DATE: November 4, 2014

TO: Viviana Vladutescu, Chair

College Council Curriculum Committee

FROM: Curriculum Subcommittee

Ian Beilin, Douglas Davis (Chair), Mark Hellermann

RE: Final Report for Proposal 14-07; Lib2005/Arch2205\_Learning Places-
Understanding the City

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**AIV.1. Library Department/Architectural Technology Department**

**Course Number:** LIB 2205/ARCH 2205

**Title:** Learning Places: Understanding the City

**Hours:** 1 Class Hour, 4 Lab Hours

**Credits:** 3 Credits

**Prerequisites:** ENG1101 and 1 course in the Flexible Common Core

**CATALOG DESCRIPTION:**

This course offers an interdisciplinary approach to investigating our built environment using a case study focused on a specific place each semester. This course combines physical examination with information research and data collection using methodologies developed in multiple disciplines. Students from a variety of departments engage in on-site exploration and in-depth research of a location in New York City.

**RATIONALE:**

The built environment of the city is a critical context that impacts all of our daily lives on multiple levels, including our sense of community and cultural heritage, temper and well-being, physical accessibility and mobility to name a few. Therefore it is important that we understand the nature of our built environment and the forces that guide its development. An interdisciplinary approach to investigating the built environment provides a rich educational experience and a model for effective research.

**Strengths**

This course is strong in concept and design. In concept, the marriage of our library and a specific department enables an in-depth discussion through leveraging library resources. The modular course design allows our students and the college to benefit from a wide range of academic perspectives on a particular subject. This course design can also be used as an example for other interdisciplinary courses.

**Weaknesses**

None

**Issues and Concerns Discussed**

Overall, the issues discussed were related to the formatting of the proposal (an aggregate group of small changes) vs. the substance of the proposal itself. The issues included:

* Course title, number
* Further clarification in the content allowing a wider range of faculty able to teach the subject matter.
* Course description changes making its appeal more evident to a wider range of students.

The suggestions made were taken into consideration in the modified course proposal document. The subcommittee recognizes this as a valuable and important model as it provides the college an example of merging the library resources with each of our departments for the benefit of our students.

**Subcommittee activities**

The subcommittee sent minor formatting changes to proposers Maura Smale & Jason Montgomery. During the course of the exchange, suggestions for small modifications were made. A revised submission was provided. The subcommittee and proposers then met with Provost Bonne August, Dean Hom and Kim Cardascia. All suggested changes were implemented in the final version of the proposal.