

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 Handbook was created as 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 be able to do at the end of their undergraduate studies.

The Core 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 effectively. Scientific literacy, including an understanding of scientific 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 in regard to 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 CAS 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.

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 purposes of this core requirement are:

1. To build community by inviting faculty, staff, and students from different majors and years to learn and experience together.
2. To ensure that students will reconsider the themes and broaden and deepen their understanding throughout their tenure at UNE.
3. To encourage students to transfer Core themes into various contexts and integrate the themes into all their courses.
4. 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 (<http://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 requirement. 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 |
| Two Explorations courses: | |
| One Humanities Explorations course | 3 |
| One Humanities or Social Science Explorations course | 3 |
| English Composition (ENG 110) | 4 |
| 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 | |
| Fourth Year Theme: Citizenship | |
| Citizenship Seminar (CIT 400 or 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 – 43 |

VII. Implementation Guidelines

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.

Introduction to Environmental Issues (3 credits)

Majors in Environmental Studies and Environmental Science, as well as students enrolled in the Green Learning Community, take ENV 100/101. Students in other majors take ENV 104.

Laboratory Science course with lab (4 credits)

All students must take a laboratory science course. This course will serve to introduce the scientific method as an approach to knowledge and infuse and include as a significant consideration of issues pertaining to Environmental Awareness in support of that curricular theme. To fulfill this requirement, a science course must include a laboratory. 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/Molec Bio/Marine Orgs (MAR 106) with lab (MAR 106L)
- Discovering the Ocean Environment (MAR 150) with lab (MAR 150L)
- General Chemistry II (CHE 110) with lab (CHE 110L)
- General Chemistry II (CHE 111) with lab (CHE 111L)
- University General I (CHE 150) with lab (CHE 150L)
- University General II (CHE 151) with lab (CHE 151L)
- General Physics I (PHY110) with lab (PHY 110L)
- General Physics I (PHY111) with lab (PHY 111L)
- University Physics I (PHY 210) with lab (PHY 210L)
- University Physics II (PHY 211) with lab (PHY 211L)

English Composition (4 credits)

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 write in response to a variety of texts, to integrate their ideas with those of others, and to treat writing as a recursive process. Through this work with texts, 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 SAS)11 – Engaging with Test Writing Lab, a one-credit lab that supports work in ENG 122.

Mathematics (3-4 credits)

All students complete one college level mathematics course, which may include Quantitative Reasoning, Statistics, Pre-calculus, or higher-level math course. Depending on the results of their mathematics placement test, students may be required to take one or more remedial mathematics courses prerequisite to enrolling in one of the courses listed above.

Explorations Courses (two 3-credit courses)

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), ARC (Archaeology), ARH (Art History), ENG (English), FRE (French), HIS (History), LIT (Literature), MUS (Music), PHI (Philosophy), POR (Portuguese), REL (Religion), SPA (Spanish), SPC (Public Speaking), 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 Administration - Economics), COD (Communication), PSC (Political Science), PSY (Psychology), SOC (Sociology), and WGST (Women’s and Gender Studies).

Social/Global Awareness Requirement (two 3-credit courses)

Students must take two Social/Global Awareness (SGA) courses, usually in their second year. SGA courses are designated in the course catalog as such. You can also do a course catalog search online, using the attribute “Social Global Awareness.” Social/Global Awareness courses are typically taken in the second year and are taught from a social science perspective. The SGA requirement consists of two three-credit courses chosen from one or more of the disciplines of economics, environmental studies, anthropology, archaeology, political science, sociology and psychology. Social/global classes 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. Each SGA course in the social sciences should help students to develop an appreciation of the processes of social interaction and emphasize the analytic frameworks and techniques that social scientists use to explain the causes and patterns of individual and institutional behavior.

Human Traditions (two 3-credit courses)

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)

NB: The central focus of EXP courses is to introduce a humanities or social science discipline as a way of knowing. EXP courses (100 or 200 level) may be organized around a theme, a central question, or an explicitly introductory purpose. While HT and SGA courses may likewise be focused thematically, HT courses (200 level) require both a chronological trajectory (ancient or modern) and a global perspective, and SGA courses (200 or 300 level) require that the central and explicit aim of the course be to foster social and/or global awareness. Thus, while there may be overlap among such courses, they are defined by these distinguishing characteristics.

Critical Thinking/Problem Solving within the Major

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

Advanced Studies (two 3-credit courses)

Students must take two Advanced Studies courses during their third and fourth years. These courses give students the opportunity to explore more deeply some academic methods, theories, and concepts used outside of their major area 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 Guide for Advanced Studies course selection in Appendix C.

Citizenship Seminar or Global Citizenship (1 credit)

Citizenship Seminar (CIT 400) and the Global Citizenship travel courses (CIT 420) are a one- credit experience that gives 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.

Creative Arts (3 credits)

Courses in the creative arts introduce understanding of 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 visual arts allows students to acquire a variety of separate but interrelated concepts and skills.

VIII. Special Circumstances

A. Petitioning for Satisfying a Core 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 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 of a Waiver of a Core Requirement

Under extremely rare circumstances, a student may petition to have a core requirement waived. Such situations need to be decided on an individual basis and would need support from the student's advisor, department chair in the academic area of the waiver, and the Dean of the College of Arts and Sciences.

C. Transfer Credit Guidelines

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 Admissions Office will use the Core Transfer Credit Checklist shown below:

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

D. Double Counting Core Requirements for Majors and Minors

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

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

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: Humanities, Social Sciences, Professional Programs, and Natural Sciences. The committee is supplemented by two faculty chosen through a CASFA-wide election. The committee is chaired by one of 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 CAS dean, faculty, or students.
4. Update Core Handbook.
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 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 B for process.

X. Appendices

- A. **Additional Information about Core course offerings**
- B. **Sequence of Events for changes to the Core Curriculum**
- C. **Guide for Advanced Studies course selection**

Appendix A - Additional Information about Core Course Offerings

Environmental Awareness

Anchoring the first-year Core theme, Introduction to Environmental Issues orients students to environmental problems. The 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.

Learning Outcomes:

After taking this course, 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 personal, professional and societal levels.

Laboratory Science

Preamble:

All students must take a laboratory science course. This course will serve to introduce the scientific method as an approach to knowledge and may include topics relating natural sciences to human interactions with local and global surroundings. To fulfill this requirement, a science course must include a laboratory.

Learning Outcomes:

After completing this course, 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.

Core Laboratory Sciences include:

BIO 104, 105, 106

CHE 110, 111, 150, 151

MAR 105, 106, 150, 151

PHY 110, 111, 210, 211

English Composition

English Composition introduces students to writing as a conscious and developmental activity. Students learn to read, think, and write in response to a variety of texts, to integrate their ideas with those of others, and to treat writing as recursive process. Through this work with texts, students are exposed to a range of reading and writing techniques they can employ in other courses and are introduced to fundamental skills of information literacy. Students work individually and collaboratively, participate in peer review, and learn to take more responsibility for their writing development. Placement into either ENG 110 or ENG 122/123 is determined by entering SAT (or ACT).

Learning Outcomes:

At the conclusion of English Composition, 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

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. Upon successful completion of a mathematics core course, students will be able to:

Learning Outcomes:

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

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.

Learning Outcomes:

Students in Explorations courses will develop skills and knowledge central to a liberal arts education, and thus after completing these requirements 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

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). Drawing upon social science methods, techniques, and theories, SGA courses require students to engage in active and critical reading. SGA courses use informal reading response for inquiry, learning, and thinking; enable students to practice oral and written communication (as appropriate); and encourage engaged and collaborative learning. Students will thus acquire disciplinary knowledge, develop critical thinking skills, and expand their expressive capabilities, while they expand their understanding of their place in the world.

Learning Outcomes:

At the completion of this 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

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. Its framework reflects our commitment, expressed in the second year theme of our core curriculum, to cultivate social and global awareness. We ask questions such as the following: 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?

These courses ask students to think critically about ideas within their historical contexts and to examine ways in which human expressions and responses relate to and reflect broad intellectual and cultural patterns. The title of the courses reflects a commitment to think globally, to acknowledge that the range and richness of the human experience carries beyond the narrow, binary scope of a worldview that too easily separates East from West and privileges the latter - and its traditions - over the former.

Learning Outcomes:

Through discussion and writing and consistent with the history of ideas as expressed in the disciplines of the humanities, students shall be able to complete the following after taking this course:

- 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.

**How do Explorations courses differ from
Human Traditions and Social/ Global Awareness courses?**

Explorations courses (100 or 200 level) may be organized around a theme or central question. While Human Traditions and Social/ Global Awareness courses may likewise be focused thematically, Human Traditions courses (200 level) require both a chronological trajectory (ancient or modern) and a global perspective, and Social/ Global Awareness courses (200 or 300 level) require that the central and explicit aim of the course be to foster social and/or global awareness. Thus, while there may be overlap among such courses, they are defined by their distinguishing learning outcomes.

Advanced Studies

Advanced Studies courses give students the opportunity to study an area or areas outside of their major more deeply, and to explore methods, theories, and concepts used in the natural sciences, mathematics, social sciences, humanities, and professional programs. In these courses, students will participate in active learning in the classroom through such activities as (but not restricted to) discussion and debate, presentation of research, and small group projects. They will also engage in self-directed learning through such activities as reading sources and engaging in research.

Students select two courses from a list of Advanced Studies offerings outside of their major area of study* during their junior and senior years**. Many of these courses have no prerequisites, but some may require prior coursework in other Core curriculum courses.

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

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

Learning Outcomes:

In Advanced Studies courses outside of their major area, students will be able to:

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

Citizenship and Civic Engagement

According to its mission statement, 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. The civic engagement experience directs the student’s attention both outward with a civic contribution and inward with reflection. This process will provide students with the opportunity 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 locally and globally. 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.

Learning Outcomes:

Upon the completion of this seminar 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

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 but interrelated concepts and skills to demonstrate knowledge of the creative process, craftsmanship, and personal voice.

Learning Outcomes:

At the end of this course students will:

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.

Critical Thinking/ Problem Solving within the Major

Background:

In their first two years of experience with the core, students deal with content, build a knowledge base, become acquainted with disciplinary methodologies and concern, and build up a repertoire of critical thinking skills. They become aware of 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 takes advantage of the intellectual maturation of the students. It also builds on the attention that students pay to their major in the third year. 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 together and apply their acquired knowledge and skills to problems and decisions within their major and professions, problems that require not only knowledge of the major, but also an understanding of the social sciences, the humanities, gender, race, class, and gender issues, the environmental sciences, and other social and global issues. 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.

The third year core requirement asks students to be more self-directed, to collaborate and to take and share responsibility for arriving at reasonable and informed solutions to problems. The teacher will become a facilitator and guide as well as an imparter of information. Students will take on a more active role in deciding what needs to be done to solve problems and what they as individuals might do.

In short, the third year core requirements invite students to accomplish the difficult tasks of integrating disciplines and applying knowledge of the core and core theme to their majors. In particular, students will be challenged to define complex problems in their major and solve them, taking into account a variety of approaches and awareness, deciding what they need to know and how to get to know it, and learning to collaborate with others.

Students will develop and apply critical thinking, decision making and problem solving skills in order to integrate core themes, skills, content, disciplines and methodologies into their majors. In this sense, critical thinking encompasses one's intellectual perspectives and behaviors such as tolerance of ambiguity, weighing of evidence from multiple settings, developing a novel understanding of phenomena and using inductive and deductive reasoning skills to generate solutions to problems in various academic disciplines.

Learning Outcomes:

At the completion of this course, 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.

Information Literacy

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)

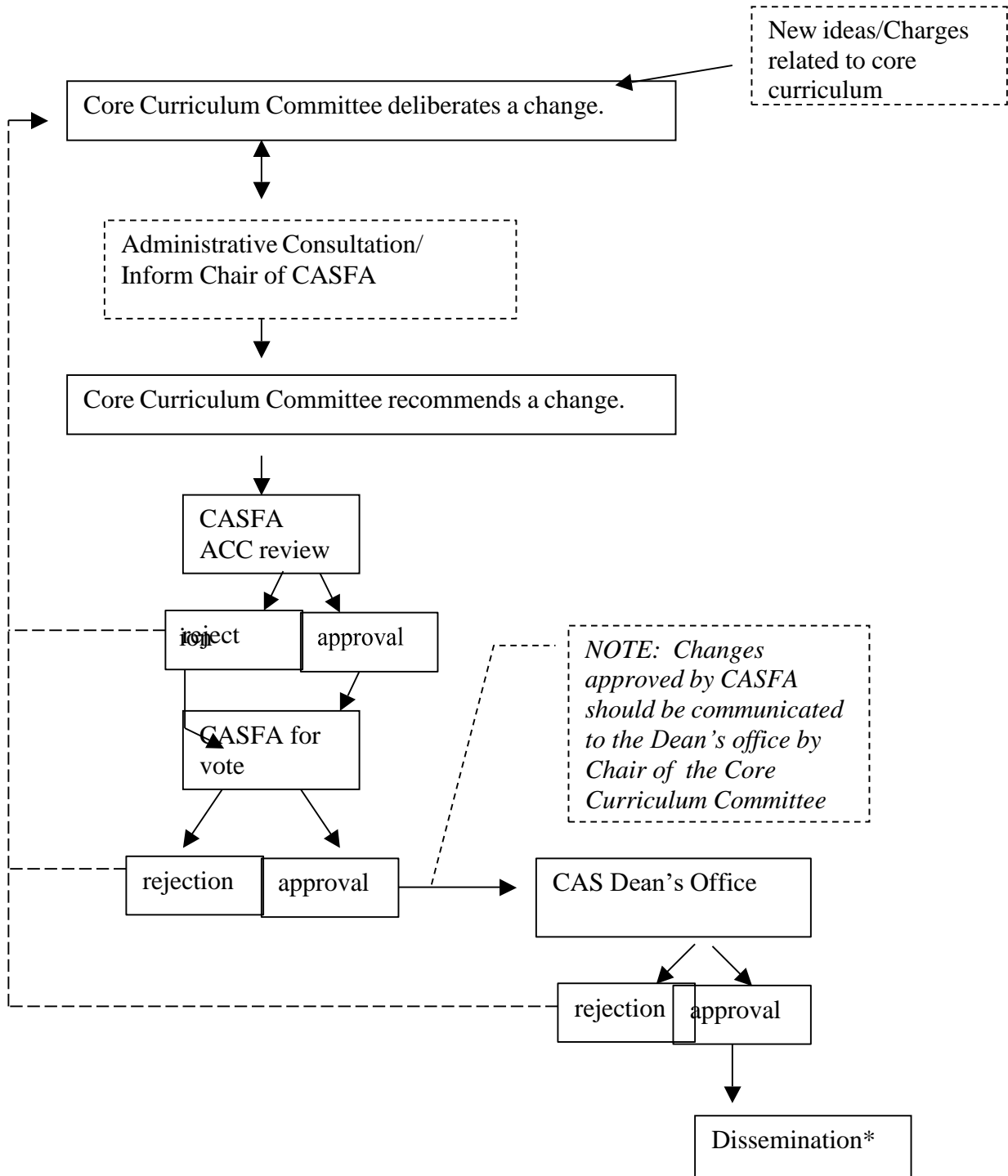
The College of Arts and Sciences follows this recommendation by embedding multiple, structured opportunities for information literacy skills development into required courses in the Core Curriculum. For example, English Composition, Introduction to Environmental Issues, and the required first-year Laboratory Science courses all contribute to students’ development of information literacy. 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 <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf>

Appendix B – Sequence of Events for Changes to the Core Curriculum

Sequence of Events for Changes to Core Curriculum



* Dissemination - CCC should communicate changes to appropriate Administrators and Offices (VPAA, 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 C – Guide for Advanced Studies Course Selection

Guide for Advanced Studies course selection

| 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 | | | | | | | |
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| 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 majors 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 | | | | | | | |