Resolution on the Committee for the Core Curriculum
Approved by the Faculty Senate: 5 September 2014

A Committee for the Core Curriculum is established by the Faculty Senate, pursuant to the action of the Board of Trustees making the Faculty Senate responsible for matters of “Core Curriculum,” to ensure that the goals of the Core Curriculum are achieved and that guidelines established by the Faculty Senate are observed. The Committee for the Core Curriculum is an extension of the Faculty Senate and is responsible for implementing, monitoring and assessing the core curriculum, including specifying courses and learning goals in consultation with appropriate departments. Administration of the Core Curriculum, on the other hand, continues to be the responsibility of the Vice President for Academic Affairs and the academic deans. The Committee for the Core Curriculum is thus accountable to the Faculty Senate and works in cooperation with the Vice President for Academic Affairs, the Dean of the College of Arts and Sciences, the Dean of the Richard J. Wehle School of Business, and the Dean of the School of Education and Human Services.

I. Purpose
The primary function of the Committee for the Core Curriculum is to make certain that the intentions of the Faculty Senate regarding the Core Curriculum are carried out. Its primary responsibilities will be: 1) To establish specific objectives in keeping with the general learning goals of the core, 2) to approve courses meeting these goals, 3) to assess achievement of the learning goals and report results of assessment to departments and programs. The Committee’s specific functions are:

A. In cooperation with relevant departments, to establish, monitor and provide feedback about how core learning goals are expressed in the foundation courses as follows:

1. Determine the course description and establish learning goals for the foundation courses. To facilitate this process, the Committee may establish working groups for each of the courses, consisting of representatives of the CCC, the library, groups that address writing in the core curriculum, and relevant departments and programs.

2. Approve or reject proposals for First Year Seminar (FYS101) courses.

3. Closely monitor FYS101 and Writing about Literature (ENG101) sections (with the assistance of appropriate departments and programs), to ensure that courses provide appropriate writing instruction and that instructors receive proper training and support.

4. To use evidence of student learning gathered by departments as part of program assessment in order to understand and to report to the Faculty Senate how core learning goals are being met.

B. In cooperation with relevant departments, to establish, monitor and provide feedback about how core learning goals are expressed in fields of knowledge as follows:

1. Establish general learning goals for the fields of knowledge.

2. Determine the appropriateness of courses that fall outside or cross the boundaries of principal department(s) within any field.

3. Work with departments concerning how they will direct students, especially non-majors, to the courses where these learning goals are likely to be met.
4. To use evidence of student learning gathered by departments as part of program assessment in order to understand and to report to the Faculty Senate how core learning goals are being met.

C. In cooperation with relevant departments, to establish, monitor and provide feedback about how core learning goals are expressed in the cross-disciplinary knowledge and skill requirements as follows:

1. To facilitate the process of defining requirements, the Committee may establish working groups consisting of members of the CCC and members of relevant departments and programs.
2. Establish learning goals for each requirement.
3. Approve and review courses that satisfy the requirements.
4. To use evidence of student learning gathered by departments as part of program assessment in order to understand and to report to the Faculty Senate how core learning goals are being met.

D. In cooperation with relevant departments, to establish, monitor and provide feedback about how core learning goals are expressed in capstone courses as follows:

1. Establish general learning goals for capstone courses.
2. Approve or reject courses seeking capstone status.
3. To use evidence of student learning gathered by departments as part of program assessment in order to understand and to report to the Faculty Senate how core learning goals are being met.

E. To assist relevant groups of faculty in developing solutions if assessment shows that learning goals have not been achieved in courses offered as fulfillment of the foundation, fields of knowledge, cross-disciplinary knowledge and skill requirements, or capstone courses.

F. To broaden discussion about potential solutions to include department chairs, deans, and the Vice President for Academic Affairs as necessary to enhance the delivery and achievement of core learning goals.

G. To report to the Faculty Senate, at every stage, on the process and the results of assessment, and on changes recommended or adopted as a response to assessment.

H. To prepare and publish guidelines to be followed by faculty members and departments in developing and proposing foundation courses, courses meeting the knowledge and skill requirements, and capstone courses.

I. To publish the results of all Committee decisions and substantive actions relating to the Core Curriculum.

J. To submit an annual written report on the status of the Core Curriculum to the Faculty Senate and Vice President for Academic Affairs. That report will include a review of the Committee’s decisions and activities, a description of problems that need to be addressed, and recommendations thereon.
II. Membership

The Committee for the Core Curriculum will be composed of the following members:

A. The Director of the Core Curriculum, who will serve as chair of the Committee for the Core Curriculum and will vote only in the case of ties.

The Director, who will be selected from the tenured faculty, will be appointed to a three-year term by the Vice President for Academic Affairs. The Senate will solicit applications from interested faculty members and will select a nominee for the position. If the nominee is rejected by the Academic Vice President, the Senate shall present a second nominee for consideration, continuing until a mutually agreeable candidate is chosen.

The Director’s responsibilities include setting the agenda for the work of the committee; establishing working groups as liaisons with departments and offices, and monitoring and reporting the progress of working groups. The Director will coordinate with Associate Deans, the Dean of Records and Registrar, and relevant others concerning the numbers and kinds of core courses required each semester. The Director of the Core Curriculum will receive a reduced teaching load in return for his or her services.

In the event that the Director/Chair is not a member of the Senate, said Chair will become a non-voting ex officio member of the Senate.

The Director shall report to the Senate at its regular meetings, in person or by proxy. The report will summarize the activities of and issues before the Committee.

The Director will be an ex-officio, advisory member of the Educational Policy Committee.

For purposes of the interpretation of documents, the terms “Director of the Core Curriculum,” “Chair of the Core Curriculum Committee,” and “Chair of the Committee for Core Learning Outcomes” shall be considered synonymous. Thus the Director/Chair will hold all ex-officio positions formerly assigned to the “Chair of the Core Curriculum Committee” or to the “Chair of the CCLO.” Future documents shall refer to “the Director of the Core Curriculum.”

B. The Faculty Senate may nominate a co-director or an associate director of the Core who will be appointed according to the same procedures as the director of the Core Curriculum and whose responsibilities will be determined in consultation with the core director and the Academic Vice President.

C. Seven faculty members will be elected to three-year, staggered terms by the faculty as a whole. Faculty members with at least three years of full-time teaching experience at Canisius are eligible to run for election to the Committee. The chief qualification for election to the Committee for the Core Curriculum is advocacy of the core, and faculty members of the Committee for the Core Curriculum are not to be regarded as representatives of departmental interests or as representatives of the specific area of the core in which they may teach.

1. Candidates are to be nominated by their departments. Nominations at large may also be made by submitting to the Secretary of the Senate a nominating petition subscribed to by twenty-five or more full-time faculty members. The list
of candidates is to be approved by the Faculty Senate, and elections will be administered by the teller of the Faculty Senate in accordance with the general procedures that govern the election of Faculty Senators.

2. No more than one member of any department may serve as a voting member on the Committee at one time. More than one member of a department may be a candidate for the Committee, with the proviso that only the candidate receiving the most votes may be elected.

3. At least three members will come from the College of Arts and Sciences, with at least one from the humanities, one from the social sciences, and one from natural science or mathematics. At least one member of the Committee but no more than two should come from the Richard J. Wehle School of Business. At least one, but no more than two, should come from the School of Education and Human Services.

4. The method for filling vacancies shall be the following. If a voting member is absent for a full year or more, a new election shall be held to replace that individual. If the vacancy is for less than one year, the Executive Committee of the Faculty Senate shall appoint a replacement upon the recommendation of the Core Director.

D. The Dean of Arts and Sciences, Dean of Education and Human Services, and the Dean of the Richard J. Wehle School of Business, or their designated representatives, as ex-officio, advisory members.

E. The Chair of the Educational Policy Committee (EPC) or a delegate from the EPC as an ex-officio, advisory member.

F. The Director of the library or a designated representative as an ex-officio, advisory member.

G. The Director of First Year Writing is an ex officio advisory member.

H. Two student members, who will be advisory, to be appointed by the President of the Student Government with approval of the Student Senate.

III. Relationship of the CCC to the EPC and the Faculty Senate:

To resolve ambiguities in various core documents relating to the relationship between the Faculty Senate, Educational Policy Committee, and the Core Curriculum Committee and the respective responsibilities of these three bodies, the Faculty Senate endorsed the following procedures for disposing of business related to its responsibilities as trustee of the Canisius College Core Curriculum at its meeting on December 6, 2013:

All action items related to the Core Curriculum fall into one of three categories:

1) Action items that require Senate and EPC approval: This category includes all items that pertain to the interpretation of the language of the Core Curriculum
and to the assessment of the student learning in the Core Curriculum. Specifically included in this category are the Goals and Objectives for the different components of the Core Curriculum and policies and procedures related to Core assessment. These items will be sent by the CCC to the chair of the Senate, who will automatically refer them to the chair of the EPC without waiting for the next meeting of the Faculty Senate to do this. The chair of the EPC will then call a meeting of the EPC and report back to the Senate on these items at the earliest possible opportunity.

2) Action items that benefit from EPC review but do not require Senate approval:
   This category includes all items on which the CCC requests input from the EPC but do not materially affect the way in which the language the Core Curriculum is interpreted or pertain to the policies and procedures of Core assessment. An example of such items would be the statements that the CCC has posted on the Core website on Information Literacy and Writing in the Core Curriculum.

3) Action items that remain within the purview of the CCC: This category includes items like the approval and decertification of courses for Core credit, the developments of the templates for the approval of courses for the Core Curriculum, and statements about the status and progress of the Core.

4) In the event that there are differences between the CCC and EPC that cannot be resolved through negotiation, these will be referred to the Faculty Senate for its adjudication.

In the event of inconsistencies and/or contradictions between this document and other documents that pertain to the Core Curriculum, this document supersedes the “Resolution on the Core Curriculum Committee” of May 1, 2009 but not those provisions of the Senate Constitution that pertain to the Core Curriculum, the Core Curriculum Committee, or the Educational Policy Committee of the Faculty Senate.

IV. This document takes effect upon approval by the Faculty Senate by a 60% majority of Senators in attendance. It supersedes the “Resolution on the Committee for the Core Curriculum that was approved by the Faculty Senate on November 2, 2007, and subsequently amended by the Faculty Senate on March 7, 2008, and May 1, 2009. As the institution that established the Core Curriculum Committee, the Faculty Senate reserves the right to amend this document in accordance with the Constitution of the Faculty Senate. The Faculty Senate may, if it so chooses, reconstitute the Core Curriculum Committee as it sees fit, including the allocation of seats on the Core Curriculum Committee, the definition of who is entitled to vote on issues pertaining to the Core Curriculum, and the determination of how members of the Committee are to be chosen. Once approved, this document can be amended or suspended only by a 60% majority vote in the Faculty Senate.