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(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 access to historical artifact collections space and equipment.</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>Focuses on techniques for collecting, analyzing, and interpreting data from historic period (1500 to present) artifacts commonly found on North American archaeological sites. Analytic techniques, including classification, quantification of attributes, relating artifact patterns to human activities, and statistical interpretation are taught in a hands-on environment. Outlines the history of technology as a means to identify the age and use of artifacts. Considers that all objects occurred as a thought before they were made material and how to work backwards from the material to the thought.</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) Demonstrate skills in the identification of historic period artifacts, 2) Describe the characteristics of historical artifact analysis and relate artifact analysis to the larger goals of archaeology and anthropology, 3) Evaluate the quality and appropriateness of artifact inventories and reports in historical archaeological publications, 4) Conduct semi-independent research utilizing historic period artifacts. <p>Graduate students will additionally be able:</p> <ol style="list-style-type: none"> 1) Conduct independent research utilizing a large collection of artifact data prepared by numerous different archaeologists, 2) Ask and answer anthropological questions based on historic period artifacts.

<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>(W) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th>File</th> <th>Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
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<p>(X) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, etc.)</i></p>				



	<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 
<p>Narrative Description of the Required Content</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>