



Sam Houston State University

A Member of The Texas State University System

OFFICE OF ACADEMIC AFFAIRS

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TO: Council of Academic Deans

FROM: Dana Nicolay, College of Arts and Sciences
Phillip Morris, College of Business Administration
Larry Hoover, College of Criminal Justice
Sharon Lynch, College of Education
Kandi Tayebi, College of Humanities and Social Sciences
Somerset Smith, Academic Affairs
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SUBJECTS: Recommendations for Change to Core Requirements

As part of the review to adhere to the "120 Hour Rule," the committee was charged with the task of making recommendations as to whether or not the existing core curriculum of 45 hours should be kept or changed. To this end, the committee sought information from the faculty over the past four months. There were some basic possibilities open to the committee:

1. Leave the core intact.
2. Reduce the science requirement from 8 hours to 6 hours.
3. Drop the computer literacy and/or the kinesiology requirement.
4. Drop the requirement for cultural studies.

After numerous meetings and consultations with faculty, the committee expanded this list to include seven options. (See attachment A). These options were forwarded to the associate deans in each college to gather feedback from the faculty. In most cases, each department responded as to the choices that they would prefer, as well as those that they would oppose. In some cases the departments responded with actual vote counts, in other cases the responses came back as departmental choices or rankings. The colleges of Education and Criminal Justice provided feedback on a college-wide basis.

This information was tabulated and presented to the committee (See Attachment B). Each committee member then formulated a personal recommendation after consulting with their respective deans (See Attachment C). The committee met on May 7 and formulated the following recommendations

1. Of the seven options discussed, Options 3 and 7 were clearly deemed to be unacceptable to the faculty.
 - a. Option 7 called for:
 - i. Combining the course options of the "cultural studies" and "literature and philosophy" sub-components of component area IV.
 - ii. This arrangement would reduce the total hours in component area IV to 6 hours.
 - iii. The faculty suggested that our students needed as many cultural studies as possible.
 - iv. Only 3 departments listed this as their top preference, while 10 were in opposition to this alternative.
 - b. Option 3 called for:
 - i. Reducing the science requirement from 8 hours to six hours.
 - ii. Only 1 department listed this as their top preference.

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- iii. There were 12 departments opposed to this option.
2. Option 1 was also not acceptable to the majority of departments.
 - a. Option 1 called for maintaining the current 45-hour core.
 - b. The Colleges of Humanities & Social Sciences, Business Administration, and Education were unanimous in their opposition to this option.
 - c. 68% of the departments expressed opposition to this option.
 - d. Three departments listed this as their top choice.
 - e. The College of Arts and Sciences expressed strong support for this option but will accept whatever decision is made. (See Attachment 3)
3. Option 2 called for removing Kinesiology 215 from the core.
 - a. This would result in the reduction of only one hour from the core.
 - b. Most faculty expressed concern that this would have little impact on our efforts to reduce to the 120-hour degree requirements.
4. Option 4 called for the computer literacy requirement to be reduced to a 1 hour class.
 - a. There was moderate support for this option, but most felt that the course would have to be watered down to be reduced to one hour.
 - b. The reduction to one hour was deemed to be ineffective in terms of teaching anything meaningful or in reducing hours.
5. Option 5 and 6 received the greatest support.
 - a. Option 6 called for the computer literacy requirement to be removed from the core, but added a competency exam.
 - i. 53% of the departments were in favor of this option, whereas 14% were opposed to this idea.
 - ii. It is hard to determine who would be responsible for developing this competency exam. Content and predictive validity would be hard to establish.
 - iii. If this is truly a competency exam, students failing the exam would need to take a remedial class. The state limits the number of remedial classes a student can take at a senior college. Thus, there may be a problem of state funding for these classes.
 - b. Option 5 called for computer science to be dropped from the core.
 - i. 43% of the departments were in favor of this option whereas 14% were opposed to this idea.
 - ii. Although there were fewer departments in favor of this option the opposition was basically the same for options 5 and 6.
 - iii. This is the preferred option with some added conditions.
 - c. Although options 5 and 6 were close, the committee was concerned about the difficulty in creating and updating a competency exam. It was suggested that if either options 5 or 6 was accepted, each department would have to specify how they would address computer literacy within their discipline.
 - i. They may need to introduce computer literacy into various classes within their curricula.
 - ii. They may need to design a specific class with the major that deals with computer literacy.
 - iii. They may need to contract with the department of computer science to design a computer literacy class that would become a major requirement as opposed to a core requirement.
 - iv. It was pointed out that English 164 and 165 are currently demanding that students be proficient in word processing and in evaluating sources on-line.
 - v. It was also pointed out that the TAKS exam currently assesses computer literacy prior to graduation from high school.

Attachment A

Core Curriculum Options

Option 1: Retain our current 45-hour core curriculum (0 hours removed)	
Arguments to Retain Current Core	Arguments to Reduce Current Core
<ul style="list-style-type: none"> • Our current core was designed to be an integrated 45-hour core. • The current core provides greater exposure to classes outside the student's major area. 	<ul style="list-style-type: none"> • The State only requires a 42-hour core. • Reducing the core by 3 hours would be a proportional response to the demand to reduce the total hours by 8.
Option 2: Remove KIN 215 as an institutional option from the core (1 hour removed)	
Arguments to Remove Class	Arguments to Retain Class
<ul style="list-style-type: none"> • Some students say they do not benefit from taking the class. • Does a class with a behavioral goal belong in the core? 	<ul style="list-style-type: none"> • It only removes one hour which is negligible. • Many of our students struggle with weight and health issues. • This is the only core curriculum class offered by the College of Education.
Option 3: Cut two labs from the science requirement (2 hours removed)	
Arguments to Remove Class	Arguments to Retain Class
<ul style="list-style-type: none"> • Some programs already have large science requirements. • There is already a precedent at Texas and Texas A&M to require only 6 hours of science (2 hour lecture and 1 hour lab). 	<ul style="list-style-type: none"> • Many students who are non-science majors need the additional hands-on lab experiences. • The teaching load management in the sciences has been difficult to resolve and this would significantly alter how the workloads are distributed. • Multiple science departments will lose a significant amount of formula funding based on this reduction.
Option 4: Reduce the computer science class to a 1 hour requirement. (2 hours removed)	
Arguments to Remove Class	Arguments to Retain Class
<ul style="list-style-type: none"> • Many of our students are proficient from their high schools. • Technology proficiencies may be integrated into coursework in major. 	<ul style="list-style-type: none"> • Many argue that this is an area of critical need in the world today and our students desperately need it. • See http://www.cs.shsu.edu/indef
Option 5: Remove computer science as an institutional option from the core. (3 hours removed)	
Arguments to Remove Class	Arguments to Retain Class
<ul style="list-style-type: none"> • Many of our students are proficient from their high schools. • Technology proficiencies may be integrated into coursework in major. 	<ul style="list-style-type: none"> • Some students are NOT very proficient and need instruction. • Our students like the CS course. • Computer literacy is a SACS expectation. • The class needs to be upgraded and retained.
Option 6: Remove computer science from the core, but require a competency exam for incoming students. (3 hours removed)	
Arguments to Remove Class	Arguments to Retain Class
<ul style="list-style-type: none"> • Will target only those students who do not possess adequate skills. 	<ul style="list-style-type: none"> • Difficulty establishing and developing a competency exam. • As a remedial class, the resulting computer science class would receive limited state funding.
Option 7: Combine the course options of the "cultural studies" and "literature and philosophy" sub-components of component area IV, reducing the total hours in component area IV to 6. (3 hours removed)	
Arguments to Remove Class	Arguments to Retain Class
<ul style="list-style-type: none"> • Currently we require both a cultural studies class and a class in either literature or philosophy. This would allow students a choice and no courses would be dropped from the core curriculum. 	<ul style="list-style-type: none"> • Many argue that cultural studies is an area of critical need in the world today, and our students desperately need it, particularly in view of changing demographics in Texas.

Appendix B: Departmental Feedback

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| <ol style="list-style-type: none"> 1 Maintain current 45-hour core 2 Remove Kinesiology 215 3 Reduce Science from 8 hours to 6 hours 4 Reduce computer science to a 1-hour requirement 5 Remove computer science from core 6 Remove computer science but require a competency exam 7 Combine Cultural Studies with literature and philosophy. | <ol style="list-style-type: none"> a. Opposed to option b. Not favorite, but acceptable c. Preferred Option |
|--|--|

College	Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7							
ARTS AND SCIENCES	AGR	A	x	A		A	x	A		A		A		A	
		B		B	x	B		B		B	x	B	x	B	x
		C		C		C		C		C		C		C	
	Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7							
	ART	A	2	A	5	A	2	A	3	A	3	A	3	A	6
		B	2	B	2	B	2	B	1	B	2	B	2	B	1
		C	4	C	1	C	4	C	6	C	3	C	5	C	1
	Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7							
	CHEM	A	x	A		A	x	A	x	A		A		A	
		B		B	x	B		B		B		B		B	
		C		C		C		C	x	C	x	C	x	C	x
	Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7							
	COMP SCI	A		A	x	A	x	A	x	A	x	A	x	A	x
		B		B		B		B		B		B		B	
		C	x	C		C		C		C		C		C	
	Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7							
	MATH/STAT	A		A		A		A		A	x	A	x	A	
		B		B		B		B		B		B		B	
C		x	C		C		C		C		C		C		
Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7								
GEO/GEL	A	0	A	3	A	12	A	2	A	4	A	1	A	12	
	B	0	B	6	B	0	B	5	B	6	B	0	B	0	
	C	12	C	3	C	0	C	5	C	2	C	11	C	0	
Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7								
PHYS	A		A		A	x	A		A		A		A		
	B		B		B		B		B		B		B		
	C	x	C		C		C		C		C		C		
Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7								
THR/DNC	A	2	A	2	A	2	A	4	A	8	A	3	A	6	
	B	5	B	3	B	2	B	4	B	1	B	6	B	1	
	C	2	C	4	C	5	C	1	C	0	C	0	C	2	
Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7								
BUSINESS ADMIN	ACC	A	x	A	x	A		A	x	A		A		A	
		B		B		B	x	B		B		B		B	
		C		C		C		C	x	C	x	C	x	C	x
	Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7							
	ECO	A	x	A		A		A	x	A		A		A	
		B		B	x	B	x	B		B	x	B		B	x
		C		C		C		C		C		C	x	C	
	Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7							
	GBA/FIN	A	x	A		A		A	x	A		A		A	
		B		B	x	B	x	B		B		B		B	x
		C		C		C		C		C	x	C	x	C	
	Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7							
MKT/MGT	A	5	A	3	A	4	A	2	A	3	A	2	A	1	
	B	3	B	4	B	4	B	4	B	4	B	2	B	3	
	C	0	C	1	C	0	C	2	C	0	C	4	C	4	
Dept	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7								

CJ	Dept	Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7	
	CJ	rank	points	rank	points	rank	points	rank	points	rank	points	rank	points	rank	points
		3	29	3	29	7	23	1	34	5	28	3	29	6	25
Edu	Dept	Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7	
	EDU	rank		rank		rank		rank		rank		rank		rank	
		7		6		4		2		5		1		3	
HUMANITIES & SOC SCIENCES	Dept	Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7	
	COM. STUDIES	A	x	A		A	x	A		A		A	x	A	x
		B		B	x	B		B		B		B		B	
		C		C		C		C	x	C	x	C		C	
	Dept	Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7	
	ENGLISH	A	x	A		A	x	A		A		A		A	x
		B		B		B		B	x	B		B	x	B	
		C		C		C		C		C	x	C		C	
	Dept	Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7	
	FCS	A	x	A	x	A	x	A		A		A		A	x
		B		B		B		B	x	B		B		B	
		C		C		C		C		C	x	C	x	C	
	Dept	Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7	
	HIST	A	x	A		A		A		A		A		A	x
		B		B	x	B	x	B	x	B		B	x	B	
		C		C		C		C		C	x	C		C	
	Dept	Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7	
	MASS COM	A	x	A		A		A		A		A		A	x
		B		B	x	B	x	B		B		B		B	
		C		C		C		C	x	C	x	C	x	C	
	Dept	Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7	
	POL SCI	A	x	A		A	x	A		A		A		A	x
		B		B	x	B		B		B		B		B	
		C		C		C		C	x	C	x	C	x	C	
	Dept	Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7	
	PSY	A	x	A		A	x	A	x	A		A		A	x
		B		B	x	B		B		B	x	B		B	
		C		C		C		C		C		C	x	C	
Dept	Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7		
SOC	A	x	A		A	x	A		A		A		A	x	
	B		B	x	B		B	x	B	x	B		B		
	C		C		C		C		C		C	x	C		

objectionable
preferred

Overview														
	Maintain current 45-hour core		Remove Kinesiology 215		Reduce Science from 8 hours to 6 hours		Reduce computer science to a 1-hour requirement		Remove computer science from core		Remove computer science but require a competency exam		Combine Cultural Studies with literature and philosophy.	
Opposed to option	15	68%	4	18%	12	55%	7	32%	3	14%	3	14%	10	45%
Not in favor but could accept option.	4	18%	17	77%	9	41%	10	45%	10	45%	7	32%	9	41%
Preferred Option	3	14%	1	5%	1	5%	5	23%	9	41%	12	55%	3	14%

Summary

College Responses to the Ad-Hoc Committee on the 120-Hour Rule Proposals

Option	Result (Hours Removed)	Argument to Change the Core	Argument to Maintain Status Quo	COAS	COBA	COOJ	CHSS	COE (ELSP Only)
Maintain the current 45 hour Core Curriculum	0	<ul style="list-style-type: none"> The State only requires a 42-hour core. Reducing the core by 3 hours would be a proportional response to the demand to reduce the total hours by 8. 	<ul style="list-style-type: none"> Our current core was designed to be an integrated 45-hour core. The current core provides greater exposure to classes outside the student's major area 	OK (indifferent)	NO	OK (indifferent)	NO	
Remove KIN 215 as an institutional option from the core	1	<ul style="list-style-type: none"> Some students say they do not benefit from taking the class. Does a class with a behavioral goal belong in the core? 	<ul style="list-style-type: none"> It only removes one hour, which is negligible. Many of our students struggle with weight and health issues. This is the only core curriculum class offered by the College of Education. 	OK (indifferent)	OK (indifferent)	OK (indifferent)	MAYBE (If combined with an additional reduction. One hour alone is insignificant)	NO
Cut two labs from the science requirement	2	<ul style="list-style-type: none"> Some programs already have large science requirements. There is already a precedent at Texas and Texas A&M to require only 6 hours of science (2 hour lecture and 1 hour lab). 	<ul style="list-style-type: none"> Many students who are non-science majors need the additional hands-on lab experiences. The teaching load management in the sciences has been difficult to resolve and this would significantly alter how the workloads are distributed. Multiple science departments will lose a significant amount of formula funding based on this reduction. 					Consensus seems to exist across college to not reduce science labs

<p>Reduce the computer-science class(es) from requirement</p>	<p>2</p> <ul style="list-style-type: none"> Many of our students are proficient from their high schools Technology proficiencies may be integrated into coursework in major 	<ul style="list-style-type: none"> Many argue that this is an area of critical need in the world today and our students desperately need it. See http://www.tss.state.tx.us/infdef 	<p>MIXED (A consensus among departments was not evident)</p>	<p>NO</p>	<p>#1 CHOICE</p>	<p>OK (acceptable but not 1st choice)</p>
<p>Remove computer science as an institutional option from the core</p>	<p>3</p> <ul style="list-style-type: none"> Many of our students are proficient from their high schools. Technology proficiencies may be integrated 	<ul style="list-style-type: none"> Some students are NOT very proficient and need instruction. Our students like the CS course 	<p>MIXED (A consensus among departments was not evident)</p>	<p>#1 CHOICE</p>	<p>#1 CHOICE</p>	<p>OK (acceptable but not 1st choice)</p>
<p>Remove computer science from the core, but require a competency exam for incoming students</p>	<p>3</p> <ul style="list-style-type: none"> Will target only those students who do not possess adequate skills 	<ul style="list-style-type: none"> Difficulty establishing and developing a competency exam As a remedial class, the science class would receive limited state funding 	<p>MIXED (A consensus among departments was not evident)</p>	<p>OK (acceptable but not 1st choice)</p>	<p>OK (acceptable but not 1st choice)</p>	<p>OK (acceptable but not 1st choice)</p>
<p>Combine the course options of the "cultural studies" and "literature and philosophy" sub-component area IV, reducing the total hours in component area IV to 6</p>	<p>3</p> <ul style="list-style-type: none"> Currently we require both a cultural studies class and a class in either literature or philosophy. This would allow students a choice and no courses would be dropped from the core curriculum. 	<ul style="list-style-type: none"> Many argue that cultural studies is an area of critical need in the world today, and our students desperately need it, particularly in view of changing demographics in Texas. 	<p>Consensus exists among committee members that the responses are extremely polarized across colleges and departments. It is recommended that this option not be utilized due to this fact.</p>			

Attachment C College Feedback

College of Arts and Sciences Summary Analysis

Overview – In making a recommendation regarding changes to the University Core Curriculum to satisfy the legislative mandate to make graduation requirements equal to accreditation standards, it is important to recognize the mandate for what it is – a ‘fast-track’ to graduation. The 120-hour plan allows a clearly directed incoming student to complete a university degree in eight, 15-hour semesters. This model need not be considered the ideal university experience. Nor is it suggested that a degree earned in this manner will best prepare the student for professional success or to find a true calling in life. It merely represents the minimum university education possible to receive a bachelor’s degree. Generally speaking in fact, a current of dissatisfaction at the whole endeavor has run throughout the discussion among faculty and administrators. Moreover, any student who changes majors automatically opts out of this plan, as he will have, by personal decision, stepped off of the ‘fast-track.’

Further, it should be recognized that any change to the core effectively reduces the breadth of education delivered by SHSU. As such, each of the options to change the core represents a blow to the ideal of liberal arts education as it has been embodied here over the years. Regardless of the subject area, the removal of any core requirement diminishes the exposure of the student to faculty members, views, and subject matter that can be of undeterminable future value.

Electives - A major consideration in this discussion has been the issue of elective hours. The concern has been expressed that, in meeting the 120-hour mandate, students should still have elective hours within their degree plans. If we look at this issue from a bottom-up rather than a 128-hours down perspective, we see that this issue need not present major difficulties.

Consider the chart below enumerating typical requirements for degrees offered at SHSU:

	Bachelor of Arts	Bachelor of Science	Bachelor of Fine Arts	Bachelor of Business Administration
University Core Curriculum	45	45	45	45
Major	36	36	61	24
Minor	18	18	0	0
Degree Specific Requirements	14 (FL) 3 (PHL)	12 (Science) + 3 (Math)		40 Business Core (includes some double-dipping in the major)
Subtotal	116	114	106	109
Elective hours	4	6	14	11
Total	120	120	120	120
Or				
Elective hours	12	14	22	19
Total	128	128	128	128

In every case, the degree requirements can be diminished to 120 hours by reducing elective hours without entirely eliminating electives. In addition, students have within each major and many of the core curriculum requirements a number of other elective possibilities.

The committee should also bear in mind that students have up to 150 semester credit hours in which to complete degree requirements before suffering the out-of-state tuition penalty. So, there is available to the student a range of elective exploration of 34 to 44 semester credit hours depending on the ultimate degree earned. Diminishing the core by three hours will have negligible impact on the student’s opportunity to explore options. Remember the student who changes majors steps off of the fast track graduation plan making it virtually impossible to graduate with the minimum 120 semester credit hours.

Territoriality - Even though we would prefer to address this issue in terms of ideal educational goals, there are also very pragmatic concerns. Inherent in these considerations is the sense of territoriality in various content areas. If any reduction in the core is proposed, the subject area that delivers it has an immediate survival concern. These concerns can have profound impact on the mission and operations of the units involved as well as the morale of the people whose professional lives are invested in these areas. These concerns are not trivial.

Of course, most important to the College of Arts and Sciences in this regard is the issue of the Computer Literacy requirement. Surveys of the colleges, departments, and faculty make it clear that the wind is blowing against this requirement. This discussion has been dominated largely by anecdotal evidence.

The Computer Science Department refers to internal studies verifying the efficacy of the CS 133 course. Other outside research indicates that, while Millennial Generation students have been raised with greater exposure to computer technology, they are not necessarily computer literate.

In favor of eliminating the requirement has been a general assertion that students at SHSU do not consider the course to be useful and that students coming into the university in 2007 enter with much greater computer literacy than those who matriculated 10-15 years ago, so the current requirement is no longer relevant. None of this argument has been verified by documented research.

Academically speaking, it would be most legitimate to conduct a comprehensive learning-outcomes-based assessment of the course measuring its efficacy with regard to teaching students at SHSU the skills that the university community as a whole feels would be of greatest benefit to their general education.

Recommendation – With all of this in mind, it is our recommendation that the core curriculum remain unchanged. We would consider it a mistake to make a change in the core given the considerations outlined in this paper. Having said this, we understand that the will of the committee may flow in another direction. Should this happen, the College of Arts and Sciences will not contest the final consensus of the committee.

College of Business Administration:

Option: Retain current 45 Hour Core (0 hours removed):

- The entire reduction should not come from majors and non-core requirements.
- The full eight hours should not be removed from the areas identified as college core and/or degree specific.

Option: Remove KIN215 as an institutional option from the core

- Accomplishes too little.

Option: Cut two labs from the science requirement (2 hours removed)

- Cut only the lab hours but still have labs. Have course as a three hour but require associated lab.

Option: Reduce the computer science class to a 1 hour requirement (2 hours removed)

- Accomplishes too little.

Option: Remove computer science as an institutional option from the core (3 hours removed)

- Preferred alternative.
- All disciplines should be incorporating specific applications: Word processing for Humanities, Spreadsheets for Business, etc.
- The vast majority of our students do not need a computer literacy course. Instead almost all disciplines need specific applications programming.

Option: Remove computer science from the core, but require a competency exam for incoming students (3 hours removed)

- Preferred alternative.

Option: Combine the course options of the "cultural studies" and the "literature and philosophy" subcomponents of component area IV, reducing the total hours in component area IV to 6 (3 hours removed)

- Students will still take six hours in the area. Let them choose.

College of Criminal Justice

- Although Option 5 was their preferred option, they could live with any of the seven options.

There was also a preference for being able to create a computer science class that specifically addresses the needs of CJ Students.

College of Education

- There was a clear cut preference to reduce the core from 45 to 42 hours.
- Since NCATE already requires technology integration and there is a course in education for this purpose, removing computer literacy from the core is an acceptable option.

College of Humanities and Social Sciences

The data for the five colleges presented a clear preference for altering the computer science component of the core. Less than 14% of the departments polled have an objection to the removal of the computer science class. 67% of the departments recognize that leaving the core at 45 hours is undesirable. 57% have serious objections toward reducing the science labs (many of these departments in CHSS), and 48% find combining the cultural studies with literature and philosophy objectionable. The vast majority of faculty across disciplines after carefully examining the core believes that the computer science requirement should be altered. After analyzing the data received from the departments across the five colleges, I believe that we should consider the following options in preferred order:

OPTION 1: Remove computer science as an institutional option from the core. (Preferred Option)

Rationale: Computer literacy should be addressed in each discipline as most other universities do.

Faculty stated that each department addresses computer literacy in the classes for majors.

Computer literacy is addressed in high school and is included in the TAKS evaluation for graduating students.

The computer class as it now stands does not address the needs of our students.

Most of our students come to the University with basic computer literacy. Computer skills above basic literacy need to be tied to the discipline.

Students need discipline-specific computer applications in their education.

OPTION 2: Remove computer science from the core but require a competency exam for incoming students.

Rationale: The same arguments as above apply, but this option allows the University to have an easy assessment of computer literacy for THECB and SACS.

On the other hand, finding an exam that is appropriately computer literacy and not the beginnings of computer science will be difficult. It would be interesting to randomly pick 50 graduating seniors not from computer science backgrounds and test them to see what has been an acceptable level of computer literacy for our graduates currently.

The difficulty of administering and grading a competency exam makes this option less attractive when we think of implementing it.

OPTION 3: Reduce the computer science class to a one hour requirement.

Rationale: The same arguments for Option 1 apply, but this option rids the University of the problem of administering a literacy exam.

This option provides a class that is perhaps really not academically rigorous enough for a University curriculum.

All other options are either providing so little benefit (cutting only 1 hour) or are too polarizing for the faculty. Faculty members examined the core curriculum closely and have found the other options detrimental to the general education Sam Houston State University wishes to provide for its students.