Auburn University
Core Curriculum Review
CURRENT TRENDS AND PRACTICE

Fall 2026

Core Curriculum Review Steering Committee

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EXECUTIVE SUMMARY

Auburn's Core Curriculum, commonly referred to as the "Core," represents the shared coursework and experiences all Auburn undergraduate students complete.

In Fall 2025, the university initiated a comprehensive review of the Core to ensure its courses and experiences support Auburn's mission to prepare students for productive, purposeful lives as well-rounded thinkers and engaged citizens by providing them with a rigorous, forward-thinking education, exposing them to life-enhancing research and scholarship, and giving them an opportunity to engage in impactful service.

This report summarizes the results of Phase 1 of the Auburn University Core Curriculum Review, with the objective of gathering and assessing the current Core, conducted between Fall 2025 and Fall 2026. This report outlines the work done to (a) engage with faculty, students, staff, alumni, and industry; (b) collect and summarize student learning and outcome data; and (c) benchmark coursework offerings and enrollment.

Some of the most important findings from this phase of the review include:

- The Auburn Core Curriculum has not been comprehensively reviewed since 2008.
- The Core Curriculum is characterized by 9 Student Learning Outcomes (SLOs) and 8 Educational Requirements. Many SLOs are accomplished through a small number of courses, within a single Requirement. There are opportunities to rearticulate these SLOs to meet the current needs of students.
- The Core Curriculum coursework is shaped by requirements set by the Auburn University Strategic Plan, the Auburn University Board of Trustees, the Alabama Articulation and General Studies Committee, the Southern Association of Colleges and Schools Commission on Colleges Accreditation
- While there is some flexibility in Core Curriculum classes, major degree programs often define what courses students must take to complete their Educational Requirements.
- Often, the core is viewed by students, faculty and staff simply as a set of requirements to complete before beginning major coursework rather than as an essential component of a university education. A clearly articulated mission should explain what the Core Curriculum is designed to accomplish, why each component is included, and how it contributes to the development of every Auburn graduate.
- Auburn has a relatively compact Core Curriculum with 92 courses. 33 of these courses have an Honors Section.
- The Auburn Core Curriculum coursework is taught by faculty and graduate teaching assistants in 8 colleges, with CLA and COSAM offering the most core courses.
- According to alumni, faculty and employers, the most valuable Core Curriculum experiences developed their transferable capabilities rather than simply delivered additional content. Writing and communication, critical thinking, understanding people and society, cultural awareness, problem-solving, and practical experience were repeatedly identified as lasting benefits.
- Enrollment in Core Curriculum coursework continues to grow each year in response to the continuously increasing freshmen class enrollments.
- Core Curriculum offerings can vary in size and structure across Educational Requirements, reflecting the skilled thoughtful approach that field experts take to provide the most meaningful experiences for students. However, increasing enrollments cause some courses to be offered with class sizes much larger than optimal due to infrastructure limitations.
- In Fall 2025, incoming freshmen received at least one Core Course credit via the Auburn First Program (8.6%), other Dual Enrollment (39.4%), and AP/SAT/ACT/IB Credit (57.9%). Transfer credits are most frequently awarded for Science and Math core requirements.

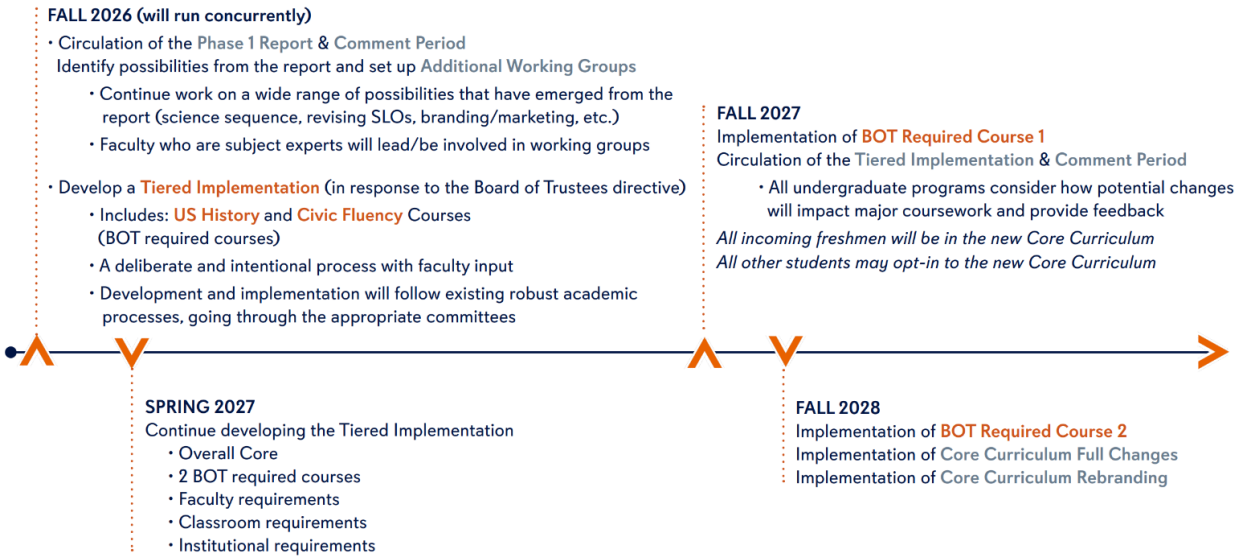
With the publication of this report, we now move into Phase 2 of the Core Curriculum Review Process. The objectives of Phase 2 are to (a) set up Working Groups to develop potential revisions to the Core Curriculum coursework, structure of the core, articulation of the core, and branding of the core and (b) develop a Tiered Implementation Plan.

We look forward to continuing our work together with the campus community to gather further input and feedback. Specifically, we will begin by gathering feedback from the campus community in response to this report via multiple mediums, including an online survey.

In Fall 2027, we will implement the first new Board of Trustees required course into the core curriculum. We will also share a Phase 2 report that outlines the recommended Tiered Implementation Plan and provide an additional comment period. All undergraduate programs will be encouraged to consider how the potential changes will impact their major coursework and provide feedback to the committees.

In Fall 2028, the full new Core Curriculum, including rebranding, will be implemented. This will also include the second new Board of Trustee required course. This full new Core Curriculum will incorporate comments received during the previous year. All incoming freshmen will begin on the new Core Curriculum requirements, and continuing students may opt-in to the new Core Curriculum.

Throughout all this work, we continue to be guided by the same foundational principles, which ensure that the Auburn University Core Curriculum embodies the academic rigor of an Auburn University education, comprises a series of courses for all undergraduate Auburn students that achieves clear student learning outcomes, offers a distinctly Auburn experience for those students, and develops a family of well-rounded thinkers and engaged citizens.



1. INTRODUCTION AND CORE CURRICULUM OVERVIEW

Auburn's Core Curriculum, commonly referred to as the "Core", represents the shared coursework and experiences all Auburn undergraduate students complete. The Auburn Bulletin states "the purpose of the Auburn University Core Curriculum is to foster the knowledge, skills, and perspectives that are hallmarks of an Auburn graduate. By completing courses that represent a range of disciplines students begin to acquire an educated appreciation of the natural world, of human life, and of the interactions between them. In particular, students complete the subject area distribution requirements identified below, which meet the requirements established by the Alabama General Studies Committee."

Auburn's Core Curriculum serves multiple purposes. Beyond supporting academic progression into majors, it offers students meaningful opportunities to explore potential career paths, engage in shared learning experiences, and develop as well-rounded thinkers and engaged citizens.

In Fall 2025, the university initiated a comprehensive review of the Core to ensure its courses and experiences support Auburn's mission to prepare students for productive, purposeful lives by providing them with forward-thinking education, exposing them to life-enhancing research and scholarship, and giving them an opportunity to engage in impactful service.

The overall purpose of the Core Review is to bring together faculty, students, staff, alumni, and other members of the Auburn Family to take a thorough and reflective look at the Core and ensure that it is:

- Comprehensive, coherent, and rigorous
- Committed to Auburn's tradition of academic excellence
- Responsive to institutional goals and Auburn University's strategic plan
- Reflective of the abilities needed for careers in a practical world
- Effective in equipping students to think critically and creatively about society's evolving needs

Specifically, the Core Review considers, but is not limited to:

- Content requirements and their relationship to general education outcomes
- The connections between Core coursework and major/program requirements
- The role of Core coursework in students' distinctly Auburn experience
- Effective and appropriate pedagogies for delivering the Core
- Critical support structures, including advising, that help students navigate Core coursework
- The integration of coursework completed at other institutions with Auburn's Core
- Accreditation standards (SACSCOC) and statewide agreements (Articulation and General Studies Committee of the Alabama Commission on Higher Education)

This report summarizes the results of *Phase 1* of the Auburn University Core Curriculum Review, with the objective of gathering and assessing the current Core, conducted between Fall 2025 and Fall 2026. This report outlines the work done to (a) engage with faculty, students, staff, alumni, and industry; (b) collect and summarize student learning and outcome data; and (c) benchmark coursework offerings and enrollment. It is important to note that this report does not focus on making recommendations. These will be developed through working groups in the next phase of the Review, based on further input from the campus community.

This work will be followed by two additional overlapping phases, following a timeline like other peer universities:

- *Phase 2: Development of Proposed Revisions to the Core Curriculum*, conducted between Fall 2026 and Spring 2028. This phase will focus on the collaborative development of proposed revisions based on the results of this Phase 1 Report. Continuing in the traditions of Phase 1, this work will seek broad input from campus stakeholders, including students, faculty and staff. It will also emphasize transparency, feedback and buy-in from the campus community.
- *Phase 3: Implementation of Core Curriculum Revisions*, beginning in Fall 2027 and fully implemented by Fall 2028. This phase will focus on (a) developing a seamless transition plan for implementing the approved Core Curriculum revisions as well as (b) overseeing the at-scale implementation process. Phase 3 will also include evaluation and assessment of the revised coursework.

In tandem to this work, an additional Policy Implementation Leadership Committee has been asked to integrate the requirements outlined in the Auburn University Board of Trustee's *Policy on Academic Curriculum, Courses, Syllabi, and Core Educational Requirements* into the comprehensive Core Curriculum review.

Core Curriculum Overview

Auburn's Core Curriculum represents the shared coursework and experiences Auburn undergraduate students complete. The specific courses each student completes to fulfill Auburn University's Core requirements depend on the student's major. However, all Auburn students complete the following:

- 6 semester hours of English Composition
- 12 semester hours of Humanities courses, including at least 3 hours of Literature and 3 hours of Fine Arts
- 12 semester hours of Social Science courses, including at least 3 hours of world History and 3 hours of a social Science course other than History
    - Note: Within the Humanities/Social Science course requirements, students must complete a 6 semester-hour sequence in either History or Literature
- a 3–4 semester hour Mathematics course
- an 8-hour Science sequence that includes laboratory experiences

It is also important to recognize that these core courses support Auburn's general education Student Learning Outcomes (SLOs). The current SLOs were adopted by the Auburn Core Curriculum Committee in 2017 and define the foundational skills that Auburn students will build upon throughout their undergraduate education. According to the general education SLOs as they currently stand, Auburn students will be able to effectively:

a. locate, evaluate, and use information.
b. read and think critically.
c. apply mathematical methods.
d. write and revise for a variety of purposes.
e. create and deliver oral presentations.
f. analyze their own society and its relationship to the larger global context.
g. interact in intercultural situations.
h. apply scientific principles.
i. analyze and value creative artistic endeavors.

While core coursework is intended to provide a foundation for all Auburn students, Core classes can be completed at any time throughout a student's academic career. Additionally, some core classes can (a) be completed at other two- and four-year colleges/universities and transferred in for credit if their course content is equivalent or (b) be credited based on AP/SAT/ACT/IB exam performance.

Throughout the development of this Phase 1 report, students, faculty and staff all emphasized the role of the Core Curriculum in creating a distinctly Auburn academic experience. A strong Core Curriculum equips students with the knowledge, skills, perspectives, and adaptability needed to succeed professionally, contribute meaningfully to society, and continue learning throughout their lives. Specifically, having a well-designed Core Curriculum:

- **Encourages fundamental interdisciplinary and critical thinking.** A strong Core Curriculum exposes students to multiple disciplines, perspectives, and ways of understanding complex issues. On the basis of this broad and rigorous academic foundation, students learn to analyze problems critically, evaluate evidence, and consider diverse viewpoints. These skills enable graduates to approach challenges with intellectual curiosity, creativity, and informed judgment.
- **Provides a distinctive Auburn academic experience.** A thoughtfully designed Core Curriculum reflects Auburn's educational mission, values, and priorities. It helps distinguish Auburn University by creating a coherent academic experience that extends beyond individual degree programs. By emphasizing shared learning goals and intellectual development, the Core Curriculum contributes to a unique and memorable educational journey for all Auburn students.
- **Supports student success on campus and in their careers.** The Core Curriculum equips students with essential skills in communication, problem-solving, quantitative reasoning, and ethical decision-making. These competencies have been shown to support academic achievement across disciplines and help students navigate the demands of university life. Beyond graduation, employers consistently value the broad knowledge, adaptability, and critical thinking abilities developed through a strong general education foundation.
- **Creates community and shared educational experiences.** A well-defined Core Curriculum provides students with a common foundation of knowledge and experiences that connects them across majors, backgrounds, and interests. By engaging with shared courses and learning outcomes, students develop a stronger sense of belonging to the Auburn University community. This common academic framework fosters meaningful dialogue, collaboration, and mutual understanding among students throughout their educational journey.

2. CORE CURRICULUM PHASE 1 REVIEW PROCESS

Universities periodically review and revise their Core Curriculums to reflect changes in academic best practices, pedagogical approaches, technologies, and student needs. As one can see in Table 1, various committees within Auburn University, including the Core Curriculum Committee and the Office of Academic Assessment, have evaluated and updated various components of the Core over the past 18 years. However, Auburn University conducted its last comprehensive Core Curriculum review in 2008.

Therefore, the overall purpose of the Core Review is to bring together faculty, students, staff, alumni, and other members of the Auburn Family to take a thoughtful and comprehensive look at Auburn's educational experience and ensure that it is:

- Comprehensive, coherent, and rigorous
- Effective in equipping students to think critically and creatively about society's evolving needs
- Reflective of the abilities needed for careers in a practical world
- Committed to Auburn's tradition of academic excellence
- Responsive to institutional goals and the university's strategic plan

A comprehensive review means that we are not simply considering one component of our Core Curriculum, but looking at it as a system made up of many interrelated components: coursework, scheduling, infrastructure, instruction, transferred credit, assessment, objectives, and outcomes. As such, this review is truly a campus-wide endeavor. For example, it is important not just to consider skills taught in the Core courses, but also how well students are able to utilize those skills in upper-level coursework years removed from their Core experiences.

TABLE 1: History of Core Curriculum Review at Auburn University

Year	Theme	Outcomes
1991	Specific Learning Goals	Emphasis on subject-matter–based learning goals
2008	Elevating Academics	Task force established to review the Core Curriculum; it ensured alignment with state law, identified areas of flexibility, benchmarked peer institutions, and articulated general education outcomes
2009	Statewide Alignment (AGSC)	Clarified the relationship between the Core Curriculum and Auburn University's general education outcomes; conducted the Core Curriculum and General Education Committee (CCGEC) Outcomes Alignment Study
2010	SLO Expansion	Expanded student learning outcomes (SLOs) from seven to eleven based on task force recommendations
2011	Course Rubrics	Established aggregation and coordination between department heads and the CCGEC
2015	Year of Reflection	Office of Academic Assessment conducted focus groups; CCGEC determined that course-embedded assessment was ineffective
2016	CCGEC Structural Change	Centralized assessment processes; simplified down to nine SLOs and aligned them with outcomes for graduating seniors
2017	SLO Implementation	New SLOs presented to the Faculty Senate; published for students via the Registrar; aligned with defined sub-outcomes
2018	Outcomes Assessment	Implemented the SCORE test to assess general education outcomes of graduating students
2019	Core Course Expansion	Added 31 courses to the Core Curriculum between 2012 and 2022

Committee Membership and Activities

Phase 1 of the Core Curriculum Review was led by two groups representing faculty, staff, and students from across campus: the steering committee (6 members responsible for overseeing the review and ensuring all of campus is involved in this process) and the advisory committee (21 members responsible for gathering information, identifying important topics for discussion, and providing insights into the implementation of our Core). These groups have been meeting throughout the past semester (every other week for the steering committee and monthly for the advisory committee) and will continue to do so for Phase 2. These groups met regularly throughout the year to gather, assemble and review the data presented in this report, as discussed in the following sections. The Core Curriculum and General Education Committee provided feedback throughout phase 1 (including in this report) and they will continue to do so in phase 2.

Several other campus programs assisted in gathering data and facilitating discussions with campus faculty, staff, and students. These units include the Offices of the Registrar, Academic Insight, Institutional Research, and the Office of the Provost.

Steering Committee Membership and Activities

The Steering Committee is responsible for overseeing the review and ensuring all of campus is involved in the Core Review process. Table 2 presents the members of this committee, with representatives from colleges and departments most involved in administering the Core coursework. Members of the committee were selected based on their involvement with core curriculum oversight and leading cross-campus activities. This committee meets biweekly to discuss logistics, synthesize results, and direct further data collection from the Advisory Committee. The committee also conducts focus group discussions, as outlined in the next section.

TABLE 2: Steering Committee Membership

Name	Role	University Representation
Chase Bringardner	Associate Provost for Academic Affairs, Co-Chair	Office of the Provost
Jeffrey LaMondia	Professor, Co-Chair	Department of Civil and Environmental Engineering
Maggie Han	Associate Dean of Academic Affairs & Professor	College of Sciences and Mathematics
Ash Abebe	Interim Dean	Graduate School
Tom Lockhart	Associate Professor	Department of Philosophy
Charles Israel	Associate Dean of Academic Affairs & Associate Professor	College of Liberal Arts

BOT Policy Implementation Leadership Team Membership and Activities

The BOT Policy Implementation Leadership Team is responsible for working with topic experts in the relevant departments to identify the most effective way to implement the two courses outlined in the Auburn University Board of Trustee's *Policy on Academic Curriculum, Courses, Syllabi, and Core Educational Requirements*. Specifically, this group is developing an implementation plan for the required US History course and the required Civic Leadership course as part of the core curriculum update. Table 3 presents the members of this committee.

TABLE 3: BOT Policy Implementation Leadership Team Membership

Name	Role	University Representation
Chase Bringardner	Co-Chair	Core Curriculum Review Steering Committee
Jeffrey LaMondia	Co-Chair	Core Curriculum Review Steering Committee
Jason Hicks	Dean	College of Liberal Arts
Charles Israel	Associate Dean of Academic Affairs & Associate Professor	College of Liberal Arts
Edward Thomas	Dean	College of Sciences and Mathematics
Maggie Han	Associate Dean of Academic Affairs & Professor	College of Sciences and Mathematics

Advisory Committee Membership and Activities

The Advisory Committee is responsible for gathering information, identifying important topics for discussion, and providing insights into the implementation of our Core. Table 4 presents the members of this committee, which includes student, faculty and staff representatives from departments and units across campus involved in all aspects of the Core (e.g. advising, teaching, participation, evaluation, and management). Members of the committee were identified by leaders from each college, the university library, SGA, the Core Curriculum and General Education Committee, the Registrar's Office, Biggio Center, and University Writing. This committee meets monthly to share, compare and discuss findings related to different core-related topics. Additionally, between monthly meetings, members of the committee meet in small working groups to gather information related to six key topics:

- What are the Core Curriculum requirements and what are their History?
- What are Auburn's Student Learning Outcomes and how do we assess them?
- How does Auburn navigate Core Courses completed elsewhere?
- What are other academic institutions doing with their core curricula?
- What are we hearing from the listening sessions and what common threads can we start to identify?
- What layers of infrastructure does Auburn have to support the Core and in what specific contexts does the Core exist within Auburn?

TABLE 4: Advisory Committee Membership

Name	Role	University Representation
Juliet Rumble [1]	Professor	Auburn University Libraries
Piper Cumbo [2]	Librarian, Assistant Professor	Auburn University Libraries
Asim Ali [1 2]	Executive Director	Biggio Center for the Enhancement of Teaching and Learning
Alleah Crawford [1 2]	Associate Dean for Academic Affairs and Professor	College of Human Sciences
Amy Michelle Curtis [1 2]	Associate Clinical Professor	College of Nursing
Haruka Wada [1 2]	Associate Professor	Department of Biological Sciences, College of Sciences and Mathematics
Steve Duke [1]	Associate Professor	Department of Chemical Engineering, Samuel Ginn College of Engineering
Michael Zabala [1 2]	Associate Professor	Department of Mechanical Engineering, Samuel Ginn College of Engineering
Matt Waters [1 2]	Associate Professor	Department of Crop, Soil, and Environmental Sciences, College of Agriculture
Paul Fitchett [1 2]	Department Head and Professor	Department of Curriculum & Teaching, College of Education
Juliane Braun [1 2]	Associate Professor	Department of English, Director of Core Literature, Core Curriculum and General Education Committee
Heather Alexander [1]	Associate Professor	Department of Forestry, College of Forestry, Wildlife, and Environment
Amy Counterman [2]	Professor of Practice	Department of Forestry, College of Forestry, Wildlife, and Environment
Brent Fox [1 2]	Professor	Department of Health Outcomes Research and Policy, Harrison School of Pharmacy
Virginia Kunzer [1 2]	Professor	Department of Music, College of Liberal Arts
Paul Walz [1 2]	Professor	Department of Pathobiology, College of Veterinary Medicine

1 – Member between Fall 2025 and Spring 2026
2 – Member between Fall 2026 and Spring 2027

TABLE 4: Advisory Committee Membership Continued

Name	Role	University Representation
Keven Yost [1 2]	Associate Dean of Academic Affairs	Professor, Department of Finance, Harbert College of Business
Courtney Windham [1 2]	Associate Professor	School of Industrial and Graphic Design, College of Architecture, Design, and Construction
Buckley Nettles [1]	Vice President	SGA
Mims Jones [1]	Executive Vice President of Initiatives	SGA
Lilly Pool [2]	Vice President	SGA
Colin Hale [2]	Executive Vice President of Initiatives	SGA
Ruthie Spears [1 2]	Director	University Advising
Chris Basgier [1 2]	Director	University Writing

1 – Member between Fall 2025 and Spring 2026
2 – Member between Fall 2026 and Spring 2027

Listening Sessions and Outreach

A successful Core Review relies on hearing from the students, faculty, and staff who are involved in all aspects of the Core coursework. Therefore, a main objective of the past year was to conduct listening sessions with the campus community to document (a) the current role of the Core in the Auburn experience, (b) what is working well within the current Core, and (c) what can be improved within the current Core. Table 5 summarizes the different listening sessions completed.

Listening sessions were conducted over two semesters. During Fall 2025, 10 general sessions were held for students, faculty and staff to attend. These sessions were held at varied days of the week, times of the day and locations across campus to accommodate participation from as many community members as possible. Over these 10 sessions, we heard from over 75 individuals (with an emphasis on faculty and staff). These sessions allowed for cross-discipline discussions and to hear how participation in the core varied across departments. During Spring 2026, the Steering Committee offered to visit Colleges, Departments, and Staff Units to have specific conversations with targeted groups. As a result, we held 10 additional focus groups, where we heard about unique approaches to teaching the Core, considerations for students navigating core coursework, and potential ways to improve the Core. Topics discussed in these focus groups were driven by the participants. It was clear from each focus group how passionate our faculty and staff are to engage with students as well as provide a meaningful experience for students taking Core coursework. Finally, we conducted 4 student-centric focus groups, with attendees recruited from different areas of campus, and distributed an online alumni/industry survey in partnership with the Auburn Employer Relations Knowledge Group (ERKG). Results from all the listening sessions can be found in Section 6.

TABLE 5: Listening Sessions

Meeting Participants	Audience and Discussion Type
General Listening Sessions (n=10)	General Audience Focus Groups
Student-centered Listening Sessions (n=4)	Student Focus Groups
History Department	Faculty Focus Group
Philosophy Department	Faculty Focus Group
College of Science and Mathematics (COSAM)	Department Chairs Focus Group
College of Engineering	Advisors Focus Group
English Department	Faculty and Lecturers Focus Groups
College of Liberal Arts	Department Heads & Chairs Focus Group
Political Science Department	Faculty Interview
Advisor Caucus Leadership Council	Advisors Focus Group
Academic Affairs Committee	Associate Deans Focus Group
University Faculty Senate	Presentation

Alignment with University and State Policy

In addition to the experience and knowledge of campus faculty expertise, Auburn University's Core Curriculum (and the Student Learning Outcomes the coursework supports) are guided by several university and state policies. These are outlined below.

Auburn University Strategic Plan

First, Auburn University's *Strategic Plan 2035: Grounded & Ground-Breaking* centers on five goals that illustrate the Auburn experience and epitomize the institution's values. Goal 1 (an Exceptional Student Experience) specifically states that we will:

- *Deliver rigorous, robust, and relevant academic programs as the foundation of the Auburn Experience, which will position all graduates for lifelong professional success while preparing them to lead purposeful lives and make significant contributions to society.*
- *Increase the quality and profile of all academic programs as reflected by high rankings, strong reputation, and competitive demand for Auburn graduates among prospective employers.*
- *Provide students with the opportunities to take courses that advance their academic, professional, and personal goals within their chosen fields of study and through a distinctive and adaptive Core Curriculum.*
- *Cultivate holistic student experiences that foster a multi-disciplinary mindset and build a foundation for life-long learning and societal contributions.*

The Auburn University Board of Trustees Policy on Academic Curriculum, Courses, Syllabi, and Core Educational Requirements

Second, this recent policy reaffirms that the University's Core Curriculum is a defining feature of the undergraduate degree and an important expression of the University's land-grant mission, academic standards, and responsibility to the public. It articulates specific Core Curriculum outcomes and a curricular framework ensuring that undergraduate students of the University demonstrate knowledge of United States History and civic fluency before graduation (including two required courses). The Policy can be found here: https://auburn.edu/administration/trustees/policies/index.php

Alabama Articulation and General Studies Committee

Third, the Alabama Articulation and General Studies Committee (AGSC) establishes a common 41–42 semester-hour general education core framework required across all public Alabama colleges and universities. Established by the state legislature in 1994, it ensures freshman and sophomore credits transfer seamlessly between two-year and four-year institutions without loss of time, money, or credit. The AGSC core requires:

- Written Composition (6 hours): Focuses on effective written communication.
- Humanities and Fine Arts (12 hours): Covers Literature, ethics, and arts.
- Natural Sciences and Mathematics (11–12 hours): Focuses on Science, reasoning, and math.
- History, Social, and Behavioral Sciences (12 hours): Covers human behavior, History, and social structures.
- Pre-Professional, Major, and Elective Courses (19–23 hours): Specific courses required for the intended major.

Southern Association of Colleges and Schools Commission on Colleges Accreditation

Fourth, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) establishes a general accreditation standard that every association school must meet as part of their general education coursework. Specifically, SACSCOC's current accreditation standards require that every undergraduate degree include a general education component that:

- Provides foundational knowledge, skills, and competencies
- Supports lifelong learning
- Supports informed citizenship
- Supports future employment
- Is based on a coherent educational rationale
- Represents a substantial portion of the degree
- Ensures breadth of knowledge beyond the major field of study

3. CURRENT STUDENT LEARNING OUTCOMES AND CORE REQUIREMENTS

The Core Curriculum serves multiple objectives. First, it must support student success, foster community, and provide educational enrichment. Second, it must provide the required educational benchmarks outlined by the University's Board of Trustees, the State, and SACSOC. In this section, we detail (a) the nine current Student Learning Outcomes (SLOs) that characterize the skills and knowledge that Auburn students will be able to demonstrate after completing the Core Curriculum and (b) the state-required education requirements the Core Curriculum must meet. The current SLOs were approved by the Core Curriculum Committee in 2017, after two years of discussion and review. The Core Education Requirements are set by the Alabama Articulation and General Studies Committee (AGSC) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This section describes how the current SLOs and requirements are related to each other as well as to the 2035 Auburn Strategic Plan. Additionally, we detail the current course offerings that support each Core Curriculum SLO and Core Educational Requirement, including how these are distributed across each college. Finally, we discuss the process used to evaluate and assess how well students are meeting the SLOs and requirements each year.

Defining the Current Student Learning Outcomes (SLOs)

The current SLOs were developed in 2017 by the Core Curriculum Committee to characterize the fundamental skills and knowledge that all Auburn students should possess upon graduation. The overall objective of articulating, supporting, and assessing these SLOs is to ensure that Auburn students become lifelong learners and use their education to solve practical problems. According to the SLOs as they currently stand, students will be able to effectively:

- locate, evaluate, and use information.
- read and think critically.
- apply mathematical methods.
- write and revise for a variety of purposes.
- create and deliver oral presentations.
- analyze their own society and its relationship to the larger global context.
- interact in intercultural situations.
- apply scientific principles.
- analyze and value creative artistic endeavors.

Each of these SLOs is further articulated by means of several sub-outcomes. These sub-outcomes are listed in Table 6. For a course to be included in the Core, the department offering the course must show that the course supports one of the SLOs. In particular, the department must show that the course consistently and thoroughly engages with each of the relevant SLO's sub-outcomes. Only courses that comprehensively engage with the SLO's sub-outcomes may be included in the Core. While uncommon, some courses do meet multiple SLO definitions.

The Core Curriculum SLOs are informed by the rigorous academic objectives of the University, so it is not surprising that the SLOs align with the 2035 Strategic Plan. A review of the strategic plan documents alongside these Core Curriculum SLOs suggests substantial overlap between the institution's forward-thinking ambitions and the foundational knowledge valued by Auburn University. Of particular note, Goal 1 of the strategic plan explicitly specifies the role of the Core Curriculum in elevating the student experience and indicates a review of the curriculum as a key performance indicator. (See: https://auburn.edu/administration/president/strategic-plan/goals/one/)

TABLE 6: Current Student Learning Outcome (SLO) Descriptions

SL-A. Locate, evaluate, and use information.

- Identify relevant sources for specific information needs and use appropriate search tools and search strategies to access the needed information.
- Recognize research and inquiry as iterative processes and recognize the contributions of scholarly communication and other information sharing networks to the creation of new knowledge.
- Apply their knowledge of the capabilities and constraints of information developed through various creation processes when assessing the alignment of information products and information needs and apply knowledge of the constructed and contextual nature of authority when evaluating the credibility of claims.
- Recognize that information possesses value and that legal, social, and economic factors influence information production, dissemination, and access and deploy this understanding to make informed and ethical decisions about how they access and use information.

SL-B. Read and think critically.

- Identify the genre of the text, make reasonable inferences about its central purpose or argument, define its key components, and show how the writer uses these to reach a conclusion or create meaning or impact.
- Engage the text dialogically, questioning its premises, identifying its limitations, or advancing alternative perspective.
- Construct a strong, well-reasoned argument by determining which conclusion is supported by the strongest evidence.

SL-C. Apply mathematical methods.

- Use arithmetic, algebraic, geometric, and statistical methods, to demonstrate mathematical skills sufficient to interpret and critically evaluate quantitative information presented in news and other reports published for general audiences.
- Perform calculations with integers, fractions (rational numbers), decimals, ratios, and percentages.
- Interpret and represent quantitative or symbolic models such as formulas, graphs, tables, and charts, and draw inferences from them.

SL-D. Write and revise for a variety of purposes.

- Analyze contexts and audiences and then act on that analysis in comprehending and creating texts.
- Analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts.
- Recognize and use multiple strategies, to conceptualize, develop, and finalize projects.
- Recognize formal rules and informal guidelines that define genres, and shape readers' and writers' perceptions of correctness or appropriateness.
- Compose text using a range of media.

SL-E. Create and deliver oral presentations.

- Group and sequence ideas and supporting material in a presentation.
- Employ language appropriate to the topic and audience that is grammatical, clear, and free from bias.
- Stand and move with authority, look more often at the audience than at his/her speaking materials/notes, use their voice expressively, and use few vocal fillers ("um," "uh," "like," "you know," etc.).
- Include credible and relevant supporting material.
- Articulate a clear central message that is easy to identify and compelling.

SL-F. Analyze their own society and its relationship to the larger global context.

- Have knowledge of historic economic, political, or social systems around the globe.
- Analyze the relationship of historical economic, political, or social systems to the creation of the current global structures.
- Describe how current economic, political, or social systems are interconnected.

SL-G. Interact in intercultural situations.

- Approach situations with a positive cultural orientation, tolerance for ambiguity, and cultural self-efficacy.
- Analyze intercultural situations through self-awareness, social monitoring, and application of cultural knowledge.
- Act appropriately in intercultural situations by employing behavioral and emotional self-regulation.

SL-H. Apply scientific principles.

- Recognize sound Science (this includes the ability to evaluate good and bad data).
- Draw conclusions and solve problems based on data, observations, and graphs (deduction).
- Use models to predict outcomes.

SL-I. Analyze and value creative artistic endeavors.

- Define and apply methodologies to investigate the products of the creative process (Product).
- Define and apply methodologies to investigate the creative process through the study and/or participation in the production of art, design and other areas of creative practice (Process/Practice).
- Define and apply methodologies to investigate and interpret information related to the historical, cultural, and other contexts of creative works, and subsequent and ongoing impact.



Defining the Current Core Curriculum Educational Requirements

The current Core Curriculum Educational Requirements are guided by the Articulation and General Studies Committee's comprehensive statewide articulation agreement for all public colleges and universities. These requirements ensure consistent freshmen and sophomore general studies across the state and support the transfer of credits between state schools.

The Core is currently organized and presented to students using the language of these requirements. As such, the Core is organized into five categories, with some focus areas within these categories, as seen in Figure 1. Advisors and students use these requirements to plan the specific thirteen courses each student completes to fulfill their Core Curriculum experience[1]. It is important to note that some colleges and majors have specific requirements for which Science sequences, humanities, and social Science courses students must take. Auburn's Student Learning Outcomes also includes an oral communication requirement, which all university students complete as part of the core or in their upper-level bachelor's degree programs.

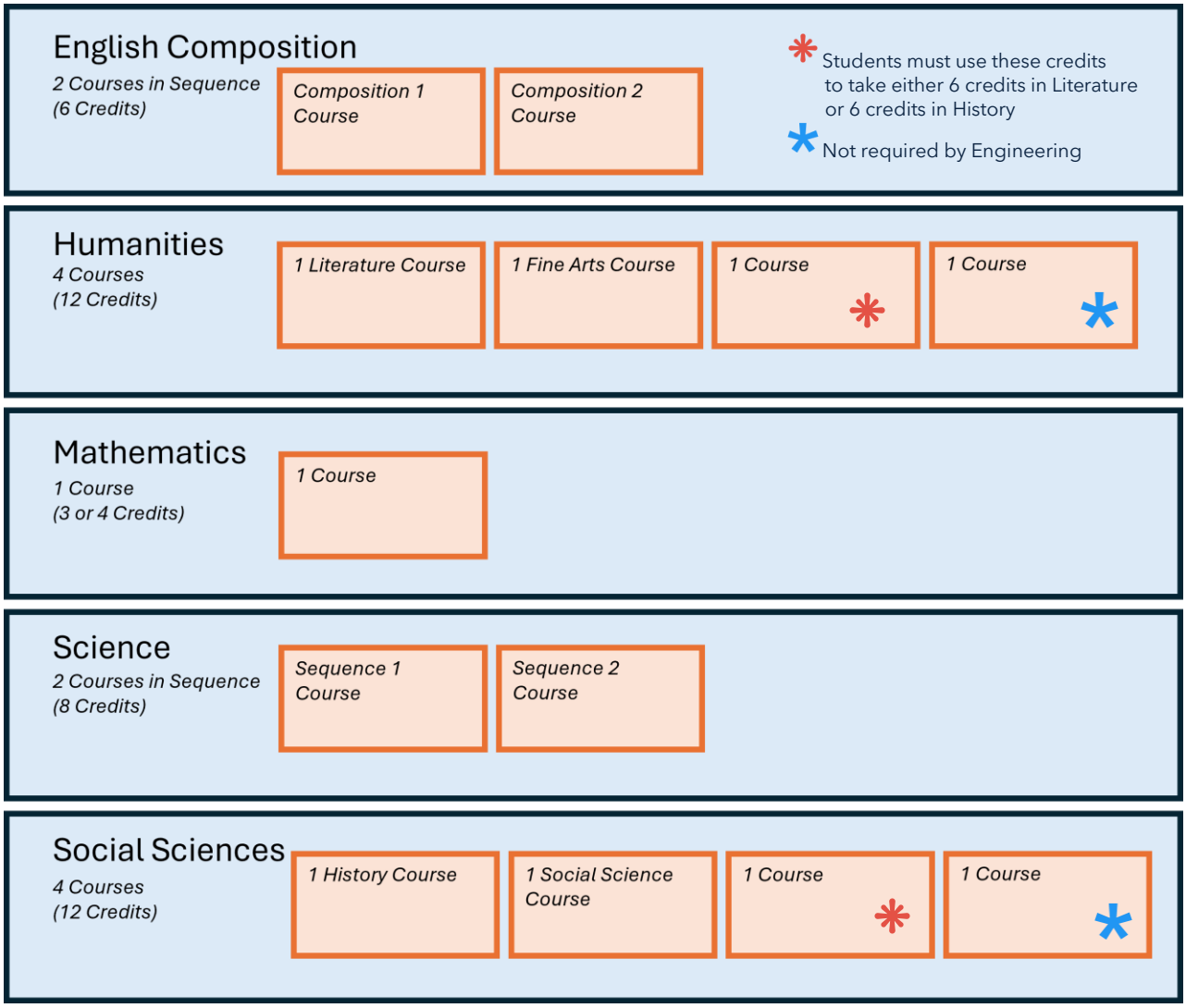


FIGURE 1: Core Curriculum Requirements

[1] *Students in the Ginn College of Engineering are required to take two courses fewer than other students, including one in Humanities and one in Social Sciences.*

Current Process for Approving Courses to the Core Curriculum

To add or propose a new course to the Auburn University Core Curriculum, the course proposal must pass through several stages of review:

- **Departmental Approval:** The new course must first be approved by the faculty and curriculum committee within the specific department.
- **College Approval:** It then advances to the college-level curriculum committee (e.g., College of Liberal Arts) for review.
- **University Curriculum Committee (UCC):** Once cleared at the college level, it is reviewed by the UCC, which verifies that the course is academically sound.
- **Core Curriculum and General Education Committee (CCGEC):** If the course is to be added to the Core Curriculum, the CCGEC will review the course to determine if it aligns with SLOs and other requirements.
- **Final Approval:** The final approval rests with the Provost.

There is no current process for removing a course from the Core Curriculum, even if it is no longer offered.

Current Annual Assessment of SLOs

Auburn University maintains a centralized process for assessing its General Education Student Learning Outcomes (SLOs). Student achievement of the SLOs is evaluated continually by the General Education and Core Curriculum Committee, with assistance from the Office of Academic Insight. Each year, the Committee determines which SLOs will be assessed, with all SLOs assessed on a recurring cycle. All SLOs have been assessed at least once since 2019. While this assessment occurs each year, there is currently not a system in place to check if students complete courses within each SLO before graduation.

The assessments focus on graduating seniors and draw on both external standardized assessments and Auburn-specific instruments developed by Auburn faculty and staff. For example, external standardized tests are typically administered to assess SLOs A, B, C, and G. At the same time, Auburn-specific data collection practices have been implemented for SLOs D, E, F, H, and I.

Data are collected through the SCORE (Student Core Outcomes and Readiness Evaluation), an assessment administered through a senior graduation course. All graduating seniors are registered for this course, and nearly 98% of graduates complete the assessment each year. The Office of Academic Insight collects, cleans, and analyzes the data and produces an annual SCORE report. Each assessment provides information on the number of students assessed, including the number of valid data points; average overall scores; correlations between SLO performance and ACT scores and cumulative GPA; and disaggregated results across a range of factors. Following each assessment cycle, the Core Curriculum and General Education Committee reviews the SCORE report to identify major areas of concern and discuss associated curricular activities.

The Office of Academic Insight recently released their own review of students' performance in core coursework. The report considers whether the modality or enrollment size of core-connected courses bore any correlational impact on student learning. Results showed that while students with in-person courses performed significantly better on Information Literacy (SLO-A) assessments, all other apparent differences were small enough to have negligible practical effects.

Connecting Current SLOs, Core Requirements, and Core Courses

There are currently 92 unique courses in the current Core Curriculum catalog. Science courses include a lab component and 33 of these courses have an Honors Section. The following tables summarize how these courses support the different SLOs and core requirements. Table 7 shares the number of unique core courses available to students across each educational requirement. Table 8 further breaks down the number of unique core courses available to students across each SLO. It is important to recognize that SLOs and requirements may be supported by (a) a smaller number of courses with many sections, (b) a larger number of courses with fewer sections, or (c) many courses with many sections. Table 9 highlights this relationship between requirements and SLOs, where one can see that certain requirements also serve as the main pathway for students to complete specific SLOs. For example, the Science requirement is the exclusive means for students to complete SL-H.

TABLE 7: Number of Unique Core Courses for each Core Requirement

Requirement	Number of Courses
English Composition	2
Literature	8
Fine Arts	10
Other Humanities	15
Mathematics	6
Science	28
History	4
Other Social Science	19

TABLE 8: Number of Unique Core Courses for each SLOs

Student Learning Outcomes	Number of Courses
SL-A. Locate, evaluate, and use information.	3
SL-B. Read and think critically.	21
SL-C. Apply mathematical methods.	6
SL-D. Write and revise for a variety of purposes.	2
SL-E. Create and deliver oral presentations.	1
SL-F. Analyze their own society and its relationship to the larger global context.	15
SL-G. Interact in intercultural situations.	16
SL-H. Apply scientific principles.	28
SL-I. Analyze and value creative artistic endeavors.	18

TABLE 9: Number of Unique Core Courses that support each SLO and Core Requirement Pair

Student Learning Outcomes	Core Curriculum Requirements							
	English Composition	Literature	Fine Arts	Other Humanities	Mathematics	Science	History	Other Social Science
SL-A. Locate, evaluate, and use information.	1					2		
SL-B. Read and think critically.		8		12				1
SL-C. Apply mathematical methods.					6			
SL-D. Write and revise for a variety of purposes.	2							
SL-E. Create and deliver oral presentations.				1				
SL-F. Analyze their own society and its relationship to the larger global context.				2			4	9
SL-G. Interact in intercultural situations.				2			4	1
SL-H. Apply scientific principles.						28		
SL-I. Analyze and value creative artistic endeavors.		8	1					

NOTE: Some courses support multiple SLOs, so the total number of courses listed is greater than the 92 Core Course Catalog.

4. CURRENT CORE CURRICULUM COURSE OFFERINGS

In this section, we present a snapshot of the current core curriculum course offerings and instruction characteristics, averaged over the past three years. Core courses are considered current if they have been taught at least once in the past 3 years.

Distribution of Unique Current Core Coursework by Colleges

Instruction of the Core Curriculum is shared across many colleges. Each college is passionate about teaching these courses, with unique pedagogical logic applied to develop the most appropriate course structure, class size, and types of instruction for these courses. Therefore, one course may have more sections with lower enrollment per section while another course may have fewer sections with higher enrollment per section. However, increasing enrollments cause some courses to be offered with class sizes much larger than optimal due to infrastructure limitations.

The following tables outline how the current Core Curriculum courses are distributed across colleges. Table 10 describes the number of unique core courses provided by each College at Auburn University. One can observe that some Colleges do not teach Core Courses (e.g. BUS, ENG, CON, HCOP, and CVM). For clarity, these Colleges are not included in future figures and tables. The following section further considers the total number of sections offered by each college. Some of these courses are taught every semester, while some are not taught on a regular basis. These results show how important CLA and COSAM are to supporting the Core Curriculum mission. Tables 11 and 12 further demonstrate how important these colleges are to supporting multiple SLOs and requirements, respectively.

TABLE 10: Distribution of Current Different Core Curriculum Courses by Colleges

AU College		Total Number of Core Curriculum Courses Offered
AG	College of Agriculture	3
CADC	College of Architecture, Design and Construction	3
BUS	Raymond J. Harbert College of Business	0
EDU	College of Education	1
ENG	Samuel Ginn College of Engineering	0
CFWE	College of Forestry, Wildlife and Environment	5
CHS	College of Human Sciences	1
CLA	College of Liberal Arts	46
CON	College of Nursing	0
HCOP	Harrison College of Pharmacy	0
COSAM	College of Sciences and Mathematics	30
CVM	College of Veterinary Medicine	0
UC	University College	3

TABLE 11: Distribution of Current Unique Core Curriculum Courses by SLOs and Colleges

AU College	Student Learning Outcomes								
	A	B	C	D	E	F	G	H	I
AG						1		2	
CADC									3
EDU							1		
CFWE	2					1		4	
CHS							1		
CLA	1	19		2	1	9	13		15
COSAM			6			1	1	22	
UC		2				3			

TABLE 12: Distribution of Current Unique Core Curriculum Courses by Requirements and Colleges

AU College	English Composition	Literature	Fine Arts	Other Humanities	Mathematics	Science	History	Other Social Science
AG						2		1
CADC			3					
EDU								1
CFWE						4		1
CHS								1
CLA	2	8	7	14			4	11
COSAM					6	22		2
UC				1				2

Distribution of Current Core Coursework Offerings by Semester

Core Curriculum courses are taught across all semesters, with far more offered during the Fall and Spring semesters than the Summer semester. While some courses offer many sections, most unique courses are taught with fewer than 5 sections per semester. The following table and figures show the true number of sections of our Core Curriculum courses taught each semester. Table 13 shows the mean number of core course sections offered during a typical fall, spring or summer semester. Figure 2 tracks the trends in total number of course sections taught over the past 3 years. The courses with the most sections offered (by different core requirements) are shown in Figure 3.

TABLE 13: Mean Number of Core Coursework Sections Offered Each Semester by Core Requirement (Averaged between Fall 2022 to Spring 2025)

Semester	English Composition	Literature	Fine Arts	Other Humanities	Mathematics	Science	History	Other Social Science
Fall Semesters	148	99	50	144	63	213	45	122
Spring Semesters	97	80	30	105	24	148	31	83
Summer Semesters	28	29	17	38	15	26	16	32

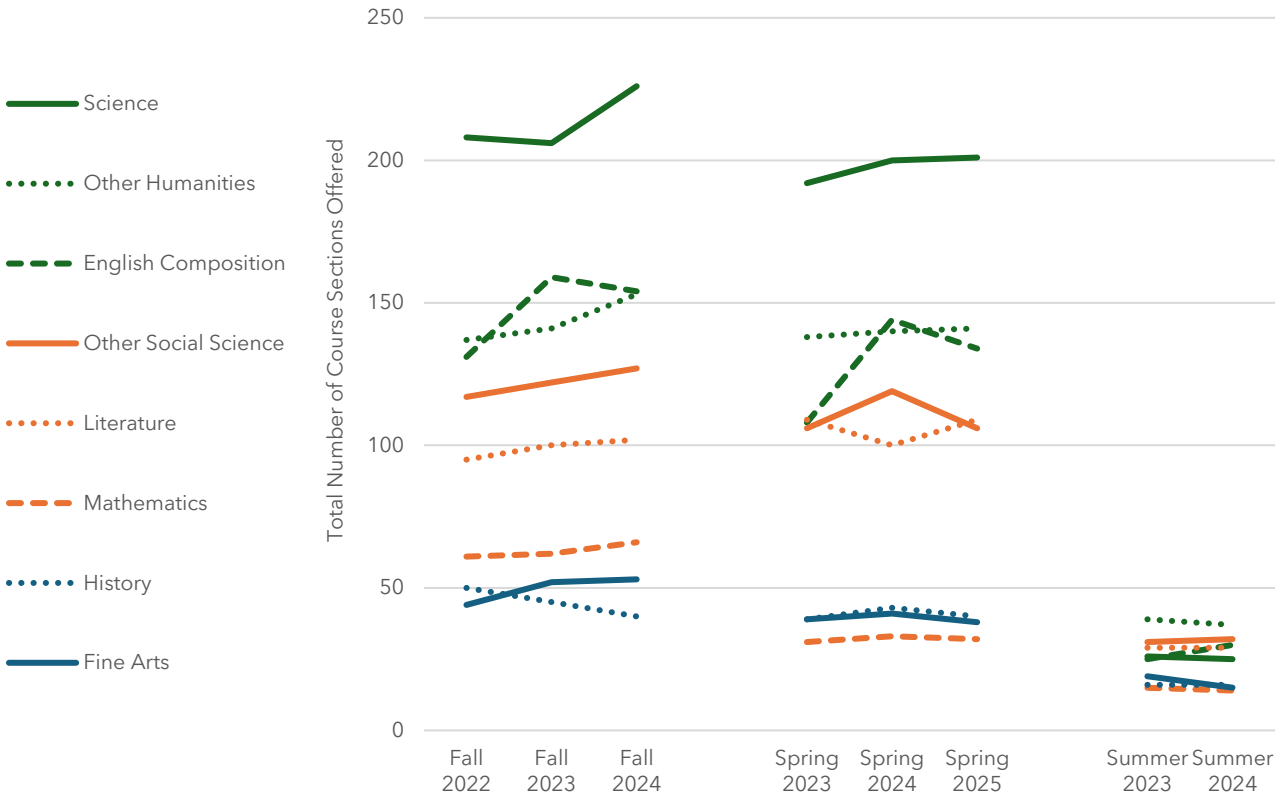
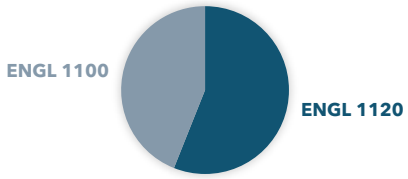
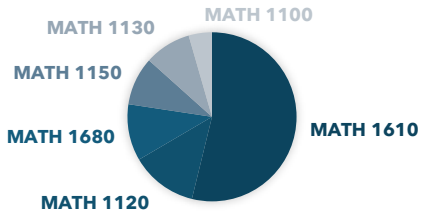


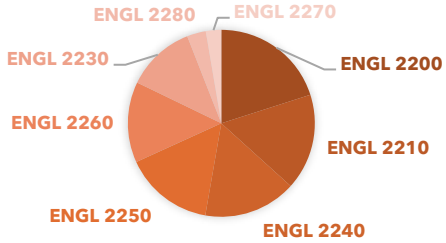
FIGURE 2: Trends in Total Number of Core Coursework Sections Offered Each Semester by Core Requirement between Fall 2022 to Spring 2025



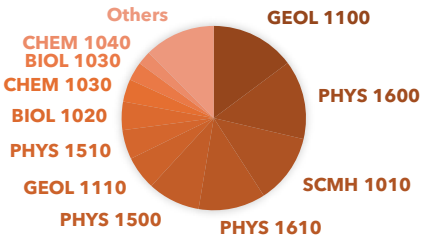
English Composition (885 total sections)



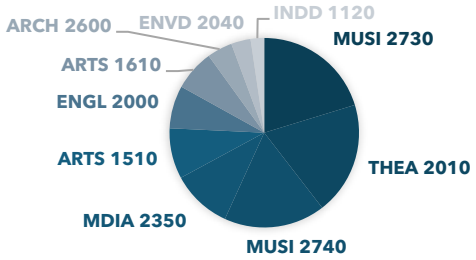
Mathematics (314 total sections)



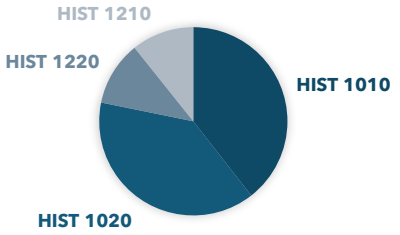
Literature (673 total sections)



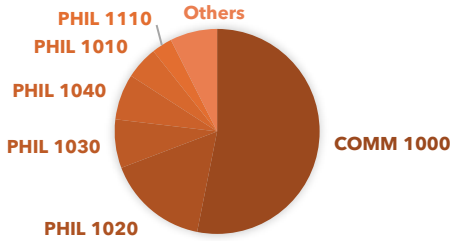
Science (1284 total sections)



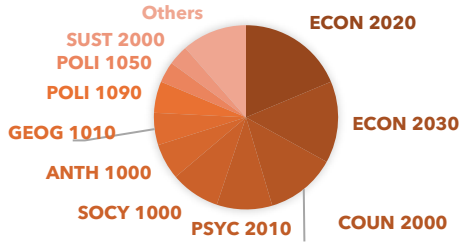
Fine Arts (301 total sections)



History (289 total sections)



Other Humanities (926 total sections)



Other Social Sciences (760 total sections)

FIGURE 3: Which Core Courses Offer the Most Sections in Each Core Requirement? (between Fall 2022 and Spring 2025)

Distribution of Current Core Coursework Offerings by Different Modalities

Following the previous section, we can consider how Core Coursework is taught. Core Curriculum courses are taught by a range of different instructors and modalities on campus. Instructors may include:

- **Professor**: The highest senior faculty rank, typically awarded to seasoned scholars with a strong record of research, teaching, and service.
- **Associate Professor**: Mid-level faculty members who have demonstrated sustained excellence in teaching, research, and service.
- **Assistant Professor**: Early-career, tenure-track faculty members working toward tenure and promotion.
- **Instructor / Senior Lecturer / Lecturer**: Faculty members primarily focused on classroom instruction rather than large-scale research agendas. This designation also includes Professors of Practice.
- **Adjunct Faculty**: Part-time instructional staff hired specifically to teach individual courses on a per-term basis.
- **Affiliate Faculty**: External experts, researchers from partner organizations or faculty from other departments who hold courtesy or collaborating appointments to support teaching.
- **Professor of Practice**: Experienced industry or professional experts hired to bring real-world practice into the classroom.
- **Graduate Teaching Assistants (TAs)**: Graduate students who assist primary instructors by leading labs, grading, or teaching introductory-level classes.
- **Visiting / Other Faculty**: Temporary or visiting full-time instructors appointed for specific terms or programs.

Modalities may include:

- **In Person:** Students interact with the course primarily through meetings with instructors in a classroom environment.
- **Online:** Students interact with the course primarily through online portals, which may be synchronous or asynchronous.

The data presented in this section describe trends over the past 3 years. Table 14 shares the distribution of primary instructor types for Core courses (including lab sections), and Figures 4 through 6 show how modalities vary by college, SLO, and requirement.

TABLE 14: Distribution of Current Core Curriculum Course Sections Taught by Instructor Type and Colleges (From 2025-2026 Academic Year)

Instructor	OVERALL CORE	CLA	COSAM	AG	CADC	EDU	CFWE	CHS	UC
Professor	4%	4%	4%	16%	7%	0%	17%	0%	24%
Associate Professor	9%	10%	4%	74%	39%	0%	0%	0%	0%
Assistant Professor	3%	3%	4%	10%	22%	0%	0%	0%	0%
Instructor / Senior Lecturer / Lecturer	53%	61%	37%	0%	7%	0%	83%	55%	44%
Adjunct Faculty	10%	5%	22%	0%	0%	0%	0%	15%	8%
Affiliate Faculty	3%	3%	2%	0%	0%	0%	0%	0%	0%
Graduate Teaching Assistant	18%	13%	25%	0%	0%	97%	0%	30%	24%
Visiting Faculty	1%	1%	0%	0%	25%	3%	0%	0%	0%

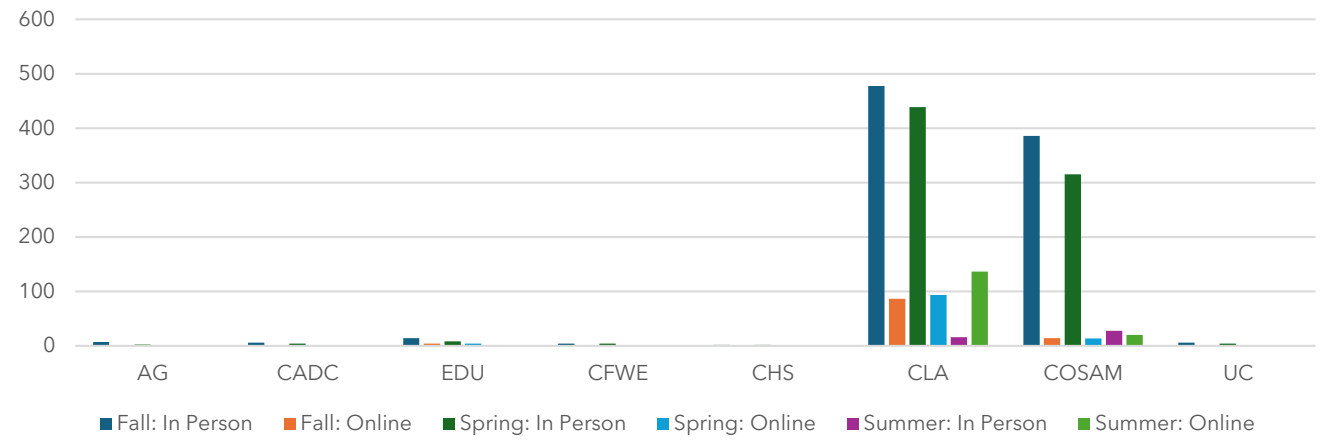


FIGURE 4: Distribution of Current Core Curriculum Coursework by Modality and Colleges (Averaged between Fall 2022 to Summer 2025)

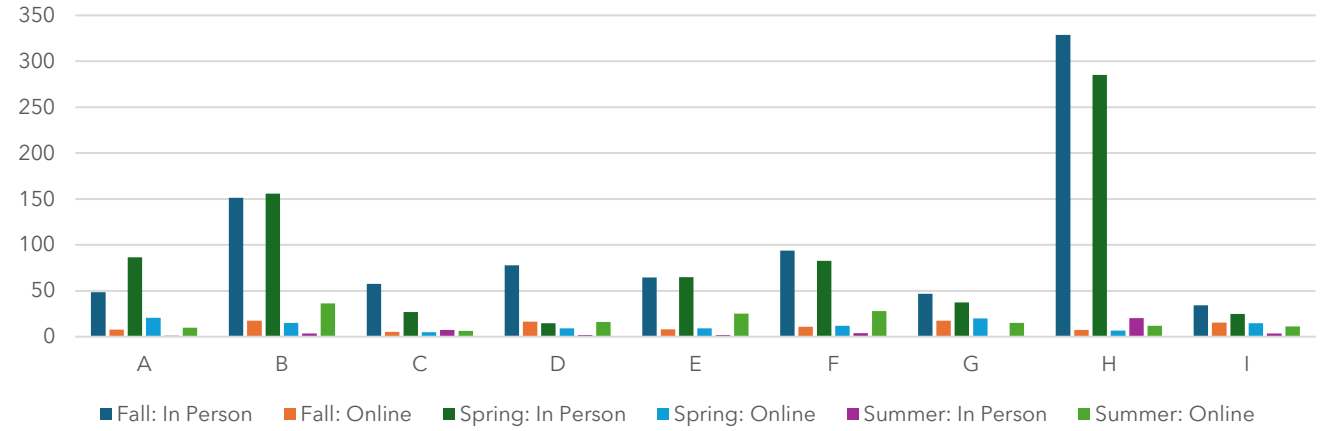


FIGURE 5: Distribution of Current Core Curriculum Coursework by Modality and SLO (Averaged between Fall 2022 to Summer 2025)

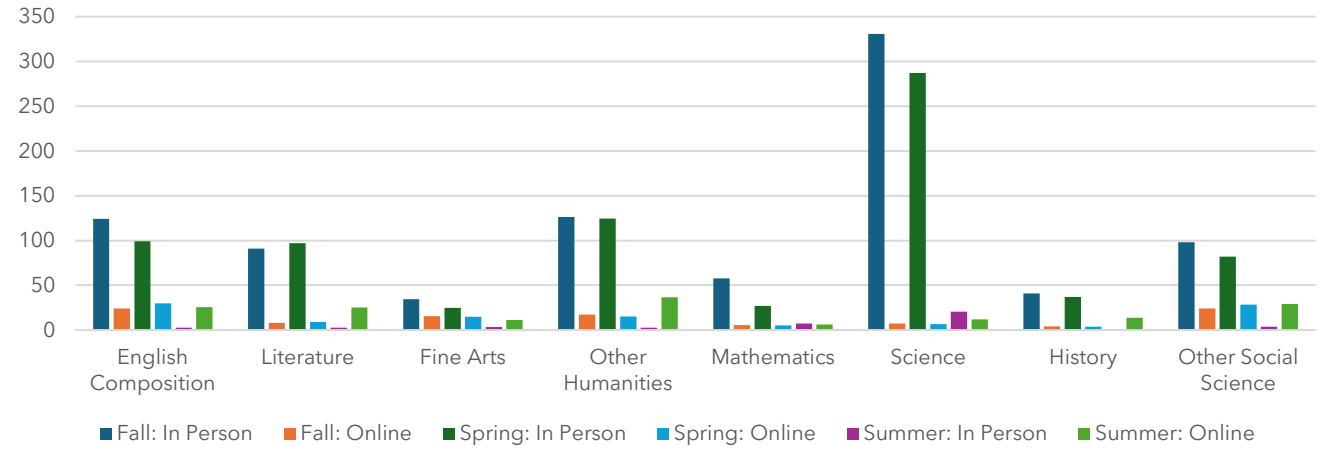


FIGURE 6: Distribution of Current Core Curriculum Coursework by Modality and Requirement (Averaged between Fall 2022 to Summer 2025)

5. CURRENT STUDENT ENROLLMENT IN CORE CURRICULUM COURSES

In this section, we present information on student enrollments in core curriculum courses, averaged over the past 3 years. First, we consider how enrollments are distributed across college and core requirements. Second, we return to modalities to see how students are engaging with core courses. Third, we consider to what extent different majors require students to enroll in specific core courses within each requirement. Fourth, we explore how many students are transferring credits for core courses (either as freshmen or as upper classmen at Auburn).

Current Enrollment in Core Courses

The core curriculum serves thousands of students every semester, as seen in Tables 15, 16 and 17. It is important to note that these numbers do not reflect unique students. Students must enroll in multiple core courses during their career at Auburn, so a single student is counted in these tables for each course they take. It is notable that some degree programs require students to take additional Science and Other Social Science courses beyond the Core requirements to fulfill the major degree requirements. Figure 7 tracks the total enrollment in each core requirement area over the past 3 years.

TABLE 15: Average Current Core Curriculum Enrollment in Courses Taught by Each College (Averaged between Fall 2022 to Summer 2025)

Courses Taught By...	Average Total Enrollment in Core Curriculum Courses for...		
	Fall Semester	Spring Semester	Summer Semester
AG	220	133	11
CADC	811	444	9
EDU	408	225	38
CFWE	194	121	106
CHS	110	79	14
CLA	23834	21445	3191
COSAM	17622	13307	1631
UC	144	109	95

TABLE 16: Average Current Core Curriculum Enrollment in Courses Focused on Different Core Requirements (Averaged between Fall 2022 to Summer 2025)

Courses Focused on...	Average Total Enrollment in Core Curriculum Courses for...		
	Fall Semester	Spring Semester	Summer Semester
English Composition	3188	2787	308
Literature	2254	2489	495
Fine Arts	4642	3536	504
Other Humanities	4074	3962	717
Mathematics	3588	2196	271
Science	13723	10801	1398
History	4147	3798	496
Other Social Science	7727	6294	906

TABLE 17: Average Annual Current Core Curriculum Enrollment in Courses Taught in Each College by Core Requirements (Averaged between Fall 2022 to Summer 2025)

Courses Taught By...	English Composition	Literature	Fine Arts	Other Humanities	Mathematics	Science	History	Other Social Science
AG						249		115
CADC			1263					
EDU								671
CFWE						226		195
CHS								203
CLA	6283	5239	7417	8728			8440	12363
COSAM					6055	24248		1060
UC				24				323

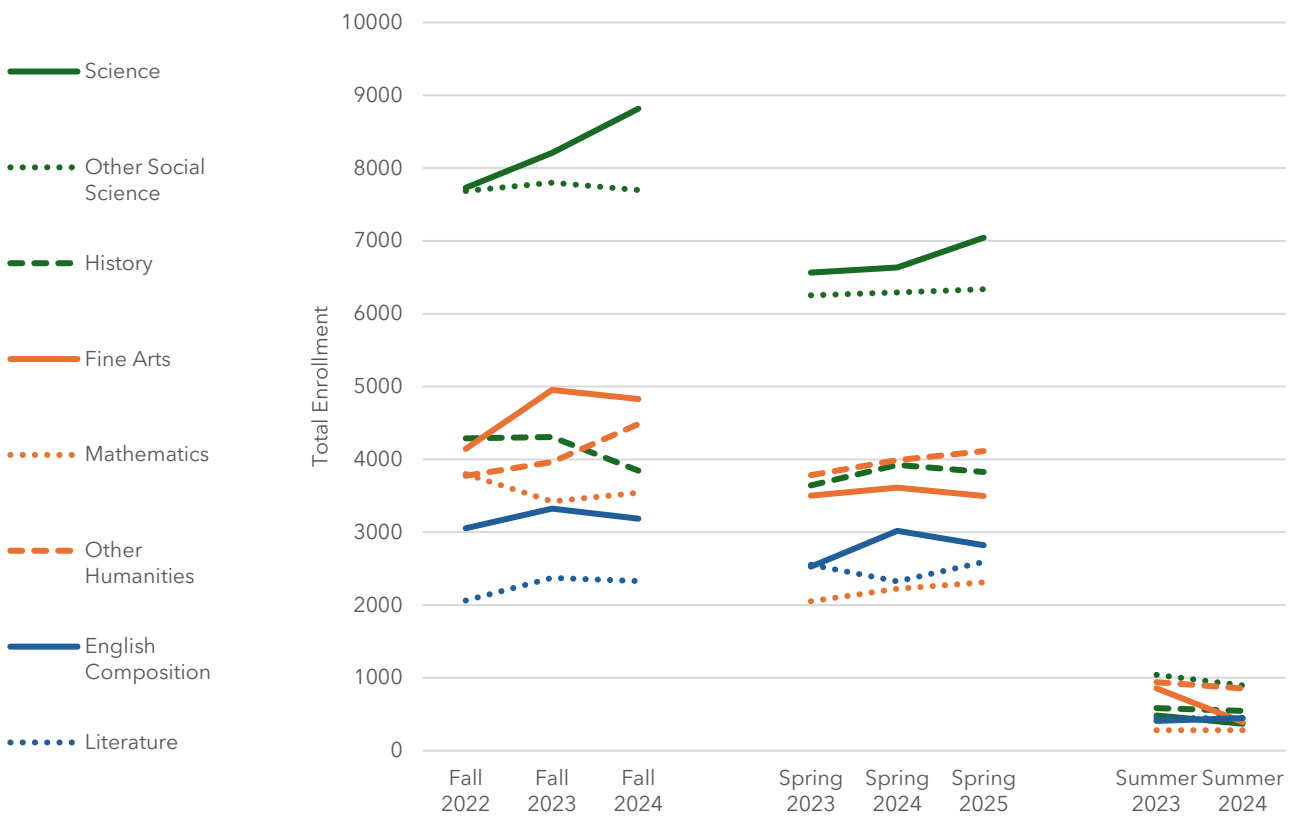


FIGURE 7: Trends in Total Enrollment in Each Core Requirement between Fall 2022 and Spring 2025

Distribution of Current Core Enrollment by Different Modalities

The following figures again highlight how students choose to engage in Core Curriculum courses either in-person or online. These figures are best understood by comparing them with the course offerings (in Figures 8 through10).

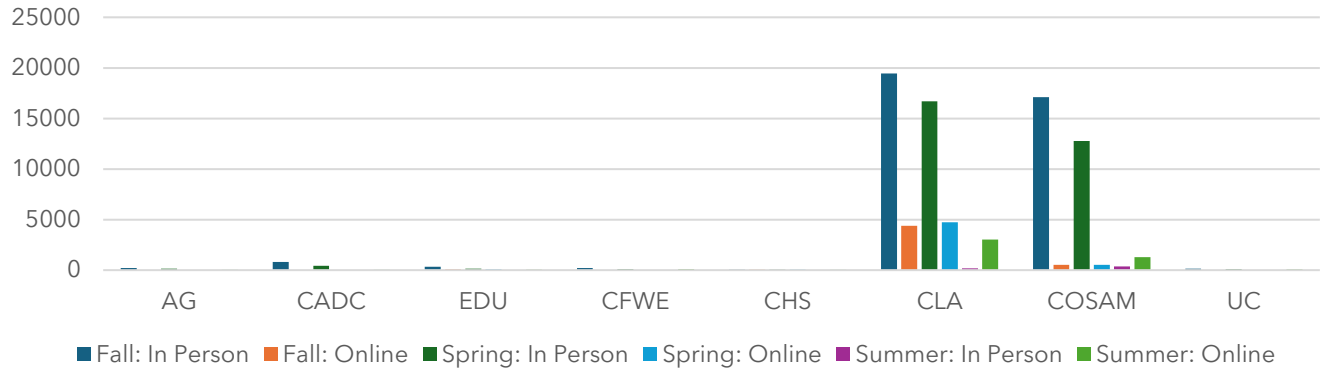


FIGURE 8: Distribution of Current Core Curriculum Enrollment by Modality and Colleges

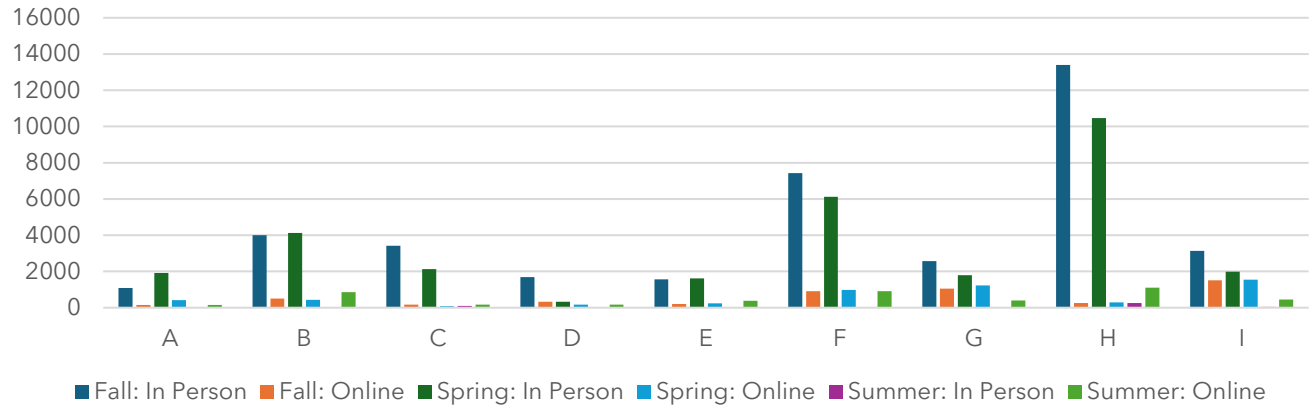


FIGURE 9: Distribution of Current Core Curriculum Enrollment by Modality and SLO

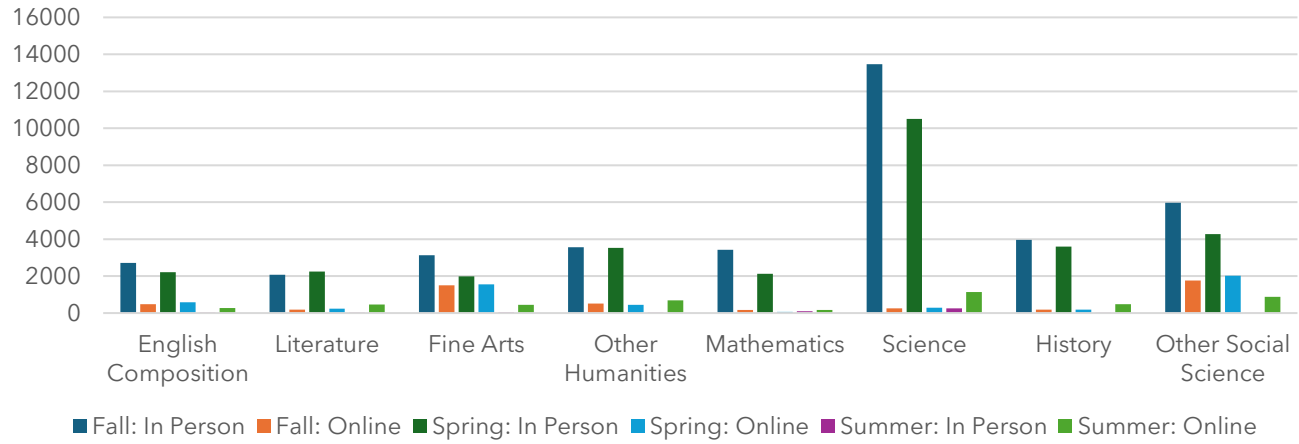


FIGURE 10: Distribution of Current Core Curriculum Enrollment by Modality and Requirement

Interactions Between Majors and the Core Curriculum

Upper-level majors often set core curriculum requirements for students to support accreditation or other coursework needs. In this section, we reviewed every major's requirements for selecting a class within each core requirement category. Figures 11 through 15 show the distributions of how majors on campus impact students' choice of core courses. The Science requirement category was left off this summary, as there are no patterns that exist from different major requirements.

As part of the core, students must choose between a 2-course Literature or History sequence. Figure 11 presents the percentage of majors that provide guidance on which Literature or History sequences students must take for their degree program. Fifty percent of majors require students to take the History sequence, while only one percent requires the Literature sequence. A large percentage of majors let students select between them.

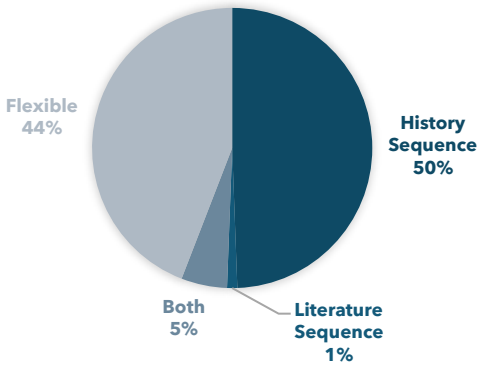


FIGURE 11: Distribution of Majors with Literature or History Sequence Requirements

Figure 12 presents the percentage of majors that provide guidance on which Mathematics course(s) students must take for their degree program. There is a range of different Mathematics requirements, but the most common two requirements are either a higher level (MATH 1610 or higher, with 41%) or no specific requirement at all (34%)

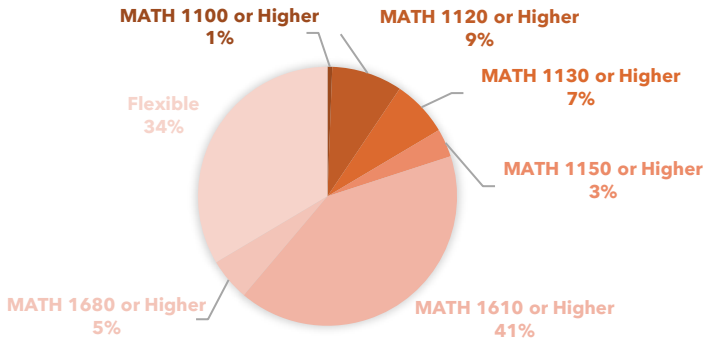


FIGURE 12: Distribution of Majors with Specified Mathematics Course Requirements

Figure 13 presents the percentage of majors that provide guidance on which Fine Arts course(s) students must take for their degree program. The Fine Arts requirement is the most flexible for students, with 95% of majors not setting any requirements.

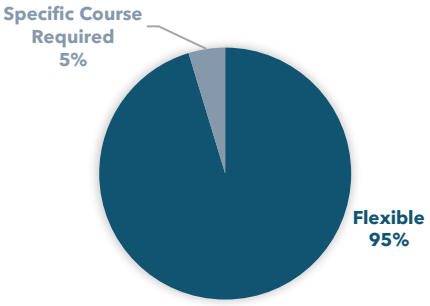


FIGURE 13: Distribution of Majors with Specified Fine Arts Course Requirements

Alternatively, many majors set requirements for the humanities courses. Figure 14 presents the percentage of majors that provide guidance on which Humanities course(s) students must take for their degree program. Forty-four percent of majors set a minimum COMM course requirement, sixteen percent set a PHIL course requirement, and an additional twenty percent set a combined COMM and PHIL course pair requirement.

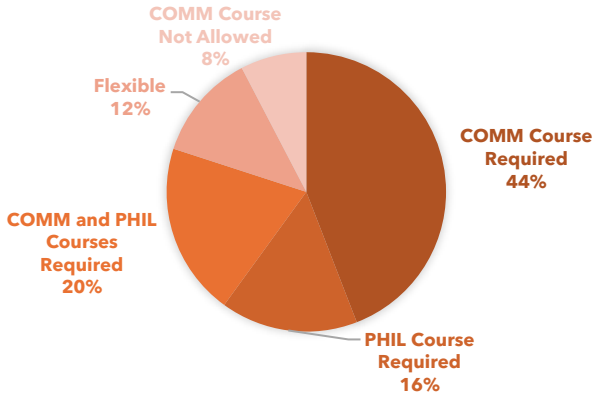


FIGURE 14: Distribution of Majors with Specified Humanities Course Requirements

Figure 15 presents the percentage of majors that provide guidance on which Social Science course(s) students must take for their degree program. Thirty-four percent of majors set one course all students must take from this category, eighteen percent of majors set two courses, and three percent set all three courses. The required courses are not the same across these majors.

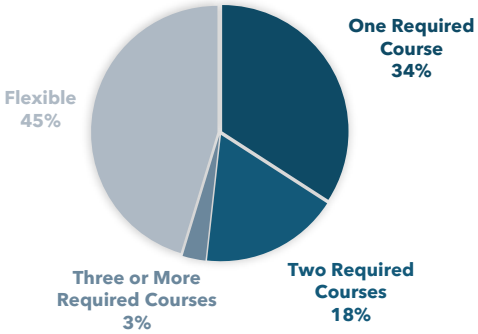


FIGURE 15: Distribution of Majors with Specified Social Science Course Requirements

Transfer Credits for Core Curriculum Coursework

Finally, it is important to consider how many students take core courses outside of Auburn University. This section summarizes the different avenues students can use to complete core courses as well as the actual rates observed at Auburn over the past 3 years.

Pathways for Core Curriculum Transfer Credits

Auburn University offers a variety of pathways for students to earn or transfer academic credit before enrolling or while completing their undergraduate education. These options provide flexibility for students with diverse educational backgrounds, recognize prior academic achievements, and help students make timely progress toward degree completion. Whether students earn college credit while in high school or transfer coursework from another institution, Auburn has established policies to evaluate and apply eligible credits toward degree requirements.

Auburn First is Auburn University's dual enrollment program that allows qualified high school students to take Auburn courses online while completing their secondary education. Students earn both high school and college credit through university-level coursework, providing an opportunity to experience Auburn academics while beginning progress toward a future degree.

Dual Enrollment programs offered through accredited colleges and universities provide another opportunity for high school students to earn transferable college credit. Unlike Auburn First, these courses are completed through other postsecondary institutions. When the coursework meets Auburn's transfer policies, the credits may be transferred into the university. If the transferred credits are applicable to a student's degree program, they are applied.

Path to the Plains is a transfer partnership between Auburn University and participating community colleges. Students begin their education at a partner institution while following a structured academic pathway that aligns coursework with Auburn degree requirements and includes a limited number of courses offered at/through Auburn University. Upon meeting program requirements, students can transfer to Auburn with many of their completed credits applying directly toward their bachelor's degree.

Advanced Placement (AP), Scholastic Aptitude Testing (SAT) and **American College Testing (ACT)** allow students to earn Auburn credit by achieving qualifying scores on College Board Advanced Placement and SAT/ACT examinations. Depending on the subject and examination score, AP, SAT or ACT credit may satisfy Core Curriculum requirements, prerequisite courses, or elective credit, allowing students to begin college with advanced standing.

International Baccalaureate (IB) credit recognizes the rigorous academic preparation provided through the International Baccalaureate Diploma Programme. Students who earn qualifying scores on Higher Level (HL) IB examinations may receive Auburn course credit in designated subject areas, reducing the number of courses they must complete after matriculation.

Students may also **transfer individual courses from other accredited colleges and universities** after they begin their education at Auburn. This transient option is commonly used by current Auburn students who complete approved coursework elsewhere, such as during the summer or while studying near their permanent residence. Subject to university policies and departmental approval, these courses may satisfy degree requirements or elective credit.

Finally, students may **transfer to Auburn after beginning their education at another two-year or four-year institution**. Auburn regularly welcomes transfer students from community colleges and universities across Alabama and the nation. Students in Alabama community colleges can utilize the AGSC transfer guides that map the path to Auburn degree programs. Previously completed coursework is evaluated for transferability based

on accreditation, course content, grades earned, and applicability to the student's intended degree program. This pathway enables students to continue their education at Auburn while receiving credit for eligible coursework completed at their previous institution.

Collectively, these pathways provide multiple avenues for students to bring academic credit to Auburn University, reflecting the institution's commitment to access, flexibility, and student success. By recognizing prior learning through standardized examinations, dual enrollment, transfer partnerships, and coursework completed at other accredited institutions, Auburn helps students build on their previous educational experiences while maintaining the academic standards expected of an Auburn degree.

First Year Undergraduates: Core Curriculum Courses Completed via Other Pathways

The following tables and figures summarize incoming freshmen and the credits they are awarded during Camp War Eagle. Tables 18 and 19 show that many students come in with some portions of their Core Curriculum coursework already completed, with these trends growing over time. It is important to recognize that in some cases credit is only awarded as a generic "core" course without getting credit for a specific course they may need for their major.

TABLE 18: Percentage of Incoming Class Who Were Awarded At Least One Credit Via Each Program

Pathway	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Auburn First Program	0.8%	2.4%	6.9%	11.0%	8.6%
Other Dual Enrollment*	36.6%	35.3%	38.9%	41.4%	39.4%
AP/SAT/ACT/IB Credit	44.3%	46.7%	50.2%	54.7%	57.9%

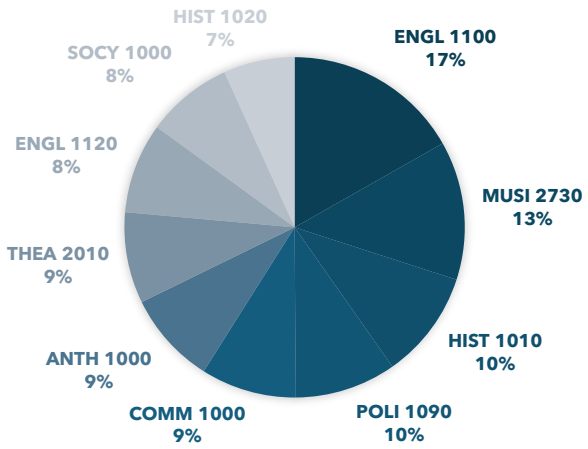
** Based on credits entered from official transcripts received*

TABLE 19: Mean Number of Credits Incoming Freshmen Are Awarded Via Each Program

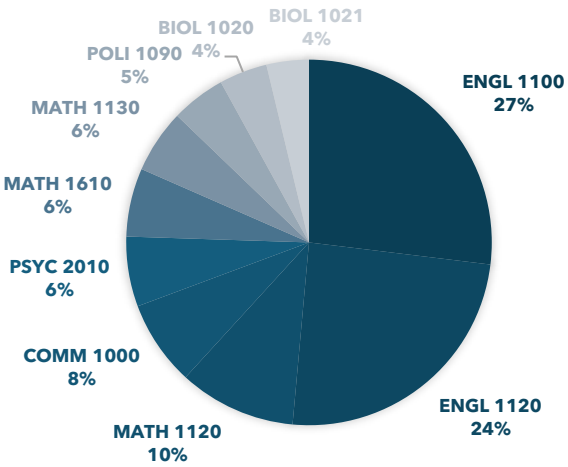
Pathway	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Auburn First Program*	8.3	8.5	7.3	7.2	7.9
Other Dual Enrollment*	12.1	12.1	11.5	11.8	11.4
AP/SAT/ACT/IB Credit*	9.0	9.7	9.8	10.3	11.1

** If a student has zero awarded credits, they are left out of this statistic*

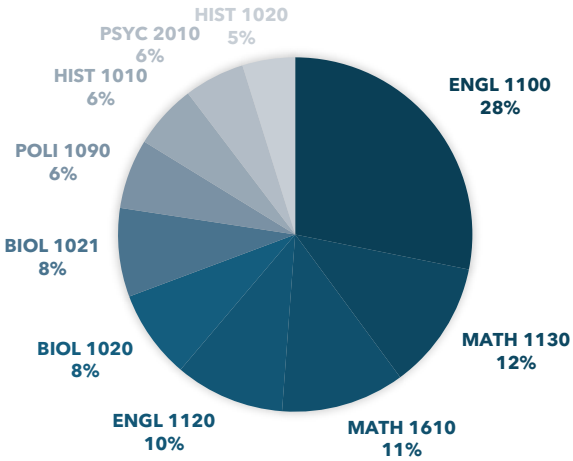
Figure 16 showcases the top 10 courses students get credit for via each pathway. The overwhelming courses students receive credit for are in the ENGL and MATH departments, across all three main pathways. One can see that the course requirements for which students receive credit vary by pathway. Credit from the Auburn First Program is most used to fulfill Social Science, Fine Arts and English requirements, as seen in Figure 17. Credit from the other dual enrollment programs is most used to fulfill English, Math and Science requirements. Credit from the AP, SAT, ACT or IB is most used to fulfill English, Science, Math and Social Science requirements. These categories are discussed together because once added into the registrar system, it is not possible to differentiate between the source of this credit.



…the Auburn First Program

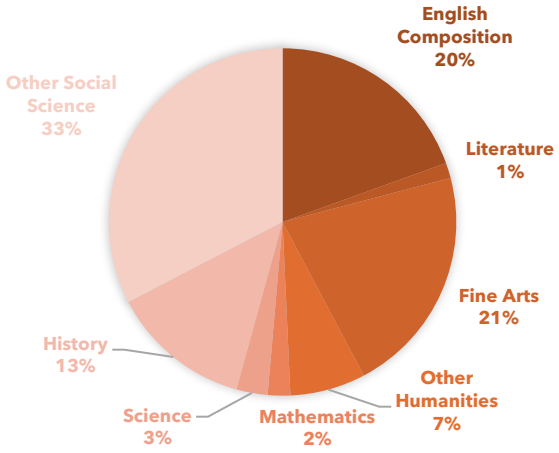


…Other Dual Enrollment

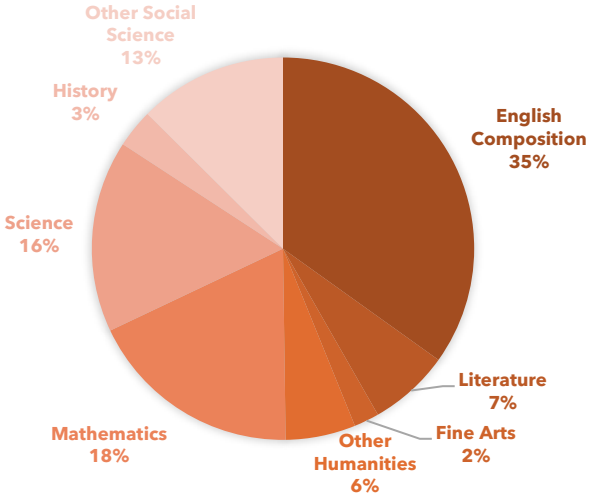


…AP/SAT/IB Credit

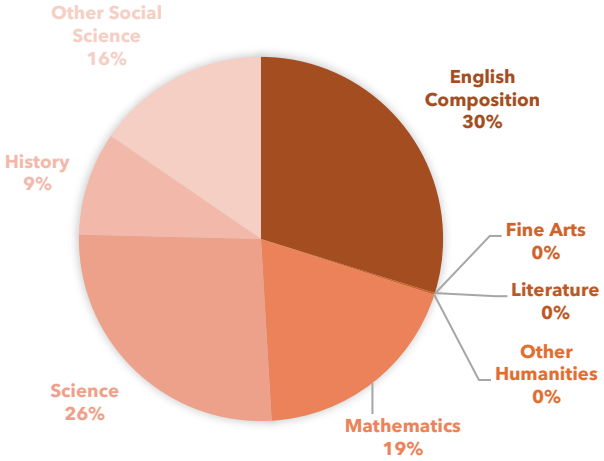
FIGURE 16: Top 10 Courses Incoming Freshmen Receive Credit for via…



…the Auburn First Program



…Other Dual Enrollment

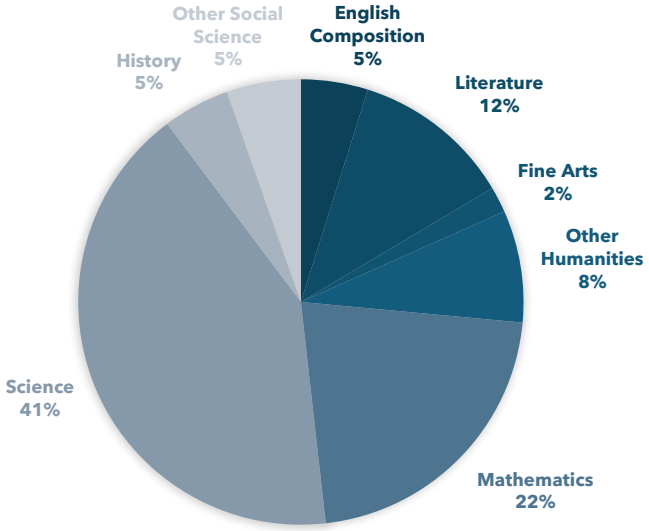


…AP/SAT/IB Credit

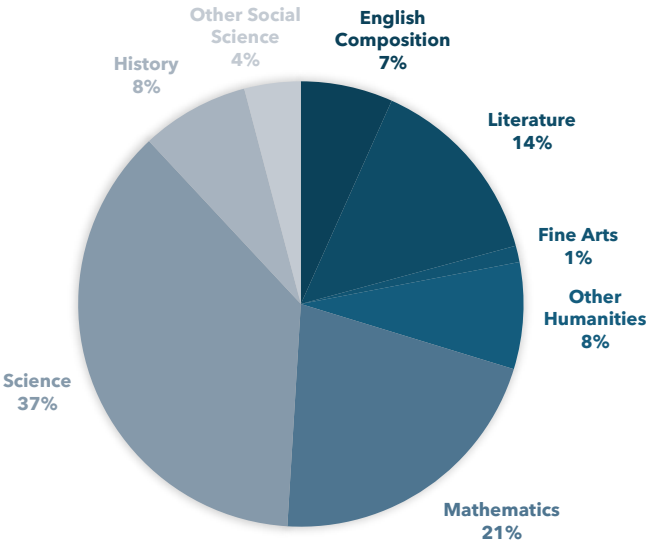
FIGURE 17: Incoming Freshmen's Core Curriculum Credit by Requirement via…

Continuing Undergraduates: Core Curriculum Courses Transferred from Other Institutions

On an average year, credit is awarded for 593 core curriculum courses taken elsewhere during the fall or spring semester. Additionally, credit is awarded for 3879 core curriculum courses taken elsewhere during the summer, on average. Figure 18 shows which core curriculum requirements are being completed via transfer credit during the academic year and the summer semesters.



…taken during a Fall/Spring Semester



…taken during a Summer Semester

FIGURE 18: Continuing Undergraduates' Core Curriculum Credit by Requirement

6. CURRENT FEEDBACK ON THE CORE CURRICULUM

In this section, we summarize feedback on the Core Curriculum we collected from the current faculty, staff, and students through listening sessions as well as from alumni and employers through online feedback surveys.

Listening Sessions and Outreach

A successful Core Review relies on hearing from the students, faculty, and staff who are involved in all aspects of the Core coursework. Therefore, a main objective of the past year was to conduct listening sessions with the campus community to document (a) the current role of the Core in the Auburn experience, (b) what is working well within the current Core, and (c) what can be improved within the current Core. Table 20 summarizes the different listening sessions completed.

Listening sessions were conducted over two semesters. During Fall 2025, 10 general sessions were held for students, faculty and staff to attend. These sessions were held at varied days of the week, times of the day and locations across campus to accommodate participation from as many community members as possible. Over these 10 sessions, we heard from over 75 individuals (with an emphasis on faculty and staff). These sessions allowed for cross-discipline discussions and to hear how participation in the core varied across departments. To help guide conversations, the following prompts were used:

- What do you think is the purpose of the Auburn University Core Curriculum?
- Auburn University states the purpose of the Core Curriculum is to foster knowledge, skills and perspectives that are hallmarks of an Auburn graduate. What do you think are the knowledge, skills, and perspectives that should be the hallmarks of an Auburn graduate?
- How do you think the Core Curriculum fosters the knowledge, skills, and perspectives that are hallmarks of an Auburn graduate?
- What are the strengths of the current Auburn University Core Curriculum?
- What changes would you like to see happen with the Core Curriculum?
- If you had a magic wand, what would you have the Core Curriculum look like?
- How do you think the Core Curriculum currently contributes or could contribute to students' "distinctly Auburn experience"?

During Spring 2026, the Steering Committee offered to visit Colleges, Departments, and Staff Units to have specific conversations with targeted groups. As a result, we held 10 additional focus groups, where we heard about unique approaches to teaching the Core, considerations for students navigating core coursework, and potential ways to improve the Core. Topics discussed in these focus groups were driven by the participants. It was clear from these focus group that our faculty and staff are passionate about engaging with students and providing them with meaningful experiences while taking Core coursework. We also conducted four student-centric focus groups, with attendance recruited from different areas of campus. Finally, we distributed an online alumni/industry survey in partnership with the Auburn Employer Relations Knowledge Group (ERKG).

TABLE 20: Listening Sessions

Meeting Participants	Audience and Discussion Type
General Listening Sessions (n=10)	General Audience Focus Groups
Student-centered Listening Sessions (n=4)	Student Focus Groups
History Department	Faculty Focus Group
Philosophy Department	Faculty Focus Group
College of Science and Mathematics (COSAM)	Department Chairs Focus Group
College of Engineering	Advisors Focus Group
English Department	Faculty and Lecturers Focus Groups
College of Liberal Arts	Department Heads & Chairs Focus Group
Political Science Department	Faculty Interview
Advisor Caucus Leadership Council	Advisors Focus Group
Academic Affairs Committee	Associate Deans Focus Group
University Faculty Senate	Presentation

Common Themes from Listening Sessions

After visiting and listening to faculty, staff, advisors, and students from across campus, a number of common themes emerged. The following describes the most substantive themes:

Faculty Commitment to the Core Curriculum

Faculty across Auburn University demonstrate a strong commitment to the Core Curriculum and are deeply invested in creating meaningful and rigorous educational experiences for students. Many instructors view these courses as an opportunity to introduce students to the habits of mind and foundational knowledge that will support future academic and professional success and shape the students into well-rounded, critically engaged citizens. This dedication extends across tenured, tenure-track, and non-tenure-track faculty, each of whom brings valuable expertise and unique perspectives to the classroom.

Developing a Clear and Shared Vision for the Core Curriculum

Students, faculty, and staff would benefit from a more consistent understanding of the purpose and value of the Core Curriculum. Too often, the core is viewed simply as a set of requirements to complete before beginning major coursework rather than as an essential component of a university education. A clearly articulated mission should explain what the Core Curriculum is designed to accomplish, why each component is included, and how it contributes to the development of every Auburn graduate.

Modernizing the Student Learning Outcomes

The current Core Curriculum Student Learning Outcomes provide a strong foundation but should be updated to reflect the evolving knowledge and skills expected of today's graduates. Emerging competencies such as data literacy, artificial intelligence awareness, civil discourse, civic engagement, advanced writing, and both creative and critical thinking are increasingly important across disciplines. In addition, nationally recognized career readiness competencies, such as those identified by the National Association of Colleges and Employers (NACE), offer valuable guidance for preparing students for success after graduation.

Strengthening Connections Between the Core and the Major

The relationship between the Core Curriculum and students' major programs should be more intentional and clearly communicated. Some core courses naturally serve as prerequisites or foundational experiences for advanced coursework within a discipline, while others are designed to provide broad exposure to knowledge and ways of thinking outside a student's field of study. Both types of courses serve important purposes, but students often struggle to understand how they fit together as part of a cohesive educational experience.

Building an Interdisciplinary Learning Community

The Core Curriculum represents one of the few opportunities for students from every academic discipline to learn together before entering more specialized coursework. This shared educational experience encourages students to encounter different perspectives, collaborate with peers from different majors, and develop interdisciplinary approaches to solving complex problems. Maintaining classrooms that intentionally mix students from across the university, rather than grouping them primarily by major, supports exploration and broadens students' understanding of potential interests and career paths.

Aligning Resources with Institutional Priorities

The university's investment in the Core Curriculum should reflect the importance it places on foundational undergraduate education. The quality of classrooms, instructional resources, and faculty assignments communicates to students and instructors how much the institution values these courses. Concerns were also raised that core courses are sometimes viewed primarily through the lens of student credit hour production, creating financial pressures that can discourage innovation or thoughtful improvements.

Improving Student Navigation of the Core Curriculum

Students often encounter challenges when navigating Core Curriculum requirements, particularly when selecting courses, transferring credits, or planning their schedules. Limited course availability can reduce flexibility and make it difficult for students to complete requirements in a timely manner. More effective communication with incoming and transfer students would help clarify available pathways and reduce confusion early in their academic careers.

Balancing Instructional Modality and Transfer Opportunities

As the university considers future revisions to the Core Curriculum, careful attention should be given to instructional modality and transfer credit policies. While transfer pathways provide important flexibility and affordability, many participants emphasized that the first-year core experience is most valuable when students engage in face-to-face learning with faculty and classmates. In-person courses provide opportunities to build relationships, develop a sense of belonging, and participate in meaningful discussions that are difficult to replicate in other formats.

Strengthening the Role of Writing Across the Curriculum

Writing was consistently recognized as an essential component of a broad university education and a skill that students will rely upon throughout their academic, professional, and civic lives. While the Core Curriculum provides an important foundation in written communication, students benefit most when writing is reinforced and developed throughout their undergraduate experience rather than treated as a skill completed through introductory composition courses. A stronger emphasis on writing across the curriculum would provide students with opportunities to write for different audiences, purposes, and disciplines while receiving meaningful feedback and opportunities for revision.

Alumni and Employer Core Curriculum Survey Feedback

A survey of Auburn University Alumni and those who employ Auburn students was conducted during summer 2026. Alumni were asked about their own experiences with the Core, how they felt the core courses benefited them post-graduation, and what more they would have liked from their core coursework. Employers were asked about the NACE career readiness skills and how well Auburn students were able to demonstrate those skills. Response to the survey was overwhelming, with over 600 responses, many of which were surprisingly detailed. Overall, alumni and employers had many positive things to say about the Core Curriculum and often called out specific courses, teachers, and experiences that directly impacted their lives and careers.

Summary of Alumni Feedback

The alumni responses (n=598) show strong support for the value of education outside the major, but with an important tension between broad education and perceived career relevance. Several major themes emerge:

English, Writing, and Communication were the Most Consistently Valued

Writing, English Composition, Literature, speech, and public speaking were among the most frequently mentioned experiences. Alumni emphasized that these skills have remained useful throughout their careers, particularly for professional writing, presentations, communication with stakeholders, and organizing ideas. Many described writing and communication as lifetime skills that apply regardless of profession.

History, Humanities, and Literature Broadened Perspectives

Many alumni valued History, Literature, philosophy, ethics, and the humanities because these courses helped them understand different people, cultures, historical contexts, and ways of thinking. Rather than pointing to specific facts they retained, alumni often described these courses as helping them become more thoughtful, reflective, critical, and informed people. A recurring sentiment was that college should produce a well-rounded person, not simply prepare someone for a specific job. One alumni response characterized the broader purpose of the core as learning "how to think, question assumptions, consider perspectives different from our own, and continue learning throughout our lives."

Psychology and Sociology Helped Alumni Understand People

Psychology and sociology were repeatedly identified as especially valuable. Alumni connected these courses to understanding human behavior, working with people, teaching, management, counseling, and interacting with individuals from different backgrounds. Sociology in particular was described as helping alumni see beyond their own experiences and understand society from different perspectives.

Science, Mathematics, Statistics, and Technology Provided Transferable Skills

Alumni mentioned biology, physics, geology, meteorology, Mathematics, statistics, computer skills, and technology. Their reasons varied. Some valued these courses for problem-solving and analytical thinking, while others found them useful in their careers or everyday lives. Statistics stood out as particularly valuable for alumni involved in research and interpreting information.

Arts, Music, and Extracurricular Academic Experiences Enriched Students' Lives

Music, theater, art, choir, band, foreign languages, and other creative experiences were frequently described as meaningful even when they had little direct connection to a career. Alumni discussed these experiences in terms of creativity, personal growth, community, teamwork, lifelong interests, and appreciation for culture.

The Value of The Core Often Depended on the Professor and the Learning Experience

Several responses focused less on the subject itself and more on exceptional faculty, small classes, discussions, mentorship, field trips, and engaging teaching. In some cases, alumni remembered a professor's enthusiasm or mentorship decades later, even when they could not remember much of the course content.

Some Questioned the Value of Non-Major Coursework

Not all alumni viewed the core positively. Some said that only major courses mattered, that they could not remember their core courses, or that required courses felt disconnected from their careers. Several specifically criticized courses that duplicated high school material or required substantial time without obvious career benefits. A few alumni argued for fewer required core hours and greater flexibility, allowing students to choose electives that complement their interests or careers. One response argued for a more focused major, while another suggested that arts and humanities might be more effective as electives.

The strongest message from the alumni is that the most valuable experiences outside the major were those that developed transferable capabilities rather than simply delivered additional content. Writing and communication, critical thinking, understanding people and society, cultural awareness, problem-solving, and practical experience were repeatedly identified as lasting benefits. At the same time, alumni responses reveal an important distinction between "valuable because it helped me do my job" and "valuable because it helped me become a better educated person." The first group emphasized business, economics, statistics, communication, internships, and practical experiences. The second emphasized History, Literature, philosophy, ethics, sociology, psychology, arts, foreign languages, and exposure to perspectives different from their own. In short, alumni generally see the greatest value in breadth when it develops transferable skills, expands perspective, exposes students to people and ideas outside their comfort zone, or connects learning to real-world experiences. However, the responses also suggest that the perceived value of the core decreases when students cannot see its purpose, when courses duplicate prior learning, or when the experience feels disconnected from their interests and future goals.

Summary of Employer-based Feedback

The non-alumni employer responses (n=5) and alumni employer responses (n=50) were combined for review. There are several clear themes, including both positive assessments of Auburn graduates and areas where respondents see opportunities for improvement. Comments related to Auburn student preparedness for careers after graduation mentioned the following themes:

Graduating Students Could Benefit from More Critical Thinking and Problem-Solving Coursework

One concern was students' ability to think through complex or unfamiliar problems independently. Respondents described a need for stronger skills in problem solving, developing solutions, adapting to changing circumstances, and working through problems without being given step-by-step instructions. One particularly strong response raised concerns about students' basic information literacy and ability to engage in complex, nuanced thought.

Graduating Students Benefit from Global Awareness and Understanding of Different Perspectives

Several respondents emphasized the importance of students encountering cultures, backgrounds, viewpoints, and experiences different from their own. Respondents connected this to graduates' ability to function in an increasingly diverse and global workplace.

Graduating Students Demonstrate Mixed Professionalism and Workplace Readiness

Several respondents identified professionalism as an area for improvement. Comments included concerns about students being hesitant to interact with adults, network, communicate professionally, or proactively address workplace problems. One respondent specifically suggested that students would benefit from more explicit instruction in professional behaviors. At the same time, other respondents described Auburn graduates as dependable, professional, well prepared for interviews, and ready to contribute as team members.

Employers who were also alumni were asked to reflect on their personal experience with the Core Curriculum as well. Their feedback mimicked that of the alumni who did not employ Auburn graduates, with a unique emphasis on how different core classes specifically supported their post-graduation job success. These responses include positive and critical opinions on the number of credits and real-world connections of the core. Some notable themes emerged:

Writing and English Composition Benefited Students in Their Careers

Writing emerged as one of the clearest themes. Multiple respondents specifically identified English Composition and English courses as influential because they developed the ability to write effectively, communicate clearly, and think critically. One respondent described an English Composition instructor as influential in shaping a career in professional writing.

A Broad Liberal Arts Education Helped Students See the Bigger Picture

Several respondents valued courses that expanded their knowledge beyond their major. History, philosophy, economics, environmental Science, foreign language, and Other Humanities courses were described as providing broader perspectives and helping students understand people, society, History, and complex issues.

Students Appreciated Opportunities to Think Critically and Consider Different Perspectives

Several respondents described courses that challenged their assumptions or required them to consider perspectives different from their own as particularly meaningful. Ethics, religious studies, philosophy, and humanities courses were noted in these responses.

Students Found Experiential Learning and Application Outside the Classroom Especially Impactful

Internships, undergraduate teaching assistantships, independent studies, business visits, group projects, and other hands-on experiences were frequently described as highly meaningful. These experiences helped respondents understand potential careers, develop practical skills, and connect academic learning to real-world situations.

7. PHASE 2 REVIEW AND NEXT STEPS

With the publication of this report, we are now officially moving into Phase 2 of the Core Curriculum Review Process. One major takeaway has been made abundantly clear: our faculty are passionate about and committed to the Core Curriculum, recognizing its value as an important part of the undergraduate experience. As the Core Curriculum Committees move forward with their activities, we look forward to continuing our work together with the campus community to gather further input and feedback.

Next, we will gather feedback from the campus community in response to this report via multiple mediums, including an online survey. We will use the results of the report in tandem with this feedback to develop working groups that will develop potential revisions to the Core Curriculum coursework, structure of the core, articulation of the core, and branding of the core. Some of these working groups are already active, including one that is considering how to improve the sequencing of Science courses. Working groups will be led by members of the Steering and Advisory Committees but will include experts in different departments on campus to ensure revisions are thoughtfully considered. Some example working groups include, but are not limited to:

- How can Auburn's SLOs be rearticulated? Should the language of the current SLOs be updated? Should we add any SLOs representing important new topics or remove any SLOs that are no longer relevant?
- How can we ensure the Core Curriculum is rigorous and provides meaningful experiences?
- How can we create a Core Curriculum that is *Distinctly Auburn*?
- How can Auburn strategically invest in the Core infrastructure and instructor support to enhance the student experience?
- How can we improve Core Curriculum assessment and periodic review practices?
- How can we develop language communicating the importance and role of the core (to different audiences)?

Simultaneously, we will develop a tiered implementation plan that includes the US History and Civic Fluency courses required by the Board of Trustees Policy.

In Fall 2027, we will implement the first new Board of Trustees required course into the core curriculum. We will also share a Phase 2 report that outlines the recommended Tiered Implementation Plan and provide an additional comment period. All undergraduate programs will be encouraged to consider how the potential changes will impact their major coursework and provide feedback to the committees. Finally, we will work with the Registrar to complete preparatory work to support registration.

In Fall 2028, the full new Core Curriculum, including rebranding, will be implemented. This will also include the second new Board of Trustees required course. This full new Core Curriculum will incorporate comments received during the previous year. All incoming freshmen will begin on the new Core Curriculum requirements, and continuing students may opt-in to the new Core Curriculum

Throughout all this work, we continue to be guided by the same foundational principles, which ensure that the Auburn University Core Curriculum embodies the academic rigor of an Auburn University education, comprises a series of courses for all undergraduate Auburn students that achieves clear student learning outcomes, offers a distinctly Auburn experience for those students, and develops a family of well-rounded thinkers and engaged citizens.

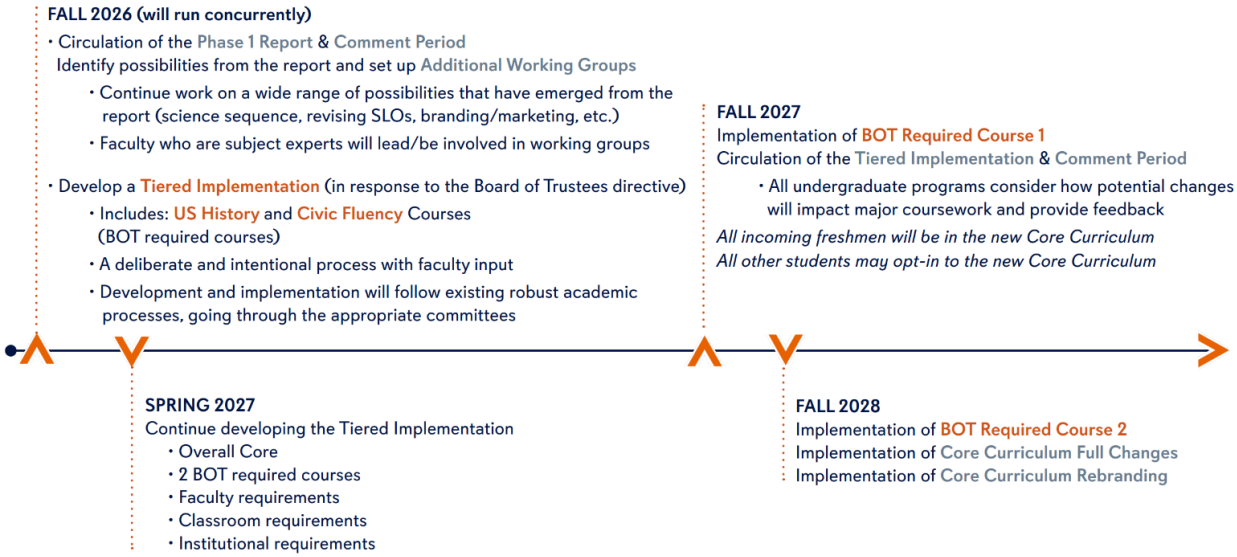


FIGURE 19: Timeline of Next Steps

APPENDIX

Appendix 1: List of Acronyms

Acronym	Meaning
ACT	American College Testing
AG	College of Agriculture
AGSC	Alabama Articulation and General Studies Committee
AP	Advanced Placement
BOT	Board of Trustees
BUS	Raymond J. Harbert College of Business
CADC	College of Architecture, Design and Construction
CCGEC	Core Curriculum and General Education Committee
CFWE	College of Forestry, Wildlife and Environment
CHS	College of Human Sciences
CLA	College of Liberal Arts
CON	College of Nursing
COSAM	College of Sciences and Mathematics
CVM	College of Veterinary Medicine
EDU	College of Education
ENG	Samuel Ginn College of Engineering
HCOP	Harrison College of Pharmacy
IB	International Baccalaureate
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SAT	Scholastic Aptitude Test
SLO	Student Learning Outcome
TA	Teaching Assistant
UC	University College
UCC	University Curriculum Committee

Appendix 2: List of Current Core Curriculum Courses

Taught In the Past 3 Years

Course ID	Course Name
AAAS 2000	Introduction to African American & Africana Studies
AGEC 1000	Global Issues in Food, Agriculture, Development, and Environment
ANTH 1000	Anthropology: Culture and Adaptation
ARCH 2600	Art of Architecture, Place, and Culture
ARTS 1510	Looking at Art: Approaches to Interpretation
ARTS 1610	Introduction to Art History
BIOL 1000	Introduction to Biology
BIOL 1010	A Survey of Life
BIOL 1020	Principles of Biology
BIOL 1030	Organismal Biology
CHEM 1010	Survey of Chemistry I
CHEM 1020	Survey of Chemistry II
CHEM 1030	Fundamentals of Chemistry I
CHEM 1040	Fundamental Chemistry II
CHEM 1110	General Chemistry for Scientists I
CHEM 1120	General Chemistry for Scientists II
COMM 1000	Public Speaking
COUN 2000	Living and Communicating in a Diverse Society
CSES 1010	Soils and Life
CSES 1020	Crops and Life
ECON 2020	Principles of Microeconomics
ECON 2030	Principles of Macroeconomics
ENGL 1100	English Composition I
ENGL 1120	English Composition II
ENGL 2000	Introduction to Creative Writing
ENGL 2200	World Literature before 1600
ENGL 2210	World Literature after 1600
ENGL 2230	British Literature before 1789
ENGL 2240	British Literature after 1789
ENGL 2250	American Literature before 1865
ENGL 2260	American Literature after 1865
ENGL 2270	African American Literature before 1900
ENGL 2280	African American Literature after 1900
ENVD 2040	Design, Invention and Society
FLGC 1150	Global Fluency
FOWS 1020	Science of Nature I
FOWS 1030	Science of Nature II
FOWS 1040	Climate Science I
FOWS 1050	Climate Science II

GEOG 1010	Global Geography (GEOS 1010)
GEOG 1020	Global Systems Weather/Climate (GEOS 1020)
GEOG 1030	Global Systems Land/Water (GEOS 1030)
GEOG 2010	Human Geography (GEOS 2010)
GEOL 1100	Dynamic Earth (GEOS 1100)
GEOL 1110	Earth and Life Through Time (GEOS 1110)
GSHS 2000	Global Studies in Human Sciences
HIST 1010	World History I
HIST 1020	World History II
HIST 1210	Technology and Civilization I
HIST 1220	Technology and Civilization II
HONR 1007	Honors Technology and Culture I
HONR 1017	Honors Technology and Culture II
INDD 1120	Industrial Design in Modern Society
MATH 1100	Finite Mathematics and Applications
MATH 1120	Precalculus Algebra
MATH 1130	Precalculus Trigonometry
MATH 1150	Precalculus Algebra and Trigonometry
MATH 1610	Calculus I
MATH 1680	Calculus with Business Applications I
MDIA 2350	Introduction to Film Studies
MUSI 2730	Appreciation of Music
MUSI 2740	Survey of Popular Music
NATR 2050	People and the Environment
PHIL 1010	Introduction to Logic
PHIL 1020	Introduction to Ethics
PHIL 1030	Ethics and the Health Sciences
PHIL 1040	Business Ethics
PHIL 1050	Introduction to Political Philosophy
PHIL 1060	Philosophy East and West
PHIL 1070	Art, Value, and Society
PHIL 1080	Introduction to Philosophy of Religion
PHIL 1090	Philosophy of Race and Gender
PHIL 1110	Ethics and Science
PHIL 1120	Introduction to Environmental Ethics
PHYS 1000	Foundations of Physics
PHYS 1150	Astronomy
PHYS 1400	Physics for Aviators
PHYS 1500	General Physics I
PHYS 1510	General Physics II
PHYS 1600	Engineering Physics I
PHYS 1610	Engineering Physics II
POLI 1050	Global Politics and Issues

POLI 1090	American Government in a Multicultural World
PSYC 2010	Introduction to Psychology
RELG 1050	Introduction to Eastern Religions
SCMH 1010	Concepts of Science
SOCY 1000	Sociology: A Global Perspective
SOCY 1100	Race and Ethnicity
SOWO 2000	Introduction to Social Work
SUST 2000	Introduction to Sustainability
THEA 2010	Introduction to Theatre
WMST 2100	Introduction to Women's and Gender Studies