

ANTH 490 ANTH 590 Applied Spatial Methods 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

**Indicates a required field*

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

(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 490 / 590
(C) Course Title*	Applied Spatial Methods in Archaeology
(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)	ANTH 244 or instructor permission for ANTH 490
(J) Co-requisite(s)	<i>This means that another course must be taken in the same semester as the proposed course</i> none
(K) Additional Information	<i>Check all that apply. Note: Additional documentation will be required</i> <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>
(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 hands-on use of a limited number of computers and work stations.
(M) Catalog Description*	<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> Introduces methods used within archaeology to examine the spatial relationships between archaeological artifacts, features and sites at various scales. Explores the strengths and weaknesses of various spatial methods in archaeology. Provides students with the ability to become knowledgeable consumers of these methods in future research and working environments.
(N) Student Learning Outcomes*	<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> <i>If dual listed, indicate additional learning objectives for the higher level course.</i> (1) Recognize the interdisciplinary nature of archaeology. (2) Critically determine which spatial methods are appropriate to collect archaeological data. (3) Determine the methods that are appropriate to answer archaeological questions. (4) Process, interpret, and present spatial data in archaeology. Graduate students will also be able to: (5) Design, implement, and present the results from an independent research project using archaeological spatial data.

<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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Week 1: Introduction to spatial methods and analysis in archaeology</p> <p>Week 2: Where are existing archaeological spatial data sets found?</p> <p>Week 3: What spatial methods are used to collect archaeological data</p> <p>Week 4: How to create an archaeological spatial database</p> <p>Week 5: How to collect archaeological spatial data</p> <p>Week 6: How to use a total station to create archaeological spatial data</p> <p>Week 7: Creating a spatial database from existing data</p> <p>Week 8: How to use maps and aerial photographs when conducting spatial analysis</p> <p>Week 9: Creating line-of-site models for archaeological survey</p> <p>Week 10: Statistics applied to archaeological spatial data</p> <p>Week 11: What is probability/predictive modeling in archaeology</p> <p>Week 12: How to present archaeological spatial data</p> <p>Week 13: Integrating non-spatial data into spatial analysis in archaeology</p> <p>Week 14: Creating Metadata for your archaeological spatial data</p> <p>Final Examination</p>
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<p style="text-align: center;">Rationale for Proposal</p>	
<p>(P) Why is this Course Being Proposed?*</p>	<p>The study of space is one of the most important issues in Archaeology. The understanding of spatial relationships has been a key factor for interpreting past cultural dynamics. This course is proposed to provide students within the Anthropology Department (both undergraduate and graduate) the opportunity to gain applied experience in the methods necessary to collect new and existing archaeological spatial data, integrate the data into spatial databases, and create new datasets that will answer archaeological questions. This knowledge and these skills are required in the modern workplace.</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 is proposed to provide students within the Anthropology Department (both undergraduate and graduate) the opportunity to gain applied experience in the methods necessary to collect new and existing archaeological spatial data, integrate the data into archaeological databases, and create new datasets that will answer archaeological questions. Many of these methods have been taught piecemeal in other archaeology courses. This course is designed to make the purpose of these combined methods more coherent.</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>YES</p> <p>Please Provide Comment:</p> <p>The Department of Geography and Regional Planning has courses that include spatial analysis but are not specifically related to archaeological spatial data and research questions.</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 Department of Geography and Regional Planning does have courses that include spatial analysis, but this course is specifically an archaeology course dealing with space applications unique to archaeology. Although there may be some overlap in content, this course will be covering content specific to archaeological applications not covered in other courses. This course will not impact enrollments in other departments and is not intended to replace any courses offered in other departments.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>This course proposal has been revised to reflect comments provided by the Department of Geography and Regional Planning both in writing and in consultation between department chairs.</p>				
<p>(W) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th data-bbox="358 1356 399 1377">File</th> <th data-bbox="435 1356 518 1377">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="293 1398 537 1402"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
File	Modified				
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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> <p>We have the faculty expertise, multipurpose special classroom space, laboratory equipment and archaeological collections necessary to teach this course.</p>				

- 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:	
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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>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	

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>