
Anthropology (PhD) Program Handbook

2019-2020

School of Human Evolution and Social Change

Anthropology PhD Handbook

Arizona State University

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This and all previous Handbooks can be found at:

<https://shesc.asu.edu/student-life/graduate-handbooks>

INTRODUCTION	5
ADMISSIONS	5
Application Information.....	5
Contact Information.....	6
STUDENT ADVISING	7
Research Advisor.....	7
Thesis Supervisory Committee.....	8
M.A. Supervisory Committee	8
Ph.D. Supervisory Committee	9
REGISTRATION AND ENROLLMENT	9
Course Load.....	10
Continuous Enrollment	10
Grades and Grievances	11
Drop/Add and Withdrawal Deadlines.....	11
Medical/Compassionate Withdrawal.....	12
Voluntary Withdrawal	12
PROGRAM REQUIREMENTS	12
Pre-admission/Transfer Credits.....	12
Filing the Interactive Program of Study (iPOS).....	13
ACADEMIC AND RESEARCH PERFORMANCE EVALUATIONS	13
Annual Evaluation	13
End of Semester GPA Review	14
CULMINATING EVENTS	16
PhD Phase I Procedures & Paperwork (pre-MA).....	17
PhD Phase II Procedures & Paperwork (Post-MA)	17
Paperwork for Special Circumstances.....	20
Resources for the interactive Plan of Study (iPOS).....	22
STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY	25
Academic Integrity.....	25
Student Code of Conduct	25
FINANCIAL ASSISTANCE POLICIES AND PROCEDURES	25
Financial Aid Policy and Procedures.....	25
Graduate Fellowships and Assistantships	26
Assistantships and Apprenticeships	27
Absence and Leave Policies for TAs/RAs.....	27

DEPARTMENT AND UNIVERSITY RESOURCES	28
School of Human Evolution and Social Change Resources	28
Academic and Professional Resources	29
Student Support Services	31
Business Services	32
ANTHROPOLOGY PHD CURRICULUM	35
Mission and Overview	35
Organization of SHESC and Advisory Curricula Tracks	35
General Requirements	36
Phase I (30 hours)	37
Phase II (30 hours coursework + 24 hours research and dissertation)	39
Faculty Review of Critical Documents	43
ARCHAEOLOGY.....	44

INTRODUCTION

This guidebook outlines the graduate requirements and procedures set forth by the faculty of the School of Human Evolution and Social Change (SHESC) at Arizona State University. Our graduate degree programs are directed toward the attainment of excellence in Anthropology, Global Health, Environmental Social Science, and Applied Mathematics for the Life and Social Sciences as demonstrated by accomplishments in research, coursework, and examinations.

This guidebook is a living document and SHESC will refer to the most current version for the enforcement of policy. Any student can petition for a specific exception to the current guidebook if it puts them at a disadvantage.

The current version of this document can be found on the SHESC webpage, at: <https://shesc.asu.edu/degrees/anthropology-phd>. All previous Handbooks can be found on SHESC's intranet, at: <https://shesc.asu.edu/student-life/graduate-handbooks>

In addition to the requirements set by SHESC in this document, students must follow the [policies and procedures](#) established by the Graduate College.

ADMISSIONS

To be eligible for admission to SHESC's graduate programs, applicants must:

- Have earned a bachelor's degree or higher from a regionally accredited institution in the U.S. or the equivalent of a U.S. bachelor's degree from an international institution that is officially recognized by that country.
 - Although applicants are not required to have a specific type of bachelor's degree, most admitted students have a degree related to their graduate program of interest.
- Have maintained a "B" (3.00 on a 4.00 scale) grade point average (GPA) in the last 60 semester hours or 90 quarter hours of undergraduate course work. If students do not meet the minimum GPA requirements, their application may still be considered.
- Submit general GRE scores; exam must have been taken within the last 5 years.
- Demonstrate [English proficiency](#) if the applicant's native language is not English.

Application Information

SHESC's admissions are for the Fall semester. Graduate admission to SHESC consists of the following application dates for full consideration of funding and campus recruitment activities. Applications received after these dates will be considered at a lower priority for funding and visitation:

December 1 – Submission of online application

December 15 – Receipt of all application supplemental materials

All application materials are submitted online through the Graduate Admissions [electronic application](#). The application consists of two categories of materials: those required by Graduate Admissions and those required by SHESC. The application will provide instructions regarding the required materials, which include:

- Basic application and fees
- Personal statement/letter of interest
- Three letters of recommendation
- Official GRE scores
- Official TOEFL scores
- Academic Record Form
- Official transcripts from all former institutions

International transcripts should be issued by the registrar of the institution attended, bearing the seal of the institution and registrar's or academic official's signature, or they must be verified true copies of credentials by a responsible official of the institution or educational representative of the country's government or embassy. Each page must bear the verifying official signature and stamp. Photocopies, notarized or scanned copies are not acceptable.

English translations must be official. They can be translated by the institution or any official translation service. Translations cannot be completed by the applicant. Photocopies, notarized or scanned copies are not accepted. The English translation must be the original document with the official stamp of the institution or the translation service.

Please use the following mailing address for international transcripts:
Graduate Admission Services
Arizona State University
1151 S. Forest Avenue, #SSV112
Tempe, AZ 85287-0112

More details regarding the required documents can be found at the electronic admissions application.

All applicants will be considered for financial support. Applicants not in need of financial support should notify their prospective faculty advisor(s) at the time the application is submitted. Funding resources greatly impact the admissions review process and the number of students who are admitted.

Contact Information

School of Human Evolution and Social Change

900 S. Cady Mall, Tempe, AZ 85281
Mailing: P.O. Box 872402, Tempe, AZ 85287-2402
Phone: 480-965-6215 | **Fax:** 480-965-7671
General Information Email: shescinfo@asu.edu

Graduate Studies and Graduate School Applications

Please email shesc.grad@asu.edu to request information or for questions on the admission process. One of our advisors will get back to you within two business days.

Advising Support

For academic advising – please contact the following staff members:

- Carita Harrell, at Carita.Harrell@asu.edu or 480-727-6137
- Genise Denoire, at Genise.Denoire@asu.edu or 480-965-2558
- Stefanie Bobar, at Stefanie.bobar@asu.edu or 480-965-6215
- Wondra Lee, at Wondra.lee@asu.edu or 480-965-6215
- Kim Danielson, at Kim.Danielson@asu.edu or 480-965-6215

As a graduate student, you need to proactively seek a faculty supervisor in your first semester to help you develop an appropriate Interactive Plan of Study (see below). Your supervisor must be a member of the graduate faculty for your program, which you can verify in the [online listings](#). Master's and certificate students are typically advised by the head of their programs.

For assistance with the application process, orientation, funding, course registration, degree progress, various ASU administrative situations and graduation please e-mail shesc.grad@asu.edu. One of our advisors will get back to you within two business days. Faculty members who serve as the head of each approach and degree program serve on the school's Graduate and Undergraduate Committee (GUC). If you have questions about any aspect of the program, you are welcome to bring those concerns to the appropriate members of the GUC.

STUDENT ADVISING

During **orientation, which is mandatory** and typically occurs the week of or before the Fall semester starts, each incoming graduate student will receive general information about the graduate program from the Associate Director of Graduate Studies as well as the Approach Head of their program. Students should meet individually with their research advisors for personalized guidance about the graduate program, advice in first year class selections, and discussion of other related matters.

Research Advisor

The student must identify a faculty member (job titles are Assistant Professor, Associate Professor, Professor) of the School of Human Evolution and Social Change who agrees to serve as their research advisor and chair their Thesis/Dissertation Supervisory Committee. Co-advisors and co-chairs are allowed.

Thesis Supervisory Committee

- The student, after consultation with their advisor, will secure the appropriate number of ASU faculty as members of their Thesis/Dissertation Supervisory Committee. These members in general will be from the [Graduate Faculty](#) — a classification defined and managed by the ASU Graduate College. All SHESC faculty members are on the Graduate Faculty, along with various researchers and lecturers. Most Graduate Faculty can be committee chairs or co- chairs.
- Additional professionals may be added to the Graduate Faculty by a request submitted by the Graduate Student Academic Support Specialist to the Graduate College, with approval from the Associate Director of Graduate Studies. Students who wish to add members to the Graduate Faculty should submit the following to the Graduate Student Academic Support Specialist:
- If a student wishes to include non-ASU participants, they should submit the name of the proposed member and a rationale for that choice to their Supervisory Committee for evaluation. Should the Supervisory Committee concur, the outside participant should be contacted by the student and asked to provide their curriculum vitae. The student shall then submit a short memo requesting this addition and present the rationale for it along with the faculty curriculum vitae and a [committee approval request form](#) to the Graduate Student Academic Support Specialist who will present it to the Associate Director of Graduate Studies for approval. With the Associate Director's approval, the request form will then be submitted to the Graduate College. Once the Graduate College approves the outside participant, the student should adjust their Interactive Program of Study (see below) accordingly.
- If a student needs to change their chair or committee members, the process is to complete the committee change form. PLEASE LINK THE FORM HERE

M.A. Supervisory Committee

This three-person committee shall consist of:

- The research advisor as chair, or two research advisors as co-chairs. The chair must be from the student's degree program and be a tenured/tenure track faculty.
- Two members of the [Graduate Faculty](#) in the degree program (which includes all SHESC faculty, as well as other research staff and faculty from other ASU programs). If a student has co-chairs only one additional committee member is required.
- Additional participants (e.g., Academic Professionals or external faculty members not on the SHESC Graduate Faculty) may serve as one of the committee members, pending approval by the Supervisory Committee and the Associate Director of Graduate Studies.

- Students must have at least half of their committee consist of SHESC faculty. Exceptions can be made but must be approved first by the Supervisory Committee, Approach Head, and Associate Director of Graduate Studies.

Ph.D. Supervisory Committee

This minimum three-person committee shall consist of:

- The research advisor as chair, or two research advisors as co-chairs
- Two members of the [Graduate Faculty](#) in the degree program (which includes all SHESC faculty, as well as other research staff and faculty from other ASU degree/research programs). If a student has co-chairs, only one additional committee member is required.
- Additional participants (e.g., Academic Professionals or external faculty members not on the SHESC Graduate Faculty) may serve as one of the committee members, pending approval by the Supervisory Committee, the Associate Director of Graduate Studies, and the Graduate College.
- Students must have at least half of their committee consist of SHESC faculty. Exceptions can be made but must be approved first by the Supervisory Committee, Approach Head, and Associate Director of Graduate Studies.

If a student wishes to include non-ASU participants, they should submit the name of the proposed member and a rationale for that choice to their Supervisory Committee for evaluation. Should the Supervisory Committee concur, the outside participant should be contacted by the student and asked to provide their curriculum vitae. The student shall then submit a short memo requesting this addition and present the rationale for it along with the faculty curriculum vitae and a [committee approval request form](#) to the Graduate Student Academic Support Specialist who will present it to the Associate Director of Graduate Studies for approval. With the Associate Director's approval, the request form will then be submitted to the Graduate College. Once the Graduate College approves the outside participant, the student should adjust their Interactive Program of Study (see below) accordingly.

If you need to change your chair or committee members, the process is to complete the committee change form. PLEASE LINK THE FORM HERE

REGISTRATION AND ENROLLMENT

All students are required to have proof of measles immunizations on file with [Health Services](#) prior to registration. Graduate students register through MyASU according to their enrollment appointment. Details regarding registration and tuition are provided in the [Registration and Tuition Payment Guide](#).

Course Load

Graduate students employed as Research (RA) or Teaching Assistants (TA) cannot be otherwise employed and must register for a minimum of nine credit hours. SHESC graduate students are limited to a maximum of twelve credit hours per semester. Students supported on work-study, other types of financial aid, or those on a VISA may be required to take a minimum course load of more than nine credit hours but no more than twelve hours per semester.

Students should review the [registration and enrollment guidelines](#) in the Graduate College Policies and Procedures guidebook for more information.

Continuous Enrollment

Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting doctoral fieldwork, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way utilizing university resources, facilities or faculty time.

Registration for every Fall and Spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting doctoral fieldwork, defending theses or dissertations, being a teaching or research assistant, or graduating from the degree program during the summer semester. To maintain continuous enrollment the credit hour(s) must:

- Appear on the student's Interactive Plan of Study, *OR*
- Be research (592, 692, 792), thesis (599), dissertation (799), or continuing registration (595, 795) hours, *OR*
- Be a graduate-level course.

Grades of "W" (withdrawal) or "X" (audit) are not valid for continuous enrollment purposes or minimum registration requirements. "W" grades are received when students officially withdraw from a course after the course-drop deadline or when they do not successfully complete an audited class. "X" grades are received when a student successfully completes audited courses.

Additionally, students completing work for a course in which they received a grade of "I" (incomplete) must maintain continuous enrollment as defined previously. Graduate students have one year to complete work for an [incomplete grade](#); if the work is not complete and the grade changed within one year, the "I" grade becomes permanent. The [Student Services Manual](#) provides more information about incomplete grades.

If a program of study must be interrupted, the student may apply for leave status for a maximum of two semesters during their graduate program. The research advisor, Supervisory Committee, Associate Director of Graduate Studies, and the Graduate College must endorse an application for leave status. This request must be filed and approved the semester before the anticipated absence. The form and the policies related to continuous enrollment are located on the [Graduate College website](#). The student should briefly state the reason for needing leave status and the duration (not to exceed two semesters per Graduate College guidelines). This petition should be turned in to the Graduate Student Academic Support Specialist once all committee members have signed the form. A student on leave is not required to pay fees but is also not permitted to place any demands on university faculty or use any university facilities.

Failure to maintain continuous enrollment without prior approval will result in the student being discontinued from the graduate program. A student removed from a graduate program for failure to maintain continuous enrollment may re-apply for admission. The application will be considered along with all the other new applications to the degree program. There is no guarantee of admission and not all prior credits or culminating events may count.

Grades and Grievances

The final passing grade for research (AML/ASB 592/792) and dissertation (AML/ASB 799) is a Y. Research grades will be assigned at the end of each semester. Thesis and dissertation grades will be assigned after the student has successfully defended. SHESC students should refer to the Academic and Research Performance Evaluations section for more information regarding GPA and letter grade expectations.

Students who are seeking to appeal a grade should refer to The College's [Academic \(Grade\) Grievance procedures](#). Grade appeals should be addressed by the student as soon as possible after the grade in question is awarded.

Drop/Add and Withdrawal Deadlines

Registration deadlines determine the last day a student is able to [add, drop or withdraw](#) from classes. Each class has its own set of registration deadlines which are based on the length of the class as well as the session in which the class is held. The drop/add/withdrawal deadlines listed on the [Academic Calendar](#) apply to classes scheduled in the regular A/B/C sessions. If a class does not follow the A/B/C session timelines, the drop/add/withdrawal deadlines are prorated. The best way for a student to determine the registration deadlines for a class in which they are registered is to sign in to MyASU and click on the calendar icon next to the class in the My Classes box. To determine the registration deadlines of a class for which the student has not yet registered, students should use the online [Class Search](#) to search for the class and click on the Dates column in the search results.

Medical/Compassionate Withdrawal

If a student experiences a serious illness, injury or other significant personal situation that is preventing progress in classes or research, and the standard withdrawal options for the student are not appropriate for the situation, the student may request a [medical/compassionate withdrawal](#). All applications for the medical/compassionate withdrawal require thorough and credible documentation and must be approved by the College of Liberal Arts and Sciences Dean's Office. The student must complete all of the required steps in order to be considered for a medical/compassionate withdrawal.

Students are strongly encouraged to reach out to the Student Advocacy and Assistance (<https://eoss.asu.edu/dos/srr/StudentAdvocacyandAssistance>) if they are experiencing any kind of educational, personal or other campus impediment towards successful completion of their academic goals. Student Advocacy and Assistance links students with appropriate university and community resources, agencies, and individuals, collaborates with faculty and staff in the best interest of the students, and follows through to bring efficient closure to student concerns.

Voluntary Withdrawal

Students may voluntarily withdraw from a specific degree program or from ASU at any time. Students who wish to withdraw should submit a [voluntary complete withdrawal form](#) to Graduate Admission Services. Submission of this form will not withdraw students from course(s) for any semester. Students may choose to complete the course(s) for which they are currently enrolled. If a student needs to withdraw from course(s) currently in progress or course(s) in the upcoming semester, the student should contact the Registrar's Office.

PROGRAM REQUIREMENTS

The [Interactive Program of Study \(iPOS\)](#) is an official academic plan for students that maps the requirements for degree completion. It includes coursework, the student's Thesis/Dissertation Supervisory Committee and any additional milestones.

Pre-admission/Transfer Credits

Graduate-level credits taken at ASU or other accredited institutions prior to admission to a SHESC graduate degree program are considered pre-admission credits (which is the same as transfer credits). Graduate students are allowed to include a maximum of 12 graduate-level credit-hours toward an Interactive Program of Study (iPOS). Pre-admission credits must have been taken within three years of admission to the ASU degree program. Only graduate-level courses with "B" grade or higher that were not used toward a previous degree may be eligible to apply toward the current degree program. See the [Graduate College guidelines](#) for more details

regarding pre-admission credits (refer to *ASU Pre- Admission Credits* section under the *Graduate Degree Requirements* section).

Filing the Interactive Program of Study (iPOS)

The student is expected to meet with their Supervisory Committee shortly after the committee's formation to formulate and approve their iPOS. The iPOS must be filed before January 20th, when student Annual Progress Report is due to the Graduate Student Academic Success Specialist. Annual Evaluations should cover student progress over a calendar year. It is the student's responsibility to submit and update their iPOS (found in "My Programs" section of MyASU) as necessary and to include the iPOS requirements as noted in this guidebook depending on their degree. The student must turn in the iPOS "courses" and "approval" pages, signed by their advisor, to the Graduate Student Academic Success Specialist for approval by the Associate Director of Graduate Studies. The iPOS will then be forwarded by the Graduate Student Academic Success Specialist to the Graduate College for approval. Final approval of the iPOS by the Graduate College confirms the appointment of the Dissertation Supervisory Committee and the approval of coursework toward degree requirements.

iPOS coursework requirements for the Cert., M.A. and Ph.D. degrees will be listed in upcoming sections. The iPOS coursework and/or Supervisory Committee may need to be updated as the student advances toward completion of their studies. Ph.D. students must have an approved iPOS on file before taking their oral exams. It is the student's responsibility to ensure that the information on their iPOS is accurate before the student schedules their defense. Students must notify the Graduate Student Academic Support Specialist when any changes are made to their iPOS. It is highly recommended that students meet with the Graduate Student Academic Support Specialist regularly, preferably during each semester, to ensure that their iPOS is in order.

ACADEMIC AND RESEARCH PERFORMANCE EVALUATIONS

Annual Evaluation

Graduate students in the Anthropology program are evaluated each calendar year not only to determine who will receive TA funding for the subsequent academic year, but also to provide each student with feedback on their academic performance. Students are required to submit annual progress reports during the Spring Semester (by January 20th) and are evaluated on their performance during the previous calendar year by the faculty in their Program/ Approach.

All students with one or more semesters completed are required to submit the following materials to the Graduate Student Academic Support Specialist through the Google Form named: [Graduate Annual Progress Report Form](#), by January 20th.

- The SHESC [Graduate Annual Progress Report Form](#) signed by the Supervisory Committee. Signatures can be obtained by scanning a signed hard copy, coordinating an email indicating signature by the advisor, or by using electronic signatures.
- An updated CV
- The annual mentoring plan (see below)
- An unofficial copy of the student's most recent ASU transcript
- The Courses and Approval pages of approved PhD iPOS

The student must meet with their entire Supervisory Committee (virtual presence is permitted) for an annual review of academic progress before the report is due on January 20th. Students who defend their dissertation during the annual evaluation period are exempt from submitting a report.

After the student evaluations are completed, each faculty member must send an e-mail to each advisee summarizing the results of the evaluation (including their overall score, whether the student received an S, C, or U, comments on the student's performance -specifically what they are doing well and what they can do better-, and support for the student's next steps), including concrete recommendations for what should be accomplished in the following year.

All evaluation e-mails should be sent to students by May 1st and copied to the Graduate Student Academic Success Specialist, to be kept on record.

If a student receives a "C," the letter must specify what the student must do to improve his/her/their status during the next calendar year (including deadlines).

If a student receives a "U," they shall be placed under probation. A Probation Letter, following the guidelines of the Graduate College ([Academic Probation Letter; Sample B](#)) and outlining what the student must achieve by a specified deadline to return to Good Standing (Satisfactory), will be sent to the student by their Committee Chair and cc-ed to the Approach Head, the Graduate Director (Kostalena Michelaki; kmichela@asu.edu), the Dean's Office contact (Kyle Rader; kwrader@asu.edu), and the Graduate Student Academic Success Specialist (Genise Denoire; Genise.Denoire@asu.edu).

A student who has received a "U" shall not be considered for any funding from SHESC, until they have been reinstated to an "S" standing.

Failure to submit an annual SHESC Progress Report will result in a meeting with the student's Supervisory Committee and/or the Approach Head to discuss the student's progress in more detail, and may also result in loss of office space, low priority for funding, or probation.

End of Semester GPA Review

Besides SHESC's requirement that all students maintain an Overall GPA of 3.2 each semester, the Graduate College requires all students (M.A. and PhD) to maintain a 3.0 GPA for each GPA

to be in good academic standing. Graduate students who do not meet these GPA requirements will go on academic probation.

At the end of each semester, the Graduate Student Academic Support Specialist will conduct a review of graduate student GPAs. The purpose of this review is to identify students who do not meet the minimum GPA requirements set forth by SHESC and the Graduate College. Students will receive an academic probation letter if their Overall GPA falls below 3.2 or if their iPOS GPA and Cumulative ASU GPA fall below the minimum requirements.

- iPOS GPA is calculated on all courses that appear on your approved iPOS.
- Cumulative ASU GPA represents all courses completed at ASU. and the
- Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor's/master's program.

Academic probation that extends beyond two semesters will result in a recommendation to The College for termination from the graduate program.

Students with an approved iPOS can verify their GPAs in the 'My Programs' section of MyASU.

What Constitutes Satisfactory Performance ("S")

To make satisfactory progress a student must:

- Maintain a 3.2 Overall GPA or better each semester. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission (degree or non-degree). This includes shared coursework if in an approved accelerated bachelor's/master's program. (Students can find their Overall GPA in the 'Programs' tab under the 'My Programs' section of MyASU.)
- Receive a grade of C+ or higher in a SHESC course.
- Successfully pass MA-paper, MA-paper presentation at MA-symposium, comprehensive exams/field statement, oral defense of proposal for dissertation.
 - When a student fails a degree requirement (i.e., MA paper, MA symposium, Comprehensive exams, Field Statement, Proposal Defense) and the concerns are judged by the student's mentoring committee to be remediable, the student may receive a "U," be placed on probation and allowed to repeat the experience once.
 - If the student fails to pass the second time, a recommendation will be made to the Graduate College that the student be withdrawn from the Program.
 - When a student fails a degree requirement (i.e., MA paper, MA symposium, Comprehensive exams, Field Statement, Proposal Defense) and the concerns are judged by the student's mentoring committee to be non-remediable, a recommendation will be made to the Graduate College that the student be withdrawn immediately from the Program.
- Satisfy all program requirements in a timely manner (see below).
- Satisfy the [Graduate College criteria for satisfactory progress](#) as well as all the [ASU Graduate Policies and Procedures](#).
- Graduate students must **remain continuously enrolled** in their degree program. Failing to do so without a Graduate College approved request to [Maintain Continuous Enrollment](#) is

considered to be lack of academic progress. In such cases students may automatically be dismissed from the program by the Graduate College.

What constitutes Concern about Performance ("C")

A status of concern (C) has no effect on a student's ranking or access to funding. It is a serious warning by the student's entire approach that the student is displaying behaviors that may lead to Unsatisfactory status (U), if left unaddressed. For example, if a student is consistently falling behind in meeting their degree milestones, if they are accumulating Incomplete grades without addressing them, etc., then their approach will recommend the student receives a status of C and their chair will outline in detail what the student must do to return to a satisfactory status.

What Constitutes Unsatisfactory Performance ("U")

- An Overall GPA of less than 3.2
AND/OR
- Progress towards degree of 1 or less (7 semesters or more behind schedule), AND/OR
- Failure to pass a degree requirement (i.e., MA paper, MA symposium, Comprehensive exams, Field Statement, Proposal Defense) but the concerns are judged by the student's mentoring committee to be remediable
AND/OR
- A grade lower than C+ in a SHESC course.

Conditions under which Dismissal is recommended without granting probation

- Deception or falsification of statements in the admissions application process.
- Unauthorized periods of absence from the graduate program.
- Non-remediable failure of degree requirements (i.e., MA paper, MA symposium, Comprehensive exams, Field Statement, Proposal Defense).
- Seriously compromising relations of the School with the public (e.g., presentation of one's own inflammatory positions as also representing those of SHESC or any of its members; acting in culturally inappropriate ways while on SHESC/ASU related business [e.g., drunk and disorderly behavior in public while doing fieldwork, harassment of members of the local community, etc.]).
- Breaches of ethical judgment and professional responsibility, including substantiated allegations of a Title IX violation (e.g., use of samples or information without consent or permit).
- Breaches of academic or scientific honesty (e.g., plagiarism, falsification of research data).
- Serious misuse of SHESC or ASU facilities and/or funds.

CULMINATING EVENTS

The majority of SHESC graduate programs are PhD programs. Students without an MA/MS degree accepted into PhD programs begin in Phase I. Phase I culminates with a Master's degree (known as a "Master's-in-passing" or simply MIP) that is posted to their transcript. Pending approval of the culminating experience and MIP, such students continue into Phase II of the PhD program. Students with MA/MS degrees accepted into PhD programs begin in Phase II. All graduate students at ASU are subject to the Graduate College policies.

PhD Phase I Procedures & Paperwork (pre-MA)

1. Students must identify their faculty advisor during the Fall semester of their first year.
2. Students must file their PhD Interactive Plan of Study (iPOS) during the Spring semester of their first year (see below for information on how to file the iPOS).
3. Students must notify the Graduate Student Academic Support Specialist via email of their intention to earn the MIP at the beginning of the semester in which they intend to earn the degree (include ID number in the email) and then identify remainder of master's committee and submit the [SHESC Committee formation](#) document to the Graduate Student Academic Support Specialist along with a memo from their chair explaining committee membership and a one-page statement from the student regarding their research interests.
 - a. Notice that an MIP committee should have 3 members total. To facilitate the process, co-chairs, external members, and 4- person committees are not recommended for the MIP. Thus, the MIP committee may be somewhat different from the eventual PhD committee.
4. The Graduate Student Academic Support Specialist will submit an MIP request form to the Graduate College, at which point the MIP iPOS will be generated and appear in MyASU. The Graduate College will not generate an MIP iPOS unless the PhD iPOS has been approved.
5. Student must complete their MIP iPOS as soon as possible after it has been generated. A student cannot apply to graduate with the MIP until their MIP iPOS has been approved. Students can apply to graduate via MyASU.
6. Students must make sure they apply to graduate with the Master's degree, not the PhD. The deadline to apply to graduate is posted online with other [graduation deadlines](#), but occurs in early October in the Fall and early February in the Spring. There is a \$50 application fee but, if a student does not graduate in the semester for which they pay the fee, it will roll forward. Students only have to pay the fee once per degree.
7. Student must complete their research paper/portfolio and submit it to their Supervisory Committee for approval.
8. Students must present their approved MA paper/portfolio work at the SHESC MA Symposium during the Spring semester.
9. Students must turn-in the signed MA/MS culminating experience paperwork to the Graduate Student Academic Support Specialist upon successful completion of requirements.

PhD Phase II Procedures & Paperwork (Post-MA)

10. Students must identify their faculty advisor during the Fall semester of their first year.
11. Students must file their PhD iPOS during the Spring semester of their first year (see below for information on how to file your iPOS).
12. Students must identify the remainder of their doctoral committee and submit the SHESC Committee formation document to the Graduate Student Academic Support Specialist along with a memo from their chair explaining the committee membership and a one-page statement from the student regarding their research interests.
 - a) The committee must have at least three members, at least half of whom are regular or research faculty within SHESC. Except in unusual circumstances, committees with more than four members are not recommended.
 - b) The chair or co-chair must be a regular or research faculty within the School. Emeritus/a faculty normally may serve as sole chair for no more than one year after the date of their retirement. At least one other member must be a regular or research faculty within the School. The third (and possible fourth) members may be from within or outside SHESC.
 - c) For external members, students must fill-out the Graduate College's [Committee Approval Request](#) form and turn it in to the Graduate Student Academic Support Specialist along with the member's most recent CV. The student's committee members' names should be typed or printed, and they should sign in the "signature" column. Students do not have to fill out section II of the form. Once section I is completed, they can turn it in to the Graduate Student Academic Support Specialist, along with the memo and statement, for circulation among the appropriate graduate committee members. Note that for Anthropology, all relevant approach heads sign the form before it goes to the Associate Director of Graduate Programs and the SHESC Director. For non-anthropology degrees, the Program head signs the form before it goes to the Associate Director of Graduate Programs and the director of SHESC. Students must update their iPOS to reflect their entire committee membership.
 - d) If changes in committee membership later become necessary (after the iPOS has been filed and approved) the iPOS must be updated to reflect the new committee. It is highly recommended that students meet regularly with the Graduate Student Academic Success Specialist to ensure their iPOS is up to date and accurate. If the chair or 2 or more members of the committee change, the SHESC paperwork must be redone as well.

Completing comprehensive examinations

The student's supervisory committee must sign the [Comprehensive Exam form](#) and the student must turn it in to the Graduate Student Academic Support Specialist. The date the supervisory committee notified the student of their exam results must be added by the student in the field labeled "DATE WRITTEN COMPREHENSIVE EXAMINATION TAKEN." The Graduate Student Academic Support Specialist will get the head of the academic unit signature for the student. Once the results are entered, the student will see them in the "my programs and degree progress" box in MyASU under the iPOS tab.

Defending the dissertation proposal

Proposal defenses have a public component and may also have a private component. Generally, the student should reserve a room for 2 hours (maybe 3 so there is half an hour on either end for set up/break down). The front office staff can help reserve a room and any necessary equipment. Once the time/date/location of the student's defense is known, they must email that information to the communications program coordinator and the Graduate Student Academic Support Specialist with a list of the committee members names and roles (i.e., chair, co-chair, committee member), the dissertation title, and a one-paragraph abstract. Send this information two weeks before the defense so that an announcement can run in the weekly Graduate and Faculty Digests. The student must have their committee sign the Dissertation Proposal form and turn it in to the Graduate Student Academic Support Specialist (click [here](#) for the Archaeology Form and see below for the Bioarchaeology, Evolutionary Anthropology and Sociocultural Anthropology forms)..

The Graduate Student Academic Support Specialist will get the head of the academic unit signature for the student. Once the results are entered, the student will see them in the "my programs and degree progress" box in MyASU under the iPOS tab. They will also be able to download their candidacy letter. If a student does not download the letter and the option to do so disappears, they must contact the Graduate Student Academic Support Specialist, who can get them another copy. After defending their dissertation proposal, students should focus on conducting research for their dissertation and writing-up their dissertation thesis.

"Readers": There is no official process to have a "reader" for a dissertation. A reader will be ancillary and will not have any authority over whether a student passes or not and therefore will be an informal member. Should a student want a reader, they should have the approval of their Chair, and keep an electronic paper-trail.

Students should apply to graduate (via MyASU) by the deadline in the semester in which they anticipate defending. The deadline to apply to graduate is posted online with other [graduation deadlines](#), but occurs in early October in the Fall and early February in the Spring semester. There is a \$50 application fee but, if a student does not graduate in the semester for which they pay the fee, it will roll forward. Students only have to pay the fee once per degree.

Students must schedule their dissertation defense at least 10 working days in advance

Students should refer to the [Graduate College's defense page](#), which contains information on:

- Overall defense procedures
- Deadlines
- Formatting
- Submitting to ProQuest

Dissertation defenses are public and must be held during business hours on days that the university is open for business. There are some blackout days when no defenses can be held, thus students should use the defense scheduling link in the "my programs and degree progress" box in MyASU under the defense tab to make sure the day they want is available. Generally, a room should be reserved for 2 hours (maybe 3 so there is half an hour on either end for set up/break down). The front office staff can help reserve a room and any necessary equipment. Once the time/date/location of a defense is known, the student must use the defense scheduling link in MyASU to schedule their defense with the Graduate College.

Students must e-mail their defense information (time/date/location) to the communications program coordinator and the Graduate Student Academic Support Specialist along with a list of their committee members names and role (i.e., chair, co-chair, committee member), the dissertation title, and a one-page abstract. This information should be sent two weeks before the defense so that an announcement can run in the weekly Graduate and Faculty Digests. A student's committee will receive a docu-sign form about their defense. It is strongly encouraged to remind committee members to sign the document.

Once the results are entered, students will see their results in the "my programs and degree progress" box in MyASU under the defense tab. Following a student's defense, a "next steps" link will appear with instructions for the Survey of Earned Doctorates and ETD/ProQuest.

Students should review the [Absent Committee Member Procedures](#) if a member of their committee cannot be present for their dissertation defense. Note that a minimum of 50 percent of a student's committee must be physically present. The Chair (or one co-chair) must be present. If a Proxy is used for one of the committee members, they must be approved to serve on a committee for the program and the School Director and Associate Director of Graduate Studies must approve the appointment. Approvals must be forwarded (or cc-ed) to the Graduate Student Academic Support Specialist who will inform the Graduate College of the proxy. An email should be sent to the Graduate Student Academic Support Specialist asking that any outstanding "Z" grades on a student's transcript be changed to "Y."

Paperwork for Special Circumstances

Student Committee Approval: If one or more of a student's committee members are outside SHESC or ASU and the student is unable to add them to their iPOS, they fill out the [Student Committee Approval](#) form and turn it in to the Graduate Student Academic Support Specialist along with the proposed committee member's most recent CV. Per SHESC policy, at least 50% of the student's committee must be regular SHESC faculty. If the student has 2 external members they need a 4-person committee. The student's PhD Supervisory Committee formation documents must be correct and on-file with the Graduate Student Academic Support Specialist to add an external member.

Request to maintain continuous enrollment (a.k.a. "leave of absence"): There are separate versions of the form for [doctoral students](#) and [master's/certificate students](#). Graduate students planning to discontinue registration for a semester or more must request approval to maintain continuous enrollment. This request must be submitted and approved before the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program. By requesting to maintain continuous enrollment without course registration, a student affirms that they will not be making use of any University resources for the time period indicated. These resources include University Libraries, laboratories, recreation facilities or faculty time. A leave of absence does not stop a student's "time-to-degree clock." For a doctoral degree, students have 10 years total or 5 years after their written comprehensive exam, whichever is less. For a master's degree, students have 6 years total. For a certificate, students have 3 years total. Generally approved reasons for a leave of absence include illness of the student or a close family member.

Request for an extension: Students who need more time than the Graduate College allows for completing a PhD Degree can request an extension. To do so they must fill-out a [petition to the Graduate College](#), have it signed by their committee, and turn it in to the Graduate Student Academic Support Specialist. The Specialist will get the signature of the academic unit head and submit the petition to the Graduate College. The petition should include:

- The reason the student has been unable to complete the degree by the deadline.
- A timeline of the work remaining until degree completion, including specific dates.
- A statement acknowledging that the student understands only one extension of time to degree may be granted. If they do not complete the remaining work and graduate according to the timeline, no further extensions will be granted, and they will be terminated from the degree program.

Generally speaking, a student must be advanced to candidacy for an extension petition to be considered. The maximum extension granted is typically one year.

Enrollment and Degree Verification for Outside Agencies and Third Parties: Arizona State University has contracted with the [National Student Clearinghouse](#) to process all enrollment and degree verification requests for employers, employment agencies, background search firms, and various other businesses that offer products or services based on the individual's status as an enrolled student.

Students who need assistance should contact National Student Clearinghouse directly at 703-742-4200. If the National Student Clearinghouse can confirm the degree or enrollment, the response is immediate, and requestors will be able to print or obtain a PDF version of the verification. Enrollment verifications for each term will be available starting the first week of classes for that term. A fee will be charged for this service. To request an [Enrollment Verification](#):

- Go to MyASU and navigate to My Classes box

- Select Grades & Transcripts
- Select Transcripts & Test Scores
- Select Enrollment Verification

If a student needs special information on their enrollment verification, or if they need a specialty verification form completed, such as the Canadian or Alaskan form, they should submit an [Enrollment Verification Request Form](#) (see instructions on form) to any [registration location](#) (photo ID required for in-person visits.)

Verification of Full-Time/Half-Time Status: If a student has advanced to candidacy, will be registered for fewer than 6 credit hours in a given semester, and has student loans they would like to keep "in school," they must fill-out [this form](#) and submit it to the Graduate Student Academic Support Specialist so that they may get the appropriate signatures and submit to the Registrar. This form does not permit new borrowing.

Resources for the interactive Plan of Study (iPOS)

The iPOS is a list of all coursework and credits taken that will be counted toward the degree. It must be filed by the time 50% of the credits for the degree have been earned. If it is not filed by that point, the student's registration will be cut-off until their iPOS is complete. A student's iPOS must be complete, updated, and approved at the time of all milestones, including the MIP, comprehensive exams, dissertation proposal, and dissertation defense. For a walk-through of the iPOS process that includes screen shots, see the [iPOS Training Manual](#).

Access the iPOS: Students can access their iPOS via *myASU* → *Programs* → *iPOS*

- Select the appropriate degree. For the PhD, the next screen should state that the requirements are: 84 credit-hours, a Written Comprehensive Exam, and a Dissertation.
- Reminder: Pop-ups must be allowed on your internet browser when filing your iPOS!

Apply previous Master's degree from another institution: Students who were awarded a Master's degree from a previous university, can elect to apply a blanket 30 credit-hours from the degree to their doctoral iPOS.

- Students must select "yes" when asked whether they want to apply a previously awarded Master's.
- Students must select the appropriate Master's degree to apply. It should list the university and the year awarded.
- If a student does not see a link at the top of the page saying Previous Degree, they must contact the Graduate Student Academic Support Specialist.
- If a student applies the blanket 30 hours from their previous Master's degree, they should not explicitly list any courses that were counted toward the Master's program of study/degree (i.e., they cannot count credits twice). However, if there are any courses that are required by a student's degree, which the student has already taken previously

as part of their previous MA, then, with approval from the student's chair, the student may substitute those required courses for a different course. Students should check with the Graduate Student Academic Support Specialist for details.

- Students do not have to apply the blanket 30 hours from their previous Master's degree. They can transfer select courses, but no more than 9-hour credits.

Master's in Passing (MiP) from ASU. If a student is awarded a Master's in Passing from ASU as part of their movement through the PhD program, they **should not** apply the blanket 30 credit hours from the degree to their doctoral iPOS.

- They should select "no" when asked whether they want to apply a previously awarded Master's.
- They should import all the courses that they want to count toward their PhD off of their transcript (see "select courses" below).

Select courses. The easiest way for a student to do this is to pull directly from their transcript, then delete any excess courses.

- Reminder: A student needs to list a minimum of 54 hours of credit if they have applied a previously awarded Master's. If they are not applying a previous Master's, they must list 84 credits. If they list an extra hour or two because of a 4 credit-hour class, that is fine. However, they cannot submit with less and should not submit with more.
- Acceptable courses to list on the iPOS include all 500-level and above courses (except 595 Continuing Registration). With permission from their chair students can have up to 6 relevant 400- level credits on their iPOS.
- Students should not list more than 12 hours of 792 Research; however, they can list fewer. They can list 592 Research hours in addition to 792 Research.
- Students are required to list 12 hours *exactly* of 799 Dissertation work (no more, no less). *Students should be aware of this when registering, and always register in increments that will add up to exactly 12.*
- Students can list courses that are in progress and do not have a grade yet. If they are adding courses from the current semester after the semester has begun, they will appear on the student's transcript (not as future courses).
- To add courses that will occur in the future (not including the current semester), students must select the "Future Courses" button then fill-in the anticipated course and semester/year during which they would like to take it.

Select transfer courses.

- Many students may not need this option as their coursework will have been completed here at ASU or will have been applied via the previously awarded Master's.
- Students cannot list more than 9 hours of transfer work from another institution.

Select an advisor.

- Students have the option to list their entire committee or just their advisor/chair. SHESC prefers that they list their committee in its entirety. If a student has co-chairs, the system will not allow them to submit unless they list their committee in its entirety.
- A student's committee must match the committee that is listed on their PhD Committee Approval form, which should be on file with the Graduate Student Academic Support Specialist.
- If a student does not have a [PhD Committee Approval](#) signature form yet on file, they will need to complete one and submit it to the Graduate Student Academic Support Specialist before their iPOS can be approved.
- If one of their committee members is from outside SHESC or ASU and comes up as "not found" during the search, students must fill out the [Committee Approval Request](#) form and turn it-in to the Graduate Student Academic Support Specialist along with the individual's most recent CV. External members cannot be the sole chair, but can co-chair.

Submit the iPOS. Once submitted, it should say "pending in the academic unit."

Print off the summary pages. Students will want to print off both the "Courses" page and the "Approval" page links found on the right side of the page.

- After a student prints off both pages they must have them signed by their chair.
- If they have co-chairs they only need the signature of one person, though they will want to let their other co-chair and the members of their committee look at their iPOS pages to confirm that they also approve. (Note: a docu-sign process can be used if available.)

Hand-in the papers to the Graduate Student Academic Support Specialist.

- Once a student has obtained their chair's signature on both pages, they must submit them to the Graduate Student Academic Support Specialist, who will obtain the head of the academic unit's signature and electronically approve their iPOS.

Update the iPOS as necessary.

- Projections do not always match reality. If a student does not register for courses they projected during the semester they said you would, or if the prefix/number/title or number of credits do not match, a "course not found" error will be generated.
- Students are strongly advised to regularly check their iPOS (certainly before degree milestones) to ensure their committee and all coursework are correct
- If there are errors or outdated information, students can submit a committee or course change to correct them.
- Once a student has corrected the information, they must submit the changes so they are "pending in the academic unit."

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY

Academic Integrity

Academic dishonesty will not be tolerated, and if uncovered, appropriate actions will be taken. Students are expected to familiarize themselves with what constitutes violations to the [academic integrity policy](#). Briefly, violations include but are not limited to: cheating on exams and assignments, plagiarizing, fabricating data or information, submitting the same work in different classes, etc. Students are encouraged to pay special attention to the definition of plagiarism to avoid unintentional mistakes and to discuss the topic further with their advisors and instructors if they are unclear on whether a particular action constitutes plagiarism.

Students are also strongly encouraged to reach out to The College's [Academic Integrity Officer](#) and to familiarize themselves with all potential resources the university provides to educate themselves about academic integrity (e.g., <https://provost.asu.edu/academic-integrity>).

Allegations of academic dishonesty will be reported to Amanda Smith, The College's [Academic Integrity Officer](#). Before it comes to that, however, students

Student Code of Conduct

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Arizona State University students and faculty are expected to act with integrity in their educational pursuits. The following links can assist in understanding academic integrity, student code of conduct, the policies surrounding these topics, and the impact and resources available to you.

Understanding Academic Integrity

<https://provost.asu.edu/academic-integrity>

Policy surrounding Academic Integrity

<https://provost.asu.edu/academic-integrity/policy>

Protecting the ASU Community

<https://provost.asu.edu/academic-integrity/impact>

Resources for students, faculty, staff and teaching assistants to help avoid academic integrity violations

<https://provost.asu.edu/academic-integrity/resources>

FINANCIAL ASSISTANCE POLICIES AND PROCEDURES

Financial Aid Policy and Procedures

ASU has many forms of financial aid available, including scholarships, grants, federal work-study and loans. Students should check out these [options](#) to get started and get an idea of some of the financial awards for which they could be eligible.

In addition to financial aid packages with federal grants and loans, students can apply for scholarships specific to the university and The College to help pay for college costs. The School of Human Evolution and Social Change also offers a [collection of awards and fellowships for graduate students](#).

The Financial Aid office is available 24 hours/day, 7 days/week. Students can call toll free at: 855-278-5080.

For additional questions regarding financial aid, student should check-out the answers to these frequently asked questions: <https://students.asu.edu/financialaid/faq>

Graduate Fellowships and Assistantships

The School of Human Evolution and Social Change provides a variety of financial resources and awards to graduate students. The awards, their requirements, and due dates are announced each semester through the Graduate Student Digest, sent to all SHESC graduate students via email. Students must make sure they are reliably receiving the weekly Student Digest e-mails. If they are not, they should reach-out to the Graduate student Academic Support Specialist immediately! The following awards, grants and fellowships are available to graduate students, assuming there are funds available in the Block Grant:

Travel Awards: Doctoral students can apply for Travel Awards up to \$1,000 to use towards travel to a conference. Within a year of receiving this award, students must submit a one-paragraph report of their use of the funds and the experience they gained. This award is offered at least once each Fall and Spring Semester, and if there are funds, it is also offered during the Summer.

Research Grants: Doctoral students can apply for research grants up to \$3,000 (in exceptional circumstances a small number of grants above \$3,000, but not exceeding \$6,000, may be funded.) Students must be enrolled in at least six credits during the semester the award is offered. Awards may cover any research needs, including in-state, out-of-state and international travel.

One-Credit Tuition/Insurance Coverage: Doctoral students who have advanced to candidacy may apply for Tuition/Insurance Coverage, to cover one-credit of tuition and insurance (if needed) to maintain continuous enrollment while they are in the field, collecting data or writing their dissertation.

Summer Writing Fellowships: Doctoral students who have advanced to candidacy may apply for a \$7,000 stipend and one-credit of tuition coverage as a summer award. This award is meant to allow students to focus their summer solely on writing and completing their dissertation. This award is offered when sufficient funds remain in the Block Grant by the end of the Spring semester.

Completion Fellowships: Students in the final academic year of a PhD program can apply for this fellowship which covers one credit of tuition and insurance (if needed) and a stipend of \$9,000 for both Fall and Spring semesters. This award can only be received once. After receiving a Completion Fellowship a student is no longer eligible for school funding, even if they do not graduate during the term of the fellowship.

Graduate Teaching Award: This \$500 annual award honors the school's top teaching assistant or associate. Students must be in satisfactory academic standing for the three consecutive semesters prior to the award. The selection is determined by the members of the school's Graduate and Undergraduate Committee. Winners are announced at the Spring graduation awards reception at the School.

Assistantships and Apprenticeships

The Teaching and Research Assistant role is an important one to the ASU community. A TA/RA appointment provides graduate students with professional development opportunities that are unique to academia while also supporting the university's teaching, research and service missions. See the [Graduate College TA/RA Handbook](#) for more information.

There are two kinds of assistantships at ASU; teaching assistantships (TAs) and research assistantships (RAs).

Teaching assistantships (TAs). The teaching assistant is an enrolled student appointed part-time by the university whose primary responsibility is in an instructional capacity. Teaching assistants may lecture, lead discussion groups, serve as an assistant to laboratory classes, tutor students, proctor examinations, grade tests and papers, and provide general assistance in the instructional process under the direct supervision of a faculty member.

Research assistantships (RAs). The research assistant is an enrolled student appointed part-time by the university whose primary responsibilities are research related. Graduate research assistants may assist faculty members in research and creative activities, perform administrative or editorial duties directly connected to research and creative activities, develop and evaluate instructional materials and/or curricula, or assume responsibilities for a designated research area under the direct supervision of a faculty member.

Absence and Leave Policies for TAs/RAs

A TA/RA should notify their supervisor in advance of an absence and, when possible, assist in obtaining a replacement or rearrangement of the duties. Excessive absences, regardless of the reason, are cause for termination before the end of the appointment period. TAs/RAs should consult with the supervising faculty member about specific policies regarding absence from service.

A supervising faculty member or academic unit can terminate a TA/RA who has abandoned their position. A TA/RA who has not reported for their assignment for three or more, consecutive business days (or 3/5 of a regular week's workload) has abandoned their position. The supervising faculty member should send a letter via mail (return receipt requested) or e-mail (read receipt requested) outlining the details in the original appointment letter, including the start date of the appointment and the length of time the TA/RA has failed reporting for duty. The letter should at a minimum – outline the TA/RA responsibilities and the length of time in which they were not in communication with the faculty advisor, as well as any other difficulties or conflicts the faculty member experienced. The TA/RA then has two days (or 2/5 of a normal workweek) to reply and address the concern. After the two days, the appointing unit should send a confirming letter or email terminating the TA/RA appointment due to the abandonment.

Appointing units have the right to rescind or modify TA/RA offers prior to the beginning of the appointment term, given reasonable cause. Reasons for the rescinding or modification of offers may include, but are not limited to the following: change in academic unit's financial situation; student misconduct; change in student's academic discipline or enrollment status; failure of student to accept offer by deadline indicated in offer letter; and failure of student to complete required orientations or trainings as indicated in offer letter. Appointing units must issue a formal letter outlining causes for rescinding or modifying an offer.

DEPARTMENT AND UNIVERSITY RESOURCES

School of Human Evolution and Social Change Resources

The School of Human Evolution and Social Change has a variety of resources to help students succeed in their program. A fulfilling academic career includes a sense of community and opportunities to help shape the School's future, as well as that of individual students. That is why SHESC sponsors an award-winning graduate student club and offers facilities and prospects promoting student collegiality and advancement.

Association of All Graduate Students (AAGS): This student-led association provides a number of activities on the student's behalf and serves both as a forum where all students can voice their concerns, as well as a direct link with the School's faculty and administration and with other ASU graduate student associations.

Graduates in Integrative Society + Environment Research (GISER): GISER is an ASU-wide graduate student organization that provides opportunities for graduate students to engage in short-term, student-driven interdisciplinary research related to society and environment. This is accomplished through monthly plenary meetings for students and faculty, which often include panel discussions on interdisciplinary topics such as objectivity in science. Often these are product-oriented projects, typically receiving funding and academic credit for participation.

Graduate Lounge: Located in the School of Human Evolution and Social Change Building, Room 111, this room provides a space where graduate students can socialize or study while on campus. The lounge has tables and chairs for studying, couches for relaxing and refrigerators for food. In addition, informal collaborative meetings are conducted here.

Graduate Town Halls: Each semester, SHESC holds Graduate Town Halls, which serve a dual purpose. They provide an open forum for graduate students to ask questions or raise concerns directly to the school's directorate, while also providing the opportunity for the directorate to update graduate students on important trends, policies and issues affecting their academic career, research and teaching. AAGS approach representatives are another resource for students. They can address concerns and help bring them directly to the appropriate individuals.

Academic and Professional Resources

There are many academic services available to graduate students in the School of Human Evolution and Social Change. Below is a list of resources that can help guide students through their academic journey either by providing guidance, or by providing opportunities.

Advising

Faculty advisor/chair: Graduate students must proactively seek a faculty supervisor in their first semester to help them develop an appropriate interactive Plan of Study (see below). The advisor must be a member of the [graduate faculty](#) in the student's degree program. Master's and certificate students are typically advised by their approach/program head.

Staff advisor: SHESC's Graduate Student Academic Support Specialist can guide students through the application process, orientation, funding, course registration, degree progress, various ASU administrative situations and graduation.

Interactive Plan of Study (iPOS): Students are required to file an interactive Plan of Study prior to completion of half of the credits toward their degree, or sooner. We recommend filing by the end of the first year with approvals by the School and the Graduate College. The iPOS will include specific degree requirements, such as courses and a culminating experience. SHESC's Graduate Student Academic Support Specialist should be the initial contact for all students regarding these requirements.

Once the iPOS has been approved at all levels, students can log into MyASU to complete or alter information about their committee or courses, file a petition, and track degree milestones (such as comprehensive examinations, dissertation proposals and graduation deadlines). Links to information appropriate to your stage in the program will also be available via MyASU. More information is available at <https://graduate.asu.edu/sites/default/files/ta-ra-policies-and-procedures-handbook-8-4-2017.pdf>.

Graduate and Undergraduate Committee (GUC): Faculty members who serve as the head of each approach and degree program serve on the school's graduate and undergraduate committee, along with the Associate Directors of Graduate and Undergraduate Studies. If you have questions about any aspect of the program, you are welcome to bring those concerns to the appropriate member of the Graduate and Undergraduate Committee.

Collections

Our school and its Center for Archaeology and Society manage extensive archaeological, ethnographic and evolutionary anthropology [collections](#), primarily from Arizona but also representing Mesoamerica, Africa and Asia. Of the more than 250,000 individual and bulk specimens available for research, teaching and exhibitions, about 200,000 are digitized. Type and comparative collections are also available in a variety of materials: ceramics, fauna, pollen, seeds, non-human primates, fossil hominid, and dental casts. Individual faculty members also maintain artifacts, human remains and/or related digital materials relevant to their teaching and research. See individual faculty members and the curator of collections. [Dr. Melissa Powell](#), for more info.

Field Schools

Several faculty members across Anthropology conduct field schools around the world providing hands-on experience and unique learning opportunities. Specific program dates and registration deadlines are posted on SHESC's [Field Schools pages](#).

Graduate Computing Lab

ASU's identification card will allow SHESC graduate students 24/7 access to Room 146 of the School of Human Evolution and Social Change Building, a computing lab equipped specifically for graduate student needs. Students can bring their own laptop or use the School's computers, peripherals and wireless access. Additional software is also available from MyASU's "my apps." Use the My Help/Help Desk area on MyASU to submit a request for technical assistance.

Proposal Writing

ASM 579 – Proposal Writing is offered each Fall semester for advanced graduate students. Proposal writing and reviewing are covered, with a focus on the National Science Foundation Dissertation Improvement Grant format, along with a number of professional development topics.

Subject Librarian

The Social Sciences Librarian, [Mimmo Bonanni](#), serves as the main library contact for SHESC, handling Anthropology, Global Health, Museum Studies, and Equity, Justice, and Sustainability. He is available to help students with their research needs by assisting in locating specialized resources, using citation software to manage citations and create custom bibliographies, and by providing consultations for theses and dissertations, as well as research/teaching assistant duties. We strongly encourage students to reach-out to Mimmo and get acquainted with all the resources he has prepared, tailored to specific fields.

Student Support Services

International Students

International students who have been admitted to ASU must go to the International Scholars and Students Office (<http://students.asu.edu/international/issc>) located inside the 1st floor of the Student Services Building in Room #170, with their passport and immigration documents as soon as they arrive on campus. During the first week or so, international students must carry a few photocopies of their passport's photo page, since various offices will need a copy of it. International students must be enrolled full-time throughout their academic year (9 credit hours). Their passport and I-20 or DS-2019 must be kept valid at all times. International students will also need to ask the International Scholars and Students Office about how to obtain a social security card. Their website is a great source for information (<https://global.asu.edu>). International students must also attend the [mandatory international student orientation](#).

Disability Services

The [ASU Disability Resource Center](#) (DRC) provides services to qualified students on all ASU campuses: Downtown, Polytechnic, Tempe, and West.

All new students who need to register with the DRC must log into [DRC Connect](#) to get started. If a student is already registered, they must sign-in to [DRC Connect](#) to start requesting their accommodations. If they have any questions or experience any difficulties with this process, they should contact the Graduate Student Academic Support Specialist for assistance. SHESC seeks to establish equal access for all students and looks forward to working with them.

Veterans' Services

[Career and Professional Development Services](#) is proud to offer assistance for veterans on resumé writing, interviewing preparation, job search strategies and employment services. In partnership with the Pat Tillman Veterans Center, CPDS supports veterans in their professional development and career exploration and offers the following services:

- Career Advising
- Career Events
- Major and Career Exploration
- Resumé and Cover Letter Reviews

- Interviewing Techniques and Practice
- Career Assessments
- Career Workshops and Webinars
- Hands-on Learning Opportunities
- Job and Internship Search Strategies
- Employer Information Sessions
- On-campus Interviews
- Job and Internship Postings
- Test Preparation for Grad School Applications
- Personal Statement Assistance
- Connection to Service Opportunities
- Networking Tips
- Virtual Services and Resources
- Professional Mentoring

Many veteran friendly employers actively recruit in [Handshake](#), ASU's online career and internship portal. In addition to the resources below, this office is available to assist you virtually and in-person with a variety of career-related topics, including job and internship search strategies, resumé writing, interviewing and career exploration. To meet with a Career Advisor, students can log into [Handshake](#) to schedule an in-person or virtual appointment.

Business Services

Student Accounts

Upon admission, students receive an ASURITE UserID, an activation code and instructions to go to <http://www.asu.edu/asurite> to activate their account. This site allows students to activate their ASURITE User ID from an off-campus computer and create their own password. After asking the student to review the policy and security information, the system verifies the student's identity by requesting their date of birth. Students must then select their password. It is highly recommended to use letters in upper and lower case, numbers and symbols in the password, for security reasons.

The system will then ask if the student has an e-mail account. If a student wants to continue using their existing email system, they should select "Yes, I have an e-mail account" and then enter the address of their personal e-mail mailbox. This will ensure that they get all correspondence ASU sends them. All official university business and announcements take place on official university e-mail addresses. It is the student's responsibility to arrange so that messages sent to their official ASU e-mail account reach them.

If a student wants to use the ASU email as their primary email, they have two options. First, ASU has partnered with Google to provide ASU email via a gmail interface. More information can be

found at <http://www.asu.edu/emailssignup/>. Some students love this interface, whereas others prefer to use another client program. In this case, ASU Gmail can be configured for IMAP. You can also set up ASU email on your smartphone and use email forwarding. More info at <http://help.asu.edu>.

ID Card/Sun Card

The ASU student ID card, often referred to as the Sun Card – will be issued after a student registers for classes. This card is a student's student identification card, library card, copy card, and sometimes their building and elevator key. Students can also use it as a credit card for things like vending machines, charging items to their student account, and paying for phone calls, if they sign-up for this service. The Sun Card gets students into the Student Recreation Complex (i.e., the gym) and, when validated, gets them into some ASU athletic and cultural events for free or at a reduced rate. Validation for the current semester can be obtained at the Gammage Center or University Athletic Center ticket offices.

The ASU Sun Card can be obtained at the beginning of the semester after a student registers for classes. The Sun Card office is in the Lower Level of the Memorial Union (south end) inside Union Station, MU 59 (during the first couple weeks of classes, the Sun Card office offers their services on the 2nd floor of the MU). Students will be asked to fill out a card with their name, ASU ID number, and classification (Student, Faculty/Staff, or Other). Students pay \$25 for their card with cash, check, Visa, or MasterCard, or they can have the charge posted to their University Student Account. A valid photo ID, such as a U.S. Driver's License, Passport, or high school ID, is required so the student's identity can be verified before their Sun Card is created. Afterward, their picture is taken and the card is produced on the spot. The process takes about three to five minutes (without lines). More information is available at <http://cfo.asu.edu/cardservices>.

Bus and Light Rail Passes

ASU offers the U-Pass, an annual transit pass that grants unlimited access on all Valley Metro bus routes and the METRO light rail. With the U-Pass, students can travel between the Tempe and Downtown Phoenix campuses, hitch a ride to the airport, or arrive at nearly any destination in the greater-Phoenix area. Many students park at light rail stations and ride the light rail into campus. These passes can be obtained from the Parking and Transit Services office in the University Towers by the Sun Devil stadium at any time, or a few other locations at the beginning of each semester (look for emails about locations). Bus schedules can be found at <http://www.valleymetro.org/bus/>. For more information about transit services at ASU, visit <https://cfo.asu.edu/transit>.

Parking and Biking

As on many large campuses, parking is an expensive hassle. The best alternative is for a student to live near campus and ride their bike. Tempe is, however, a very busy city so it is essential to be highly alert for bad drivers, wear a helmet, and obey all bike laws –expensive tickets are given for violations (e.g., for riding on the sidewalk against vehicle traffic or not having a front light on

at night.) Safe bike riding, bussing or walking, if a student lives near campus, are strongly recommended.

If a student must drive, they can purchase parking decals for the year (August 16th through August 15th of next year) from the Parking and Transit Services Office (<http://www.asu.edu/parking/>) in the University Towers by the Sun Devil stadium. The price of parking decals ranges from \$210 (lot 59E, open air parking about 15-20 minutes walk from main campus) to \$780 (for several covered parking structures). For daily use, it is best to obtain the sticker as soon as possible after a student arrives on campus to get as close to the Life Sciences buildings as possible (Structure 2 or 3). Proof of current emissions certificate, registration (out-of-state is fine) and ID are required. Check <http://uabf.asu.edu/parking> for more details.

For quick loading and unloading trips, students can park for 20 minutes in one of the two loading zone spaces behind the SHESC building (turn South on Forest from University).

Other Transit Options

ASU provides free on-campus shuttles at the Tempe Campus that transport students from outlying parking areas and campus buildings to other on-campus destinations, as well as free intercampus shuttles that connect all four ASU campuses. Bike racks are located around campus and accommodate thousands of bikes each day for those who choose biking as a transportation option. And, the City of Tempe's Orbit Shuttle system is a free neighborhood circulator that makes stops at the Tempe campus as well as nearby restaurants, shopping centers and other local points of interest. The City of Phoenix operates a similar free shuttle called the DASH. For further information, students can call (480) 727-7053 or visit <http://cfo.asu.edu/pts>

ANTHROPOLOGY PHD CURRICULUM

Mission and Overview

The School of Human Evolution and Social Change (SHESC) aims to advance knowledge and understanding of human life, culture, and societies, and, in the process, to become an international leader in transforming the role of anthropology and interdisciplinary approaches in addressing issues of global, national, and regional concern. SHESC students identify significant research problems that relate to humankind's past, present, and/or future, and pursue courses of study and research that allow them to address these problems. To this end, the School's graduate curricula are designed to ensure that all students receive broad training, and to allow flexibility that facilitates the design of innovative programs.

This document sets forth the requirements for all students pursuing a **PhD in Anthropology** within SHESC. Students incoming in Fall 2014 or thereafter are governed by this curriculum. Students incoming prior to that term are governed by an older curriculum, though they have the option to switch into the new curriculum upon meeting degree milestones (i.e., at the MIP, comps, and proposal stages of the degree). All current and previous curricula are available on SHESC's intranet at: <https://shesc.asu.edu/student-life/graduate-handbooks>

The program described in this document includes students entering without an MA (who are accepted into the MA/PhD program and begin in Phase I) and students entering with an MA (who are accepted into the PhD program and begin in Phase II). As described in the document, "Anthropology Graduate Faculty Policy and Procedures," the Anthropology Graduate and Undergraduate Committee (GUC) governs the curriculum for the Anthropology Graduate Program, with the advice of the Anthropology Graduate Faculty and in compliance with the requirements of the Graduate College at Arizona State University.

The baseline curriculum is outlined below. Within this context (i.e., meeting the baseline requirements) and working in close consultation with faculty advisors, each student designs a Plan of Study to meet his/her/their educational needs.

Organization of SHESC and Advisory Curricula Tracks

Faculty

Faculty in SHESC are organized in approaches. Most faculty members are associated with a single approach and some are associated with several. The Anthropology approaches are:

- Archaeology
- Bioarchaeology
- Evolutionary Anthropology
- Sociocultural Anthropology

Curricula Tracks

Guidelines regarding the specifics of the requirements to fulfill the degree can vary among the approaches, but each approach must follow the same timeline and has the same general requirements, described in this document. For example, the degree requires written exams, but the specifics of how those exams are constructed and administered is in the approach's purview. Each approach has an advisory document that lists the educational goals of the approach, and the coursework and a research program that students can follow to pursue those goals. The student's Supervisory Committee, in consultation with the student, ultimately determines the courses that comprise a student's Plan of Study.

General Requirements

Self-Reporting, Requirements, and Evaluation

Students are required to meet with their committee at least once each calendar year. In this meeting, students will report on what they have done in the previous year, what they are doing in the current year, and what their plans are for the following year. Every committee member must sign this mentoring plan presented for the following year, and the student will date and submit it to the Graduate Student Academic Support Specialist. This meeting and the accompanying mentoring plan should be reported with the progress report annually (see below).

Every Spring semester, on January 20th, each graduate student will submit their progress report, mentoring plan, curriculum vitae, unofficial copy most recent ASU transcript, and the Courses and Approval pages of approved PhD iPOS to the Graduate Student Academic Support Specialist. This report represents student activity for the previous calendar year (i.e., January through December). The reports are solicited by the Graduate Student Academic Support Specialist. The student's progress report is then evaluated by the student's approach faculty in consultation with the student's committee chair, based on School-wide requirements and approach-specific guidelines.

By May 1st, the student will receive a letter from either his/her/their approach head or committee chair informing her/him/them of the results of the evaluation and expectations for the future.

The approach faculty meet in the Spring semester to consider the student's performance, which is determined to be "satisfactory", "concern", or "unsatisfactory" based on three criteria: (1) progress toward degree (have deadlines been met); (2) the student's professional development; and, (3) when applicable, overall grade average. In cases where the evaluation deems the student's performance to be "unsatisfactory," the student is placed in academic probation and the letter specifies what the student must do (including a timeline) to return their status to 'satisfactory'. Failure to achieve what is specified in that letter by the stated date may result in dismissal from the program (see above for details on probation, appeal, and dismissal

recommendation process). A status of “unsatisfactory” also results in the termination of SHESC financial support for the student until the situation is rectified, at which time the student becomes eligible again for funding.

Exceptions

The Associate Director of Graduate Studies, in consultation with the Graduate and Undergraduate Committee (GUC), may grant exceptions to some of the policies set forth in the document. Policies set by the ASU Graduate College (e.g., hours required for degrees) cannot be changed within the School. To petition for an exception from a SHESC policy outlined in this document, the student’s advisor must send a one-page memo to the Associate Director of Graduate Programs describing the specific nature of the petition and providing a justification for the request. The GUC ultimately decides whether to accept the petition or not. Faculty serving on the GUC who write petitions for their students must recuse themselves from the deliberations and the decision process.

Phase I (30 hours)

Students who enter the program without an MA in a relevant field begin in Phase I. Receipt of an MA (MIP) is the culmination of Phase I.

Program objectives

Students in Phase I begin to develop skills to identify significant research problems in anthropology. Students develop a specific area of expertise, build broad knowledge, and develop skills as researcher.

Phase I supervisor and committee

Each student must have a faculty supervisor, selected by mutual agreement between the student and the faculty member. If an advisor is not arranged prior to the student’s arrival on campus, the approach faculty will assign a temporary advisor at the start of the first semester. Students should then arrange for their Phase I supervisor (which could be the temporary advisor, or someone else) before the middle of the first semester. The supervisor helps the student develop an appropriate Plan of Study (iPOS) and prepare a publishable paper of original research. The faculty supervisor must be a member in good standing of the Anthropology [Graduate Faculty](#). By the end of the Spring semester, the student selects another two faculty members to serve on the MA committee. The student files the *Committee Formation form* for the MA committee with the Graduate Student Academic Support Specialist.

Interactive Plan of Study (iPOS)

By the end of the second semester, the student, in close consultation with their Phase I supervisor, develops an iPOS for the PhD, considering the Phase I course requirements, the student’s chosen curricular tracks, and the master’s paper requirement. This document is filed online with the Graduate College; it is called an “Interactive Plan of Study” (iPOS). To satisfy a counterintuitive ASU requirement, the PhD iPOS must be completed **before** one can be created for the Master’s in Passing (this is a Graduate College issue that SHESC cannot change). In

accordance with Graduate College policies, the Master's in Passing iPOS must include at least 30 hours (which may consist of formal courses as well as independent study hours). The iPOS is formally filed with the Graduate College and must be approved by the student's Phase I supervisor. Subsequent changes to the iPOS may be made by filing appropriate paperwork with the Graduate College and must be approved by the student's Phase I supervisor.

Coursework

The following graduate level course requirements apply to all students who enter SHESC with the goal of earning a PhD in Anthropology, but without a MA or MS degree:

- One school-wide course in Professionalism taken in the first year (Phase I).
- A minimum of six credits of Reading and Conference and/or Research taken with the student's advisor for the research paper requirement of Phase I. This requirement is in place to involve the student as quickly as possible in a research project or in developing a feasible research project for the MA paper requirement.

Masters Research Paper

The student writes one publishable research paper that demonstrates the ability to develop a research question, to address key theoretical issues related to the research question, and to gather, analyze, and interpret data systematically to address that question. The paper can be inspired by course work but will ultimately derive from the Readings and Conference and/or Research work with the supervisor.

- The paper will be written in the style and format of a leading journal in the student's approach.
- The paper must receive comments from the supervisor (and from other committee members) and be revised at least once based on those comments.
- The revised paper is due on April 1, which will typically coincide with the student's fourth semester. It will be evaluated by the student's supervisor and by the committee. The committee's approval of the paper must be ratified by the faculty of the relevant approach. The approved paper will be presented in a SHESC-wide research symposium (see below) in the Spring semester, following the successful evaluation of the paper by the supervisor and committee.
- If a student fails their MA paper and the concerns are judged by the student's supervisory committee to be remediable, the student may receive an unsatisfactory evaluation, be placed on probation, and allowed to repeat the experience once.
- If the student fails to pass the second time, a recommendation will be made to the Graduate College that the student be withdrawn from the Program.
- If a student fails their MA paper and the concerns are judged by the student's mentoring committee to be non-remediable, a recommendation will be made to the Graduate College that the student be withdrawn immediately from the Program.
- Students are, of course, encouraged to develop additional research projects and write papers based on those projects during their graduate career, but they should focus on one paper for the completion of the MA.

Presentation of Research

Students present the research paper as an oral presentation in a SHESC-wide research symposium, held in the latter part of each Spring semester.

Timeline

The MA should be completed within four semesters, although students are encouraged to finish more quickly if they can. If a student does not complete their MA in four semesters, and there are no mitigating circumstances, they will be put on probation and given one more semester to complete it. If the student does not meet the probation deadline, their dismissal will be recommended to The College.

Award of MA

Upon completion of the Phase I Program of Study with a grade point average of at least 3.2 and a research paper approved by the committee and the approach faculty, the student is approved for the degree of Masters in Passing (MIP). The student completes the *MA Culminating Experience form*, which requires signatures from each committee member and the approach head.

Evaluation of passing from Phase I to Phase II

Continuation into Phase II of the PhD program is based on the following criteria:

- Completion of all requirements listed above
- The MA paper
- The student's grades and professional development

The entire approach faculty evaluate these criteria in their annual student evaluation meeting and determine whether a student should proceed from Phase I to Phase II. If it is determined that a student should not be continuing, then the student advisor will prepare a letter to be sent to the student and cc-ed to the Graduate Student Academic Support Specialist, the Approach Head, and the Associate Director of Graduate Programs, explaining the decision and its rationale. It is expected that a student's committee will have spoken of the decision with their student before a letter is sent out. The deadline for such a letter, as for all other annual evaluation letters, is May 1st.

Phase II (30 hours coursework + 24 hours research and dissertation)

Students who enter the program with an MA in Anthropology or a related field approved by the admissions committee begin in Phase II. Students who earn their Anthropology MA in SHESC, and are approved to continue, move from Phase I into Phase II. Receipt of the PhD in Anthropology is the culmination of Phase II.

Program objectives

Phase II of the program trains students to become expert scholars able to contribute to their chosen field, to advance knowledge and understanding, and to address issues of global, national, and/or regional concern. Students develop in-depth expertise in anthropology research areas, carry-out research on a problem of significant interest to their field, and learn methods most relevant for their research focus. Students should also develop the skills to teach students at a college/university level and to carry out the professional duties of a Ph.D. scholar.

Supervisory Committee

During the first semester in Phase II the student selects a Supervisory Committee Chair. By the end of the second semester in Phase II students must select the members of their Supervisory Committee. The PhD Supervisory Committee consists of three or more faculty members who agree to serve on the student's committee, with at least half being members in good standing of the [Anthropology Graduate Faculty](#). The chair or co-chairs of the Committee must be members in good standing of the Anthropology Graduate Faculty who have been approved to chair doctoral committees by the ASU Graduate College. If the student completed the MIP in SHESC, their Phase II chair may or may not be the same as their Phase I chair.

Two memos are prepared, and submitted to the Graduate Student Academic Support Specialist, along with the Committee Formation form.

(1) *The student writes a brief memo* describing their scientific and logistical plans for dissertation research.

(2) *The committee chair writes a memo* to the Associate Director of Graduate Studies explaining how the committee membership is appropriate to guide the student and supervise the student's research for a PhD in Anthropology. The form and memos are reviewed and signed by the Associate Director of Graduate Studies, and then they are submitted to ASU's Graduate College for approval. Subsequent changes to the student's committee must be approved by the Associate Director of Graduate Studies, and reported to the ASU Graduate College. The Supervisory Committee helps the student develop an appropriate Phase II (doctoral) Plan of Study.

Interactive Plan of Study (iPOS)

By the end of the first year in Phase II, the student develops, with the consultation and approval of their Supervisory Committee, an iPOS for Phase II that addresses the course requirements listed above that have not been fulfilled during Phase I (MA) course work at ASU, as well as ASU's Graduate College requirements, as follows. In accordance with ASU Graduate College policies, the iPOS must include at least 54 post-MA hours, including (a) 30 hours of coursework or independent study (e.g., Research and Conference) prior to candidacy, (b) 12 research hours (ASB/ASM 792), and (c) 12 dissertation hours (ASB/ASM 799). There are no formal foreign language requirements, although a student's committee may require proficiency in a foreign language to approve an iPOS. The iPOS is formally filed online with the ASU Graduate College.

Subsequent changes to the iPOS must be approved by the student's committee and formally reported to the Graduate College and the Graduate Student Academic Support Specialist.

Coursework

The following Phase II graduate level course requirements apply to all students who have obtained a Master's in Passing from the School of Human Evolution and Social Change, or enter with an MA from outside the School and have the goal of earning a PhD in Anthropology.

- Six credits of Reading and Conference and/or Research, taken in the first two semesters of Phase II, focused broadly on the theory, methods, empirical data, and literature needed to prepare for the research involved in the dissertation. The student's doctoral supervisor directs these courses in conjunction with a committee member, if desired. The written doctoral exam (in whatever format) serves as the final outcome of these courses.
- ASM 579, Proposal Writing, or an equivalent course in research design.

Doctoral Examinations

During Phase II, the student completes a written doctoral examination and prepares and orally defends a dissertation proposal (oral examination). These two steps are formally considered to constitute the written and oral doctoral examination, respectively, required by the Graduate College. The written examination can take the form of either a comprehensive exam developed by the student's committee, or a field statement.

- In preparation for the written exam, the student submits a document outlining their planned dissertation research (1-2 pages), accompanied by a relevant bibliography, to their committee. This document should be approved in the first semester of Phase II.
- After the committee approves the research statement and bibliography, the student prepares for the exam in a two-semester Reading and Conference and/or Research class with their chair (and the rest of the doctoral Supervisory Committee if desired). The exam must be completed by April 15 or November 15 of the third semester of Phase II.
- If the student has not completed the exam by the third semester of Phase II, they will have one more semester in which to complete the exam before being put on academic probation. Circumstances beyond the control of the student will be taken into consideration.
- Proposal (and oral exam): The student prepares a dissertation proposal in consultation with their committee. This proposal includes the questions or hypotheses, research design, methods, and data to be collected. Basic information on each of these should be at hand **BEFORE** the student takes the proposal writing class, which enables the development of the proposal into the format of a major relevant funding agency (e.g., NSF, NEH, NIH). The proposal must then be presented publicly, defended orally, and approved by the Supervisory Committee. The proposal should be completed and defended by the 20th day of either April or November, three semesters after completing the written exam. If the student has not completed the proposal by that deadline, they

will have one more semester in which to complete the exam before being put on academic probation.

- After each of these two steps (written and oral components), the student submits the form Report of Comp Exam/Dissertation Proposal to the Student Support Specialist. The form needs to be signed by all committee members.

Advancement to Candidacy

Upon completion of 30 hours of coursework, successful completion of the doctoral exams, both written and oral, the student is advanced to candidacy. When the form for the oral comprehensive exam is filed, the Graduate Student Academic Support Specialist will notify the Graduate College that the student has advanced to candidacy, and the University's 5- year deadline for completion is initiated.

Timeline

The written examination should be completed no later than the end of the student's third semester in Phase II. All coursework (30 hours) and the proposal should be completed by the end of the student's sixth semester (Year 3) in Phase II of the program. Once the student has advanced to candidacy, it is expected that they will require two more years to complete their data collection, dissertation writing, and dissertation defense., unless circumstances dictate otherwise. The timeline will be adjusted if a dissertation requires a year or more in the field, or other circumstances, beyond the control of the student, make the expected timeline impossible. Annual progress evaluations will be based on this timeline. Students in good standing are eligible for Completion fellowships once data collection has been completed.

Dissertation

Students write a dissertation, which must be approved by their Supervisory Committee. The format of the dissertation must be in accordance with ASU Graduate College guidelines. The Graduate College accepts either **three** published (or publishable) papers or a dissertation format. The student selects the format in conjunction with their committee, typically upon achieving candidacy.

The culmination of Phase II is the public presentation and oral defense of the dissertation. Possible formats for the public presentation include (1) a summary (ca. 20 minutes) of the most important points in the dissertation; or (2) a longer (ca. 40 minutes) talk, based on the dissertation, of the kind that would be expected in a job talk. The student's committee, in consultation with the student, determines the format of the public presentation.

Teaching Experience

Phase II students are strongly encouraged to develop skills and experience teaching at the college/university level by participating in training offered by SHESC and ASU.

Award of the PhD

Upon completion of the 24 research hours and satisfactory filing of the dissertation, students are awarded a PhD in Anthropology.

Faculty Review of Critical Documents

For students to complete their degree requirements in a timely manner, it is very important that Phase I supervisors and PhD committee members review critical documents and return them promptly to students with comments. During the regular Fall and Spring semesters, the advisor /chair and committee members should return research paper drafts, doctoral written exams, doctoral proposals to students with comments within three weeks of receiving them.

Dissertations should be returned within six weeks of receipt. This is irrespective of how many documents the faculty member receives.

If documents are not received during the semester or not sufficiently prior to the end of a regular semester (Graduation Day) to allow for the above periods of review, students and advisors/committee members should jointly agree on a review period. Most faculty receive no salary from the University during the summer, and their review of student materials over the summer is at their discretion. Faculty may give priority to student work submitted on time, and in accordance with any timeline agreed to by the student and their committee. Faculty on sabbatical are obligated to review academic documents on the same time schedules as faculty in residence. Faculty who are in the field during semesters should meet with students to design deadlines to facilitate timely turn around when possible.

ARCHAEOLOGY

ARCHAEOLOGY ROAD MAP:

Chronological Chart of Doctoral Degree Program Requirements

Revised September 2014 to comply with new SHESC rules

All the documents and forms referred to below are available under the "Student Life" tab on the SHESC website (see right-side of that dropdown menu for all graduate student related content). For further information, please contact your Approach Head or the Graduate Student Academic Success Specialist. All SHESC graduate students must follow the "Curriculum Plan for Doctoral Degree in Anthropology" if they entered the program Fall 2014 or after. **IMPORTANT:** It is the student's responsibility to submit all documents on time and in the correct manner and format. It is not the faculty's responsibility to prompt you to do these tasks.

PHASE I (two years until receipt of MA in-passing degree)

Coursework Requirements	Other Academic Requirements
<ul style="list-style-type: none"> • 30 credit hours of coursework or Reading & Conferences (R & Cs) - equivalent to 10 three credit courses • Must include 6 credits of R & C in first three semesters <p><u>First year:</u></p> <ul style="list-style-type: none"> • <i>ASB 591</i>-Professionalism (1 credit) <p style="padding-left: 40px;">It is required for all PhD students in Anthropology (Fall and Spring)</p> <p>We also recommend that you take:</p> <ul style="list-style-type: none"> • <i>ASM 565</i>-Quantitative and Formal Methods. (<i>ASM 565</i> satisfies the quantitative/analysis requirement for the Doctorate) • Six credits of R & C the first three semesters 	<p><u>First year:</u></p> <ul style="list-style-type: none"> • <i>Fall:</i> Choose an advisor, who will serve as your mentor • <i>Spring:</i> Choose the members of your <u>MA Supervisory Committee</u> (which consists of your advisor and two other anthropology graduate faculty) (See "Committee formation for Phase I" in "Required Forms" on Blackboard) • Inform advisor; Advisor then writes memo to SHESC Graduate Committee. • Student submits the memo and the <i>MA Supervisory Committee Approval</i> form to the Graduate Student Academic Support Specialist. • Student develops a Plan of Study (iPOS) by end of second semester. See the iPOS manual for completing the iPOS. <p>Be sure to <i>respond to the Fall and the Spring funding inquiry call when it goes out in the Graduate Student Weekly Digest to ensure you will be considered for a TA position.</i> If you do not respond to the call by filling-out the Google Form, you will not be considered for one, even if you have a funding package!!!</p>

Second year:

- Take five to six more courses (or R & Cs)

Coursework suggestions:

1. Since you must take the equivalent of 10 three credit-hour courses over 4 semesters, you will have to take 2 courses for two of your semesters and 3 courses for the two remaining semesters. On any semester you are TAing or RAing, you must take 3 courses (9 credits) per semester. One should be an ASB 590 Reading and Conference (3 credit hours), which generally requires less work than regular classes
2. For the Doctorate, students are required to take 9 hours outside of their area of specialization that, in consultation with their advisor, fit their academic interests
3. Your advisor may recommend/require that you take certain courses in addition to the standard required courses depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be awarded the MA and advance to Phase II

Second year:

- Prepare the MA Research Paper, by February 1st of year 2
- Submit the MA Research Paper, your transcript, and a brief 1-page statement of research interests for Phase II to your advisor by February 1
- When your advisor thinks it is ready for the rest of your MA committee to evaluate it, and no later than April 1st, submit your MA paper and all materials mentioned above to your committee
- Your MA Supervisory Committee evaluates the above MA materials
- If approved, have your committee members sign the *Report of Final Master's Culminating Experience* form
- Present your MA Research Paper at the SHESC-wide MA Research Symposium scheduled during late Spring semester
- Have your advisor sign the *Documentation of the Research Skills Portfolio* form and submit it along with the *Report of Final Master's Culminating Experience* form and your MA Portfolio papers to the Graduate Student Academic Support Specialist within one week after the symposium

After the symposium, you will receive an e-mail from the Graduate College asking you to fill-out and submit your Plan of Study (iPOS) online for your MA in-Passing. Note that the iPOS for the MA in-passing cannot be filed until **ALL** of the requirements have been met

- Obtain your advisor's signature on your iPOS and submit to the Graduate Student Academic Support Specialist
- Submit the Application for Graduation form at <http://students.asu.edu/forms/application-graduation>

You are awarded the Anthropology MA-in-Passing degree if you maintain a GPA of 3.2 and receive a positive evaluation of your research skills portfolio and presentation

You can **now be considered for transition** to Phase II

PHASE II (ca. 3 years until advancement to Ph.D. candidacy and 1-2 additional years until receipt of Ph.D.)

<p>Coursework Requirements</p> <ul style="list-style-type: none"> • At least 54 credit hours – <ul style="list-style-type: none"> - 30 hrs. coursework or R & C - 12 Research hrs. - 12 Dissertation hrs. 	<p>Other Academic Requirements</p>
<p><u>First year:</u></p> <p>Work towards obtaining the 30 credit hours of coursework or Reading & Conference hours that are required for advancement to candidacy</p> <p><i>Coursework suggestions:</i></p> <ol style="list-style-type: none"> 1. Take <i>ASB 591 – Professionalism if you are an incoming student with an MA</i> <p>It is required for all PhD students in Anthropology (Fall and Spring)</p> <ol style="list-style-type: none"> 2. Your advisor and/or Ph.D. Supervisory Committee may recommend/require that you take certain courses in addition to the standard required courses, depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be advanced to candidacy 3. For the Doctorate, students are required to take 9 hours outside of their area of specialization that, in consultation with their advisor, fit their academic interests 4. For the Doctorate, a quantitative/analysis course is required 	<p><u>First year:</u></p> <p><u>Fall:</u> Choose an <u>advisor</u>, who may or may not be your Phase I advisor</p> <p><u>Spring:</u> Choose the members of your <u>Ph.D. Supervisory Committee</u></p> <ul style="list-style-type: none"> • Advisor (chair of your committee) writes a memo to the SHESC Anthropology Graduate and Undergraduate Committee • Student submits the memo, a brief statement describing his/her dissertation research, and the <i>Ph.D. Supervisory Committee Approval</i> form to the Graduate Student Academic Support Specialist. To make subsequent changes to committee membership, complete the <i>Graduate Supervisory Committee Change</i> form (available from the Graduate College). See Graduate Student Academic Support Specialist for details • Develop a <u>Plan of Study</u> (iPOS) for Phase II in consultation with your advisor/Supervisory Committee (by <i>the end of Spring semester</i>) • Fill out and submit the iPOS online, obtain your advisor’s signature, and submit to the Graduate Student Academic Support Specialist. This needs to be done prior to the doctoral examinations (see below) • Subsequent changes to the iPOS should all be entered at the beginning of the semester you plan to graduate <p><u>Warning:</u> The Graduate College <u>will not</u> process proposal defense paperwork if your iPOS is not on file by the time you have accrued 42 graduate credit hours here at ASU – i.e., by the Spring semester of year 1 in Phase II!</p>

	<ul style="list-style-type: none"> • Compile and submit to the Graduate Supervisory Committee a bibliography, which will serve as the basis for the comprehensive exam. Schedule an exam date in semester 3 of Phase II
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<p><u>Second year:</u></p> <ul style="list-style-type: none"> • Continue working towards obtaining the 30 credit hours of coursework or Reading & Conference hours that are required for advancement to candidacy <p><i>Coursework suggestions:</i></p> <ul style="list-style-type: none"> • After the comp bibliography has been approved, take an R & C to prepare for the exam 	<p><u>Second year:</u></p> <ul style="list-style-type: none"> • Write your <u>doctoral examination</u>, which constitutes the <u>written</u> portion of the university- mandated <u>doctoral examination</u> necessary for advancement to Ph.D. candidacy. The exam must be completed by April 15 or November 15 of the third semester of Phase II
<p><u>Third Year:</u></p> <ul style="list-style-type: none"> • Complete the coursework required for advancement to candidacy • <i>Take a Proposal Writing class (required)</i> <ul style="list-style-type: none"> • <u>SHESC offers ASM 579-Proposal Writing every Fall semester</u> 	<p><u>Third Year:</u></p> <ul style="list-style-type: none"> • Write a <u>dissertation research proposal</u> in consultation with your advisor/ Supervisory Committee. The proposal should be completed and defended by the 20th day of either April or November, three semesters after completing the written exam • Submit your dissertation proposal to your advisor and other committee members for their comments/approval • Schedule an <u>oral defense of your dissertation proposal</u>, which constitutes the <u>oral</u> portion of the <u>doctoral examination</u> necessary for advancement to Ph.D. candidacy. The oral defense will normally consist of a 20 minute public presentation followed by a closed meeting with your committee • After you have passed both the written (comprehensive exam) and oral doctoral examinations, have your committee members sign the <i>Report of Doctoral Comprehensive Examinations and Approval of the Ph.D. Dissertation Prospectus</i> form and submit to the Graduate Student Academic Support Specialist • Advance to Ph.D. candidacy <p>Congratulations! You are now a PhD candidate</p>

Fourth and Fifth Years:

- Register for
 - 12 hours of ASM 792 Research,
 - 12 hours of ASM 799 Dissertation

Notes:

- It is possible to register for Research/Dissertation hours before you are advanced to candidacy
- Your doctoral iPOS must contain *exactly* 12 hours of Dissertation even if you register for more. Please register for Dissertation hours in 3- or 6-hour increments to ensure that they will add up to exactly 12
- You may have more than 12 hours of ASM 792 Research on your doctoral iPOS but should not have fewer
- The Graduate College recommends taking ASM 792 Research until you have accumulated 12 hours, then taking ASM 799 Dissertation until you have accumulated 12 hours, and then reverting back to taking ASM 792 Research until you graduate

Fourth Year and Fifth Year:

- Conduct fieldwork/labwork/data collection for your dissertation research and write your dissertation.

The SHESC timeline encourages students to have completed the dissertation by the end of the seventh year, but a 1-year grace period can be awarded if the student's research is field or lab intensive requiring a long period of data collection or other mitigating circumstances make finishing in 7 years (if entering in Phase I) impossible.

- Write up your dissertation.
- Submit dissertation chapter drafts to advisor (and possibly committee members) for comments. Completed dissertations must be read and approved by all committee members.
- Final corrections to your iPOS must be submitted online at the beginning of the semester you plan to graduate.
- Submit the Application for Graduation form at <http://students.asu.edu/forms/application-graduation> (two months before graduation).
- Schedule a public dissertation defense.
- Submit the *Ph.D. Defense Announcement* form to the Graduate Student Academic Support Specialist and the *Doctoral Defense Recommendation and Format Review* forms to the Graduate College at least 2 weeks before your defense.

Defenses must be held during normal business hours when classes are in session (not during semester/summer breaks).

- After you pass your dissertation defense, your committee signs the *Announcement and Report for Doctoral Dissertation Defense* form.

Congratulations! You are awarded the Ph.D. in Anthropology!

Curricular Track for Graduate Study in Archaeology at ASU

All archaeology graduate students are required to follow these curriculum guidelines in designing their programs of study. Students and their committees should develop an appropriate program of study using this document as a general template. Details on credit hour requirements (set by the Graduate College) are available in the Archaeology Road Map (see above). Any exceptions must be granted, in writing, by the student's chair with approval from other committee members.

All students (entering in Phase I [pre-MA] or Phase II [post-MA]) must take the following at some point in their graduate career:

1. First Year Professionalism (1 credit) (ASB 598) *required of all Anthropology PhD students*
2. A dissertation proposal writing course *required of all Anthropology PhD students. SHESC offers ASM 579-Proposal Writing each Fall semester, but students can take any Proposal Writing class that fits their needs (after consultation with their advisor).*

It is strongly recommended that students (entering in Phase I [pre-MA] or Phase II [post-MA]) take the following courses:

1. Theory and Archaeology (ASB 560)
2. A course in quantitative and/or formal methods. ASM 565 (Quantitative and Formal Methods in Archaeology) is an option from archaeology.
3. And 6 credits of R & C over their first three semesters (Phase I students).

The faculty strongly recommends taking courses across the following thematic categories to build a professional foundation. Students must work in consultation with their committees to develop a course direction:

Hunter-gatherer / Paleolithic

- Hunter-Gatherer Adaptations (ASB 563)
- Stone Age of Africa (ASB 591)
- Paleoanthropology (ASM 530)

Small Scale Societies

- Small-scale Societies (ASB 542)
- Southwest Archaeology (ASB 567)

Complex Societies

- Chiefdoms (ASB 549)
- Complex Societies (ASB 555)
- Topics in Mesoamerican Archaeology (ASB 537)

Analytical, Quantitative or Formal Methods

- Space in Archaeology (formerly Intrasite Analysis, ASB 568)

- GIS and Spatial Technologies for Anthropological Research (ASM 568)
- Settlement Patterns (ASB 544)
- Advanced Topics in Quantitative Archaeology (ASM 566)
- Dynamic Modeling in Social and Ecological Systems (ASM 591/424, BIO 424)
- Agent Based Modeling (ASM 520)
- Another GIS, Modeling, or Statistics course offered in SHESC or by other units.

Theoretical Topics in Archaeology

- Archaeology of the Social Realm (ASB 560)
- Economic Archaeology (ASB 550)
- Ethnoarchaeology
- Archaeology of Religion
- Mortuary Practices and Cultural Analysis (ASB 558)
- Introduction to Material Culture (ASB 525)
- Ancient Built Environments (ASB 591)
- Landscape, Space and Place in Archaeology (ASB 591)
- The Quality of the Archaeological Record (ASB 591)

Materials or Biological Analysis, including

- Archaeological ceramics
- Geoarchaeology (ASM 548)
- Lithic Analysis (ASM 573)
- Human Behavior through Bone Chemistry (ASM 553)
- Zooarchaeology (ASB591)
- Paleoecology
- Advanced Human Osteology (ASM 555)
- Paleoethnobotany (ASB 591)

A course on the archaeology of the geographical area that is the student's primary interest

A course focusing on the archaeology of a second geographical area

A non-archaeology SHESC course

A course taught by another unit

BIOARCHAEOLOGY

ASU GRADUATE CURRICULUM IN BIOARCHAEOLOGY

Revised August 2013

The Bioarchaeology Approach and the Center for Bioarchaeological Research in SHESC

The mission statement of the Center for Bioarchaeological Research (CBR) emphasizes gaining new knowledge about past peoples and their heritage, while also addressing significant contemporary problems with deep roots. Our unique vision and mission emphasize anthropological breadth, the identification of significant contexts for bioarchaeological problem-solving, and engagement with contemporary issues. We have an unprecedented number of bioarchaeologists (core and linked faculty) on staff, including Brenda Baker, Jane Buikstra, Kelly Knudson, Chris Stojanowski, and Anne Stone. Numerous other ASU faculty have well-developed research interests that intersect with those of CBR scholars. The benefit of studying bioarchaeology at ASU lies in the breadth of faculty research interests (areal and topical) and areas of expertise (theoretical and technical), world-class labs and irreplaceable osteological research collections.

The bioarchaeology graduate curriculum links the development of methodological knowledge explicitly with the development of critical thinking skills. Our goal is to focus student attention upon significant problems early in their graduate careers, as we also provide them with the needed tools to develop appropriate research designs. Our curriculum thus embraces a focus on context while recognizing the tremendous potential our bioarchaeological breadth provides. In addition, students are exposed to problem-based seminars very early in their graduate careers to challenge them to identify significant anthropological research questions and develop research designs appropriate to their resolution.

Required Courses for all SHESC Graduate Students:

- **ASB 591 Professionalism** (This course is required of all students pursuing a PhD in Anthropology in SHESC and should be taken in the Fall and Spring semester of their first year.)
- **One Quantitative Methods course** (Course options include BIO 415 Biometry, ASM 598 Introduction to Computer Programming and the SAS Language, and ASM 565 Quantitative and Formal Methods in Archaeology, among others.)
- **A Proposal Writing course** (SHESC offers ASM 597-Proposal Writing each Fall semester. This course is to be taken after field statement approval to develop an NSF-style dissertation proposal. Students, in consultation with their advisor, can choose to take any other Proposal Writing course offered in ASU that fits their needs.)

Recommended Courses for Bioarchaeology Graduate Students:

- **ASM 591 Bioarchaeology** (This course will be taught by Buikstra, typically in alternating Spring semesters, and will focus on the history, themes, and contexts of bioarchaeology and bioarchaeologists. This course will establish for first year students that bioarchaeology is a special approach to general anthropological and, more broadly, social problems.)

- **ASM 591 Bioarchaeological Approaches to Innovative Questions.** (See the list below. These courses normally are offered by CBR faculty during the Fall semester. Students are encouraged to take at least one of these courses during their first year.)
- **ASM 555 Advanced Human Osteology** (This course will be taught during the fall semester every other or third year. Although most graduate students entering bioarchaeology will take this course, students with extensive experience may be exempt.)
- Field School or comparable bioarchaeological field experience.

Courses in Bioarchaeological Approaches to Innovative Questions

These courses are inspired by SHESC and CBR visions for the field and are developed around research areas and questions rather than techniques. These courses are problem-based, explicitly linking data, and their limitations, to broad research questions that defy disciplinary circumscription. These courses should be taken in Fall semesters to contextualize bioarchaeological research for students at the beginning of their graduate careers. Students will choose the courses that best fit their needs in consultation with their committee.

- ASM 591 The Bioarchaeology of Identity
- ASM 591 The Bioarchaeology of Empires
- ASM 591 The Bioarchaeology of Sex and Gender
- ASM 591 The Bioarchaeology of Children and Childhood
- ASM 591 Biological Distance in Evolutionary and Social Perspective

Courses in Bioarchaeological Methods and Applications

Students will choose the courses that best fit their needs in consultation with their committee.

- ASB 553 Human Behavior through Bone Chemistry
- ASB 591 Mortuary Practices and Cultural Analysis
- ASM 580 Practicum: Forensic Anthropology
- ASM 583 Field Methods in Bioarchaeology
- ASM 611 Paleopathology
- ASM 591 Human Demography and Microevolution
- ASM 591 Dental Anthropology
- ASM 591 Gross Anatomy
- ASM 598 Zooarchaeology

SHESC Graduate Courses for Bioarchaeology Students

Students will choose the courses that best fit their needs in consultation with their committee.

- ASB 530 Ecological Anthropology
- ASB 536 Ethnohistory of Mesoamerica
- ASB 537 Topics in Mesoamerican Archaeology
- ASB 551 Prehistoric Diet
- ASB 555 Complex Societies
- ASB 563 Hunter-Gatherer Adaptations
- ASM 565 Quantitative and Formal Methods in Archaeology

- ASM 566 Simulation, Modeling, and Monte Carlo Methods in Archaeology
- ASB 567 Southwestern Archaeology
- ASB 571 Museum Principles
- ASB 572 Museum Collections Management
- ASB 573 Museum Administration
- ASB 550 Economic Archaeology
- ASB 583 Field Methods
- ASB 591 Archaeology of the Social Realm
- ASB 591 Chiefdoms
- ASB 591 Ethnoarchaeology
- ASB 591 Hohokam Archaeology
- ASB 591 Andean Archaeology
- ASB 591 Problems in Southwestern Archaeology
- ASB 591 Peoples of Southeast Asia
- ASB 591 Political Anthropology
- ASB 591 Political Ecology
- ASB 591 Issues in Contemporary Social Theory
- ASM 591 Primatology

Possible Courses in Other Departments for Bioarchaeology Graduate Students

Students will choose the courses that best fit their needs in consultation with their committee.

Department of Geological Sciences

- GLG 481 Geochemistry
- GLG 581 Isotope Geochemistry

Department of History

- HST 590 American Indian History
- HST 590 Colonial Latin America
- HST 590 Premodern Asia
- HST 591 Peoples of the North American West
- HST 598 Andean Myth, Testimony and Historiography
- HST 598 Key Issues in Latin American Colonial History
- HST 790 Premodern Southeast Asia

Department of Religious Studies

- REL 483 Religion and Science

School of Life Sciences

- BIO 415 Biometry
- BIO 545 Population and Evolutionary Genetics

PROCEDURES FOR THE PREPARATION OF FIELD STATEMENTS AND DISSERTATION PROPOSALS IN BIOARCHAEOLOGY

Committee Formation

Prior to writing a field statement the student must form their Ph.D. Supervisory Committee. Committee formation is primarily the function of the student and advisor, in accord with SHESC and Graduate College regulations. It is assumed that the student will constitute the committee in such a manner that the members' expertise relates to the fields and dissertation topic chosen. The PhD Supervisory Committee must be established by the second semester in Phase II.

Field Statement

The Nature of the Field Statement: The faculty view the field statement as an opportunity for each Ph.D. student to formally to delimit an area of interest within Bioarchaeology. The statement fulfills the Graduate College requirement for the written portion of the Ph.D. Qualifying examination. It is a statement that critically reviews literature in the field, rather than a compilation of some consensus view, and signals that the student appreciates the history of ideas and current state of knowledge in their field. Approval will not be dependent upon every member of the student's committee agreeing with all the views presented in the statement.

The statement should stress:

1. the scope of topics in the field,
2. the major problems or questions that have been asked historically and currently,
3. the nature of the observations or data used, and
4. the methods and analytical procedures used.

Successful completion of the statement will demonstrate to the student's committee members that the student is qualified to proceed with the dissertation. It is reasonable that major portions of the field statement may reappear in the dissertation.

Choice of Fields: The purpose of this statement is to review critically the history of the topic and the current state of knowledge about the topic, laying the groundwork for a student's dissertation project. The statement will form the basis for the subsequent literature reviews required for the dissertation proposal and the dissertation.

Field Statement Proposal: After committee formation, and prior to beginning work on the field statement, students should prepare and obtain committee approval of a brief (1-2 page) proposal containing the tentative title and proposed contents of the field statement, and an explanation of how it relates to the anticipated dissertation project. Committee approval should be recorded as indicated on the appropriate form (attached).

Field Statement Outlines and Bibliographies: Following approval of the brief proposal, the student should write an outline and a preliminary, but reasonably complete bibliography for the field statement. This document will define the extent and scope of the statement to be produced. The bibliography may include both previously consulted items and items to be consulted. (It is anticipated that there will be subsequent additions to the bibliography as the

field statement is written.) The committee will review this document to ensure that the scope of the statement is neither too broad, nor too narrowly construed, and to identify sources that should also be included. Committee approval of the statement should be recorded as indicated on the appropriate form (attached).

Writing the Field Statement: The field statement is written in the form of a bibliographic literature review. A good field statement, however, is more than a simple review of the literature; it should also exhibit creativity and critical thought, as well as a student's intellectual grasp of the topic(s) in question. The field statement not only demonstrates a student's ability to synthesize the material, but also shows an ability to go beyond that material and suggest a general plan of valuable future research. The review should be comprehensive but not exhaustive, limited to 50 double-spaced pages in at least 12-point font (exclusive of the bibliography). A field statement is expected to be completed during the third semester of Phase II by November 15th.

Research credit hours (ASM 792) are taken for this work and the student is expected to have regular meetings with their chair (or another committee member if the chair is in the field or on sabbatical) about the content of the field statement.

Preliminary Field Statement. A draft of the preliminary statement is written in consultation with the faculty committee and formally submitted to the committee chair for comments. As this is a written 'exam', it is expected that the draft will be the very best work the student can do in the time allotted and should require minimal revision. The student then has the opportunity to revise the field statement once and this draft is then submitted to the entire committee for final approval (see attached form).

Final Field Statement Draft and Approval: Following revision, the final Field Statement is submitted to the committee for committee approval (see attached form). Committee members will normally read the paper within three weeks of submission and meet with the student either collectively or individually to discuss comments. It is important to take into consideration both the student and faculty schedules when planning, as certain responsibilities (e.g., fieldwork) may make it impossible to review field statements and communicate with the student. Committee members may also send their comments via e-mail to the Committee Chair and the student if they are unable to meet (e.g., if they are on sabbatical).

When a majority of the committee has accepted the field statement, the student has passed the written portion of the Ph.D. qualifying exam. The student should submit a copy of the document, with the approval form, to the Graduate Student Academic Support Specialist. Each committee member should receive a copy of the final version of the field statement for use in conjunction with the dissertation proposal in the oral qualifying exam. The committee may accept the draft with minor comments to be taken into consideration in preparation of the dissertation proposal and the dissertation. If they do not accept the draft, this constitutes failure of the Written Qualifying Exam.

If a student fails their field statement and the concerns are judged by the student's mentoring committee to be remediable, the student may receive a "U," be placed on probation and allowed to repeat the experience once.

If the student fails to pass the second time, a recommendation will be made to the Graduate College that the student be withdrawn from the Program.

If a student fails their field statement and the concerns are judged by the student's mentoring committee to be non-remediable, a recommendation will be made to the Graduate College that the student be withdrawn immediately from the Program.

Dissertation Proposal

Dissertation Proposal. Upon completion and committee approval of the field statement, the student writes a dissertation proposal. The dissertation proposal should follow the guidelines for the National Science Foundation Dissertation Improvement Grants in format and length. Students should take a proposal writing class (ASM 579 in SHESC or any other proposal writing class offered in ASU that fits your goals and is approved by your committee) in the Fall semester of their third year in Phase II, and should subsequently give the draft to the committee chair for comments. After revision and consultation with the chair, the draft should be given to the rest of the committee for comment. A final revision of the draft is prepared and circulated first to the chair, and then to the committee for approval (see attached form). When a majority of the committee has accepted the proposal, a defense of the proposal (the Graduate College's Oral Comprehensive Examination) may be scheduled.

Each committee member should receive a copy of the final version for use in conjunction with the field statement in the oral qualifying exam. While the examination will *mainly* be based on the dissertation proposal, students should also be prepared for questions based on their field statement. Students are encouraged to submit the dissertation proposal to funding agencies.

Time Schedule

Full-time students are expected to write and obtain approval of the field statement by November 15th, during the third semester of Phase II in the graduate program. Preparation and defense of the dissertation proposal should be completed by the end of the sixth semester in Phase II. These expectations will be considered in reference to individual circumstances, which may be explained by students to their committee chair and in their annual progress reports.

In the above, note that the reference to "normal" expectation of a return of the document in three weeks assumes that no other statement or proposal drafts or dissertations have been turned in earlier by others, yet await reading. However, faculty are expected to return the document no later than two months after it is submitted during the academic year. ***Please note that most faculty are on nine-month appointments and are not required to review documents submitted to them during the summer***, although many do. If your document will not be ready for submission until the end of the Spring semester, you should discuss with your Chair and/or committee members their willingness to review during the summer months.

ACCEPTANCE OR DENIAL FOR PH.D. FIELD STATEMENT & PROPOSAL

TO: Ph.D. Committee Members

FROM:

According to SHESC's "Procedures for the Preparation of Field Statements and Dissertation Proposals in Bioarchaeology", a form for approval (Yes) or disapproval (No) of (1) the field statement proposal, (2) the preliminary outline and bibliography, (3) the final draft of the field statement and (4) the final draft of the dissertation proposal is to be provided to the Committee Members. A copy of this form will then be submitted to the Graduate Student Academic Success Specialist to be placed in my file.

Thank You.

FIELD STATEMENT PROPOSAL

When the field statement proposal is approved by each committee member, each member should sign and date the draft as approved and the student should submit a copy of it to the Graduate Student Academic Success Specialist.

PRELIMINARY OUTLINE AND BIBLIOGRAPHY FOR THE FIELD STATEMENT

When each committee member approves the final draft of the preliminary outline and bibliography, each member should sign and date the draft as approved, and the student should submit a copy of it to the Graduate Student Academic Success Specialist.

FINAL APPROVAL OF FIELD STATEMENT AND PROPOSAL

Committee Members: Please circle Yes or No **and initial and date** for the field statement and the proposal.

Committee (type in names)	Field Statement approved	Dissertation Proposal approved
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____

When the field statement is approved (by majority vote), this constitutes the student's Written Comprehensive Examination. **The student's advisor must SIGN and date here. The student should submit a copy of the form and the field statement to the Graduate Student Academic Success Specialist to put in their file.** When the proposal is approved, a copy of this form should be updated and submitted to the Graduate Student Academic Success Specialist to be put in the student's file. At this point, the proposal defense should be scheduled (Oral Comprehensive Examination).

Field statement approved: _____ Date: _____

Dissertation Proposal approved: _____ Date: _____

EVOLUTIONARY ANTHROPOLOGY

CHRONOLOGICAL CHART OF EVOLUTIONARY ANTHROPOLOGY DOCTORAL DEGREE PROGRAM REQUIREMENTS

All the documents and forms referred to below are available under the "Student Life" tab on the SHESC website (see right-side of that dropdown menu for all graduate student related content). For further information, please contact your Approach Head or the Graduate Student Academic Success Specialist. All SHESC graduate students must follow the "Curriculum Plan for Doctoral Degree in Anthropology" if they entered the program Fall 2014 or after. **IMPORTANT:** It is the student's responsibility to submit all documents on time and in the correct manner and format. It is not the faculty's responsibility to prompt you to do these tasks.

Coursework Requirements	Other Academic Requirements
<ul style="list-style-type: none"> • 30 credit hours of coursework or Reading & Conferences (R & Cs) (equivalent to 10 three credit hour courses) <p><u>First year:</u></p> <ul style="list-style-type: none"> • ASB 591: Professionalism <p>This is a required course for all PhD students in Anthropology (Fall and Spring)</p>	<p><u>First year:</u></p> <ul style="list-style-type: none"> • <i>Fall:</i> Choose an advisor, who will serve as your mentor • <i>Spring:</i> Choose the members of your <u>MA Supervisory Committee</u> (which consists of your advisor and two other anthropology graduate faculty) (See "Committee formation for Phase I" in "Required Forms" on Blackboard) • Inform advisor; Advisor then writes memo to SHESC Graduate Committee. • Student submits the memo and the <i>MA Supervisory Committee Approval</i> form to the Graduate Student Academic Support Specialist. • Student develops a Plan of Study (iPOS) by end of second semester. See the iPOS manual for completing the iPOS. <p>Be sure to <i>respond to the Fall and the Spring funding inquiry call when it goes out in the Graduate Student Weekly Digest to ensure you will be considered for a TA position.</i> If you do not respond to the call by filling-out the Google Form, you will not be considered for one, even if you have a funding package!!!</p> <ul style="list-style-type: none"> • Write and submit an NSF pre-doctoral fellowship, Javits, Ford, etc.

PHASE I (two years until receipt of MA in-passing degree)

Second year:

- Take five to six more courses (or R & Cs)

Coursework suggestions:

1. Since you must take the equivalent of 10 three credit-hour courses over 4 semesters, you will have to take 2 courses for two of your semesters and 3 courses for the two remaining semesters. On any semester you are TAing or RAing, you must take 3 courses (9 credits) per semester. One should be an ASB 590 Reading and Conference (3 credit hours), which generally requires less work than regular classes
2. For the Doctorate, students are required to take 9 hours outside of their area of specialization that, in consultation with their advisor, fit their academic interests
3. Your advisor may recommend/require that you take certain courses in addition to the standard required courses depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be awarded the MA and advance to Phase II
4. An R & C, especially during the Spring semester, in anticipation of writing your Field Statement in Year 1 of Phase II) (*strongly recommended*).

Second year:

- Prepare the MA Research Paper, by February 1st
- Submit the MA Research Paper, your transcript, and a brief 1-page statement of research interests for Phase II to your advisor By February 1
- When your advisor thinks it is ready for the rest of your MA committee to evaluate it, and no later than April 1st, submit your MA paper and all materials mentioned above to your committee
- Your MA Supervisory Committee evaluates the above MA materials
- If approved, have your committee members sign the *Report of Final Master's Culminating Experience* form
- Present your MA Research Paper at the SHESC-wide MA Research Symposium scheduled during late Spring semester
- Have your advisor sign the *Documentation of the Research Skills Portfolio* form and submit it along with the *Report of Final Master's Culminating Experience* form and your MA Portfolio papers to the Graduate Student Academic Support Specialist within one week after the symposium

After the symposium, you will receive an e- mail from the Graduate College asking you to fill-out and submit your Plan of Study (iPOS) online for your MA in-Passing. Note that the iPOS for the MA in-passing cannot be filed until **ALL** of the requirements have been met

- Obtain your advisor's signature on your iPOS and submit to the Graduate Student Academic Support Specialist
- Submit the Application for Graduation form at <http://students.asu.edu/forms/application-graduation>

You are awarded the Anthropology MA-in-Passing degree if you maintain a GPA of 3.2 and receive a positive evaluation of your research skills portfolio and presentation

You can **now be considered for transition** to Phase II

PHASE II (ca. 2-3 years until advancement to Ph.D. candidacy and 1-2 additional years until receipt of Ph.D.)

<p>Coursework Requirements</p> <ul style="list-style-type: none"> • At least 54 credit hours – <ul style="list-style-type: none"> - 30 hrs. coursework or R & C - 12 Research hrs. - 12 Dissertation hrs. 	<p>Other Academic Requirements</p>
<p><u>First year:</u></p> <ul style="list-style-type: none"> • Work towards obtaining the 30 credit hours of coursework or Reading & Conference hours that are required for advancement to candidacy • Take <i>ASB 591 – Professionalism if you are an incoming student with an MA</i> <p>It is required for all PhD students in Anthropology (Fall and Spring)</p> <ul style="list-style-type: none"> • Take a Reading & Conference (3 credit hours each) to support writing your field statement and your proposal (<i>strongly recommended</i>) • Your advisor and/or Ph.D. Supervisory Committee may recommend/require that you take certain courses in addition to the standard required courses, depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be advanced to candidacy 	<p><u>First year:</u></p> <p><u>Fall:</u> Choose an <u>advisor</u>, who may or may not be your Phase I advisor</p> <p><u>Spring:</u> Choose the members of your <u>Ph.D. Supervisory Committee</u></p> <ul style="list-style-type: none"> • Advisor (chair of your committee) writes a memo to the SHESC Anthropology Graduate and Undergraduate Committee • Student submits the memo, a brief statement describing his/her dissertation research, and the <i>Ph.D. Supervisory Committee Approval</i> form to the Graduate Student Academic Support Specialist. To make subsequent changes to committee membership, complete the <i>Graduate Supervisory Committee Change</i> form (available from the Graduate College). See Graduate Student Academic Support Specialist for details • Develop a <u>Plan of Study</u> (iPOS) for Phase II in consultation with your advisor/Supervisory Committee (by <i>the end of Spring semester</i>) • Fill out and submit the iPOS online, obtain your advisor’s signature, and submit to the Graduate Student Academic Support Specialist. This needs to be done prior to the doctoral examinations (see below) • Subsequent changes to the iPOS should all be entered at the beginning of the semester you plan to graduate <p><u>Warning:</u> The Graduate College <i>will not</i> process proposal defense paperwork if your iPOS is not on file by the time you have accrued 42 graduate credit hours here at ASU – i.e., by the Spring semester of year 1 in Phase II!</p>

	<ul style="list-style-type: none"> • Write your <u>field statement</u>, which constitutes the <u>written</u> (comprehensive) portion of the <u>doctoral examination</u> necessary for advancement to Ph.D. • Prepare a 1-2 page outline of proposed content for field statement • Prepare a preliminary bibliography • Have advisor & committee approve outline and bibliography (by October 15th) • Consult advisor and committee during the process of writing the field statement • Submit your field statement to your advisor for formal comments and feedback • Edit field statement after consultation with your advisor • Submit your field statement during Spring semester (Feb is a good target date) to advisor and all committee members for their approval • Meet with your committee to evaluate your field statement
<p><u>Second year:</u></p> <ul style="list-style-type: none"> • ASM 579 Proposal Writing or equivalent <p>Ideally you would submit your field statement in the beginning of the Spring semester of year 1 in Phase II, and then take proposal writing (<i>required</i>) during the following Fall semester</p> <p><i>Coursework suggestions:</i></p> <ol style="list-style-type: none"> 1. Your advisor/Ph.D. Supervisory Committee may recommend/require that you take certain courses in addition to the standard required courses depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be advanced to candidacy 	<p><u>Second year:</u></p> <ul style="list-style-type: none"> • See guidelines for Field Statement from first year Phase II • Ensure that field statement is completed this year • Write a <u>dissertation research proposal</u> in consultation with your advisor/Supervisory Committee (see "Field Statement and Proposal Information" in the "Evolutionary Anthropology Documents" folder on Blackboard). • Submit your dissertation proposal to your advisor and other committee members for their comments/approval. • Schedule an <u>oral defense of your dissertation proposal</u>, which constitutes the <u>oral</u> portion of the <u>doctoral examination</u> necessary for advancement to Ph.D. candidacy. • After you have passed both the written (field statement) and oral doctoral examinations, have your committee members sign the <i>Report of Doctoral Comprehensive Examinations and Approval of the Ph.D. Dissertation Prospectus</i> form

	<p>and submit to the Graduate Student Academic Support Specialist.</p> <ul style="list-style-type: none"> • Advance to Ph.D. candidacy become Congratulations! You are now a PhD candidate. <p>Before you conduct fieldwork involving human subjects, you must obtain <u>approval from the Institutional Review Board (IRB)</u> (see https://researchintegrity.asu.edu/). This can take a while, depending on your project, so start the process early!</p>
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<p><u>Third and Fourth Years:</u></p> <ul style="list-style-type: none"> • Register for: <ul style="list-style-type: none"> • 12 hours ASM 792 Research, and • 12 hours ASM 799 Dissertation <p><u>Notes:</u></p> <ul style="list-style-type: none"> • It is possible to register for Research/Dissertation hours before you are advanced to candidacy. • Your doctoral iPOS must contain <i>exactly</i> 12 hours of Dissertation even if you register for more. Please register for Dissertation hours in 3 or 6 hour increments to ensure that they will add up to exactly 12. • You may have more than 12 hours of ASM 792 Research on your doctoral iPOS, but should not have fewer. • The Graduate College recommends taking ASM 792 Research until you have accumulated 12 hours, then taking ASM 799 Dissertation until you have accumulated 12 hours, and then reverting back to taking ASM 792 Research until you graduate. 	<p><u>Third Year:</u></p> <ul style="list-style-type: none"> • Conduct your dissertation research. <p><u>Fourth Year and Beyond:</u></p> <ul style="list-style-type: none"> • Write up your <u>dissertation</u>. • Submit dissertation chapter drafts to advisor (and possibly committee members) for comments. Completed dissertations must be read and approved by all committee members. • Final corrections to your iPOS must be submitted online at the beginning of the semester you plan to graduate. Submit the Application for Graduation form at http://students.asu.edu/forms/application-graduation (two months before graduation). <p>Schedule a public <u>dissertation defense</u>.</p> <ul style="list-style-type: none"> • Submit the <i>Ph.D. Defense Announcement</i> form to the Graduate Student Academic Support Specialist and the <i>Doctoral Defense Recommendation and Format Review</i> forms to the Graduate College <u>at least 2 weeks before</u> your defense. • Defenses must be held during normal business hours when classes are in session (not during semester/summer breaks). • After you pass your dissertation defense, your committee signs the <i>Announcement and Report for Doctoral Dissertation Defense</i> form. <p>Congratulations! You are awarded the Ph.D. in Anthropology!</p>
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PROCEDURES FOR THE PREPARATION OF THE FIELD STATEMENT AND DISSERTATION PROPOSAL IN EVOLUTIONARY ANTHROPOLOGY

Committee Formation

Prior to writing a field statement the student must form their Ph.D. Supervisory Committee. Committee formation is primarily the function of the student and advisor, in accord with SHESC and Graduate College regulations. It is assumed that the student will constitute the committee in such a manner that the members' expertise relates to the fields and dissertation topic chosen. The PhD Supervisory Committee must be established by the second semester in Phase II.

Field Statement

The Nature of the Field Statement: The faculty view the field statement as an opportunity for each Ph.D. student to formally to delimit an area of interest within Evolutionary Anthropology. The statement fulfills the Graduate College requirement for the written portion of the Ph.D. Qualifying examination. It is a statement that critically reviews literature in the field, rather than a compilation of some consensus view, and signals that the student appreciates the history of ideas and current state of knowledge in their field. Approval will not be dependent upon every member of the student's committee agreeing with all the views presented in the statement.

The statement should stress:

1. the scope of topics in the field,
2. the major problems or questions that have been asked historically and currently,
3. the nature of the observations or data used, and
4. the methods and analytical procedures used.

Successful completion of the statement will demonstrate to the student's committee members that the student is qualified to proceed with the dissertation. It is reasonable that major portions of the field statement may reappear in the dissertation.

Choice of Fields: The purpose of this statement is to review critically the history of the topic and the current state of knowledge about the topic, laying the groundwork for a student's dissertation project. The statement will form the basis for the subsequent literature reviews required for the dissertation proposal and the dissertation.

Field Statement Proposal: After committee formation, and prior to beginning work on the field statement, students should prepare and obtain committee approval of a brief (1-2 page) proposal containing the tentative title and proposed contents of the field statement, and an explanation of how it relates to the anticipated dissertation project. Committee approval should be recorded as indicated on the appropriate form (attached).

Field Statement Outlines and Bibliographies: Following approval of the brief proposal, the student should write an outline and a preliminary, but reasonably complete bibliography for the field statement. This document will define the extent and scope of the statement to be produced. The bibliography may include both previously consulted items and items to be consulted. (It is anticipated that there will be subsequent additions to the bibliography as the

field statement is written.) The committee will review this document to ensure that the scope of the statement is neither too broad, nor too narrowly construed, and to identify sources that should also be included. Committee approval of the statement should be recorded as indicated on the appropriate form (attached).

Writing the Field Statement: The field statement is written in the form of a bibliographic literature review. A good field statement, however, is more than a simple review of the literature; it should also exhibit creativity and critical thought, as well as a student's intellectual grasp of the topic(s) in question. The field statement not only demonstrates a student's ability to synthesize the material, but also shows an ability to go beyond that material and suggest a general plan of valuable future research. The review should be comprehensive but not exhaustive, limited to 50 double-spaced pages in at least 12-point font (exclusive of the bibliography). A field statement is expected to be completed during the third semester of Phase II by November 15th.

Research credit hours (ASM 792) are taken for this work and the student is expected to have regular meetings with their chair (or another committee member if the chair is in the field or on sabbatical) about the content of the field statement.

Preliminary Field Statement Draft. A draft of the preliminary statement is written in consultation with the faculty committee and formally submitted to the committee chair for comments. As this is a written 'exam', it is expected that the draft will be the very best work the student can do in the time allotted and should require minimal revision. The student then has the opportunity to revise the field statement once and this draft is then submitted to the entire committee for final approval (see attached form).

Final Field Statement Draft and Approval: Following revision, the final Field Statement is submitted to the committee for committee approval (see attached form). Committee members will normally read the paper within three weeks of submission and meet with the student either collectively or individually to discuss comments. It is important to take into consideration both the student and faculty schedules when planning, as certain responsibilities (e.g., fieldwork) may make it impossible to review field statements and communicate with the student. Committee members may also send their comments via e-mail to the Committee Chair and the student if they are unable to meet (e.g., if they are on sabbatical).

When a majority of the committee has accepted the field statement, the student has passed the written portion of the Ph.D. qualifying exam. The student should submit a copy of the document, with the approval form, to the Graduate Student Academic Support Specialist. Each committee member should receive a copy of the final version of the field statement for use in conjunction with the dissertation proposal in the oral qualifying exam. The committee may accept the draft with minor comments to be taken into consideration in preparation of the dissertation proposal and the dissertation. If they do not accept the draft, this constitutes failure of the Written Qualifying Exam.

If a student fails their field statement and the concerns are judged by the student's mentoring committee to be remediable, the student may receive a "U," be placed on probation and allowed to repeat the experience once.

If the student fails to pass the second time, a recommendation will be made to the Graduate College that the student be withdrawn from the Program.

If a student fails their field statement and the concerns are judged by the student's mentoring committee to be non-remediable, a recommendation will be made to the Graduate College that the student be withdrawn immediately from the Program.

Dissertation Proposal

Dissertation Proposal. Upon completion and committee approval of the field statement, the student writes a dissertation proposal. The dissertation proposal should follow the guidelines for the National Science Foundation Dissertation Improvement Grants in format and length. Students should take a proposal writing class (ASM 579 in SHESC or any other proposal writing class offered in ASU that fits your goals and is approved by your committee) in the Fall semester of their third year in Phase II, and should subsequently give the draft to the committee chair for comments. After revision and consultation with the chair, the draft should be given to the rest of the committee for comment. A final revision of the draft is prepared and circulated first to the chair, and then to the committee for approval (see attached form). When a majority of the committee has accepted the proposal, a defense of the proposal (the Graduate College's Oral Comprehensive Examination) may be scheduled.

Each committee member should receive a copy of the final version for use in conjunction with the field statement in the oral qualifying exam. While the examination will *mainly* be based on the dissertation proposal, students should also be prepared for questions based on their field statement. Students are encouraged to submit the dissertation proposal to funding agencies.

Time Schedule

Full-time students are expected to write and obtain approval of the field statement by the end of their second semester in Phase II. Preparation and defense of the dissertation proposal should be completed by the end of the fourth semester in Phase II. These expectations will be considered in reference to individual circumstances, which may be explained by students to their committee chair and in their annual progress reports.

In the above, note that the reference to "normal" expectation of a return of the document in three weeks assumes that no other statement or proposal drafts or dissertations have been turned in earlier by others, yet await reading. However, faculty are expected to return the document no later than two months after it is submitted during the academic year. ***Please note that most faculty are on nine-month appointments and are not required to review documents submitted to them during the summer***, although many do. If your document will not be ready for submission until the end of the Spring semester, you should discuss with your Chair and/or committee members their willingness to review during the summer months.

ACCEPTANCE OR DENIAL FOR PH.D. FIELD STATEMENTS & PROPOSAL

TO: Ph.D. Committee Members

FROM:

According to SHESC's "Procedures for the Preparation of Field Statements and Dissertation Proposals in Evolutionary Anthropology", a form for approval (Yes) or disapproval (No) of (1) the field statement proposal, (2) the preliminary outline and bibliography, (3) the final draft of the field statement and (4) the final draft of the dissertation proposal is to be provided to the Committee Members. A copy of this form will then be submitted to the Graduate Student Academic Success Specialist to be placed in my file.

Thank You.

FIELD STATEMENT PROPOSAL

When the field statement proposal is approved by each committee member, each member should sign and date the draft as approved and the student should submit a copy of it to the Graduate Student Academic Success Specialist.

PRELIMINARY OUTLINE AND BIBLIOGRAPHY FOR THE FIELD STATEMENT

When each committee member approves the final draft of the preliminary outline and bibliography, each member should sign and date the draft as approved, and the student should submit a copy of it to the Graduate Student Academic Success Specialist.

FINAL APPROVAL OF FIELD STATEMENT AND PROPOSAL

Committee Members: Please circle Yes or No **and initial and date** for the field statement and the proposal.

Committee (type in names)	Field Statement approved	Dissertation Proposal approved
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____

When the field statement is approved (by majority vote), this constitutes the student's Written Comprehensive Examination. **The student's advisor must SIGN and date here. The student should submit a copy of the form and the field statement to the Graduate Student Academic Success Specialist to put in their file.** When the proposal is approved, a copy of this form should be updated and submitted to the Graduate Student Academic Success Specialist to be put in the student's file. At this point, the proposal defense should be scheduled (Oral Comprehensive Examination).

Field statement approved: _____ Date: _____

Dissertation Proposal approved: _____ Date: _____

Additional information about the Field Statement:

As stated in the Field Statement Guidelines, "The purpose of this statement is to critically review the history of the topic, laying the groundwork for a student's dissertation project." Thus, it should be a paper critically reviewing literature in the field, rather than a compilation of some consensus view. A student should take an independent study class with their committee chair while working on the field statement and should discuss papers/progress/issues over the course of the semester with him or her.

Before you begin:

- Form your Ph.D. committee
- Ideally you should have thought about the composition of your committee and have a general idea of what you want to do for your dissertation by the end of the summer between the 2nd and 3rd years in the program.
- At the beginning of the 3rd year in the program (or 1st year in Phase II), students should turn in the Ph.D. committee forms (keep in mind that you need to ASK people if they are willing to be on your committee and that you can change your committee later if you need to).

Step 1: Write a brief (1 page) field statement proposal

- It should address the following questions:
 - What is the tentative title and proposed contents of the field statement?
 - How does the field statement relate to the anticipated dissertation project?
- After discussions with your committee chair and others, write the field statement proposal and have it approved. This should be done quickly in the first semester of the 3rd year.

Step 2: Write an outline and a preliminary bibliography for the field statement.

- This document will define the extent and scope of the statement to be produced. (so, again, TALK to your advisor and committee members).
- This is a PRELIMINARY bibliography. It is anticipated that there will be subsequent additions to the bibliography as the field statement is written. Discuss the bibliography with your committee members to get ideas about what papers might be missing and which are particularly important in the field.

Step 3: Write the field statement

- A good field statement is more than a simple review of the literature; it should exhibit creativity and critical thought, as well as a student's intellectual grasp of the topic in question.
- The field statement not only demonstrates a student's ability to synthesize the material, but also shows an ability to go beyond that material and suggest a general plan of valuable future research.
- The review should be comprehensive but not exhaustive (i.e. we DO NOT want a laundry list of everything ever written on the topic!).
- The field statement is limited. If you are able to comprehensively cover the topic in fewer pages that is GREAT!
- As you critique the current literature within each subtopic of your field statement, you should ask yourself the following questions:
 - What are the limitations of the previous research? (in terms of sampling, methodology, statistics etc.)
 - To date, what has been done well? (i.e. critique includes the good and the bad)
 - How could the previous research be extended? (i.e. What is the logical next step? What are the big gaps?). This is particularly important since it is assumed that you will try to fill one of those gaps with your dissertation research. If you do not point out possibilities and gaps, your committee is likely to wonder why anyone should do research in this area (i.e. are all the questions solved?).

SOCIOCULTURAL ANTHROPOLOGY

CHRONOLOGICAL CHART OF SOCIOCULTURAL ANTHROPOLOGY DOCTORAL DEGREE PROGRAM REQUIREMENTS

All the documents and forms referred to below are available under the "Student Life" tab on the SHESC website (see right-side of that dropdown menu for all graduate student related content). For further information, please contact your Approach Head or the Graduate Student Academic Success Specialist. All SHESC graduate students must follow the "Curriculum Plan for Doctoral Degree in Anthropology" if they entered the program Fall 2014 or after. **IMPORTANT:** It is the student's responsibility to submit all documents on time and in the correct manner and format. It is not the faculty's responsibility to prompt you to do these tasks.

PHASE I (students who entered the Ph.D. program with only a BA start in Phase I)

Coursework Requirements	Other Academic Requirements
<ul style="list-style-type: none"> • 30 credit hours of coursework or Reading & Conferences (R & Cs) (equivalent to 10 three credit hour courses) 	
<p><u>First year:</u></p> <ul style="list-style-type: none"> • ASB 591: Professionalism <p>This is a required course for all PhD students in Anthropology (Fall and Spring)</p> <ul style="list-style-type: none"> • ASB 541: Theory in Sociocultural Anthropology <p>Although not technically required, all sociocultural students are expected to take this course, preferably in their first year</p> <ul style="list-style-type: none"> • ASB 500: Ethnographic Research Methods or another research methods class (<i>required</i>) <p>You can also take this course in Phase II</p> <ul style="list-style-type: none"> • Take two to three more courses or R and Cs) 	<p><u>First year:</u></p> <ul style="list-style-type: none"> • <i>Fall:</i> Choose an advisor, who will serve as your mentor • <i>Spring:</i> Choose the members of your <u>MA Supervisory Committee</u> (which consists of your advisor and two other anthropology graduate faculty) (See "Committee formation for Phase I" in "Required Forms" on Blackboard) • Inform advisor; Advisor then writes memo to SHESC Graduate Committee. • Student submits the memo and the <i>MA Supervisory Committee Approval</i> form to the Graduate Student Academic Support Specialist. • Student develops a Plan of Study (iPOS) by end of second semester. See the iPOS manual for completing the iPOS. <p>Be sure to <i>respond to the Fall and the Spring funding inquiry call when it goes out in the Graduate Student Weekly Digest to ensure you will be considered for a TA position.</i> If you do not respond to the call by filling-out the Google Form, you will not be considered for one, even if you have a funding package!!!</p>

Second year:

- Take five more courses (or R & Cs)

Coursework suggestions:

1. Since you must take the equivalent of 10 three credit-hour courses over 4 semesters, you will have to take 2 courses for two of your semesters and 3 courses for the two remaining semesters. On any semester you are TAing or RAing, you must take 3 courses (9 credits) per semester. One should be an ASB 590 Reading and Conference (3 credit hours), which generally requires less work than regular classes
2. Students are actively encouraged to take courses outside of SHESC. Also, up to two 400-level (upper division, undergraduate) classes can count for the Ph.D. degree.
3. Your advisor may recommend/require that you take certain courses in addition to the standard required courses depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be awarded the MA and advance to Phase II

Second year:

- Prepare the MA Research Paper, by February 1st
- Submit the MA Research Paper, your transcript, and a brief 1-page statement of research interests for Phase II to your advisor By February 1
- When your advisor thinks it is ready for the rest of your MA committee to evaluate it, and no later than April 1st, submit your MA paper and all materials mentioned above to your committee
- Your MA Supervisory Committee evaluates the above MA materials
- If approved, have your committee members sign the *Report of Final Master's Culminating Experience* form
- Present your MA Research Paper at the SHESC-wide MA Research Symposium scheduled during late Spring semester
- Have your advisor sign the *Documentation of the Research Skills Portfolio* form and submit it along with the *Report of Final Master's Culminating Experience* form and your MA Portfolio papers to the Graduate Student Academic Support Specialist within one week after the symposium

After the symposium, you will receive an e-mail from the Graduate College asking you to fill-out and submit your Plan of Study (iPOS) online for your MA in-Passing. Note that the iPOS for the MA in-passing cannot be filed until **ALL** of the requirements have been met

- Obtain your advisor's signature on your iPOS and submit to the Graduate Student Academic Support Specialist
- Submit the Application for Graduation form at <http://students.asu.edu/forms/application-graduation>

You are awarded the Anthropology MA-in-Passing degree if you maintain a GPA of 3.2 and receive a positive evaluation of your research skills portfolio and presentation

You can ***now be considered for transition*** to Phase II

PHASE II (students who entered the Ph.D. program with a MA start in Phase II)

<p>Coursework Requirements</p> <ul style="list-style-type: none"> • At least 54 credit hours – <ul style="list-style-type: none"> - 30 hrs. coursework or R & C - 12 Research hrs. - 12 Dissertation hrs. 	<p>Other Academic Requirements</p>
<p><u>First three years:</u></p> <ul style="list-style-type: none"> • 30 credit hours of coursework, including Reading and Conference hours are required for advancement to candidacy • Take ASB 591 Professionalism, ASB 541, and ASB 500 if you are starting your graduate study in Phase II or you did not take all these courses in Phase I (see above) (<i>required</i>) • Take one or two ASB 790 Reading and Conferences (3 credit hours each) during the second year to write your field statement and proposal (<i>strongly recommended</i>) • Take ASM 579-Proposal Writing or other ASU equivalent (3 credit hours) during the third year to write your dissertation proposal (<i>required</i>). <u>Be aware</u> that ASM 579 is only offered in the Fall semester! <p><i>Other coursework suggestions:</i></p> <ol style="list-style-type: none"> 1. Up to two 400-level (upper division, undergraduate) classes can count for the Ph.D. degree 2. Your advisor must approve your Plan of Study (iPOS) for you to be advanced to candidacy 	<p><u>First year:</u></p> <p>Choose an <u>advisor</u> (preferably during Fall semester), who may or may not be your Phase I advisor, and a <u>Ph.D. Supervisory Committee</u> (which consists of your advisor and two to three other faculty)</p> <ul style="list-style-type: none"> • Submit the <i>SHESC Committee Formation</i> form along with a brief statement of dissertation research interests and a memo from your advisor (explaining committee membership) to the Graduate Student Academic Support Specialist <p>Complete the Ph.D. iPOS (Program of Study) by the end of Spring semester</p> <p><u>Second year (Fall semester):</u></p> <p>Write a <u>field statement</u>, which constitutes the <u>written</u> (comprehensive) portion of the <u>doctoral examination</u> necessary for advancement to Ph.D. candidacy (download the <i>Field Statement</i> document posted under the “Student Life” tab on the SHESC website)</p> <ul style="list-style-type: none"> • Prepare a 1-2 page statement about your dissertation research along with a relevant bibliography for advisor approval • Take an ASB 790 Reading and Conference (usually with your advisor) to prepare for the field statement • Submit your field statement to your advisor and other committee members for their approval by November 15 • Have your committee members sign the <i>Comprehensive Exam Form</i> <p><u>Third year:</u></p> <ul style="list-style-type: none"> • Write a <u>dissertation research proposal</u> in consultation with your advisor/Supervisory Committee (download the <i>Proposal</i> document posted under Sociocultural Anthropology on the Curriculum webpage on Blackboard)

	<ul style="list-style-type: none"> • Submit your dissertation proposal to your advisor and other committee members for their comments/approval • Schedule an <u>oral defense of your dissertation proposal</u> by April 20. This constitutes the <u>oral</u> portion of the <u>doctoral examination</u> necessary for advancement to Ph.D. candidacy • After you have passed the oral doctoral examination, have your committee members sign the <i>Dissertation Proposal</i> form • Advanced to Ph.D. candidacy <p>Congratulations! You are now a PhD candidate.</p> <p>Before you conduct fieldwork involving human subjects, you must obtain <u>approval from the Institutional Review Board (IRB)</u> (see https://researchintegrity.asu.edu/), so start planning early!</p>
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Fourth and Fifth Years:

- Register for:
 - 12 hours of ASB 792 Research, and
 - 12 hours of ASB 799 Dissertation

Notes:

- It is possible to register for Research/Dissertation hours before you are advanced to candidacy
- Your doctoral iPOS must contain exactly 12 hours of Dissertation even if you register for more. Please register for Dissertation hours in 3 or 6 hour increments to ensure that they will add up to exactly 12
- You may have more than 12 hours of ASB 792 Research on your doctoral iPOS, but should not have fewer
- The Graduate College recommends taking ASB 792 Research until you have accumulated 12 hours, then taking ASB 799 Dissertation until you have accumulated 12 hours, and then reverting back to taking ASB 792 Research until you graduate

Fourth Year:

Conduct fieldwork for your dissertation research

Fifth Year:

- Write-up your dissertation
- Submit dissertation chapter drafts to your advisor (and possibly committee members) for comments. Your completed dissertation must be read and approved by all committee members
- Apply to graduate with your Ph.D. degree (online)
- Schedule a public dissertation defense
 - Your dissertation defense usually consists of a brief 20-minute presentation of your dissertation, followed by Q&A with your committee members, and then questions from the audience
 - After you pass your dissertation defense, your committee signs the *Announcement and Report for Doctoral Dissertation Defense* form (e-mailed to them in advance)

Congratulations! You are awarded the Ph.D. in Anthropology!

Sociocultural Field Statement Guidelines

All sociocultural graduate students in Phase II must write a field statement, depending on what their Ph.D. Supervisory Committee requires. This constitutes the written (comprehensive) portion of the doctoral examination necessary for advancement to Ph.D. candidacy. Students are strongly urged to take an ASB 790 Reading and Conference (3 credit hours) during their second year in Phase II for their field statement. The field statement must be completed and approved by the student's Ph.D. Supervisory Committee prior to the defense of the dissertation proposal, which constitutes the oral portion of the doctoral examination.

The content of the student's field statement is determined in consultation with their advisor and Ph.D. committee and serves as preparation for the future dissertation project. Students should initially prepare a 1-2 page summary of their field statement with a preliminary bibliography. The field statement is designed to provide students with breadth of knowledge of particular subfields or geographical areas of study before they write their dissertations (which focus in-depth on a more specific topic). Therefore, field statements should be relatively broad in scope and coverage and not focus narrowly on one topic/issue or on one country/group of people.

Field statements in Sociocultural Anthropology should be about 30 pages (double spaced, excluding bibliography) and written as a bibliographic literature review (see the review essays in the *Annual Review of Anthropology* for useful models). Relevant literature should be organized under certain topics/issues/schools of thought with subheadings. Good field statements will not just summarize masses of literature, but will analyze/critique the readings, demonstrating both the student's intellectual grasp of and ability to synthesize the materials. They will also provide some sense of the student's own emerging theoretical/conceptual perspective on the topic.

Although field statements should be extensive and demonstrate that students are intellectually qualified to proceed with the dissertation, students should not go overboard and try to read all of the available literature nor try to write a huge magnum opus. Field statements are simply transitional documents, which can be eventually used as part of the dissertation's (or dissertation proposal's) literature review. Students should be selective in what they read and should not write more than 30 pages.

Sociocultural Dissertation Proposal Guidelines

The dissertation proposal is usually written at the beginning of the third year in Phase II after the field statement is completed (although it is certainly possible to start work on the proposal earlier). Students are strongly urged to take ASM 579 Proposal Writing or other ASU equivalent proposal writing class. After the dissertation proposal is completed and approved by the student's Ph.D. Supervisory Committee, the student schedules an oral defense of the proposal, which constitutes the oral portion of the doctoral examination necessary for advancement to Ph.D. candidacy.

The student's dissertation topic should be determined in consultation with their advisor and Ph.D. committee. The proposal should be about 10 pages (usually single-spaced, excluding bibliography). There is no definitive format for the proposal, although following the guidelines for NSF, NEH (National Endowment of the Humanities), NIH (National Institutes of Health), Wenner-Gren, Social Science Research Council, or Fulbright is a good idea, especially if you plan to submit grant proposals to these agencies.

In general, dissertation (and grant) proposals should contain the following sections:

- A *project summary/overview* that introduces your general research topic, provides background and historical information, explains why your topic is important, and briefly discusses your main research objectives, methods, and contribution. This section should be more than a summary of the next four sections of your proposal.
- *The main objectives, issues, or questions* that your dissertation project will address. Instead of writing a long narrative, it helps to identify three or so main issues/questions that will guide your research and then to elaborate upon each of them. You could also list and discuss sub-issues or sub-questions under the main issues/questions. Make sure you don't include too many issues/questions (keep the proposal focused).
- A *background literature review* of previous research relevant to your dissertation topic. In addition to assessing previous work, this section should identify problems, gaps, and limitations in the past literature and indicate how your topic/perspective will make a significant contribution to the literature. You should not review relevant literature simply to review the literature. Instead, the review must be directly connected to your own dissertation topic and its main issues.
- A discussion of your *research methodology* that can include:
 - A description of the research methodologies you plan to employ (including whether certain methods are more appropriate for specific sites/research problems/populations, etc.)
 - A description of and reasons why you have selected your particular field site(s) (or population(s) you plan to study)
 - Why you have chosen to do multi-site or comparative field work (if that is the case)

- How you plan to conduct research at these various sites (including access to informants, sample selection, size, and representativeness, the types of data you plan to collect, research timeline, etc.)
- Possible problems/issues/difficulties you may encounter in the field and how you plan to deal with them
- Your personal qualifications (past experience, skills, language, ethnic background, etc.) to undertake this research, including relevant past research (although this can be mentioned elsewhere)
- How you plan to organize and analyze the various types of data you will collect
- The *general significance and impact* of your proposed research. This can include its intellectual significance/contribution to anthropology (as long as you don't repeat what you already said in section 3), its broader social/practical impact, its comparative/wider geographical significance, its relationship to broader social processes (e.g., globalization), or the importance of studying the issue at this time.

Sections 2 and 4 should be the focus of your proposal (really long lit. reviews are not necessary). Grant proposals (and by extension, dissertation proposals) should be written in a manner accessible to a general academic audience. Therefore, it is a good idea to avoid highly technical jargon or narrow in-house theoretical debates or issues that would interest only specialists in your subfield.

Before you conduct fieldwork involving human subjects, you must obtain approval from the Institutional Review Board (IRB) (see <https://researchintegrity.asu.edu/>).

ACCEPTANCE OR DENIAL FOR PH.D. FIELD STATEMENT & PROPOSAL

TO: Ph.D. Committee Members

FROM:

According to SHESC's "Procedures for the Preparation of Field Statements and Dissertation Proposals in Sociocultural Anthropology", a form for approval (Yes) or disapproval (No) of (1) the field statement proposal, (2) the preliminary outline and bibliography, (3) the final draft of the field statement and (4) the final draft of the dissertation proposal is to be provided to the Committee Members. A copy of this form will then be submitted to the Graduate Student Academic Success Specialist to be placed in my file.

Thank You.

FIELD STATEMENT PROPOSAL

When the field statement proposal is approved by each committee member, each member should sign and date the draft as approved and the student should submit a copy of it to the Graduate Student Academic Success Specialist.

PRELIMINARY OUTLINE AND BIBLIOGRAPHY FOR THE FIELD STATEMENT

When each committee member approves the final draft of the preliminary outline and bibliography, each member should sign and date the draft as approved, and the student should submit a copy of it to the Graduate Student Academic Success Specialist.

FINAL APPROVAL OF FIELD STATEMENT AND PROPOSAL

Committee Members: Please circle Yes or No **and initial and date** for the field statement and the proposal.

Committee (type in names)	Field Statement approved	Dissertation Proposal approved
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____

When the field statement is approved (by majority vote), this constitutes the student's Written Comprehensive Examination. **The student's advisor must SIGN and date here. The student should submit a copy of the form and the field statement to the Graduate Student Academic Success Specialist to put in their file.** When the proposal is approved, a copy of this form should be updated and submitted to the Graduate Student Academic Success Specialist to be put in the student's file. At this point, the proposal defense should be scheduled (Oral Comprehensive Examination).

Field statement approved: _____ Date: _____

Dissertation Proposal approved: _____ Date: _____
