DEPARTMENT OF ANTHROPOLOGY

GRADUATE HANDBOOK, 2023-2024

THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

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IMPORTANT INFORMATION

- Students are responsible for knowing and complying with policies and deadlines of the department, graduate school, and university. When in doubt, consult the Graduate Studies Committee (GSC) Chair and/or the Graduate Program Coordinator (GPC).

- Most answers to your questions can be found in this handbook or the Graduate School Handbook, and other Graduate School notices or instructions. Please consult those first.

- Please make sure to read the timeline of tasks in this document carefully in the semester preceding your planned candidacy examination or final oral examination (dissertation defense). Be aware that some of the required forms must be submitted early in the semester in which you take the exam.

- Graduate School forms for the candidacy examination, final oral examination, the master's examination, and other forms can be found on GRADFORMS.

- All requests and petitions to the GSC must have the graduate advisor's approval. A petition can be a letter or email to the GSC chair. It is always a good idea to CC your advisor on your emails.

- All the important dates for the 2023-2024 academic year can be found on the Registrar's website or on the Graduate School's website. It is particularly important to know the deadlines when you are planning to take your candidacy exam, defend your dissertation, or take your master's examination.

- Students who started the graduate program before autumn 2023 can use this handbook *or* the graduate handbook that was in effect when they started the program. Students who started the graduate program in autumn 2023 (or later) will use the current handbook.

- All departmental forms can be found in the appendices of this handbook.

INTRODUCTION

IMPORTANCE OF THE GRADUATE HANDBOOK

The Graduate Program in Anthropology operates under the rules of the Graduate School as published in the [Graduate School Handbook](#) and other [Graduate School](#) notices or instructions. The policies and rules in this handbook govern specific aspects of the Graduate Program in Anthropology. Graduate students are responsible for compliance with the rules and policies of both the Graduate School and the Department of Anthropology.

The Department offers MA and PhD degrees in anthropology. This handbook outlines the requirements and expectations of each of the degrees according to the Graduate School Handbook and specific rules decided by the departmental faculty. The goal of this handbook is to promote best practices in graduate advising and support the formation of independent and highly qualified researchers in anthropology.
The Graduate Program is represented by the Graduate Studies Committee (GSC), which is responsible for administering the Program in accordance with the policies established herein and in the Graduate School Handbook.

Students are responsible for obtaining, keeping, and being familiar with: (1) a copy of the version of the departmental Graduate Handbook in effect at the time of their entry into the program, as well as (2) a copy of the current version of the Graduate Handbook (updated annually). Students will be informed by the GSC of how changes to the program during their period of enrollment may affect their course of study. If you are not sure if a policy applies to you, please ask the GSC Chair or the Graduate Program Coordinator (GPC).

GRADUATE STUDIES COMMITTEE

Membership. The Graduate Studies Committee consists of five members: three members of the graduate faculty (including the Graduate Studies Committee Chair), the department chair (ex officio), and one graduate student representative. Faculty members are appointed by the department chair, typically for a period of 2 years. Subject to availability, the committee normally includes members from each of the three subfields (archaeology, biological anthropology, and cultural anthropology). The chair of the GSC is selected by the department chair from one of the faculty appointed to the GSC. The student member is elected annually by resident graduate students through the Graduate Students of Anthropology Association (GSAA). The student member participates in the admission process and discussion of general policies and concerns, but not in the annual evaluation of students or discussions that concern individual

students. The GSC is supported by the Graduate Program Coordinator (GPC), who is responsible for the administrative aspects of the graduate program.

Responsibilities. The GSC is responsible for administering the graduate program in accordance with policies established by the Graduate School and the faculty of the Department of Anthropology. The faculty specifically delegates the following duties to the GSC:

- To make recommendations for admission to the graduate program and to recommend students for university fellowships. Faculty vote on admissions and fellowship nominations.

- To ensure that progress toward the degree follows Graduate School and departmental policies and timelines, and that membership on the MA and PhD committees meets Graduate School criteria.

- To advise committees on the preparation, administration, and evaluation of the Candidacy Exam, Final Oral Examination, and Master's Examination.

- To oversee the annual graduate student evaluation process.

- To act on petitions from students for exceptions to departmental policies or other requests not covered in this handbook or the Graduate School Handbook.

- To review applications for departmental awards (e.g., Daniel Hughes Memorial Fund, Larsen Research and Travel Award, and Elizabeth A. Salt Anthropology Travel Award) and university awards (e.g., Presidential Fellowship) and respectively award and nominate students for these awards.

- To make recommendations to the faculty concerning changes in the graduate program and revisions in this handbook.

Procedures. Decisions and recommendations of the GSC conform to Graduate School rules and departmental policies, as approved by the faculty, and published in this handbook. Decisions and recommendations of the GSC are implemented if they receive a simple majority of votes by eligible department faculty.

GRADUATE STUDENTS OF ANTHROPOLOGY ASSOCIATION (GSAA)

The **Graduate Students of Anthropology Association (GSAA)** is a formally recognized student group at The Ohio State University. All graduate students within the Department of Anthropology are automatically granted membership into the organization upon admittance and acceptance to the Department of Anthropology. The GSAA promotes student community and interests. GSAA keeps graduate students informed of department events and decisions by holding positions on committees. The GSAA also supports graduate students in developing a social community by hosting social events that may include undergraduate students, when appropriate. The GSAA is for the graduate students, by the graduate students.

DOCTORAL DEGREE

The goal of the graduate program is to train students to become anthropological researchers and prepare them for careers in and outside of academia. The program is designed for students seeking a PhD degree and students with a BA/BS or MA/MS degree can complete the graduate program in five to six years. Students will complete the coursework in the first two years of the program and then have three to four years to prepare for dissertation research, collect and analyze data, and write up the results in a dissertation. As described below, there are three sets of required courses: theoretical competencies, research competencies, and professional competencies. A critical component of the program is mentoring and student participation in an ongoing academic workshop.

Admissions. A master's degree is not a prerequisite to apply to the graduate program. Students with BA/BS and MA/MS degrees are eligible to apply to our PhD program. We follow the admission requirements of the Graduate School: (1) the equivalent of a four-year bachelor's or advanced degree from an accredited college or university, earned by the expected date of entry into the graduate program; (2) a minimum 3.0 cumulative GPA (on a 4.0 scale or equivalent) for the last bachelor's or advanced degree earned; (3) transcripts or other credentials documenting that you have completed prerequisite academic work; and (4) three letters of recommendation. GRE scores are *not* required. More information about the application process can be found on our [website](#).

Master's Degree Option. All students accepted to the graduate program are accepted directly to the PhD program. A master's degree is not required for continuation in our PhD program, but students may earn a master's degree as a terminal degree at Ohio State, or as a degree on the way to earning the PhD in our or another program. Students can opt to earn the master's degree once they meet the minimum criteria (30 credit hours of coursework) (see below for more information). The master's degree is conferred upon passing the master's examination. Students may opt to get their master's degree at any point in the program and may either continue to the PhD program or leave the program after acquiring the master's degree.

Program Overview. The curriculum is divided into three types of learning activities: coursework, independent studies, and dissertation research. Coursework is concentrated in the first four semesters of the program, complemented by independent studies with advisors and/or committee members. Most graduate courses will be offered every two years and bring together students from two successive cohorts. For this reason, there are two possible curricular paths, one for students starting in even years (e.g., Autumn Semester 2022) and another for students starting in odd years (e.g., Autumn Semester 2023) (see curriculum overview below).

Minimum enrollment requirements. For full-time status, a student must register for the minimum number of credit hours. The minimum number of credit hours varies by student status. Graduate students who are not yet doctoral candidates (pre-candidacy) typically enroll for 8 to 18 credit hours per autumn or spring semester. Doctoral candidates (post-candidacy) enroll for 3 credit hours per autumn or spring semester. For students not receiving funding from the university, the minimum number of credit hours per semester is 8. For students funded as a GRA/GTA the minimum number of credit hours per semester is 8. Recipients of university fellowships should follow the enrollment guidelines of their specific award. Check the Graduate School Handbook for more information. However, students are strongly encouraged to follow the recommended credit hours suggested in the curriculum overview, to guarantee their graduation within the expected timeframe of the program.

Students need a total of 80 credit hours for the completion of the PhD program: 36 credit hours come from required courses and the remainder comes from electives, independent studies, and dissertation research. Students with an MA from another program can transfer 30 credit hours that count towards the 80-credit-hour requirement.

COURSE DESCRIPTIONS

Theoretical Core. The theoretical core consists of three courses that focus on three broad themes: society and environment, biocultural approaches to health, and human evolutionary history. The theory courses integrate theoretical and conceptual approaches from across the anthropological sub-fields.

> *7001 Society and Environment (3 credit hours)*. This course provides an overview of major theoretical paradigms that have shaped anthropological research on humans and their environment. This course will train students to think theoretically as anthropologists by critically examining primary and secondary sources for a selection of theoretical paradigms on social-ecological systems.

> *7002 Anthropology of Health (3 credit hours)*. This course provides an overview of major theories, paradigms and approaches that have shaped anthropological research on the physical, biological, social, and cultural factors that shape human health in the past and present. The course is structured to encourage students to think theoretically and innovatively and to encourage them to apply knowledge and perspectives from across the sub-fields of anthropology in their own research.

7003 Human Evolutionary History (3 credit hours). This course provides an overview of major theoretical paradigms that have shaped anthropological research on human evolutionary history. The goal is to train students to think theoretically as anthropologists by critically examining the paradigms in human evolutionary history that shaped past and current anthropological work.

Methods. The program puts emphasis also on the development of methodological skills that will allow students to become independent and proficient researchers in anthropology. Students are required to take the following four methods courses.

7101 Research Design (3 credit hours). In this seminar, students will learn how to design an anthropological research project. Seminar topics include the relationship between theory and methods, ethics and IRB protocols, data collection methods, analysis of qualitative and quantitative data, and interpretation of research results. Criteria used to evaluate the clarity, significance, feasibility, and broader impacts of research designs and the skills needed to review proposals will also be outlined and discussed.

5005 Data Analysis in Anthropology (3 credit hours). The course will focus on research questions that are common in anthropology and will offer the space for advanced undergraduate and graduate students to work with their own datasets, focusing on the discussion and interpretation of results generated by quantitative approaches.

8891.05 Ethnographic Methods (3 credit hours). The primary focus of this course is hands-on student research activities, covering methods that are central in ethnographic research – participant observation, writing fieldnotes, semi-structured interviews, surveys, and grounded theory.

7777 Data Collection Workshop (1 credit hour per semester, students have to enroll for at least two semesters). The main goal for this year-long workshop is introducing students to multiple data collection methods commonly used in anthropology. The workshop consists of lectures by the faculty in the department, who will introduce their research and data collection protocols. The lectures by faculty will be complemented by discussions with invited faculty and readings that cover the methods discussed, and workshops in which students get hands-on experience with the different methods.

Professional Development. There are four courses that focus on the development of professional competencies, including teaching, communicating, grant writing, and professional development.

7720 Teaching in Anthropology (3 credit hours and 1 credit hour of class observations). This course introduces students to teaching in anthropology and it prepares them for teaching introductory courses in archaeology, biological anthropology, and cultural anthropology. This seminar also includes one credit hour for students to observe one of the introductory courses offered in the department, and to familiarize themselves with the content and teaching strategies used in these introductory courses.

8827 Communicating Anthropology (3 credit hours). This course will walk students through the process of communicating research across several common platforms currently available to academics. The main goal is to work with students on the development of their academic narratives and to discuss how such narratives can (and should) be adjusted to different audiences.

8828 Grant Writing (3 credit hours). The focus of this course is on writing competitive grant proposals. This entails students learning to explain why their research is needed; what it will contribute to the scientific understanding of human society and culture; and how it will lead to the development of theory. Students will learn to develop clear research questions; explain how the research design will address those questions; what information or data will be collected, how, and why; and how the information or data will be analyzed to address the research questions. Finally, students will learn to explain why they are able to conduct the research successfully.

7007 Academic workshop (1 credit hour per semester, students have to enroll for at least five semesters). This ongoing workshop is offered every semester. Its main goal is to offer students from all cohorts an opportunity for research presentations, academic discussions, and professional development. The workshop consists of weekly meetings covering a range of topics arranged by the instructor in coordination with the students.

Electives. Students will take four elective courses in the first two years of the program (minimum of 3 credit hours each or a total of 12 credit hours). The electives can be selected from any course inside or outside the program that is appropriate for graduate students (5000-level or higher courses within our department and 4000-level and higher courses in other departments). One of the electives should be a methods course, for example, *5651: Spatial Analysis for Anthropologists*, *5603: Archaeological Field Research*, *5607: Human Osteology*, or *5650: Research Design and Ethnographic Methods*. The electives should be selected in coordination with the advisor and should advance the professional development of the student.

Independent Studies. An important component of student training is achieved through independent studies. In the first two years of the program, students are expected to enroll in 3 credit hours of independent studies each semester with their advisors or committee members, for a total of 15 credit hours divided over autumn, spring, and summer semesters. The goals of the independent studies will be discussed with the advisor and committee members, and they should be opportunities for the student to develop their own work (e.g., literature review for research, development of research proposal, data analysis, writing manuscript for publication). Students also have the option of taking additional elective courses instead of independent studies with their advisor or committee members.

Degree enhancements. Students can customize their degree with minors, specializations, dual and combined degrees, and certificates. These degree options are open to any graduate student interested in developing a secondary expertise. Some of these options are available for as few as 10 credit hours of graduate-level course work in at least three courses outside the student's home program. A graduate minor requires that at least one program be outside a student's home program. A graduate interdisciplinary specialization (GIS) involves two or more graduate programs outside the student's home program. Completion of a graduate minor, GIS, or certificate program is noted on the student's transcript. More information about these degree enhancements can be found on the Graduate School website, which includes a list with all the graduate minors, graduate interdisciplinary specializations, and graduate certificates.

CURRICULUM OVERVIEW

Curriculum Overview for students starting in <u>odd years</u>. Courses marked with an asterisk (*) are offered every other year and combine students from two cohorts.

YEAR 1	**Autumn Semester 2023 (14 credit hours)**
	7003 Human Evolutionary History (3CH) *
	8891.05 Ethnographic Methods (3CH)
	XXXX Elective (3CH)
	7007 Academic Workshop (1CH)
	7720 Teaching Anthropology (4CH)
	Spring Semester 2024 (13 credit hours)
	8827 Communicating Anthropology (3CH) *
	XXXX Methods Elective (3CH)
	XXXX Elective (3 CH)
	7007 Academic Workshop (1CH)
	8XXX Independent Study (3CH)
	Summer Semester 2024 (3 credit hours)
	8XXX Independent Study (3CH)

YEAR 2	**Autumn Semester 2024 (14 credit hours)**
	7002 Anthropology of Health (3CH) *
	7101 Research Design (3CH) *
	8828 Grant Writing (3CH) *
	7777 Data Collection Workshop (1CH)
	7007 Academic Workshop (1CH)
	8XXX Independent Study (3CH)
	Spring Semester 2025 (14 credit hours)
	7001 Society and Environment (3CH) *
	5005 Data Analysis in Anthropology (3CH)
	7777 Data Collection Workshop (1CH)
	7007 Academic Workshop (1CH)
	8XXX Independent Study (3CH)
	XXXX Elective (3CH)

YEAR 3	**Autumn Semester 2025 (8 credit hours)**
	8XXX Preparation for Candidacy Examination (7CH)
	7007 Academic Workshop (1CH)
	Spring Semester 2026 (3 credit hours)
	8XXX Dissertation Research (2CH)
	7007 Academic Workshop (1CH)

YEAR 4	**Autumn Semester 2026 (3 credit hours)**
	8XXX Dissertation Research (2CH)
	7007 Academic Workshop (1CH)
	Spring Semester 2027 (3 credit hours)
	8XXX Dissertation Research (2CH)
	7007 Academic Workshop (1CH)

YEAR 5	**Autumn Semester 2027 (3 credit hours)**
	8XXX Dissertation Research (2CH)
	7007 Academic Workshop (1CH)
	Spring Semester 2028 (3 credit hours)
	8XXX Dissertation Defense – Oral Examination (2CH)
	7007 Academic Workshop (1CH)

Curriculum Overview for students starting in <u>even years</u>. Courses marked with an asterisk (*) are offered every other year and combine students from two cohorts.

YEAR 1	**Autumn Semester 2024 (15 credit hours)**
	7002 Anthropology of Health (3CH) *
	7720 Teaching Anthropology (4CH)
	7101 Research Design (3CH) *
	7777 Data Collection Workshop (1CH)
	7007 Academic Workshop (1CH)
	8XXX Independent Study (3CH)
	Spring Semester 2025 (14 credit hours)
	7001 Society and Environment (3CH) *
	5005 Data Analysis in Anthropology (3CH)
	7777 Data Collection Workshop (1CH)
	7007 Academic Workshop (1CH)
	8XXX Independent Study (3CH)
	XXXX Elective (3CH)
	Summer Semester 2025 (3 credit hours)
	8XXX Independent Study (3CH)

YEAR 2	**Autumn Semester 2025 (10 credit hours)**
	7003 Human Evolutionary History (3CH) *
	8891.05 Ethnographic Methods (3CH)
	7007 Academic Workshop (1CH)
	XXXX Elective (3CH)
	Spring Semester 2026 (13 credit hours)
	8827 Communicating Anthropology (3CH) *
	XXXX Methods Elective (3CH)
	XXXX Elective (3 CH)
	7007 Academic Workshop (1CH)
	8XXX Independent Study (3CH)

YEAR 3	**Autumn Semester 2026 (8 credit hours)**
	8XXX Preparation for Candidacy Examination (4CH)
	8828 Grant Writing (3CH) *
	7007 Academic Workshop (1CH)
	Spring Semester 2027 (3 credit hours)
	8XXX Dissertation Research (2CH)
	7007 Academic Workshop (1CH)

YEAR 4	**Autumn Semester 2027 (3 credit hours)**
	8XXX Dissertation Research (2CH)
	7007 Academic Workshop (1CH)
	Spring Semester 2028 (3 credit hours)
	8XXX Dissertation Research (2CH)
	7007 Academic Workshop (1CH)

YEAR 5	**Autumn Semester 2028 (3 credit hours)**
	8XXX Dissertation Research (2CH)
	7007 Academic Workshop (1CH)
	Spring Semester 2029 (3 credit hours)
	8XXX Dissertation Defense – Final Oral Examination (2CH)
	7007 Academic Workshop (1CH)

CANDIDACY EXAMINATION

Purpose. The candidacy examination is a single examination consisting of two portions, written and oral, administered under the auspices of the Graduate Studies Committee in conjunction with the student's Candidacy Examination Committee and the Graduate School. The purpose of the candidacy examination is to test a student's comprehension of the field, allied areas of study, capacity to undertake independent research, and ability to think and express ideas clearly.

Definition. Candidacy is defined as that period in a doctoral student's career when they are deemed ready to undertake independent and original research resulting in a dissertation. Doctoral students who have advanced to candidacy by passing the written and oral portions of the candidacy examination will subsequently be termed "doctoral candidates."

Candidacy should be reached after doctoral students have taken enough course work to become proficient in the field of study, which is generally two to three years after starting the doctoral program. Doctoral students who have achieved candidacy status are deemed to have:

1. acquired the necessary advanced knowledge of the subject (normally by meeting all of the course requirements for their PhD program);
2. developed the needed technical skills (e.g., language, laboratory, computational) for work in the subject; and
3. demonstrated the ability to do the research or scholarship necessary to begin work on a dissertation.

Timing. The candidacy examination may be taken or begun at any time thought appropriate by the student's candidacy examination committee and Graduate Studies Committee but must be completed at least one semester before a student can defend the dissertation and graduate. In our graduate program, students are expected to take the candidacy exam in the fifth semester. The student must be in good standing in the Graduate School and registered for seven graduate credit hours of independent study with their advisor (and/or committee members) in the semester in which the candidacy examination is taken. Students can use the independent study *ANTHROP 8999: Research in Anthropology: Dissertation*.

Candidacy Examination Committee. The candidacy examination committee is composed of at least four authorized graduate faculty members, including the student's advisor. Only one member of the candidacy examination committee can be from another department at the Ohio State University, including faculty with courtesy

appointments in our department. Any committee members from outside of the Ohio State University must be added as a fifth member by petition to the Graduate School.

WRITTEN PORTION OF THE CANDIDACY EXAM

Format. The candidacy exam consists of the successful defense of a proposal that meets the requirements of a Doctoral Dissertation Improvement Grant (DDIG) of the National Science Foundation (NSF). The primary difference is that the proposal has an expanded literature review. The expanded literature review is an integral part of the NSF-style proposal; it is not a separate or supplemental document. The review is driven by the research problem or question of the proposal and focuses on relevant literature. The review should demonstrate how the student will expand upon previous work and it should discuss the broader theoretical conversations that have guided the student in formulating their research questions. The review should consist of a clear and comprehensive discussion of the issues at stake and demonstrate how the work fits into current debates in the field.

The guidelines for a typical 10-page project description for an NSF DDRIG grant are the following: (1) statement of the research problem (1 page); (2) review of the literature or intellectual merit (2 pages); (3) research plan, including study design, sample strategy, data collection, and data analysis (5 pages); (4) research schedule (1 page); and (5) broader impacts (1 page). The proposal should follow the guidelines of the NSF's Proposal & Award Policies & Procedures Guide (PAPPG), which means single-spaced and font size 11 or 12. In the proposal for the candidacy exam, the literature review or intellectual merit section can be longer, up to about 5 pages.

Process. In the semester in which the student takes the candidacy exam, they will enroll for seven independent study hours with their advisor (and/or committee members). The students will meet with the candidacy examination committee at the start of the semester to review the dissertation prospectus. The dissertation prospectus serves as the first draft of the dissertation research proposal and must include: research questions and/or hypotheses, the theoretical frameworks guiding the proposed work, and planned methodological approach. The examination committee must approve the dissertation prospectus by the 4th week of the semester. Mid-semester, the student meets again with the candidacy examination committee who will review the (draft) proposal to give critical feedback and to decide whether the student is ready to defend at the end of the semester. If the committee decides the student is ready, the student submits the departmental *Ready for Candidacy* form to the Graduate Studies Committee and the *Application for Candidacy* on GRADFORMS to schedule the oral portion of the candidacy exam. If the committee decided that the student is not ready, the candidacy committee will indicate this on the departmental *Ready for Candidacy* and the candidacy exam will be postponed to the next semester.

ORAL PORTION OF THE CANDIDACY EXAM

Scheduling. The oral portion of the candidacy examination is held after completion of the written portion and must be completed within one month of the written portion. To schedule the oral exam, the student must submit an *Application for Candidacy* on GRADFORMS and have this approved by their advisor and the chair of the Graduate Studies Committee at least two weeks before the proposed date of the oral examination. The oral examination must take place during announced university business hours, Monday through Friday. Exams may be held on the Ohio State University campus or via video conference, dependent upon unanimous agreement by the student and committee.

Doctoral candidates are responsible for making certain that committee members are on duty in the autumn or spring semester term of the candidacy examination (and not on leave or sabbatical). Students should avoid scheduling examinations in the summer because most faculty members are not on duty in the summer and have no obligation to participate in candidacy examinations during that time.

CANDIDACY TIMELINE

Week	Tasks for Student and Committee
1	Student submits the dissertation prospectus to the candidacy examination committee.
3	Student meets with the candidacy examination committee to discuss the dissertation prospectus.
4	Student submits the departmental *Dissertation Prospectus* form signed by committee members to the Graduate Studies Committee.
10	Students submits the dissertation proposal to the candidacy examination committee.
10 - 12	Candidacy examination committee reviews the proposal and sign the departmental *Ready for Candidacy* form that indicates that the student is ready to defend the dissertation proposal that semester.
12	Student submits *Application for Candidacy* on GRADFORMS and has this approved by their advisor and the GSC chair at least two weeks before the oral's proposed date.
14	Oral examination

Attendance and Format. Attendance at the oral examination is limited to the student and members of the candidacy examination committee. Except when video

conferencing is involved, all members of the candidacy examination committee must be present during the entire oral examination. The student can do a 15-minute presentation of the dissertation research in advance of the oral portion of the candidacy examination in which committee members question the student about their proposal. The entire examination lasts no more than two hours. All committee members are expected to participate fully in the questioning during the course of the examination and in the discussion of and decision on the result of the candidacy examination.

Decision. The decision about the outcome of the candidacy examination is reached in the absence of the student. After discussion, the satisfactory/unsatisfactory decision is reached by means of a vote. Each examiner indicates judgment by posting their decision on the Report on Candidacy Examination that must be submitted to the Graduate School, usually within 24 hours. Satisfactory means that the student is considered to have completed the candidacy examination successfully only when the decision of the candidacy examination committee is unanimously affirmative. Unsatisfactory means that one or more members of the committee deem the written and/or oral portion of the examination to be unsatisfactory. If the examination is judged unsatisfactory, the candidacy examination committee must decide whether the student will be permitted to take a second candidacy examination and must record that decision on the Report on Candidacy Examination. See Graduate School Handbook for information on the second candidacy examination.

Expiration of candidacy status. If students have not graduated 5 years after candidacy, they are evaluated for future enrollment in the program. Students may be allowed to petition the department via Grad Forms for one-semester extension of candidacy. If approved and the student does not graduate in that term, candidacy status expires. Students can renew candidacy status for two years by passing a supplemental candidacy exam. The supplemental exam can take place during the extended candidacy semester, or up to a full academic year after candidacy expiration. If students do not graduate within two years of passing supplemental exam, they are again evaluated by department and may be allowed to apply for additional one-semester candidacy extension. If extension is granted, it will be their final term in the program. Requests to deviate from this timeline will be reviewed on a case-by-case basis.

DISSERTATION

The dissertation is a scholarly contribution to knowledge in the doctoral candidate's area of specialization. By researching and writing a dissertation, the doctoral candidate is expected to demonstrate a high level of knowledge and the capability to function as an independent scholar.

Students, advisor, and committee members should discuss whether the dissertation takes the form of monograph or a series of publishable articles bookended with an introduction and conclusion.

Dissertation Committee. The dissertation committee is composed of the advisor who is a faculty member in the doctoral candidate's graduate program and at least two other authorized graduate faculty members. Additional graduate faculty members also may serve on the dissertation committee. The advisor serves as chair of the dissertation committee. Selection of the committee members is the responsibility of the doctoral candidate and the advisor. Non-graduate faculty members may be appointed to the dissertation committee as additional external members by approval of the Graduate Studies Committee in the doctoral candidate's home program and by petition to the Graduate School. The dissertation committee is established at a time thought appropriate by the doctoral candidate and the advisor. In general, it is best practice if the committee is established before the student engages in dissertation research and is developing the dissertation proposal for the candidacy examination. However, the composition of the candidacy examination committee and the final oral examination does not have to be the same.

External Members. With the approval of the Graduate School, faculty from other universities or persons with special academic or technical expertise may be appointed to the dissertation committee. Adjunct appointments are not needed for those members. Petitions to add an external member can be submitted through GRADFORMS.

Graduate School Format Review. The doctoral candidate must submit a complete dissertation draft to the Graduate School for format review at the time the Application for Final Examination form is submitted. The dissertation must conform to Graduate School format requirements as described in the [document preparation guidelines](#) available on the Graduate School website. Format reviews may occur in person by submitting a paper copy of the dissertation draft to the Graduate School during announced business hours, or electronically by submitting a digital version of the dissertation draft to grad-schoolformatreview@osu.edu.

All dissertations submitted for format review and defense must be of a caliber similar to that expected of an article submitted to a journal for review. Documents that are missing tables, graphs, citations, chapters, or sections, etc., are considered incomplete and cannot be reviewed or defended. The student is responsible for ensuring that the information contained within the dissertation is original, complete, and does not include material that could reflect academic misconduct or a breach of professional ethics.

FINAL ORAL EXAMINATION

The final oral examination tests originality, independence of thought, the ability to synthesize and interpret, and the quality of research presented. The final oral examination concerns principles and historic perspective as well as data. The final oral examination includes, but is not limited to, discussion of the dissertation. The examiners often pursue lines of thought and argument from the data and concepts that have contributed to the research and to its critical evaluation by the doctoral candidate.

Final Oral Examination Committee. The final oral examination committee is composed of members of the doctoral candidate's dissertation committee, plus the Graduate Faculty Representative (GFR). The advisor serves as chair of the final oral examination committee. Responsibility for conducting and evaluating the final oral examination rests with the doctoral candidate's final oral examination committee.

Graduate Faculty Representative. Once the final oral examination is scheduled, the Graduate School appoints the Graduate Faculty Representative (GFR). The GFR is a Category P graduate faculty member who is neither a graduate faculty member in the doctoral candidate's graduate program nor a member of the dissertation committee. No less than one week before the final oral examination, a complete dissertation must be presented to the GFR for reference.

The presence of the GFR is required at the oral examination for its entire duration. The GFR is a full voting member of the final oral examination committee and is invited by the advisor to ask questions. The GFR has the right to ask at least one question and renders an opinion by observation of the student's answers to all questions. The purpose of the GFR on the final oral examination committee is: (1) to assess the rigor of the examination process; (2) to assess the fairness, professionalism, and integrity of the examination process; and (3) to assess conformity to rules of the Graduate School (e.g., duration of the exam, adequate time for questions by the committee members). The GFR reports a judgment of the above to the Graduate School once the final oral examination is completed.

Scheduling the Final Oral Examination. Before a defense can be held, the doctoral candidate must submit a complete dissertation to the dissertation committee for review.

The general schedule for the final semester is described in the table below. All the exact dates can be found on the Graduate School's [website](#).

Doctoral candidates are responsible for making certain that committee members are on duty in the autumn or spring semester term of the final examination (and not on leave or sabbatical). Students should avoid scheduling examinations in the summer because most faculty members are not on duty in the summer and have no obligation to participate in final examinations during that time.

FINAL ORAL EXAMINATION TIMELINE

Week	Tasks for Student and Committee
1	Student provides the committee members with a complete draft of the dissertation.
2 – 3	Committee members have two weeks to review the complete draft of the dissertation, give critical feedback, and sign the departmental *Ready to Defend Dissertation* form that indicates that the student is ready to defend the dissertation that semester. If the committee decided that the student is not ready, it will indicate this on the *Ready to Defend Dissertation* and the final oral examination will be postponed to the next semester.
3	Student submits the *Application to Graduate* form on GRADFORMS no later than the third Friday of the semester in which graduation is expected.
4 – 7	Student uses the critical feedback from the committee to improve the dissertation.
8	Student provides the committee members with the draft of the dissertation to be defended in the Final Oral Examination.
9 – 10	Committee members read the dissertation, and only if they judge it to be of sufficient merit to warrant holding the final oral examination, they will approve the *Application for Final Examination* submitted by the student on GRADFORMS at least two weeks before the proposed defense date.
11	Student submits the dissertation to the Graduate School for format review.
12	Student gives a public presentation. Student defends dissertation in Final Oral Examination. Committee members complete the *Oral Examination Reports* on GRADFORMS.
12 – 14	Student makes minor edits, corrections, and revisions in the dissertation that may have been required by the members of the committee.
14	Committee members complete the *Examination Reports* on GRADFORMS.
15	Student submits approved dissertation to the Graduate School and celebrates their achievements.

Format of the Final Oral Examination. The final oral examination must take place during announced university business hours, Monday through Friday. Exams may be held on the Ohio State University campus or via video conference, dependent upon unanimous agreement by the student and committee.

All members of the final oral examination committee are expected to be present during the entire examination. All committee members are expected to participate fully in questioning during the examination and in the discussion of and decision on the result. The final oral examination lasts no longer than two hours and is a closed session limited to the committee members. The student may give a short 15-minute presentation of the research, but at least, one-and-a-half hours of the exam should be allotted to discussion of the research and to questions by the final oral examination committee members and answers by the doctoral candidate.

Public Presentation. Students are required to give a 45-minute public presentation of the dissertation research before the Final Oral Examination. The public presentation is modeled after the academic job talk. Students who are pursuing careers in industry can also give a shorter talk that meets industry standards. This public presentation can be given on the day of the examination, but it can also be given in the preceding days. The public presentation may be attended by other faculty members, graduate students, friends and family, and other interested parties. The public presentation is a departmental requirement, and it is not a part of the Final Oral Examination.

Final Oral Examination Results. The student is considered to have successfully completed the Final Oral Examination when there is a unanimous vote of satisfactory by the Final Oral Examination Committee members, who will sign the online Final Oral Examination Report form available in GRADFORMS. In the case of an unsatisfactory vote, a student may revise and re-defend in accordance with Graduate School rules.

Following a successful oral defense of the dissertation, students need to present a revised version of the dissertation that addresses required revisions and suggestions from the committee. The revised version must be submitted to the Graduate School for approval before the end of the semester deadline. All the exact dates can be found on the Graduate School's website.

MASTER'S DEGREE

Introduction. All students accepted to the graduate program are expected to complete the PhD program, but students who are interested in receiving a master's degree may do so. The master's degree is not necessary for continuation in the PhD program; however, it can be earned on the way to completing the PhD. It is also an exit option for students who leave the program before completing their PhD.

Students who are interested in obtaining their master's degree can do so at any point in the program after they meet the minimum requirements. The minimum requirement for the degree is the completion of the core courses of the graduate program listed below and three electives (totaling 30 credit hours). Students must pass these courses with a B- or higher and have a cumulative grade-point average of at least 3.0. The required courses are offered in the first two years of the graduate program.

Theoretical Core
7001 Society and Environment (3CH)
7002 Anthropology of Health (3CH)
7003 Human Evolutionary History (3CH)

Methods
5005 Data Analysis in Anthropology (3CH)
8891.05 Ethnographic Methods (3CH)

Professional Development
7720 Teaching Anthropology (3CH)
8827 Communicating Anthropology (3CH)

Electives
Elective 1 (3CH)
Elective 2 (3CH)
Elective 3 (3CH)

MASTER'S EXAMINATION

Format of the Master's Examination. The master's degree will be conferred to the students upon the successful completion of the master's examination that will test the student on the knowledge of the field. It is the final validation of performance for the degree. The master's exam will be created by the student's master's examination committee, following the guidelines for master's examinations established by the

Graduate School. The written portion may be a comprehensive exam, substantial paper, or portfolio, demonstrative of scholarly work consistent with best practices in the field.

Master's Examination Committee. The master's examination is administered under the auspices of the Graduate Studies Committee. The responsibility for the examination rests with the student's master's examination committee. The master's examination committee is composed of at least three graduate faculty members including the student's advisor.

Scheduling the Master's Examination and forms to be submitted. Students who are ready to take the master's examination should submit to the GSC the departmental *Master's Examination Form*, which includes the advising sheet as well as the names and signatures of the three members of the MA examination committee. Students should also submit the *Application to Graduate* form on GRADFORMS. Both forms should be submitted no later than the third Friday of the semester in which graduation is expected. A student must be registered for at least three graduate credit hours during the autumn or spring semester or summer term this examination is taken. The general schedule for the final semester is described in the table below. All the exact dates can be found on the Graduate School's website.

MASTER'S EXAMINATION TIMELINE

Week	Tasks for Student and Committee
1	Student meets with master's examination exam to discuss the format of the master's examination.
3	Student submits the *Application to Graduate* form on GRADFORMS no later than the third Friday of the semester in which graduation is expected.
4	Student submits the departmental *Master's Examination Form* to the Graduate Studies Committee.
5 – 12	Student completes the master's examination.
12 – 14	MA examination committee reviews the student's exam.
14	Committee members complete the *Examination Reports* on GRADFORMS.
15	Student celebrates their achievements.

GRADUATE ADVISING

Graduate advising is best understood as a relationship between graduate student and faculty advisor (and co-advisors) where both parties follow best practices in fulfilling their responsibilities as graduate student or advisor. The relationship between a graduate student and advisor is one that can have a great impact on the academic achievements and life of a graduate student. This relationship can greatly encourage the academic pursuits of the graduate student, proving to be one of the most influential interactions of the scholar's life. A relationship in which mutual expectations are not understood, however, may diminish a graduate student's potential. This section outlines the minimum expectations for best practices in graduate advising in our department.

COMMUNICATION AND GRADUATE ADVISING

As valued members of the Ohio State community, graduate advisors and graduate students should act responsibly and be treated with respect. Regular and clear communication is essential to good graduate advising, especially when students are completing their studies at a distance. It is recommended that as much communication as possible occur in person, via video-conferencing, or over the phone to enhance clarity, reduce ambiguity and misunderstanding, and to resolve conflict. Written communication, e.g., via e-mail, is appropriate, especially to document situations and potentially contentious issues. Problems that arise should be addressed immediately and clearly so that both parties can work to remedy issues in an expedient manner. The grievance section below explains the different steps for resolving a conflict if the advisor and students are unable to do so themselves. Graduate students and advisors should recognize that social media can blur the line between professional and personal lives and should be used only if deemed appropriate by both parties. It is recommended that graduate student and advisor meet between weekly to monthly depending on circumstances. The full committees – candidacy or dissertation – should meet twice a year or at least once a semester. It is the student's responsibility to organize these meetings in coordination with their advisor.

COMMITTEES ADVISING STUDENTS

Students will work with one to three committees over the course of the graduate program. If students opt to obtain a master's degree, they will work with their *Master's Examination Committee* (also called MA committee). When students prepare for and take the Candidacy Exam, they will work with the *Candidacy Examination Committee* (also called candidacy committee). And when students work on their dissertation research and defend their dissertation in the final oral examination, they will work with the *Final Oral Examination Committee* (also called dissertation committee). Committee members may be different for each of these instances, and students are encouraged to

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discuss with their advisors the committee members that can best support their work at each stage of the program.

PROCEDURES FOR CHANGING ADVISORS

Graduate students are admitted with a designated advisor, who must be a member of the anthropology faculty. The advisor provides supervision and research support that are critical to the student's success, and a mutual understanding of advisor-advisee responsibilities is essential. Best practices for maintaining a productive advisor-advisee relationship are described below.

      If necessary, the student or the advisor may terminate the advisor-advisee relationship at any time by notifying the GSC Chair in writing (letter sent via e-mail). The student will then have two weeks in which to meet with the GSC Chair to devise a plan for finding a new permanent advisor. Either a temporary advisor will be appointed or the GSC Chair will become the student's temporary advisor until the permanent advisor is found. Students who are not able to obtain a new permanent advisor within the Department of Anthropology during the following semester (or Summer Term) cannot continue in the anthropology graduate program, which means that the GSC will request that the Graduate School deny further registration for the student in the program.

GRADUATE STUDENT RESPONSIBILITIES

- Conduct academic pursuits in an ethical manner and develop professionally.
- Uphold OSU's Code of Student Conduct and departmental Code of Conduct.
- Uphold academic integrity for all coursework, including distance learning courses. Academic integrity is a commitment to five fundamental values of education: honesty, trust, fairness, respect, and responsibility.
- Pursue opportunities that advance career as a graduate student and beyond.
- Take ownership of academic progress and perform duties in a conscientious and timely manner.
- Keep aware of Graduate School policies by reviewing both Graduate School and Departmental Handbook, especially during the periods prior to the start and end of semesters and terms, GA appointment processing, fellowship acceptance, administration of candidacy and final examinations, the semester of graduation, and commencement.
- Identify and meet all stated university deadlines, policies, and procedures, including those of the Graduate School (e.g., enrollment deadlines).
- Devote significant and productive time toward degree completion.
- Stay abreast of requirements for degree completion through active and regular discussions with advisor.
- Communicate career goals and concerns related to academic progress clearly.
- Initiate communication with the advisor, respect the responsibilities of the advisor, and maintain open communication with advisor.
- Communicate need for time off or reasonable accommodations for health conditions and familial responsibilities.
- Allow sufficient time for the advisor to provide feedback in advance of deadlines, generally two weeks.
- Maintain professionalism by keeping up with graduate student responsibilities even when their advisor is not present.
- Treat departmental members, including faculty, staff, and other students with respect.
- Explore and utilize all campus resources that the student may find beneficial to them. Examples of campus resources include, but are not limited to, the Office of Ombuds Services (https://ombuds.osu.edu/), Counseling and Consultation Service (https://ccs.osu.edu/), and the Student Advocacy Center (https://advocacy.osu.edu/).

GRADUATE ADVISOR RESPONSIBILITIES

- Uphold Ohio State's [Code of Student Conduct](#) and the departmental [Code of Conduct](#).
- Conduct advising in an ethical manner, including when recruiting advisees.
- Communicate with the co-advisor, the student's candidacy or dissertation committee and the Graduate Studies Committee regarding the student's program of study.
- Communicate clear intentions, expectations, and requirements to potential and current advisees, including how long the advisor expects to stay in their current position and the amount of funding support available to advisees.
- Address problems immediately so both parties can remedy issues expediently.
- Maintain open lines of communication with graduate students, including those enrolled in distance programs, and interact with graduate students in a professional manner.
- Communicate clear expectations for time to degree completion and other professional expectations.
- Provide periodic and regular evaluations of progress toward degree.
- Provide timely written feedback on advisee's professional writing (e.g., article drafts, dissertation chapter drafts), generally within two weeks.
- Provide prompt and honest feedback on students' work.
- Give students appropriate credit for their work (e.g., as reflected in author strings in journal articles or books).
- Aid in preparing students to be the best professional they can be.
- Initiate conversations about academic progress and stay current about degree requirements and procedures.
- Initiate conversations with advisee about career goals. Support academic and non-academic career goals.
- Help graduate students develop professional skills that will make them competitive for employment in their given field.
- Encourage students to take part in activities that will enrich their academic development, e.g., by participating in professional conferences and other networking activities.
- Respect advisees' academic and non-academic commitments and responsibilities.
- Treat departmental members, including students, staff, and other faculty with respect.
- Allow reasonable time for students to prepare requested materials.
- Do not require that a student continue to provide a service (e.g., teaching, laboratory management, mentoring of other students) under terms that can hinder a student's degree completion.

GRADUATE PROGRAM RESPONSIBILITIES

- Establish graduate advising best practices that pertain specifically to the graduate program and its graduate degrees.
- Update the graduate program handbook so that is aligned with the practices in the Graduate School Handbook, including the steps and processes for students to complete degree requirements and grievance procedures for graduate students and advisors.
- Ensure that the graduate program handbook is consistent with the department's Pattern of Administration, which sets forth the duties and responsibilities of the Graduate Studies Committee.
- Create and maintain an easily accessible online list of information for graduate students that contains links to the Graduate School Handbook and other relevant links (e.g., travel requests) and university resources.
- Provide yearly written review of performance for graduate students and advisors.
- Maintain clear communication with students and advisors and facilitate communication between students and advisors, particularly during adverse events or tense communications. Enable students to have access to a formal and unbiased grievance and arbitration process.
- Hold a yearly orientation to familiarize new students and faculty with the graduate program and the university.
- Outline all steps a student and/or advisor may take to resolve issues at the departmental level and beyond (see Grievance section below).

ANNUAL EVALUATION OF STUDENTS

Overview. An important component of the assessment of student's progress in the program is done through the academic portfolio. The academic portfolio documents students' progress in the program and preparation for their professional careers. The portfolio is the main source of information used by the faculty to evaluate students every spring semester. In preparation for this annual evaluation each student is required to submit their academic portfolio to their advisor and the graduate program coordinator (GPC) by the end of the 4th week of the spring semester. This requirement applies to all graduate students in the program, regardless of whether they are graduating that semester.

Academic Portfolio. In the academic portfolio, students describe their progress in the program and how it prepares them for careers in and/or outside academia. They also list and describe the coursework completed, teaching activities (e.g., courses taught, teaching evaluations), service (within the department and profession), and career goals. In addition to the academic portfolio, the form of which can be found in the appendices, students will submit: (1) a curriculum vitae, which lists all research, teaching, and professional activities and achievements; (2) a student advising report; (3) cumulative SEI (Student Evaluation of Instruction) report and SEIs for courses taught; and (4) copies of publications.

Evaluation Process. In preparation for the faculty meeting devoted to the annual evaluation of the students, the graduate studies committee reviews all the academic portfolios to assess whether students are making satisfactory or unsatisfactory progress towards completion of the degree. At the faculty meeting, the graduate studies committee presents their assessment of each of the students, highlighting areas in which students are not making satisfactory progress. In the meeting, faculty provide the advisor and the graduate studies committee with important feedback on student progress (e.g., coursework, research activities, teaching). After the discussion, the faculty vote whether the student is meeting academic expectations and is making satisfactory or unsatisfactory progress towards completion of the degree.

   The advisor prepares a letter outlining the student's progress over the past year and communicates whether the student is meeting academic expectations and is making satisfactory or unsatisfactory progress towards completion of the degree. If it is determined that a student is making unsatisfactory progress, they will enter a probationary period in the upcoming academic year. Students who are not making satisfactory progress, will be requested to create a remediation plan with their advisor, and to prioritize work on areas where they are underperforming. If students receive a second unsatisfactory rating in the following year, they will be dismissed from the program. Upon receiving a copy of the letter, the student should schedule a meeting

with their advisor to discuss their individual progress and prospects for further study. A copy of the letter is placed in the student's file.

SUPPORT FOR UNDERPERFORMING STUDENTS

The ability of students to succeed in the program is also associated with the student's previous preparation. The graduate program in anthropology recognizes the need to support students from different backgrounds in their academic trajectories and offers a constructive structure that allows for the remediation of students struggling to succeed. Through assessments inside and outside the classroom, the department will follow the progress of students closely and offer support for those students who are not making satisfactory progress. These remediation strategies do not replace graduate school requirements (e.g., passing grades, minimum GPA), but are meant to complement them, supporting students who are struggling to make satisfactory progress. The program offers several ways to support students.

- Student's narrative assessment of proficiencies will be shared between classes, so that faculty teaching the seminars will know at the start of the semester in which areas, if any, the students are not yet meeting the expected learning outcomes for the program.
- Students who do not master core concepts as defined by advisor and mentoring committee will be requested to use the electives to take classes that cover these topics or will be able to petition to develop independent studies with advisors and committee members to master them.
- Students who do not demonstrate satisfactory progress during the semester of candidacy will be allowed to defer candidacy to the 6th semester and will enroll in another 7 credit hours of independent study to prepare for candidacy.
- Students who earn a C+ or lower in any of the bi-annual graduate seminars will have the option to develop mastery of content and skills from that seminar through guided independent studies in following semesters, so that they are not delayed for two years in their curricular progress.
- Students who do not show satisfactory progress, as documented in their annual academic portfolio will be requested to create a remediation plan with their advisor, and to prioritize work on areas where they are underperforming.

GRIEVANCE PROCEDURES

Departmental Grievance Procedures. It is generally preferable for problems between students and advisors to be settled through open and direct communication by the parties themselves. Therefore, regular and clear communication between students and their advisors is key to establishing and maintaining an effective advising relation. However, if talking to an advisor or immediate supervisor does not resolve a problem or potential grievance, students are encouraged to resolve the problem with help from the other committee members. If that does not resolve the problem, the student should reach out to the chair of the Graduate Studies Committee (or the Department Chair if there is a conflict of interest). The process described above also applies to problems among students and between students and staff/faculty. If the concerns cannot be resolved internally within the department, students are encouraged to contact the assistant dean for graduate studies within the College of Arts and Sciences. In situations where students believe the issue has not been resolved within the College, they can request further review from the Graduate School. The staff of the Graduate School is also available to provide consultation with graduate students about problems or potential grievances.

Graduate School Grievance Procedures. The Graduate School is specifically authorized by the graduate faculty and Graduate Council to review grievances related to graduate examinations and graduate associate appointments. The Graduate School is occasionally called upon to address a complaint by a graduate student related to other academic matters. The Graduate School becomes involved in such matters only after all reasonable efforts in the department to resolve the problem have failed. The grievance procedures of the Graduate School can be found in Appendix D of the Graduate School Handbook.

Sexual and other harassment. In accordance with university policy, complaints of harassment, sexual or otherwise, and allegations of scholarly misconduct are directed to the appropriate offices authorized to address them. Complaints involving discrimination, harassment or sexual misconduct are reported to the [Office of Institutional Equity](#), while allegations of scholarly misconduct are reported to the [Committee on Academic Misconduct](#) or the [Office of Research Compliance](#). Workplace complaints may be reported to [Employee and Labor Relations](#) or via the university's [Anonymous Reporting Line](#).

Graduate and Professional Student Ombudsperson. Students are also encouraged to contact the Ombuds for graduate and professional students if they experience conflicts or problems. Currently, Dr. Campos-Astorkiza serves as the Ombuds for graduate and professional students, and she can be reached at gradombuds@osu.edu

or (614) 292-4252. The graduate and professional student (GPS) ombudsperson is an independent, confidential, neutral, and informal resource for all graduate and professional students for resolving issues and conflicts, and for exploring options and making important decisions. The primary mission of the GPS ombudsperson is to support graduate and professional students in addressing issues and challenges they may face in their academic and professional careers at OSU. The GPS ombudsperson addresses issues and challenges that students may face with faculty and advisors, within their programs or within the university at large, with the goal of supporting a positive learning and work environment and advancing fairness and equity for graduate and professional students. More information about the Graduate Student Ombuds can be found on the [website](#).

GRADUATE ASSOCIATES

Introduction. A graduate student's principal objective is to earn a graduate degree. The department recognizes that paid apprentices for research, teaching, or service activities in the form of graduate associate appointments at the university can form an enriching experience for graduate students. In addition, most of the financial support for graduate students in our department comes in the form of graduate associate appointments. Appointment as a graduate associate contributes to the overall objective of earning a graduate degree by providing an apprenticeship experience along with financial support. This apprenticeship complements formal instruction and gives the student practical and personal experience that can be gained only by performing instructional, research, or administrative activities.

Appointments. Most students in our department are hired as graduate teaching associates (GTA) (50% appointment), graduate teaching fellows (GTF) (25% appointment), social media graduate administrative associates (GAA) (25% appointment), or as graduate research assistants (GRA) (generally 50% appointment on external grants). The department uses the university established minimum stipend for graduate associates, which is $21,280 for a nine-month 50% appointment. A 50% GA appointment also covers tuition and fees. Per college rules, the limit of semesters that students can work as graduate teaching associates in the department is 10.

Credit Hour Requirements. Students who are pre-candidacy need to be enrolled for a minimum of 8 credits each semester when they hold a 50 percent or greater GA appointment, except during the summer term, when the minimum is 4. Students who are post-candidacy need to be enrolled for a minimum of 3 credits each semester when they hold a 50 percent or greater GA appointment. For more details, consult the Graduate School Handbook.

Workload Expectations. It is expected that graduate associate responsibilities will not interfere with a student's reasonable progress toward completion of the graduate degree and may align and support the student's graduate degree. It is important to understand that the student is to work a maximum of 20 hours per week on duties that are not directly related to their graduate degree.

Supervision. Graduate Teaching Associates (GTAs) are supervised by one of the three faculty coordinators for the introductory courses: *2200: Introduction to Biological Anthropology*, *2201: Introduction to Archaeology*, and *2202: Introduction to Cultural Anthropology*. GTAs teaching *3597.01: Crisis! An Anthropological Perspective of Global Issues* or *3597.02: Women, Culture, and Development* are supervised by the faculty

coordinator for cultural anthropology. GTAs should add faculty coordinators as assistants to their CarmenCanvas courses.

Graduate Research Associates (GRAs) are supervised by the faculty responsible for the research project. Often the faculty lead is the principal investigator (PI) for the research grant that covers the GRA's stipend, tuition, and fees.

Summer Teaching Positions. There are limited opportunities to teach in the summer and the department tries to divide these teaching opportunities equitably. Therefore, the number of times students can teach summers is limited to two. This limit does not apply to the graduate teaching fellow. In addition, if we cannot fill summer positions with students who have taught fewer than two summer courses, then a student may be able to teach more than two summer semesters.

Graduate Teaching Fellow. The Graduate Teaching Fellow (GTF) position is a 25% position that is combined with a 50% GTA position. The main responsibilities are to support the graduate teaching associates in the department, which includes organizing and leading the orientation of new GTAs, sending reminder emails to GTAs, assisting with management of master courses, organizing lab schedules for 2200, and organizing the GTA appreciation lunch in the spring semester. The GTF also serves as the student representative on the departmental teaching committee. Students who want to be considered for the GTF position can indicate that on the departmental GTA application form (see appendices).

Application Procedures. To apply for a graduate teaching position, students submit the departmental *GTA Application* form by the 10th week of the spring semester. On the form students indicate their teaching preferences, their course schedule for the upcoming semesters, teaching experiences, and teaching evaluations.

Assignment of teaching positions. The graduate program coordinator (GPC) will use the information from the GTA Application forms to assign the course sections that GTAs will be teaching, taking into account the course schedule, teaching experience, and teaching preferences. Students who are teaching for the first time will preferably not be instructor of record but assigned as assistants to sections associated with a course taught by a faculty member. Because there are many more sections for 2200 than for 2201 and 2202, students may be assigned to teach introductory courses that are not in their sub-field.

Evaluations. The department recognizes that SEIs have limited value in assessing the effectiveness in teaching and student learning and that sexism, racism, and other prejudices affect teaching evaluations. Therefore, we will use self-assessments, peer evaluations, and faculty observations in addition to the SEIs to evaluate teaching.

Office Space. There are desks available for graduate teaching associates in the 4005 Smith Laboratory. The desks are equipped with docking stations and monitors to hook up laptops. Graduate teaching associates can hold office hours in this office. Students without GTA appointments can also request a desk to use for work on campus by contacting the Graduate Teaching Fellow.

Flexible Work Agreements. The university rules stipulate that graduate associates should have a regular presence on the Columbus campus, unless the nature of the work assignment explicitly requires extensive off-site work (e.g., GRA assigned to conduct field research). The presence requirement also applies to graduate teaching associates who are teaching online courses. Requests for exemptions must be made in writing to the chair of Graduate Studies Committee and approved by the Department Chair and the Dean of Social and Behavioral Sciences. Students who do not live in the Columbus area must have a Flexible Work Agreement approved by Human Resources.

Graduate students on fellowship, including those on dissertation year fellowships, should be aware of the Graduate School fellowship rules which state that fellowship students must be in attendance on the Columbus campus. Requests for exemptions to this requirement must be made to the graduate school.

DEPARTMENTAL FORMS

DISSERTATION PROSPECTUS FORM

The purpose of this form is to check the student's progress towards completing the candidacy exam and to establish the candidacy examination committee. <u>This form needs to be submitted to the Graduate Studies Committee in the 4th week of the semester in which the student plans to take the candidacy exam</u>.

Date	
Student name	
Anticipated date of candidacy exam	

The dissertation prospectus serves as the first draft of the dissertation research proposal and must include: research questions and/or hypotheses, the theoretical frameworks guiding the proposed work, and planned methodological approach. Please write a summary of the dissertation research proposal below and attach the latest draft of the proposal.

The candidacy examination committee is composed of at least four authorized graduate faculty members, including the student's advisor. Only one member of the candidacy examination committee can be from another department at the Ohio State University. Any committee members from outside of the Ohio State University must be added as a fifth member by petition to the Graduate School. By signing this form, the committee members indicate that they approve the dissertation prospectus.

Name	Department	Signature (advisor)	Date
Name	Department	Signature (committee member)	Date
Name	Department	Signature (committee member)	Date
Name	Department	Signature (committee member)	Date
Name	Department	Signature (committee member)	Date

READY FOR CANDIDACY FORM

The purpose of this form is to check whether the student made sufficient progress towards completing the candidacy exam and is ready to take the candidacy examination this semester or needs to take the candidacy examination in the next semester. <u>This form needs to be submitted to the Graduate Studies Committee by the end of the 12th week of the semester in which the student plans to take the candidacy exam</u>.

Date	
Student name	
Anticipated date of candidacy exam	

The candidacy examination committee has reviewed the attached dissertation proposal and determined that the student is _____ (ready / not ready) to take the candidacy exam this semester.

Name	Department	Signature (advisor)	Date
Name	Department	Signature (committee member)	Date
Name	Department	Signature (committee member)	Date
Name	Department	Signature (committee member)	Date
Name	Department	Signature (committee member)	Date

READY TO DEFEND DISSERTATION FORM

The purpose of this form is to check whether the student made sufficient progress towards completing the dissertation and is ready to take the Final Oral Examination this semester. <u>This form needs to be submitted to the Graduate Studies Committee by the end of the 3rd week of the semester in which the student plans to take the final oral examination</u>.

Date	
Student name	
Anticipated date of final oral examination	

The final examination committee has read and reviewed the complete dissertation and determined that the student is _____ (ready / not ready) to take the final oral examination this semester.

Name	Department	Signature (advisor)	Date
Name	Department	Signature (committee member)	Date
Name	Department	Signature (committee member)	Date
Name	Department	Signature (committee member)	Date
Name	Department	Signature (committee member)	Date

MASTER'S EXAMINATION FORM

The purpose of this form is to check whether the student meets all the minimal requirements for the master's examination, specify the format of the master's examination, and establish the master's examination committee. <u>This form needs to be submitted to the Graduate Studies Committee in the 4th week of the semester</u>.

Date	
Student name	
Anticipated graduation date	

Minimum Requirements for the Master's Degree is the completion of the core courses of the graduate program and three electives (30 credit hours). Students must pass these courses with a B- or higher and have a cumulative grade-point average of at least 3.0. Please attach a student advising report this form.

Course	Credit Hours	Grade	Semester
7001 Society and Environment	3		
7002 Anthropology of Health	3		
7003 Human Evolutionary History	3		
5005 Applied Quantitative Methods	3		
8891.05 Ethnographic Methods	3		
7720 Teaching Anthropology	3		
8827 Communicating Anthropology	3		
Elective 1:			
Elective 2:			
Elective 3:			
Total credit hours and cumulative GPA			

Format of the Master's Examination. The master's examination assesses the student's knowledge of the field. It is the final validation of performance for the degree. The written portion may be a comprehensive exam, substantial paper, project, or portfolio demonstrative of scholarly work and consistent with best practices in the field. Please describe below what the format of the master's examination will be.

The Master's Examination Committee is composed of the following three graduate faculty members. By signing this form, the committee members indicate that they approve the format of the master's examination described above.

Name	Signature (advisor)	Date
Name	Signature (committee member)	Date
Name	Signature (committee member)	Date

ACADEMIC PORTFOLIO FORM

The purpose of this form is to check students' progress to completion of the graduate program and their progress towards their career goals. The narratives in the academic portfolio focus on the activities and achievements of the last twelve months, i.e., the previous calendar year. <u>This form needs to be submitted to the graduate program coordinator (GPC) by the end of the 4th week of the spring semester</u>.

Date	
Student name	
Advisor name	
Term entered program	
Date of candidacy examination (or anticipated)	
Date of final oral examination (or anticipated)	
Date of master's examination (if applicable)	

Please attach the following materials to the portfolio:

(1) Curriculum vitae, with research, teaching, and other activities and achievements.
(2) Student advising report.
(3) Cumulative SEI report and SEIs for courses taught in reporting period.
(4) Peer and advisor reviews of teaching.
(5) Copies of publications (if any).

Committees Students will work with one to three committees over the course of the graduate program. If students opt to obtain a master's degree, they will work with their *Master's Examination Committee* (also called MA committee). When students prepare for and take the candidacy exam, they will work with the *Candidacy Examination Committee* (also called candidacy committee). And when students work on their dissertation research and defend their dissertation in the final oral examination, they will work with the *Final Oral Examination Committee* (also called dissertation committee). Please indicate in the form below your current committee (if any) and its members (add affiliation if members are not faculty of the anthropology department).

Type of committee:	
Name advisor	Department
Name	Department
Name	Department
Name	Department
Name	Department

Course Requirement. Students must pass courses with a B- or higher and have a cumulative grade-point average of at least 3.0. Please indicate electives you have taken and how many credit hours of workshops and individual studies you have completed.

Course	Credit Hours	Grade	Semester
7001 Society and Environment	3		
7002 Anthropology of Health	3		
7003 Human Evolutionary History	3		
7101 Research Design	3		
5005 Data Analysis in Anthropology	3		
8891.05 Ethnographic Methods	3		
7720 Teaching Anthropology	3		
8827 Communicating Anthropology	3		
8828 Grant Writing	3		
7007 Academic Workshop			
7777 Data Collection Workshop			
Elective 1			
Elective 2:			
Elective 3:			
Elective 4 (methods):			
Total individual study credit hours			
Total credit hours and cumulative GPA			

Briefly describe your professional goals after completing your degree and the steps you have taken to prepare for them, including the development of professional collaborations and networks within the department.

Briefly describe your progress in the program focusing on the activities and progress in the last twelve months.

Briefly describe your professional activities in and outside the department, e.g., service on committees, outreach and engagement activities, reviewing manuscripts, mentoring students, repatriation efforts, focusing on the activities and progress in the last twelve months.

Briefly describe your teaching activities and accomplishments, focusing on how you used formative and summative assessments to improve your teaching in the last twelve months.

The department recognizes the impact that life has on your academic activities.
This can be family responsibilities, health problems, including mental health. We will consider the impact of life's challenges when assessing your progress towards degree completion and career goals. Below you can briefly describe how life affected your progress towards degree completion.

This section is optional. You can also let your advisor, GSC chair, or another trusted person know about life impacts on your progress in the program. This information will be kept confidential to protect your privacy.

Please note that GSC members are mandated reporters and have to report sexual (and other) misconduct to the Office of Institutional Equity (https://titleix.osu.edu).

GTA APPLICATION FORM

The purpose of this form is to assess student needs and preferences for GTA positions. <u>This form needs to be submitted to the Graduate Studies Committee in the 10th week of the semester</u>.

Date	
Student name	
Advisor name	
Term entered program	
Date candidacy examination (or anticipated)	
Date final oral examination (or anticipated)	
Date master's examination (if applicable)	

Do you want a GTA position for the coming academic year? Both semesters?

What classes do you want to teach? List in order of preference

Do you prefer to teach online or in-person? Provide a reason for teaching online.

Summer Teaching Positions. There are limited opportunities to teach in the summer and we try to divide the teaching opportunities equitably. Therefore, the number of times you can teach summers is limited to two. This limit does not apply to the graduate teaching fellow or if we cannot fill the positions with students who have taught fewer than two summer.

Do you want to teach in the coming summer?

How my many summers have you taught previously?

Teaching record. The limit of semesters that students can work as graduate teaching associates in the department is 10. Please fill out the table below and indicate what courses you have taught, when you taught them (in chronological order), and what your SEI score was for each class.

Course number and name	Semester taught	SEI

Scheduling. We are trying to schedule teaching assignments so that they do not conflict with your course schedule. Please indicate below what courses you are taking in the coming academic year.

Autumn semester
Course number and name, days and times

Spring semester
Course number and name, days and times

Graduate Teaching Fellow. If you want to be considered for the graduate teaching fellow (GTF) position, please explain below why you would an excellent candidate for this position.

The GTF position is a 25% position that is combined with a 50% GTA position. The main responsibilities are support the graduate teaching associates in the department, which includes organizing and leading the orientation of new GTAs, sending reminder emails to GTAs, assist with management of master courses, organizing lab schedules for 2200, and organize the GTA appreciation lunch in the spring semester.

APPENDICES

APPENDIX 1: LEARNING GOALS, OUTCOMES, AND PROFICIENCIES

The graduate program is structured around specific curricular goals, which are operationalized and assessed through different learning outcomes and proficiency levels. Proficiency levels follow a clear progression from basic to advanced, and it is expected that once students acquire each of the levels in a learning outcome, they are considered proficient in that outcome. Similarly, as they meet the different learning outcomes, they are considered to have meet the curricular goals.

Each proficiency level is mapped to specific seminars and activities in the program, as detailed in the curriculum map (see appendix 2). There are three different levels: goals, outcomes, and proficiencies
   A. *Learning goal*
      1. *Learning outcome*
            a. *Proficiency (Beginner, Intermediate, Advanced)*

A. Students will be able to think like an anthropologist by embracing a comparative, holistic, relativistic, biocultural, critical, and reflexive approach.
   1. Explain what culture is and how it shapes humans experience, perception and action in the world.
         a. Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit). (Basic/Intermediate)
         b. Analyze how culture shapes their lives and that of others around them. (Advanced)
   2. Interpret and represent other cultures without judging them by the standards of their own culture.
         a. Recognize own beliefs and practices as cultural. (Basic)
         b. Recognize that their own beliefs and practices are not "normal". (Basic)
         c. Recognize cultural differences between individuals and groups. (Basic)
         d. Interpret cultural differences as differences and not as deficits. (Intermediate)
         e. Represent other cultural beliefs and practices with respect. (Advanced)
   3. Explain how elements of culture are interrelated and should be understood within context.
         a. Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status). (Basic/Intermediate)
         b. Analyze cultural phenomena holistically, i.e., studying it within local, global, and historical contexts. (Advanced)
   4. Consider the range of human variation when studying human behavior and biology.

a. Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage). (Basic)
b. Identify examples to show the range of human variation as well as to illustrate anthropological concepts. (Basic)
c. Apply relevant theoretical concepts in anthropology to describe human cultural and biological variation. (Intermediate)
d. Provide theoretical explanations for cross-cultural variation. (Advanced)
5. Explain how humans are a product of evolutionary and cultural processes.
a. Recognize how humans are the product of biological evolutionary processes. (Basic)
b. Recognize how humans are the product of cultural processes. (Basic)
c. Analyze how the interaction between biology and culture shapes human variation. (Intermediate)
d. Combine biological and cultural approaches to describe and explain human diversity in the past and present. (Advanced)
e. Appreciate the contributions of the different anthropological subfields to the study of human diversity. (Advanced)
6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.
a. Recognize inequalities within and among human societies. (Basic)
b. Identify the ways in which inequity interacts with biological, cultural, and social systems. (Intermediate)
c. Analyze how intersecting systems of oppression influence the lived experience of marginalized individuals and groups. (Intermediate/Advanced)
d. Engage with the voices of historically excluded scholars and perspectives. (Intermediate/Advanced)
e. Apply critical perspectives to their own research design and praxis. (Advanced)

B. Students will understand how anthropologists use and have used theory to describe and explain the world.
1. Evaluate the history of the main theoretical paradigms in anthropology.
a. Summarize the history and development of anthropological theory. (Basic)
b. Recognize theoretical frameworks in anthropological literature. (Basic)
c. Identify current theoretical debates of anthropology. (Intermediate)
d. Evaluate various strengths and weaknesses of anthropological theories. (Intermediate)
e. Make connections between theories from different subfields. (Advanced)
f. Recognize that writing the history of anthropology is an interpretive exercise that shapes what is included and excluded. (Advanced)
2. Connect anthropological theories to research endeavors.

a. Examine how theoretical frameworks shape research questions. (Basic)
b. Appreciate the contributions of different theoretical frameworks. (Intermediate)
c. Evaluate how multiple theoretical frameworks can be used to address a research question. (Advanced)
d. Connect appropriate anthropological theories to meaningful research questions. (Advanced)
3. Construct their own conceptual framework drawing from anthropological (and other) theories.
    a. Reflect on their own worldviews. (Basic)
    b. Compare own worldviews with theoretical paradigms. (Basic)
    c. Construct their own conceptual framework integrating relevant theoretical paradigms. (Advanced)
    d. Articulate clearly their own conceptual framework. (Advanced)

C. Understand how to design, conduct, and evaluate research that makes theoretical and practical contributions to anthropology and beyond.
1. Design a research project that links research questions to data being generated, methods to be used, and data analysis.
   a. Formulate clear research questions, hypotheses, and objectives. (Basic)
   b. Identify the necessary data needed to answer research questions, evaluate hypotheses and/or achieve objectives. (Basic)
   c. Identify the appropriate methods to generate the necessary data. (Basic)
   d. Identify the appropriate population, sample, sample size, and sampling techniques from which to generate the necessary data. (Intermediate)
   e. Identify the appropriate methods to analyze the data to answer the research questions and/or evaluate the hypotheses. (Advanced)
   f. Communicate the research design in a research proposal. (Advanced)
2. Apply anthropological theory to their research questions.
   a. Identify relevant theoretical frameworks for a research question. (Basic)
   b. Connect the theoretical frameworks to a meaningful research question. (Intermediate)
   c. Use conceptual framework to develop research question and rigorous methods. (Advanced)
3. Conduct Research.
   a. Develop / select relevant methods for data generation. (Basic)
   b. Apply appropriate data generation methods. (Intermediate)
   c. Use appropriate data management protocols. (Intermediate)
   d. Use appropriate quantitative and/or qualitative data analysis methods. (Intermediate)
4. Interpret results to discern their theoretical, methodological and practical implications
   a. Recognize contributions of findings to anthropology and beyond. (Intermediate)
   b. Articulate theoretical, methodological and practical implications of research. (Intermediate)
   c. Communicate the theoretical, methodological and practical contributions. (Advanced)

5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.
    a. Consider how to respect human subjects, protect their autonomy, and obtain informed consent. (Basic)
    b. Consider and weigh the costs and benefits of the research activities for human subjects. (Basic)
    c. Consider how research activities are administered fairly and equally among potential research participants. (Basic)
    d. Obtain necessary permits, permissions, and approvals for research in a timely manner. (Intermediate)
    e. Conduct research ethically in accordance with the guidelines of professional organizations. (Advanced)

D. Effectively communicate anthropological research and ideas to different audiences and through different outlets.
    1. Write anthropological contribution of their research to academic audience
        a. Evaluate the different academic venues available for communicating their work. (Basic)
        b. Select the most appropriate academic venue for their specific work. (Basic)
        c. Understand the norms and structures of academic communication. (Intermediate)
        d. Write clearly and in the appropriate format for the selected audience. (Advanced)
    2. Orally present anthropological contribution of their research to academic audience
        a. Evaluate the different academic venues available for communicating their work. (Basic)
        b. Select the most appropriate academic venue for their specific work. (Basic)
        c. Understand the norms and structures of academic communication. (Intermediate)
        d. Present clearly and in the appropriate format for a selected audience. (Advanced)
    3. Explain anthropological contribution of their research to broader audience
        a. Recognize different audiences with different needs (e.g., age, locality, educational background). (Basic)
        b. Know the requirements and expectations for different outlets (e.g., social media, news feeds, podcasts, blogs). (Intermediate)
        c. Transmit research clearly through different media formats. (Advanced)

E. Students will be able to effectively design and teach courses in anthropology.
1. Teach with attention to inclusion of multiple perspectives and demographics.
    a. Identify how diversity shapes student learning. (Basic)
    b. Reflect on how personal background shapes teaching and learning. (Basic)
    c. Incorporate multiple perspectives into teaching through course design. (Intermediate)
    d. Teach with attention to inclusion of multiple perspectives and demographics. (Advanced)
2. Incorporate scholarship of teaching and learning into practice of teaching.
    a. Identify a range of relevant education and pedagogical theories within the scholarship of teaching and learning. (Basic)
    b. Design a range of teaching practices that incorporate relevant education and pedagogical theories. (Basic)
    c. Implement theoretically informed practices in an educational setting. (Intermediate)
    d. Practice a range of effective pedagogical strategies: lecturing, discussion-leading, class management, and assessment of student learning. (Advanced)
    e. Assess the effectiveness of teaching strategies in achieving learning outcomes. (Advanced)
3. Develop a teaching portfolio.
    a. Develop a teaching philosophy. (Basic)
    b. Compile evidence in support of teaching philosophy. (Intermediate)
    c. Reflect on teaching effectiveness. (Intermediate)
    d. Plan a course in anthropology using backward course design. (Advanced)

F. Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.
1. Plan a career
    a. Identify career goals and opportunities, including alternative careers. (Basic)
    b. Formulate an individual development plan. (Intermediate)
    c. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (Intermediate)
    d. Foster collegial relationships. (Advanced)
2. Develop a publication record
    a. Identify appropriate venues and expectation. (Basic)
    b. Follow ethical guidelines in publishing and reviewing. (Intermediate)
    c. Publish papers. (Advanced)
    d. Foster collegial feedback and support for publication among peers. (Advanced)

3. Develop a grant application record
    a. Identify appropriate funding organizations and expectations. (Basic)
    b. Follow ethical guidelines when submitting proposals, administering grants, and reporting. (Intermediate)
    c. Foster collegial feedback and support in grant writing among peers. (Advanced)
    d. Submit grant proposals. (Advanced)
4. Develop a teaching record
    a. Identify professional expectations in teaching (Basic)
    b. Teach responsibly and ethically (Intermediate)
    c. Continue professional development as a teacher (Advanced)
    d. Foster collegial feedback and support in teaching among peers (Advanced)
5. Establish professional collaborations and networks
    a. Identify the appropriate professional associations and potential collaborators. (Basic)
    b. Build skills for constructing and maintaining a professional network. (Intermediate)
    c. Foster collaborations among peers and junior scholars. (Advanced)

APPENDIX 2: CURRICULUM MAP

Proficiency levels are mapped to the curriculum, following the tables below. B, I, and A refer to Basic, Intermediate, and Advanced proficiency levels, as detailed in the previous section. In **red** are the proficiency levels that will be assessed in each part of the curriculum.

A – Coursework curricular goals and assessment

	Outcomes to each curricular goal	proficiency level in outcomes	Theory 1 Society and environment	Theory 2 Anthropological Approaches to Health	Theory 3 Human Evolutionary History	Research Design	Communication	Teaching Anthropology	Grant writing	Data collection workshop	Methods 1-3 (Qualitative, Quantitative, Advanced)
A1	1. Explain what culture is and how it shapes humans experience, perception and action in the world.	B/I, A	**B/I**, A	B/I, **A**	**B/I**, A						
A2	2. Interpret and represent other cultures without judging them by the standards of their own culture.	B1, B2, B3, I, A	**B1, B2, B3**, I, A	B1, B2, B3, **I, A**	B1, B2, B3, I, A						
A3	3. Explain how elements of culture are interrelated and should be understood within context.	B/I, A	**B/I, A**	B/I, A	B/I, A						
A4	4. Consider the range of human variation when studying human behavior and biology.	B1, B2, I, A	B1, B2, I, A	B1, B2, I, A	**B1, B2, I, A**						
A5	5. Explain how humans are a product of evolutionary and cultural processes.	B1, B2, I, A1, A2	B1, B2, I, A1, A2	B1, B2, I, **A1, A2**	**B1, B2, I**, A1, A2						
A6	6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.	B, I, I/A1, I/A2, A	**B, I**, I/A1, I/A2, A	B, I, I/A1, **I/A2, A**	B, I, **I/A1**, I/A2, A						
B1	1. Evaluate the history of the main theoretical paradigms in anthropology.	B1, B2, I1, I2, A1, A2	B1, B2, **I1, I2**, A1, A2	B1, B2, I1, I2, **A1, A2**	**B1, B2**, I1, I2, A1, A2						
B2	2. Connect anthropological theories to research endeavors.	B, I, A1, A2	B, I	B, I	B, I	**B, I**			**A1, A2**		
B3	3. Construct their own conceptual framework drawing from anthropological (and other) theories.	B1, B2, A1, A2				B1, B2, A1, A2			B1, B2, A1, A2		
C1	1. Design a research project that links research questions to data being generated, methods to be used, and data analysis.	B1, B2, B3, I, A1, A2				**B1, B2**, B3, I, A1, A2			B1, B2, B3, I, A1, A2	**B3, I**, A1, A2	B3, I, **A1, A2**

	Outcomes to each curricular goal	proficiency level in outcomes	Theory 1 Society and environment	Theory 2 Anthropological Approaches to Health	Theory 3 Human Evolutionary History	Research Design	Communication	Teaching Anthropology	Grant writing	Data collection workshop	Methods 1-3 (Qualitative, Quantitative, Advanced)
C2	2. Apply anthropological theory to their research questions.	B, I, A				**B**, I, A			B, **I, A**		
C3	3. Conduct Research.	B, I1, I2, I3								**B**, I1, I2, I3	B, **I1, I2, I3**
C4	4. Interpret results to discern their theoretical, methodological and practical implications	I1,I2, A									
C5	5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.	B1, B2, B3, I, A1				**B1, B2, B3**, I, A1			B1, B2, B3, **I, A1**	B1, B2, B3, I, A1	
D1	1. Write anthropological contribution of their research to academic audience	B1, B2, I, A					**B1, B2, I**, A				
D2	2. Orally present anthropological contribution of their research to academic audience	B1, B2, I, A					**B1, B2, I**, A				
D3	3. Explain anthropological contribution of their research to broader audience	B, I, A					**B, I**, A				
E1	1. Teach with attention to inclusion of multiple perspectives and demographics.	B1, B2, I, A						**B1, B2, I**, A			
E2	2. Incorporate scholarship of teaching and learning into practice of teaching.	B1, B2, I, A1, A2						**B1, B2, I**, A1, A2			
E3	3. Develop a teaching portfolio.	B, I1, I2, A						**B**, A			
F1	1. Plan a career	B, I1, I2, A	I2, A	I2, A	I2, A	I2, A	I2, A	I2, A	I2, A	I2, A	I2, A
F2	2. Develop a publication record	B, I, A1, A2					B, I, A2				
F3	3. Develop a grant application record	B, I, A1, A2, A3							**B, I**, A1, A2, A3		
F4	4. Develop a teaching record	B, I, A1, A2						**B**, I, A2			

	Outcomes to each curricular goal	proficiency level in outcomes	Theory 1 Society and environment	Theory 2 Anthropological Approaches to Health	Theory 3 Human Evolutionary History	Research Design	Communication	Teaching Anthropology	Grant writing	Data collection workshop	Methods 1-3 (Qualitative, Quantitative, Advanced)
F5	5. Establish professional collaborations and networks	B, I, A									

B – Non-coursework curricular goals and assessment

	Outcomes to each curricular goal	proficiency level in outcomes	Academic workshop	Candidacy	Dissertation	Teaching Portfolio	Academic portfolio year 1	Academic portfolio year 2	Academic portfolio Year 3	Academic portfolio year 4	Academic portfolio year 5
A1	1. Explain what culture is and how it shapes humans experience, perception and action in the world.	B/I, A									
A2	2. Interpret and represent other cultures without judging them by the standards of their own culture.	B1, B2, B3, I, A									
A3	3. Explain how elements of culture are interrelated and should be understood within context.	B/I, A									
A4	4. Consider the range of human variation when studying human behavior and biology.	B1, B2, I, A									
A5	5. Explain how humans are a product of evolutionary and cultural processes.	B1, B2, I, A1, A2									
A6	6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.	B, I, I/A1, I/A2, A		**A**	A						
B1	1. Evaluate the history of the main theoretical paradigms in anthropology.	B1, B2, I1, I2, A1, A2									
B2	2. Connect anthropological theories to research endeavors.	B, I, A1, A2		A1, A2	**A1, A2**						
B3	3. Construct their own conceptual framework drawing from anthropological (and other) theories.	B1, B2, A1, A2		**B1, B2**, A1, A2	**A1, A2**						

	Outcomes to each curricular goal	proficiency level in outcomes	Academic workshop	Candidacy	Dissertation	Teaching Portfolio	Academic portfolio year 1	Academic portfolio year 2	Academic portfolio Year 3	Academic portfolio year 4	Academic portfolio year 5
C1	1. Design a research project that links research questions to data being generated, methods to be used, and data analysis.	B1, B2, B3, I, A1, A2		B1, B2, B3, I, A1, A2	B1, B2, B3, I, A1, A2						
C2	2. Apply anthropological theory to their research questions.	B, I, A		**B**, I, A	B, **I, A**						
C3	3. Conduct Research.	B, I1, I2, I3			B, **I1, I2, I3**						
C4	4. Interpret results to discern their theoretical, methodological and practical implications	I1, I2, A			**I1, I2, A**						
C5	5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.	B1, B2, B3, I, A1									
D1	1. Write anthropological contribution of their research to academic audience	B1, B2, I, A							A	A	**A**
D2	2. Orally present anthropological contribution of their research to academic audience	B1, B2, I, A							A	**A**	A
D3	3. Explain anthropological contribution of their research to broader audience	B, I, A							**A**	A	A
E1	1. Teach with attention to inclusion of multiple perspectives and demographics.	B1, B2, I, A				B1, B2, I, **A**					
E2	2. Incorporate scholarship of teaching and learning into practice of teaching.	B1, B2, I, A1, A2				B1, B2, I, **A1, A2**					
E3	3. Develop a teaching portfolio.	B, I1, I2, A				B, **I1, I2, A**					
F1	1. Plan a career	B, I1, I2, A	**I2, A**				**B, I1**	B, I1	B, I1	B, I1	B, I1

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	Outcomes to each curricular goal	proficiency level in outcomes	Academic workshop	Candidacy	Dissertation	Teaching Portfolio	Academic portfolio year 1	Academic portfolio year 2	Academic portfolio Year 3	Academic portfolio year 4	Academic portfolio year 5
F2	2. Develop a publication record	B, I, A1, A2							A1	A1	**A1**
F3	3. Develop a grant application record	B, I, A1, A2, A3		B, I, **A1, A2, A3**					**A2**	A2	
F4	4. Develop a teaching record	B, I, A1, A2				B, **I, A1, A2**					
F5	5. Establish professional collaborations and networks	B, I, A	**B, I**, A	B, I, **A**			**I, A**	I, A	I, A	I, A	I, A