

SENATE COMMITTEE ON CURRICULAR AFFAIRS COURSE PROPOSAL FORM

Principal Faculty Member Proposing Course:

College: **Arts & Architecture**

Department or Instructional Area:

Type of proposal: Add **X Change** Drop

Type of review requested: Full **X Expedited** (See [Guide to Curricular Procedure](#) for definitions of a full or expedited review.)

Course designation:

Abbreviation: **ARCH** Number: **232**

Course Title: **BASIC DESIGN AND RESEARCH IV**

Complete for special categories of UNDERGRADUATE (001-499) course proposals (check, if appropriate):

General Education

- Writing/Speaking (GWS)
- Quantification (GQ)
- Health and Physical Activity (GHA)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Bachelor of Arts Course: Arts Humanities Soc/Behavioral Sci. Other Cultures
Honors (H) or Honors/Writing (M) or Honors/IIC (U) or Honors/1st-Year Seminar (T)
United States Cultures (US) International Cultures (IL) or One-semester (GI)
Writing-Intensive (W) Permanent or One-semester (W)

SUBMITTED BY _____ Date _____
Head of Department (or person in charge of instructional area)

REVIEWED BY _____ Date _____
College Representative (Senate Committee on Curricular Affairs or Graduate Council Subcommittee on New and Revised Programs and Courses)

APPROVED BY _____ Date _____
Dean of the College (or appropriate administrative officer)

After securing signatures, submit the following to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building: (1) FULL REVIEW UNDERGRADUATE proposals, 1 copy of this form and 25 copies of supporting documentation; (2) FULL REVIEW GRADUATE proposals, 1 copy of this form and 15 copies of supporting documentation; (3) EXPEDITED REVIEW PROPOSALS, 1 copy of this form and 4 copies of supporting documentation.

Supporting Documentation Required For *Changed* Courses

A. University *Bulletin* listing

1. Present <i>Bulletin</i> listing	
a. Abbreviation	ARCH
b. Number	232
c. Title	Basic Design and Research IV
d. Abbreviated Title *	Basic Desg-Res IV
e. Credits	5
f. Description **	Design of limited environments within defined constraints.
g. Prerequisite(s)	Arch 231, second-year standing in architecture curriculum
* 18 bytes or less ** 20 words or less	
2. Proposed <i>Bulletin</i> listing	
a. Abbreviation	ARCH
b. Number	232
c. Title	Architectural Design II
d. Abbreviated Title *	Arch Design II
e. Credits	6
f. Description **	Design of limited environments within defined constraints.
g. Prerequisite(s)	Arch 231, second-year standing in architecture curriculum
* 18 bytes or less ** 20 words or less	

B. Course Outline

1. Old Course Outline (a brief outline of course content):

Major Topics (a listing of major topics to be covered with an approximate length of time allotted for their discussion):

- To focus sharply on how to develop architectural space and form and the generating of ideas that initiate and inform this creative process.
- To create an awareness of the impact of specific pressures that site and context, program and use, and construction and tectonics have on architectural form.
- To emphasize contemporary design theory, architectonics, urban infill, and site design through innovative architectural design. Students assess the role of meaning within a context of making and criticizing.
- To examine conventions of building and drawing to master standard practices as well as to invent alternatives to already established methods and solutions.
- To develop the ability to communicate the spatial and material qualities of design exploration through graphic, model, and verbal means. Drawing is an invaluable part of the thinking process, in and of itself, and students should further develop this mode of architectural thought and experimentation.

NOTE: Because all of the topics above are addressed through the exploration of particular design projects, the length of time devoted to each topic and the sequence of topics varies from semester to semester. All topics are repeatedly addressed throughout the semester.

2. New Course Outline (a brief outline of course content):

Major Topics (a listing of major topics to be covered with an approximate length of time allotted for their discussion):

No change

C. Description of the Course (400 word maximum)

The second-year design curriculum emphasis is on introducing the student to the complexity of the architectural whole. The curriculum bridges the abstract design principles taught in the first year and the ability to put together a large building, the focus in the third-year. The objectives are to create an understanding of architectural elements and develop a sensitivity and awareness required for valid interpretations as well as to develop a reflective and critical design process with emphasis on the individual ability to articulate ideas. The major means of accomplishing the design process is through the design of smaller buildings/environments. To introduce the pragmatic and expressive aspects of architectural design and integrate visual communication with the design process. The emphasis is on developing comprehensive architectural thought, on the foundations of skill and knowledge essential for designing more "complex" buildings in later years, and on making the students aware of the multiplicity of factors involved in the design process and their civic responsibility in making informed choices. Thus, the pervasive issue of meaning in architecture is given a high priority and is interwoven in all stages of design exploration.

D. Faculty Responsible for Course Development

Daniel E. Willis, Professor and Head, Architecture

E. Justification Statement

1. Instructional, Educational, and Course Objectives (this section should define what the student is expected to learn and what skills the student will develop):

Course title change and credit increase only. Credit increase from five to six credits is to better reflect the actual amount of time students spend on the course.

2. Evaluation Methods (Include a statement that explains how the achievement of the educational objectives identified above will be assessed. The procedures for determining students' grades should be specifically identified):

No change

3. Relationship/linkage of Course to Other Courses (this statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses):

No change

4. Relationship of Course to Major, Option, Minor, or General Education (This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments):

No change

5. Consultation with Appropriate Departments and Academic Support Units (The unit originating the proposal should consult all units with a known interest in the subject field, not simply those in the same college. Consultation should take place at the department and/or college level and should include department members at all locations. Some duplication of instruction is inevitable, but the Senate Committee on Curricular Affairs is concerned with keeping such duplication to a minimum. A written statement of consultation from related units and programs is required. Such advance consultation is one way to avoid later holds and referrals):

The course proposal for Arch 232 was circulated to all faculty in the College of Arts and Architecture and all Associate Deans of colleges at University Park and the chief academic officers, or their representatives, at all other campuses.

6. If the course is to be offered by several colleges, a joint proposal should be submitted.

No change

7. A description of any special facilities (e.g. labs or equipment) required to teach the course effectively should be included in the proposal.

No change

8. The Technology Needs for Course Proposals form must be completed for new courses or changes in courses that have technology needs, i.e., computer projection equipment, etc. The information on the completed form will NOT be used as a criterion for accepting or rejecting a proposed course, but would provide information on the seemingly ever-expanding computer needs of the University.

No change

9. Frequency of Offering and Enrollment (Indicate how many students are expected to enroll and how often the course will be taught):

Current: Arch 232 is offered each spring semester to 65-75 second year architecture majors.

Proposed: Same

F. Effective Date (the standard effective date for new courses is the first semester following approval on the Senate Curriculum Report)

First semester following approval on the Senate Curriculum Report.