The New Columbia College Chicago Core Curriculum
Executive Summary

The Columbia College Chicago Core Curriculum (Steven H. Corey, Ph.D., Chair) and
The Integrated First-Year Experience Committees (Suzanne Blum Malley, Ph.D., Chair)

Introduction to the Executive Summary

We are pleased to offer the Columbia College Chicago community this overview of a
proposed framework for a new Columbia College Chicago Core Curriculum (hereafter the Columbia
Core) created jointly by two strategic planning committees in response to the call for a 21st-Century
Curriculum as outlined in Achieving Our Greatness: A Strategic Action Plan for Columbia College

The Columbia Core will replace the existing Liberal Arts and Sciences (LAS) Core and
provide students with a common educational experience that blends the best of arts and media
training, fundamental business and marketing acumen, and technological fluency with cutting-edge
scholarship in the liberal arts and sciences, which collectively, serve as the foundation for creativity
and innovation in professional practice. The Columbia Core also will leverage the numerous
strategic advantages of our location in the heart of a world-class city by engaging students at every
turn in the cultural, economic, and social vibrancy of diverse urban neighborhoods, people, and
practices. As its name implies, the Columbia Core reflects the strengths, talents, and ambitions of
faculty, staff, and students across the entire institution and is designed to highlight the
distinctiveness of our academic offerings though required coursework in two complementary
categories, the Columbia Experience and the Essential Liberal Arts and Sciences.

The Proposal Process

The Strategic Action Implementation Committees charged with researching and proposing a
new core curriculum and an integrated first-year experience (IFYE) worked independently from
October 2015 to April 2016 (see Appendix D for full list of committee members). In May 2016, the
two committees merged to ensure coordination between the Columbia Core and the IFYE
proposals. The proposed structure of the new Columbia Core reflects the guidelines for a Columbia
College Chicago first-year experience generated by the IFYE committee (see Appendix B).

Given the breadth and depth of the new curriculum, we anticipate a series of conversations
amongst Columbia College’s various constituencies on the objectives and structure of the new
Columbia Core. We encourage all members of the Columbia College Chicago community to examine
this executive summary and to participate in the public review and comment phase through March
2017. The Core and IFYE committees will host a public forum at the College Assembly on Monday,
February 27, from 11am-12:30pm in Stage 2 (618 S. Michigan Ave.). We are reaching out to the
Student Government Association (SGA) leadership to develop opportunities for student feedback.
We also invite your comments and suggestions for improvement via email at
ColumbiaCore@colum.edu or in our open Columbia Core and IFYE Framework discussion group on
Yammer:
https://www.yammer.com/office365.colum.edu/#/threads/inGroup?type=in_group&feedId=1050
9520&view=all (If you are new to Yammer, you will be prompted to log in using your colum.edu
email credentials).

The joint Core and IFYE committees will carefully consider all suggestions generated by the college
community over the course of the next two months and work to revise the proposed framework
and complete a full proposal by April 1, 2017, for consideration by the Academic Affairs Committee
of the Faculty Senate and the full Faculty Senate.

Mission Statement

The Columbia Core provides a strong interdisciplinary framework for the institution’s
universal learning outcomes that are intended to guide a student’s educational experience. (For a
list of all leaning outcomes and their integration into the new Columbia Core, please see the table
Universal Learning Outcome Achievement by Core Component in Appendix A.)
Columbia Core Requirements

The following credit requirements and distribution breakdown of the new Columbia Core will supplant those of the current LAS Core for all students entering the college beginning in the 2018-2019 Academic Year (AY). Students who matriculate before Fall 2018 will fulfill the general education requirements of the LAS Core. The following Columbia Core requirements apply to all undergraduates except for transfers who have completed a core curriculum at, or who are on track to satisfy general education distributions from, their previous institution. All transfers, however, must complete a mission-specific course for 3 credits in the “Creative World” portion of the Columbia Experience.

Required Credits: 42 credit hours total broken down into two parts.

Part One: “The Columbia Experience.” Students are required to take 9 credits in this portion of the Columbia Core that highlights the unique academic mission of Columbia College Chicago. Students choose one course, or 3 credits, in each of the three categories below:

- **“Big Chicago” (first year).** Led by some of the top scholars and practitioners in their fields, these first-year courses connect students to the city of Chicago firsthand and allow them to reflect upon those experiences with a cohort of student peers. Each course has specific learning outcomes associated with the investigation of some aspect Columbia College Chicago’s diverse, urban setting.

- **“Creative World” (first year and upper division for transfer students).** These courses use multidisciplinary and critical frameworks to enhance and apply student literacies (visual, auditory, and textual) and analytical skills to contemporary and historical materials, concepts, and processes foundational to creative endeavors. Course content encourages integrative thinking and is specific to the expertise and experience of the faculty instructors and the department offering the material.

- **“Business, Technology, & Communication” (upper division).** Students are exposed to advanced analytical skills and techniques that allow them to define, articulate, and translate ideas, practices, and entrepreneurial aspirations to a variety of professional settings.

Part Two: “Essential Liberal Arts and Sciences.” Students take 33 credits in this portion of the Core that is closely aligned with the thematic rubrics and curricular objectives of the Illinois Articulation Initiative (IAI). It is strongly recommended that students complete their Essential Liberal Arts and Sciences coursework through a thematic pathway (described below after additional requirements). Completion of 18 credits in specially designated pathways also will be identified as a minor on a student’s transcript.

Additional Requirements

**Course leveling:** A minimum of 15 of the 42 Core credits at or above the 2000 level.

**Diversity, Equity, and Inclusion:** While it is expected that themes related to Diversity, Equity, and Inclusion (DEI), such as power, institutional racism, and gender, class, and ethnic and racial discrimination, will be infused, whenever possible, throughout the entire college curriculum, all courses in the Columbia Experience offerings will explicitly address Columbia College Chicago’s commitment to DEI. Additionally, students will be required to take at least 6 credits in the Essential Liberal Arts and Sciences with a DEI designation (Please see Appendix C for a draft statement on the guiding principles for DEI courses.)

**“Double Dipping”**: Courses completed in the core may count toward any minor. However, no credits earned to fulfill the Columbia Core shall also count as a required course in a student’s major.
Columbia Core “Pathway” Options

It is the intention of the Columbia Core and Integrated First-Year Experience committee that creating a half dozen or so pathways through the Essential Liberal Arts and Sciences will provide greater clarity and direction for students as they select courses to fulfill credit distributions in the traditional academic disciplines of math, the sciences, humanities, and social sciences. The joint committees encourage interested members of the college community to collaborate during the remainder of the 2016-2017 AY and in the 2017-2018 AY to identify potential pathways and create new and/or revising existing courses to be part of these pathways. A list of potential thematic pathways for campus-wide discussion is included below. While pathways are strongly recommended, individual students may instead choose to satisfy the Essential Liberal Arts and Sciences by selecting individual courses to fulfill requirements. Students also may change pathways at any time while completing the Essential Liberal Arts and Sciences portion of the core. Any course taken to fulfill an Essential Liberal Arts and Sciences requirement will be counted toward Core completion regardless of pathway status.

The joint committees also seek the creation of pathways wherein students can satisfy at least 12-18 credits of their 33 “Essential Liberal Arts and Sciences” required credits. Upon completion of an 18-credit pathway, students will earn a minor with the name of the pathway on their transcript next to their major(s) or other completed minor(s).

Potential Pathways

The Mind and Body
The Senses
Performance Studies
Nature and Society
The City
Global and Intercultural Studies
Technology, Society and Power
Storytelling
Art, Society, and Power (also: Identities, Politics, and Society)

Race, Ethnicity, and Power

The Columbia Experience
Total of 9 Required Credits

<table>
<thead>
<tr>
<th>“Big Chicago” *</th>
<th>“Creative World” #</th>
<th>“Business, Technology, and Communication”**</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>First Year or Upper Division for Transfer Students</td>
<td>Junior or Senior Year</td>
</tr>
<tr>
<td>1000 level courses</td>
<td>1000-3000 level courses</td>
<td>2000-4000 level Courses</td>
</tr>
<tr>
<td><em>(3 credits required)</em></td>
<td><em>(3 credits required)</em></td>
<td><em>(3 credits required)</em></td>
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- Chicago: The Global Metropolis
- Music and Media in Chicago
- Curiosity in the City: Monsters, Marvels, and Museums
- 50 Years of Civil Rights in Chicago
- Heard in the Hood: Social Media
- Chicago Film History
- Dance, Sex, and Popular Culture
- Did You Just Flip Me Off?: Deaf People and Linguistic Diversity in Chicago
- Creating a Cinematic Diary
- Chicago: City of Stories
- Death and Desire in Chicago

- [EXAMPLES: will be new and adapted existing courses in the following broad areas]
  - Performance Studies
  - Applied Arts Practice
  - Media Studies
  - Visual Culture
  - Narrative Experience

- [EXAMPLES: will be new and adapted existing courses]
  - Self-Marketing, Business, and Entrepreneurship
  - Essentials of Freelancing
  - Speech and other Critical Communications courses; such as 3000 level Writing and Rhetoric, Professional, or Technical Writing offerings
  - Programming/Technological Literacy
  - Quantitative Methods / Statistics
* Waived for transfers who must take 3 extra credits in the Columbia Experience if they have not completed their general education core elsewhere.

# Mission specific course required for all transfers, even those who have completed their general education core elsewhere. Exclusive upper level course to be offered for transfers.

**First-year students who place out of WRI will take 3 additional credits of BTC Critical Communication to fulfill Writing and Rhetoric requirements.

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**Essential Liberal Arts and Sciences**

**Total of 33 Required Credits (6 Credits in DEI Designation)**

**Recommend Students Complete in a Pathway**

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits Required</th>
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<tbody>
<tr>
<td><strong>Communication</strong></td>
<td><strong>6 Credits Total</strong></td>
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<tr>
<td>Writing and Rhetoric I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing and Rhetoric II</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>History and Social Sciences</strong></td>
<td><strong>9 credits Total</strong></td>
</tr>
<tr>
<td>History</td>
<td>3-6 credits (minimum 3 credits).</td>
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<tr>
<td>Social Science</td>
<td>3-6 credits (minimum 3 credits).</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td><strong>9 Credits Total</strong></td>
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<tr>
<td>Humanities</td>
<td>3-6 credits (minimum 3 credits).</td>
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<tr>
<td>Literature</td>
<td>3-6 credits (minimum 3 credits).</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>3 Credits Total</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>6 Credits Total</strong></td>
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<tr>
<td>Science</td>
<td>3 credits (4 in certain classes)</td>
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<tr>
<td>Science with Lab</td>
<td>3 credits (4 in certain labs)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>33 Credits Total</strong></td>
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</tbody>
</table>

Note: Current designations for college-wide requirement in Writing Intensive, Global Awareness, and US Pluralism, will not be part of the new Columbia Core.

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**Columbia Core Governance**

A Columbia Core Committee, with elected representation from each school across the college, will be formed to serve in parallel with school curriculum committees in the curricular approval process. The committee will be charged with reviewing and recommending all course and program proposals (new and changes to existing) related to Columbia Core requirements, structure, and courses. All course and program proposals will originate at the department and school level (as is the current curricular process).
Appendix A: Universal Learning Outcome
Achievement by Core Component

<table>
<thead>
<tr>
<th>Columbia Core Component</th>
<th>Primary Universal Learning Outcome(s) (See key below*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Big Chicago&quot;</td>
<td>1,2,3,4,5,7</td>
</tr>
<tr>
<td>&quot;Creative World&quot;</td>
<td>1,2,3,5,6,7,8</td>
</tr>
<tr>
<td>&quot;Business, Technology, and Communication&quot;</td>
<td>All (depending on class)</td>
</tr>
<tr>
<td>Writing and Rhetoric I</td>
<td>3,5,6</td>
</tr>
<tr>
<td>Writing and Rhetoric II</td>
<td>3,5,6,8</td>
</tr>
<tr>
<td>Math</td>
<td>1,3,5,6</td>
</tr>
<tr>
<td>Science and Science with Lab</td>
<td>1,2,3,5,6</td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td>All (especially 2,3,4,6,7,8)</td>
</tr>
<tr>
<td>Humanities (includes Literature)</td>
<td>All (especially 2,3,4,6,7,8)</td>
</tr>
</tbody>
</table>

*Universal Learning Outcomes Key*

1. **Career Readiness:** Students employ business, technological and entrepreneurial skills to create a portfolio that demonstrates professional preparedness and adaptability.
2. **Collaboration:** Students analyze and negotiate diverse viewpoints to realize common action.
3. **Communication:** Students demonstrate written and other communicative competencies across a range of academic, artistic, professional, and social contexts using appropriate print, oral, aural, digital, visual, kinesthetic, and other relevant modes.
4. **Community Engagement:** Students generate work that demonstrates considered, reciprocal engagement with communities in and beyond Chicago.
5. **Creativity:** Students create a body of work informed by critical knowledge of their discipline in its artistic, historical and/or cultural contexts.
6. **Critical and Analytical Thinking:** Students examine methods and assumptions, use qualitative and quantitative data, multiple sources and arguments, in order to assess and evaluate their own work and the work of others.
7. **Diversity and Global Fluency:** Students investigate diverse identities, cultural worldviews, and institutional frameworks, to position their work within historical and global contexts.
8. **Ethics:** Students explore the roots and relevance of their personal values in order to navigate and negotiate diverse contexts.
Appendix B: Guidelines and Benchmarks for a Columbia College Chicago Integrated First-year Experience

The IFYE Integrates:
- The Columbia College Chicago experience, balancing the department experience and the college experience
- A first-year curricular experience that offers all students opening experiences with creative practice, the core, and the opportunity to explore
- An initial experience with universal learning outcomes, our commitment to diversity, and the city of Chicago
- A series of guided expectations for engagement with campus life and campus support systems: peer mentors, programming, campus life, residence life, student organizations, support services
- A set of guidelines for what a “successful” first year at Columbia College Chicago looks like

In the IFYE, Students Will:
- Make progress towards degree with credit hour benchmarks, including
  - Completion of specific Core requirements (Big Chicago, Creative World, Writing and Rhetoric I)
  - Completion of foundations courses related to program of study
  - Completion of 30-32 credit hours in the first year
- Participate in mandatory advising
- Complete a four-year plan to degree with major and minor (outside of major department) declaration
- Engage actively with campus life and student support
- Have scheduled 1-on-1 conversations with faculty

<table>
<thead>
<tr>
<th>IFYE Expectations and Progress Benchmarks (BA)</th>
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<tbody>
<tr>
<td>1st Year</td>
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<tr>
<td>Columbia Core</td>
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<td>Major Credits</td>
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Appendix C: Guiding Principles for Diversity, Equity, and Inclusion in the Curriculum

The principles of diversity, equity, and inclusion are essential to the education of students and therefore, must be intentionally reflected and demonstrated within the core teaching and learning activities of the Columbia College curriculum. In addition, the present standing and history of the broad spectrum of systems of racial oppression, discrimination, and structures of power, inequity, and privilege must be deliberately addressed in the curriculum.

The criteria to be eligible for DEI designation are: A course must specifically address issues of diversity, equity, and/or inclusion in a significant manner, evidenced, in part, by the identification of these issues in the course learning outcomes; the listing of topics related to these issues in the syllabus; the existence of relevant assignments and learning activities that require or facilitate critical engagement with these principles; and the use of learning objects, such as textbooks, assigned readings, or audio/visual source materials that present discussions that are relevant to these principles.
Appendix D: Members of the Core and IFYE Strategic Plan Implementation Committees

Columbia College Chicago Core Curriculum
Chair: Steven Corey, Ph.D., Interim Dean School of Liberal Arts and Sciences

Department Chair Representatives:
  Peter Carpenter, Ph.D., Chair, Dance and Theatre
  Azar Khosravani, Ph.D., Chair, Science and Mathematics

Staff Representatives:
  Monika Jaiswal-Oliver, Academic Manager, Business and Entrepreneurship
  Kim Koverman, Space Scheduling Manager, Campus Environment

Faculty Representatives:
  FPA  Brian Shaw, MA, Professor, Theatre
        Myra Greene, MFA, Associate Professor, Photography
  LAS  Dominic Pacyga, Ph.D., Professor, HHSS
        Pegeen Reichert Powell, Ph.D., Associate Professor, English
  SMA  Susan Kerns, Ph.D., Assistant Professor, Cinema Art and Science
        Greg Corness, Ph.D., Assistant Professor, IAM
  Pfac Phillip Cabeen, Instructor, HHSS

Student Government Association Representative:
  Arissa Scott (BA Fashion Business 2016)

Integrated First-Year Experience Committee
Chair: Suzanne Blum Malley, Ph.D., Senior Associate Provost

Department Chair Representatives:
  Peter Cook, MA, Chair, ASL
  Erin McCarthy, Ph.D., Acting Chair, HHSS

Staff Representatives:
  Brian Marth, Assistant Provost for Academic Services
  Sarah Shaaban, Director, Student Organizations and Leadership, Student Affairs

Faculty Representatives:
  FPA  Raquel Monroe, Ph.D., Associate Professor, Dance
        Duncan Mackenzie, MFA, Associate Professor, Art and Art History
  LAS  Luying Chen, Ph.D., Assistant Professor, HHSS
        Rob Watkins, Ph.D., Associate Professor, HHSS
  SMA  Don Smith, MFA, Associate Professor Cinema Art and Science
        Eric Scholl, MFA, Associate Professor, Television
  Pfac Phillip VonBuol, CMI/Journalism

Student Government Association Representative:
  Ian Valiente (BA Marketing 2016)
Appendix E: Contemporary Literature on General Education and Core Curriculum Design/Function


