

ANTH 489/589 Prehistoric Technologies of Eastern North America-NewCrs-2016-02-01

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

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

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

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

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

Fourth Step: Click on “**EDIT CONTENTS**.” (not EDIT) and start completing the template. When exiting or when 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.

**Indicates a required field*

Proposer*	Phillip Neusius	Proposer Email*	phun@iup.edu
Contact Person*	Phillip Neusius	Contact Email*	phun@iup.edu
Proposing Department/Unit*	Anthropology	Contact Phone*	357-2841

(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*	<i>If Dual Listed, enter both course numbers</i> 489 / 589
(C) Course Title*	Prehistoric Technologies of Eastern North America
(D) Course Level*	graduate-level, undergraduate-level
(E) Cross Listed*	<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> 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*	<p>Class Hours:3.00</p> <p>Lab Hours:0</p> <p>Credits:3.00</p>
(I) Prerequisite(s)	None
(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>Requires the handling and analysis of artifacts in a special purpose classroom.</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>Introduces the prehistoric technologies of Eastern North America. Focuses on the material culture commonly recovered from pre European Contact Native American archaeological sites, including stone, ceramic, bone and native metal artifacts. Includes analytical techniques of classification, quantification and interpretation linking artifacts to human behavior.</p>
(N) Student Learning Outcomes*	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>At the completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1) Understand the basic technologies behind the production of prehistoric material culture. 2) Demonstrate skills in the identification of prehistoric artifacts from Eastern North America. 3) Understand how specific methods for analyzing artifacts relate to specific research questions and how certain methods of analysis can be used in a variety of research designs. 4) Conduct different types of artifact analysis and use statistics to describe the results of the analysis, effectively communicating the results through both written and oral presentation. 5) Evaluate the quality and appropriateness of prehistoric artifact inventories and reports in archaeological publications. <p>Graduate students will also be able to:</p> <ol style="list-style-type: none"> 6) Synthesize a collection of artifacts into a technical report that reflects sound interpretation and analysis to address anthropological questions.

<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>Week 1: Introduction to prehistoric artifact identification and analysis.</p> <p>Week 2: Flaked Stone Artifacts-raw materials and fracture mechanics</p> <p>Week 3: Flaked Stone Artifacts-debitage classification and interpretation</p> <p>Week 4: Flaked Stone Artifacts-tool classification and interpretation</p> <p>Week 5: Ground Stone Artifacts-identification and interpretation</p> <p>Week 6: Ceramics-raw materials and manufacturing techniques</p> <p>Week 7: Ceramics-form and function analysis</p> <p>Week 8 Ceramics-classification and style analysis</p> <p>Week 9: Bone Tool-identification and interpretation</p> <p>Week 10: Native Metal-identification and interpretation</p> <p>Weeks 11-12: Statistical Analysis and Data Presentation</p> <p>Week 13: Case Studies</p> <p>Week 14 and Exam Period: Research Presentations</p> <p>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.</p>
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<p align="center">Rationale for Proposal</p>	
<p>(P) Why is this Course Being Proposed?*</p>	<p>This course will fill a deficiency in the Anthropology Department Archaeology Track and Applied Archaeology MA program. The ability to identify and analyze pre-Contact Native American Artifacts is a fundamental skill for practicing archaeologists. This course will complement the other artifact analysis courses offered by the department and will build on the skills taught in ANTH 325 Archaeological Lab Methods. The proposed course has been taught previously under the generic title of ANTH 484/584 Specialized Methods in Archaeology.</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>This course will fill a deficiency in the Anthropology Department Archaeology Track and Applied Archaeology MA program. The ability to identify and analyze pre-Contact Native American Artifacts is a fundamental skill for practicing archaeologists. This course will complement the other artifact analysis courses offered by the department and will build on the skills taught in ANTH 325 Archaeological Lab Methods.</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</p> <p>If Other, please explain:</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>The proposed course does not have any implications for other departments.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>Not Applicable</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: center;">File</th> <th style="text-align: center;">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 50px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
<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> <p>The Anthropology Department has a special purpose classroom with adequate equipment and artifact collections to meet the needs of this class.</p>				

Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>

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> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
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

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

	<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 <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>

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>