

The Core Curriculum Handbook
College of Arts and Sciences of the University of New England
Approved by CASFA, May 2013 and May 2014
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I. Introduction

The Core Curriculum Handbook is a guide to UNE's Core Curriculum for undergraduate students in the College of Arts and Sciences. This handbook is a working document, and as such represents current thinking and implementation of the Core Curriculum. It is a tool for understanding what the undergraduate faculty in the College of Arts and Sciences at UNE wants its students to know and to be able to do at the end of their undergraduate studies.

The Core Curriculum Handbook contains information on the curricular goals of the Core, themes, requirements, implementation guidelines and other relevant topics. This information can be used to guide the development of Core courses and to inform students and faculty alike about the nature of liberal arts education at UNE. This handbook is revised annually to better serve the needs of students and enhance their education in the liberal arts.

II. Core Values Statement

Through the Core Curriculum, students will develop foundational knowledge and critical thinking skills that are necessary for understanding and assuming their roles in natural, social, humanistic, and other environments. The goals of this shared academic experience, as described below, are informed by several Core values.

Core courses develop students' skills in social and cultural literacy, including historically grounded understanding of the diversity of societies across the globe from a variety of disciplinary perspectives across the liberal arts and sciences. We value the role of the arts and languages in instilling fluency, creativity, and imagination in thought and expression. Students should emerge from their undergraduate education with an ability to write and read effectively. Through this work with writing and texts, students are introduced to fundamental skills of information they can employ in other courses. Scientific literacy, including an understanding of scientific method along with quantitative and qualitative approaches to comprehending the universe, is also central to our educational mission. Our curriculum is distinctive in valuing students' environmental literacy—knowledge of the relationships of humans to their environment from scientific, historical, economic, aesthetic, and ethical perspectives—and environmental awareness, that is, consciousness of these relationships concerning their constituents and their communities. We emphasize civic understanding of the roles and responsibilities of the individual to the larger community.

As a whole, the Core Curriculum integrates these values in order to provide students with essential preparation for responsible caring for the wellbeing of individuals, civil societies, and our shared planet. Completing Core requirements provides a common learning experience through which students demonstrate application, synthesis, and integration of knowledge and skills central to a liberal arts education. By actively participating in service-learning projects, campus events, and other extra-curricular activities that reinforce Core themes, UNE students are prepared to act as informed, engaged citizens.

III. Core Themes

The Core Curriculum provides an innovative common learning experience for all College of Arts and Sciences undergraduates. It invites students to explore four college-wide themes from multiple disciplinary perspectives and to develop important intellectual skills. Created to provide a foundation in the liberal arts, the Core reflects the values of the college and is designed to prepare students for living informed, thoughtful, and active lives in a complex and changing society. A brief definition of each theme of the Core Curriculum is presented below.

Environmental Awareness - This theme examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives. It emphasizes that humans are part of ecosystems with interdependent cycles that involve other organisms, air, water, chemicals, and energy.

Social and Global Awareness - This theme focuses attention on the human experience through Human Traditions and Social Global Awareness courses. In the Human Traditions courses, students analyze human experience within the traditions of the humanities. In this sequence, students inquire into the rise and fall of civilizations, study works of art and literature, and examine the philosophical, religious, and economic ideas that shaped ancient cultures and the modern world. In the Social Global Awareness courses, students use perspectives and methods of the social and behavioral sciences to examine human interactions in cultural, societal, national, and global contexts.

Critical Thinking: Human Responses to Problems and Challenges - This theme builds upon and develops the knowledge and skills students have mastered in their first two years while it teaches students to deal with complex problems and issues, they confront in their upper level major courses. Each program requires its majors to enroll in a course where students and faculty engage in informed critical and creative thinking about problems confronting professionals in the field. Centering on the thinking process, as well as the on the issues, students research and identify causes of problems, generate and evaluate possible solutions, and decide upon a plan of action.

Citizenship and Civic Engagement - This theme directs the student's attention both outward with a civic contribution and inward with reflection on their connection and commitment to the larger community. The Civic Engagement Seminar is a one-credit experience that provides students with the opportunity to be civically engaged and to reflect on their previous years of study in their major and the Core Curriculum as it relates to their duties and responsibilities as a member of a larger society. The objective of the seminar is to assist students in bridging their college years and their post-college life and helping them to become more civically engaged in their community and to become more civically engaged locally and globally.

IV. Core Curriculum Objectives

Living in the interconnected world today demands an understanding of a variety of cultures, people, and the environment. This understanding requires an ability to analyze issues from different points of view and to communicate effectively. Students must also be prepared to enter the world engaged as local, national and global citizens, and professionals.

What Students Do in Core Courses: Learning Objectives

To facilitate students' mastery of their skills and content knowledge and to develop their professionalism, the Core Curriculum has the following four objectives:

1. Facilitate students' understanding of how their lives and work are embedded in global human culture, history, society and environmental systems;
2. Challenge students to think critically and ethically while using quantitative, qualitative, and scientific reasoning to solve complex problems;
3. Inspire students to become engaged citizens using their disciplinary perspectives;
4. Expand students' ability to communicate effectively both orally and in writing as well as through creative expression.

How Students Learn in Core Courses: Methodologies

The Core Curriculum is designed to incorporate many teaching strategies to facilitate student-centered, integrative (such as interdisciplinary) learning experiences that utilize the skills of our faculty. Core requirements introduce students to disciplines as ways of knowing, provide interdisciplinary and multi-disciplinary perspectives, and instill advanced understanding of disciplines outside a student's major. Core learning outcomes will be achieved in partnership between students and professors using diverse methods, which include:

- Active learning
- Directed and engaged learning
- Lecturing and other didactic instruction
- Experiential learning
- Collaborative learning
- Independent learning

Core Curriculum courses take different approaches to model integrative learning. Some facilitate civic engagement, as well as engagements in research, scholarship, and creative work. Together, Core courses enable students to chart courses of self-directed and ongoing learning.

V. Core Connections

The Core Curriculum experience is not complete without offerings of campus events and speakers that accentuate its themes. The purpose of this Core requirement is:

To build community by inviting faculty, staff, and students from different majors and years to learn and experience together.

To ensure that students will reconsider the themes and broaden and deepen their understanding throughout their tenure at UNE.

1. To encourage students to transfer Core themes into various contexts and integrate the themes into all their courses.

To challenge and empower students to embrace a life of active learning and community involvement. To assist in this goal, the **Core Connections Lecture Series** is offered each year.

Faculty on the Core Curriculum Committee select a theme each year and invite speakers to campus.

The series is highlighted on the UNE website (<https://www.une.edu/cas/programs/core-curriculum/core-connections-lectures>). The lecture series is sponsored by the CAS Dean's office.

Faculty and students will not be limited to campus speakers and events. Speakers and events off campus may also fulfill the goals of the Connections Lecture Series. All faculty are encouraged to integrate these presentations into their courses and to facilitate connections between campus speakers and course content wherever possible.

VI. Core Requirements

	Credits
First Year Theme: Environmental Awareness	
Intro to Environmental Issues (ENV 100/101 <i>or</i> ENV 104)	3
One Laboratory Science course	4
One Humanities Explorations course	3
One Humanities or Social Science Explorations course	3
English Composition (ENG 110 <i>or</i> ENG 122/123)	4-6
One Mathematics course	3-4
Second Year Theme: Social and Global Awareness	
Two Social Global Awareness courses	6
Two Human Traditions courses (276 and 278)	6
Third Year Theme: Critical Thinking	
One course in the major	0
Fourth Year Theme: Citizenship	
Citizenship Seminar (CIT 400 <i>or</i> CIT 420)	1
Two Advanced Studies courses outside the major (Appendix C)	6
Once Across the Four Years	
One Creative Arts Experience course	3
Total Credits	42-45

VII. Core Goals, Implementation Guidelines, and Student Learning Outcomes

Faculty and students who have specific questions about the Core Curriculum may consult the guidelines below or contact members of the Core Curriculum Committee or the CAS Dean's office for additional information.

Environmental Awareness (3 credits)

Introduction to Environmental Issues orients students to environmental problems. This course emphasizes that humans are part of ecosystems within interdependent cycles, which involve other organisms, air, water, chemicals, and energy. Students will examine the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives. Majors in Environmental Studies and Environmental Science, as well as students enrolled in the Green Learning Community, take ENV100 and ENV101: Introduction to Environmental Issues. Students in other majors take ENV 104: Introduction to Environmental Issues.

Learning Outcomes:

After completing the Environmental Awareness requirement, students will be able to:

1. Explain key environmental issues and apply fundamental environmental studies concepts to generate creative, collaborative and sustainable solutions to environmental problems.
2. Conceptualize environmental issues in an interdisciplinary framework.
3. Appreciate the fundamental importance of human-environment interdependence to their own wellbeing and to the sustainability of their communities and society.
4. Demonstrate what it means to act responsibly and ethically in relation to the earth at the personal, professional, and societal levels.

Laboratory Science (4 credits)

Scientific literacy, including an understanding of scientific along with quantitative and qualitative approaches to comprehending the universe, is also central to our educational mission. All students must take a laboratory science course. This course will serve to introduce the scientific method as an approach to knowledge, and include issues pertaining to the theme of Environmental Awareness. To fulfill this requirement, a science course must include a separate laboratory section and credit. Current courses offered at UNE that meet this requirement:

- General Biology (BIO 104) with lab (BIO 104L)
- Biology I: Ecology/Evolution (BIO 105) with lab (BIO 105L)
- Biology II: Cellular/Molecular (BIO 106) with lab (BIO 106L)
- Ecology/Evolution of Marine Organisms (MAR 105) with lab (MAR 105L)
- Cell/Molecular Bio/Marine Orgs (MAR 106) with lab (MAR 106L)
- Discovering the Ocean Environment (MAR 150) with lab (MAR 150L)
- General Chemistry I (CHE 110) with lab (CHE 110L)
- General Chemistry II (CHE 111) with lab (CHE 111L)
- University General Chemistry I (CHE 150) with lab (CHE 150L)
- University General Chemistry II (CHE 151) with lab (CHE 151L)
- General Physics I (PHY110) with lab (PHY 110L)
- General Physics II (PHY111) with lab (PHY 111L)
- University Physics I (PHY 210) with lab (PHY 210L)
- University Physics II (PHY 211) with lab (PHY 211L)

Learning Outcomes:

After completing the Laboratory Science requirement, students will be able to:

1. Demonstrate a functional understanding of the scientific method to make informed decisions based on scientific information.
2. Demonstrate conceptual and practical knowledge of course topics and describe ethical implications of human interactions with the natural world.
3. Demonstrate scientific literacy and the ability to communicate science-based information.

English Composition (4 or 6 credits)

Students should emerge from their undergraduate education with an ability to write and read effectively. All students must complete either English Composition (ENG 110) or College Reading and Writing I and II (ENG 122/123). These courses introduce students to writing as a conscious and developmental activity. Students learn to read, to think, and to write in response to a variety of texts, to integrate their ideas with those of others, and to treat writing as a recursive process. Throughout, students are exposed to a range of reading and writing techniques they can employ in other courses. Students work individually and collaboratively, participate in peer review, and learn to take responsibility for their writing. Students enrolled in ENG 122 must also register for Engaging with Test Writing Lab (SAS 011), a one-credit lab that supports work in ENG 122. Placement into either ENG 110 or ENG 122 is based on multiple measures, including high school achievement and SAT scores.

Learning Outcomes:

After completing the English Composition requirement, students will be able to:

1. Demonstrate the ability to approach writing as a recursive process that requires substantial revision of drafts for content, organization, and clarity (global revision), as well as editing and proofreading (local revision).
2. Integrate their ideas with those of others using summary, paraphrase, quotation, analysis, and

synthesis of relevant sources.

3. Employ techniques of active reading, critical reading, and informal reading response for inquiry, learning, and thinking.
4. Critique their own and others' work by emphasizing global revision early in the writing process and local revision later in the process.
5. Document their work using appropriate conventions (MLA).
6. Control sentence-level error (grammar, punctuation, and spelling).

Mathematics (3-4 credits)

All students complete at least one college level mathematics course. Depending on the results of their mathematics placement, students may be required to take one or more developmental mathematics courses as a prerequisite. The three primary themes of a mathematics course in the Core are problem solving, decision-making, and mathematical communication.

Learning Outcomes:

After completing the Mathematics requirement, students will be able to:

1. Apply mathematical reasoning to formulate and solve problems in mathematics and other disciplines,
2. Interpret mathematical information and draw informed conclusions, and
3. Communicate mathematically using symbolic, numerical, and graphical representations.

Explorations (two 3-credit courses)

Explorations courses introduce a humanities or social science discipline as a way of knowing. By exploring a topic, issue, or theme within the framework of a particular discipline, Explorations courses provide an introduction to the assumptions, methods, and terminology of that discipline. In Explorations courses, which encourage active learning, students acquire knowledge, develop skillful thinking, expand their expressive capabilities, and connect this learning to their broader experience. Students should take two Explorations courses during their first and second years. At the least, one Explorations must be taken in the humanities; the second may be taken in the humanities or the social sciences. Explorations courses are designated in the course catalogue as such. One can also do a course catalog search online, using the attribute "Explorations."

Humanities Explorations include 100- and 200-level courses designated "Explorations" with prefixes: ARB (Arabic), ARH (Art History), ASL (American Sign Language), ENG (English), FRE (French), GLOB (Global Studies), HIS (History), LIT (Literature), MUS (Music), PHI (Philosophy), SPA (Spanish), SPE (Speech), and WGST (Women's and Gender Studies)

Social Science Explorations include 100- and 200-level courses designated "Explorations" with prefixes: ANT (Anthropology), ARC (Archaeology), BUEC (Business-Economics), BUFI (Business-Finance), BUMG (Business-Management), CMM (Communications), EDU (Education), MAR (Marine Science), PSC (Political Science), SOC (Sociology), PSY (Psychology), and WGST (Women's and Gender Studies)

Learning Outcomes:

After completing the Explorations requirement, students will be able to:

1. Comprehend a particular disciplinary approach, including its assumptions, methods, and terminology
2. Employ techniques of active reading, critical reading, and informal reading response for inquiry, learning, and thinking
3. Communicate effectively in oral and written modes, and use writing as a tool of inquiry

4. Find, evaluate, and/or use information in a way that is appropriate to a particular discipline
5. Understand work done in their major fields within a wider intellectual and cultural context
6. Be prepared for more advanced work in the Core, thus experiencing the Core as an integrated whole through building skills and developing new ways of thinking

Social/Global Awareness (two 3-credit courses)

Social/ Global Awareness courses allow students to explore cross-cultural, transnational, and/or global themes from one or more social science perspectives (psychological, political scientific, sociological, cultural anthropological, and/or environmental). They are designed to introduce students to social scientific methods and theories, while focusing on topics that lend themselves to social, cross-cultural, transnational, and/or global perspectives. Students must take two SGA courses, usually in their second year. These three credit courses can be chosen from one or more of the disciplines of economics, environmental studies, anthropology, archaeology, political science, sociology and psychology.

Learning Outcome:

After completing each Social/Global Awareness course, students will be able to:

1. Employ a social science perspective, including associated assumptions, methods, and terminology, to articulate how culture, society, global processes, and diversity shape individuals, environments, and/or human relations across and within groups.

Human Traditions (two 3-credit courses)

Human Traditions courses introduce students to the broad range of human cultures from prehistory to the present, taking a thematic approach rather than a strictly chronological one. This framework reflects our commitment, expressed in the Core Curriculum, to cultivate social and global awareness. We ask questions such as: What are the epochal developments in the history of the world? What are the forms of religious belief and practice? What are the artistic and literary achievements of the world? What yearnings do these traditions express? What are the political, literary, philosophical and cultural connections among them? What are the assumptions they make? What questions do they raise? For example, when does civilization arise? Where? Why? What are its characteristics and enduring challenges? What does the emergence of urban societies mean for relations between rich and poor, between men and women and between humans and their natural environment?

Ordinarily taken in the second year, this two-course sequence (3 credits each) introduces students to the broad range of human cultures from prehistory to the present. Courses with a 276 designation (Human Traditions I) consider human activity from prehistory to approximately 1500. Courses with a 278 designation (Human Traditions II) consider human activity from 1500 to present day. Students must take one humanities course numbered 276 and one humanities course numbered 278 in two different disciplines. Thus:

ARH, ENG, HIS, PHI, PSC, or REL 276 (3 credits)

ARH, ENG, HIS, PHI, PSC, or REL 278 (3 credits)

Learning Outcomes:

After completing each Human Traditions course, students will be able to:

1. Identify ideas within the context of the humanities as related to broad historical, intellectual and cultural patterns.
2. Compare and contrast global traditions and their relevance to contemporary beliefs, practices and issues.
3. Describe the chronology of important events and traditions as they relate to the making of modern cultures in an interconnected world.

Critical Thinking (3 credits imbedded in the major)

In their first two years of experience with the core, students deal with content, build a knowledge base, become acquainted with disciplinary methodologies and concerns, and build up a repertoire of critical thinking skills. They begin to apply these skills to environmental, societal, and world problems and how people have attempted to deal with those problems. The curricular goals for the third-year build upon, focus, and go beyond the goals for the first two years. The third-year core builds on the growing attention that students pay to their major. It asks that students weave together into their major the themes, methodologies, awareness, and skills of the first two years. It asks them to integrate and apply their acquired knowledge and skills to problems and decisions within their major and profession. These human problems require careful critical thinking, problem solving and decision-making skills. Although students are in different majors in their junior years, the core requirement provides a common content for all students: integration, application, and problem solving/decision making. Each program requires its majors to enroll in a designated course in the major that builds upon and develops students' knowledge, skills and application of critical thinking.

Learning Outcomes:

After completing the Critical Thinking requirement, students will be able to:

1. Evaluate and synthesize information from multiple contexts and settings to achieve a common understanding of a phenomenon and to effectively characterize and/or implement an action designed to address a question, challenge, or problem.
2. Reflect upon, communicate, and objectively evaluate their thinking processes.

Advanced Studies (two 3-credit courses)

Advanced Studies courses provide students the opportunity to explore more deeply academic methods, theories, and concepts used outside of their major area or field of study. They provide opportunities for advanced study using methodologies, theories and/or concepts important in the Natural Sciences, Mathematics, Social Sciences, Humanities and/or Professional Programs. Students select a minimum of two courses from a list of Advanced Studies offerings (the prerequisites of which may include other Core curriculum courses) based on their interests and desires to learn more about a particular discipline. Please see the Advanced Studies Course Selection Guide in Appendix C. Students select two courses from a list of Advanced Studies offerings outside of their major area of study* during their junior and senior years**.

* Major areas are broadly defined as the natural sciences, mathematics, social sciences, humanities, communications, professional programs, and interdisciplinary programs. See the Advanced Studies Course Selection Guide in Appendix C for additional details.

** Students studying abroad during sophomore year may be eligible to take these courses while abroad.

Learning Outcome:

After completing the Advanced Studies requirement, students will be able to:

1. Apply a range of relevant theoretical and/or explanatory perspectives using appropriate investigative and analytical methods to interpret and critically analyze source material.

Citizenship Seminar or Global Citizenship (1 credit)

The University of New England “educates men and women to advance the quality of human life and the environment.” A focus on citizenship and civic engagement provides a strong direction for the meaning of one’s undergraduate experience. Throughout their years at UNE, students participate in the “year themes” of environmental awareness, social and global awareness, and critical thinking. In the final semesters, they integrate these skills and awareness to generate ideas

and actions that benefit society as well as themselves. A civic contribution to a community is a powerful tool in making a connection between self and group. Reflection is a potent tool in gaining self-awareness and making sense of experience. The program of civic education makes use of both experiential learning and reflection to provide great learning experiences. All senior students must take a one credit Citizenship course. Citizenship Seminar (CIT 400) and the Global Citizenship travel courses (CIT 420) give students the opportunity to reflect on their previous years of study in the light of their duties and responsibilities as members of a larger society. They direct the student's attention both outward with a civic contribution and inward with reflection. They are intended to assist the student in making a bridge between their college years and their post-college life and helping them to become more civically engaged locally and globally. Students may take CIT 400 or CIT 420 to fulfill their Citizenship requirement.

Learning Outcomes:

After completing the Citizenship requirement, students will be able to:

1. demonstrate their capacity to identify and engage in active learning and community involvement opportunities;
2. communicate effectively about their lives as they relate to membership and civic responsibilities in a larger community;
3. integrate perspectives from other disciplines in their discussion of civic issues.

Creative Arts (3 credits)

Through *directed and experiential learning*, courses in the creative arts introduce understanding of methods, materials, processes and their application. Students learn to think both concretely and intuitively through hands on experiences. Instructors provide historical and contemporary models to convey these concepts. Learning through the arts allows students to acquire a variety of separate, inter-related concepts and skills to demonstrate knowledge of the creative process, craftsmanship, and personal voice.

Learning Outcomes:

After completing the Creative Arts requirement, students will be able to:

1. Be able to determine and demonstrate concrete methods and processes for research and creation, or performance, in the arts. Accordingly, they will be able to demonstrate skill in graphic and/or symbolic communication.
2. Be able to assemble or perform work that demonstrates standards of craftsmanship in the discipline. Accordingly, they will learn methods of writing, discussion and critique of creative works of art or music.
3. Develop skills that expand their expressive capabilities, with the goal of developing a distinct personal voice that emphasizes their interests and experiences.

Information Literacy (Embedded in Curriculum)

The Association of College and Research Libraries (ACRL), in "Information Literacy Competency Standards for Higher Education," recommends that schools teach the skills of information literacy within the regular curriculum:

Achieving competency in information literacy requires an understanding that this cluster of abilities is not extraneous to the curriculum but is woven into the curriculum's content, structure, and sequence. This curricular integration also affords many possibilities for furthering the influence and impact of such student-centered teaching methods as problem-based learning, evidence-based learning, and inquiry learning. (p. 5)

The College of Arts and Sciences follows this recommendation by embedding multiple, structured opportunities for information literacy skills development into required courses in the Core Curriculum. Relevant courses in the majors carry this learning forward. Faculty are encouraged to work in concert with a relevant librarian to coordinate focused class sessions on specific elements of information literacy. This instruction typically happens in the library, though it may happen within the classroom itself. Workshops facilitated by a librarian are accompanied by course-specific assignments that offer students opportunities to practice lessons taught in information literacy sessions. Librarians work with faculty to tailor workshops to the skills students need to meet with success on the instructor-developed assignments.

Association of College and Research Libraries. (2000). *Information literacy competency standards for higher education*. American Library Association. Retrieved from

[https://alair.ala.org/bitstream/handle/11213/7668/ACRL Information Literacy Competency Standards for Higher Education.pdf](https://alair.ala.org/bitstream/handle/11213/7668/ACRL%20Information%20Literacy%20Competency%20Standards%20for%20Higher%20Education.pdf)

VIII. Special Circumstances

A. Petitioning for Satisfying a Core Curriculum Requirement

A situation may arise where a student wishes to take a course outside of UNE and wants to have it considered as satisfying a Core Curriculum requirement. If the situation involves coursework completed prior to matriculation at UNE, then the student should be referred to the Admissions Office (see section C below). For courses taken at another institution during the school year or summer months, the student fills out the Approval for Coursework at Another Institution form. The following signatures are then needed to complete the approval process:

1. Student's advisor
2. Department chair in the area pertinent to the petition
3. Dean of the College of Arts and Sciences

B. Petitioning for a Waiver of a Core Curriculum Requirement

Under very rare circumstances, a student may petition to have a Core requirement waived. Such situations need to be decided on an individual basis. The student would initiate the waiver process by first discussing their intent and the rationale with their academic advisor. The request will be submitted to the Chair of the Core Curriculum Committee, the department chair in the academic area of the waiver, and the Dean of the College of Arts and Sciences for review.

C. Internal or External Transfer Credit Guidelines

External transfer credits for Core curriculum courses taken prior to matriculation at UNE are determined in a transcript evaluation, which is conducted by the Admissions Office for all entering transfer students. If there is a question about the applicability of a particular course from another institution to CAS's Core curriculum, the Admissions Office may consult with the department chair in the academic area of the transfer. If students have questions about their transcript evaluation, they should first see staff in the Admissions Office. The Registrar's Office will use the same Core Transfer Credit Checklist to apply to all internal transfers from WCHP to CAS.

Core Transfer Credit Checklist for internal transfer from WCHP and external transfer from other colleges/universities:

- Math (100-level or higher)
- Science w/Lab
- English Composition
- Creative Arts
- Environmental Studies
- Six (6) Social Science/Humanities
 - Humanities
 - Humanities
 - Social Science
 - Social Science
 - Humanities/Social Science
 - Humanities/Social Science
- Two (2) 300-400 Level Course Outside Major Program Disciplinary Area

External transfer credits taken post-matriculation to UNE can also be transferred for Core curriculum credits. This link to the Catalog explains how the student can get approval to transfer in credits for the Core Curriculum.

<https://www.une.edu/registrar/2019-2020-academic-catalog/undergraduate-catalog/cas-core-curriculum>

D. Double Counting Core Curriculum Requirements for Majors and Minors

Courses in the Core Curriculum may be used to count for the completion of a major or minor as well as the Core. This link to the Catalog explains how they can be used in a double major.

<https://www.une.edu/registrar/2019-2020-academic-catalog/undergraduate-catalog/cas-core-curriculum>

E. Students Studying Abroad and the Core Curriculum

Students studying abroad may use a wide range of courses to satisfy CAS Core requirements. Foreign language study, for example, can satisfy an Exploration requirement. Culturally related or social science related courses can be used to fulfill a Human Traditions or a Social Global Awareness requirement. Even upper level courses and languages can be counted for an Advanced Study. If you are student on a UNE campus or UNE affiliated campus it will be clear what courses satisfy what part of the Core. If it is an unaffiliated program, check with your advisor before beginning any courses.

F. Core Curriculum Assessment

The Core Curriculum at the University of New England has been assessed annually using a similar methodology since 2014. The process is implemented under Core Area Coordinators (CACs) who are faculty chosen to facilitate discussions and data collection for their respective Core areas. These CAC's make yearly reports on Core area assessment efforts that are then compiled into an overall Core assessment report submitted to the University Assessment Committee. The Core areas are: Advanced Studies (ADV), Citizenship (CIT), Creative Arts Expression (CAE), Critical Thinking (CT), English Composition (ENG), Environmental Awareness (ENV), Explorations (EXP), Human Traditions (HT), Lab Science (LAB), Mathematics (MAT), and Social and Global Awareness (SGA). CACs are directed in their

efforts by the Core Curriculum Assessment Coordinator (CCAC), a role filled for the past three years by Linda Morrison from the Department of Psychology. The CCAC in turn reports to and works directly with the Associate Dean of Curriculum and Instruction in the CAS Dean's office.

The College of Arts and Sciences Core Curriculum is a dynamic and limber document that is shaped by ongoing assessment efforts and feedback from both faculty, students, and stakeholders in the overall aims and learning outcomes of the core. The Core Curriculum Committee (CCC), a subcommittee of the Academic Curriculum Committee (ACC) refers to assessment data and reports when making recommendations for modifications to the Core. The CCC gets yearly reports from the Core Curriculum Assessment Coordinator summarizing ongoing Core assessment efforts in the college. Similarly, any proposed changes to the Core coming from the CCC and the ACC are communicated to the assessment coordinators prior to bringing any recommendations to the faculty as a whole. This enables CACs to plan for any changes to assessment processes, if necessary, and increases consistency across the committee that maintains the Core with the group of faculty charged with assessing the Core.

G. Faculty Point of Contact for Areas of the Core

The central source of information and advice on the Core Curriculum are the CAS Dean's Office and the Chair of the Core Curriculum Sub-Committee. These individuals can direct you to the contact person for each area of the Core. These contacts would be the ones to determine the appropriate allocation of a transfer or study abroad course. The names of these individuals for the current academic year is listed in Appendix B.

IX. Governance of the Core Curriculum

A. Composition of Core Curriculum Committee

The Core Curriculum Committee (CCC) is a subcommittee of the Academic Curriculum Committee (ACC). Four members of the CCC are selected from the ACC membership, with one representative from each of the four areas of CAS: (1) Humanities and the Arts, (2) Social Sciences, (3) Professional Programs, and (4) Sciences and Mathematics. The committee is supplemented by two faculty chosen through a CASFA-wide election. The committee is chaired by the ACC Chair or one of the Co-chairs. Additionally, a CAS Dean's Office representative serves as an *ex officio* member. As is the case with all CASFA subcommittees, the CCC may add *ex officio* members as needed.

Charge: The Core Curriculum Committee is responsible for the following tasks:

1. Plan faculty development in areas of the Core as needed.
2. Assist CAS Dean's office with faculty and student orientation to the Core.
3. Assess and recommend revisions to areas of the Core suggested by assessment work, the CAS dean, all CAS faculty, and students.
4. Update the Core Curriculum Handbook annually.
5. Assist CAS Dean's office and Registrar in updating course catalog information.

B. Review of Core Courses

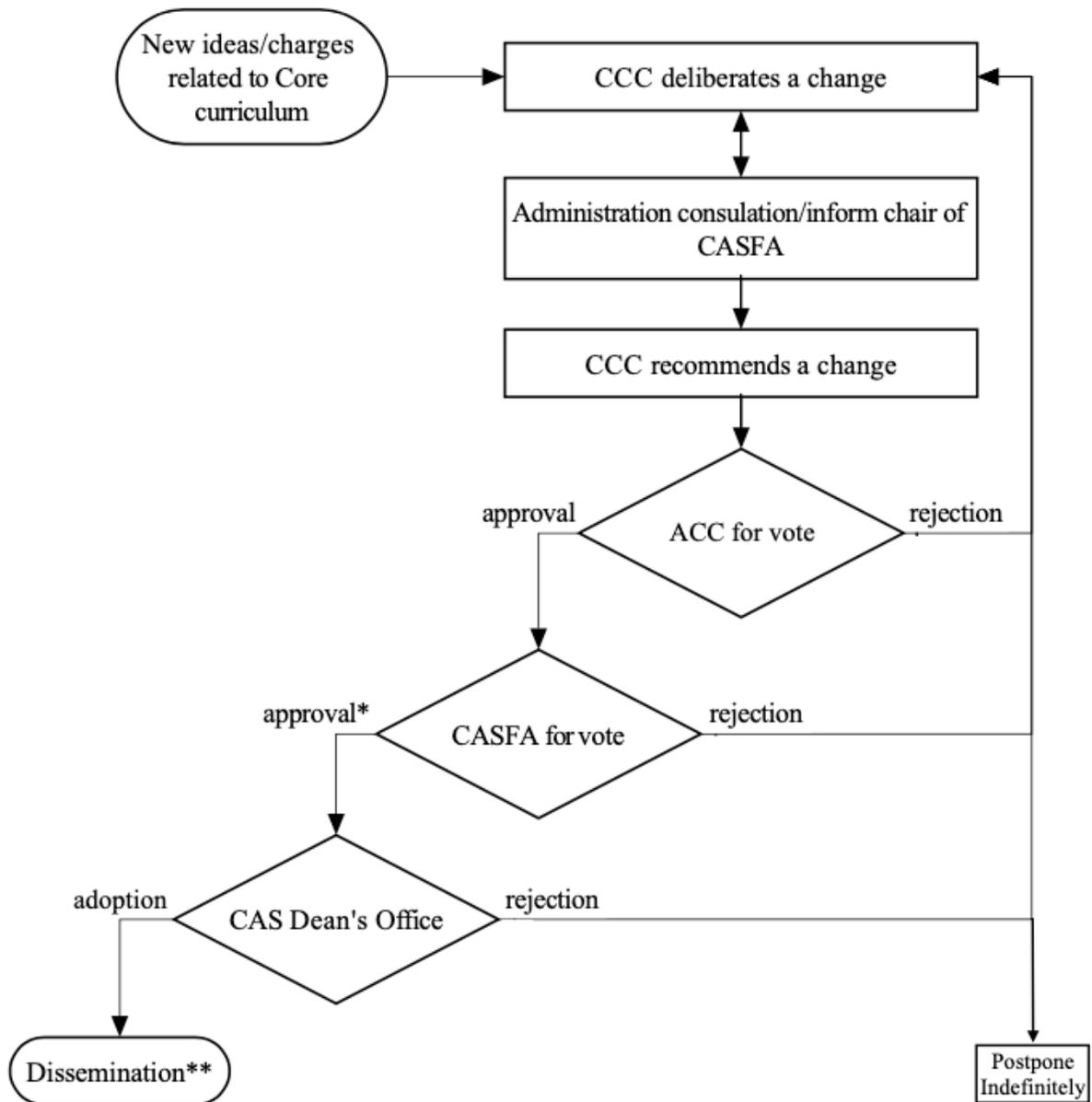
The Academic Curriculum Committee (ACC) will use the criteria listed in the Core Curriculum Handbook to review all existing and/or new courses in the Core. The ACC will review new courses that will fulfill Core Curriculum requirements. The ACC will then report their conclusions to CASFA and the CAS Dean's Office, who will forward them to the Registrar's Office.

C. Procedure for Revising the Core Curriculum

The CAS Dean and/or faculty may present an issue to the CAS Core Curriculum Committee for review. Please see the Flow Chart included in Appendix A for process.

X. Appendices

Appendix A: Sequence of Events for Changes to Core Curriculum



* Changes approved by CASFA should be communicated to the Dean's office by the Chair of the CCC

** CCC should communicate changes to the appropriate Administrations and Offices (CAS Dean's Office, Registrar's office, Admissions). Changes should be incorporated into the course catalog, graduation checklists, advising handbook, and other important documents. (Note: Before printing changes in new catalog, CAS Dean's office checks.)

Appendix B: List of Faculty serving as the Point of Contact for Core Curriculum Areas

Core Area	Core Area Coordinators	Term (3 year terms)
Lab Sciences	Alicia Williams, awilliams17@une.edu	2019-2022
Environmental Awareness	Bethany Woodworth, bwoodworth@une.edu	2015- present
Mathematics	Amita Mittal, amittal@une.edu	2019-2022
Explorations	Sean Ramey, sramey1@une.edu	2016-2019
Human Traditions	James Roche, jroche@une.edu	2015-present
Social Global Awareness	Linda Morrison, lmorrison@une.edu	2014-present
Critical Thinking	Tim Robbins, trobbsins1@une.edu Aimee Vlachos, avlachos@une.edu	2017-2020 and 2019-2022
Advanced Studies	Audrey Bartholomew, abartholomew1@une.edu	2018-2020
Citizenship	Samuel McReynolds, smcreynolds@une.edu	2013-present
Creative Arts	Sarah Gorham, sgorham@une.edu	2017-present
English Composition	Michael Cripps, mcripps@une.edu	2014-present

Appendix C: Advanced Studies Course Selection Guide

Majors	ADV in	ADV in	ADV in	ADV in	ADV in	ADV in	ADV in
	Sci.	Soc. Sci.	Hum.	Prof. Prog.	Interdis. Prog.	Math.	Com.
Science							
Aquaculture and Aquarium Sciences							
Biochemistry							
Biological Sciences							
Chemistry							
Laboratory Science							
Marine Science (Marine Biology Track)							
Marine Science (Oceanography Track)							
Medical Biology (Medical Sciences)							
Medical Biology (Physician Assistant)							
Ocean Studies and Marine Affairs							
Pre-Pharmacy							
Social Science	Sci.	Soc. Sci.	Hum.	Prof. Prog.	Interdis. Prog.	Math.	Com.
Political Science							
Psychology							
Sociology							
Humanities	Sci.	Social Science	Hum.	Prof. Prog.	Interdis. Prog.	Math.	Com.
Art & Design Media							
English							
History							
Liberal Studies							

Professional Programs	Sci.	Soc. Sci.	Hum.	Prof. Prog.	Interdis. Prog.	Math.	Com.
Art Education							
Business Administration							
Elementary Education							
Sport and Recreation Management							
Interdisciplinary Studies	Sci.	Soc. Sci.	Hum.	Prof. Prog.	Interdis. Prog.	Math.	Com.
Animal Behavior							
Applied Social and Cultural Studies							
Environmental Sciences							
Environmental Studies*							
Neuroscience							
Specialty Studies	Sci.	Soc. Sci.	Hum.	Prof. Prog.	Interdis. Prog.	Math.	Com.
Applied Mathematics							
Communications							
	This means that any ADV course from this area is acceptable to take for this major.						
	This means that any ADV course from this area is NOT acceptable to take for this major.						
* Special exceptions for Environmental Studies. Students in this major CANNOT receive ADV credit for the following courses: ENV 276, ENV 304, ENV 321, ENV 324, ENV 331, ENV 334, ENV 335, ENV 338, ENV 348, ENV 376, MAR 250, MAR 316							