

ANTH 720 Issues in Historic Preservation-CrsRvs-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-CrsRvs-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*	Ben Ford	Proposer Email*	nywq@iup.edu
Contact Person*	Ben Ford	Contact Email*	nywq@iup.edu
Proposing Department/Unit*	Anthropology	Contact Phone*	724-357-3932

Course Level*	graduate-level
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Course Revisions	
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:	Category B:
mod_prereq	<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>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	The prerequisite for this course is being removed because the prerequisite is not necessary to succeed in the course. Additionally, over the past several years, approximately 1/3 to 1/2 of the course enrollment has been drawn from outside of Anthropology requiring several instructor permissions. Permission has never been refused. The course benefits from a wide range of perspectives, so making enrollment easier for non-Anthropology students improves the learning experience of all enrolled students.
(B) University Senate Summary of Rationale*	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> The prerequisite for this course is being removed because the prerequisite is not necessary to succeed in the course. Additionally, over the past several years, approximately 1/3 to 1/2 of the course enrollment has been drawn from outside of Anthropology requiring several instructor permissions. Permission has been refused. The course benefits from a wide range of perspectives, so making enrollment easier for non-Anthropology students improves the learning experience of all enrolled students.

(C) Implications of the change on the program, other programs and the Students:*	The proposed change codifies past practice and will have no effect on the program or current students. The change will make it easier for students from other programs to enroll in the course.
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Current Course Information*	Proposed Changes
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Category A

(D) Curr ent Prefi x*	ANTH	Propo sed Prefix	ANTH
(E) Curr ent Num ber*	720	Propo sed Number	720
(F) Curr ent Cou rse Title*	Issues in Historic Preservation	Propo sed Cour se Title	Issues in Historic Preservation
(G) Prer equi site (s)	ANTH 612	Propo sed Prereq uisite (s)	None
(H) Curr ent Cata log Des crip tion	Designed to examine the history, theory, and current issues of preservation practice in the United States. Will discuss theories of what, how, and why we preserve, within the context of the evolution of the field of historic preservation. The focus will be on exploring current issues in the field of history preservation and the role of applied archaeology. Prerequisite: ANTH 612 or instructor permission.	Propo sed Cata log Descri ption	Designed to examine the history, theory, and current issues of preservation practice in the United States. Will discuss theories of what, how, and why we preserve, within the context of the evolution of the field of historic preservation. The focus will be on exploring current issues in the field of history preservation and the role of applied archaeology.

If changing Category A, no further action required.

Category B (if no change, leave blank)

(I) Num ber of Cred its	Class Hours: Lab Hours: Credits:	Propo sed Numbe r of Credits	Class Hours: Lab Hours: Credits:
(J) Curr ent Cou rse (S tude nt Lear ning) O utco mes		Propo sed Course (Stude nt Learni ng) Outco mes	

<p>(K) Dual List ed Cou rses Only:</p> <p>Li st Curr ent Lear ning</p> <p>O bjec tives for the</p> <p>Hi gher - Leve l Cou rse</p>		<p>Dual Listed Cours es Only:</p> <p>List Propo sed Learni ng</p> <p>Object ives for the</p> <p>Higher -Level Course</p>	
<p>(L) Brief Cou rse Outli ne</p> <p>(It is acc epta ble to copy from old sylla bus)</p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></p>	<p>Brief Cours e Outline</p> <p><i>(Give suffici ent detail to comm unicat e the conten t to faculty across campu s. It is not neces sary to includ e specifi c readin gs, calend ar or assign ments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></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>