**New York City College of Technology**

**Interdisciplinary Committee**

**Course Review Form**

**DATE:** 10/16/14

**REVIEWER:** Monica Berger

**COURSE TITLE & NUMBER:** LIB3000/ARCH3000

**CREDIT HOURS:** 3

**PREREQUISITES:** ENG1101 and one course in the Flexible Common Core

**COURSE IS:** Existing X New In development

**PROPOSED COURSE DESIGNATION**: X College Option elective Capstone other:

**DEPARTMENT HOUSED IN:** Architectural Technology

**PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other):**  Co-taught

**CREDIT DISTRIBUTION** (if co-taught): 2 / 1

**CATALOG DESCRIPTION:** This special topics course offers an interdisciplinary approach to investigating our built environment using a case study focused on a specific place each semester. Students from multiple departments learn together in a methodology that combines physical examination through the lens of architecture and urban studies with information research and data collection through the lens of information studies.

**DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA?**

This course, taking its cue from the OpenLab approach to learning includes undergraduate research, place-based education, use of primary sources, and, interdisciplinary frameworks for learning. The proposers use the term “investigate” as well as “research”—their focus is on learning through tangible, direct experience in the field integrated with exposure to primary sources and other means of examining the buildings, neighborhoods, and such at hand.

The course meets IDS criteria in that it looks at highly complex problems related to cities--how and why they change and evolve and how those changes affect city dwellers. Rather than discussing these questions in the abstract, students are encouraged to own and create their own learning process through the investigative framework of the course. Students will be exposed to two distinctive approaches via the team-teaching structure proposed. Students will work in teams and develop their own ways of documenting what they are learning via they create in the field in conjunction with related primary source materials.

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

The course will be co-taught by faculty from at minimum two disciplines. The teaching load for the original proposers is one credit for the Library Department faculty member and two credits for the Architectural Technology faculty member. The inherently interdisciplinary concept of the course allows for flexibility in approach and opens the course up to future versions that might incorporate other disciplinary approaches. The use of distinctively different methodologies is well integrated into the course outline and the student work.

**DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?** Yes.

**STRENGTHS:** The course is especially exciting because it allows for a high level of active learning since it uses a problem-based and place-based learning approach. The course supports strong learning outcomes related to information literacy and critical thinking and provides students with opportunities for creative approaches to their learning process. It is also very helpful that more traditional assignments such as an annotated bibliography are part of the student work.

**WEAKNESSES:** More detail is needed for the student work, especially the more non-traditional work.