

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: **331**

Course Title: **DESIGN-RESEARCH I**

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	331
c. Title	Design-Research I
d. Abbreviated Title *	Desg-Res I
e. Credits	6
f. Description **	Development of the design process through organizational methodologies, based on physical, functional, and social-behavioral determinants.
g. Prerequisite(s) * 18 bytes or less ** 20 words or less	Arch 232, faculty review, third-year standing in architecture curriculum.
2. Proposed <i>Bulletin</i> listing	
a. Abbreviation	ARCH
b. Number	331
c. Title	Architectural Design III
d. Abbreviated Title *	Arch Design III
e. Credits	6
f. Description **	No change
g. Prerequisite(s) * 18 bytes or less ** 20 words or less	No change

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):

Emphasis: The Building Thoroughly Considered
Character: Craft
Intent: Continue the rigorous development of the architectural process started in the second year studio. Strive for an architectural totality. Search for thoughtful decisions and sound judgments.
Synopsis: Students continue the process of integrating the abstraction of the basics with the pragmatics of the built world. The student at the completion of this year should understand what a building is and how it responds to human needs in terms of cultural meaning, physical reality, operational prerequisites and construction.

Course Requirements:
Corbelletti Competition
Third Year Studio Design Project (distinct projects for each section)
Additional projects and requirements may be assigned by individual studio instructors.

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)

Development of the design process through organizational methodologies, based on physical, functional, and social-behavioral determinants. Emphasis is placed on "The Building Thoroughly Considered." The third-year design studio course is a continuation of the rigorous development of the architectural process started in the second year studio. Students will strive to develop an architectural totality, search for thoughtful decisions and sound judgments. Students continue the process of integrating the abstraction of the basics with the pragmatics of the built world. The student at the completion of this year should understand what a building is and how it responds to human needs in terms of cultural meaning, physical reality, operational prerequisites and construction.

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 to indicate an architectural design studio, at the third year level, first semester. Current title is misleading. While research is taught as a component of design, the course emphasis is on architectural design, not research.

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 331 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 331 is offered each fall semester to 50-60 third 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.