

# ANTH 488/588 Geophysical Applications in Archaeology- 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](mailto:curriculum-approval@iup.edu)

*\*Indicates a required field*

<b>Proposer*</b>	William J Chadwick	<b>Proposer Email*</b>	wchadwic@iup.edu
<b>Contact Person*</b>	William J Chadwick	<b>Contact Email*</b>	wchadwic@iup.edu
<b>Proposing Department/Unit*</b>	Anthropology	<b>Contact Phone*</b>	724-357-2659

<b>(A) Course Prefix*</b>	<i>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></i> ANTH
<b>(B) Course Number*</b>	<i>If Dual Listed, enter both course numbers</i> 488 / 588
<b>(C) Course Title*</b>	Geophysical Applications in Archaeology
<b>(D) Course Level*</b>	graduate-level, undergraduate-level
<b>(E) Cross Listed*</b>	<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:
<b>(F) Variable Credit*</b>	NO  If YES, enter the number of credits:
<b>(G) Variable Title*</b>	NO  If YES, enter the title(s):
<b>(H) Number of Credits*</b>	Class Hours:3  Lab Hours:0  Credits:3

<b>(I) Prerequisite (s)</b>	none
<b>(J) Co-requisite (s)</b>	<i>This means that another course must be taken in the same semester as the proposed course</i> none
<b>(K) Additional Information</b>	<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>
<b>(L) Recommended Class Size</b>	<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>
<b>(M) Catalog Description*</b>	<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>Provides the methodological and technological knowledge to apply various geophysical systems used in archaeological investigations. These systems may include, but are not limited to, Ground-Penetrating Radar, Magnetometry, Electrical Resistivity, Conductivity, and Susceptibility.</p>
<b>(N) Student Learning Outcomes*</b>	<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>All students will be able to:</p> <p>(1) Describe detailed examples of the interdisciplinary nature of archaeology.</p> <p>(2) Determine which geophysical systems are appropriate to answer archaeological questions.</p> <p>(3) Identify and employ the appropriate methods of geophysical data collection that will allow the recognition of archaeological features of different sizes and in different environmental settings.</p> <p>Graduate students will also be able to:</p> <p>(4) Utilize appropriate software to process and interpret geophysical data and differentiate archaeological features.</p> <p>(5) Design, implement, and present the results from an independent research project.</p>

<p><b>(O) Brief Course Outline*</b></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 geophysics</p> <p>Week 2: Geophysical Theory</p> <p>Week 3: Geophysical Field Methods</p> <p>Week 4: Introduction to Ground-Penetrating Radar</p> <p>Week 5: Collection of Ground-Penetrating Radar data</p> <p>Week 6: Processing and Presentation of Ground-Penetrating Radar data</p> <p>Week 7: Introduction of Magnetometry</p> <p>Week 8: Collection of Magnetic Gradiometer data</p> <p>Week 9: Processing and Presentation of Magnetic Gradiometer data</p> <p>Week 10: Introduction to Resistivity/Conductivity</p> <p>Week 11: Collection of Resistivity/Conductivity Data</p> <p>Week 12: Processing and Presentation of Resistivity/Conductivity Data</p> <p>Week 13 Geophysics as A Cultural Resource Management tool</p> <p>Week 14 Case Studies</p> <p>Final examination</p>
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<p style="text-align: center;"><b>Rationale for Proposal</b></p>	
<p><b>(P) Why is this Course Being Proposed?*</b></p>	<p>This course has been offered regularly as an option under ANTH 484/584 Specialized Methods in Archaeology for many years to both undergraduate and graduate students. This course as a standalone offering has been identified as a potential to attract quality graduate students considering the departments Applied Archaeology M.A. Under the current system of using the ANTH 484/584 offering, it is unclear to prospective students what courses are actually being offered at any given time.</p>
<p><b>(Q) University Senate Summary of Rationale</b></p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course has been offered regularly as an option under ANTH 484/584 Specialized Methods in Archaeology for many years to both undergraduate and graduate students. The new course number codifies past practice of offering this course as part of the regular Anthropology curriculum.</p>
<p><b>(R) How Does it Fit into the Departmental Curriculum?*</b></p>	<p><i>Check all that apply</i></p> <p>Free Elective</p> <p>If Other, please explain:</p>
<p><b>(S) Is a Similar Class Offered in Other Departments?*</b></p>	<p>YES</p> <p>Please Provide Comment:</p> <p>The proposed course has some overlap to some of our existing GEOS courses (GEOS323 - Geophysics and GEOS481 - Environmental Geophysics). But fundamentally, the content focus of the ANTH course is much more applied and directed toward archeological applications. The GEOS courses are primarily focused on deep earth geophysics and quantitative analysis of environmental geophysical data for hydrogeology.</p>

<p><b>(T) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p><b>(U) Who is the Target Audience for the Course?*</b></p>	<p>Department Elective Open to Any Student</p> <p>If Other, please explain:</p>				
<p><b>(V) Implications for Other Departments*</b></p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>Geoscience offers GEOS 323 Geophysics, which has a similar name but focusses on the surface and interior of the solid earth rather than the practice of conducting geophysical surveys. The proposed ANTH course focuses on the application of geophysical technologies (e.g. ground-penetrating radar) to archaeological survey.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>Anthropology has communicated with Geoscience regarding this course and Geoscience has agreed to provide a letter of support.</p>				
<p><b>(W) Attach Supporting Documents for Implications, if Necessary</b></p>	<table border="1"> <thead> <tr> <th data-bbox="293 1031 841 1094">File</th> <th data-bbox="841 1031 1487 1094">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 1094 841 1136">PDF File GEOS_ support for curriculum proposals.pdf</td> <td data-bbox="841 1094 1487 1136">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><b>(X) Are the Resources Adequate?*</b></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*

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

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

## Liberal Studies Section

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

<b>If Completing this Section, Check the Box to the Right:</b>	<input type="checkbox"/>
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<b>Liberal Studies Course Designations (Check all that apply)</b>	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	

<b>Liberal Studies Elective</b>	<i>Please mark the designation(s) that apply - must meet at least one</i>
<b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b>	<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 <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></i>
<b>Description of the Required Content for this Category</b>	<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.**

<b>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.</b>	
<b>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.</b>	

### Teacher Education Section

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

<b>If Completing this Section, Check the Box to the Right:</b>	
<b>Course Designations:</b>	
<b>Key Assessments</b>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <table border="1" data-bbox="412 275 1274 367"> <thead> <tr> <th data-bbox="412 275 950 317">File</th> <th data-bbox="950 275 1274 317">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="412 317 950 367">PDF File GEOS_ support for curriculum proposals.pdf</td> <td data-bbox="950 317 1274 367">Nov 10, 2015 by Benjamin L. Ford</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>	File	Modified	PDF File GEOS_ support for curriculum proposals.pdf	Nov 10, 2015 by Benjamin L. Ford
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<p><b>Narrative Description of the Required Content</b></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>