



CURRICULUM COMMITTEE | MINUTES

Wednesday, November 16, 2011 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Diane Gross	Emily Lodmer	Deborah Schwyter
Georgia Lorenz, <i>Vice Chair</i>	Aileen Huang	Walter Meyer	Edie Spain
Brenda Benson	Maral Hyeler	Eric Minzenberg	Gary Taka
Ellen Cutler	Narhyn Johnson	Estela Narrie	Marco Vivero
Karin Chan	Helen LeDonne	James Pacchioli	Carol Womack
Keith Fiddmont			Julie Yarrish

Members Absent:

Jasmine Delgado	Randal Lawson	Jeffery Shimizu
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Others Present:

Vicki Drake	Joy Tucker	Paul Sabolic	Albert Vasquez
Suellen Gauld			

M I N U T E S

(Items for action are listed alphabetically; items for information are listed numerically)

I. Call to order:

The meeting was called to order at 3:09 p.m.

II. Public Comments*:

None.

III. Approval of Minutes:

The minutes of November 2, 2011 were unanimously approved as presented.

IV. Chair's report:

- The Academic Senate approved the following on Tuesday, November 8, 2011:
 - The Curriculum Committee recommendation for an Academic Senate vote of approval to publish course level Student Learning Outcomes (SLOs) as the last item on the Course Outline of Record.

(New courses – credit)
 - Astronomy 6: Archaeoastronomy
 - CS 53B: iOS Mobile App Development
 - CS 53C: iOS Advanced Mobile App Development
 - (Distance Education)
 - CS 53B: iOS Mobile App Development
 - CS 53C: iOS Advanced Mobile App Development
 - (Global Citizenship)
 - Astronomy 6: Archaeoastronomy
 - (Degrees & Certificates)
 - Associate in Arts for Transfer – Art History (AA-T Art History)
- The Chair reported that he and Estela Narrie were working on clarifying details in the table for expansion of the GE Area Credit for College Level Exam Program (CLEP) which was approved by the Curriculum Committee on May 4, 2011 and tabled for further consideration by the Academic Senate on May 17, 2011. Guido will bring this expanded table back to the Committee upon completion.

*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.

V. Information items:

1. Website Software Specialist Certificate (addition of *CIS 65, Flash Catalyst* as an elective)
(Course updates)
2. Biology 81: Biobrightstart, Basic Biology
3. Business 50: Introduction to International Business (DE Course update)
4. ECE 17: Introduction to Curriculum
5. ECE 22: Early Childhood Education Practicum-Field Experience
6. ECE 64: Health, Safety and Nutrition for Young Children
7. Psych 11: Child Growth and Development

VI. New courses – credit:

- a. **ANTHRO 10: Forensic Anthropology*** – presented by Suellen Gauld.
Motion made by: Emily Lodmer **Seconded by:** Diane Gross
Yeses: 18 **Noes:** 0 **Abstentions:** 1
- b. **Global & Domestic Security I: Introduction to Homeland Security** – presented by Guido Davis Del Piccolo.

There was a discussion about the course, which focused on the course content, the need for more detail in the course objectives and course content, and how this course might impact SMC and the direction of the college. Detailed sample assignments were also requested. Guido made a correction on the Course Approval and Data Sheet such that the rationale will read: 'This course is one of 3 courses necessary for a student to achieve the "TSA Certificate of Achievement" issued by the Transportation Security Administration. It is designed for current TSA employees and future TSA employees. It will be offered as "contract education" at LAX.'

Aileen Huang made a motion: *to approve Global & Domestic Security I with the requested changes (course content and objectives, clarification on the audience of the course, detailed sample assignments, distinctions between emergency and terrorist disasters) to be made by the department/course author.*

Motion made by: Aileen Huang **Seconded by:** Maral Hyeler
Yeses (incl. 1 student vote): 8 **Noes (incl. 1 student vote):** 10 **Abstentions:** 1
(Motion failed)

Eric Minzenberg made a motion: *to not approve Global & Domestic Security I.*

Motion made by: Eric Minzenberg **Seconded by:** Walter Meyer
Yeses (incl. 1 student vote): 7 **Noes (incl. 1 student vote):** 7 **Abstentions:** 5

The Chair did not cast a vote to break the tie.
(Motion failed: tie)

VII. Distance Education:

- c. **Business 50: Introduction to International Business** – presented by Joy Tucker and Paul Sabolic.
Motion made by: Julie Yarrish **Seconded by:** Walter Meyer
Yeses (incl. 1 student vote): 18 **Noes:** 0 **Abstentions:** 1

VIII. Adjournment:

The meeting was adjourned at 4:45 p.m.

The next meeting will be held on Wednesday, December 7 at Drescher Hall – Loft 300E at 3:00 p.m.

Respectfully submitted,

Georgia Lorenz, *Vice Chair*
GL/gs

* Revised version submitted after publication of agenda, included as Appendix-A.

APPENDIX - A

Form 1: Course Outline of Record Santa Monica College

Course Outline For Anthropology 10 v4

Course Title:	Forensic Anthropology	Units:	3
Total Instructional Hours:		54	
Hours per week (full semester equivalent) in Lecture:		3	In-Class Lab: 0
			Arranged: 0

Date Submitted:	(office use only)
Date Updated:	November 10, 2011

	IGETC Area:	5B
	CSU GE Area:	B2
	SMC GE Area:	I

	Transfer:	CSU, UC pending approval
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Prerequisite(s):	none
Skills Advisory:	Eligibility for English 1

I. Catalog Description:

This course presents is an overview of forensic anthropology, an applied field of physical anthropology. The course emphasis is on the current techniques used in the analysis of human skeletal remains, medico-legal procedures, and the role of the forensic anthropologist in the investigative process. Examines the basics of bone biology, methods of skeletal analysis, recognition of pathology and trauma, and the techniques used in crime scene investigation and individual identification.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1.	Byers, S.N. 2010. Introduction to Forensic Anthropology, 4 th ed., Pearson.
2.	Nafté, M. (2009). Flesh and Bone: An Introduction to Forensic Anthropology, Carolina Academic Press.
3.	Burns K.A. (forthcoming 1/2012). The Forensic Anthropology Training Manual, 2 nd ed., Pearson.*
4.	Tersigni-Tarrant, M.T. & Shirley, N. (forthcoming 3/ 2012) Forensic Anthropology: An Introduction, CRC Press.*
5.	Steadman, D.W. (2009). Hard Evidence: Case Studies in Forensic Anthropology, 2 nd ed., Prentice-Hall.
*	Pre-prints or earlier editions of these textbook have been evaluated and deemed appropriate for this course.

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Assess the methods and approaches of a forensic anthropologist.
2.	Identify taphonomic agents and postmortem changes to human remains, discriminate between surface and burial depositions, and between contemporary and non-contemporary burials.
3.	Discriminate between human and nonhuman remains.
4.	Explain basic bone biology and how to assess human skeletal variation from an individual and population perspective.
5.	Apply the anthroposcopic and metric techniques used to determine age, sex, and ancestry from skeletal remains.
6.	Apply the techniques used to determine trauma and pathology in skeletal remains.

7.	Apply the techniques for establishing a positive identification from human remains.
8.	Evaluate the significance of human skeletal remains to overall crime scene investigation.
9.	Explain the role of the forensic anthropologist in criminal, historical, human rights and mass disaster investigations.
10.	Analyze the legal and ethical issues of working with human remains.

IIIb. Arranged Hours Objectives:

If this course has any "arranged hours" listed above, provide the specific objectives related to those arranged hours.

Upon completion of the arranged hours students will be able to:

1.	(write objective here)
2.	(write objective here)
3.	(add objectives as needed by pressing TAB)

IV. Methods of Presentation:

Multi-media lecture presentations, classroom discussions and demonstrations, classroom exercises working with osteological materials

IVb. Arranged Hours Instructional Activities:

If this course has any "arranged hours" listed above, provide the specific instructional activities related to those arranged hours.

1.	(write instructional activity here)
2.	(write instructional activity here)
3.	(add instructional activities as needed by pressing TAB)

V. Course Content:

% of course	Topic
6%	Introduction to forensic anthropology: historical development, role of forensic anthropologist within the medico-legal system, data gathering and analysis methods
15%	Human Osteology and Odontology: anatomy and histology of bone, bone growth, human skeleton review, sub-adult and adult dental dentition, human vs nonhuman bone.
6%	Establishing forensic context: estimation of time since death, postmortem and taphonomic changes to human remains: decomposition, dismemberment, animal scavenging, thermal alteration, weather and water exposure, burial damage.
12%	Determination of sex: non-metric sex assessment of skull and pelvis and other postcrania; reliability of sex assessment in adults vs sub-adults.
12%	Determination of age at death: metric and non-metric age assessment of adults and sub-adults, using skull, pelvis, rib, dental development and attrition, and postcranial growth patterns.
9%	Determination of Ancestry: cranial and postcranial anthroposcopic traits, direct measurement and metric analysis of ancestry, comparison of non-metric skull features
6%	Determination of antemortem pathologies: disease indicators, stress markers, and skeletal anomalies
6%	Death, trauma, and the skeleton: cause and manner of death, types of trauma, timing of trauma.
6%	Trauma effects on bone: wound characteristics of sharp force, blunt force, and ballistic trauma, response of bone to trauma, miscellaneous trauma.
6%	Recovery scene methods: location of remains, mapping remains, excavation procedures, crime scene techniques.
6%	Initial treatment and examination of remains: typical lab procedures, preparation of remains, reconstitution, sorting, reassembly and inventory of remains.
6%	Techniques of individual identification: DNA analysis, radiography, forensic odontology, photography,

	facial reconstruction.
3%	Medico-legal responsibilities: ethical responsibilities, ethical concerns, rights of the body, human rights investigations, steps in final report, testimony in court.

VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)

% of grade	Evaluation Method
20%	Osteology focused practical assignments (8-10).
10%	Written exercises evaluating case history examples of the application of forensic anthropology.
30%	Osteology quizzes (3).
40%	Exams formatted with objective and written questions (2).

VII. Sample Assignments: (please describe at least 2 sample assignments)

1.

Forensic Anthropology Exercise: Is It a Human or non-Human Bone?

The techniques used to distinguish human from non-human bone have been presented in lecture, and I have reviewed the various classroom resources (comparative skeletal materials, data tables, anatomical atlases, etc) that are available to assist in this diagnosis. In this exercise you will have a chance to apply your knowledge to solving the problem of species identification.

You will be working in teams of two. Each team will receive a numbered evidence bag containing a set of 5 bones. All bags contain a combination of complete and fragmentary elements, and all contain some combination of human and/or animal bone. While all specimens actually come from our osteological collection, you are to assume that each bag contains materials discovered, collected, and turned in to local police by hikers. As a forensic anthropologist, you have been asked to submit a report identifying these bones as human or non-human.

Part 1: The data collection portion of this exercise needs to be completed during class today. Team members can work cooperatively for this part of the exercise, but each of you must complete your own Data Collection Form. It is important to remember that you can agree to disagree about the specific data you choose to collect and/or its interpretation.

Collect the following data for each of your 5 bone specimens. Note: the specific type of age and size data you collect will vary, depending on each specimen's completeness and element identification.

- 1) Completeness: Assess whether the specimen represents a complete or fragmentary element.
- 2) Age characteristics: Identify whether the specimen is skeletally mature or immature. List the criteria you were able to apply to this assessment, e.g. epiphyseal union, dental development, etc.
- 3) Element identification: The level to which you can identify your specimen may vary, depending on the specimen's completeness. Be as specific as possible. Sketch the specimen by laying it on a piece of graph paper and then drawing it on the Data Collection graph. Note the morphological characteristics that assisted your identification.
- 4) Bone size: Collect the appropriate standard measurement data for this specimen. Draw lines on the specimen sketch to indicate each measurement; record the measurement and its value (in mm).
- 5) Conclusion: Assess the species status of the specimen. Describe the combination of morphological data, element identification assessment, and age and size data on which this determination is based. If the specimen is non-human try to determine which taxonomic category it represents.

Part 2: This part of the exercise is to be completed individually outside of class. Complete a written report summarizing your findings and presenting your recommendation for further police investigation. This report should include a cover page that identifies the Evidence Bag #, location and date of finds, name of Forensic Investigator, and a 1-2 page type-written, double spaced report.

Your completed report, including the Data Collection Form and your written summary, will be due at the beginning of the next class meeting.

Data Collection Form: Distinguishing human from non-human bone

Forensic Anthropologist _____

Evidence Bag # _____

Contents: 5 osteological specimens

Bone Specimen #1: Conclusion: _____ Human _____ Non-human

Assessment Criteria:

1) _____ complete _____ incomplete

2) _____ immature _____ mature

3) Element identification:

Notes

4) Bone size Notes:

Note to Curriculum Committee: The complete data collection form for this exercise will include sections for Bone specimens #2-5. In the interest of brevity, they are not included here.

2.

Forensic Case Study: The Application of Forensic Anthropology Techniques to the Analysis of Human Skeletal Remains

In your reading assignments, lectures, and classroom exercises, you have studied and learned how to apply the techniques used by forensic anthropologists to identify individuals from their skeletal remains. Your assignment is to write an essay on the forensic case history "Homicide: We Have the Witnesses but No Body". Your essay should present A SYNOPSIS OF THE CASE, and a FOCUSED REVIEW OF THE TECHNIQUES USED BY FORENSIC ANTHROPOLOGISTS used to identify the remains of this homicide victim. Be certain to address the following questions:

1) How did police come to suspect that the victim's disappearance was a homicide?

2) What procedures did forensic anthropologists employ to locate and isolate the skeletal remains of the victim? What difficulties did they encounter in distinguishing these bones as human?

3) What techniques were the forensic anthropologists able to use to build an age and sex profile of the human remains?

4) What techniques were employed to identify the remains as those of the missing victim?

Your essay should include a cover page with your name, essay title, class (Anthropology 10) and date of submission, and 2-3 typed, double-spaced pages of text. Please utilize materials from your readings, text and lectures to amplify and/or illustrate the discussion points in your presentation, but make sure you reference them properly, as described in lecture.

This essay is due at the beginning of the next class period.

Form 2: Course Approval and Data Sheet for: Anthropology 10

Is this a <u>New</u> Course, <u>Updated/Revised</u> Course, or <u>Reinstated</u> Course?	New
If this is a NEW course, anticipated semester and year of first offering:	Spring 2013

If this is a new course, please provide a rationale for the addition of this course to the curriculum:

Forensic anthropology, defined as the application of the techniques developed by physical anthropologists to the identification and reconstruction of human skeletal remains, is an increasingly popular applied sub-discipline of physical anthropology. Anthropology departments at many four year institutions now have post graduate programs in forensic anthropology, and the number of colleges offering students an opportunity to structure their undergraduate anthropology major with a focus on forensic anthropology is expanding. As a result, introductory courses in forensic anthropology are now included the lower division curriculum of the University of California, Santa Cruz (Anthropology 80c Introduction to Forensic Anthropology), as well as in the curriculum of several community colleges (e.g. American River College [ANTH 303 Introduction to Forensic Anthropology]).

The addition of a forensic anthropology course to the Anthropology Program at Santa Monica College will expand the Program's curriculum and provide students with an attractive and valuable learning experience. This course affords students an opportunity to learn and apply the scientific method, and to develop their critical thinking and decision making skills while dealing with problems that are inherently informative. These problems are especially interesting because forensic anthropologists are required not only to apply the objective skills they have acquired in "reading the bones" to the reconstruction of individual life (and death) histories, but often to address the socio-cultural paradigms in which they occur.

As an applied discipline, forensic anthropology is especially attractive to students who wish to pursue a career in anthropology outside the traditional academic track. Most forensic anthropologists work within the medico-legal system, either in coroner's offices or federal, state, or local law enforcement agencies. Other job opportunities include employment in museums or with the U.S. government or military, especially the Joint POW/MIA Accounting Command (JPAC). A small number of technician jobs are available to students with two year degrees, but for most jobs, the minimal requirement is a B.S. degree.

List all A.A. majors in which this course is/will be **required**: None

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List all A.A. majors in which this course is/will be an **option**: None

- General Science

List all Certificates of Achievement in which this course is/will be **required**: None

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List all Certificates of Achievement in which this course is/will be an **option**: None

-

List all Department Certificates in which this course is/will be **required**: None

-

List all Department Certificates in which this course is/will be an **option**: None

-

Should this course be **transferable to the CSU**?

Yes

Should this course be **transferable to the UC**?

Yes

If you are requesting UC transferability, please list either a comparable lower division course offered at one of the UC campuses or a comparable California Community College course which is transferable to UC:

- UC Campus: Santa Cruz
 - UC Course Number: 80c
 - UC Course Title: Introduction to Forensic Anthropology
- or
- California Community College: American River College
 - Course Number: Anthropology 303
 - Course Title: Introduction to Forensic Anthropology

Repeatability (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

Course Load Factor suggested by department: 1

Rationale for the above load factor suggestion: **3 hr lecture per week**

Appropriate Minimum Qualifications for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Anthropology

Form 3: Student / Program / Institutional Learning Outcomes

November 10, 2011

Anthropology 10, Forensic Anthropology

Course Level Student Learning Outcomes: (Must list at least 2)

1. **The student will be able to analyze human skeletal variation from an individual and populational perspective.**

As assessed by: exams, quizzes, and written assignments

2. **The student will understand the role of forensic anthropology within the medico-legal justice system.**

As assessed by: exams, quizzes and written assignments

3. (Enter the SLO here)

As assessed by: (enter your method of assessment here)

Demonstrate how this course supports/maps to at least one program learning outcome. Please include all that apply:

1. Students will use key concepts, methodologies and developments in anthropology to recognize, describe, evaluate and analyze various aspects of human behavior.

This course applies the methods of skeletal analysis to the identification of human remains, as well as to the reconstruction of personal and populational life history profiles.

Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes. Please include all that apply. Through their experiences at SMC, students will

ILO #1 acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

This course expands the breadth of Santa Monica College's curriculum, thereby enhancing the opportunity for students (especially anthropology majors) to pursue their intellectual interests and maximize their academic success.

ILO #2 obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

In this course students learn the skills of skeletal analysis, apply these skill to identification of human remains, and learn how to present their conclusions to the medico-legal community.

S/ILO Committee Use Only

reviewed by: CKS 10-19-11

Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Anthropology 10, Forensic Anthropology

Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	No		
If yes, state the recommended prerequisites:			
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	No		
If yes, state the English and/or math level necessary for success:			
English level recommended:	Eng 1	Math level recommended:	

FORM 5: APPROVALS PAGE

NOTE: We now ONLY accept electronic approvals.

- Department Chairs can simply input the Department vote and date of that vote, type their name indicating approval, and enter the date of that approval.
- The entire document must also be sent electronically to Carol Womack (WOMACK_CAROL@SMC.EDU) for Librarian approval (again, electronically).

Anthropology 10

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Earth Science	11	0	0	10-18-2011
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair(s) Approval:

Department Chair Approval:	Vicki Drake	Date:	10-18-2011
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

List of suggested materials has been given to librarian?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Library has adequate materials to support course?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Librarian Approval:	Carol Womack	Date:	10/26/11	

Approvals:

Articulation Officer:		Date:	
Instructional Dean:		Date:	
Curriculum Committee:		Date:	
Academic Senate:		Date:	
Board of Trustees:		Date:	