

**Senate Resolutions on the Core Curriculum, November 2, 2007-
September 5, 2014**

Resolution of November 2, 2007, on the Committee for the Core Curriculum

This resolution stipulated that the seven faculty members of the Core Curriculum should be elected by the faculty at large in staggered elections as opposed to being appointed to the Core Curriculum by the Faculty Senate. For the full text of this resolution, see the attachment to minutes of the meeting of the Faculty Senate on November 2, 2007. This resolution was subsequently incorporated into the “Resolution on the Committee of the Core Committee.”

Resolution of November 7, 2008, on Seat Counts for FYS 101 and ENG 101

Therefore, be it resolved that the Faculty Senate requires a seat limit of 18 students for all FYS 101 and ENG 101 sections.

Resolution of March 6, 2009, on FYS Courses:

No FYS section may be counted towards satisfaction of major or minor requirements.

Resolution of May 18, 2009, on the Cooperation in the Implementation of the Core Curriculum:

The Faculty Senate recommends that the executive committee of the Faculty Senate or its designates, the Director of the Core Curriculum, and the Academic Vice President meet regularly to discuss progress on implementing the Core.

Resolution of September 11, 2009, on the Functions and Responsibilities of the Director of the Core:

Resolved that the Canisius College Faculty Senate recommend to the Academic Vice President and Core Curriculum Committee that in activities related to the administration of the Core Curriculum during the 2009-2010 academic year the Director of the Core will assume functions and responsibilities comparable to those exercised by a departmental chair.

Resolution of September 11, 2009, on the Functions and Responsibilities of the Director of the Core:

Resolved that the Canisius College Faculty Senate recommend to the Academic Vice President and Core Curriculum Committee that in activities related to the administration of the Core Curriculum during the 2009-2010 academic year the Director of the Core will assume functions and responsibilities comparable to those exercised by a departmental chair.

Resolution of September 11, 2009, on Seat Count for Advanced Intensive Writing and Oral Communication Courses in the Core Curriculum:

Resolved that the Canisius College Faculty Senate recommend to the Academic Vice President and Core Curriculum Committee that the seat count in courses that have been approved for Advanced Writing Intensive be capped at 18 and in courses that have been approved for Oral Communication at 20. The Core Curriculum Committee may approve courses for which a Department has requested a different official seat count. At the same time, individual instructors may exercise their own discretion in allowing students into their classes over and above the official seat limit.

Resolution on September 11, 2009, on Retroactive Approval for Field and Attributes
(superseded by the Resolution of December 4, 2009):

Resolved that the Canisius College Faculty Senate recommend to the Academic Vice President and Core Curriculum Committee that courses approved for field or attribute credit in 2009-2010 and 2010-2011 may be applied retroactively for students who are currently taking the courses. Departments may also petition the Core Curriculum Committee to have credit awarded retroactively for courses that were already meeting the goals of the new core.

Resolution of September 11, 2009, on Core Assessment and Implementation:

Resolved that the Canisius College Faculty Senate emphasize to the Core Curriculum Committee 1) that the primary focus of the current year's work should be the solicitation and approval of courses for attribute credit and the development of a core capstone course, and 2) that work on assessment during the current academic year should focus on the development and implementation of a pilot plan for the assessment of student learning in writing and information literacy in FYS 101.

Resolution of October 16, 2009, on Transfer Students and the Core Curriculum:

Resolved that the Canisius College Faculty Senate require that, for all transfer students, no core attributes be transferred from other institutions and thus that all core attributes be completed in Canisius College core approved courses. Exceptions to this policy must be approved by the relevant Associate Dean.

Resolution of October 16, 2009, on Online Courses and the Core Curriculum:

Resolved that the Canisius College Faculty Senate require that all online courses that carry core attributes, and all online versions of the Foundation courses, be vetted through the appropriate department and then approved by the Core Curriculum Committee over and above the CCC's approval of the traditional classroom based version of those courses.

Resolution on December 4, 2009, on Retroactive Approval for Field and Attributes
(supersedes the resolution of September 11, 2009):

- 1) that all courses that are submitted to the Core Curriculum Committee by February 1, 2010, and subsequently approved for field and/or attribute credit be retroactive back to Fall 2008 for all students who have previously or are currently taking those courses,
- 2) that for all subsequent semesters existing courses will not be awarded retroactive credit back to Fall 2008 except by special approval of the Core Curriculum Committee.

Resolution of March 5, 2010, on Transfer Students and the Core Curriculum:

Resolved that the Canisius College Faculty Senate recommend to the Academic Vice President and Core Curriculum Committee

- 1) that all transfer students shall satisfy field requirements and the attribute requirements of diversity, global awareness, oral, and writing, in the Canisius College Core Curriculum with the exception of the justice and ethics attributes either by taking courses at Canisius that have been designated as such or by transferring courses that have been designated as satisfying those requirements in articulation agreements with individual community colleges;
- 2) that all transfer students shall satisfy the justice and ethics requirements by taking courses with those attributes at Canisius, with exceptions granted at the discretion of the associate deans;
- 3) that all transfer students, including those currently enrolled at Canisius, shall be required to take the Core Capstone course only at such time that the Academic Vice President, acting in consultation with the Faculty Senate, announces that this requirement will be in effect for incoming transfer students;
- 4) that the Faculty Senate reserves for itself and its designates the right to review individual articulation agreements and those courses that have been designated as equivalences for courses in the Canisius College Core Curriculum;
- 5) that the Core Director and the chair of the Educational Policy Committee or their designates are to work with the Transfer Council and the administration to reconcile the integrity of the core with the needs of transfer students;
- 6) that the Core Director and the Core Curriculum Committee work with all departments, but particularly where there is concern that transfer students may not be able to complete all core and major requirements in two years, to develop ways for connecting major courses to the core curriculum attributes in order to help transfer students complete all requirements for graduation in a timely fashion.

Resolution of May 7, 2010 (Introduced April 16, 2010) on Public Service vs. Goals in the Core Curriculum:

Be it resolved that the Faculty Senate change the sentence “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” to “One course that enables students to reflect upon the goals of the core curriculum.”

Resolution of February 11, 2011, on Seniors and the Core Capstone:

The Senate officially approves the CCC's decision that all students for the class of 2012 be required to take a core capstone course, but may do so without having completed all the other requirements of the core first.

Resolution of March 11, 2011, on Study Abroad and the Core

The Faculty Senate recommends that students be allowed to satisfy core requirements with courses taken during study abroad at the discretion of the Associate Deans.

Resolution of December 9, 2011, on the Assessment of Student Learning in the Core Curriculum:

Before any plan for the assessment of student learning outcomes in the Core Curriculum can take effect, it must be approved by the Faculty Senate.

Resolution of February 3, 2012, on Increasing the Seat Count in Core Courses:

Be it resolved that the Faculty Senate agrees to increase the seat count for the 2012-2013 academic year for all classes with 30 or fewer students by ten percent, including courses in the Core Curriculum and the All-College Honors Program. This also applies to FYS 101, ENG 101, RST 101, PHI 101, the core capstone and courses that carry the Intensive Writing and Oral Communication attributes. Exempt from this recommendation are ENG 100 and courses where space is limited by the number of laboratory or computer stations or licenses available for classroom instruction.

Resolution of April 13, 2012, on Faculty Senate Resolution on “Core Curriculum at Canisius College: A Fundamental Constituent of Ignatian Education”

The Faculty Senate commends Professor George Boger for the time and energy that went into preparation of the document, “Core Curriculum at Canisius College: A Fundamental Constituent of Ignatian Education.” It is important, however, to remember that the only document that is currently in effect for the Canisius College Core Curriculum is the “New Core Curriculum” approved by the faculty senate on March 23, 2007, and affirmed by Vice President for Academic Affairs Herbert Nelson on April 11, 2007. The “Constitution of the Core Curriculum FS Resolution 2009” with descriptions and student learning objectives reproduced on pages 49-58 in the 2012 Core Curriculum document was never brought before the Senate and never approved by the Senate and therefore lacks standing in the eyes of the Senate. The “Resolution on the Committee for the Core Curriculum” that the Faculty Senate approved in the spring of 2009 pertained only to the composition and voting rights of the Core Curriculum Committee and did not address the substance of the Core Curriculum.

The Educational Policy Committee points out for the official record that there are major discrepancies between the core curriculum document approved by the Senate on March 23, 2007, and the 2012 Core Curriculum document prepared by Professor Boger when it comes to describing components of the core curriculum. This is particularly true of the attributes of Ethics, Global Awareness and Justice, where the description of the attributes on pages 116, 122, and 129 of the 2012 Core Curriculum document deviates substantially and materially from the core curriculum document of March 23, 2007. Similarly, the goals and objectives for the diversity attribute on page 112 of the 2012 Core Curriculum document deviates substantially from the description of this attribute in the core curriculum document of March 23, 2007. In all cases, but particularly in the cases of Global Awareness and Justice, the description of these attributes in the 2012 document goes far beyond the language of the core document approved by the Senate in March 2007.

The Educational Policy Committee affirms that in light of the discrepancies between the Senate document of March 2007 and the 2012 Core Curriculum document that none of the language used to describe the knowledge attributes in the latter can be used as the basis for the assessment of student learning in the Core Curriculum. Nor can the descriptions of the fields and knowledge attributes in the 2012 document be used as criteria for determining the suitability of individual courses for inclusion as field or attribute courses in the Core Curriculum. **In such cases as these, the Senate document of March 23, 2007, is the only document that has standing. The language of that document must be used as the basis for the assessment of student learning in the Core Curriculum and in determining whether or not a particular course is suitable for inclusion in the Core Curriculum.**

Resolution of October 12, 2012, on the Assessment of Student Learning in the Core Curriculum:

The Faculty Senate has reviewed the Strategic Plan for the Assessment of Student Learning in the Core Curriculum and approves its general outlines for core assessment with the understanding that details of the plan may very well have to be modified in the course of its implementation.

Resolution of February 1, 2013, on the Seat Count in Core Courses:

Be it resolved that the Faculty Senate agrees to increase the seat count for the 2013-2014 academic year for all classes with 30 or fewer students by ten percent, including courses in the Core Curriculum and the All-College Honors Program. This also applies to FYS 101, ENG 101, RST 101, PHI 101, the core capstone and courses that carry the Intensive Writing and Oral Communication attributes. Exempt from this recommendation are ENG 100 and courses where space is limited by the number of laboratory or computer stations or licenses available for classroom instruction. In implementing this resolution, the administration will use the seat counts from 2011-2012 as the base for computing the seat counts for 2013-14.

Resolution of February 1, 2013, on Information Literacy:

In so far as Information Literacy is an institutional learning goal of Canisius College and that it is therefore assumed that all students will develop informational literacy skills within and specific to the major course of study, and in so far as explicit core responsibility for the development of student information literacy skills ends with the four foundation courses and therefore rests with the individual departments and programs, the Faculty Senate therefore resolves that the Academic Vice President and the Deans of the College of Arts and Sciences, the Wehle School of Business, and the School of Education and Human Services ask the chairs and directors of their respective major programs to identify the courses in those majors where information literacy skills are being taught, reinforced, and assessed and that this information be reported to the Core Curriculum Committee by March 1, 2013.

Resolution of March 8, 2013, on the Core Directorship:

The Faculty Senate recommends that the Academic Vice President appoint Patrick Lynch, S.J., to a three-year term as Director of the Core Curriculum and further that Larry Jones be appointed as Co-Director of the Core Curriculum for the fall of 2013 with the possibility of renewal for the spring of 2014 subject to approval by the Faculty Senate, the Academic Vice President, and Father Lynch.

Resolution of November 1, 2013, on the Core Directorship:

The Faculty Senate recommends that the Academic Vice President appoint Larry Jones to continue as Co-Director of the Core Curriculum for the spring of 2014.

Resolution of December 6, 2013, on Relations between the Faculty Senate, the Core Curriculum Committee, and the Educational Policy Committee:

In order 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 endorses the following procedures for disposing of business related to its responsibilities as trustee of the Canisius College Core Curriculum.

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 of 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 March 2009 and the “Strategic Plan for the Assessment of Student Learning in the Core Curriculum” of October 2012 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.

Resolution of December 6, 2013, on a Revised Timetable for Core Assessment

Pursuant to consultation between the Co-Directors of the Core Curriculum and Rick Wall, Vice President of Academic Affairs at Canisius College, and Christine Licata, Chair of the Academics Committee of the Canisius College Board of Trustees, the Faculty Senate recommends revising the “Strategic Plan for the Assessment of Student Learning in the Core Curriculum” that the Senate approved on October 12, 2012, and to narrow the scope of assessment prior to the Middle States visitation in the spring of 2015. The Core Curriculum Committee should thus concentrate its assessment efforts on the beginning and end points of a student’s undergraduate education, that is, on the four foundation courses (FYS 101, ENG 101, PHI 101, RST 101) and on the summative assessment of the four knowledge attributes (Diversity, Ethics, Global Awareness, and Justice), the two skill attributes (Advanced Writing Intensive and Oral Communication), and Information Literacy in the Core Capstone and the courses in which these attributes are being taught. Assessment of student learning in the seven Fields of Knowledge, which is largely formative in nature and gen-

erally takes place at an earlier stage in a student's undergraduate education, is to be deferred until some point in the future, although the Core Curriculum Committee will continue developing the Goals and Objectives for each of the Fields of Learning.

This resolution constitutes an addendum to the "Strategic Plan for the Assessment of Student Learning in the Core Curriculum" of October 12, 2012.

Resolutions of December 6, 2013, on Core Goals and Objectives

The Faculty Senate approved the Goals and Objectives for FYS 101, ENG 101, PHI 101, RST 101, for Fields 1, 4, and 6, and for the Diversity, Ethics and Advanced Writing Intensive Attributes. See the Canisius College Core Curriculum website for the Goals and Objectives of the Core components listed above.

Nomination on March 7, 2014 of the Associate Chair of the Core Curriculum

The Faculty Senate recommended to the Vice President for Academic Affairs the appointment of Mark Meyer, Ph.D., as the Associate Chair of the Core Curriculum with his appointment to commence on June 1, 2014.

Resolution of March 7, 2014 on the alignment of the Undergraduate Core Curriculum Learning goals with the Institutional Learning Objectives of Canisius College

The Faculty Senate unanimously approved the alignment of the Undergraduate Core Curriculum Learning goals (Column E) with the Institutional Learning Objectives (Column D) of the Revised Learning Goals Matrix of January 9, 2014. [See the Canisius College Core Curriculum website, Core for Faculty, the [Alignment of Core Curriculum Learning Goals with Institutional Learning Goals 2014](#).]

Nomination on April 4, 2014 of a new Director of First Year Writing

The Faculty Senate unanimously recommended to the Vice President for Academic Affairs the appointment of Jennifer Desiderio, Ph.D., as Director of First Year Writing as the replacement for Thomas Reber, Ph.D.

Resolution of May 2, 2014, on the Award of Attribute Credit for Advanced Placement Exams and International Baccalaureate Courses

After a careful review and discussion of the administration's recommendation that students who had received scores of 4 or 5 on Advanced Placement tests for American History, European History, World History, Comparative Politics, and Art History or who have taken comparable courses for the International Baccalaureate may use those courses to satisfy requirements in the Canisius College Core Curriculum for the Diversity and Global Awareness attributes, the Core Curriculum Committee has determined that the

adoption of this recommendation would severely compromise the integrity of the Core Curriculum and that it therefore should not be approved.

For a statement of the reasons for this resolution, see the memorandum from the Co-Directors of the Core Curriculum to Blair Foster, Associate Vice President for Academic Affairs and Registrar. April 21, 2014, on the Canisius College Core Curriculum Website, <http://www.canisius.edu/academics/core/core-faculty/core-documents/> .

Resolutions of May 2, 2014, on Core Goals and Objectives

The Faculty Senate approved the Goals and Objectives for Fields 2, 3, and 7, for the Global Awareness, Justice, and Oral Communication Attributes. See the Canisius College Core Curriculum website for the Goals and Objectives of the Core components listed above.

Updated Resolution of September 5, 2014, Faculty on the Committee for the Core Curriculum:

The Faculty Senate unanimously approved an updated version of the “Resolution on the Committee for the Core Curriculum.” Especially to be noted is that any future changes in this document will require a 60% majority vote of the Senators present to alter the document. The revised “Resolution on the Core Curriculum Committee 2014” may be found on the Canisius College Core Curriculum Web site at <http://www.canisius.edu/academics/core/core-faculty/core-documents/>.

Resolution of September 5, 2014, on Choosing the Director of First Year Writing:

The Faculty Senate unanimously approved the following motion on the method of choosing the Director of First Year Writing: “The Director Of First Year Writing will be selected from the tenured faculty and 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 Vice President for Academic Affairs, the Senate shall present a second nominee for consideration, continuing until a mutually agreeable candidate is chosen.”

Resolution of October 3, 2014, on Approving the Goals and Objectives for Field 5 in the Core Curriculum:

The Faculty Senate unanimously approved the Goals and Objectives for Field 5. See the Canisius College Core Curriculum website for the [Goals and Objectives of Field 5](#).

Resolution of November 7, 2014, on Approving the Goals and Objectives for Field 5 in the Core Curriculum:

The Faculty Senate unanimously approved the Goal and Objectives for Information Literacy as they apply to the Core Curriculum. See the Canisius College Core Curriculum website for more information on [Information Literacy](#).