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Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions

College: <input type="text" value="Social and Behavioral Sciences"/>		(Check all that apply):		Proposal # <input type="text" value="76"/>
Department: <input type="text" value="Anthropology"/>		<input checked="" type="checkbox"/> Undergraduate		Effective Date of Change: <input type="text"/>
Program: <input type="text" value="Undergraduate Major and Minor"/>		<input type="checkbox"/> Graduate		Academic Year: <input type="text" value="06-07"/>
Type of Change: <input type="text" value="PROGRAM PROPOSALS"/>		CIP # <input type="text"/>		(For Office Use Only)
Proposed: <input type="text" value="Change in Requirements-Course(s) Deleted"/>				Course Designator and Number
Title Current: <input type="text" value="Department of Anthropology: Major and Minor"/>				Number of Credits
Title Proposed: <input type="text" value="same"/>				
24-Char. Abbrev: <input type="text"/>				(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 Anthropology is the study of the origins and diversity of human biology and culture. Anthropologists study the evolution and adaptations of the human species through the four major subdivisions of the discipline: archaeology, biological anthropology, linguistics, and cultural anthropology. The major provides training in all areas of anthropology for the liberal arts major with an interest in global awareness, cultural diversity, human evolution and adaptation, prehistory, and an understanding of human behavior. For those interested in pursuing anthropology as a career the anthropology major is also designed to prepare students for graduate training.

Rationale or Justification for change:
 Please see attached sheet

*****For General Education or Cultural Diversity Courses Only*****

<p align="center">General Education Course:</p> <table border="1"> <thead> <tr> <th>GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr><td><input type="text" value="N/A"/></td><td><input type="text"/></td></tr> <tr><td><input type="text" value="N/A"/></td><td><input type="text"/></td></tr> <tr><td><input type="text" value="N/A"/></td><td><input type="text"/></td></tr> </tbody> </table>		GE Category #	GE Category Name (Maximum of 3 Categories)	<input type="text" value="N/A"/>	<input type="text"/>	<input type="text" value="N/A"/>	<input type="text"/>	<input type="text" value="N/A"/>	<input type="text"/>	<p>Cultural Diversity Course: (Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)									
<input type="text" value="N/A"/>	<input type="text"/>									
<input type="text" value="N/A"/>	<input type="text"/>									
<input type="text" value="N/A"/>	<input type="text"/>									
<p>7 For Writing Intensive Courses, attach a description of the kind and quantity of writing.</p> <p>7 For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p>										
<p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 										

*****For New Courses*****

(Check all that apply):	Instructional Type: <input type="text" value="Lecture"/>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program	<input type="text"/>	<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:	<input type="text"/>	<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) <input type="text"/>		

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.



Minnesota State University, Mankato
Curriculum Proposal

For Program Proposals

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/praf/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

Please see attached sheet

For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - Change in program name.
 - Change in program CIP #.
 - Change in TOTAL program credits.
 - Change in degree award. For example, changing a B.A. to B.S.
 - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Robert Brown 10/17/06
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Christine Kelly Ph.D. UICSW
Committee Chair Date
10-25-06

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

John C. Alevi 11/2/06
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

DC-A 3-1-07
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Donna Hammer 3/12/07
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

S. J. B. 3/13/07
Sr. Vice President/ Vice Pres. Academic Affairs Date

Comments:

Rationale or Justification for Change

Academic anthropology is under pressure to change the way courses are taught in two potentially conflicting areas: pedagogy and content. In terms of pedagogy, the old model of passive, one-way flow of information from professor to student is being challenged by a number of models that include experiential education, community-based education, service learning, "hands-on" learning, "active" learning, etc. What many of these models have in common is an emphasis on student learning outside the traditional classroom. As a response, anthropology is proposing many new activities for student learning that take place outside the classroom—in the community, the field, the museum, the agency, etc. For example, every semester over 200 students in anthropology courses are placed in service learning positions in the community. While the benefits to student learning from these new activities are many, it also means less time is now available in the classroom to devote to traditional content areas.

This brings us to the second source of pressure within anthropology: content. Anthropology, like most fields, is experiencing a virtual explosion of new ideas and information. One need only examine the amount of material included in typical introductory textbooks to see this. A student majoring or minoring in anthropology is expected to master a substantially greater amount of information and technical skills upon graduation than ever before. However, with less classroom time available to cover this new material student learning may suffer.

The Anthropology Department hopes to address this potential conflict by making changes in the credit value of most of its core major and minor courses. We propose to change Anth 102: Ancient Peoples, Anth 210: Introduction to Archaeology, Anth 230: People: An Anthropological Perspective, and Anth 240: Language and Culture from 3 to 4 credits. The remaining lower division core courses are already at 4 credits. This change will allow us to require greater out-of-class time for all students to engage in new learning activities (see specific course proposals for exact list of activities) while still giving us sufficient time in the classroom to devote to new and expanding information.

**Department of Anthropology
Program Proposal
Attachments**

- a. Student Learning Outcomes—please see attached assessment plan
- b. Minutes. The department does not keep written minutes. However, the department approved this plan unanimously during its regular meeting of September 25, 2006.
- c. Program Assessment Plan. Please see attached.
- d. Changes in Program Requirements

Current program requirements: Undergraduate Major

ANTHROPOLOGY BA, BS

Required for Major (36 credits):

Core (24 credits)

ANTH 101 Introduction to Anthropology (4)

ANTH 210 Introduction to Archaeology (3)

ANTH 220 Human Origins (4)

ANTH 230 People: An Anthropological Perspective (3)

ANTH 240 Language and Culture (3)

ANTH 438 Anthropological Theory (3)

ANTH 490* Senior Project (2)

ANTH 490* Senior Project (2)

*prerequisite required

Required Electives (12 credits):

Choose a minimum of 12 credits from the following:

All require prerequisites or permission of instructor.

ANTH 250W ANTH 311 ANTH 323 ANTH 331 ANTH 332 ANTH 333 ANTH 334 ANTH 410

ANTH 411 ANTH 412 ANTH 414 ANTH 415 ANTH 420 ANTH 421 ANTH 422 ANTH 423

ANTH 430 ANTH 431 ANTH 432 ANTH 433 ANTH 435 ANTH 436 ANTH 437 ANTH 439

ANTH 480** ANTH 485 ANTH 486** ANTH 491** ANTH 492** ANTH 493** ANTH 495**

ANTH 497** ANTH 499**

**No more than 6 credits may be applied to major

Redesigned program requirements: Undergraduate Major

ANTHROPOLOGY BA, BS

Required for Major (36 credits):

Core (27 credits)

ANTH 101 Introduction to Anthropology (4)

ANTH 210 Introduction to Archaeology (4)

ANTH 220 Human Origins (4)

ANTH 230 People: An Anthropological Perspective (4) —

ANTH 240 Language and Culture (4) —

ANTH 438 Anthropological Theory (3)

ANTH 490* Senior Project (2)

ANTH 490* Senior Project (2)

*prerequisite required

Required Electives (9 credits): —

Choose a minimum of 9 credits from the following: —

All require prerequisites or permission of instructor.

ANTH 250W ANTH 311 ANTH 323 ANTH 331 ANTH 332 ANTH 333 ANTH 334 ANTH 410
ANTH 411 ANTH 412 ANTH 414 ANTH 415 ANTH 420 ANTH 421 ANTH 422 ANTH 423
ANTH 430 ANTH 431 ANTH 432 ANTH 433 ANTH 435 ANTH 436 ANTH 437 ANTH 439
ANTH 480** ANTH 485 ANTH 486** ANTH 491** ANTH 492** ANTH 493** ANTH 495**
ANTH 497**
ANTH 499**

**No more than 6 credits may be applied to major

Revision to Program: Major

Please note the revised changes are comprised of the following:

1. change in number of credits in core courses from 24 to 27 with the addition of one credit each to Anth 210, 230 and 240.
2. reduction in required elective credits from 12 to 9.
3. Total number of credits required for major unchanged

Current program requirements: Undergraduate Minor

ANTHROPOLOGY MINOR (20 credits)

Required General Education (4 credits):

ANTH 101 Introduction to Anthropology (4)

Required for Minor (Core, 9-10 credits):

Choose a minimum of 9 credits from the following:

ANTH 102 Ancient Peoples (3)

ANTH 210 Introduction to Archaeology (3)

ANTH 220 Human Origins (4)

ANTH 230 People: An Anthropological Perspective (3)

ANTH 240 Language and Culture (3)

ANTH 423* Evolution and Behavior (3)

ANTH 438 Anthropological Theory (3)

*prerequisite required

Required Electives (7-8 credits):

Choose a minimum of 6 credits from the following:

(all require prerequisites or permission of instructor):

ANTH 250 ANTH 311 ANTH 323 ANTH 331 ANTH 332 ANTH 333 ANTH 334 ANTH 410

ANTH 411 ANTH 412 ANTH 414 ANTH 415 ANTH 420 ANTH 421 ANTH 422 ANTH 423

ANTH 430 ANTH 431 ANTH 432 ANTH 433 ANTH 435 ANTH 436 ANTH 437 ANTH 438

ANTH 439 ANTH 480** ANTH 485 ANTH 486** ANTH 490 ANTH 491** ANTH 492**

ANTH 493** ANTH 495** ANTH 496 ANTH 497** ANTH 499**

** No more than three credits may be applied to minor

Redesigned program requirements: Undergraduate Minor

ANTHROPOLOGY MINOR (20 credits)

Required General Education (4 credits):

ANTH 101 Introduction to Anthropology (4)

Required for Minor (Core 10 credits): —

Choose a minimum of 10 credits from the following: —

ANTH 102 Ancient Peoples (4) —
ANTH 210 Introduction to Archaeology (4) —
ANTH 220 Human Origins (4)
ANTH 230 People: An Anthropological Perspective (4) —
ANTH 240 Language and Culture (4) —
ANTH 423* Evolution and Behavior (3)
ANTH 438 Anthropological Theory (3)
*prerequisite required

Required Electives (6 credits): —

Choose any two courses from the following:

(all require prerequisites or permission of instructor):

ANTH 250 ANTH 311 ANTH 323 ANTH 331 ANTH 332 ANTH 333 ANTH 334 ANTH 410
ANTH 411 ANTH 412 ANTH 414 ANTH 415 ANTH 420 ANTH 421 ANTH 422 ANTH 423
ANTH 430 ANTH 431 ANTH 432 ANTH 433 ANTH 435 ANTH 436 ANTH 437 ANTH 438
ANTH 439 ANTH 480** ANTH 485 ANTH 486** ANTH 490 ANTH 491** ANTH 492**
ANTH 493** ANTH 495** ANTH 496 ANTH 497** ANTH 499**

** No more than three credits may be applied to minor

Revision to Program: Minor

Please note the revised changes are comprised of the following:

1. change in number of credits in core courses from 9 -10 to 10.
2. reduction in required elective credits from 7-8 to 6 credits.
3. total number of credits required for minor unchanged

e. Resources. No new resources required

f. Department staffing. No staffing changes required

g. Library holdings. No new holdings required

Department of Anthropology Assessment Plan

Student Learning Outcomes (performance, knowledge, attitudes)	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who Assessed (Students from what courses - population)	When Assessed (dates)	Standard of Mastery/ Criterion of Achievement	What is Hoped to Be Learned?
1. Students will demonstrate knowledge of core anthropological topics	1 a and b; 3	Mission and goal 2 and 3	Senior project, masters theses research papers, exams, presentations, portfolios of work	Grads and undergrad majors and minors	Senior project--end of semester; others through-out semester	Proper understanding and application of core knowledge. Mastery = accurate, sophisticated integration of core knowledge in all work	Evolutionary theory, human evolution, cross-cultural data, prehistory of Minnesota and No. America in general
2. Students will demonstrate ability to conduct high quality research using appropriate methods of data collection and analysis	1 b, c, and e; 3, and 4	Mission and goal 1, 2 and 3	Senior projects, research papers, masters theses	Graduate students and undergrad majors and minors	End of semester (theses and senior proj.) others throughout the semester	Appropriate use of quantitative and qualitative research methods; analytical and critical thinking; professional presentation of results (paper, poster, etc)	Critical/analytical thinking; quantitative and qualitative methods of data collection; professional presentation of findings in paper or poster format
3. Students will contribute to the well-being of diverse populations in the Mankato area	3 a, 4 a, 5 a, b, c, d	Mission and goal 5	Reports/feedback from agencies; reflection papers written by students at completion of service learning	All student participants (grad and undergrad)	Twice each semester	Meaningful contribution to diverse populations as measured by success of goals	Knowledge of and appreciation of diverse cultures; acquisition of skills needed to work in agencies devoted to

<p>through the integration of service learning throughout the curriculum</p>						<p>of agencies</p>	<p>helping immigrants and refugees</p>
<p>4. General knowledge and appreciation of oneself as both a member of a single species, and as a member of a culture among many. In short: a view of humanity in terms of both unity and diversity.</p>	<p>2 a and b</p>	<p>Mission and goal 2</p>	<p>Performance on Exams, research and, especially, reflection papers. Participation in class discussions in general education courses</p>	<p>All students in anthropology general education courses</p>	<p>Through-out the semester</p>	<p>Demonstrated awareness of our shared biological ancestry as well as the rich mosaic of our cultural diversity</p>	<p>Awareness and understanding of our shared biological ancestry as well as the rich mosaic of our cultural diversity</p>

*What will department or program do with results of information?

Pederson, Kim M

From: Brown, Paul F
Sent: Tuesday, April 17, 2007 11:41 AM
To: Nickerson, Ronald G
Cc: Cooke, Brandon L (1); Schalge, Susan L; Brown, Paul F; Schirmer, Ronald C; Pederson, Kim M; Blue, Kathleen T; LeBeau, Bronco; Rife, James; Handke, Margaretta; Liebendorfer, Richard; Elliott, Kathryn S; Clink, Kellian
Subject: RE: Anthropology Course Proposals

Hi Ron,

Thanks for the clarification. That helps a great deal. Let me see if I can respond to your concerns now with the understanding that I will follow up with changes to the course proposals. We are a bit pressed for time because Academic Affairs needs some assurance of our proposed changes for both catalog and fall registration purposes, and, naturally, they want it this week! So here goes:

Anth 210: I agree that this course would fit in both categories 3 and 10, and we will change the proposal to reflect this. Regarding the change to four credits, Ron will be holding formal two-hour labs each week required of all 210 students. These are in addition to the three-hour lectures that are already a component of the course. Thus, there will actually be 5 hours of faculty-student in-class contact time per week.

Anth 120: This, too, will expand from three hours of lecture per week to three hours plus one additional hour of lab and one hour of faculty-guided research in forensic science.

Anth 230 and 240: When we submitted these proposals we didn't really know how many hours of service learning is normally required for one credit hour. Therefore, we will increase the service learning requirement for students to 15 hours per semester. Keep in mind that these hours will be directly supervised by the faculty.

I hope this clarifies our position on these proposals. I would appreciate it if you could get back to me as soon as possible so I can begin to make the necessary changes in the proposals. Thanks very much for your help.

Paul

Paul F. Brown, Ph.D., Professor and Chair Department of Anthropology Minnesota State University,
Mankato
358 Trafton Science Center North
Mankato, MN 56001
507-389-6613

-----Original Message-----

From: Nickerson, Ronald G
Sent: Tue 4/17/2007 9:53 AM
To: Brown, Paul F
Cc: Clink, Kellian; Cooke, Brandon L (1); Handke, Margaretta; Liebendorfer, Richard; Nickerson, Ronald G; Rife, James

Subject: Anthropology Course Proposals

Paul,

Thank you for your voice mail regarding the Gen Ed Committee's actions on several Anthropology Course Proposals recently submitted. As you requested, I'll try to give you the status of each proposal within the committee as best as I can.

Anthropology 210:

This proposal was tabled for two reasons. First, we need a clarification of how the course meets the specific learning outcomes for Category 3 of the Gen Ed Curriculum. The description provided addresses the department's learning outcomes associated with the course, but not the Gen Ed learning outcomes. We also seem to think that this course may be a better fit for Category 10 (People and the Environment) rather than Category 3. It may actually belong in both. We suggest the department consider requesting it be placed in either Category 10 or both Categories 3 & 10. The second issue is that it is not clear that the increase from 3 to 4 credit hours actually results in increased contact time (or a substantial increase in student workload/content). General Education policy states that 4 credit courses in Gen Ed require justification. Although Dr. Shirmer's verbal description of lab component of the course seemed to suggest that that contact was there, but the written proposal does not specifically offer that at this time.

Anthropology 120:

This proposal has also been tabled. The committee would like to see a clear statement that the class meets 4 hours a week, again to justify the change from a 3 to 4 credit course in Gen Ed.

Anthropology 230 and 240:

At this time, the committee voted to recommend that the request in these proposals to increase the credits from 3 to 4 be rejected for purposes of Gen Ed because there is no clear evidence that the courses sufficiently increase student - faculty contact time or student workload/ contact. Dr. Elliot's explanation of the increase in ANTH 230 indicates that a 5 hour service learning component be added to the course. Although addition of a service learning component is one route to justifying additional credits, the committee would like to see 12-15 hours to reflect an additional hour of contact each week of the semester. Even though we recommended that these proposals be rejected at this time, we are willing to reconsider them because of the unusual set of circumstances that surround them (i.e., a late arrival to Gen Ed, a UCAP recommendation to support the proposals and an

apparent integration of these proposals into a broader curricular redesign occurring in the department). You should also be reassured that the committee's action does not remove these courses as 3 credit hour Gen Ed courses.

I hope this helps. If not, you know where I am.

Thank you,

Ron

Ron Nickerson, PhD

Associate Professor,

Recreation, Parks and Leisure Services

Minnesota State University, Mankato

213 Highland North

Mankato, MN 56001

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