ANTH 413 Archaeology of Coasts-NewCrs-2019-01-08

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Form Information

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First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-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"** (*not Save Draft*) 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*	William Chadwick	**Proposer Email***	wchadwic@iup.edu
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Proposing Department/Unit*	Anthropology	**Contact Phone***	724-357-2659

(A) Course Prefix*	ANTH
(B) Course Number*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* 413
(C) Course Title*	Archaeology of Coasts
(D) Course Level*	undergraduate-level

(E) Cross Listed* Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing *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 per Week:3 Lab Hours:0 Credits:3
(I) Repeatable Course* This is for courses that can be Repeated multiple times e.g. Internship	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite(s)	None
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course* None

(L) 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)*
(M) Recommended Class Size	YES Number (Enter Zero if No):14 If YES: (Check one of the following reasons and provide a narrative explanation) Pedagogical Explain (required): This is an upper level course that will have intensive field trips, sample processing, and data analysis and will be dual listed with Archaeology of Coasts (ANTH 513). When taught under the Teamwork and Leadership Studies Program, it is expected to be paired with Coastal Processes and Geology (GEOS 356).
(N) 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.* Explores the interaction between coastal environments and humans through examination of the archaeological record. Identifies coastal modifications by humans based on the archaeological record. Explores the processes that lead to the destruction or preservation of archaeological resources related to changing sea level. Provides the student the ability to examine the archeological record to understand the interactions between coastal environments, humans, and changing sea levels over the past 15,000 years.
(O) Student Learning Outcomes* (SLO) For Each Outcome Describe How the Outcome Will Be Measured	*These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* **Hit Tab to add additional lines** Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Describe how people occupy and modify the coastal zone and how changes in sea level affect archaeological resources.	Synthesis of reading assignments and lectures in essay form and on exams. Capstone teamwork assignment related to an issue of changing sea level and the preservation/management of archaeological resources.
2	Identify the interdisciplinary nature of archaeology and discuss the methods used to examine the archaeological record in the coastal zone.	Synthesis of reading assignments and lectures in essay form and on exams. Capstone teamwork assignment related to an issue of changing sea level and the preservation/management of archaeological resources.
3	Illustrate the cultural resource preservation and management issues associated with coastal archaeological sites.	Capstone teamwork assignment related to an issue of changing sea level and the preservation/management of archaeological resources.

(P) 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.

The course is a departmental undergraduate elective primarily and a Teamwork and Leadership Studies Program Teamwork-Intensive Course secondarily. Thus, this course can be offered not in partnership with its paired Teamwork and Leadership Studies Program course. Students will be expected to read and discuss current literature relate to the archaeology of the coastal zone and its relation to sea level changes. They will be teamed with other students (sometimes from the Coastal Processes and Geology (GEOS 355) when courses are taught under the Teamwork and Leadership Studies Program) to develop answers to real-world issues related to cultural resource management. The capstone project is anticipated to be a "problem" that student teams will solve based on their background knowledge, a field trip to examine the coastal zone, and their work with the other students. The general outline of the overall course is:

Introduction to coastal archaeology

Environmental processes within the coastal zone and associated with sea level change

Archaeological methods used to examine the coastal zone to identify cultural resources

The relationship between coastal environments and prehistoric human occupation and use

The prehistoric archaeological record associated with the coastal zone

The relationship between coastal environments and historic human occupation and use

The historic archaeological record associated with the coastal zone

The relationship between submerged cultural resources and sea level rise

The prehistoric archaeological record related to submerged cultural resources

What are the effects of sea level rise on coastal archaeological resources

Why do archeological sites get destroyed or preserve during sea level transgression

 What can submerged prehistoric and coastal prehistoric and historic archaeological sites tell us about changes in sea level

What are preservation issues related to sea level rise

Case Studies on coastal archaeology

Final Overview |

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	This course will be a departmental undergraduate elective primarily and a Teamwork and Leadership Studies Program—Teamwork-Intensive Course secondarily. The course explores a part of the archaeological record that is typically neglected by traditional archaeology. The methodologies used are unique in the field of archaeology and the resulting interpretations inform our understanding of how humans have used coastlines and how changes in sea level in the past have affected the movement of people through an examination of the archaeological record. With continuing sea level rise, understanding the impact of changing sea levels on past cultures is key to understanding the impact of sea level rise on present cultures. Secondarily, the course will examine the preservation potential of archaeological sites as sea level continues to rise and its implication for resource management and societies effort to preserve the archaeological record. When this course is taught as a Teamwork-Intensive Course, this course is expected to be paired with Coastal Processes and Geology (GEOS 356). When taught as a Teamwork-Intensive Course, the course will be modified in cooperation with the geoscience instructor to utilize the knowledge of students from each class to complete the combined capstone project.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*

The study of the process of sea level change on archaeological resources is one of the important issues confronting the management of cultural resources in the coastal zone. Understanding of the processes that are affecting archaeological resources in the coastal zone will allow students to evaluate the preservation potential of cultural resources as sea level continues to rise. This course is proposed to provide students the opportunity to gain an understanding of the issues involved in the management of cultural resources within the coastal zone as sea level continues to rise. This knowledge is becoming a focus of state and federal agencies as cultural resources are being inundated and destroyed by coastal storms and continued sea level rise associated with climate change. Further, with continuing sea level rise, understanding the impact of changing sea levels on past cultures is key to understanding the impact of sea level rise on present cultures. |
| **(S) How Does it Fit into the Departmental Curriculum?*** | *Check all that apply*

Free Elective

If Other, please explain: |

(T) Is a Similar Class Offered in Other Departments? *	NO Please Provide Comment:
(U)Does it Serve the College /University Above and **Beyond the Role it Serves in the Department?***	YES Please Provide Comment: It supports Teamwork and Leadership Studies Program Minor as a Teamwork-Intensive Course elective that is cross-discipline and cross-college when both courses are offered during the same semester.
(V) Who is the Target Audience for the Course?*	Department Elective Open to Any Student Other If Other, please explain: Teamwork and Leadership Studies Program Minor — Teamwork-Intensive Course elective when offered in conjunction with its paired course.
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) Teamwork and Leadership Studies Program Minor—Teamwork-Intensive Course elective to be paired with GEOS 356 Coastal Processes and Geology when both are offered during the same semester. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? The instructor of GEOS 356 (Coastal Processes and Geology) and the instructor of this course will work together to be sure schedules and content are compatible. Instructors will work together to develop a combined field trip and capstone project that supports the learning outcomes of both courses. This will be an ongoing activity when these two courses are offered as a Teamwork and Leadership Studies Program Teamwork-Intensive Course elective.
(X) Attach Supporting Documents for Implications, **if Necessary**	**File** **Modified**
(Y) Are the Resources Adequate?*	(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.) YES Please Provide Comment: The department has the faculty member, equipment, and space to teach the proposed course.

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:**	**NOTE: you must check this box if the Course has previously been approved for Distance Education**

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.**	**Course SLO #**	**How outcome is assessed using Distance Education Technologies**
	1	
	2	
	3	

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:	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply)	
Section 1	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the competencies(s) that apply - must meet at least one*
How does this course fit into the designation you indicated above?	

Expected Undergraduate Student Learning Outcomes (EUSLOs)

Map the Course Outcome to the EUSLO's

Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.

See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs

Informed Learners demonstrate:	Course SLO #
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communities	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	
• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
• the ablity to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	

	• critical thinking skills including analysis, application and evaluation	
	• reflective thinking and the ability to synthesize information and ideas	
	Responsible Learners demonstrate:	**Course SLO #**
	• intellectual honesty	
	• concern for social justice	
	• civic engagement	
	• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
	• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal		
	Course SLO #	**Assessment Tool to be used to measure the outcome**
	1	
	2	
	3	

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:	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
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*

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