstone, Irving Wardle (Introduction)
- Audition: everything an actor needs to know to get the part by Michael Shurtleff, Bob Fosse (Forward)
- How to be a working actor: the insider's guide to finding jobs in theater, film, and television by Mari Lyn
- Henry, Lynne Rogers, Joe Mantegna (Forward)
- And then, you act: making art in an unpredictable world, vol.1 by Anne Bogart
- Born standing up: a comic's life by Steve Martin
- Inside by James Lipton
- Theater games and beyond: a creative approach for young performers by Amiel Schotz
- Acting in film: an actor's take on movie making by Michael Caine
- Stella Adler on the art and technique of acting by Howard Kissel
- True and false by David Mamet
- The art of voice acting: the craft and business of performing for voice-over by James Alburger
- The necessity of theater: the art of watching and being watched

- Building a character by co Stanislavski, Elizabeth Reynolds Hapgood (translator)
- Improvisation for the theater: a handbook of teaching and directing techniques, including a new appendix by Viola Spolin, Paul Sills (editor)
- A dream of passion: the development of the method by Lee Strasberg, Evangeline Morphos (editor)
- Performance studies: an introduction by R. Schechner
- Stage makeup by Richard Corson, James Glavan, Beverly Norcross
- Michael Chekhov: On theater and the art of acting by Mala Powers
- Stage writers handbook: a complete business guide for playwrights, composers, lyricists, and librettists by Dana Singer
- Theater arts: the dynamics of acting by McGraw-Hill staff, Joan Snyder
- Stage combat: fisticuffs, stunts, and swordplay for theater and film by Jenn Boughn

### **Reference**

Reference materials are of vital importance to any research-based program. The John F. Moss Library has a small, but carefully selected reference section. We purchase selected titles of the newest and best titles available each year. Titles not owned by our library can be obtained on Interlibrary Loan. Document delivery is another quick option to secure requested information. After review we determined that with these resources, our collection is adequate to support this degree. A few Reference titles are listed below:

- Cambridge Guide to Theater/ Martion Banham. (e-book) 2000
- The Columbia encyclopedia of modern drama / edited by Gabrielle H. Cody and Evert Sprinchorn (2007)
- Critical companion to Tennessee Williams / Greta Heintzelman, Alycia Smith Howard (2005)
- Critical survey of drama / edited by Frank N. Magill 2003
- Shakespeare's Theater: A Dictionary of His Stage Content. (e-book) 2002
- Historical Dictionary of American Theater/James Fisher. (e-book) 2008
- Historical Dictionary of the Broadway Musical/ William A Everett. (e-book) 2008

### **Journals**

Journals always incur large cost and storage factors. As expansion space is extremely limited and journal titles are becoming more expensive, the library must be careful to balance hard copies and electronic full-text access. The library has access to extensive commercial database resources that contain both index information and full-text materials. The library independently subscribes to some of these databases, while others are online products dependent on consortium sharing. An array of databases, many of which are full-text, is available to us through the collective purchasing of the Texas A&M University System. These database titles are constantly changing, with new opportunities being offered frequently. These resources, plus library holdings, will put us in a good position to start the program. We have researched each title to determine format, availability, and cost. A list of these resources is included below, along with a recommendation for four additional print titles that are needed to cover gaps in materials.

- |                         |              |
|-------------------------|--------------|
| • American Theater      | 1995-current |
| • Asian Theater Journal | 2001-current |
| • Back Stage East       | 1993-current |

- Comparative Drama 1989-current
- Contemporary Theater Review 1997-current
- Dramatics: the magazine for students and teachers of theater print
- Entertainment Design print
- Live Design 2005-current
- Modern Drama 1997-present
- NTQ New Theater Quarterly 2002-one year delay
- Nineteenth Century Theater and Film 2002-2007
- Performance Research 2006-current
- PAJ Performing Arts Journal JSTOR
- Research in Drama Education 1997-current
- Plays print
- Stage Directions 2001-current
- TDR 1988- current
- Theater 2000-2004
- Theater Journal 1979-current
- Theater Topics 2003-current
- Variety print

**New Print Subscription Recommendations:**

- Journal of American Drama and Theater \$27.00
- Studies in Theater and Performance \$401.00
- T T & D: Theater Design and Technology \$87.00
- Western European Stages \$27.00

**Databases**

Electronic journals, abstracts, and indexes are constantly in demand for students performing research. Due to limited funds and space constraints, we are persistently looking for other avenues to support academic programs. One such avenue is partial and full-text databases. This information resource is growing more quickly than any other, both in subject and popularity. The library subscribes to three databases that are subject specific to the Humanities and four general databases that include information on Drama and Theater. The Reference Librarian agrees that these resources will be sufficient to support a degree in this field.

***Humanities***

- *Humanities International Complete* - provides full text of hundreds of journals, books and other published sources from around the world. Produced by Whitston Publishing (an imprint of EBSCO Publishing), this database includes all data from *Humanities International Index* (over 2,000 titles and 2 million records) plus unique full text content, much of which is not found in other databases. The database includes full text for more than 770 journals.
- ISI Web of Knowledge (Web of Science, Biological Abstracts and Zoological Records) *Web of Science* provides seamless access to current and retrospective multidisciplinary

information from approximately 8,700 of the most prestigious, high impact research journals in the world. *Web of Science* also provides a unique search method, cited reference searching. With it, users can navigate forward, backward, and through the literature, searching all disciplines and time spans to uncover all the information relevant to their research. Arts & Humanities Citation Index (1987-present)

- MLA International Bibliography - is a bibliography of journal articles, books and dissertations. Produced by the Modern Language Association, the electronic version of the Bibliography dates back to 1963 and contains over 1.5 million citations from more than 4,400 journals and series and 1,000 book publishers.

### **General**

- Academic Search Complete - designed specifically for academic institutions is the world's most valuable and comprehensive scholarly, multi-disciplinary full-text database, with more than 5,300 full-text periodicals, including 4,400 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 9,300 journals and a total of 10,900 publications including monographs, reports, conference proceedings, etc.
- JSTOR - The JSTOR archive holds the complete digitized back runs of core scholarly journals, starting with the very first issues, some dating as far back as the 1600s. New titles and disciplines are being added regularly. Issues of journals are never "out"; they are always accessible, and in excellent condition. The capacity for searching across disciplines opens up vast possibilities for scholarship and research. The John F. Moss Library has access to all five Arts & Sciences Collections, the Health & General Science Collection, Biological Sciences Collection and the Business II Collection.
- Project Muse - is a unique collaboration between libraries and publishers providing 100% full-text, affordable and user-friendly online access to over 300 high quality humanities, arts, and social sciences journals from 60 scholarly publishers.
- Wilson OmniFile Full Text, Mega Edition - is a multi-disciplinary database providing the complete content - indexing, abstracts, and full text - from six of Wilson's full-text databases: Education, General Science, Humanities, Readers' Guide, Social Sciences, and Wilson Business; plus five additional periodical databases: Applied Science & Technology, Art, Biological & Agricultural Index, Index to Legal Periodicals & Books, and Library Literature & Information Science. Indexing begins in 1982, abstracts in 1984, and full-text coverage in 1994. Each database has its own start dates for indexing, abstracting, and full text; start dates for full-text rights to individual journals vary within a database.

### 2. *Describe cooperative library arrangements available to students in this program.*

The John F. Moss Library is currently a combined library with Texarkana College. Our students have equal access to all materials regardless of ownership. Although the physical arrangement will change upon the Texas A&M University-Texarkana library's move to the main campus, a cooperative agreement will continue. The Moss Library also participates in a consortium arrangement with the System, which provides A&M-Texarkana with access to full-text journals online. We are a member of TexShare, a statewide consortium with resource sharing throughout

the state of Texas—interlibrary loans via courier service, online indexes, full-text journal articles and online journals. All of these resources are available to prospective students.

### **Library Director's Recommendation**

After assessing the John F. Moss Library collection in the field of Drama/Theater, we find that our collection is adequate to begin a degree program. An infusion of additional funds, as detailed in the chart at the beginning of this report, is needed to acquire recent publications that bolster the general book collection in this area. Updating our book collection will position us to quickly provide the necessary research information needed to cover the practical knowledge in this field. Our collection, TexShare service, document retrieval via Ariel, and interlibrary loan service will allow our students to have access to any information that they may need. Our primary strength lies in journals and databases. The library collection of electronic databases is impressive and continues to grow. With the recommended resources, our library will be in an excellent position for extensive research capability. In cooperative ventures with The Texas A&M University System, our library can move swiftly to gain access to all levels of research and information.

The five-year Proposed Library Expenditures chart in *Table 5* clearly delineates the plan to achieve a high level of information access, which will provide for wide-ranging student research. Professors will assist in choosing those titles deemed necessary for the development of the Drama/Theater program. Therefore, the Library Director's assessment of library resources necessary for the proposed program is completely positive.

## Attachment E

### List of Equipment to Support the Bachelor of Science Degree in Drama on the A&M-Texarkana Campus

| Item                    | Estimated Cost |
|-------------------------|----------------|
| Acoustic Piano          | 7,500          |
| Belt Packs              | 1,500.00       |
| Black Light Instruments | 750.00         |
| Brushes and Paint       | 750.00         |
| Cables                  | 1,250.00       |
| Clamps                  | 750.00         |
| Cyclorama Strips        | 1,000.00       |
| Dimmers                 | 2,000.00       |
| Dollies                 | 2,000.00       |
| Ellipsoidal Instruments | 1,250.00       |
| Fans                    | 500.00         |
| Fire Curtain            | 1,000.00       |
| Flooring                | 3,500.00       |
| Fog Machines            | 1,000.00       |
| Follow Spots            | 3,000.00       |
| Fresnel Instruments     | 1,000.00       |
| Gels                    | 750.00         |
| Gobos                   | 750.00         |
| Hardware                | 2,250.00       |
| Head Sets               | 1,000.00       |
| Hoists                  | 3,500.00       |
| Lamps and Lenses        | 2,000.00       |
| Light Board             | 7,500.00       |
| Makeup                  | 2,250.00       |
| Mixing Scroller         | 1,000.00       |
| Motorized Instruments   | 5,000.00       |
| Music Stands            | 750.00         |
| Raw Materials           | 7,500.00       |
| Risers                  | 3,500.00       |
| Screens                 | 1,000.00       |
| Scrim                   | 750.00         |
| Sound Board             | 3,500.00       |
| Soundproof Shells       | 7,500.00       |
| Speakers                | 2,000.00       |
| Storage                 | 2,000.00       |

|                       |                     |
|-----------------------|---------------------|
| Strobe Instruments    | 1,200.00            |
| Tape and Ties         | 750.00              |
| Tools                 | 4,500.00            |
| Tracks                | 3,500.00            |
| Wall Mirrors          | 1,000.00            |
| Wireless Microphones  | 2,000.00            |
| Wireless Receivers    | 2,000.00            |
| Wireless Transmitters | 3,000.00            |
| <b>Total</b>          | <b>\$101,200.00</b> |

Texas A&M University-Texarkana  
ADD NEW UNDERGRADUATE PROGRAM

Effective for fiscal year: Fall 2010

College: College of Health & Behavioral Sciences

Name of Program:

Bachelor of Science in Sociology

List degree requirements below. Please list each prefix, number and title:

General Ed Core:

The basic degree consists of 120 hours.

English

Engl 1301 Comp & Rhet I  
Engl 1302 Comp & Rhet II  
Literature (3sh)

Government/Political Science

Govt 2305 American Government  
Govt 2306 State & Federal Constitution

History

Hist 1301 U.S. Pre Civil War  
Hist 1302 U.S. Post Civil War

Sciences

6-8 sh Biol, Phys Sci  
(Can't use Biol 1322)

Social Science (3sh)

See Major

Math

Math 1314, 1324 or 1332

Computer Science (3 sh)

Bcis 1305 Bus Computer Applications  
or Bcis 1301 Microcomputer Applications

Fine Arts (3sh) From:

Arts, Dram, Huma, Musi

Speech (3sh)

Spch 1315 or 1321

Major Requirements:

SOC 1301 Introductory Sociology  
SOC 2319 Multi Cultural Diversity in the United States  
SOC 310 Sociological Theory of Society  
SOC 314 Social Psychology  
SOC 323 Social Stratification  
SOC 354 Sociology Research Methods & Ethics  
SOC 490 Senior Seminar

**Interdisciplinary Course:**

\_\_\_\_\_

**Electives:**

9 SCH of prescribed electives can be chosen from the following list :

- SOC 1306 Social Problems
- SOC 315 Law and Society
- SOC 320 Deviance and Deviant Behavior
- SOC 325 Crime and Delinquency
- SOC 330 Institutional Corrections
- SOC 2301 Marriage and Family
- SOC 340 Social Demography
- SOC 380 Ethnic and Cultural Minorities
- SOC 385 Globalization and Social Change
- SOC 443 Sociology of Death and Dying
- SOC 465 Sociology of Aging
- SOC 485 Religion and Society

**Minor:**

Students who elect to have a minor would take 18 hours in addition to the required courses from the table above.

**Justification:**

The proposed Bachelor of Science in Sociology degree is expected to equip students with the skills necessary to understand and address the challenging societal issues of our times. This degree will be among several new programs that promote A&M-Texarkana becoming a “comprehensive university” and will build on the current Sociology offerings which form the basis for the sociology minor. This degree is expected to address the gap between the current and projected supply and demand for graduates in the work force in Texas and surrounding areas.

Submitted by \_\_\_\_\_ Date \_\_\_\_\_

Approved by:

Dean of College: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signifies Faculty Approval)

Curriculum Committee Chairman: \_\_\_\_\_ Date: \_\_\_\_\_

Vice President for Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

Registrar: \_\_\_\_\_ Date: \_\_\_\_\_

# **TEXAS A&M UNIVERSITY-TEXARKANA**

## **Proposal for a Bachelor of Science Degree in Sociology**



August 24, 2009

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## New Program Request Form for Bachelor's and Master's Degrees

**Directions:** An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. Note: An institution which does not have preliminary authority for the proposed program shall submit a separate request for preliminary authority. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

**Information:** Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

### Administrative Information

1. **Institution:** Texas A&M University-Texarkana (A&M-Texarkana)
2. **Program Name** – Bachelor of Science Degree in Sociology
3. **Proposed CIP Code:** 45.1101.00
4. **Brief Program Description** – This proposed Bachelor of Science degree in Sociology will equip students with the skills necessary to understand and address the most challenging societal issues of our time. Graduates from this program will be prepared in their studies to apply sociological perspectives to a wide variety of jobs in various careers. The broad liberal arts base required for this degree is ideal for preparing students to enter graduate programs and is designed to build on the existing minor in Sociology and complement other programs at A&M-Texarkana.
5. **Administrative Unit** – College of Health and Behavioral Sciences, under the supervision of the Dean who reports to the Provost and Vice-President for Academic Affairs.
6. **Proposed Implementation Date** – Fall 2010
7. **Contact Person** – Provide contact information for the person who can answer specific questions about the program:

Name: Josephine Kahler, Ed.D. RN

Title: Dean, College of Health & Behavioral Sciences

E-mail: [Jo.kahler@tamut.edu](mailto:Jo.kahler@tamut.edu)

Phone: (903) 223-3175

## Program Information

### I. Need

- A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market. N/A
- B. Student Demand – Provide short- and long-term evidence of demand for the program. N/A
- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program.

Table I  
Enrollment Projections

| YEAR      | 1  | 2  | 3  | 4  | 5  |
|-----------|----|----|----|----|----|
| Headcount | 20 | 30 | 38 | 43 | 46 |
| FTSE      | 16 | 24 | 30 | 34 | 37 |

Summary: These numbers represent a projection of student enrollment based on interest expressed by students currently enrolled in the Sociology minor. Area High School students have also shown a high level of interest in the new degree based on circulated surveys.

### II. Quality

- A. Degree Requirements – Use this table to show the degree requirements of the program.

Table 2  
Degree Requirements

| Category   | Semester Credit Hours |
|--|-----------------------|
| General Education Core Curriculum<br><i>(bachelor's degree only)</i> | 46                    |
| Required Courses   | 21                    |
| Prescribed Electives   | 9                     |
| Social/Behavioral Sciences Electives                                 | 15                    |
| General Electives with a minor                                       | 11                    |
| Minor  | 18                    |
| General Electives without a minor<br>(29 SCH)                        |                       |
| <b>TOTAL</b>   | <b>120</b>            |

Table 3  
Curriculum

- B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (\*) courses that would be added if the program is approved.

| <b>Prefix<br/>And<br/>Number</b> | <b>Required Courses</b>                       | <b>SCH</b> |
|----------------------------------|---|------------|
| *SOC 1301                        | Introductory Sociology                        | 3          |
| *SOC 2319                        | Multi Cultural Diversity in the United States | 3          |
| *SOC 310                         | Sociological Theory of Society                | 3          |
| SOC 314                          | Social Psychology                             | 3          |
| SOC 323                          | Social Stratification                         | 3          |
| *SOC 354                         | Sociology Research Methods & Ethics           | 3          |
| *SOC 490                         | Senior Seminar                                | 3          |
|                                  | **Prescribed Electives                        | 9          |

\*\*9 SCH can be chosen from the following list of Prescribed Electives

| <b>Prefix<br/>And<br/>Number</b> | <b>Prescribed Elective Courses</b> | <b>SCH</b> |
|----------------------------------|------------------------------------|------------|
| *SOC 1306                        | Social Problems                    | 3          |
| *SOC 315                         | Law and Society                    | 3          |
| SOC 320                          | Deviance and Deviant Behavior      | 3          |
| SOC 325                          | Crime and Delinquency              | 3          |
| SOC 330                          | Institutional Corrections          | 3          |
| *SOC 2301                        | Marriage and Family                | 3          |
| *SOC 340                         | Social Demography                  | 3          |
| SOC 380                          | Ethnic and Cultural Minorities     | 3          |
| *SOC 385                         | Globalization and Social Change    | 3          |
| *SOC 443                         | Sociology of Death and Dying       | 3          |
| *SOC 465                         | Sociology of Aging                 | 3          |
| SOC 485                          | Religion and Society               | 3          |

Summary: The basic degree consists of 120 hours. Students who elect to have a minor would take 18 hours in addition to the required courses from the table of prescribed elective courses.

- C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (\*) before the name of the individual who will have direct administrative responsibilities for the program.

Table 4  
Faculty

| <b>Name of <u>Core</u> Faculty and Faculty Rank</b> | <b>Highest Degree and Awarding Institution</b> | <b>Courses Assigned in Program</b>                               | <b>% Time Assigned To Program</b> |
|---|--|--|-----------------------------------|
| Okereke, Godpower<br>Professor                      | PhD. in Sociology<br>Oklahoma State University | SOC2319, SOC310,<br>SOC315, SOC325,<br>SOC330, SOC354,<br>SOC490 | 50%                               |
| Parangimalil, George<br>Associate Professor         | PhD. in Sociology<br>Northeastern University   | SOC1306,<br>SOC2301, SOC314,<br>SOC323, SOC380,<br>SOC485        | 100%                              |
| *New Faculty in Year<br><u>2010</u>                 | PhD. in Sociology                              | SOC1301, SOC320,<br>SOC465, SOC340,<br>SOC443, SOC385            | 100%                              |

| <b>Name of <u>Support</u> Faculty and Faculty Rank</b> | <b>Highest Degree and Awarding Institution</b>  | <b>Courses Assigned in Program</b> | <b>% Time Assigned To Program</b> |
|--|---|------------------------------------|-----------------------------------|
| Bunting, Alyce   | EdD. in Education<br>Texas A&M University-<br>Commerce<br><br>M.A. in Sociology<br>Stephen F. Austin University | SOC1301,<br>SOC1306,<br>SOC2301    | 10%                               |

**Summary:** Two core Sociology professors are currently employed and a new full-time faculty member together with a support faculty member, will be hired during the first year of program implementation to complete the number of 2.6 FTFE for this degree.

- D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

This program is being developed to build on an existing minor in Sociology. The population would consist of those students transferring into the program from community colleges in addition to entering freshman. Recruitment efforts will be done in both these settings. Retention of students will be enhanced with the future plans to implement learning communities, and hiring of clinical faculty to assist with advising and retention.

## E. Library Evaluation

1. Evaluate library holdings relevant to the proposal, noting strengths & weaknesses. Describe actions that will be taken to maintain strengths and remedy weaknesses.

As neither the American College Library Standards Committee nor the Southern Association Committee suggests quantitative figures to guide libraries in support programs, libraries must balance their funds between quality and quantity.

After extensive research of all materials currently available in the collection, the John F. Moss librarians have determined an acquisition plan for acquiring needed research information. The anticipated cost over a five-year period is reflected in the chart on the previous page. The explanation of fund expenditures is found in the following descriptions.

Table 5  
Proposed Library Expenditures

| <b>Category</b>     | <b>Start-up<br/>Fall 2010</b> | <b>Year 2<br/>Fall 2011</b> | <b>Year 3<br/>Fall 2012</b> | <b>Year 4<br/>Fall 2013</b> | <b>Year 5<br/>Fall 2014</b> |
|---------------------|-------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Monographs          | \$500.00                      | \$500.00                    | \$500.00                    | \$500.00                    | \$500.00                    |
| Reference Materials | \$0                           | \$0                         | \$0                         | \$0                         | \$0                         |
| Journals            | \$0                           | \$0                         | \$0                         | \$0                         | \$0                         |
| Indexes             | \$0                           | \$0                         | \$0                         | \$0                         | \$0                         |
| Other               | \$0                           | \$0                         | \$0                         | \$0                         | \$0                         |
| Total by Year       | \$500.00                      | \$500.00                    | \$500.00                    | \$500.00                    | \$500.00                    |

### **Monographs**

The John F. Moss Library currently holds 938 titles in Sociology. The titles cover all aspects of the field. The holdings provide a solid foundation to support a Bachelor of Science degree. In previous years, an emphasis was placed on acquisitions in this area, because important, retrospective titles were deemed necessary additions in order to provide students and faculty with a historical perspective to address the conditions and problems of 21<sup>st</sup> century rapidly changing, fluid societies. The library also has a collection of 200 e-books to supplement print titles.

Although, the library considers our strength to lie in our databases and online journals (discussed later in this report), additional monographs for the main collection should be purchased annually to keep this collection current. It is, therefore, recommended that \$500 be budgeted per year for the next five years to purchase approximately eight books per year (at an average cost of \$61.09 per book). Only the most recent credible and scholarly titles will be chosen to add to the collection.

### **Reference**

Reference materials are of vital importance to any research-based program. Our library has a small, but carefully selected, reference section. The collection has been deliberately kept

limited to accommodate the lack of space in the current library reference area. However, the move to the main campus will allow for an expansion of titles. Currently the Reference Sociology Collection provides a strong core of research materials for students. These titles, plus the databases, provide more than adequate sources for research. Another resource for students is our interlibrary loan service. The library subscribes to a courier service with daily delivery. Thus, information not accessible in our library and desired by a student can be acquired within a reasonable length of time. Document delivery is also an option via Ariel, a computer linkage between state libraries. All of these reference supports plus the extensive database and electronic journal accessibility will provide adequate research information for our students.

### **Databases**

The databases available in the library are extensive and comprehensive. They provide the most current information to be found and give our students a high level of accessibility to most valuable Sociology information to be found. These databases are more than sufficient to meet our student's needs.

[SocINDEX with Full Text](#) is the world's most comprehensive and highest quality Sociology research database. The database features more than 1,910,000 records with subject headings from a 19,300 term sociological thesaurus designed by subject experts and expert lexicographers. *SocINDEX with Full Text* contains full text for 397 "core" coverage journals dating back to 1908, and 150 "priority" coverage journals. This database also includes full text for more than 720 books and monographs, and full text for 6,743 conference papers.

[ISI Web of Knowledge](#) (Web of Science, Biological Abstracts and Zoological Records) *Web of Science* provides seamless access to current and retrospective multidisciplinary information from approximately 8,700 of the most prestigious, high impact research journals in the world. *Web of Science* also provides a unique search method, cited reference searching. With it, users can navigate forward, backward, and through the literature, searching all disciplines and time spans to uncover all the information relevant to their research.

- Science Citation Index Expanded (1987-present)
- Social Sciences Citation Index (1987-present)
- Arts & Humanities Citation Index (1987-present)

[PsycINFO Plus Text](#) - databases cover the professional and academic literature in psychology and related disciplines including medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, and other areas. Covering more than 1,500 leading psychological, psychiatric, and related publications, PsychINFO PlusText is designed for both undergraduate and graduate level academic institutions and their libraries.

[Psychology and Behavioral Science Collection](#) Over 450 full text articles covering the topics of emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and much more. The database includes many PDF images and 350 peer reviewed journals.

### **General (Multi-disciplinary databases that contain information on Sociology)**

[Academic Search Complete](#) designed specifically for academic institutions is the world's most valuable and comprehensive scholarly, multi-disciplinary full-text database, with more

than 5,300 full-text periodicals, including 4,400 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 9,300 journals and a total of 10,900 publications including monographs, reports, conference proceedings, etc.

[JSTOR](#) - The JSTOR archive holds the complete digitized back runs of core scholarly journals, starting with the very first issues, some dating as far back as the 1600s. New titles and disciplines are being added regularly. Issues of journals are never "out"; they are always accessible, and in excellent condition. The capacity for searching across disciplines opens up vast possibilities for scholarship and research. The John F. Moss Library has access to all five Arts & Sciences Collections, the Health & General Science Collection, Biological Sciences Collection and the Business II Collection.

[Project Muse](#) - is a unique collaboration between libraries and publishers providing 100% full-text, affordable and user-friendly online access to over 300 high quality humanities, arts, and social sciences journals from 60 scholarly publishers.

[Wilson OmniFile Full Text, Mega Edition](#) - is a multi-disciplinary database providing the complete content - indexing, abstracts, and full text - from six of Wilson's full-text databases: Education, General Science, Humanities, Readers' Guide, Social Sciences, and Wilson Business; plus five additional periodical databases: Applied Science & Technology, Art, Biological & Agricultural Index, Index to Legal Periodicals & Books, and Library Literature & Information Science. Indexing begins in 1982, abstracts in 1984, and full-text coverage in 1994. Each database has its own start dates for indexing, abstracting, and full text; start dates for full-text rights to individual journals vary within a database.

### **Journals**

The future of journals lies in electronic, full-text format. The John F. Moss Library has access to many journal purchase options due to The Texas A&M University System cooperative purchases of databases and the E-Journal Management System, SFX. This system lists 1005 journal titles under the category of Social Sciences-Sociology. Our library has access to these full-text titles through system purchases and acquired databases.

[Magazines for Libraries](#) recommends seventy-two titles for academic institutions with programs in Sociology. John F. Moss Library has electronic subscriptions to fifty-eight of those titles, with eleven subscriptions in print as well as electronic. The library purchases electronic titles through *JSTOR*, *Elsevier Science Direct* and *Kluwer*. The number of databases available to the library is in a constant state of change as the evolution of the technology age progresses. We are continuously offered new opportunities to participate in The A&M System consortium of libraries as we seek to cooperate in the purchasing of electronic databases.

With access to sociological article databases such as SocINDEX Full-text and the above subscriptions, Texas A&M University-Texarkana has sufficient journal resources to support a Bachelor degree in Sociology.

### **Indexes and Abstracts-Full-text databases**

#### *SocINDEX*

This is a comprehensive database covering information on all areas of sociology, including social behavior, human tendencies, interaction, relationships, community development,

culture and social structure. *Sociological Collection* provides complete full-text for more than 500 important journals.

#### *Psychology and Behavioral Sciences Collection*

This database is a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods.

#### *ProQuest Psychology Journals*

With complete information from over 400 top psychology and related publications, this database meets the needs of both students and mental-health professionals.

#### *PsychInfo*

Covering over 1,900 leading psychological, psychiatric, and related publications, PsychInfo Database with full-text is designed for both undergraduate and graduate level academic institutions and their libraries. The database covers a wide range of topics, including psychology, psychiatry, and related information from the fields of education, business, medicine, nursing, law, and social work.

### **Multidisciplinary databases with Sociology content**

#### *Academic Search Premier*

Full-text database of peer-reviewed academic journals, offering critical information from many sources found in no other database. Not only does it contain full-text articles from over 2,940 scholarly publications, but one can also find abstracts and indexing for nearly 3,930 scholarly journals. The journals offered cover nearly all areas of study.

#### *Research Library*

One of the most comprehensive databases available through the ProQuest online system, *Research Library* provides access to full-text journals across a wide range of subject areas, including business, education, literature, political science, and psychology.

#### **\*Other**

The category “Other” is reserved as a multi-media category to include microforms and computer programs. The library’s Collection Development Policy calls for the purchase of 5 years of microform backfiles to support each journal title added to our collection. However, due to the extensive database and electronic journal files, the library is not recommending that 5 years of backfiles be purchased. As our full-text capabilities are so extensive, the Public Services Librarian feels that the purchase of any additional backfiles or additional microform purchases is not necessary.

## 2. *Describe cooperative library arrangements available to students in this program.*

The John F. Moss Library is currently a combined library with Texarkana College. Our students have equal access to all materials regardless of ownership. We exchange information and have use privileges. In addition, the library participates in a consortium arrangement with The A&M System, which provides A&M-Texarkana with online databases. Through this consortium, the library has access to full-text journals online. The Moss Library also participates in TexShare, another consortium with resource sharing

throughout the state of Texas--interlibrary loans via courier service, online indexes, full-text journal articles and online journals, and the reciprocal borrowing card program.

**Library Director’s Opinion**

It is my opinion, after an extensive review of library holdings and database opportunities, that our library is capable of supporting a Sociology Degree program with the funds proposed. As information science is changing to a technological sharing of information, our library must likewise change. Full-text databases are now of extreme importance to both the library and the university as a whole. With the uncertainty in funding prospects, it becomes increasingly clear that databases are the future for our students. Due to the varied and many opportunities offered to our library through our association with The A&M System University Libraries, we are able to offer tremendous research resources. Those resources which we do not own can be obtained via interlibrary loan or document retrieval. Our students will have access to the most current and vital sources of available information.

- F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

Existing equipment together with available classrooms will be used. New faculty requirements will include furniture and computer equipment at the projected cost of \$18,500.00.

- G. Accreditation – N/A

**III. Costs and Funding**

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

| <b>Five-Year Costs</b>           |                  | <b>Five-Year Funding</b>                     |                  |
|----------------------------------|------------------|--|------------------|
| Personnel <sup>1</sup>           | \$849,737        | Reallocated Funds                            | \$533,074        |
| Facilities and Equipment         | \$18,500         | Anticipated New Formula Funding <sup>3</sup> | \$252,679        |
| Library, Supplies, and Materials | \$15,000         | Special Item Funding                         | \$0              |
| Other <sup>2</sup>               | \$24,500         | Other <sup>4</sup>                           | \$0              |
| <b>Total Costs</b>               | <b>\$907,737</b> | <b>Total Funding</b>                         | <b>\$785,753</b> |

Note: All salaries are compounded at 3% per year.

1. A search is underway for an Associate Professor of Sociology. This person will be 100% time and will also coordinate the program. The salary is expected to be approximately \$58,000 for a nine month appointment. Existing faculty will continue in their current roles & will be assisted by a support faculty member.
2. Specify other costs here (e.g., administrative costs, travel). This \$24,500 five year expense represents travel and operating costs for the new faculty member.
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five. Formula funding is shown for years 3-5 and represents only students new to the university.
4. Report other sources of funding here. In-hand grants, “likely” future grants, and designated tuition and fees can be included. N/A

**Signature Page**

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

*I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.*

\_\_\_\_\_

Chief Executive Officer

\_\_\_\_\_

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

*On behalf of the Board of Regents, I approve the program.*

\_\_\_\_\_

Board of Regents (Designee)

\_\_\_\_\_

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution’s current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding;
- (8) have new five-year costs that would not exceed \$2 million.

*On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).*

\_\_\_\_\_

Board of Regents (Designee)

\_\_\_\_\_

Date

## **APPENDIX A**

### **Course Descriptions**

#### **Core Courses**

##### **SOC 1301    Introductory Sociology**

Course is designed to help students better understand the social world in which they live as well as the social forces that shape individual behavior. It provides an overview of the major concepts and principles of sociology including culture, socialization, social order, social control, social stratification, sex and gender, race and ethnicity, social deviance, social institutions, and social change.

##### **SOC 2319    Multi Cultural Diversity in the United States**

A survey of issues and problems arising from the contacts of people who differ on the basis of race, ethnicity, nationality, culture, or any combination of these. Course examines inhibitors of and contributors to bi-cultural and multi-cultural living, understanding, communication, and education. A specific objective of this course is to prepare students to live and work in culturally-diverse settings.

##### **SOC 310    Sociological Theory of Society**

A survey of the development of sociological theories with an emphasis on both classical and contemporary schools of thought.

##### **SOC 314    Social Psychology**

Investigates how social factors influence individual's personality, perception, attitudes, and behavior. The course will teach the relevant theories and methods, and students learn about current research on topics such as culture, gender, relationships, aggression, and group behavior.

##### **SOC 323    Social Stratification**

Course involves the examination of the historical and contemporary systems of stratification, problems of class and caste, and trends in class system and social mobility. In addition, it explores the different concepts and theories of social stratification and their global relevance.

##### **SOC 354    Sociology Research Methods & Ethics**

This course is designed to introduce the student to the logic and character of scientific and alternative means of social inquiry. Examines the function of observation, concept formation, proposition arrangement and testing of theory as components of the scientific process in sociology. Cross-listed with CJ 454. Prerequisite: SOC 261.

##### **SOC 490    Senior Seminar**

The content of this seminar will have alternate emphasis placed, at the discretion of the instructor, on special areas or issues of Sociology meeting the career needs of Sociology majors, minors, and/or prospective teachers of Sociology. Prerequisite: Advanced standing in Sociology.

## **Electives**

### **SOC 1306 Social Problems**

A survey and exploration of the types, causes, and consequences of major social problems such as poverty, unemployment, energy, alcohol and drug abuse, sexual abuse, and homelessness in American society.

### **SOC 315 Law and Society**

An examination of social problems in both social and legal contexts. Emphasis is placed on the nature, functions, limitations, and objectives of law in relation to such problems as poverty, drug and alcohol addiction, abortion, euthanasia, mental illness, and the changing role of law in attempts to solve social problems. Cross-listed with CJ 315.

### **SOC 320 Deviance and Deviant Behavior**

Introduction to the general phenomenon of social deviance with primary emphasis given to non-criminal deviants and deviations and victimless crimes including mental disorders, drug use, prostitution, and homosexuality. Course focuses on ways in which various forms of behaviors are defined and controlled by society. Cross-listed with CJ 320.

### **SOC 325 Crime and Delinquency**

A study of the meaning, nature, and extent of crime and delinquency, including analysis and evaluation of preventive and treatment methods. Emphasis will be on theories of crime and delinquency causation. Cross-listed with CJ 325.

### **SOC 330 Institutional Corrections**

Examination of the historical development of corrections including concepts on punishment and rehabilitation; Emphasis on institutional corrections from conviction to release and post-release supervision. Prerequisite: Intro to Sociology. Cross-listed with CJ 330.

### **SOC 2301 Marriage and Family**

Using a sociological perspective, this course examines the institution of marriage and identifies family structures through an overview of the current topics affecting family, and a discussion of sex, marriage, and family in historical and cross-cultural context. It covers topics including changing gender roles, kinship ties, family types, family problems, and ageing process. Prerequisite: SOC 200.

### **SOC 340 Social Demography**

An examination of patterns of population size, distribution, and growth and their social and economic consequences. Local, state, national, and international census figures are analyzed.

### **SOC 380 Ethnic and Cultural Minorities**

This course will explore the ways in which ethnicity, culture, race, class, and gender influence people's individual and social life. Course includes relevant theories in the field and examines the backgrounds of various ethnic and cultural minorities in the United States. The course includes discussions of minority involvement in crime and the criminal justice system.

**SOC 385      Globalization and Social Change**

Examines the effects of globalization on society and its institutions and structures including the family, educational institutions, politics, governments, corporations, migration and immigration, work, gender, and inequality.

**SOC 443      Sociology of Death and Dying**

Studies the processes, perceptions, and meanings of death and dying and how the threat of death influences human behavior. Cross-listed with PSY 443.

**SOC 465      Sociology of Aging**

An analysis of age and aging as social and psychological phenomena along with the theoretical and research literature related to the social and psychological aspects of aging. Consideration is given to changes in physical, perceptual, and cognitive processes as they affect vocational, social, and personal adjustments. Cross-listed with PSY 465.

**SOC 485      Religion and Society**

Course reviews both classical and contemporary relationship between religion and society and how people develop religious consciousness. Attention will be given to religious institutions, social manifestations of religious phenomena, and social implications of human religious impulse. Emphasis will be placed on the role religion plays in American society.

**APPENDIX B**

# **Faculty Vitas**

**Godpower O. Okereke, Ph.D.**

**Education:**

|                                |   |
|--------------------------------|---|
| University of Central Oklahoma | 1986, Bachelor of Science Degree in Criminal Justice  |
| University of Central Oklahoma | 1987, Master of Science Degree in Criminal Justice with concentration in Management and Administration of Criminal Justice Agencies |
| Oklahoma State University      | 1992, Ph.D. in Sociology with emphases in Criminology, Social Problems/Deviance, Law Enforcement, and Social Psychology             |

**Teaching Experience:**

|                      |  |
|----------------------|--|
| 1989-1992            | Teaching Associate<br>Oklahoma State University.   |
| 1993-2002            | Adjunct Professor of Sociology and Criminal Justice<br>Shaw University. Fayetteville Campus, Fayetteville, North Carolina.   |
| 1992-2002            | Assoc. Professor & Coordinator of Criminal Justice Program<br>Fayetteville State University<br>Fayetteville, North Carolina. |
| July 2002 to present | Professor of Criminal Justice and Sociology<br>Texas A&M University-Texarkana.   |

**Administrative Experience:**

|                        |  |
|------------------------|--|
| August 1996 - May 2002 | Coordinator, Criminal Justice Program<br>Fayetteville State University<br>Fayetteville, North Carolina   |
| July 2002 - May 2005   | Coordinator, Criminal Justice and Sociology Program<br>Texas A&M University-Texarkana<br>Texarkana, Texas.   |
| May 2000 – August 2000 | Acting Department Chair, Department of Social and Behavioral Sciences, Fayetteville State University, Fayetteville, North Carolina, (Dept. Chair on Vacation). |
| May 1997 – August 1997 | Acting Department Chair, Department of Social and Behavioral Sciences, Fayetteville State University, Fayetteville, North Carolina (Dept. Chair on Vacation).  |

## **Publications:**

Okereke, Godpower O. (1992). *Cultural Differences in Marriage and Family Formation, Readings and Activities Manual for Introductory Sociology*, Third Edition, Copley Publishing Company.

Okereke, Godpower O. (1992). "Police Powers and Law Enforcement Tactics: The Case of Nigeria." *Police Studies: International Review of Police Development*, vol. 15 No. 3 Fall.

Okereke, Godpower O. (1993). "Public Attitudes Toward the Police in Nigeria." *Police Studies: International Review of Police Development*, vol. 16 No. 3 Fall.

Okereke, Godpower O. (1995). "Police Officers' Perceptions of the Nigeria Police Force: Its Effects on the Social Organization of Policing." *Journal of Criminal Justice*, vol. 23 No. 3, Fall.

Okereke, Godpower O. (2002). "Incidence of Physical Spouse Abuse in Nigeria: A Pilot Study. *African Studies Research Review*: vol. 18 No. 2, Fall.

Okereke, Godpower O. (2005) "The International Trade in Human Beings: A Critical Look at the Causal Factors." *Crime and Justice International*, Volume 21, Number 86, May/June.

Okereke, Godpower O. (2006). "Domestic Violence and the Law in Africa." *Encyclopedia of Domestic Violence*: Routledge Publishing Company.

Okereke, Godpower O. and Peter Racheotes (2006) "The Criminal Justice System and the Problem of Domestic Violence in West Africa." *Encyclopedia of Domestic Violence*: Routledge Publishing Company.

Okereke, Godpower O., Tom Jordan and George Parangimalil. (2006). "Complaints Against the Police." *Encyclopedia of Police Science*: Routledge Publishing Company.

Okereke, Godpower O. (2006). "Violence Against Women in Africa." *African Journal of Criminology & Justice Studies*, Volume 2, No. 1, June 2006.

Okereke, Godpower O. (2007). "Crime and Punishment in Liberia." *Encyclopedia of Crime and Punishment in Africa*. Routledge Publishing Company (Publication Pending).

Okereke, Godpower O., Karen Linstrum, and Peter Racheotes. (2007). "Crime and Punishment in Cote d'Ivoire." *Encyclopedia of Crime and Punishment in Africa*. Routledge Publishing Company (Publication Pending).

Okereke, Godpower O., Peter Racheotes, and Josephine Kahler. (2008). *Domestic Violence in Sub-Saharan Africa*. (Book Chapter, Accepted for Publication).

Kahler, Josephine, Shirley Garick, and Godpower O. Okereke. (2008). Substance Abuse and Domestic Violence. (Book Chapter, Accepted for Publication).

Okereke, Godpower O. (2009). "Some Reflections About the Road to Economic Development." Manuscript under review.

### **Manuscripts Forthcoming:**

Okereke, Godpower O. (2009). "Human Trafficking/Smuggling: An Underside of Economic Globalization."

Okereke, Godpower O. (2009). "The Challenge of Africa in a Globalized World."

Okereke, Godpower O. (2010). "The Social Organization of Human Trafficking/Smuggling: An Examination of a Criminal Network."

### **Books, Proposals, and Manuscripts Reviewed:**

Community Based Corrections (Fourth Edition Reviewer). By Paul Cromwell and Rolando V. Del Carmen. West/Wadsworth Publishers: Belmont, California. 1999.

Criminal Procedure: A Contemporary Perspective (Second Edition Reviewer). Jones and Bartlett Publishers: New York, New York, 2003.

"Sexual Behaviors of Police Officers in Ibadan, Nigeria." *Policing: An International Journal of Police Strategies & Management*, 2003.

"Intimate Male Partner Violence Against Single Women in Nigeria." *Violence Against Women: International and Interdisciplinary Journal*, July, 2004.

"Public Concern or Private Affair: Social Construction of Domestic Violence Against Women in Nigeria." *Violence Against Women: International and Interdisciplinary Journal*, August, 2004.

"Beyond Police Barracks: A Research Synthesis of a Counseling Psychologist." *Policing: An International Journal of Police Strategies & Management*, September, 2004.

"The State of Disproportionate Minority Confinement (DMC) in Mississippi's Juvenile Detention Facilities." *African Journal of Criminology and Justice Studies*, October, 2004.

"Pre-Colonial Criminal Justice in West Africa (1450-1600AD)." *African Journal of Criminology and Justice Studies*, October, 2004

"Theorizing Hate Crime Motivation in the UK and the USA: The Enduring Contribution of Anomie Theory." *African Journal of Criminology and Justice Studies*, November, 2004.

“Criminology as Lovemaking: The Karma Sutra of Law.” *African Journal of Criminology and Justice Studies*, December, 2004.

“Obstacles to Effective Law Enforcement in Nigeria.” *African Journal of Criminology and Justice Studies*. January, 2005.

Disproportionate Minority Contact and Confinement in Peach and Crawford Counties: 1992-2003. *African Journal of Criminology and Justice Studies*, March, 2005.

NSF-LSS: Cleveland State University/Bayero Collaborative Youth Study, April, 2005.

Life Without Parole: Living in Prison Today (Third Edition). Victor Hassine. Roxbury Publishing Company, Los Angeles, California. June 2005.

“Ethnicity and Crime: Criminal Behavior Redefined.” *African Journal of Criminology and Justice Studies*, July, 2005.

“Supremacy of African Thoughts on Control, Justice, and Law.” *African Journal of Criminology and Justice Studies*, August, 2005.

“The Dilemma of Policing in Contemporary Nigeria.” *Policing: An International Journal of Police Strategies & Management*. August, 2005.

“Immigrants’ Experiences in The United States of America: Toward Understanding Organized Crime.” *African Journal of Criminology and Justice Studies*, September, 2005.

“A Refutation of Racial Differentials in the Juvenile Recidivism Rates Hypotheses.” *African Journal of Criminology and Justice Studies*, October, 2005.

“Integrative Approach to the Explanation of Crime: The Study of Labeling Perspective as the Oldest and the Foundation of Deviance Theories.” *African Journal of Criminology and Justice Studies*, November, 2005.

“Effective Management of Joint Ventures May Improve Reentry Success.” *African Journal of Criminology and Justice Studies*, December, 2005.

“Racial, Cultural and Sociopolitical Disparities in mental health Administration.” *African Journal of Criminology and Justice Studies*, January, 2006.

“An Examination of Academic, Policy and Social Considerations of Correctional Education and Offender Recidivism: Lessons for the 21<sup>st</sup> Century Criminology.” *African Journal of Criminology and Justice Studies*, February, 2006.

“Communication, Elections, and the Rule of Law in Tanzania.” *African Journal of Criminology and Justice Studies*, February, 2006.

“Domestic Violence and Child Development with Implications Relative to Minority Youth.” *African Journal of Criminology and Justice Studies*, March, 2006.

“Crime Prevention and Control Through Environmental Design in Nairobi, Kenya and Johannesburg, South Africa: A Comparative Study.” *African Journal of Criminology and Justice Studies*, April, 2006.

“Do School Violence Policies Matter? An Empirical Analysis of Four Approaches to Reduce School Violence.” *Southwest Journal of Criminal Justice*, September, 2006.

Doing Justice Without the State: The Afikpo (Ehugho) Nigeria Model by O. Oko Elechi. Routledge Publishers, New York, New York. October, 2006

Law, Justice, and Society: A Sociolegal Introduction (Second Edition) by Anthony Walsh and Craig Hemmens. Roxbury Publishing Company, Los Angeles, California. November, 2006.

Probation and Parole: Theory and Practice (Ninth Edition) by Howard Abadinsky. Pearson Prentice/Hall Publishers, Upper Saddle River, New Jersey. December, 2006.

“The Meaning of Crime and Punishment to Muslim Inmates and Its Policy Implications.” *African Journal of Criminology and Justice Studies*, January, 2007.

“HIV/AIDS, Crime and Security in Southern Africa.” *African Journal of Criminology and Justice Studies*, February, 2007.

“Nigeria’s Raging Ethnic Conflicts: The Role of Small Arms and Private Military Companies (PMCs).” *African Journal of Criminology and Justice Studies*, March, 2007.

“Officer Firearms Assaults at Domestic Violence Calls: A Descriptive Analysis.” *Southwest Journal of Criminal Justice*, September, 2007.

“Exploring Police Corruption Through the Black Cop’s Looking Glass and its Link to the American Culture.” *African Journal of Criminology and Justice Studies*, October, 2007.

“Examination of Causes and Exploring Perspectives of Some Types of Violence Against Women in Some African Countries.” *African Journal of Criminology and Justice Studies*, November, 2007.

“Delinquency as the Failure of Adults and the Village to Exercise Their Moral Strength.” *African Journal of Criminology and Justice Studies*. Reviewed April 2008.

“Family Law in Sub-Saharan Africa.” *Journal of Women, Politics, and Policy*.  
Reviewed August, 2008.

“Child Right in Nigeria: The Gap Between Rights Rhetoric and Reality.” *African Journal of Criminology and Justice Studies*. Reviewed October 2008.

**Other Professional Activities:**

- 2008 – Present      Reviewers’ List, *Journal of Women, Politics, and Policy*
- 2006 - Present      Reviewers’ List, *Southwest Journal of Criminal Justice*
- 2005 - Present      Reviewers’ List: *Roxbury Publishing Company*
- 2005 – Present      Reviewers’ List: *Contemporary Issues in Criminal Justice: A Professional Journal*
- 2005 – Present      Reviewers’ List: *Policing: An International Journal of Police Strategies and Management*
- 2004 - Present      Review Board, *African Journal of Criminology and Justice Studies*
- 2004 - Present      Proposal Reviewer, National Science Foundation
- 2004 – Present      Reviewers’ List: Gardner/Anderson Publishing Company
- 2003 – Present      Review Board, *Violence Against Women: International and Interdisciplinary Journal*
- 2003 - Present      Proposal Reviewer, National Institute of Justice
- 2003 – Present      Reviewers’ List: *Jones and Bartlett Publishers*
- 2002 - Present      Review Board, *Policing: An International Journal of Police Strategies And Management*
- 1999 - Present      Reviewers List, *West/Wadsworth Publishers*

**Professional Presentations (since 2000):**

- Oct. 2008              “Some Reflections About the Road to Economic Development.”  
International Association of Business and Public Administration  
Disciplines, Memphis TN.
- Oct. 4 - 6, 2007      “Complaints Against The Police.” Southwestern Association of  
Criminal Justice, Corpus Christi, Texas.
- Oct. 4 - 6, 2007      “The Problem of Human Trafficking/Smuggling.” Southwestern  
Association of Criminal Justice, Corpus Christi, Texas.

- Sept. 28 - 30, 2006 "The Criminal Justice System and the Problem of Domestic Violence in West Africa." Southwestern Association of Criminal Justice, Fort Worth, Texas.
- Sept. 28 – 30, 2006 "Offenses and Offenders in Texarkana, Arkansas 2001 and 2003." Southwestern Association of Criminal Justice, Fort Worth, Texas.
- Sept. 28 - 30, 2006 "Wrongful Convictions: A Miscarriage of Justice." Southwestern Association of Criminal Justice, Fort Worth, Texas.
- April 17, 2006 "Human Trafficking/Smuggling: An Underside of Economic Globalization. Texas A&M University-Texarkana.
- March 22-24, 2006 "Legitimization of Victimization of Women and Young Girls in Africa." American Society of Victimology, Sam Houston State University, Houston, Texas.
- Nov. 16 - 19, 2005 "Wrongful Convictions: Philosophies of a Failed Justice System." American Society of Criminology, Toronto, Canada.
- Nov. 16 - 19, 2005 "Human Trafficking/Smuggling: An Underside of Economic Globalization." American Society of Criminology, Toronto, Canada.
- Nov. 16 - 19, 2005 "Law and Justice in Post-British Nigeria." American Society of Criminology, Toronto, Canada.
- Sept. 29 – Oct. 2, 2005 "Domestic Violence and the Law in Africa." Southwestern Association of Criminal Justice, Oklahoma City.
- March 15 - 20, 2005 "The International Trade in Human Beings: A Critical Look at the Causal Factors." Academy of Criminal Justice Sciences, Chicago, Ill.
- Nov. 17 - 20, 2004 "Indigenous Systems of Justice and Social Control Among the Ikwerre Ethnic Group in Nigeria" (presenter, session organizer and chair). American Society of Criminology, Nashville, Tennessee.
- Oct. 18, 2004 "Factors Contributing to the International Trade in Human Beings." Texas A&M University-Texarkana.
- Oct. 7 – 9, 2004 "The Social Organization of Human Trafficking/Smuggling: An Examination of a Criminal Network." Southwestern Association of Criminal Justice, Houston, Texas.
- Nov. 2003 "Trafficking of Nigerian Women and Young Girls for Sexual Exploitation: A Review of Literature" (presenter and session chair). American Society of Criminology, Denver, Colorado.
- Nov. 2003 "Human Trafficking for Sexual Exploitation: The New Organized Crime." Texarkana Rotary Club, Texarkana, Texas.

- April 2003 "Common Law Marriage in the United States" Academy of Criminal Justice Sciences, Boston.
- April 2003 "The Role of Political Leaders on Intra-Ethnic Violence in Nigeria" (presenter, session organizer and chair). Academy of Criminal Justice Sciences, Boston.
- Nov. 2002 "History of Correctional Thoughts" Texas A&M University-Texarkana, Texarkana.
- Oct. 2001 "Laws of Marriage and Family Relationships" American Society of Criminology, Atlanta.
- March 2000 "Physical Spouse Abuse in Nigeria: A Pilot Study" Academy of Criminal Justice Sciences, New Orleans.

**Papers Scheduled for Presentation in 2009 and 2010:**

- 2010 "Complaints Against the Police." American Society of Criminology
- October 8 - 10, 2009 "Violence Against Women In Africa." Southwestern Association of Criminal Justice, Laredo, Texas.
- April 23 - 26, 2009 "The Challenge of Africa in a Globalized World." International Association of Business and Public Administration Disciplines, Dallas, Texas.

**Work in Progress:**

"Global Poverty and the New Form of Globalization."

"Social Dimensions of the Current Trend of Globalization"

"Globalization and Human Rights."

"Laws of Domestic Violence in Africa."

"Globalization, World Bank, International Monetary Fund, and World Trade Organization."

**Grant Proposals Written or Funded:**

TAMU-T Research Enhancement Award, 2003/04 academic year. Amount funded, \$2,170.

"Beyond Arrests: The Handling of Domestic/Family Violence Incidents in 2005 in Bowie County, Texas." Applied for \$2,000. Finding Received for \$1,000, Written with Peter Racheotes.

**Service: University.**

2008 – Present International Students' Recruitment Committee

2008 – Present Student Leadership Development Program Committee

2008 – 2009 International Faculty Recruitment Committee

2008 – 2009 Online Courses Syllabus Committee

2008 – 2009 Master of Science Degree in Interdisciplinary Studies Curriculum Revision Committee

2007 – 2008 Faculty Post-Tenure Review Committee  
University President Search Committee

2006 – 2007 Member, Students' International Travel Committee

2006 – Present Faculty Senate Representative

2006 – Present Secretary/Parliamentarian, Faculty Senate Executive Committee

2006 – Present Member, Graduate Council

2005 – 2006 Member, Faculty Evaluation Committee

2003 - 2004 Member, Faculty Welfare Committee

2002 – Present Member, University Mentoring Program,  
Participate in University Recruitment Activities

**Service: College.**

2007 – 2008 Member, Psychology Faculty Search Committee  
Advisor/Mentor, College Junior Faculty

2006 – Present Member, College Tenure and Promotion Committee

2004 – 2005 Member, College Tenure and Promotion Document Committee

2003 – 2004 Member, College Goals and Objectives Committee

**Service: Program.**

2004 – 2005            Chair, Criminal Justice Faculty Search Committee  
  
                              Co-advisor, Criminal Justice Club  
  
                              Advisor & Mentor, Program Junior Faculty  
  
2002 – 2005            Criminal Justice Program Coordinator

**Service: Students.**

Advisor, Criminal Justice Undergraduate Students  
  
Advisor and Mentor, Criminal Justice Graduate Students  
  
Advisor, Criminal Justice Majors under the MSIS Degree Students

**Service: Community.**

2002 – 2005            Member, Texarkana Chamber of Commerce  
  
                              Member, Speakers' Bureau, Southwest Community Center, Texas  
  
                              Member, Speakers' Bureau, Iron Maintain Community Center, Arkansas  
  
                              Member, Board of Directors, Eugenics Community Learning Center

**Areas of specialty and Research Interest:**

Law Enforcement  
Deviance and Social Problems  
Social Psychology  
Comparative Criminology  
Spouse Abuse and Intimate Violence  
Human Trafficking/Smuggling  
Marriage and Family Relationships  
Wrongful Convictions  
Violence Against Women  
Economic Development  
Globalization

**Membership in Professional Organizations:**

Academy of Criminal Justice Sciences  
American Society of Criminology  
Southwestern Association of Criminal Justice  
African Criminology and Justice Association  
International Academy of Business and Public Administration Disciplines

## **Current Research Interests:**

Human Trafficking/Smuggling  
Intimate Violence  
Violence Against Women  
Crime and Punishment  
International and Comparative Criminal Justice  
Informal Systems of Justice  
Victimology  
Marriage and Family Relationships  
Wrongful Convictions  
Minorities and Crime  
Economic Development  
Globalization  
Poverty  
International Financial Institutions

**CURRICULUM VITAE**  
**George J. Parangimalil**

**EDUCATION**

- Ph.D., *Sociology*** 1996  
Northeastern University, Boston, Massachusetts  
Dissertation Title: Socio-environmental Factors and Health: The Latino Experience  
Areas of Specialization: Sociology of Health and Illness, Race and Ethnic Relations
- M.A., *Sociology*** 1987  
Marquette University, Milwaukee, Wisconsin  
Thesis Title: Immigration and Life as Immigrants: A Community in Formation
- M.A., *Philosophy*** 1985  
Marquette University, Milwaukee, Wisconsin  
Area of Concentration: Classical American Philosophy
- B.A., *Sociology, Philosophy, History*** 1982  
Jnanabharati University, Bangalore, India  
Graduated with Honors
- Diploma, *Comparative Religion*** 1982  
Dharmaram Institute of Theology and Philosophy, Bangalore, India

**PROFESSIONAL POSITIONS**

- Associate Professor of Sociology and Criminal Justice,** 2002 – present  
Texas A&M University-Texarkana, Texas  
Responsibilities: Teaching, advising, and service
- Assistant Professor of Sociology,** Texas A&M University-Texarkana, Texas 1999 – 2001  
Responsibilities: Teaching, advising, and service
- Visiting Assistant Professor,** Bradford College, MA 1997 – 1999  
Responsibilities: Teaching, advising, and service
- Lecturer (Adjunct),** Northeastern University, MA 1988 – 1999  
Responsibility: Teaching
- Visiting Assistant Professor (Adjunct),** Bridgewater State College, MA 1996 – 1997  
Responsibility: Teaching
- Research Analyst,** Massachusetts Health Research Institute, MA 1989 – 1991  
Responsibilities: Instrument development, data collection, and analysis
- Teaching Assistant,** Northeastern University, MA 1987 – 1989  
Responsibility: Teach or co-teach undergraduate courses in Sociology

**Research Assistant**, Marquette University, WI  
Responsibility: Collaborative work with professors on research projects

1985 – 1987

### **TEACHING INTERESTS**

|                        |                              |
|------------------------|------------------------------|
| Introductory Sociology | Race Relations               |
| Statistics             | Prejudice and discrimination |
| Methods                | Health and Medicine          |
| Theory                 | Religion                     |
| Migration/immigration  | Deviance                     |
| Stratification         |                              |

### **RESEARCH INTERESTS**

Ethnicity and Health  
Cross-cultural Differences in Health Behavior  
Social Inequality  
Immigration and Race Relations  
Religion

### **PRESENTATIONS**

Parangimalil, George J. 2009. "Corporate Deviance: A Culture-based Interpretation." Annual Meetings of the Southwest Sociological Association.

Parangimalil, George J. 2008. "How to be Passionate about Teaching." (Panel) Annual Meetings of the Midwest Sociological Society.

Parangimalil, George J. 2007. "Ethnic Differentials in Health Outcomes." Annual Meetings of the MidSouth Sociological Association.

Parangimalil, George J. 2006. "Mysticism and Its Social Dimensions." Annual Meetings of the Southwest Social Science Association.

Parangimalil, George J. 2005. "Super-ordinate events and Self-concept." Annual Meetings of the Midsouth Sociological Association.

Parangimalil, George J. and Joan Z. Spade. 2004. "AA and BA Granting Institutions" Presented at the Annual Meetings of American Sociological Association, 2004.

Parangimalil, George J. 2004. "Religious Revelation and Need for Identity Affirmation: A Case Study." Presented at the Annual Meetings of Southwestern Sociological Association, 2004.

Parangimalil, George J. 2003. "Epidemiological Paradoxes." Presented at the Faculty Colloquium, Texas A&M University-Texarkana.

Parangimalil, George J. 2002. "Super-ordinate Events and Ethnic Identity." Presented at the Annual Meetings of American Sociological Association, 2002.

Parangimalil, George J. 2001. "Latino Health: Culture and Policy." Presented at the Annual Meetings of American Sociological Association, 2001.

Parangimalil, George J. 2001. "Cultural Factors and Health: The Latino Experience." Presented at the Annual Meetings of Southwestern Sociological Association, 2001.

Parangimalil, George J. 1999. "Teaching Prejudice and Discrimination." Presented at the Spring Meeting of the New England Sociological Association, 1999.

Parangimalil, George J. 1998. "Issues Surrounding Death and Dying." Presented at the Annual Meetings of the Eastern Sociological Society, 1998.

Parangimalil, George J. 1997. "Community Issues and Aspiring Sociologists." Presented at the Semi-annual Meeting of the New England Sociological Association, 1997.

Parangimalil, George J. 1996. "Socio-cultural Factors and Health: The Latino Experience." Presented at the Annual Meeting of the Eastern Sociological Society, 1996.

Parangimalil, G., E. Rodriguez, and K. Lasch. 1993. "The Role of Systems of Support in Buffering the Impact of Unemployment on Health." Presented at the Annual Meeting of the American Sociological Association, 1993.

Parangimalil, G., K. Lasch, and E. Rodriguez. 1993. "Unemployment and Domestic Violence." Presented at the Annual Meeting of the American Public Health Association, 1993.

Parangimalil, G., M. Argeriou, and K. Mulvey. 1991. "Stabilization Services Project." Presented at the Project Directors' Meeting, 1991.

## **PUBLICATIONS**

Parangimalil, George J. 2001. "*Latino Health in The New Millennium: The Need for A Culture-Centered Approach.*" *Sociological Spectrum* 21: 191-197.

Parangimalil, George J. 2000. "Indian Diversity." *Texarkana Gazette* March 23, P.4A.

Parangimalil, George J. 1990. "Asian Indians in Milwaukee: The Immigrant Experience." Pp.105-118 in Mahin Gosine (ed.), Dot-head Americans. New York: Windsor Press.

Parangimalil, George J. "Kavithayum Misticisavum." Deepanaalam. 1 Oct. 1981: 3-8.

Parangimalil, George J. "Bibilile Kavyagrantham." Satyadeepam. 7 May 1980: 1-2.

Parangimalil, George J. "Sati: Bharatiyare Iniyum Vittumaaraatha Kruurata." Deepanaalam. July 24 1980:15-16.

Parangimalil, George J. 1980. "Mysticism: A Synoptic View." Pp. 3-8 in Claretian Annual, edited by George Vanchipurackal. Bangalore, India: Claretian Publications.

Parangimalil, George J. 1979. "Athyadhunika Malayala Sahityam." Pp. 11-17 in Claretian Annual, edited by George Vanchipurackal. Bangalore, India: Claretian Publications.

Parangimalil, George J. 1979. "Akamazhinja Aasamsakal." Pp. 15-18 in Claretian Annual, edited by George Vanchipurackal. Bangalore, India: Claretian Publications.

Parangimalil, George J. "Bhaashakavita Innu." Deepanaalam. July 24 1979:15-16.

Parangimalil, George J. "Oormasakti Vardhippikuvaan" Karmalakusumam. May 1978: 141-142.

Parangimalil, George J. "Mansenna Manthrikan" Karmalakusumam. April 1978: 110-111.

Parangimalil, George J. "Nivedanam" Kudumbadeepam. Nov. 1976: 13

*In addition, I have authored or co-authored another 20+ articles in popular journals*

### **PROFESSIONAL MEMBERSHIPS**

Member, American Sociological Association

Member, Southwest Sociological Association

Member, Mid-South Sociological Association

Member, Alpha Kappa Delta, International Sociology Honor Society

Member, Rotary International of Texarkana