New Core Curriculum  
Senate Approval: March 23, 2007  
AVP Affirmation: April 11, 2007

I. Core Curriculum Mission and Structure  
A. Mission  
In the spirit of our mission as an American Catholic Jesuit University, our core curriculum is:
- Founded in the liberal arts tradition, within the ideal of academic excellence ever working toward the discovery and communication of truth
- Expressive of teaching toward a sense of responsibility to use one’s gifts for the service of others and the benefit of society as part of the Jesuit mission of the service of faith and the promotion of justice

So that we might attend to cura personalis for all of our students and thus prepare them to be men and women for others who strive continually for something more (Magis), the core curriculum stipulates both distribution in the liberal arts tradition and cross-disciplinary attributes representing the knowledge, attitudes, and skills we hope to foster in them.

In general, the goals for the core curriculum are to provide:
1. A breadth of knowledge in the liberal arts toward development of reflection and judgment
2. A focused awareness of the human condition as marked by both cooperation and conflict to which educated people of good will and good spirit bring both thoughtfulness and understanding
3. A foundation of skills that enables students to turn their knowledge and understanding into academic productivity and a sense of social responsibility

B. Structure: four parts comprise the basic structure of the core:
1. Foundation Courses
Common preparation for students. The purpose of the foundation courses includes basic instruction in writing, attention to the process of critical thinking, development of basic information literacy, and basic understanding of the importance of studying religion and philosophy within the Catholic and Jesuit tradition of education. The Foundation Courses are:
   a. FYS 101 Explorations of Academic Writing: Special Topics: A course emphasizing the production of academic writing through critical analysis of challenging texts. Topics will be drawn from a wide range of academic disciplines. Stress on writing to enhance learning, finding and evaluating information, practicing academic integrity, negotiating the process of revision, and using correct grammar and syntax.
   b. ENG 101 Writing about Literature: Strategies for reading and writing about literature (poetry, drama, fiction, literary essays). Emphasis on understanding and interpreting primary texts, rather than reading criticism. Intensive attention to writing, including the development and organization of interpretive essays, as well as the use and evaluation of sources.
   c. PHI 101 Introduction to Philosophy: A thoughtful examination of several representative philosophical issues with an emphasis on logical and critical analysis of claims and arguments proposed by classical and modern philosophers, including some in the Catholic philosophical tradition.
   d. RST 101 Introduction to Religious Studies and Theology: An academic introduction to the nature and role of religion in human life and society, including the Jesuit and Catholic traditions as well as other world religions.

2. Fields of Knowledge
Broad exposure to the tradition of the liberal arts. The tradition of the liberal arts is an invitation to recognize the multiple ways that natural and social phenomena have been
studied and categorized. Courses in the liberal arts encourage students to reflect about their inner lives, to consider how attention to the life of the mind bears upon reality, to discern the human relationship to the natural world and to social institutions. The Fields of Knowledge are:

a. Field 1 Religious Studies and Theology
   One course that enables students to gain a clearer understanding of the role which religion plays in human life through a careful and systematic examination of religious ideas, institutions, values, or patterns of belief and practice.

b. Field 2 Philosophy
   One course that helps students to understand, articulate, and evaluate the values, principles, and assumptions on which individual and social decisions rest.

c. Field 3 Arts
   One course that enables students to understand the aesthetic dimension of creative work in the fine arts and/or literature and to articulate how that creative work mirrors and shapes human experience.

d. Field 4 History
   One course that enables students to understand how historians use evidence to study the recorded past, to situate events, artifacts, and experiences in their historical context, and to analyze the process of change over time.

e. Field 5 Social Sciences
   One course that enables students to explain, interpret, and critically analyze human behavior and social structures from the perspective of the social science through which the course is offered.

f. Field 6 Natural Sciences
   One course that enables students to explain, interpret, and critically analyze the natural world using the scientific method from the perspective of the natural science through which the course is offered.

g. Field 7 Mathematical Sciences
   One course that enables students to reason quantitatively, abstractly, or computationally about the world using the symbol systems rooted in quantitative measures, logical analysis, and/or algorithms to solve practical problems.

3. Cross-disciplinary Knowledge and Skill Requirements
Attributes derive from recognition that some issues, central to the Catholic and Jesuit tradition of education and necessary for preparing students for the modern world, cross disciplines and divisions. These requirements are:

Knowledges:

a. Justice: One course that develops an understanding of the nature of justice, including the tension between justice and power, as well as the causes of injustice. Focus will be upon the promotion of justice.

b. Ethics: One course that develops an understanding of personal action, the good in terms of human agency, happiness, and living a worthwhile life. Focus will be upon moral issues, living well, and the frameworks that make living well intelligible, both personally and professionally.
c. Diversity: One course that develops an understanding of the multicultural character of the United States. Focus will be upon attentiveness to cultural differences within the United States in many areas of human life.

d. Global Awareness: One course that develops an understanding of geographic regions other than the United States. Focus will be upon the histories, cultures, and/or political systems of countries across the globe.

Skills:

e. Writing intensive: One course with significant emphasis on using writing as a way to learn course material. Development of students’ writing abilities will be a main focus of courses so designated. Students will engage in the process of drafting, re-writing, and editing with extensive commentary and assistance of instructors, producing compositions that are better developed, better organized, and more stylistically sophisticated than in FYS 101 and ENG 101.

f. Oral Communication: One course with significant emphasis on enhancing students’ abilities to communicate effectively and appropriately in a range of contexts. Students will practice their skills at both sending and receiving messages. Assignments and activities might include: presentations, public speaking, debates, interviewing, group/team projects, and mock trials.

4. Capstone
One course that enables students to reflect upon the goals of the core curriculum and to develop leadership and a sense of the value of public service.

II. Procedures, Goals, and Implementation
In passing the core curriculum, the Senate empowers the CCC to set up the norms and procedures for establishing, monitoring, and assessing the core, including specifying courses and learning goals, in consultation with appropriate departments and offices.

A. Specification of the core is as follows:

1. Foundation Courses:
   a. Because the foundation courses provide a base of knowledge and skills relevant to the entire academic experience at Canisius, it is recommended that students take these courses as early as possible.
   b. Because FYS 101 and ENG 101 are both writing intensive, it is recommended that they be taken in two consecutive semesters as early as possible. Because FYS 101 is a more general course than ENG101, it is recommended that FYS 101 be taken before ENG 101.

2. Fields of Knowledge:
   a. Students are required to complete one course in each of the Fields of Knowledge.
   b. Majoring in one of these fields fulfills the distribution requirement in that field.
   c. Ancillary courses required in a major fulfill requirements in that field.
   d. Courses fulfilling the requirement in Field 1 Religious Studies and Theology come primarily from the department of Religious Studies and Theology, but some approved courses offered in other departments will fulfill this requirement as well.
   e. Courses fulfilling the requirement in Field 2 Philosophy come primarily from the department of Philosophy, but some approved courses offered in other departments will fulfill this requirement as well.
f. Courses fulfilling the requirement in Field 3 Arts come primarily from the departments of Fine Arts, English, Classics, and Modern Languages, but some approved courses offered in other departments will fulfill this requirement as well.
g. Courses fulfilling the requirement in Field 4 History come primarily from the department of History, but some approved courses offered in other departments will fulfill this requirement as well.
h. Courses fulfilling the requirement in Field 5 Social Sciences come primarily from the departments of Psychology; Sociology, Anthropology, and Criminal Justice; Political Science; Economics; Communication Studies; and Linguistics; but some approved courses offered in other departments will fulfill this requirement as well.
i. Courses fulfilling the requirement in Field 6 Natural Sciences come primarily from the departments of Biology, Chemistry, and Physics, but some approved courses offered in other departments will fulfill this requirement as well.
j. Courses fulfilling the requirement in Field 7 Mathematical Sciences come primarily from the departments of Computer Science and Mathematics and Statistics, but some approved courses offered in other departments will fulfill this requirement as well.

3. Cross-disciplinary Knowledge and Skill Requirements (Attributes):
   a. Attributes are required experiences and skills that are fulfilled by completion of courses within or outside of a student’s major which have been approved for the attribute.
   b. The foundation and capstone courses do not fulfill these requirements.
   c. One course may carry two attributes where one is a knowledge attribute and one is a skill attribute.
   d. All students entering the college as first year students are expected to complete attributes through Canisius courses.

4. Capstone
   a. Overlap between a core capstone and a major capstone is permitted as long as core learning goals are met.
   b. Capstone courses do not carry attributes.

B. Learning Goals are as follows:
Through completion of the core curriculum, students at Canisius will be able, among other goals, to:
1. Demonstrate a basic understanding of the influence of the Jesuit and Catholic tradition (primarily through courses in philosophy and religious studies and theology)
2. Demonstrate breadth of knowledge in the subjects traditionally defined as the liberal arts (through Fields of Knowledge)
3. Demonstrate awareness and understanding of a need for just and ethical action in the world (through “Justice” and “Ethics” requirements)
4. Demonstrate awareness and understanding of the value and challenge of cultural and global difference (through “Diversity” and “Global Awareness” requirements)
5. Demonstrate basic skills in writing and oral communication (through FYS 101 and ENG 101, and writing intensive and oral communication attributes)
6. Demonstrate basic skills in finding, processing, and using information in a variety of forms (through Foundation Courses)
7. Demonstrate basic skills in analyzing and representing ideas (through Foundation Courses)
8. Demonstrate a cumulative understanding of the core curriculum and its impact on learning