

COVER SHEET
FOR VOLUNTEER CORE COURSE APPROVAL

To Submit: Please place all documents (i.e., cover sheet, proposal form, syllabus, and supporting documents) into a folder named with course subject and number (e.g., PSYC 101) and put in the folder at <http://tiny.utk.edu/VolCoreProposalDrop>. If you have any problems, please contact the chair of the General Education committee.

Contact Information (please print or type):

Name: _____ Gregor Kalas _____
Department: _____ School of Architecture _____
Email: _____ gkalas@utk.edu _____
Phone: _____ 974-3273 _____

Course information:

Provide full catalog entry for the course including course subject, number, suffix (if any), course title, credit hours, course description, prerequisites/corequisites, credit restrictions, etc.

NOTES:

- *Courses in WC category **must** have the following prerequisite:*
(RE) Prerequisite(s): English 102, 132, 290, or 298 (*plus any others for this course*)
- *Courses in AOC category: We **strongly encourage** the oral communication general education requirement used in your program serve as a prerequisite for this course (e.g., CMST 210, 240; CE 205; Phil 244)*
- Courses may apply for either OC or AOC but not both categories.

Catalog entry for course:

ARCH 212. Architecture and ideas of building and community form in major world cultures from 1750 CE to the late-20 th -century. Prerequisite: ARCH 211. 3 credits.
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Frequency of Course Offering (e.g., fall only, spring only): This course is normally offered in the Spring semester.

Course Capacity per Semester (*per course & total if multiple sections*): This course is typically taught for majors in Architecture and Interior Architecture in the fall with a capacity of about 120. It has not frequently been opened to non-majors, since the pre-requisite often reduces the number of potential students.

Course format (e.g., lecture, discussion, lab): Lectures (on Mondays & Wednesdays) with Discussions (Fridays)

How is this class to be staffed (i.e., instructor, GTAs, graders etc.)? The instructor is a member of the faculty who provides the lectures and oversees the course; GTAs help conduct discussion sections on Fridays.

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Please check all that apply:

	Areas in which this course is already approved	Applying for inclusion in these categories for General Education through the 2020-2021 catalog	Applying for inclusion in these categories for Volunteer Core (starting with the 2021-2022 catalog)
Written Communication (WC)			
Verbal Communication (OC)			
Applied Oral Communication (AOC)		N/A	
Arts & Humanities (AH)	Yes	Yes	Yes
Applied Arts and Humanities (AAH)		N/A	
Natural Sciences (NS) – Lab			
Natural Sciences (NS) – Non-lab			
Quantitative Reasoning (QR)			
Social Sciences (SS)			
Global Citizenship-International (GCI)		N/A	
Global Citizenship-US (GCUS)		N/A	
Engaged Inquiries (EI)		N/A	
Cultures & Civilization (CC)			N/A

Please attach proposal forms and materials appropriate to the categories checked above.

ARTS & HUMANITIES (AH)

PROPOSAL FOR GENERAL EDUCATION AND/OR VOLUNTEER CORE COURSE APPROVAL

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Example form: For an example completed proposal form, see the [Vol Core AH website](#).

Course subject, number, suffix (S[ervice], R[esearch], N [internship]) and title:

Architecture 212. History and Theory of Architecture II.

NOTE: Courses with an S (service), R (research), or N (internship) designation will be equivalent to their base course for the Effective Communication and Expanded Perspectives Volunteer Core categories. The base course and suffix courses will be considered as different courses for Engaged Inquiries.

Please check yes or no on each line:

- Yes No Course is currently approved as an AH course.
- Yes No Applying for inclusion in AH for Gen Ed **through the 2020-2021 catalog**
- Yes No Applying for inclusion in AH for Volunteer Core, which **starts with the 2021-2022 catalog**
- Yes No This is a new course. (Approval for general education will be contingent on curricular approval.)

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Phone: _____ 974-3273 _____

Arts and Humanities

“What does it mean to be human?” In attempting to answer this question, people have produced—and continue to produce—culturally and historically significant works. The study and critical interpretation of such works and their creators not only enriches students’ lives but also helps students understand their own and others’ answers to this enduring question.

Learning Outcomes

1. Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.
2. Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.
3. Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.

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Answer all questions below with respect to the description and learning outcomes given above.

Questions:

- I. Answer both a and b for each learning outcome:
 - a. How does the course **meet each of the learning outcomes** for the appropriate category of the Volunteer Core requirement? **Note:** All Learning Outcomes must be met by every course.
 - b. Provide a short description of how this course will be assessed for the Volunteer Core outcomes. According to the revised General Education guidelines, all approved Volunteer Core courses must be assessed according to the guidelines and timeline set by the General Education Committee. For the review, this course will need to provide quantifiable data and results detailing how successful the students were in mastering each learning outcome. With that in mind, please be as specific as possible in your plan to measure each of the learning outcomes below.* (You can refer to the Volunteer Core assessment document and rubrics on the [Volunteer Core website](#).)

Outcome 1: Students will demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities.

- a. How does the course meet this learning outcome?

Architecture 212 explores the major works of architecture, landscape architecture, and urban design by contextualizing the works in major art historical developments as well as other critical and historical issues; this course also examines the growth of architectural technology and the contributions of major theorists who have written about the built environment.

- b. What is the assessment plan* for this Volunteer Core outcome?

1. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective.

Exams request that students write paragraph-length as well as essay-length analyses of major works of architectural history that they have studied in class; student exams request that they identify important monuments and describe their contributions to the history of technology or other themes, including architectural theories.

2. Provide a description of how you will **obtain the sample of student work**.

20% of the student exams will be collected (by photocopies and scans) in a random process to ensure that a distribution of the grades will provide a representative sample of the enrolled students. The names of students and any identifying information will be removed. The departmental assessment team will examine the student work using the rubric to determine on a scale of 1-4 (ranging from ineffective to outstanding) how well the students accomplish the desired goals.

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Outcome 2: Students will demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities.

a. How does the course meet this learning outcome?

Architecture 212 examines how important architectural monuments (together with designed landscapes and urban designs) derive their significance from cultural and historical contexts by linking important developments with artistic movements and theoretical principles. Students learn about the major architects and other designers who contributed to this history. The humanistic inquiry in this course is implemented by requesting that students write about primary and secondary texts that introduce them to architectural theorists or other literary and historical authors whose insights into architecture provide fundamental links to the history of ideas.

b. What is the assessment plan* for this Volunteer Core outcome?

1. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective.

Exams require that students describe the significance of works of architecture after they have identified them (judging these works from slides shown during the exams). These exams also ask students to write essay-length arguments about the major theorists or primary sources that describe the artistic or theoretical basis of the history of architecture.

2. Provide a description of how you will **obtain the sample of student work**.

20% of the student exams will be collected (by photocopies and scans) in a random process to ensure that a distribution of the grades will provide a representative sample of the enrolled students. The names of students and any identifying information will be removed. The departmental assessment team will examine the student work using the rubric to determine on a scale of 1-4 (ranging from ineffective to outstanding) how well the students accomplish the desired goals.

Outcome 3: Students will demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields.

a. How does the course meet this learning outcome?

Architecture 212 asks students to develop their critical interpretations of architectural monuments by providing them with a vocabulary for articulating how buildings are positioned as major artworks and by linking architectural developments to theories and philosophies that are rooted in the humanities. Students are taught to root their critical interpretations of architecture in the terminology of the discipline. To develop a critical voice, students develop their skills in comparative analysis of architectural monuments. Students are also asked to write essays of approximately 1,250 words in which they associate important primary texts with works of architecture, setting forth their critical arguments in a persuasive manner.

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- b. What is the assessment plan* for this Volunteer Core outcome?
3. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective.

Exams request that students write comparisons of at least two important architectural monuments in which they weigh the comparative judgments and articulate the level of accomplishment of the important works of architecture.

4. Provide a description of how you will **obtain the sample of student work**.

20% of the student exams will be collected (by photocopies and scans) in a random process to ensure that a distribution of the grades will provide a representative sample of the enrolled students. The names of students and any identifying information will be removed. The departmental assessment team will examine the student work using the rubric to determine on a scale of 1-4 (ranging from ineffective to outstanding) how well the students accomplish the desired goals.

- II. What process is used to monitor/oversee that each section of this course is meeting the learning outcomes if multiple sections are taught to ensure consistency semester to semester?

Annual meetings of the various instructors of this course will occur to compare the outcomes and products of the course, ensuring that the learning objectives are consistently met.

Attachments:

Please attach:

- a representative **course syllabus** (including a clear indication that the course is a General Education and/or Volunteer Core course, and course objectives that include the General Education and/or Volunteer Core student learning outcomes)
- a sample of at least one **significant assignment** that demonstrates the critical interpretation of prominent works or accomplishments studied in the course.

*The answer to the assessment question should include:

1. A **description of the student work** that will be used to assess each learning objective. The student work may be an exam, an essay, a lab report, a reaction paper, a set of homework problems, a short-answer response provided on a mid-term exam, selected multiple-choice questions from a quiz, etc. More than one learning outcome can be assessed by the same student work. The assignment/exam/paper/etc. does not have to be made specifically for the purpose of this assessment. In fact, it is *preferable* that the student work be an assignment or test that is a normal part of the course.
2. **The sampling method to be used for the assessment.** If it is expected that there will be multiple sections of the course, you may choose to sample 20% of the sections of the course or 20% of the students in each section. This 20% should be at least 50 students. If the course is expected to have one section or a total of 50 students or less, you should collect work from all students.