Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular departmental and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Instructions:
1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: ANTH 103: Introduction to Archaeology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course - (choose one):</td>
</tr>
<tr>
<td>[ ] DLS (Disciplinary Lens – Social Science)</td>
</tr>
<tr>
<td>[ ] DLL (Disciplinary Lens – Literature and Humanities)</td>
</tr>
<tr>
<td>[ ] DLV (Disciplinary Lens – Visual and Performing Arts)</td>
</tr>
<tr>
<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
</tr>
<tr>
<td>[ ] DLN (Disciplinary Lens – Natural, Physical and Applied Sciences)</td>
</tr>
<tr>
<td>[ ] CID (Communication in the Discipline)</td>
</tr>
<tr>
<td>[ ] FF (Finishing Foundations)</td>
</tr>
<tr>
<td>[ ] Includes Lab [ ] Y [ ] N</td>
</tr>
</tbody>
</table>

Delivery Format(s) - (check all that apply):

| [ ] Face to Face   |
| [ ] Fully Online   |
| [ ] Hybrid         |
| [ ] Concurrent Enrollment |
| [ ] Other (briefly describe): |

1
Part II. Syllabus Statement

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.) Attach additional pages if needed.

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. ANTH 103 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Natural, Physical and Applied Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 8. Apply knowledge and methods characteristic of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes.

ANTH 103: Introduction to Archaeology is designed to provide an overview to the goals, methods, and discoveries involved in the scientific study of the human past. Archaeology is the study of the human past, using evidence from artifacts and archaeological features, in addition to environmental (biological and earth-science) information. This course reviews the basic scientific methods used to discover the human past, and introduces ideas and theories that have been developed from archaeological discoveries. It provides the student with an understanding of how data is obtained and used to develop explanations. This course provides an introduction to the history of archaeology, the nature of the archaeological record, the techniques used to investigate the physical, biological, and behavioral adaptations of ancient humans, and an overview of current scientific theories about the human past. It provides opportunities to gain experience communicating about scientific discoveries in archaeology. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

- Apply knowledge and methods from the scientific study of the past to evaluate the archaeological record and environmental processes;

- Prepare research questions that use the archaeological record to test ideas about past patterns and processes;

- Link the methods of collecting archaeological data with explanations regarding human origins and social-behavioral and environmental change;

- Evaluate data and patterns from maps, aerial images, charts, and graphs, and justify interpretations.

- Use science-based reasoning to evaluate site location, age determination, environmental interactions, social organization and explanations about the past;

- Identify natural resources used by humans and how they are linked to technological change;

- Relate environments to past human activities and compare ways humans have had an impact the environment;

- Apply information obtained from research to communicate the significance of archaeological discoveries to the general public by relating archeological discoveries to (as examples) heritage and nationalism, conservation, economics, and public policy.
Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.) Attach additional pages if needed.

**ANTH 103: Introduction to Archaeology:** Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center. All posted PDF reading assignments will be checked for readability by a screen reader (Academic Technologies will be asked to assist with a review of these electronic materials). When available, videos chosen for use in the course will be those that have been close-captioned by the content producer, or links to internet transcripts will be provided. PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis.

Part IV. Evidence of Quality Course Design

Attach a separate document including a table like the one below. (A link to the Word template that allows rows to be adjusted as needed may be found at: Course Design Table. Column headings for this table should not be changed.) The purpose of the table is to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

<table>
<thead>
<tr>
<th>Foundational Studies ULO Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activities/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are drawn from the appropriate rubric for the ULO supported by the course.</td>
<td>&quot;By the end of this course, each student should be able to...&quot;</td>
<td>How will the outcomes be assessed in the course? (Note key assessments to be used for reporting student learning outcomes.)</td>
<td>What kind of activities will be used to support students' success on the planned assessments?</td>
</tr>
</tbody>
</table>

All learning outcomes are listed.
Part V. Additional Justification (optional)

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the "Request for Curriculum Action" is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

Electronic Signature included on course application evaluation form below

Foundational Studies Program, Director

Date
### Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 8 Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes “By the end of this course, each student should be able to…”</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process of inquiry and Analysis in Response to Evidence or Observation</td>
<td>Apply knowledge and methods from the scientific study of the past to evaluate the archaeological record and environmental processes; Prepare research questions that use the archaeological record to test ideas about past patterns and processes.</td>
<td>Participation and performance (with criteria and standards) designing a hypothetical archaeological project or use of case studies. Quizzes and exams on specific topics (based on content in readings and lectures); objective or short essay.</td>
<td>Examples: In-class discussions using hypothetical and actual case studies in archaeology. Steps involved in conducting a Virtual Dig or sandbox excavation. Workbook exercises on specific topics. Content introduced and augmented by PowerPoint talks or lectures, online videos, use of internet resources.</td>
</tr>
</tbody>
</table>

**Understanding of Knowledge and Inquiry**

- Clearly understands the difference between evidence (data) and explanation (theory);
- Is able to connect evidence & explanation to build an argument;
- Understands the role of these kinds of arguments in building knowledge in the discipline.

| Related to Collection and Interpretation of Evidence | Link the methods of collecting archaeological data with explanations regarding human origins and social-behavioral and environmental change; Evaluate the meaning of data and patterns from maps, aerial images, charts, and graphs, and justify interpretations; Use science-based reasoning to evaluate site location, age determination, environmental interactions, social organization and explanations about the past. | Quizzes and exams, objective or short essay; Short report that summarizes evidence and interprets scientific data presented as chart or diagram, and discusses implications. | Examples: Projects providing experience in organizing data, creating and interpreting charts and graphs; Content and skills introduced and augmented by PowerPoint talks or lectures, online videos, use of internet resources; Steps involved in conducting a Virtual Dig or sandbox excavation; Participation in group project making a map or obtaining GoogleEarth images and forming interpretations. |
| **Communication of Scientific and/or Technological Understandings** | Apply information obtained from research to communicate the significance of archaeological discoveries to the general public by relating archeological discoveries to: (as examples) evolution, global change, heritage and nationalism, conservation, economics, and public policy. | Short written and oral reports where archaeological information is interpreted (for example taking a scientific paper and making a NPR style recording, YouTube video or a news-article/blog). Evaluation based on rubric with criteria and standards. | Examples:  
In-class and online information on using resources and different ways of communicating based on intended audiences;  
Pair-share writing activity; Blackboard writings and recordings.  
Content and skills introduced and augmented by PowerPoint talks or lectures, online videos, use of internet resources. |
|---|---|---|---|
| **Understanding of Interactions of Science and Technology with Humans and Environment** | Skillfully assesses the potential connection of scientific and/or technological developments to humans and the environment;  
Able to articulate possible implications of these relationships | Identify natural resources used by humans and how they are linked to technological change;  
Relate environments to past human activities and compare ways humans have had an impact the environment. | Quizzes and exams; Objective or short essay. | Examples:  
In-class discussion and reflection;  
Introduced and augmented by PowerPoint talks or lectures, online videos, use of internet resources; |
Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: ANTH 103 Introduction to Archaeology</th>
<th>Number of Credits: 3</th>
</tr>
</thead>
</table>

Type of Foundational Studies Course (choose one)

- [ ] DLS (Disciplinary Lens – Social Science)
- [ ] DLL (Disciplinary Lens – Literature and Humanities)
- [ ] DLM (Disciplinary Lens – Math)
- [ ] X DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- [ ] DLV (Disciplinary Lens – Visual and Performing Arts)
- [ ] CID (Communication in the Discipline)
- [ ] FF (Finishing Foundations)

Review Committee Checklist

- [X] Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.
- [X] An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.
- [X] Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.
- [X] The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed.
- [X] Course learning activities are likely to promote the achievement of the stated outcomes.
- [X] Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content).

Feedback from Review Committee:

Our committee agrees that the learning outcomes are well thought out and that the pedagogical approaches to supporting the outcomes are well designed. The application seems complete.

Feedback from the Foundational Studies Program

I concur with the review committee feedback.

[Please include THIS PAGE with your curriculum packet as the course proposal for this course is in a PDF and I cannot add my electronic signature to that document]

Electronically signed by Vicki Stéhá, Director, Foundational Studies Program

CERTIFIED FOR APPROVAL 8-30-2011 Boise State University