

Course Syllabus

[Jump to Today](#)



Forensic Anthropology

ANT 4521 • 3 credit hours

Department of Anthropology • College of Sciences • University of Central Florida

ANT4521 (AW60) Forensic Anthropology • Dr. Sandra Wheeler • 3.0
Credit Hours

Online for Summer A 2022!

Professor Contact

Professor: [Dr. Sandra Wheeler](https://sciences.ucf.edu/anthropology/people/wheeler-sandra/) [\(https://sciences.ucf.edu/anthropology/people/wheeler-sandra/\)](https://sciences.ucf.edu/anthropology/people/wheeler-sandra/)

Office: Howard Phillips Hall, 309F (UCF Main campus); 407-823-3769

Office hours: Tuesdays 10-11:30am in Chat for online office hours and by private appointment (via Zoom)

Contact: Sandra.Wheeler@ucf.edu (mailto:Sandra.Wheeler@ucf.edu) or Inbox in Webcourses; please allow 24-48 hour response time on weekdays

Graduate Teaching Assistant (GTA) Contact

GTA: Stephanie Fuehr and Katherine Lane

Office hours: TBA in Webcourses Chat for online office hours

Contact: Inbox or Discussions

For a full list of readings and due dates by module click here for the [Course Schedule](#)

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Syllabus Quick Links

- [Course Description](#)
- [Learning Objectives](#)
- [Required Texts](#)
 - [Recommended Resources](#)
 - [Grading Scale](#)
 - [Student Evaluation](#)
- [Make-Up Work](#)
- [Taking Online Courses](#)
- [Suggested Weekly Schedule](#)
- [UCF Mobile App](#)
- [Course Requirements](#)
- [Important Things](#)
 - [Required COVID Statements](#)
 - [Academic Responsibility and Integrity](#)
 - [Respect for Diversity](#)
 - [Campus Safety](#)
 - [Student Accessibility Services](#)
 - [Deployed Active Duty Students](#)
 - [Religious Observances](#)
- [Copyright and FERPA](#)

University Catalogue Description

The study of human skeletal remains in relation to a legal context. Prerequisite(s): One of the following; ANT 2511, CHS 3501, any 4000 level Criminal Justice class, or C.I.

Course Description

This course will emphasize the role of forensic anthropology within broader forensic investigations of death. Forensic anthropologists study the human skeleton, and forensic anthropology is an applied subfield of biological anthropology that uses methods developed in skeletal biology and forensic science towards issues of medicolegal significance. You will be presented with an overview of the techniques that forensic anthropologists use in the laboratory for human identification and trauma analysis. Proficiency in forensic anthropology techniques will not be taught.

NOTE: Images of human and animal remains, both skeletonized and in varying states of decomposition, are shown throughout the lectures to provide context or examples for the course topics.

We will explore these various topics through audio lectures, assigned readings, written exercises, and films. Your final grade will be assessed through your performance on assignments and exams. The syllabus may be modified as determined by your professor. All changes will be announced on Webcourses.

Anthropology majors! This course counts as a Restricted Elective towards the major

68

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not need to log on to Webcourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates.

Learning Objectives

By the end of this course you will be able to:

- Explain how forensic anthropology grew as a discipline.
- Understand the basic skeletal methods used by forensic anthropologists.
- Evaluate the role of forensic anthropology within broader forensic investigations of death.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic anthropology.

Required Text (pssst... it's free!)



Forensic Anthropology: Current Methods and Practice, 2019, by Christensen et al.

This book is available FOR FREE through the UCF Library. You will need to log in with your NID and password to access the pdf of the chapters:

<https://www.sciencedirect.com/book/9780128157343/forensic-anthropology>
<https://www.sciencedirect.com/book/9780128157343/forensic-anthropology>

I will provide you additional readings electronically on Webcourses. Woo!

If you are interested in this subject, I **recommend** the *Forensic Anthropology Training Manual* 3rd Edition, by Karen Ramey Burns but it is **not required** for this course.

Recommended Resources

Professional Organizations

American Association of Forensic Science: <https://www.aafs.org/> [\(https://www.aafs.org/\)](https://www.aafs.org/)

American Board of Forensic Anthropology: <http://theabfa.org/> [\(http://theabfa.org/\)](http://theabfa.org/)

Defense POW/MIA Accounting Agency (DPAA): <https://www.dpaa.mil/> [\(https://www.dpaa.mil/\)](https://www.dpaa.mil/)

Orange County Medical Examiner's Office: <https://www.orangecountyfl.net>

[/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx#.XR0luHt7nUI](https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx#.XR0luHt7nUI)

<https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer>

[/MedicalExaminersOffice.aspx#.XR0luHt7nUI](https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer)

Indiana State Coroners Training Board: <https://www.in.gov/ctb/> [\(https://www.in.gov/ctb/\)](https://www.in.gov/ctb/)

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[/centers/aarc/](https://www.shsu.edu/centers/aarc/) [\(https://www.shsu.edu/centers/aarc/\)](https://www.shsu.edu/centers/aarc/)

Complex for Forensic Anthropology Research (CFAR)-Southern Illinois University, Carbondale:

<https://cola.siu.edu/anthro/cfar/> [\(https://cola.siu.edu/anthro/cfar/\)](https://cola.siu.edu/anthro/cfar/)

Forensic Anthropology Center (FAC)-University of Tennessee: <https://fac.utk.edu/>

[\(https://fac.utk.edu/\)](https://fac.utk.edu/)

Forensic Anthropology Research Facility (FARF)-Texas State University San Marcos:

<https://www.txstate.edu/anthropology/facts/labs/farf.html> [_\(https://www.txstate.edu/anthropology/facts/labs/farf.html\)](https://www.txstate.edu/anthropology/facts/labs/farf.html)

Forensic Investigation Research Station (FIRS)-Colorado Mesa University:

<https://www.coloradomesa.edu/forensic-investigation-research-station/index.html>

[\(https://www.coloradomesa.edu/forensic-investigation-research-station/index.html\)](https://www.coloradomesa.edu/forensic-investigation-research-station/index.html)

Forensic Osteology Research Center (FOREST)-Western Carolina University: [https://www.wcu.edu](https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx)

[/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx](https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx) [_\(https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx\)](https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx)

Forensic Research Outdoor Station (FROST)-Northern Michigan University: [https://www.nmu.edu](https://www.nmu.edu/frost/home)

[/frost/home](https://www.nmu.edu/frost/home) [_\(https://www.nmu.edu/frost/home\)](https://www.nmu.edu/frost/home)

The Secure Site for Research in Thanatology (SSRT)-Université du Québec à Trois-Rivières:

<https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors> [_\(https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors\)](https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors)

University of South Florida/IFAAS FORT (Facility for Outdoor Research & Training):

<http://forensics.usf.edu/> [_\(http://forensics.usf.edu/\)](http://forensics.usf.edu/)

Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D+	67-69%
A-	90-93%	B	84-86%	C	70-76%	D	60-66%
		B-	80-83%			F	59% or below

Important Things About Your Grade!

This course is a requirement for some [Criminal Justice-oriented certificates](#)

http://catalog.ucf.edu/preview_program.php?catoid=14&poid=6389&returnto=1200. Many programs require you to earn a “C” or better for this course to count towards your degree! Lucky for you, I don't assign C-!

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Assignment	Percent	Description
Case Study Responses	15%	Complete 4 of 6 posted responses to case studies in forensic anthropology
Investigate This!	15%	Complete 4 of 6 exercises applying various methods in forensic anthropology
Quizzes	10%	Complete 2 quizzes
Exams	60%	Complete 3 exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions. ProctorHub enabled.

Case Study Responses: I will post a number of articles for you to read and questions to answer. Although there are 6 posted Case Studies, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip a Case Study Response, you will **receive a zero** for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**.

Investigate This!: Choose 4 of 6 posted written exercises relating to investigating topics in forensic anthropology. Although there are 6 posted Investigate This assignments, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip an Investigate This! assignment, you will **receive a zero** for that assignment. The Grade book will automatically **drop the lowest two scores** when calculating your final 'Investigate This' grade. These all have different due dates so keep track (also see section on make-up work)!

Quizzes: There will be **2 online quizzes** made up of multiple choice, true/false, and fill-in-the-blank questions; one is a human osteology quiz, the other is a skeletal trauma quiz. There are no make ups for these quizzes so make sure you take them during their assigned times (also see section on make-up work)!

Exams: There are **3 online exams** in this course. Exams are made up of true/false, multiple choice, short answer and fill-in-the blank questions and are based on all the material presented online. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.; also see section on make-up work). **The Final Exam (Exam 3) is scheduled during the final exam period. NOTE: ProctorHub is enabled.**

What About Make-Up Work?

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Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, global pandemics (!!), etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services**:

<https://scs.sdes.ucf.edu/services/> [\(https://scs.sdes.ucf.edu/services/\)](https://scs.sdes.ucf.edu/services/)

It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> Exams (3) close by 11:59pm Quizzes due by 11:59pm Assignments due by 11:59pm 	<ul style="list-style-type: none"> Start review of module pages 	<ul style="list-style-type: none"> Read required readings 	<ul style="list-style-type: none"> Watch any video or media in modules Review notes and readings 	<ul style="list-style-type: none"> Review posted lectures 	<ul style="list-style-type: none"> Quizzes and exams open at 8am 	<ul style="list-style-type: none"> Dance

UCF Mobile App!!

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not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures! You should be logging into your courses every weekday, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements

Over the course of this semester, you will be expected to:

- Listen to all audio lectures and complete online content
- Read and watch all posted materials
- Complete all assignments and exams by their due dates
- Log into Webcourses regularly-I can see when you log in and how long you look at your Webcourses class!

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). This is to provide you with a regularly paced online work environment. All quizzes, exams and assignments **will be submitted online**. No paper! Save the trees!

Important Things

First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments and exams. There are many due dates for the case study responses and quizzes, so you have to stay on top of this. Second, if you email me or your GTA using your Knights account, include **ANT 4521 or Forensic Anthropology** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE [GETTING STARTED QUIZ BY FRIDAY](#)**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Statements Regarding COVID-19

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest](#)

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many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed.

Notifications in Case of Changes to Course Modality

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu (<mailto:sas@ucf.edu>) to discuss specific accommodations for this or other courses.

Academic Responsibility and Integrity

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

Students should familiarize themselves with [UCF's Rules of Conduct](http://osc.sdes.ucf.edu/process/roc) (<http://osc.sdes.ucf.edu/process/roc>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The

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efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](https://academicintegrity.org/) [_\(https://academicintegrity.org/\)_](https://academicintegrity.org/).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](http://wpacouncil.org/node/9) [_\(http://wpacouncil.org/node/9\)_](http://wpacouncil.org/node/9)".

Academic Integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](http://osc.sdes.ucf.edu/) [_\(http://osc.sdes.ucf.edu/\)_](http://osc.sdes.ucf.edu/) for further action. See [UCF Golden Rule](https://goldenrule.sdes.ucf.edu/) [_\(https://goldenrule.sdes.ucf.edu/\)_](https://goldenrule.sdes.ucf.edu/) and the [UCF Rules of Conduct](http://osc.sdes.ucf.edu/process/roc) [_\(http://osc.sdes.ucf.edu/process/roc\)_](http://osc.sdes.ucf.edu/process/roc) for more information. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your assignment or exam answers, that is plagiarism also and you will both be subject to a Z grade** [_\(http://integrity.sdes.ucf.edu/zgrade/\)_](http://integrity.sdes.ucf.edu/zgrade/). Keep this in mind before you decide to "help out" a friend.

Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

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of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students in class, on the Discussion boards, assignments or other areas of the classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you. Check here to find out how to set your PGPs:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456> [_ \(https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456\)](https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456)

Campus Safety (if you are on campus)

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html [_ \(http://emergency.ucf.edu/emergency_guide.html\)](http://emergency.ucf.edu/emergency_guide.html) >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> [_ \(http://www.ehs.ucf.edu/AEDlocations-UCF\)](http://www.ehs.ucf.edu/AEDlocations-UCF) > (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> [_ \(https://my.ucf.edu\)](https://my.ucf.edu) > and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

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The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/> [_\(http://sas.sdes.ucf.edu/\)_](mailto:sas@ucf.edu)> (Ferrell Commons 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Deployed Active Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at < <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf> [_\(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)_](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)>.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online classroom environment and your use only.** All copyright materials are credited to the copyright holder.

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see

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Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced in class or through Webcourses. Due dates for assignments can be found in the table below.

Course Summary:

Date	Details	Due
Fri May 20, 2022	 Getting Started Quiz (https://webcourses.ucf.edu/courses/1404574/assignments/7513070)	due by 5pm
	 Case Study 1: Osteology vs Autopsy Findings (https://webcourses.ucf.edu/courses/1404574/assignments/7513074)	due by 11:59pm
Sun May 22, 2022	 Investigate This 1! AAFS and Boards (https://webcourses.ucf.edu/courses/1404574/assignments/7513080)	due by 11:59pm
	 Quiz 1: Osteology (https://webcourses.ucf.edu/courses/1404574/assignments/7513067)	due by 11:59pm

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Date	Details	Due
	 Case Study 2: Blast Injuries (https://webcourses.ucf.edu/courses/1404574/assignments/7513075)	due by 11:59pm
	 Investigate This 2! Anatomical Directions & Skeletal Inventory (https://webcourses.ucf.edu/courses/1404574/assignments/7513081)	due by 11:59pm
Sun Jun 5, 2022	 Case Study 3: Gunshot Wounds (https://webcourses.ucf.edu/courses/1404574/assignments/7513076)	due by 11:59pm
	 Investigate This 3! Dead Heads and Bones (https://webcourses.ucf.edu/courses/1404574/assignments/7513082)	due by 11:59pm
	 Exam 2 (https://webcourses.ucf.edu/courses/1404574/assignments/7513071)	due by 11:59pm
Sun Jun 12, 2022	 Investigate this 4! Biological Sex Estimation (https://webcourses.ucf.edu/courses/1404574/assignments/7513083)	due by 11:59pm
	 Case Study 4: Propeller Trauma (https://webcourses.ucf.edu/courses/1404574/assignments/7513077)	due by 11:59pm
	 Case Study 5: Sharp Force Trauma and Fire Alteration (https://webcourses.ucf.edu/courses/1404574/assignments/7513078)	due by 11:59pm
Sun Jun 19, 2022	 Case Study 6: Human Rights	

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Date	Details	Due
	 Investigate This 5! Dental Age Estimation (https://webcourses.ucf.edu/courses/1404574/assignments/7513084)	due by 11:59pm
	 Investigate this 6! Skeletal Trauma (https://webcourses.ucf.edu/courses/1404574/assignments/7513085)	due by 11:59pm
	 Quiz 2: Trauma (https://webcourses.ucf.edu/courses/1404574/assignments/7513072)	due by 11:59pm
Sun Jun 26, 2022	 Exam 3 (Final Exam) (https://webcourses.ucf.edu/courses/1404574/assignments/7513069)	due by 11:59pm

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Course Schedule Snapshot: Readings and Due Dates F21

ANT4521 Required Readings and Due Dates, Summer 2022

Please check the assignment pages or Syllabus for most up-to-date due dates! **Note:** Required Readings are found in the Intro pages of each Module. Check Webcourses assignments for most current due dates.

Module	Topic and Required Readings	Due Dates
Module 1	Introduction to Forensic Anthropology Required Readings <ul style="list-style-type: none"> • Chapter 1 - Introduction to forensic anthropology. Christensen et al. • Cadaver use at the University of Tennessee's Anthropological Research Facility. Shirley et al. • Joint POW/MIA Accounting Command's Central Identification Laboratory. Holland et al. 	Getting Started Quiz by due date Investigate This 1! by due date Case Study 1 by due date
Module 2	Osteology and Terminology Required Readings <ul style="list-style-type: none"> • Chapter 2 - Human osteology and odontology. Christensen et al. • Use class notes Optional Readings <ul style="list-style-type: none"> • Review chapters 2-11 in optional text 	Quiz 1 available

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	<ul style="list-style-type: none"> Chapter 4 - Medicolegal significance. Christensen et al. Determining the forensic significance of human remains. JJ Schultz. A comparative taphonomic analysis of 24 trophy skulls from modern forensic cases. Yucha et al. <p>Optional Readings</p> <ul style="list-style-type: none"> Review chapters 12, 16 in optional text 	Case Study 2 due by due date
Module 4	<p>Forensic Archaeology and Recovery</p> <p>Required Readings</p> <ul style="list-style-type: none"> Chapter 6 - Forensic archaeology and scene processing methods. Christensen et al. Collecting skeletal remains. Dupras et al. 	
Exam 1 (Available Online at 8am on FRIDAY MAY 27 and closes at 11:59pm EST on SUNDAY MAY 29, 2022)		
Module 5	<p>Organizations & Death Investigation Systems</p> <p>Required Readings:</p> <ul style="list-style-type: none"> The forensic anthropology laboratory in a medical examiner setting. Austin and Fulginiti. Evidentiary standards for forensic anthropology. Christensen and Crowder. <p>Optional Readings</p> <ul style="list-style-type: none"> Review relevant pages in chapter 14 in optional text 	
Module 6	<p>Initial Examination & Forensic Anthropology Reports</p> <p>Required Readings</p> <ul style="list-style-type: none"> Chapter 7 - Processing, resolving commingling, and 	<p>Investigate This 3! by due date</p> <p>Case Study 3 due by due date</p>

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	<ul style="list-style-type: none"> Professional results (excerpt). Burns. 	
Module 7	<p>Developing a Biological Profile</p> <p>Required Readings</p> <ul style="list-style-type: none"> Chapter 8 - Sex estimation Chapter 9 - Ancestry estimation Chapter 10 - Age estimation <p>Optional Readings</p> <ul style="list-style-type: none"> Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text 	
<p>Exam 2 (Available Online at 8am on FRIDAY JUN 10 and closes at 11:59pm EST on SUNDAY JUN 12, 2022)</p>		
Module 8	<p>Trauma</p> <p>Required Readings</p> <ul style="list-style-type: none"> Chapter 13 - Analysis of skeletal trauma. Christensen et al. Low-velocity impact trauma: an illustrative selection of cases from the Joint POW/MIA Accounting Command – Central Identification Laboratory. Emanovsky. <p>Optional Readings</p> <ul style="list-style-type: none"> Review relevant pages in chapter 13 in optional text 	<p>Investigate This 4! by due date</p> <p>Case Study 4 due by due date</p> <p>Quiz 2 available by due date</p>
Module 9	<p>Personal Identification</p> <p>Required Readings</p> <ul style="list-style-type: none"> Chapter 14 - Personal identification. Christensen et al. Review relevant pages in chapter 13 in optional text 	<p>Investigate This 5! DATE</p> <p>Case Study 5 due DATE</p>

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	<ul style="list-style-type: none"> • Chapter 5 - Forensic taphonomy. Christensen et al. • A Santeria/Palo Mayombe cauldron containing a human skull and multiple artifacts recovered in western Massachusetts, USA. Pokines. • Avian scavenging of small-sized pig carcasses in Central Florida: Utilizing GIS to analyze site variables affecting dispersal. Schultz and Mitchell. 	Case Study 6 due DATE
Module 11	<p>Forensic Anthropology and Humanitarian Work</p> <p>Required Readings</p> <ul style="list-style-type: none"> • Chapter 15 - Forensic anthropology in humanitarian and human rights investigations. Christensen et al. 	
<p>Exam 3 (Final Exam) (Available Online at 8am on FRIDAY JUN 24 and closes at 11:59pm EST on SUNDAY JUN 26)</p>		

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ANT 4932: Archaeological Field School in the Ocala National Forest Summer 2022

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Office: Phillips Hall, 311C
Phone: 407-205-8915
Email: Use WebCourses Mail

Catalog Description

Field experience in an appropriate educational setting under the direction of a supervising teacher and/or university supervisor.

Required Texts

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

Course Description

This field school is managed by Dr. Edward González-Tennant and is a part of the UCF-USFS Ocala National Forest partnership. Students will learn traditional and advanced surveying methods, how to conduct pedestrian surveys, standard archaeological excavation techniques, and how to identify, catalogue, and analyze artifacts. These skills are highly valued in the cultural resources management industry and by state and federal agencies. This is a face-to-face course meeting four days each week (see weekly schedule below). Students must have their own transportation and are expected to drive to the [field location \(Links to an external site.\)](#) each day. Archaeological fieldwork can be physically intensive, and all participants completed a Field Research Health Form prior to the start of the field school.

Student Learning Objectives

- Students will learn the practical differences between Phase I, II, and III archaeological field projects.
- Students will increase their understanding and appreciation of the discipline of archaeology as practiced in North American contexts, with particular emphasis on cultural resources management, contract archaeology, and federal agencies.
- Students will develop skills related to a variety of field methods and techniques.
- Students will learn to evaluate archaeological data in its field context and relation to local archaeological and historical knowledge.
- Students will learn about updated records associated with previously documented heritage resources (e.g., FMSF files).

Clothing, Field Equipment, and Supplies

Summer months are hot in Florida, more so when digging under the sun. Please wear light, loose summer clothing. Everyone should wear long pants and appropriate tops (e.g., no tank tops). Bring at least two liters of water, and more if you can. Bring sufficient insect repellent, sunscreen, hat, and any prescription or over-the-counter medications you take on a routine or daily basis. Notify the instructor if you will have medication to the field. Bring a lunch. Pack whatever you like, but we will not have access to a kitchen or other facilities.

Bathroom breaks are allowed, but toilet facilities may not be present. Students will respect one another's need to relieve themselves. No jokes, peeking, or other inappropriate behavior will be tolerated. Failure to follow this will result in immediate dismissal and failure of the course.

Shovels, screens, GPS units, walkie talkies, and forms will be provided. You may wish to purchase the following equipment to begin building your own “dig kit”: ~6 inch triangular trowel; compass (orienteeing style; liquid filled, with azimuth ring); folding rule (metric); tape measure (3 meters; locking; metric); root clippers; line level (spirit level); camera (film or digital, for personal use).

Use the following chart when thinking about the above. It lists potential hazards and appropriate precautions and/or actions. We will follow this every day in the field.

Hazard	Precautions and/or Actions
Falling Objects	<ol style="list-style-type: none"> 1. Be aware of hazards above you, situational awareness. 2. Wear hard hat if over head hazards are present. 3. Avoid walking under hazardous trees (snags, widowmakers, etc).
Slips and Falls	<ol style="list-style-type: none"> 1. Be aware of hazards on the ground, look before you step. 2. Wear high-top boots with a non-slip soles.
Gunshots	<ol style="list-style-type: none"> 1. During hunting season, wear highly visible clothing (orange). 2. Make contact with hunters on the road before entering woods. 3. Avoid working in area if possible.
Poisonous Snakes	<ol style="list-style-type: none"> 1. Educate yourself with local venomous snakes. 2. Stay alert of hazards on the ground, look before you step. 3. Wear long pants, protective clothing, & high-top slip-resistant soles. 4. Remain calm & seek immediate medical care.
Poisonous Plants	<ol style="list-style-type: none"> 1. Learn to identify and avoid poisonous plants. 2. Wear long pants, high-top boots, & vinyl or leather gloves. 3. Come into contact, clean skin with cleanser (Tecnu). 4. Avoid rubbing face & eyes with exposed clothing.
Heat Illnesses	<ol style="list-style-type: none"> 1. Take frequent rest breaks during hot weather. 2. Consume water frequently to avoid dehydration. 3. Avoid strenuous activities during hottest time of the day.

- | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Insects | <ol style="list-style-type: none"> 4. Monitor coworkers. 1. Wear long pants and high-top slip-resistant soles. 2. Wearing a long-sleeve shirt, avoid scratching insect bites to the skin. 3. Apply insect repellent to clothing the night before. 4. Individuals allergic to insect bites should carry their treatment kit. 5. Monitor co-workers. |
| Sunburn | <ol style="list-style-type: none"> 1. If area is cleared of overhead hazards, wear light cool brim or sunhat to protect from direct sunlight. 2. Wear sunscreen. 3. Wear long pants. 4. Wearing long sleeve shirt is recommended. |
| Abrasions | <ol style="list-style-type: none"> 1. Wear long pants & high top boots with non-slip soles. 2. Wearing long sleeve shirt is recommended. 3. Wear leggings or brush pants when traveling through thick brush or briars. 4. Seek medical treatment. |
| Lightning | <ol style="list-style-type: none"> 1. First signs of thunderstorm build-up in the area, start seeking shelter. 2. If there are no vehicles or structures in the area, crouch in an area of low trees. 3. Avoid open fields & tall trees. 4. Monitor weather, allow enough time to seek shelter. |

Social Media Posting Policy

Students are encouraged to take photos and share them with one another and/or via social media sites. DO NOT post photos of sensitive features. This includes geotagged photos of excavations. If in doubt, ask the instructor.

Grading

Grades will be determined from the following:

Participation	70 possible points
Field Journal & Forms	30 possible points

Total possible points 100 (each point earned = 1% point)

Breakdown of Grading

Participation: While in the field, students agree to behave respectfully towards one another, the instructor, and USFS staff. Failure to do so will result in a warning, and repeated unprofessional behavior will result in point reductions and/or expulsion. In addition, attendance is mandatory. A

field school requires that student be present every day. Each missed day will result in a 5% reduction of your grade. Since field work cannot be made up, there are no excused absences. The instructor will consider excusing absences only in the most extreme of situations (and will require official documentation). Students will be graded on their timeliness arriving at the field site each day. Repeated and excessive lateness will result in a reduction of points. Field schools require a firm and reliable commitment from all participants to be successful.

Forms & Field Journal: Students will correctly fill out forms related to fieldwork. Forms and instructions will be provided in the field. Students will also maintain a field journal (provided). These will be gathered at the end of each week and returned the following week with comments by the instructor. Failure to keep good notes will result in point reductions. Instructions and examples of notebook entries will be provided.

Course Grading Scale

Students will have access to the Webcourses Gradebook. Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 45 out of 50 possible points, $45/50 = .9 \times 100 = 90\%$. I DO NOT assign B-, C-, or D- grades. I DO assign A- grades.

A = 94-100	A- = 90-93.9
B+ = 87-89.9	B = 80-86.9
C+ = 77-79.9	C = 70-76.9
D+ = 67-69.9	D = 60-66.9
F = 59.9 and below	

Extra Credit Opportunities

There may be an opportunity to make up missed days

Sexual Harassment and/or Violence Statement

It is the policy of UCF to provide a productive and comfortable environment for its students, faculty, and staff, free from harassment or intimidation that is connected to offensive sexual or discriminatory conduct. All participants in this internship have rights and protection under the law. This internship has a ZERO TOLERANCE policy for sexual harassment and/or sexual violence. Sexual assault is a criminal offense and should be reported to the local law enforcement authorities as well as a [Title IX officer at UCFLinks to an external site.](#) All participants will abide by Section 703 of Title VII of the 1964 Civil Rights Act, which states:

"Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, 2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably

interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment (emphasis is ours).”

Unwanted sexual advances are not the only form of harassment, as the previous quote makes clear. Offensive jokes and comments are also capable of interfering with healthy fieldwork cultures, even if the speaker does not intend a harmful impact.

Reporting Complaints - Muckle (2014) makes the point that multiple clear lines of reporting should be available, and preferably with both male and female authorities available so that no female crew member, for example, is required to report a complaint about sexual harassment, assault, or offensive work environment to a male on the project, and vice versa. If you do not feel comfortable reporting to Dr. González-Tennant, please report to Dr. Sandra Wheeler (Sandra.Wheeler@ucf.edu).

Finally, all students agree with the following:

- Participants will not tell sexually explicit jokes or use sexually explicit language.
- Participants will avoid inappropriate touching of one another.
- Participants will only refer to one another professionally and by name.
- Participants will not discuss a co-worker with fellow students in a sexual manner.
- Students will not wear clothing containing sexual images or statements.

Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor. This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response. I typically do not respond on weekends. Students should take care in composing messages. It only takes a moment and demonstrates that you care about the course.

In addition, a Discord server will be set up by the instructor. Feel free to use this at any time during the field school. DO NOT invite non-field school individuals to join.

Semester Calendar

Week 1: May 16 - May 20

Topic: Introduction

Days of Week: Friday, 2-4pm, HPH 409M

Assignment: [Week 1 Quiz](#)

Week 2: May 23 - May 27

Topic: Fieldwork Week 1

Days of Week: Monday - Friday

Assignment: [Forms and Daily Field Journal](#)

Week 3: May 30 - June 3

Topic: Fieldwork Week 2

Days of Week: Tuesday - Friday (Monday is a holiday)
Assignment: [Forms and Daily Field Journal](#)

Week 4: June 6 - June 10

Topic: Fieldwork Week 3
Days of Week: Monday – Friday
Assignment: [Forms and Daily Field Journal](#)

Week 5: June 13 - June 17

Topic: None.
Assignment: None.

Week 6: June 20 - June 24

Topic: None.
Assignment: None.

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com . if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student ServicesLinks to an external site.](#) Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student Guidelines.Links to an external site.](#) for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with [UCF’s Rules of ConductLinks to an external site.](#) According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(Links to an external site.\)](#). For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices. \(Links to an external site.\)](#)"

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule. Links to an external site.](#) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>[Links to an external site.](#).

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#). (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to

professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html[Links to an external site.](#)
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are in this building, see <http://www.ehs.ucf.edu/workplacesafety.html>[Links to an external site.](#)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter. \(Links to an external](#)



[site.](#)



[\(Links to an external site.\)](#)

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.