ANTH 486 Historic Artifacts-NewCrs-2015-10-26

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

First Step: Change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

Second Step: Click save on bottom right

Third Step: Make sure the word "_**DRAFT**_" is in yellow at the top of the proposal

Fourth Step: Click on EDIT CONTENTS and start completing the template. When exiting or done, click save on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

Please direct any questions to curriculum-approval@iup.edu

*Indicates a required field

Proposer*	Ben Ford	**Proposer Email***	nywq@iup.edu
Contact Person*	Ben Ford	**Contact Email***	nywq@iup.edu
Proposing Department/Unit*	Anthropology	**Contact Phone***	724-357-3932

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 ANTH
(B) Course Number*	_If Dual Listed, enter both course numbers_ 486 / 586
(C) Course Title*	Historic Artifact Analysis
(D) Course Level*	graduate-level, undergraduate-level
(E) Cross Listed*	_Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233_ NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	 Class Hours:3 Lab Hours:0 Credits:3
(I) Prerequisite(s)	none

(J) Co-requisite (s)	*This means that another course must be taken in the same semester as the proposed course* none

(K) Additional Information	*Check all that apply. Note: Additional documentation will be required*
	
	* Teacher Education: Please complete the Teacher
	  Education section of this form (below)
	
	* Liberal Studies: Please complete the Liberal Studies
	  section of this form (below)
	
	* Distance Education: Please complete the Distance
	  Education section of this form (below)

(L) Recommended Class Size	YES Number (Enter Zero if No):24 If YES: (Check one of the following reasons and provide a narrative explanation) Physical Limitation of Classroom Explain (required): Requires access to historical artifact collections space and equipment.
(M) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Focuses on techniques for collecting, analyzing, and interpreting data from historic period (1500 to present) artifacts commonly found on North American archaeological sites. Analytic techniques, including classification, quantification of attributes, relating artifact patterns to human activities, and statistical interpretation are taught in a hands-on environment. Outlines the history of technology as a means to identify the age and use of artifacts. Considers that all objects occurred as a thought before they were made material and how to work backwards from the material to the thought.
(N) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* At the completion of this course, students will be able to: 1) Demonstrate skills in the identification of historic period artifacts, 2) Describe the characteristics of historical artifact analysis and relate artifact analysis to the larger goals of archaeology and anthropology, 3) Evaluate the quality and appropriateness of artifact inventories and reports in historical archaeological publications, 4) Conduct semi-independent research utilizing historic period artifacts. Graduate students will additionally be able: 1) Conduct independent research utilizing a large collection of artifact data prepared by numerous different archaeologists, 2) Ask and answer anthropological questions based on historic period artifacts.

(O) Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments*
	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or
	direct faculty instruction, there should be a minimum of two hours of out of class student work.
	Week 1: Course Introduction and Ceramic Manufacture and Terminology
	Week 2: Ceramic Manufacture and Terminology
	Week 3: Dating and Interpretation of Ceramic Decoration, 1610-1900
	Week 4: Dating and Interpretation of Glass Containers, 1620-1920
	Week 5: Dating and Interpretation of Glass Tableware and Windows, 1620-1920
	Week 6: Dating and Interpretation of Knives, Forks, and Spoons, 1600-1925
	Week 7: Dating and Interpretation of Smoking Pipes, 1620-1870
	Week 8: Dating and Interpretation of Nails, Screws, and Fasteners, 1600-1925
	Week 9: Dating and Interpretation of Building Materials, 1600-1950
	Week 10: Dating and Interpretation of Cans, Buttons, Flints, and other Miscellaneous Items, 1600-1950
	Week 11: Documents as Artifacts
	Week 12: Basic Statistics and Database Management
	Week 13: Interpretation of Archaeological Assemblages
	Week 14: From Artifacts to People
	Assemblage presentations
	Students will complete weekly assignments that require approximately 2 hours of work, in addition to approximately 3 hours of reading per week. Students will also complete an artifact analysis project that requires approximately 20 hours to complete. On average students will have 6.5 hours of work per week outside of class.

Rationale for Proposal	
(P) Why is this Course Being Proposed?*	The proposed course has been taught three times previously under the generic title of ANTH 484/584 Specialized Methods in Archaeology. Granting this course its own number codifies past practice and allows current and prospective students to better plan for the course as part of their curriculum.
(Q) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*
	The proposed course has been taught three times previously under the generic title of ANTH 484/584 Specialized Methods in Archaeology. Granting this course its own number codifies past practice and allows current and prospective students to better plan for the course as part of their curriculum.
(R) How Does it Fit into the Departmental Curriculum?*	*Check all that apply*
	Free Elective
	If Other, please explain:

(S) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment:
(T)Does it Serve the College/University Above and **Beyond the Role it Serves in the Department?***	NO Please Provide Comment:
(U) Who is the Target Audience for the Course?*	Department Elective Open to Any Student If Other, please explain:
(V) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) The proposed course does not have any implications for other departments. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?
(W) Attach Supporting Documents for Implications, **if Necessary**	**File Modified**
(X) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, **Check the Box to the Right:**	
Course Prefix/Number	

Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*

Rationale for Proposal (Required Questions from CBA)
How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **and assignments be addressed?**	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	
Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	
Course Designations:	
Key Assessments	

	For both new and revised courses, please attach (see the program education coordinator):
	- The Overall Program Assessment Matrix - The Key Assessment Guidelines - The Key Assessment Rubric
	File **Modified**
	No files shared here yet.
	• Drag and drop to upload or browse for files
Narrative Description of the Required Content	*How the proposal relates to the Education Major*

For Deans Review
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu