**New York City College of Technology**

**Interdisciplinary Committee**

**Course Review Form**

**DATE:** 9/29/14

**REVIEWER:** Laureen Park

**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 does meet the IDS criteria. It seeks to support student learning, and help students develop critical thinking, flexible thinking, communication skills, and collaborative work by purposefully connecting and integrating two distinct disciplines through notes and sketches in field work and reporting, high-stakes writing, and presentations. Parallel investigations into “place” on the one hand, and primary sources, on the other, as well as co-teaching, will provide students opportunities for reflection and problem-solving using varied, complex perspectives, and will help them gain comfort in working on the borders of disciplinary thinking.

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

The course will be taught by professors from two different disciplines. It will be co-taught and the share of the teaching load will be one credit for one professor and two credits for the other. The theme of the course is “place”, which can be the anchor for a number of different disciplines (e.g. history, psychology, sociology, etc.) The course fulfills both the letter and spirit of IDS. The structure of the course allows students the opportunity to integrate two different disciplines by utilizing their methodology and discourse in focusing on the unifying thematic of place.

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

**STRENGTHS:** The strengths are many. The course was developed in a thoughtful, clear way. The proposers are clear about how the course will fulfill general education and interdisciplinary learning outcomes. The course will support student competencies in reading, writing, information literacy, communication, critical thinking, flexible thinking, analysis, and will do so within a cultural/social framework. They will use multi-disciplinary perspectives and approaches as well as multi-disciplinary media in giving students opportunities to synthesize and connect the various modalities through observational studies as well as a final project.

**WEAKNESSES:** The details of how professors would assess student work was not worked out at the time of the presentation of the course to the college community on 9/16/14. But they suggested that a joint rubric be created with input from both professors. This idea is promising and addresses the challenge of assessing student work interdisciplinarily.