DEPARTMENT OF ANTHROPOLOGY

GRADUATE HANDBOOK, 2025-2026

THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

VISION AND MISSION STATEMENTS

Vision Statement: Our graduate program envisions a world where anthropological research, grounded in rigorous scientific training, advances knowledge, fosters cross-cultural understanding, and informs solutions to global challenges. Through systematic, empirical inquiry and interdisciplinary collaboration, we strive to cultivate scholars who critically analyze human diversity, challenge inequities, and contribute to both academic and applied fields. By integrating qualitative and quantitative methods with holistic, biocultural, and evolutionary perspectives, we prepare students to generate impactful research that bridges theory and practice in service of a more just and informed society.

Mission Statement: Our graduate program in anthropology provides rigorous scientific training to advance the systematic study of human diversity across time and space. Grounded in holistic, comparative, and biocultural perspectives, our program equips students with the theoretical, methodological, and analytical skills necessary to conduct original, ethical research. We emphasize both qualitative and quantitative approaches, fostering critical inquiry, empirical rigor, and interdisciplinary engagement. Through research, teaching, and professional development, we prepare graduates to contribute to the advancement of anthropology and to apply their expertise in academia, industry, government, and public scholarship.

GSC MEMBERS

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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 Director of Graduate Studies (DGS) and/or the Graduate Program Coordinator (GPC).

- Most answers to your questions can be found in this handbook, the Graduate School Handbook, or other Graduate School notices or instructions. Please consult those before reaching out the Graduate Program Coordinator or Director of Graduate Studies.

- 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 Director of Graduate Studies. It is always a good idea to CC your advisor on your emails.

- All the important dates for the 2025-2026 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 2025 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 2025 will use the current handbook.

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

INTERNATIONAL STUDENTS

There is a supplemental reference guide made specifically for international graduate students in anthropology. The reference guide is provided to all international students upon admission and will be available on the department website.

Key take-aways:

1. New international students must take a written English proficiency assessment upon arrival to campus and a spoken English proficiency assessment before serving as a Graduate Teaching Associate.
2. International students may be required to take **additional classes**, depending on their spoken and written English assessment scores. Students taking additional classes should discuss with their advisor how to best integrate the classes into their schedule.
3. There are several exceptions to these rules. IELTS/TEOFL scores and/or country of citizenship can exempt students from these requirements.

Please read the Reference Guide in its entirety. Contact the Graduate Program Coordinator with questions or concerns.

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 the PhD degree with the opportunity to earn the MA degree along the way. 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) 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 Director of Graduate Studies (DGS) 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 Director of Graduate Studies), 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 director of the GSC is selected by the department chair. The student member is elected annually by resident graduate students through the Graduate Students of Anthropology Association (GSAA). The student member participates in discussions of general policies and concerns, but not in the annual evaluation of students or discussions that concern individual students, including admissions. 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, Elizabeth A. Salt Anthropology Travel Award, and the DEM3 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.

OFF CAMPUS / LABORATORY WORK / TRAVEL

<u>Before conducting laboratory or field work</u>

1. <u>Online Risk Assessment Tool (ORAT)</u>

All students, faculty, staff, and volunteers who work in university laboratories, animal facilities, or are conducting fieldwork must complete an [online risk assessment (ORAT)](#) to identify, evaluate, manage, and reduce potential health risks associated with animals (direct or indirect contact), hazardous agents, operations, or environments that may be encountered as part of work-related responsibilities. **The ORAT must be submitted during the regular academic year (fall or spring semester).**

Faculty, staff, students, and volunteers are required to update their information when changes in potential exposure have occurred. Any changes in species used, in the number of hours of animal contact, exposure to chemical, biological, or radioactive materials, or any other potential health hazard should be indicated. Once the initial online risk assessment is submitted, individuals will annually receive an email reminder and instructions to review their information and update as needed. This update helps to ensure that an individual is provided with appropriate information regarding risks associated with their work. An annual acknowledgement will be required even if there are no changes to the ORAT.

A summary of the risk assessment is sent to the participant's supervisor for verification. Depending on the information provided, the information is either reviewed by Environmental Health and Safety to determine if additional safety information is required or by Occupational Health and Wellness (OHW) and/or Student Health Services (SHS) to determine if a medical examination is required. The participant will be notified of the examination requirement. The ORAT allows participants to decline medical services when permitted.

If you have additional questions about the ORAT please contact Holly Ferris at ferris.56@osu.edu at the OSU Department of Environmental Health and Safety.

2. <u>Field Research Safety Plan</u>

If you are part of a research team or are traveling for fieldwork (individually or as a group), you will be included on a Safety Plan developed by your PI or faculty advisor. The Safety Plan will contain information such as risks associated with the research activity, precautions, emergency procedures, and any first aid training received by team members.

The Safety Plan is to be shared with all members of the research team. Before research or travel, students should ensure they receive a copy of their Safety Plan. It is advised by the OSU Department of Environmental Health and Safety office to always carry your Safety Plan into the field.

<u>Before working off campus</u>

Flexible Work Agreements. The university rules stipulate that student employees should have a regular presence on the Columbus campus, unless the nature of their work assignment explicitly requires extensive off-site work.

Student workers who work off-campus on a schedule lasting 30 or more days (e.g. teaching from home 1 day per week for a month) are required to submit a Flexible Work Agreement to their supervisor. The GPC, DGS, Chair, and Department Manager must be made aware of requests for flexible work schedules.

Flexible Work Agreements expire after one year.

<u>Before traveling outside of Ohio</u>

Outside of Ohio Employment Checklist. Student employees [working outside of Ohio](#) for 30 or more consecutive days are required to have an approved Outside of Ohio Employment Checklist. Requests are reviewed on a case-by-case basis by senior leadership. Approval is not guaranteed. Students should work with the Department Manger to complete required steps.

Graduate students on fellowships, 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.

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. The 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.

Admission requirements. 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; and (2) a minimum 3.0 cumulative GPA (on a 4.0 scale or equivalent) for the last bachelor's or advanced degree earned. GRE scores are not required. International applicants may be required to submit [proof of English proficiency](#).

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. The required 45 credit hours of coursework are divided between four core areas and elective credit hours. The four core areas of study are: the theoretical core (9 credit hours), the methods core (6 credit hours), the professional development core (12 credit hours) and the candidacy preparation core (9 credit hours). Elective coursework consists of 9 credit hours. These courses should further develop knowledge gained in the core coursework (e.g., additional methods or theory courses)

COURSE DESCRIPTIONS

Theory Core (9 credit hours). The theoretical core consists of three foundational seminar courses:
- 7003: *Human Evolutionary History* (3 credit hours)
- 7703: *Theories in Cultural Anthropology* (3 credit hours)
- 7804: *Issues in Archaeological Theory* (3 credit hours)

Depending on the student's area of focus, they should take a **minimum of one of these courses**.

The foundational courses are complemented by cross-cutting seminars that apply perspectives from archaeology, biological, and cultural anthropology to broader research themes, as well as advanced seminars in specific topics. These courses assume mastery of foundational knowledge prior to enrollment. Students complete 6 hours from an evolving list of these approved courses (see Appendix 1 for some of the most recently offered courses). A student may petition the GSC to fulfill three of these hours by taking a course outside the department.

Methods Core (6 credit hours). The program also emphasizes the development of methodological skills that allow students to become independent and proficient researchers in anthropology. Students are required to take at least one of the following two courses. The additional 3 credit hours can be earned in a course within or outside the department. If outside the department, the student must obtain GSC approval. Note, for those taking graduate courses in the Ohio State University Medical School, Division of Anatomy, 3 of those credit hours can be used to fulfill this requirement.

- *8892.11 Data Analysis in Anthropology: Quantitative methods (3 credit hours)*
- *8891.05 Ethnographic Methods (3 credit hours)*

Professional Development Core (12 credit hours). These courses focus on the development of professional competencies. Nine of these hours are required and include the following coursework:

- 7720*: Teaching in Anthropology* (3 credit hours)
- 7007: Academic workshops (6 credit hours): In year 1 students take the Professional Development workshop (1 credit hour each term for a total of 2 credit hours). In years 2-3, students take the Academic Workshop (1 credit hour each term for a total of 4 credit hours).

The remaining 3 credit hours can be earned in an elective professional development course. One such course offered in the department is *8827 Communicating Anthropology* (3 credit hours) which focuses on communicating research to various audiences. Students selecting another course outside the department must obtain GSC approval in advance.

Candidacy Preparation Core (9 credit hours). Students take these hours to prepare for the candidacy exam. These hours include:

- 8828: Grant Writing (3 credit hours)
- 8893.XX: Independent Study (6 credit hours) taken with the student's academic advisor or other committee member.

The goals of independent study credit hours will be discussed with the advisor and committee members. Generally, independent studies should be opportunities for the student to develop their own work (e.g., literature review for dissertation research, development of the dissertation research proposal, data analysis, writing manuscripts for publication). When deemed necessary by the advisor and student, the student may substitute independent study hours with additional elective courses.

Elective coursework (9 credit hours). Students will take three elective courses, ideally in the first two years of the program (minimum of 3 credit hours each or a total of 9 credit hours). While 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), students are encouraged to complete most of these hours in 7000-level seminars (see Appendix 1 for some recently offered options). The electives should be selected in coordination with the advisor and should aim to advance students' theoretical, topical or methodological knowledge. It is recommended that at least one of the elective courses be a methods course. Note, for those taking graduate courses in the Ohio State University Medical School, Division of Anatomy, 3 of those credit hours can be used to fulfill this requirement.

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 course be taken 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

International students see information on p. 7.

YEAR 1	Credit Hours (CH)
Autumn Semester	
Theory core: (offerings will vary, see Appendix 1 for options)	3
Professional Development Workshop: 7007	1
Professional Development core: 7720 Teaching Anthropology	3
Methods core or Elective	3
Optional: Methods core / Elective	3
Total credit hours	**10-13**
Spring Semester	
Theory core: (offerings will vary, see Appendix 1 for options)	3-6
Professional Development workshop: 7007	1
Professional development elective (e.g., 8827)	3
Methods core	3
Optional: Elective	3
Total credit hours	**13**
Summer Semester	
Independent Study	3-6
Total credit hours	**3-6**

YEAR 2	Credit Hours (CH)
Autumn Semester	
Theory core: If 9 CH not complete (see Appendix 1)	3
Methods core: If 6 hours still not met	3
Professional Development core: 7007 Academic Workshop	1
Elective if 9 CH not complete	3
Independent study	3
Total Credit Hours	**10-13**

Spring Semester	Credit Hours (CH)
Candidacy preparation: 8828 Writing Research Proposals	3
Professional Development core: 7007 Academic Workshop	1
Independent Study	3
Elective if 9CH not complete	3
Total Credit Hours	**10**
Summer Semester	
Independent Study	3-6
Total Credit Hours	**3-6**

YEAR 3	Credit Hours (CH)
Autumn Semester	
7007 Academic Workshop	1
Open: Independent study / methods / elective	3-6
Candidacy Exam & Grant submissions	
Total Credit Hours	**7**
Spring Semester	
Dissertation Research	2
7007 Academic Workshop	1
Grant Submissions	
Total Credit Hours	**3**
Summer	
Dissertation Research	3-6
Total Credit Hours	**3-6**

YEAR 4	Credit Hours (CH)
Autumn Semester	
Dissertation Research	3
Total Credit Hours	**3**
Spring Semester	
Dissertation Research	3
Total Credit Hours	**3**
Summer	
Dissertation Research	3
Total Credit Hours	**3**

YEAR 5	Credit Hours (CH)
Autumn Semester	
Dissertation Research	3
Total Credit Hours	**3**

Spring Semester	
Dissertation Research	3
Dissertation Defense	
Total Credit Hours	**3**

ENROLLMENT REQUIREMENTS

Minimum enrollment requirements. To maintain full-time status, a student must register for the minimum number of credit hours. This number varies depending on the student's status in the program, funding source, and term. Full-time status is not always required for the summer term (see below).

Pre- and post-candidacy students have different sets of enrollment minimums. Pre-candidacy students on a Graduate Assistantship, e.g., Graduate Teaching Assistant (GTA) or Graduate Research Assistant (GRA) must enroll for at least 8 credits during the fall and spring semesters. Pre-candidacy students on a Graduate School Fellowship must enroll in at least 12 credits during the fall and spring semesters. Post-candidacy students being funded through a GTA/GRA position or Graduate School Fellowship must enroll in 3 credits during fall and spring. 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.

Enrollment minimums are subject to change. Students are responsible for ensuring that they enroll in the correct number of credits each semester. Requirements may also be affected by financial aid, external fellowship stipulations, or if the student is taking an examination during the semester in question. If in doubt, consult the Grad School's Course Load Requirements or the Graduate Program Coordinator.

Students need a total of 80 credit hours for the completion of the PhD program: 45 credit hours come from required courses, including elective course hours and independent studies. The remaining 35 hours come from dissertation research or other coursework deemed necessary. Students with an MA from another program can transfer 30 credit hours that count towards the 80-credit-hour requirement; however, transfer credit cannot be used to replace required classes.

You can use the charts below to visualize your minimal enrollment requirements for the semester before and after candidacy. This chart includes requirements for international students entering the PhD program in Autumn or Spring. Federal regulations specify that while students can be enrolled in as many online credits as they would like, international students cannot use more than three (3) online credits to count toward their full-time enrollment minimums. Students pursuing a Curricular Practical Training (CPT) experience may have different enrollment requirements. Contact the Office of International Affairs senior immigration coordinator for more information. For those receiving VA benefits, please contact the Graduate School for enrollment requirements.

Summer Enrollment & Summer Fee Authorization. Pre-candidacy students on a GTA/GRA during the summer must enroll for 4 credits, while pre-candidacy students on a Graduate School Fellowship during the summer must enroll in 6 credits.

Post-candidacy students do not have to enroll for the summer unless they are on a GTA/GRA, Graduate School Fellowship, or are taking their final examination that semester. In these cases, they should enroll in 3 credits.

Students who hold a GTA/GRA position during the prior fall and spring semester automatically qualify for the Summer Fee Authorization. This benefit allows students to sign up for summer credits without being charged tuition. All students who choose to use the Summer Fee Authorization are recommended to enroll in 3 credits. Unlike GTA/GRA positions, the Summer Fee Authorization does not come with a stipend.

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 technical skills needed (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 began 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 fourth or fifth semester. The student must be in good standing in the Graduate School and be registered for six 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 one of the independent study *ANTHROP 8193.XX:Individual Studies* courses.

Candidacy Examination Committee. **A doctoral candidacy committee** includes at least four current graduate faculty employed at Ohio State, including the primary advisor and the co-advisor (if applicable). The primary advisor must have P status, while the rest of the committee members can be M or P (see section 12.6 of Graduate Handbook).

Membership breakdown:
1. The advisor, who is a faculty member with P-status in our department.

2. At least three other authorized graduate faculty members employed at Ohio State, with either M or P status (see section 12.0 of the Graduate School Handbook for an explanation of P and M status). One of these faculty members must also be in the anthropology department.
3. Optional: Non-graduate faculty and faculty outside of Ohio State may be appointed to the candidacy committee as additional external members by approval of the Graduate Studies Committee and a petition to the Graduate School (Committee and Examination Petition in GradForms).

The candidacy examination committee is formed at least **one year prior** to the semester of the candidacy examination, and, ideally, no later than the end of the 3rd semester of graduate study. This is achieved by submitting the Candidacy Examination Committee Form to the <u>Graduate Studies Committee and Graduate Program Coordinator</u>. The candidacy examination timeline is outlined in the table below.

WRITTEN PORTION OF THE CANDIDACY EXAM

Format. The written portion of the candidacy exam consists of two components: (1) a research proposal that meets the requirements of a Doctoral Dissertation Improvement Grant (DDRIG) of the National Science Foundation (NSF) or similar fundings agency (e.g., National Institute of Health, National Institute of Justice, Wenner-Gren Foundation for Anthropological Research); and (2) a supplementary literature review that addresses key conceptual, theoretical, topical, and methodological questions supporting the research proposal in more depth and breadth than would be possible in a typical ten-page grant proposal. Taken together, these two documents allow the committee to evaluate the student's comprehension of the field, allied areas of study, and the theory and methods guiding the research, as well as the student's ability to design a rigorous project that address a research gap and advances disciplinary knowledge, and to think and express ideas clearly, both orally and in writing. Finally, these documents should provide solid evidence that the student is capable of undertaking the proposed independent research.

All candidacy exams, regardless of targeted funding source, should include: (1) statement of the research problem; (2) intellectual merit; (3) research plan, including study design, sampling strategy, data collection, and data analysis; (4) research schedule/timeline; and (5) broader impacts. In selecting a final format, students should reference the agency's website and contact the program officer for the program they plan to apply to for funding for additional guidance.

The guidelines for the supplementary literature review are the following: (1) a brief summary of the goals of the research that identifies the key research domains to be discussed in the review (for example theoretical models, frameworks, theories, concepts, methodologies, sampling strategies, terminology, ethnographic, cultural, or historical background, evolutionary or biological history); and (2) synthesis sections for each research domain that includes the essential scholarly citations; a description of any debates or tensions that currently exist in the literature; and a statement that

articulates how the research proposal advances the research domain. Each synthesis section should range between one and three pages. The key research domains to be covered in the supplementary literature review should be determined during committee meetings and/or discussions with individual committee members and approved by all committee members. In all cases, the supplementary literature review should be well-aligned with and provide direct scholarly support for the ideas outlined in the research proposal. The complete supplementary literature review should be between 10-20 single-spaced pages and include between 50-100 citations.

Examples of both written portions of the candidacy exam can be obtained from the Director of Graduate Studies.

Process. In the semester in which the student takes the candidacy exam, they will enroll for 6 independent study hours with their advisor (and/or committee members). The student 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, planned methodological approach and a clear argument of the how the proposed work addresses an important knowledge gap/advances the field. **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 review the (draft) proposal, provide critical feedback and 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 (see below). If the committee decides that the student is not ready, the candidacy committee will indicate this on the departmental *Ready for Candidacy* form 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 submission 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 Director of Graduate Studies 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.

Students 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 EXAMINATION 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 Director of Graduate Studies 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 five years after candidacy (not including leaves of absence), they are evaluated for future enrollment in the program. Students may be allowed to petition the department via GRADFORMS for a 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 format of the supplemental candidacy exam is as follows, the candidate submits (1) an outline of the dissertation and (2) all completed dissertation chapters to the committee as evidence of progress toward degree by the end of the third week of the semester they plan to take supplemental exam. The committee generates a minimum of 3 exam questions focused on the dissertation topic, theory, methods, etc. The student is given a maximum of one month to respond to the questions. The committee has the option of permitting the student to submit partial or complete chapter(s) from the dissertation, as part of their responses to one or more of the questions. 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 the supplemental exam, they are again evaluated by the department and may be allowed to apply for an 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, the advisor, and committee members should discuss whether the dissertation takes the form of a monograph, or a series of publishable articles bookended with an introduction, conclusion and any other background chapters deemed necessary by the committee.

Dissertation Committee. The dissertation committee is composed of the advisor who is a faculty member with P-status in our department and at least two other authorized graduate faculty members, including one other faculty member with P-status in our department (see section 12.0 of the Graduate School Handbook for an explanation of P-status). 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 and external members may be appointed to the dissertation committee as additional external members by approval of the Graduate Studies Committee and a petition to the Graduate School.

The dissertation committee is established immediately following the passing of the candidacy exam. This is achieved by submitting the departmental *Composition of Final Examination* Committee form to the Graduate Studies Committee and Graduate Program Coordinator. As the candidacy exam is the dissertation prospectus, it is best practice to maintain continuity in the membership of the candidacy examination committee and the final examination committee. This allows for a consistent group of experts to advise the student from the point of research design through execution and final write-up. However, students may petition the Graduate Studies Committee to make changes to the composition of the Final Examination Committee as long as this is done at least 1-year prior to the semester of the dissertation defense and with adequate justification. Other deadlines associated with the final examination can be found in the table below.

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 historical 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. By the third week of the semester prior to the final exam, the student convenes a meeting of the final exam committee. In this meeting the student provides the committee with a written dissertation progress update, i.e., evidence of status of data collection, data analysis and writing. If the committee deems

the student's progress sufficient, the student proceeds to schedule a date for the final defense in the following semester. Before a final 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.

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. 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.

FINAL ORAL EXAMINATION TIMELINE

	Semester of the Candidacy Exam
	Student and advisor formally constitute the final examination committee, and the committee members sign the departmental *Composition of Final Examination* Committee form.
Week	**Semester before final examination**
3	Student convenes a meeting of the final exam committee and provides the committee with a written dissertation progress update, i.e., evidence of status of data collection, data analysis, and writing.
Week	**Semester of final examination**
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 updated 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 be 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.

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. Students must pass these courses with a B- or higher and have a cumulative grade-point average of at least 3.0. See course descriptions on page 10.

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 responsibility for the examination rests with the student's master's examination committee. The master's examination committee is composed of the advisor who is a faculty member or an affiliated faculty of the department and at least two other authorized graduate faculty members, including one other faculty member from our department with M-status in our department. The advisor serves as chair of the MA examination committee. Selection of the committee members is the responsibility of the student and advisor. It is best practice if the MA examination committee is established in the semester before the MA examination takes place.

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 committee 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.

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.

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 examination committees, and students are encouraged to discuss with their advisors the committee members that can best support their work at each stage of the program. It is recommended that students take relevant classes with faculty that they want to ask to serve on their examination committees, and at a minimum meet with faculty before asking them to serve on examination committees. It is recommended that the full committees – candidacy or dissertation –

meet at least once a semester. It is the student's responsibility to organize these meetings in coordination with their advisor.

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 is 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 Director of Graduate Studies (DGS) in writing (letter sent via e-mail). The student will then have two weeks in which to meet with the DGS to devise a plan for finding a new permanent advisor. Either a temporary advisor will be appointed, or the DGS 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 advisee's 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 **advisor approved** academic portfolio to 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. The academic portfolio documents student achievement in the previous academic year (SP + AU semesters) and consists of six components. These are (1) Milestone Achievement Review, (2) current CV, (3) current Advising Report, (4) cumulative and detailed SSLEs for courses taught during the reporting period, (5) teaching reviews (peer/advisor), and (6) copies of all publications produced during the reporting period. The template for the Milestone Achievement Review can be found in the departmental forms section at the end of this handbook.

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. The committee uses a rubric to assess completion towards the degree and career goals (see table below). 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 an evaluation 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. Upon receiving a copy of the annual evaluation letter, the student should schedule a meeting with their advisor to discuss their individual progress and prospects for further study.

Guidelines for evaluating student portfolios

Progress in program	Publications (last 2 years)	Presentations (last 2 years)	Grants (last 2 years)	Teaching (this year)	Service (last 2 years)
PhD1	A: sub-discipline-specific	A: sub-discipline-specific	A: 1 or more grants	A: NA	A: minimal service
	M: 0 publications	M: 0 presentations	M: applied for NSF GRF	M: NA	M: no service exp.
	B: NA	B: NA	B: NA	B: NA	B: NA
PhD2	A: sub-discipline-specific	A: sub-discipline-specific	A: 1 or more grants	A: awards or curriculum dev.	A: service
	M: 1 publication submitted	M: 1 first-author presentation	M: applied for grants	M: Evaluations indicate no problem	M: minimal service
	B: 0 publications submitted	B: 0 presentations	B: no grant activity	B: Evaluations indicate problem	B: no service
ABD	A: sub-discipline-specific	A: sub-discipline-specific	A: external grant from NSF, etc.	A: awards or curriculum dev.	A: service
	M: 1 publication	M: 1 first-author presentation	M: full or partial funding	M: Evaluations indicate no problem	M: minimal service
	B: 0 publications	B: 0 presentations	B: no grant activity	B: Evaluations indicate problem	B: no service

- PhD1 = first year in the program, PhD2 = second year in the program, ABD = third year+ in the program.
- A = above, M = meets, B = below.
- Publications in peer-reviewed journals, book chapters, or equivalent productivity in student's professional field.
- Presentations includes podium, poster, and virtual presentations, but does not include presentations at OSU.
- Grants does not include departmental awards.
- Teaching evaluation considers SSLEs, peer and advisor evaluation, and student's self-assessment.
- Service includes activities in department, university, community, and/or professional organization.

The rubric and scores guide the discussion in the faculty meeting, but the faculty use a holistic approach to evaluate students. If students are scored as below expectations in one or more categories does not mean that they will be automatically evaluated as making unsatisfactory progress overall.

UNSATISFACTORY PROGRESS

If it is determined that a student is making unsatisfactory progress, they will enter a probationary period in the upcoming academic year. The GSC will request that the student and their advisor submit a remediation plan, prioritizing areas where they are underperforming. The remediation plan form can be obtained by contacting the Graduate Program Coordinator or the Director of Graduate Studies. Once clear expectations and deadlines are approved, the department will inform the Graduate School, which will send out an official warning notice.

Students who receive an unsatisfactory evaluation may become ineligible for financial support from the department. If a student receives a second unsatisfactory rating in subsequent years, the department will ask the Graduate School to deny the student further registration in the program. More information about this process can be found in Section 5 of the Graduate School Handbook.

The graduate program in anthropology recognizes the need to support students from different backgrounds in their academic trajectories and allow 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 students who are not making satisfactory progress.

The remediation strategies outlined below are meant to complement, not replace, graduate school requirements (e.g., passing grades, minimum GPA):

- Student's narrative assessment of proficiencies will be shared between classes, allowing faculty to know at the start of the semester in which areas, if any, the students are not yet meeting the expected learning outcomes.

- Students who do not master core concepts as defined by the advisor and mentoring committee will be instructed to use electives to take classes that cover these topics or petition to develop independent studies with advisors and committee members.

- 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 required to create a remediation plan with their advisor, prioritizing 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 Director of Graduate Studies (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 Civil Rights Compliance Office, 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 Ombuds 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 $24,134 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, students can teach for a maximum of two summers. This limit does not apply to the graduate teaching fellow. If the department 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.
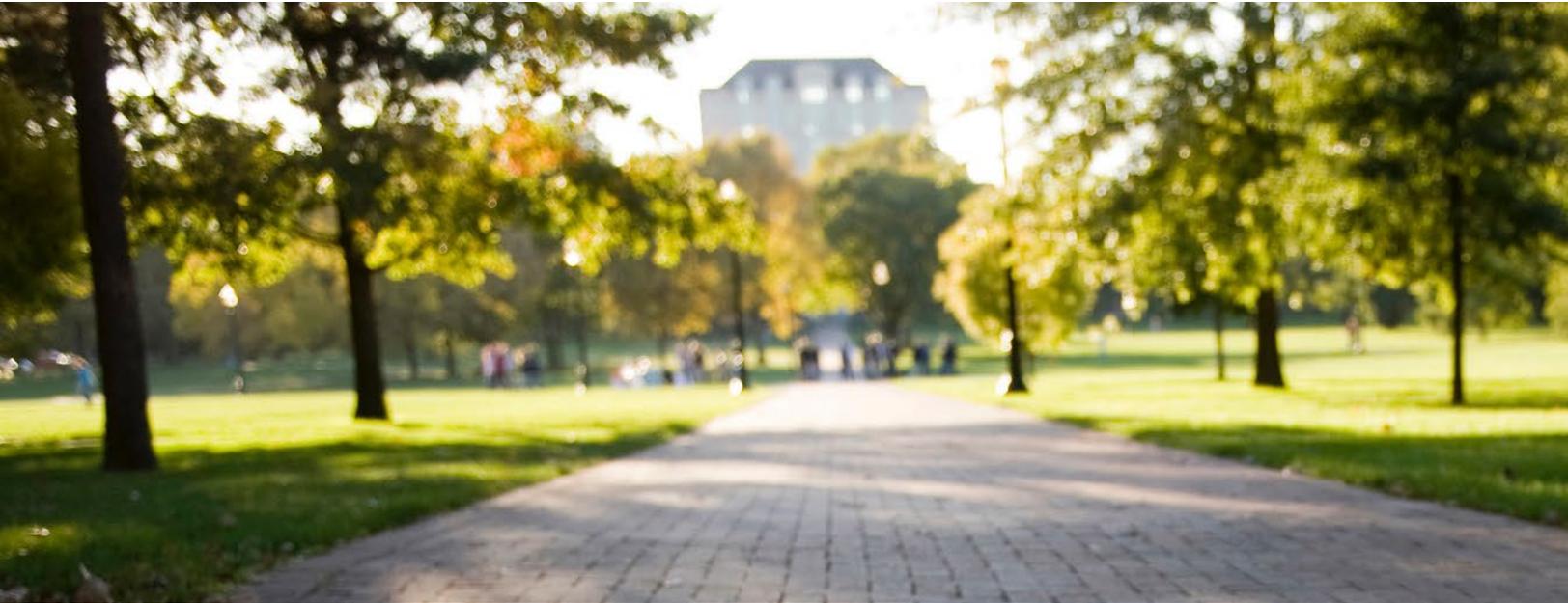
Graduate Teaching Fellow. The Graduate Teaching Fellow (GTF) position is a 25% position that is combined with a 50% GTA position. The main responsibilities are to support the graduate teaching associates in the department, which includes organizing and leading the orientation of new GTAs, sending reminder 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 complete a Qualtrics form sent out by the Graduate Program Coordinator 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 uses self-assessments, peer evaluations, and faculty observations in addition to SSLEs (Survey of Student Learning Experience) 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.

DEPARTMENTAL FORMS

Contents

CANDIDACY EXAMINATION COMMITTEE FORM

The candidacy examination committee is formed <u>one year prior</u> to the semester when the student plans to take the candidacy exam. The 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 faculty members indicate that they agree to serve on the student's candidacy exam committee. The form is submitted to the <u>Graduate Studies Committee and Graduate Program Coordinator.</u>

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

DISSERTATION PROSPECTUS FORM

The purpose of this form is to check the student's progress towards completing the candidacy exam. <u>This form needs to be submitted to the Graduate Studies Committee and Graduate Program Coordinator 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 (~500 words) below and attach the latest draft of the proposal.

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. 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.

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

COMPOSITION OF FINAL EXAMINATION COMMITTEE

The purpose of this form is to formally establish the final examination committee. This form needs to be submitted to the Graduate Studies Committee and Graduate Program Coordinator in the <u>same semester that the candidacy exam is passed</u> as it is expected that members of the *Candidacy Examination Committee* and *Final Oral Examination Committee* will largely be the same. The student, advisor, and committee members are advised to discuss how much the committee members are involved in the preparation for the final examination, e.g., giving feedback on chapter drafts.

Date	
Student name	
Anticipated semester of final examination	

The following committee members have agreed to serve on the **final examination committee** and participate in the final examination.

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. This form needs to be submitted to the Graduate Studies Committee and Graduate Program Coordinator by the end of the 3rd week of the semester in which the student plans to take the final oral examination.

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		
8892.11 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.

[Empty box]

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 - MILESTONE ACHIEVEMENT REVIEW

The Milestone Achievement Review is one of 6 components that make up the annual portfolio. **The purpose of this form** is to assess students' progress to completion of the graduate program and progress towards their career goals. The narratives components should focus on the activities and achievements of the previous calendar year (e.g., spring and autumn of 2025). <u>This form, together with the other components of the portfolio are solicited by the GSC in the early spring semester and are submitted to the graduate program coordinator (GPC)</u>.

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 SSLE report and SSLEs for courses taught in reporting period.
   (4) Peer and advisor teaching reviews.
   (5) Copies of publications (if any).

Milestone Achievement Review

Name	
Advisor name	
Co-advisor name (if applicable)	
Year entered the program	
Year in program	
Fellowship recipient (type/support)	

MA degree subject (if applicable)	
Institution	
Year earned	
Transfer of 30 credit hours complete on GradForms? (semester/year)	

PRE-CANDIDACY	
Theory (9 CH) At least two must be from ANTHRO 7001, 7002, 7003, 7702, 7703, 7804	
Theory 1:	Semester/Year:
Theory 2:	Semester/Year:
Theory 3:	Semester/Year:
Methods (6 CH): At least one must be ANTHRO-8892.11 or 8891.05	
Methods 1:	Semester/Year:
Methods 2:	Semester/Year:
Professional Development (12 CH)	
7720 – Teaching Anthropology	Semester/Year:
Prof Dev course elective:	Semester/Year:
Prof Dev workshop 1	Semester/Year:
Prof Dev workshop 2	Semester/Year:
Academic workshop 1	Semester/Year:
Academic workshop 2	Semester/Year:
Academic workshop 3	Semester/Year:
Academic workshop 4	Semester/Year:
Electives (9 CH)	
Elective 1:	Semester/Year:
Elective 2:	Semester/Year:
Elective 3:	Semester/Year:
Dissertation Preparation (9 CH)	
8828 – Grant Writing	Semester/Year:
Independent Study (Candidacy Prep): include all taken to date	
8893.XX; # hours	Semester/Year:
8893.XX; # hours	Semester/Year:
POST-CANDIDACY	
Dissertation Hours (8999); # hours	Semester/Year:
Dissertation Hours (8999); # hours	Semester/Year:
Dissertation Hours (8999); # hours	Semester/Year:

Dissertation Hours (8999); # hours	Semester/Year:
Dissertation Hours (8999); # hours	Semester/Year:
Dissertation Hours (8999); # hours	Semester/Year:
Total # graduate hours complete to date:	
Min of 50 graduate credit hours required prior to PhD defense met?	

Candidacy Exam (goal is to complete in the 5th semester)

Describe your doctoral dissertation research topic (250-word max).

Date of Committee Formation (or anticipated)	
Committee Composition	
Chair	
Committee member 1	
Committee member 2	
Committee member 3	
Date of Candidacy Exam (or anticipated)	
Semester of Candidacy Exam (or anticipated) (i.e. 5th)	

Dissertation Research (goal is ~6 years)

Date of Committee Formation (or anticipated)	
Committee Composition	
Chair	
Committee member 1	
Committee member 2	

Committee member 3	
Date of Oral Exam (or anticipated)	
Semester of Oral Exam (or anticipated) (i.e., 12th)	

Funding

List all proposals submitted with details on funding agency, date submitted, and status (funded, pending, not funded)

Funding Agency	Date Submitted	Status
Example: Wenner-Gren Foundation	*5/15/2025*	*Funded*

Highlight the field / lab etc. research you completed in the previous academic year (500-word max).

Provide an overview of the field / lab etc. research you plan to complete in the next academic year (500-word max).

Research Presentations at Professional Conferences

	# Last year	Total since entering program
Poster		
Podium		

Publications: Peer Reviewed

	# Last year	Total since entering program
Abstracts		
Book Chapters		
Journal Articles		

Challenges/Setbacks

If applicable:

Describe any challenges/setbacks that have extended your timeline toward candidacy or dissertation research
Describe the plan you and your advisor developed to overcome these challenges/setbacks in the upcoming year

Advisor Approval

In signing below, I confirm that I have read and approved this annual portfolio.
Date:

APPENDICES

APPENDIX 1: ANTHROPOLOGY GRADUATE LEVEL COURSES

Graduate students should aim to take as many of their elective course hours at the 7000+ level.

5193.XX Individual Studies, various topics
5194 Group Studies
5505 Wicked Science
5510 Interdisciplinary Team Science
5515 Careers for Wicked Scientists
5525 Applied Anthropology for Social Change: Research, Justice, and Citizenship
5600 Evolutionary Medicine
5601 The Anthropology of Sex, Drugs, and HIV
5602 Women's Health in Global Perspective
5603 Strategy of Archaeological Field Research
5604 Archaeological Laboratory Methods
5606 Who Owns the Past?
5607 Human Osteology
5608 Skeletal Biology
5609 Dental Anthropology
5610 Bioarchaeology
5614 Ethnobotany
5615 Evolutionary Perspectives on Human Behavior
5620 Hunters and Gatherers
5621 The Anthropology of Women
5624 The Anthropology of Food: Culture, Society and Eating
5626 More: Culture and Economic Life
5627 Migrants and Refugees: The Anthropology of Mobility
5641 Primate Behavior
5642 Growth and Development
5644 Forensic Anthropology
5645 Life History Evolution, Aging, and Senescence
5646 Human Evolutionary Anatomy
5650 Research Design and Ethnographic Methods
5651 Spatial Analysis for Anthropologists
5684 Summer Field School in Archaeology- Fee
5685 Summer Field School in Archaeology
5686 Practical Training in Forensic Anthropology
5700 Anthropology, Public Health, and Human Rights
5701 Health and Healing in Latin America and the Caribbean
5702 Anthropology in/of the Clinic
5797 Study at a Foreign Institution
7001 Society and Environment
7002 Anthropology of Health
7003 Human Evolutionary History
7004 Social-Ecological Systems

7005 Careers with Anthropology
7007 Academic Workshop
7101 Research Design
7194 Group Studies
7701 Advanced Topics in Physical Anthropology: Modern Human Physical Variation
7702 Advanced Topics in Physical Anthropology: Hominid Paleoanthropology
7703 Theories in Cultural Anthropology
7720 Teaching in Anthropology
7777 Data Collection Workshop
7800 We are what we eat: Applications of biogeochemistry
7801 Archaeology of Hunter-Gatherer Societies
7802 Origins of Food Production
7803 The Archaeology of Complex Societies
7804 Issues in Archaeological Theory
7805 Seminars in Ethnology
7999 Research in Anthropology: Thesis
8193.XX Individual Studies, various topics
8194 Group Studies
8827 Communicating Anthropology
8828 Writing Research Proposals in Anthropology
8891.04 Seminars in Cultural Anthropology: Human Ecology
8891.05 Ethnographic Methods
8892.01 Seminars in Physical Anthropology: Evolutionary Theory
8892.09 Seminars in Physical Anthropology: Biocultural Medical Anthropology
8892.11 Seminars in Physical Anthropology: Quantitative Methods
8892.12 Seminars in Physical Anthropology: Quantitative Methods II: Advanced
8892.13 Seminars in Physical Anthropology: Bioarchaeology
8892.14 Seminars in Physical Anthropology
8893.06 Seminars in Prehistory: Paleodiet
8999 Research in Anthropology: Dissertation

APPENDIX 2: 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 met the curricular goals.

Each proficiency level is mapped to specific seminars and activities in the program. 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)

Understand how to design, conduct, and evaluate research that makes theoretical and practical contributions to anthropology and beyond.

4. 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)
5. 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)
6. 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)
7. 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)

8. 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)

C. 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)

D. 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)

E. 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)