

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Ronald Castanzo	Phone: 1927
DEPARTMENT / DIVISION: Division of Liberal Studies		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
Action item 8: New Course; ANTH 115: Human Origins		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2010		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCDEF
X	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
X	N. This Cover Sheet	Q. Full 5-page MHEC Proposal	T. Other
X	O. Summary Proposal	R. Financial Tables (MHEC)	
X	P. Course Definition Document	S. Contract	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA X
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
Action item 8: New Course; ANTH 115: Human Origins

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution;
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Catherine Adelstein</i>	3-4-09
B. Final faculty review body within each School	Chair: <i>[Signature]</i>	3/24/09
C. College Dean	Dean: <i>[Signature]</i>	3/27/09
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Mary Ellen for Susan Zorn</i>	3/30/09
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Betsy S. [Signature]</i>	4/1/09
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA X	Contact Name: Ronald Castanzo	Phone: 1927
DEPARTMENT / DIVISION: Division of Liberal Studies		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
Action item 8: New Course; ANTH 115: Human Origins		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring X Year: 2010		

O-1: Briefly describe what is being requested:

We are proposing a new course, ANTH 115: Human Origins, which will fulfill general education requirements in social science.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Human Origins	Course # / HEGIS Code: ANTH 115	Credits: 3

O-2: Set forth the rationale for the proposal:

Learning about the biological and cultural evolutionary past of modern humans will provide University of Baltimore students with a developmental framework they can apply to other studies in the social sciences and humanities. This course, together with the proposed ANTH 110, will provide interested students with a solid introduction to the field of anthropology.

Document P

1. Date Prepared: February 10, 2009
2. Prepared by: Ronald Castanzo
3. Department: Division of Liberal Studies
4. Course Number: ANTH 115
5. Course Title: Human Origins
6. Credit Hours: 3
7. Prerequisites: None
8. Course Purpose: General education, social science
9. Rationale: Learning about the biological and cultural evolutionary past of modern humans will provide University of Baltimore students with a developmental framework they can apply to other studies in the social sciences and humanities. This course, together with the proposed ANTH 110, will provide interested students with a solid introduction to the field of anthropology.
10. Catalog Description: Human Origins is an introduction to physical anthropology and archaeology, two subdisciplines within the field of anthropology. Physical anthropology has two major objectives: the reconstruction of the evolutionary history of *Homo sapiens* and the study of human genetic, anatomical, and physiological diversity. Archaeology is devoted to the study of the lifeways of past peoples through the examination of cultural remains.
11. Suggested approximate class size: 30
12. Content Outline: Content (especially supplementary readings and special topics discussed) can be expected to vary from instructor to instructor, but the course should involve some treatment of most of the topics listed below.

TOPICS

What is anthropology?

Evolutionary theory

Cell division, genetics and DNA

Primatology

Field methods and dating

Early primate evolution

Australopithecines and the evolution of bipedalism
The evolution of *Homo*
Archaic *Homo sapiens*
Modern *Homo sapiens* and Upper Paleolithic culture
The Neolithic Period: the domestication of plants and animals
Old World civilization: Mesopotamia and Egypt
Old World civilization: China and the Indus River Valley
New World civilization
Modern human diversity and race

13. Learning Goals:

By the end of the course, each student should be able to:

- (1) identify, understand, and discuss the important terminology, concepts, intellectual movements, and issues in physical anthropology and anthropological archaeology;
- (2) outline the broad trends in the physical and cultural evolution of humankind;
- (3) discuss how cultural institutions develop, interact, and are affected by their social, biological, and physical environments;
- (4) discuss the kinds of phenomena of interest to anthropologists and ways in which anthropologists conduct scientific studies of human biology and behavior in the past;
- (5) analyze individuals, groups, and societies, of the past, using the kinds of quantitative and qualitative methods commonly employed in the academic fields of physical anthropology and anthropological archaeology;
- (6) apply knowledge of the fundamental characteristics and dynamics of human culture to the solution of problems of the past, present, and future of humankind.

14. Assessment Strategies:

Appropriate methods of student assessment include short quizzes, exams, essays, term papers, class presentations, and individual or group research projects.

15. Text(s) and Materials:

Appropriate texts:

Fagan, B. M. 2004 *People of the Earth, 11th edition*. Pearson/Prentice Hall.

Feder, K. L. and Park, M. A. 2006 *Human antiquity: an introduction to physical anthropology and archaeology, 5th edition*. McGraw-Hill.

Haviland, W. A., Walrath, D., Prins, H. E. L., and McBride, B. 2008 *Evolution and prehistory, the human challenge, 8th edition*. Wadsworth/Thomson Learning.

Rice, P. and Moloney, N. 2007 *Biological anthropology and prehistory: exploring our human ancestry, 2nd edition*. Allyn & Bacon.

16. Lab Fees: None

**ANTH 115 (Human Origins)
General Education Review**

ANTH 115 Learning Goals:

By the end of the course, each student should be able to:

- (1) identify, understand, and discuss the important terminology, concepts, intellectual movements, and issues in physical anthropology and anthropological archaeology;
[This goal can be assessed through multiple choice, fill-in, matching, or essay questions on quizzes/examinations]
- (2) outline the broad trends in the physical and cultural evolution of humankind;
[This goal can be assessed through multiple choice, fill-in, matching, or essay questions on quizzes/examinations]
- (3) discuss how cultural institutions develop, interact, and are affected by their social, biological, and physical environments;
[This goal can be assessed through essay questions on quizzes/examinations]
- (4) discuss the kinds of phenomena of interest to anthropologists and ways in which anthropologists conduct scientific studies of human biology and behavior in the past;
[This goal can be assessed through the evaluation of term papers written about archaeological or paleoanthropological research dealing with specific sites or settlement systems]
- (5) analyze individuals, groups, and societies, of the past, using the kinds of quantitative and qualitative methods commonly employed in the academic fields of physical anthropology and anthropological archaeology;
[This goal can be assessed through the evaluation of term papers that utilize the types of quantitative and qualitative approaches commonly used in the characterization of archaeological data]
- (6) apply knowledge of the fundamental characteristics and dynamics of human culture to the solution of problems of the past, present, and future of humankind.
[This goal can be assessed through the evaluation of student oral presentations that (a) use archaeological or ethnohistoric data to assess how past societies dealt with specific social or environmental problems and (b) apply this knowledge to problems faced by people today or in the future]

UB Goals for GenEd Social and behavior sciences and how they are met by the above-stated learning goals:

[At the University of Baltimore, s]ocial and behavioral science general education courses enable students to demonstrate:

- (1) an understanding that human conduct and behavior more generally are subject to scientific inquiry;
[This UB goal is met by ANTH 115 learning goals (4) and (5)]

(2) an understanding of the kinds of questions social scientists ask and the ways they go about answering these questions;

[This UB goal is met by ANTH 115 learning goal (4)]

(3) knowledge of the broad spectrum of fundamental major concepts, models and issues within the field of study;

[This UB goal is met by ANTH 115 learning goal (1)]

(4) an understanding of the numerous factors and institutions that influence individuals, cultures, society, and the natural environment;

[This UB goal is met by ANTH 115 learning goal (3)]

(5) an understanding of the methods social scientists use to explore social phenomena;

[This UB goal is met by ANTH 115 learning goals (4) and (5)]

(6) an understanding of the quantitative, qualitative, normative, and abstract models used to analyze past and present behavior of individuals, groups, institutions and societies to identify and evaluate solutions to personal, cultural, societal, national and global problems.

[This UB goal is met by ANTH 115 learning goals (4), (5), and (6)]

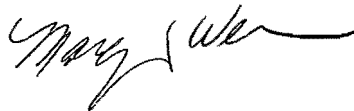
Approved:

Ron Costanzo

Danni Fowler

Marguerite Weber

February 26, 2009

A handwritten signature in cursive script, appearing to read "Marguerite Weber", with a long horizontal flourish extending to the right.