

California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Approved: 10/19/12

Department of Justice, Law & Society

A. Protocol

Course Name: Human Osteology

Course Number: ANT 245

Credits: 3 credits

Prerequisites: Anthropology Major or Minor or permission of Instructor

Maximum Class Size: 30

B. Objectives of the Course:

Upon completion of this course the student will be able to:

1. Identify the various bones within the body
2. Identify the individual teeth using images, radiographs, and actual specimens
3. Identify the conceptual and historical foundations of contemporary studies of human Osteology
4. Examine a set of skeletal remains and estimate age, sex, stature, and ancestry skeletal remains
5. Outline the basic development and growth of teeth and bones from fetus to adult
6. Apply the knowledge gained in the course to actual human specimens

C. Catalog Description:

This lab intensive course is designed to give students a thorough understanding of the complexity and usefulness of the study of human teeth and bone. Osteology is the study of the human skeletal remains and is a crucial part of the physical anthropology curriculum, and has applications in archaeology, anatomy, paleontology, and forensics. Students will learn the entire human skeleton and be able to identify bones and teeth from fragments, determine qualities such as sex, age, and pathology from osteological remains, and prepare a professional report on these topics. The application of such knowledge and training extend into the medical profession, forensic investigation and paleoanthropology/archaeology.

D. Outline of the Course:

1. Introduction to course
2. Growth & Development of Skeletal System
3. Axial Skeleton
4. Appendicular Skeleton
5. Human Dentition
6. Metric & Nonmetric Analysis
7. Age Determination
8. Sex Determination
9. Ancestry Determination
10. Stature Determination
11. Paleopathology
12. Case Studies

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

Sample text(s) include:

White, Tim and Folkens, Pieter. 2005. The Human Bone Manual. New York; Academic Press.

Baker, Brenda, Dupras, Tosha, and Tocheri, Matthew. 2005. The Osteology of Infants and Children. Texas A&M University Press.

Buikstra, Jane and Ubelaker, Douglas. 1994. Standards for Data Collection from Human Skeletal Remains: Proceedings of a Seminar at the Field Museum of Natural History. Fayetteville, Arkansas; Arkansas Archaeological Survey.

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

1. Performance assessment tasks
2. Weekly assignments and reports
3. Exams and/or quizzes
4. Individual/Group projects
5. Case studies
6. Research Reports
7. Article/Book Critiques

H. Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities

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.

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
- Web Site: <http://sai.calu.edu/osd>

- I. Supportive Instructional Materials, e.g. library materials, web sites, etc.
The Manderino Library has a very large supporting collection of materials that would be beneficial to a student of osteology. The following is just a small portion of what is available.

Cal U Library Subject Page for Anthropology: <http://library.calu.edu/anthropology>
Includes links for Anthropology-related article index search tools, such as AnthroSource, SocINDEX, and OneSearch, as well as links to specific (and general) Anthropology journals.

Cal U Library Subject Page for Forensic Sciences:
<http://library.calu.edu/content.php?pid=403748&sid=3305356>
Includes links for forensic-science related article index search tools, and links to full-text electronic journals, such as the *Journal of Forensic Sciences*, and links to index searches for the *American Journal of Physical Anthropology*. It also has easy access to ebooks owned by the university related to forensic anthropology and related osteological texts.

American Antiquity Journal

American Journal of Archaeology

Current Anthropology Journal

American Journal of Physical Anthropology

Cox, M and Mays, S. 2000. *Human Osteology in Archaeology and Forensic Science*. London; Greenwich Medical Media.

Hoppa, RD and Vaupel. 2002. *Paleodemography: Age Distribution from Skeletal Samples*. Cambridge; Cambridge University Press.

Metress, SP. 1989. *Human Osteology for the Archaeology*. Rindge, NH; Franklin Pierce College.

Pearson, MP. 2000. *Archaeology of Death and Burial*. College Station; Texas A&M University Press.

Quigley, Christine. 2001. *Skulls and Skeletons: Human Bone Collections and Accumulations*. Jefferson, NC; McFarland.

Reichs, K (ed). 1998. *Forensic Osteology: Advances in the Identification of Human Remains*. Springfield, IL; CC Thomas.

Shaefer, M, Black S, Scheuer, L. 2009. *Juvenile Osteology: A Laboratory and Field Manual*. London; Academic Press.

Shipman, Patricia and Alan Walker. 1985. *Human Skeleton*. Cambridge, MA; Harvard University Press.

Swartz, Jeffrey H. 1998. What the Bones Tell Us. Tucson, AZ; University of Arizona Press.

Ubelaker, DH. 1978. Human Skeletal Remains: Excavation, Analysis, Interpretation. Washington, DC; Taraxacum.

White, T, Black, M, Folkens, P. 2012. Human Osteology. San Diego, CA; Academic Press.

Additional Information for Course Proposals

J. Proposed Instructors: Faculty in the Department of Justice, Law & Society with the appropriate background in Physical Anthropology may teach the course.

K. Rationale for the Course:

This lecture and lab intensive course is a necessary pre-requisite for advanced Forensic Anthropology and is essential to expanding the student's skill in the identification of human skeletal remains.

L. Specialized Equipment or Supplies Needed:
None needed.

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources?
None is needed.
2. Does the course require additional physical resources?
None is needed.
3. Does the course change the requirements in any particular major?
None are changed.
3. Is the course replace an existing course?
No, it does not.
4. How often will the course be taught?
The course will be taught not less than every third semester.
5. Does the course duplicate an existing course in another Department or College?
No, it does not.
6. What is the recommended maximum class size for this course?
Recommended class size is no more than 20 students.

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.

- N. 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.

No, this course will not be considered as a menu course at this time.

- 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, 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 must 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.