

California University of Pennsylvania  
Guidelines for New Course Proposals  
University Course Syllabus  
Approved: 2/4/13

Department of Justice, Law and Society

**A. Protocol**

Course Name: Archaeology Field School  
Course Number: ANT 101  
Credits: 3 or 6  
Prerequisites: None  
Maximum Class Size: 22

**B. Objectives of the Course:** upon completion of the course, students will be able to do demonstrate the following skills:

- 1) Creation of a site grid using a transit, and a hand-held compass
- 2) Create a topographic map of the surface of the site using a transit
- 3) Demonstrate proper excavation skills using a trowel, shovel and other hand-held tools used in excavation
- 4) Demonstrate the ability to use tape measures to manually expand the grid system
- 5) Demonstrate the ability to use both a transit and tape measure to record the depth beneath the surface and the horizontal location of archaeological remains
- 5) Demonstrate the ability to recognize the different types of archaeological remains found both through excavation and through screening of soil
- 6) Demonstrate the ability to draw the various types of maps needed to document archaeological remains

**C. Course Description:**

This intensive five-week course is to provide anthropology majors and other students at California University of Pennsylvania the opportunity to participate in the recovery and scientific study of archaeological remains from both historic and pre-historic American Indian sites in the Upper Ohio Valley Region. Listed below are components of the summer field school program. These are congruent with guidelines established by the Society for American Archaeology concerning the organization, activities, and the direction of archaeology field schools through colleges and universities in the United States.

**D. Outline of the Course:**

I. Class Protocols

- a. Introducing the participants to the policies and procedures to be followed during the field school
- b. Acquainting the participants with the history of sites to be investigated for that field
- c. Familiarizing the participants with the range of artifacts that will be found at the sites
- d. Instructing the participants how to complete the excavation forms and other documentary records needed for recording provenience and contextual information
- e. Outlining for the participants the research objectives and methodological procedures to be utilized to achieve those objectives
- f. Appropriate clothing or attire for working in the field for both comfort and safety

II. Pre-Field Decisions Procedures

- A. Selection process for size of grid cells
- B. Use of nails vs. stakes in the creation of the site grid
- C. Deciding how to select the size of screen mesh for the fixed screens and artifact recovery
- E. Determining the field method (s) for sampling the site
  - Random

- Stratified
- Systematic, stratified
- Systematic
- How to determine the provenience or address of the grid cells

### III. Field Procedures

- How to establish the site grid for controlling the excavation
- How to determine the placement of the site grid
- How to assemble and level the on-site transit
- How to use the transit and stadia pole for calculating elevations
- How to excavate various types of archaeological features
  - Refuse-filled pit features
  - Midden deposits
  - Post holes
  - Burials
- How to draw the various types of maps needed to document archaeological remains
- How to photograph to document archaeological remains and excavation units

### IV. Laboratory Procedures

- Artifact identification and classification
- Methods of artifact cataloguing
  - What is an artifact catalogue?
  - How a catalogue is created
- Methods of processing soil and/or flotation samples to recover small artifacts, faunal and botanical remains
- Methods of artifact labeling, packaging, and restoration

### E. Teaching Methodology (**face to face or classroom**)

A variety of teaching methodologies may be used in teaching this course. They include, but are not limited to: lectures, PowerPoint images, assigned readings, case studies, multi-media presentations, group discussions, and guest speakers. Emphasis will be placed on engaging the learner for involvement and active participation in the learning process.

### F. Text:

The Archaeologist's Fieldwork Companion, by Barbara Ann Kipfer, Blackwell Publishing, 2007.

### G. Assessment Activities (**face to face or classroom**). Individual instructors may customize different activities.

- Performance assessment tasks
- Weekly assignments and reports
- Exams and/or quizzes
- Individual/Group projects
- Case studies
- Research Reports
- Article/Book Critiques

### H. Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.

- Might be required to communicate with faculty for accommodations which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

#### Office for Students with Disabilities

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

#### Contact Information:

Location: Azorsky Hall – Room 105  
 Phone: (724) 938-5781  
 Fax: (724) 938-4599  
 Email: [osdmail@calu.edu](mailto:osdmail@calu.edu)  
 Web Site: <http://www.calu.edu/current-students/student-services/disability/index.htm>

#### **I. Supportive Instructional Materials, e.g. library materials, web sites, etc.**

##### Additional Information for Course Proposals

#### **J. Proposed Instructors:**

#### **K. Rationale for the Course:**

#### **L. Specialized Equipment or Supplies Needed:**

#### **M. Answer the following questions using complete sentences:**

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

#### **N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.**

#### **O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.**

#### **P. Provide Approval Form (electronically).**

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.
2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the **appropriate signatures** have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.
3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.
4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.
5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.
6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.
7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and /or Program Changes form.
8. New courses will become effective the semester following committee approval.
9. Any references listed must be in the appropriate bibliographic format for the discipline.
10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.
11. All course objectives must follow Bloom's Taxonomy learning domains located on the UCC website.