

ANTH 487/587 Geoarchaeology-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*	Lara Homsey-Messer	Proposer Email*	lmesser@iup.edu
Contact Person*	Lara Homsey-Messer	Contact Email*	lmesser@iup.edu
Proposing Department/Unit*	Anthropology	Contact Phone*	724-357-2117

(A) Course Prefix*	<p><i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i></p> <p>ANTH</p>
(B) Course Number*	<p><i>If Dual Listed, enter both course numbers</i></p> <p>487 / 587</p>
(C) Course Title*	Geoarchaeology
(D) Course Level*	graduate-level, undergraduate-level
(E) Cross Listed*	<p><i>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</i></p> <p>NO</p> <p>If YES, with:</p>
(F) Variable Credit*	<p>NO</p> <p>If YES, enter the number of credits:</p>
(G) Variable Title*	<p>NO</p> <p>If YES, enter the title(s):</p>
(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Prerequisite(s)	ANTH 244 or GEOS 201, or instructor permission

(J) Co-requisite (s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>none</p>
(K) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
(L) Recommended Class Size	<p>YES</p> <p>Number (Enter Zero if No):24</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Physical Limitation of Classroom</p> <p>Explain (required):</p> <p>Need for special purpose classroom and equipment.</p>
(M) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Surveys geological methods and techniques used to investigate archaeological research questions. Include sedimentary and geomorphic processes affecting the formation and preservation of archaeological sites; methods of paleoenvironment and paleoclimate reconstruction, and radiometric dating techniques. Illustrates the importance for archaeologists to understand the geological processes that affect archaeological sites—before, during, and after people have been there. Understanding these processes is crucial to accurately reconstructing the dynamics of human behavior.</p>

<p>(N) Student Learning Outcomes*</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>All students in this course will be able to:</p> <p>Objective 1: Explain how archaeologists determine the age of sites, reconstruct the prehistoric landscape, and identify post-occupational contamination and disturbance</p> <p>Objective 2: Evaluate how different geologic environments determine the potential for site location, prehistoric use of the landscape, and preservation through time</p> <p>Objective 3: Develop a field and laboratory skill set essential to the discipline of geoarchaeology, including rock and mineral identification, topographic map reading, sediment & soil analysis, microartifact analysis, and graphing geoenvironmental data sets</p> <p>Objective 4: Synthesize geologic and archaeological data sets in order to describe the effect of human populations on the environment, and conversely, how the environment effects human populations</p> <p>Graduate students will additionally be able to:</p> <p>Objective 5: Apply the most appropriate geologic methods to answer a given archaeological research question in applied cultural resource management (CRM) and academic archaeological contexts</p> <p>Objective 6: Design a realistic and professional geoarchaeological survey in the form of a research grant or a cultural resource management project proposal</p> <p>Objective 7: Critically review a peer-reviewed journal article in the primary geoarchaeological literature (e.g., <i>Geoarchaeology</i>, <i>Quaternary Science</i> etc.</p>
<p>(O) Brief Course Outline*</p>	<p><i>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</i></p> <p><i>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.</i></p> <p>This course begins by introducing students to the geologic methods and techniques used by geoarchaeologists, including sediment, soil, and microartifact analysis; geochemistry and oxygen isotopes; and radiogenic dating. By the end of this segment, students are competent in implementing (if applicable) or explaining the technique using a real or hypothetical dataset. This segment is followed by an overview of geologic environments and their effects on site location, use, and preservation. In this part of the course students learn to read and use topographic data to make interpretations about past and present landscapes. The final segment entails an introduction to paleoclimate reconstruction, climate change, and the role climate has in shaping human populations as well as the effect humans have in altering the environment. In this part of the course, students review and present case studies to synthesize geologic and archaeological datasets and evaluate the geologic methodology employed to answer the relevant archaeological research question.</p>

<p style="text-align: center;">Rationale for Proposal</p>	
<p>(P) Why is this Course Being Proposed?*</p>	<p>Geoarchaeology has previously been taught as one of our many ANTH 484/584 Specialized Methods topics. Because these are taught regularly and because it would benefit students to know which specialized methods are offered, we plan to make each course that is taught regularly a separate course.</p>
<p>(Q) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The proposed course has been taught 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.</p>

<p>(R) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Free Elective</p> <p>If Other, please explain:</p>				
<p>(S) Is a Similar Class Offered in Other Departments?*</p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p>(T) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*</p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p>(U) Who is the Target Audience for the Course?*</p>	<p>Department Elective Open to Any Student Other</p> <p>If Other, please explain:</p> <p>Geoscience students</p>				
<p>(V) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>This course is beneficial to students in the Department of Geosciences and is supported by the chairperson and faculty in that department.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>Open communication with GEOS department faculty and chair, the latter who has written a letter of support for this course and its utility to their students.</p>				
<p>(W) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">File</th> <th style="text-align: left; padding: 5px;">Modified</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">PDF File GEOS_ support for curriculum proposals.pdf</td> <td style="padding: 5px;">Nov 10, 2015 by Benjamin L. Ford</td> </tr> </tbody> </table>	File	Modified	PDF File GEOS_ support for curriculum proposals.pdf	Nov 10, 2015 by Benjamin L. Ford
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<p>(X) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>				

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	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>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</i></p> <p><i>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.</i></p>
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:	<input type="checkbox"/>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
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

<p>If Completing this Section, Check the Box to the Right:</p>					
<p>Course Designations:</p>					
<p>Key Assessments</p>					
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" data-bbox="414 552 1274 646"> <thead> <tr> <th data-bbox="414 552 950 594">File</th> <th data-bbox="950 552 1274 594">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="414 594 950 646">PDF File GEOS_ support for curriculum proposals.pdf</td> <td data-bbox="950 594 1274 646">Nov 10, 2015 by Benjamin L. Ford</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files  	File	Modified	PDF File GEOS_ support for curriculum proposals.pdf	Nov 10, 2015 by Benjamin L. Ford
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<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>				

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

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>