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: Social and Behavioral Sciences
Department: Anthropology
Program: N/A
Type of Change: COURSE PROPOSALS
Proposed: Change in Title
Title Current: Osteology and Forensic Anthropology
Title Proposed: Human Osteology
24-Char. Abbrev: Human Osteology

Effective Date of Change: 05
Academic Year: 05
Course Designator: ANTH 4/520
Number of Credits: 3

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
An advanced examination of the human skeletal system and the application of this information in the fields of bioarchaeology, paleoanthropology and forensic anthropology. This course features hands-on identification and analysis of human skeletal material, with an emphasis on laboratory techniques.

Rationale or Justification for change:
A new course is being added (ANTH 4/522) that will explore in depth the application of human osteology to the field of forensic anthropology.

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

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* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* 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.

Attach paper copies of the following:
- a. Syllabus or course outline.
- b. Course's student learning outcomes associated with each GE competency or CD designation.
- c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

Instructional Type: Lecture/Lab
Grading Format: Grade
Pre- or Co-requisites: 
Other courses are being changed or eliminated. (Explain.) A new course ANTH 2/522 is being added.

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

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.

***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/html/curriformsprocesses.htm

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 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***

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Revised September 2002
Anthropology 4/520
Human Osteology

Professor: Dr. Kathleen Blue
Phone: 389-6370
Office Hours: Mon. 1:00-3:00p; Tues. 11:00-12:00a, 1:00-3:00p; Wed. 10:00-12:00a, 1:00-2:00p; other times by appointment, please.

Texts
Human Osteology by Tim D. White, 2nd ed.

Course Objectives
By the end of the course, you will be able to determine if a material is bone, whether it is human or non-human, what element it represents and what side of the body it is from. In addition, you will have learned to assess age, sex, stature, presence of trauma or pathology, and other individuating characteristics. In addition to learning what the bones themselves can tell us, you will also be able to place this knowledge within an appropriate context, whether it is archaeological, paleontological or forensic. This course will provide the student with hands-on experience with the techniques and methods used by osteologists, paleoanthropologists and forensic anthropologists in both the field and lab, as well as acquaint the student with the ethical dimensions of working with human skeletal material.

Nature of the Course
The course will primarily feature hands-on examination of human and animal bones, as well as lecture, discussion and application of techniques. Attendance at labs is required, as bone quizzes will be given weekly. Quizzes may be made up only in extenuating circumstances. The course will feature weekly bone quizzes; lab assignments; a short paper (2-3 pages) on ethics and three in-depth projects. These projects will include a bioarchaeological reconstruction featuring a “mock” ossuary analysis (an ossuary is a large grave containing the remains of numerous individuals); a paleodemographic profile; and a paleoanthropological analysis. There will be no midterm or final exams.

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825 (V) or 1-800-627-3529 (MRS/TTY).

Course Requirements
Weekly bone quizzes (13 in total; lowest one will be dropped; 50 pts. each; 600 points total; 40% of total course grade)
In-class assignments (150 points total; 10% of total course grade)
Ethics paper (150 points; 10% of total course grade)
Projects (600 points total; 40% of course grade)

** A small amount of extra credit may be earned in the exams and projects.

Outline

I. History; Anatomical and Directional Terms; Skeletal Inventory
   Ch. 1 and 3 (White)
   LAB: Frontal/Parietal

II. Sexing the Skeleton; Human vs. Non-human
    Ch. 17.4 (White)
    LAB: Bone Quiz #1; Os Coxae/Sacrum/Coccyx

III. Aging the Skeleton; Ethics
    Read Ch. 16 and 17.3 (White)
    LAB: Bone Quiz #2; Temporal/Occipital
IV. Stature; Cranial and Postcranial Metrics; Ethics paper due
   Read Ch. 17.5 (White)
   LAB: Bone Quiz #3; Sphenoid/Ethmoid

V. Racial Affiliation
   Read Ch. 17.6 (White)
   LAB: Bone Quiz #4; Nasal Concha/Lacrimal/Nasal/Zygomatic

VI. Dentition; Bioarchaeological Reconstruction
   Read Ch. 5 (White)
   LAB: Bone Quiz #5; Maxilla/Mandible/Palatine/Vomer

VII. Cranial and Postcranial Nonmetrics
    Read Ch. 20.1 (White)
    LAB: Bone Quiz #6; Humerus/Radius/Ulna

VIII. Bone as a Tissue; Contemporary vs. Non-contemporary Remains
      Read Ch. 2 (White)
      LAB: Bone Quiz #7; Carpals/Metacarpals/Hand Phalanges

IX. Pathology; Paleodemographic Profile
    Read Ch. 18 (White)
    LAB: Bone Quiz #8; Cervical/Thoracic/Lumbar Vertebrae

X. Trauma
   Read Ch. 18.1 (White)
   LAB: Bone Quiz #9; Scapula/Clavicle/Sternum/Ribs

XI. Skeletal Modifications
    Read Ch. 19 (White)
    LAB: Bone Quiz #10; Femur/Tibia/Fibula/Patella

XII. Case Study; Ossuary project
     Read Ch. 22 (White)
     LAB: Bone Quiz #11; Tarsals/Metatarsals/Foot Phalanges

XIII. Case Study
      Read Ch. 23 (White)
      LAB: Bone Quiz #12

XIV. Paleoanthropological Analysis
     Read Ch. 24 (White)
     LAB: Bone Quiz #13

XV. Treatment and Examination of Forensic Cases
    Read Ch. 25 (White)
    LAB: Finish ossuary project

XVI. OSSUARY PROJECT due
Course: ANTH 420/520 Human Osteology

Syllabus: See attached

Student Learning Outcomes:
Students will be able to identify fragmentary human remains
Students will be able to apply appropriate techniques in the determination of sex, age and other characters of individuation in the human skeleton
Students will formulate and assess hypotheses addressing the above attributes
Students will learn to apply the methodology in the fields of bioarchaeology, paleoanthropology and forensic anthropology
Students will recognize and reflect on the ethical dimensions of the discipline

Resources required: No new resources are required. The department has sufficient lab and classroom space.

Staffing requirements: No new staff is required.

Graduate Level Expectations: Graduate students will be expected to work at a level commensurate with their educational stage. In addition to the stated coursework required of undergraduates, graduate students will complete an additional project and paper.