
Anthropology (PhD) Program Handbook

2025-2026

School of Human Evolution and Social Change

Anthropology PhD Handbook

Arizona State University

Last Revision: June 2025

Prepared by:
SHESC Committee of faculty, staff, and students

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INTRODUCTION

This handbook 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, and Environmental Social Science as demonstrated by accomplishments in research, coursework, and examinations. This handbook 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 handbook if there are any discrepancies.

The current version of this document can be found on the [SHESC webpage](https://shesc.asu.edu/student-life/graduate-handbooks), at: <https://shesc.asu.edu/student-life/graduate-handbooks>. All previous Handbooks can be found at this link as well.

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

[Anthropology, PhD](#)

The School of Human Evolution and Social Change is an excellent choice for students interested in pursuing a Doctor of Philosophy in the classic fields of anthropology:

- Archaeology
- Bioarchaeology
- Evolutionary anthropology
- Sociocultural anthropology

It is also an ideal environment for students who want to combine these approaches and other disciplines to explore specific issues or research questions within a transdisciplinary context. The flexible graduate curricula are designed to encourage students to design innovative plans of study that enable them to pursue their interests while they receive broad training in key areas. The anthropology faculty actively engage with faculty in other disciplines, including:

- applied mathematics
- chemistry
- environmental economics
- epidemiology
- formal modeling
- genetics
- sociology
- sustainability
- technology and society
- urban planning

The training students receive in this program prepares them to become expert scholars who are able to contribute not only to their chosen field but also to finding solutions to

humankind's greatest challenges. This program provides training in data analysis and research design within the context of human evolution, archaeology and the wider field of anthropology. Through anthropological coursework, students learn how to ask important questions about the human species and employ statistics to analyze and extract meaning from data. Students learn to appreciate humanity's place in nature and the long history of human societal change.

ADMISSION REQUIREMENTS

Domestic Students

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.

International Students

The application standards for international students are the same as for domestic students, with the exception of submitting proof of [English proficiency](#). After admission, international students are also required to obtain a U.S. visa, which includes submitting a graduate financial guarantee.

All **international** transcripts must be submitted in the original language accompanied by an official English translation from an approved translating agency. Translations must be literal, complete versions of the originals and must be translated by a university, government official or official translation service. The English translation must be the original document with the official stamp of the institution or the translation service.

Students should review all transcript requirements on the [Admissions website](#). You may not complete your own translation. **Photocopies and notarized transcripts are not acceptable.**

 SHESC does not accept or review international transcripts. All transcripts must be sent directly to ASU Admission Services.

Application Information

SHESC's admissions are for the Fall semester only. 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.

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:

- Official transcripts (translated in English) from all former institutions
- Graduate admission [application](#) fee (Domestic \$70 and International \$115)
 - [Graduate Admissions](#)
- Personal statement/letter of interest
- Official transcripts from all former institutions
- Current curriculum vitae or resume
- Three letters of recommendation
- Official transcripts (translated in English) from all former institutions.
- Official TOEFL scores, if applicable

Deadlines

- December 1 – Submission of online application
- December 15 – Receipt of all application supplemental materials

Step 1: Online application

Submission of the application by December 1, includes submitting the online application, with the Personal Statement/Letter of Interest, CV, providing the contact information for the recommenders, and paying the application fee. On the application, students have the opportunity to attach unofficial transcripts from the institutions they have attended combined into one PDF file. We highly recommend attaching unofficial transcripts. As long as transcripts are included and legible, official transcripts will only be required if admitted. If unofficial transcripts are not combined into one file and uploaded to the application, students will be required to send ASU Admissions official transcripts. Unofficial transcripts cannot be accepted after the application is submitted.

Step 2: Application completion

After submitting the application, students then have until December 15th to complete the application. To complete the application, the ASU admissions team must receive the three recommender responses, proof of English Proficiency, and any official transcripts, if requested in the application process. Students who do not attach unofficial transcripts to the application or those who attach transcripts that are illegible will be required to send official transcripts to complete the application. Students will be notified of all requested application materials on their My ASU profile. Unofficial transcripts cannot be accepted after the application is submitted. Once a student completes their application, the recommenders that they included will be contacted to submit a questionnaire AND a letter of recommendation. Recommenders may also send letters directly to gograd@asu.edu. Detailed instructions and mailing addresses for international transcripts can be found here: [Transcripts for Admission to ASU](#)

Financial Support

All applicants will be considered for financial support. Applicants not in need of financial support should notify their prospective faculty advisor(s) and email shesc.grad@asu.edu at the time the application is submitted. Funding resources greatly impact the admissions review process and the number of students who are admitted. Additional information about financial support is provided on page 31.

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: shesc@asu.edu

Graduate Studies and Graduate School Applications

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

Advising Support

For academic advising, please contact the following staff members and expect a response within two working days.

- **Carita Harrell**, Associate Director of Academic Services, at Carita.Harrell@asu.edu or 480-727-6137
- James Randall, Manager, Graduate Academic Advising, at shesc.grad@asu.edu or 480-965-6215
- **Stefanie Bobar**, Academic Success Coordinator, Sr., at shesc.undergrad@asu.edu or 480-965-6215
- **Wondra Lee**, Academic Success Advisor, Sr., at shesc.undergrad@asu.edu or 480-965-6215
- **Elissa Shapiro**, Academic Success Advisor, at shesc.undergrad@asu.edu or 480-965-6215
- **Maureen Towne**, Academic Success Advisor, at shesc.undergrad@asu.edu or 480-965-6215

Faculty Supervisor/Chair

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 (iPOS). Your supervisor must be a member of the graduate faculty for your program, which you can verify in the [online listings](#). You can find more information about SHESC faculty by area of expertise here: Faculty by Area | School of Human Evolution and Social Change. Faculty members who serve as the head of each approach and degree program serve on

the School's Graduate and Undergraduate Committee (GUC)¹. If you have questions about any aspect of the program, you are welcome to bring those concerns to the appropriate members of the GUC. For more information, review page 37.

UNIVERSITY REQUIREMENTS: REGISTRATION AND ENROLLMENT

Proof of immunization

Once admitted, all students are required to have proof of measles immunizations on file with [Health Services](#) prior to registration.

Graduate students register through [My ASU](#) 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) must register for a minimum of nine credit hours.

Students supported on work-study, other types of financial aid; or those on a U.S. Study Visa may be required to take a minimum course load of more than nine credit hours. If you have advanced to Ph.D. candidacy and are an RA or TA, 6 credits of enrollment are the required minimum. International students must request reduced course load with International Students and Scholars Center.

Students should review the registration and enrollment guidelines in the Graduate College Policies and Procedures handbook for more information.

Continuous Enrollment

Once admitted to the graduate degree 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. Please check with your advisor if you have questions about summer registration.

Registration for every Fall and Spring semester is required. **Summer registration is required for students who are taking examinations, completing culminating experiences, defending thesis or dissertations, are a TA/RA, or graduating during the summer semester.** Please check with your Graduate Academic Advisor by sending an email to (shesc.grad@asu.edu) if you have further questions.

¹ Graduate and Undergraduate Committee (GUC) are 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 Directors of Graduate and Undergraduate Studies.)

To maintain continuous enrollment, the credit hour(s) must be one of the following:

- Appearing on the student's Interactive Plan of Study (iPOS)
- Classified as research (592, 692, 792), thesis (599), dissertation (799) or continuing registration (595, 795)
- Any other graduate-level course

Leave of Absence

If a Plan of Study must be interrupted, the student may apply for a Leave of Absence for a maximum of two semesters during their graduate program. The research advisor, Supervisory Committee, 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. Students must submit a Leave of Absence request via their [Interactive Plan of Student \(iPOS\)](#). The student should briefly state the reason for needing a leave of absence and the duration (not to exceed two semesters per Graduate College guidelines). This petition will be submitted to an advisor and an Adobe Sign form will be submitted to the Committee.

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.

Please see [Grades and Grievances](#) for more information on grades and continued enrollment.

Grades and Grievances

The final passing grade for research (/ASB 592/792) and dissertation (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 (page 22) 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.

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 the “I” grade becomes permanent. The [Student Services Manual](#) provides more information about incomplete grades.

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. To determine the registration deadlines for a class in which a student is registered, sign in to My ASU and click on the calendar icon next to the class in the My Classes box. To determine the registration deadlines of a class in which a student has not yet registered, use the online [Class Search](#) to search for the class, then click on the course title and scroll down to the bottom of the listing.

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](#) 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

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 Plan of Study (iPOS). The iPOS is an official academic plan for graduate students that maps the requirements for degree completion. It includes coursework, the student's Thesis/Dissertation Supervisory Committee and any additional milestones (Masters in passing and doctoral exams). iPOS coursework requirements will be listed in upcoming sections of this handbook.

A previously awarded master's degree can be used to satisfy 30 credit hours toward the Ph.D. 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](#) website for more details regarding pre-admission credits (refer to the Handbook section: *ASU Pre- Admission Credits* under the *Graduate Degree Requirements*). More information on how to apply credit from a previous Master's degree from another institution can be found on pages 27-28.

Mandatory Orientation

Mandatory orientation typically occurs the first week of (or before) the Fall Semester. Each incoming graduate student will receive general information about the graduate program from the Director of Graduate Studies as well as the Approach Head of their program. Students should meet individually with their faculty advisors for personalized guidance about the graduate program, advice in first year class selections and discussion of other related matters.

Advising and Mentoring

SHESC has adopted a mosaic mentoring model where students draw support from many mentors and advisors to support their diverse training goals, backgrounds, and lived identities. No single advisor or mentor is able to support a graduate student fully during their training. Instead, we encourage students to reach out and make connections with mentors in SHESC but also across ASU.

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

Faculty supervisor and Ph.D. Committee Chair/ Co-Chairs: PhD 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. 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 faculty supervisor and chair their Thesis/Dissertation Supervisory Committee. Co- advisors and co-chairs are allowed. Please, see page 28 for more information on how to select an advisor.

Ph.D. Supervisory Committee: In addition to your advisor/chair, your committee helps determine your training curriculum and whether you pass major milestones in the degree program. Students are encouraged to proactively work with their committee to set expectations on curriculum, milestones, and dissertation projects. Committee members provide additional expertise and insights that can strengthen your training in SHESC.

The student will need to secure the appropriate number of ASU faculty as members of their Thesis/Dissertation Supervisory Committee after consultation with their research advisor. 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. This minimum three-person committee shall consist of:

- The faculty 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.
- **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 Director of Graduate Studies.
- 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 Director of Graduate Studies, and the Graduate College.
 - Students who wish to add an affiliate² as a committee member to their committee should submit the following to the Graduate Academic Advisor:
 - Signed Committee Appointment Form by the entire committee.
 - The rationale: brief 1-2 sentence justification for the skills the individual will bring to the committee written by the student.
 - The requested member's curriculum vitae.
 - If the individual is associated with ASU, provide their ID number, if outside ASU then the individual's birthdate will need to be provided.
 - If a student needs to change their chair or committee members, the process is to complete the committee change form.

Students are required to have a formal meeting with their committee every year. Students and their Faculty supervisor/ Chair should meet more frequently to ensure satisfactory

² Affiliated appointments are made to paid ASU faculty members and academic professionals whose tenure or academic homes are in one unit (the primary unit) and are invited to serve in a role in another academic unit, center, or institute (the secondary, affiliated unit). For ASU's policy on affiliate faculty, see ACD 505-04.

academic progress.

Staff advisor/Graduate Academic Advisor: SHESC's Graduate Academic Advisor can guide students through the application process, orientation, funding, course registration, degree progress, various ASU administrative situations and graduation. Students should also meet with the Graduate Academic Advisor each semester, to discuss progress, funding, and policies. Students can set up appointments here.

Approach Head: The Approach Head can help guide students through the curriculum guidelines for the approach and also serves as one of the primary leadership contacts for students regarding policy changes approved by the approach, faculty, and GUC.

Director of Graduate Studies: The Director of Graduate Studies can provide advice about SHESC policy including curriculum and funding, as well as coaching and support for students navigating opportunities and challenges with faculty and staff.

External advising/mentoring resources: Students are encouraged to cultivate relationships with additional mentors and advisors beyond those above that enhance their training experience and sustain their well-being.

Filing the Interactive Plan of Study (iPOS)

The student is expected to meet with their Faculty Advisor/ shortly after the committee's formation to formulate and approve their iPOS. The iPOS is required to be submitted and approved by the end of the first semester in the program. It is the student's responsibility to submit and update their iPOS (found in "My Programs" section of My ASU) yearly and to meet the iPOS requirements as noted in this handbook, depending on their degree. In the initial submission, the iPOS will be submitted to/and approved by a Graduate Academic Advisor. Please, check the iPOS [How-to guides](#) to clarify how to submit it . The students will submit a M.A. iPOS and a Ph.D. iPOS.

The iPOS coursework and/or Supervisory Committee will 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 Doctoral defense. Students must notify the Graduate Academic Advisor when any changes are made to their iPOS. It is highly recommended that students meet with the Graduate Academic Advisor regularly, preferably during each semester, to ensure that their iPOS is in order. (More details about the iPOS are provided on pages 27-30.)

ACADEMIC AND RESEARCH PERFORMANCE EVALUATIONS

Annual Evaluation

Graduate students in the Anthropology program are evaluated each calendar year to provide each student with feedback on their academic performance. Students are evaluated on their academic progress and performance during the previous calendar

year by the faculty in their Program/ Approach. Additionally, each Spring semester before the final day grades are due, the student must meet with their entire Supervisory Committee (virtual meetings are permitted). During this meeting, the student and committee members must complete the Mentoring Plan, which is to be submitted with the annual evaluation and progress reports due on January 20th. The mentoring plan is reviewed during the meetings and signatures are obtained at that time.

Students who defend their dissertation during the annual evaluation period are exempt from submitting a report.

All students with **one or more semesters completed** are required to submit the following materials to the Graduate Academic Advisor by January 20th. The SHESC Annual Progress report is submitted with the documents below:

- An updated CV
- The annual mentoring plan (Meet with your Faculty Advisor to design plan)
- An unofficial copy of the student’s most recent ASU transcript (Can be found in My ASU)
- The Courses and Summary/Submit Approval pages of approved Ph.D. iPOS (Screenshot the Summary/Submit page paste and into a Word document with approved signatures). Please, see page 29 for more instructions about the screenshots and check out the iPOS [How-to guides](#) to help clarify the submission process.

The screenshot displays the iPOS interface for a Public Administration and Policy, PhD program. At the top, it lists requirements: 84 credit hours, a written comprehensive exam, an oral comprehensive exam, a prospectus, and a dissertation. Below this is a 'Course Summary' section with the following data:

Anticipated Graduation Term	2023 Spring	ASU Hours after Admit	57.00	Cumulative GPA	3.67
Approved Blanket Hours	30	Blanket Hours	30	Overall Graduate GPA	3.687
		iPOS Total Hours	57.00	iPOS GPA	3.687

Below the summary is a table of completed courses:

Term	Session	Course	Class Nbr	Description	Hours	Grade	Institution	Transfer Verified	Concurrent	Status
2018 Fall	C	PAF 801	81450	Advanced Public Policy Seminar	3.00	A	ASU			✓
2018 Fall	C	PAF 802	71717	Adv Rsrch Design for Public Pol	3.00	A-	ASU			✓
2018 Fall	C	PAF 806	87363	Org Theory and Behav Seminar	3.00		ASU			⚠
2019 Spring	C	PAF 820	17571	PA Prof Development Workshop	3.00		ASU			
2019 Spring	C	PAF 904	14988	Intellect Foundns Public Admn	3.00		ASU			
2020 Fall		PAF 903		Adv Econ Public Admn & Policy	3.00		ASU			
2021 Spring		PAF 610		Adv Qualitative Methods	3.00		ASU			
2021 Fall		PAF 908		Adv Quant Methods Sem	3.00		ASU			
2018 Fall	C	PAF 574	72147	Diversity/Ethics/Public Change	3.00	B	ASU			✓

Submit all documents through the SHESC [Annual Progress Report website](#). 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.

After evaluations are complete, each faculty member must send an email to the student summarizing results of their evaluation. Evaluation summary includes overall score, notes on student's performance including strengths and areas of improvement, whether the student received an S, C, or U, and support for the student's next steps with concrete recommendations for what should be accomplished in the coming year.

If a student receives a "C," the letter must specify what the student must do to improve their status during the next calendar year, appropriate deadlines included. ***If a student receives a "U,"*** they shall be placed under academic probation. A Probation Letter, which follows the guidelines of the Graduate College ([Academic Probation and Dismissal Policies](#)) and outlines 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, the Dean's Office contact (TheCollege-Grad@asu.edu), and the SHESC Graduate Academic Advisor.

A student who receives a "U" shall not be considered for funding from SHESC until they return 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. This may also result in the loss of privileges such as loss of office space, low priority for funding, or academic probation.

End of Semester GPA Review

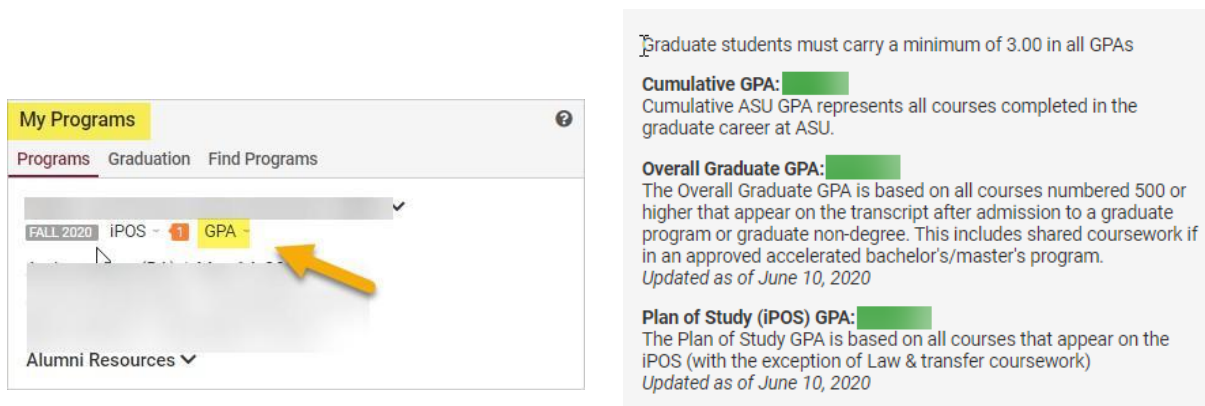
SHESC requires that all students maintain a Cumulative GPA of 3.2 each semester. The Graduate College requires all graduate students (M.A. and PhD) to maintain a minimum 3.00 (scale is 4.00 = "A") grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPA's (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA). Graduate students who do not meet these GPA requirements will go on academic probation.

- The **Plan of Study (iPOS) GPA** is based on all courses that appear on the iPOS with the exception of Law and transfer coursework.
- 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 500-level coursework taken as part of an approved accelerated bachelor's/master's program.
- The **Cumulative GPA** is based on all courses completed after a student becomes a graduate student including both graduate and undergraduate courses. A student's Cumulative GPA includes all courses that appear on their transcript including those not on their iPOS.

At the end of each semester, the Graduate Academic Advisor 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 cumulative GPA falls below 3.2 or if their iPOS GPA and/or Overall Graduate GPA fall below the minimum requirement.

Failure to meet the terms outlined in the probationary letter will result in a recommendation to The College for dismissal from the graduate program.

Students with an approved iPOS can verify their GPAs in the “My Programs” section of their My ASU.



The image shows a screenshot of the My ASU 'My Programs' section. The 'GPA' tab is selected, and a yellow arrow points to the GPA value. To the right, a callout box provides definitions for three types of GPAs: Cumulative ASU GPA, Overall Graduate GPA, and Plan of Study (iPOS) GPA. Each GPA value is redacted with a green box.

Graduate students must carry a minimum of 3.00 in all GPAs

Cumulative GPA: [REDACTED]
Cumulative ASU GPA represents all courses completed in the graduate career at ASU.

Overall Graduate GPA: [REDACTED]
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.
Updated as of June 10, 2020

Plan of Study (iPOS) GPA: [REDACTED]
The Plan of Study GPA is based on all courses that appear on the iPOS (with the exception of Law & transfer coursework)
Updated as of June 10, 2020

What Constitutes Satisfactory Performance (“S”):

- Maintain a 3.2 Cumulative GPA and minimum Plan of Study (iPOS) GPA and Overall Graduate GPA or better each semester.
- Receive a grade of C+ or higher in all SHESC courses taken.
- Successfully passed 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 academic probation, and be allowed to repeat the experience once.
 - If the student fails to pass a 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](#)
- 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 a 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,

however, a serious warning 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, with poor TA or RA evaluations indicating a lack of professionalism, etc., then their approach will recommend the student receive 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”), any of the following:

- A Cumulative GPA less than 3.2 or iPOS GPA and/or Overall Graduate GPA less than the minimum requirement
- Progress towards degree of 1 or less (7 semesters or more behind schedule)
- 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
- Failure to fulfill TA or RA obligations as assigned by faculty resulting in termination of appointment
- A grade lower than C+ in a SHESC course
- Violation of professional or ethical norms in research or practice but the concerns are judged by the student’s advisory committee to be remediable
- An Unsatisfactory Performance will result in Academic Probation

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 (e.g. use of samples or information without consent or permit), including substantiated allegations of a Title IX violation Breaches of academic or scientific honesty (e.g. plagiarism, falsification of research data)
- Serious misuse of SHESC or ASU facilities and/or funds

TIMELINE AND CULMINATING EVENTS

The majority of SHESC graduate programs are PhD programs. Students without an MA/MS degree accepted into Ph.D. 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 Ph.D. program. Students with MA/MS degrees accepted into Ph.D. programs begin in Phase II. All graduate students at ASU are subject to the

[Graduate College policies.](#)

Ph.D. Phase I Procedures & Paperwork (pre-MA)

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 research skills.

1. Students must identify their research advisor/ chair during the Fall semester of their first year.
2. Students must file their PhD Interactive Plan of Study (iPOS) prior to the end of their first semester in the program (see below for information on how to file the iPOS). Students should meet with the Graduate Academic Advisor during the first semester of the program to review the iPOS and program requirements.
3. Students must identify the remainder of their doctoral committee and submit the [SHESC Committee formation](#) document to the Graduate Academic Advisor.
 - a) The committee must have at least three members, 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 Director of Graduate Studies. 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 work with the Graduate Academic Support Coordinator to have them approved by the Graduate College. Students who wish to add an affiliate as a committee member to their committee should submit the following to the Graduate Academic Advisor:
 - i. Signed [Committee Appointment Form](#) by the entire committee.
 - ii. The rationale- brief 1-2 sentence justification for the skills the individual will bring to the committee written by the student.
 - iii. The requested member's curriculum vitae.
 - iv. If the individual is associated with ASU, provide their ID number, if outside ASU then the individual's birthdate will need to be provided.
 - 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. Students will need to complete the [Committee Change Form](#) in order for the change to be approved. It is highly recommended that students meet regularly with the Graduate Academic Advisor to ensure their iPOS is up to date and accurate.
4. Students should work with their faculty committee to finalize their MA Research Skills Portfolio topic and paper format during their first year of the program.
5. Students must notify the Graduate Academic Advisor 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 the remainder of the master's committee and submit the [SHESC Committee formation](#) document to the

Graduate Academic Advisor.

- a) Notice that a 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.
6. The Graduate Academic Advisor will submit a MIP request form to the Graduate College, at which point the MIP iPOS will be generated and appear in My ASU. The Graduate College will not generate an MIP iPOS unless the PhD iPOS has been approved.
7. Students 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 My ASU.
8. Students must make sure they apply to graduate with the Master's degree at the end of Phase I, 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 \$100 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.
9. Students should complete the first draft of their master papers to their faculty chair by February 1 of the year they intend to complete the MIP. They then work with their faculty advisor to revise the paper, before turning in the completed paper to their entire committee no later than April 1.
10. Students must present their approved MA paper/research at the SHESC Research Symposium during the Spring semester.
11. Students must turn-in the signed MA/MS culminating experience paperwork to the Graduate Academic Advisor upon successful completion of requirements. [Deadlines of culminating experiences](#)
12. Once the MA culminating experience is passed the student advances to Phase II.

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 coursework 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.

PhD Phase II Procedures & Paperwork (Post-MA)

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.

1. Students must identify their faculty advisor during the Fall semester of their first year.
2. Students must file their Ph.D. iPOS prior to the end of the first semester in the program (see below for information on how to file your iPOS).
3. Students must identify the remainder of their doctoral committee and submit the [SHESC Committee formation](#) document to the Graduate Student Advisor.
 - a. The committee must have at least three members, 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 Director of Graduate Studies. 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 work with the Graduate Student Academic Advisor to have them approved by the Graduate College. Students who wish to add an affiliate as a committee member to their committee should submit the following to the Graduate Student Advisor:
 - i. Signed [Committee Appointment Form](#) by the entire committee.
 - ii. The rationale- brief 1-2 sentence justification for the skills the individual will bring to the committee written by the student.
 - iii. The requested member's curriculum vitae.

- iv. If the individual is associated with ASU, provide their ID number, if outside ASU, then the individual's birthdate will need to be provided.
- 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. Students will need to complete the [Committee Change Form](#) in order for the change to be approved. It is highly recommended that students meet regularly with the Graduate Academic Advisor to ensure their iPOS is up to date and accurate.

Six credits of ASB/ASM 790 Reading and Conference and/or ASB/ASM 792 Research, should be taken in the first two semesters of Phase II. These credits should focus 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 proposal writing is required before completing the Dissertation Proposal Defense. ASM 579 is generally only offered once a year, and typically in the Fall semesters, so students should work with their committee on aligning their coursework and training timeline with the class (or in finding an alternative course).

Completing the 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.

Completing comprehensive examination. 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 fourth semester of Phase II.
- If the student has not completed the exam by the fourth 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.

The student's supervisory committee must sign the [Comprehensive Exam form](#) and the student must turn it into the Graduate Academic Advisor. The date the supervisory committee notified the student of their exam results must be imputed in the field labeled "DATE of COMPREHENSIVE EXAMINATION/FIELD STATEMENT." The Graduate Academic Advisor will obtain the head of the academic unit's signature for the student. The results will show in the "My Programs" box in My ASU.

Defending the dissertation proposal/prospectus

Dissertation Proposal/Prospectus Defense (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, two 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 Graduate Academic Advisor. The form needs to be signed by all committee members.

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 by phone 480-965-6215 or shesc.grad@asu.edu and acquire 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 Advisor and include:

- Prospectus title
- Student's name
- List of the committee members names and roles (i.e., chair, co-chair, committee member)
- Date, time, and location of the defense
- One-paragraph abstract.

Send this information two weeks before the defense so that an announcement can run in the weekly Graduate and Faculty Digests. After the proposal defense, the student must have their committee sign the [Dissertation Proposal form](#) and turn it in to the Graduate Student Advisor.

The Graduate Student Advisor will obtain the Graduate Director signature for the student. The results will be visible in the "My Programs" box in My ASU under the iPOS tab. Students 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

Academic Advisor, 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.

Advancement to Candidacy

Upon completion of 30 hours of coursework and 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 Academic Advisor 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 if 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.

Doctoral Dissertation Defense

The dissertation research experience culminates in a final oral exam, commonly known as the "dissertation defense." A final public dissertation defense is required. The defense must be scheduled officially with the Graduate College. Defenses that are held without being scheduled with the Graduate College are considered invalid. At least 50% of the committee must be physically present at the oral defense.

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 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.

Students should apply to graduate (via their My ASU account: see instructions here) 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 mid-October in

the Fall and mid-February in the Spring semester. There is a \$100 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 for each degree once.

Students must schedule their dissertation defense at least 10 working days in advance. This must be officially scheduled through the iPOS.

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 restricted days when no defenses can be held, thus students should use the defense scheduling link in the "My Programs" box in My ASU under the defense tab to make sure the day they want is available.

The front office staff can help reserve a room by phone 480-965-6215 or shesc.grad@asu.edu and acquire 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 Advisor and include:

- Dissertation title
- Student's name
- List of the committee members names and roles (i.e., chair, co-chair, committee member)
- Date, time, and location of the defense
- One-paragraph 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 an Adobe Sign form 7 days prior to the scheduled date. 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" box in My ASU 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.

"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 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 Director of Graduate Studies must approve the appointment. Approvals must be forwarded (or cc-ed) to the Graduate Student Advisor who will inform the Graduate College of the proxy. An email should be sent to the Graduate Academic Advisor asking that any outstanding "Z" grades on a student's transcript be changed to "Y."

Paperwork for Special Circumstances

Student Committee Approval

Once a student has finalized their faculty committee or if they wish to make changes to an already approved faculty committee they will need to submit a [Committee Appointment Form](#) to SHESC.Grad@asu.edu.

If one or more of a student's committee members are outside SHESC or ASU, then the student is unable to add them to their iPOS until they are approved by the Graduate College. Students must work with the Graduate Student Academic Advisor to have them approved by the Graduate College. Students who wish to add an affiliate as a committee member to their committee should submit the following to the Graduate Student Advisor:

- Signed [Committee Appointment Form](#) by the entire committee.
- The rationale- a brief 1-2 sentence justification - for the skills the individual will bring to the committee written by the student.
- The requested member's curriculum vitae.
- If the individual is associated with ASU, provide their ASU ID number, if outside ASU then the individual's birthdate will need to be provided.

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 Ph.D. Supervisory Committee formation documents must be correct and on-file with the Graduate Student Advisor to add an external member.

Request to maintain continuous enrollment (Leave of absence)

Please see [Leave of Absence](#). 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. Generally approved reasons for a leave of absence include illness of the student or a close family member. A leave of absence petition can be submitted on the iPOS.

Request for an extension

Students who need more time than the Graduate College allows for completing a Ph.D. Degree can request an extension. To do so the committee must approve in writing of a timeline to include all future deliverables (see below) and must be approved by the Graduate Director, and then the student must fill-out a [petition to the Graduate College](#),

have it signed by their committee, and turn it in to the Graduate Academic Advisor. The Advisor will 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](#) the 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 My ASU 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) OR they can go to any [University Registrar Services location](#) (photo ID required for in-person visits).

Enrollment Status

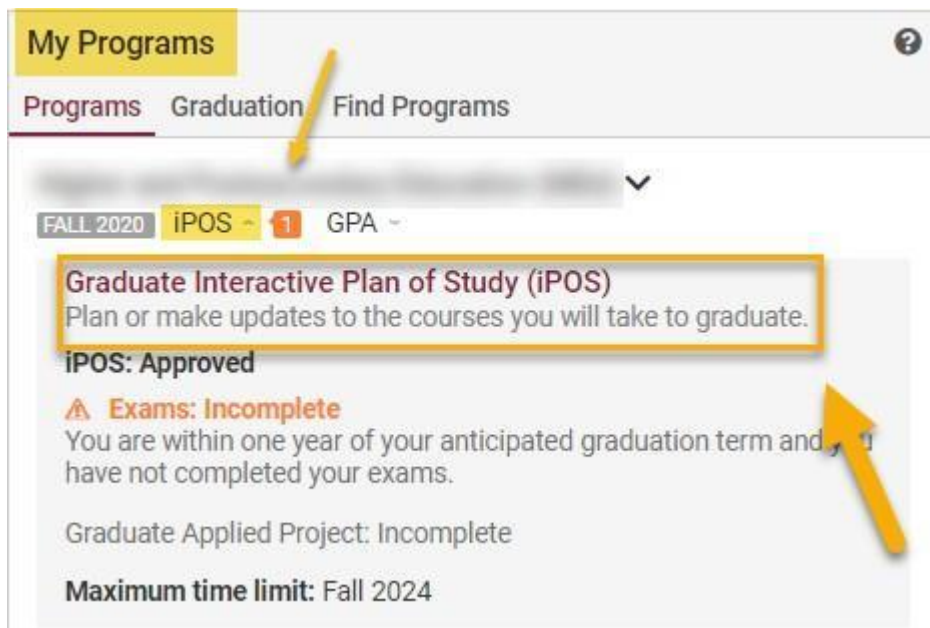
If a student who has advanced to candidacy will be registered for fewer than 6 credit hours in a given semester, and has student loans they will need to contact ASU Financial Aid and Scholarship Services with questions. You can contact them at 1-855-278-1080 or at this [website](#).

Additional 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 completed and submitted by the end of the student's first semester. 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, yearly annual evaluations, dissertation proposal, and dissertation defense. For a walk-through of the iPOS process that includes screenshots, see the [iPOS Training Manual](#).

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



- Select the appropriate degree. For the Ph.D., 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 have the Approach of the department signoff on the 30 credits.
- Students must select "yes" when asked whether they want to apply a previously awarded Master's.
- Students must select the appropriate Master's degree. 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 Academic Advisor.
- 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 Plan 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 Academic Advisor 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 credit hours.

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 for 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 for a previously awarded Master's. If they are not applying for 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. Acceptable courses to list on the iPOS include levels 500 and above (except 595 Continuing Registration). They may have up to 6 credit hours of relevant 400 level courses on their iPOS with permission from their chair.
- Students should have a minimum of 12 hours of 792 Research or 592 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 Academic Advisor.

- If a student does not have a [PhD Committee Approval](#) form on file, they will need to complete one and submit it to the Graduate Academic Advisor before their iPOS can be approved.
- 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 until they are approved by the Graduate College. Students must work with the Graduate Academic Support Coordinator to have them approved by the Graduate College. External members cannot be the sole chair, but can be a co-chair. Students who wish to add an affiliate as a committee member to their committee should submit the following to the Graduate Academic Advisor:
 - Signed [Committee Appointment Form](#) by the entire committee.
 - The rationale- brief 1-2 sentence justification for the skills the individual will bring to the committee written by the student.
 - The requested member's curriculum vitae.
 - If the individual is associated with ASU, provide their ID number, if outside ASU then the individual's birthdate will need to be provided.

Submit the iPOS. Once submitted, iPOS status will read "pending in the academic unit."

Screenshot the summary pages.

- Students will want to take a screenshot of the Course Summary page.
- Students must have their chair sign off on the iPOS Course Summary page.
- 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 to confirm that they also approve. (Note: Adobe Sign can be used if available.)

File: Public Administration and Policy, PhD
 Requirements: 84 credit hours, a written comprehensive exam, an oral comprehensive exam, a prospectus and a dissertation

Previous Next

Course Summary

Anticipated Graduation Term: 2023 Spring
 ASU Hours after Admit: 57.00
 Blanket Hours: 30
 IPOS Total Hours: 87.00

Cumulative GPA: 3.67
 Overall Graduate GPA: 3.697
 IPOS GPA: 3.697

Term	Session	Course	Class Nbr	Description	Hours	Grade	Institution	Transfer Verified	Concurrent	Status
2018 Fall	C	PAF 801	81450	Advanced Public Policy Seminar	3.00	A	ASU			✓
2018 Fall	C	PAF 602	71717	Adv Rsrch Design for Public Pol	3.00	A-	ASU			✓
2018 Fall	C	PAF 606	87363	Org. Theory and Behav Seminar	3.00		ASU			✓
2019 Spring	C	PAF 820	17571	PA Prof Development Workshop	3.00		ASU			✓
2019 Spring	C	PAF 804	14988	Intellect Foundns Public Admn	3.00		ASU			✓
2020 Fall		PAF 603		Adv Econ Public Admn & Policy	3.00		ASU			✓
2021 Spring		PAF 610		Adv Qualitative Methods	3.00		ASU			✓
2021 Fall		PAF 608		Adv Quant. Methods Sem.	3.00		ASU			✓
2018 Fall	C	PAF 574	72147	Diversity/Ethics/Public Change	3.00	B	ASU			✓

Submit papers to the Graduate Academic Advisor.

- Once a student has obtained their chair's signature, they must submit the signed Course Summary page to the Graduate Academic Advisor, who will obtain the head of the academic unit's signature and electronically approve the 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 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 to ensure their committee and all coursework are correct.
- If there are errors or outdated information, students can edit the iPOS and resubmit so that it is "pending in the academic unit."

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY

Academic Integrity

At Arizona State University academic honesty is expected of all students in all examinations, papers, academic transactions and records. The possible sanctions include, but are not limited to: appropriate grade penalties, loss of registration privileges, disqualification and dismissal. ASU strictly adheres to the academic integrity policy. This policy sets forth the ASU Student Academic Integrity Policy and appeal procedures. You can view the Student Policy at <https://provost.asu.edu/academic-integrity/policy>. 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.

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

Understanding Academic Integrity [Academic Integrity](#)

Policy surrounding Academic Integrity

[Student Policy](#)

Protecting the ASU Community

[Why is Academic Integrity Important?](#)

Resources for students to help avoid academic integrity violations

[Student Resources](#)

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

[Faculty resources](#)

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 link can assist in understanding academic integrity, student code of conduct, the policies surrounding these topics, and the impact and resources available to you.

[Student Code of Conduct | Arizona State University \(asu.edu\)](#)

Title IX

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy, please see [ACD 401: Prohibition Against Discrimination, Harassment, and Retaliation](#). <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to ASU's Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. At ASU, students can contact the Title IX Coordinator at titleixcoordinator@asu.edu or 480-965-0696 for more information and further assistance. Their office is located at 1120 S. Cady Mall, INTDSB 284. For more information on submitting a report, please go to [ASU's Report It! webpage](#). www.asu.edu/reportit/.

Our Commitment to Inclusive Excellence

ASU Charter

ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Inclusive Excellence

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. The School of Human Evolution and Social Change affirms Inclusive Excellence as part of our academic mission and vision. As such, our students, staff, and faculty strive to create a collaborative, collegial, and productive working environment that respects the dignity inherent in each of us. Learn more about ASU's inclusion philosophy.

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](#).

ASU Financial Aid and Scholarship Services office is available 24 hours/day, 7 days/week. Students can call toll free at: 1-855-278-5080.

For additional questions regarding financial aid, student should check out the answers to these frequently asked questions: [Financial Aid FAQs | ASU Students | ASU](#)

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 receiving the weekly Student Digest emails. If they are not, they should reach-out to the Graduate Academic Advisor 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 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 not exceeding \$6,000. 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 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 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 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.

Assistantship and Apprenticeship Reappointments. TA/RA appointments are, by definition, term appointments. TAs/RAs should not assume reappointment merely because they did not receive a termination notification at the end of a term. Reappointments are subject to and contingent upon the continuing availability of funds, satisfactory academic progress and performance as determined by SHESC and/or the appointing unit. In considering reappointments, the appointing unit or project director must consider the TA's/RA's contribution to the objectives of the unit or project along with the assistant's/associate's academic progress.

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 (TAships). 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 (RAships). 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 email (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.

Evaluation for TAs/RAs

Students in TA or RA roles will be evaluated by their advising faculty member each term (A and B or C sessions) and may request to see copies of their evaluations. Students failing to meet benchmarks or satisfactory performance in their employment roles are at risk of losing funding, including loss of multi-year funding packages. Students failing to meet benchmarks or satisfactory performance in their employment roles will be provided a remediation plan developed by the Director of Graduate Studies and Graduate faculty (including Approach faculty or students' committee members). To regain eligibility for TA or RA funding, students must successfully complete the remediation plan. Completion of the remediation plan may not lead to reinstatement of a multi-year funding offer. Special circumstances may make it difficult for certain students to reach these benchmarks and exceptions may be made on a case-by-case basis.

Termination before End of Appointment Period

The head of the appointing unit may make TA/RA assignments and re-assignments whenever warranted. TA/RAs are responsible and required to fulfill their assignment throughout the semester as outlined in an appointment letter until they receive a revised letter by the appointing unit. There are both voluntary and involuntary reasons that a unit may terminate a position before the end of the appointment period.

Appointing units have the right to rescind or modify TA/RA offers prior to the beginning of the appointment term or end of the appointment period, 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.

In those cases, where the job performance of a TA/RA is not meeting expectations, the supervising faculty member should advise the student, both orally and in writing. The supervising faculty should attempt to help the TA/RA improve their performance before terminating the appointment. Additionally, a supervising faculty member, Director of Graduate Studies, or head of the academic unit should document the reasons for the actions to terminate prior to the end of the appointment term. The Dean of The College of Liberal Arts and Sciences and the Dean of Graduate College should receive a copy of the letter outlining cause for termination prior to the end of the original appointment. Within 10 days of the receipt of the notice of termination, the TA/RA may appeal the decision at the unit and college level. The Dean of Graduate College should receive a copy of the appeal. Dismissal procedures found in [the following attachment](#).

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.

Graduate Student Government (GSG) is the graduate student government for Arizona State University. They provide services and resources that facilitate and empower student success in all aspects of academic life, and advocate for students not only on university level but also in all levels of government.

Graduate Lounge/Workroom: Located in the School of Human Evolution and Social Change Building in Room 112, 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.

All Graduate Student and Leadership Meetings: At least once a year SHESC holds All Graduate Student and Leadership Meetings, which serve a dual purpose. They provide an opportunity 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.

New Student Orientation Series: Throughout the fall semester, the Director of Graduate Studies and the Graduate Academic Success Coordinator host a workshop series providing new SHESC graduate students information about navigating SHESC and ASU, successfully obtaining funding, submitting their iPOS, developing strong mentoring relationships, and finding the holistic support needed to sustain them through the graduate training journey.

Academic and Professional Resources

Below is a list of resources that can help guide students through their academic journey.

Advising and Mentoring

Faculty advisor/chair: PhD 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.

Committee members: In addition to your advisor/chair, your committee helps determine your training curriculum and whether you pass major milestones in the degree program. Students are encouraged to proactively work with their committee to set expectations on curriculum, milestones, and dissertation projects. Committee members provide additional expertise and insights that can strengthen your training in SHESC.

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

Approach Head: The Approach Head can help guide students through the curriculum guidelines for the approach and also serves as one of the primary leadership contacts for students regarding policy changes approved by the approach, faculty, and GUC.

Director of Graduate Studies: The Director of Graduate Studies can provide advice about SHESC policy including curriculum and funding, as well as coaching and support for students navigating opportunities and challenges with faculty and staff.

External advising/mentoring resources: Students are encouraged to cultivate relationships with additional mentors and advisors beyond those above that enhance their training experience and sustain their well-being.

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 approval by the School and the Graduate College. The iPOS will include specific degree requirements, such as courses and a culminating experience. SHESC's Graduate Academic Advisor should be the initial contact for all students regarding these requirements. Once the iPOS has been approved at all levels, students can log into My ASU 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 My ASU.

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 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, bioarchaeological, 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 hominids, and dental casts. Individual faculty members also maintain artifacts, human remains and/or related digital materials relevant to their teaching and research. If you cannot be in spaces where human remains are held, we encourage you to talk with your Ph.D. Committee or the Manager, Graduate Academic Advising so that appropriate accommodations can be made.

Field Schools

Several faculty members across The School of Human Evolution and Social Change 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 section at the bottom of SHESC's Study Abroad page](#).

Graduate Computing Lab

SHESC graduate students will have 24/7 access via key code to Room 112 of the School of Human Evolution and Social Change Building, a state-of-the-art computing lab equipped specifically for our 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 My ASU's "my apps." Use the My Help/Help Desk area on My ASU 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 ([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. Upon returning to the U.S. for continued study or employment international students must obtain a [travel signature](#). International students will also need to ask the ISSC about how to obtain a social security card. This is needed as part of the paperwork for TA/RA employment. Their website is a great source for information ([Global@ASU](#)). International students must also attend the **mandatory** [international student orientation](#).

Student Accessibility and Inclusive Learning Services

The [Student Accessibility and Inclusive Learning Services](#) (SAILS) provides services to qualified students on all ASU campuses: Downtown, Polytechnic, Tempe, and West. All new students who wish to request accommodations need to register with SAILS from the [SAILS home page](#). If they have any questions or experience any difficulties with this process, they should contact the Graduate Academic Advisor for assistance. SHESC seeks to establish equal access for all students and looks forward to working with them.

Career and Professional Development Services

The ASU Career and Professional Development Services offer assistance on resumé writing, interviewing preparation, job and internship search strategies and employment services. 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 career exploration. To meet with a Career Advisor, students can log into Handshake to schedule an in-person or virtual appointment.

Veterans' Services

The Pat Tillman Veterans Center serves the students and families who have served our country by helping them succeed on their college journey and preparing them for life after they graduate. College is a major transition for any student, and even more so for military-affiliated students because of their overall life experience and divergent path to college. The Pat Tillman Veterans Center assists active-duty, veteran and veteran-dependent students with their military education benefits and offers programs, events, and a place where student veterans can connect with and support each other.

[Career and Professional Development Services](#) is proud to offer assistance for veterans 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.

Student Wellness

[10 Best Practices in Graduate Student Wellbeing](#) is a short guide for ways to help graduate students better care for themselves under the increasing demands of graduate school.

[Graduate Wellness Resources](#) is a guide to Financial, Social, Emotional, and Physical Health and Wellness Resources for ASU Graduate Students.

For more information please visit [Wellness@ASU | Live Well @ ASU](#)

Business Services

Student Accounts

Upon admission, students receive an ASURITE UserID, an activation code and instructions to activate [their My ASU 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 email account. If a student wants to continue using their existing email system, they should select "Yes, I have an email account" and then enter the address of their personal email. This will ensure that they get all correspondence ASU sends them. All official university business and announcements take place on official university email addresses. It is the student's responsibility to arrange so that messages sent to their official ASU email 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 [Sign-In](#). 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 [ASU Help](#).

ID Card/Sun Card

The ASU student ID card, often referred to as the Sun Card or Pitchfork ID Card, will be issued after a student registers for classes. This card is an important form of student identification and serves as a student's 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), MU 58 (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. Valid proof of identity 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. You may also upload a photo at the [website](#) and have a card mailed to you.

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 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 Mountain America Stadium at any time, or a few other locations at the beginning of each semester (look for emails about locations). Bus and light rail schedules can be found on the [Valley Metro website under the “Maps & Schedules” menu](#).

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 permits for the year (August 16th through August 15th of next year) from the [Parking and Transit Services Office](#) in the University Towers by the Sun Devil stadium. The price of parking permits ranges from \$210 (lot 59E, open air parking about 15 to 20-minute walk from main campus) to \$780 (for several covered parking structures). For daily use, it is best to obtain the permit as soon as possible after a student arrives on campus to get as close to the SHESC buildings as possible (Structure 2 or 3). Proof of current emissions certificate, registration (out-of-state is fine) and ID are required.

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 Ave from University Dr).

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, grocery stores, shopping centers and other local points of interest. The City of Phoenix operates a similar free shuttle called the [DASH](#).

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 2025 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, comprehensive exam, 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 an Interactive 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. All faculty members are associated with at least one 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 Interactive Plan of Study.

Exceptions

The 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 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.

Funding and Curricula

SHESC students receive financial support through various mechanisms at ASU (including fellowships, TAs, and RAs) and/or through external funding. We encourage students to seek external support that aligns with their training goals. SHESC prioritizes support for eligible students during their early years in the program (priority is for students in the first 4 or 5 years, incoming with MA or BA, respectively). When funding is available, SHESC provides support to eligible students in later years of the program (those 5+ years in program). The curricula and timelines provided in this document provide pathways to the doctoral degree, but do not provide a guarantee of support from SHESC for a particular duration. Many students complete their degrees on a timeline commensurate with their support from SHESC, while others whose training follows the timelines below may need to seek external support. We encourage students to work closely with their committee to align their training timeline with their support (ASU and external).

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 Advisor. 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 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 501</i>-Professionalism (3 credits) It is required for all PhD students in Anthropology (Fall and Spring) <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 a faculty supervisor, 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”) • Student submits the <i>MA Supervisory Committee Approval</i> form to the Graduate Academic Advisor at shesc.grad@asu.edu. • Students develop a Plan of Study (iPOS) by the 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. 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!!!</i></p>

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

<p><u>Second year:</u></p> <ul style="list-style-type: none"> • Take five to six more courses (or R & Cs) <p><i>Coursework suggestions:</i></p> <ol style="list-style-type: none"> 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. In 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 faculty supervisor 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 	<p><u>Second year:</u></p> <ul style="list-style-type: none"> • 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 <i>Report of Final Master's Culminating Experience</i> form • Present your MA Research Paper at the SHESC-wide <u>MA Research Symposium</u> scheduled during late Spring semester • Have your Academic advisor sign the <i>Final Master's Culminating Experience</i> form and your MA Portfolio papers to the Graduate Student Advisor within one week after the symposium to shesc.grad@asu.edu. <p>After the symposium, you will receive an e-mail from the Graduate College asking you to fill-out and submit your <u>Plan of Study (iPOS)</u> 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</p> <ul style="list-style-type: none"> • Obtain your advisor's signature on your iPOS and submit to the Graduate Student Advisor
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	<ul style="list-style-type: none"> • Submit the Application for Graduation form at https://registrar.asu.edu/graduation-apply <p>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</p> <p>You can <i>now be considered for transition</i> to Phase II</p>
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PHASE II (ca. 3 years until advancement to Ph.D. candidacy and 1-2 additional years until receipt of Ph.D.)

Coursework Requirements <ul style="list-style-type: none"> • At least 54 credit hours – <ul style="list-style-type: none"> • 30 hrs. coursework or R & C • Research hrs. • Dissertation hrs. 	Other Academic Requirements
<p><u>First year:</u> 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 501 – Professionalism if you are an incoming student with an MA</i> <ol style="list-style-type: none"> a. It is required for all PhD students in Anthropology (Fall and Spring) 2. Your faculty supervisor 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 	<p><u>First year:</u> <u>Fall:</u> Choose a faculty supervisor, who may or may not be your Phase I advisor <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 • Students submit the memo, a brief statement describing their dissertation research, and the <i>Ph.D. Supervisory Committee Approval</i> form to the Graduate Academic Advisor. To make subsequent changes to committee membership, complete the <i>Graduate Supervisory Committee Change</i> form (available from the Graduate College). See Graduate Student Advisor for details • Develop a <u>Plan of Study (iPOS)</u> for Phase II in consultation with your advisor/Supervisory Committee (by <i>the end of Spring semester</i>)

<p>consultation with their advisor, fit their academic interests</p> <p>4. For the Doctorate, a quantitative /analysis course is required</p>	<ul style="list-style-type: none"> • Fill out and submit the iPOS online, obtain your advisor’s signature, and submit to the Graduate Student Advisor. 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> <p>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</p>
<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> After the comp bibliography has been approved, take an R & C to prepare for the exam</p>	<p><u>Second year:</u></p> <p>Write your <u>doctoral examination</u>, which constitutes the <i>written</i> 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 fourth semester of Phase II</p>

Third Year:

- Complete the coursework required for advancement to candidacy
- *Take a Proposal Writing class (required)*

SHESC offers ASM 579-Proposal Writing every Fall semester

Third Year:

- Write a dissertation research proposal in consultation with your faculty supervisor/ 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 faculty supervisor and other committee members for their comments/approval

- Schedule an oral defense of your dissertation proposal, which constitutes the oral portion of the doctoral examination 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 *Report of Doctoral Comprehensive Examinations and Approval of the Ph.D. Dissertation Prospectus* form and submit to the Graduate Academic Advisor
- Advance to Ph.D. candidacy

Congratulations! You are now a PhD candidate

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/lab work/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 faculty supervisor (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.

	<ul style="list-style-type: none">• Submit the Application for Graduation form at http://students.asu.edu/forms/application-graduation (two months before graduation).• Schedule a public <u>dissertation defense</u>.• Submit the <i>Ph.D. Defense Announcement</i> form to the Graduate Academic Advisor and the <i>Doctoral Defense Recommendation and Format Review</i> forms to the Graduate College <u>at least 2 weeks before your defense</u>. <p>Defenses must be held during normal business hours when classes are in session (not during semester/summer breaks).</p> <ul style="list-style-type: none">• 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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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 Plan 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 (3 credits) (ASB 501) *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 April 4, 2023

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 affiliated faculty), including Miguel Aguilera, Brenda Baker, Katelyn Bolhofner, Jane Buikstra, Kelly Knudson, Sara Marsteller, Gary Schwartz, 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 density of faculty with different research interests (areal and topical) and areas of expertise (theoretical and technical).

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 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 in order 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 501 Professionalism.** This 3-credit course is required of all students entering the graduate program in SHESC and should be taken in the fall semester of their first year.
- **One Quantitative Methods course.** Course options include BIO 514 Statistical Models for Biology, ASM 565 Quantitative and Formal Methods in Archaeology, and ASM 563 A Practical Guide to Bayesian Data Analysis, among others.
- **ASB/ASM 579 Proposal Writing.** This course is to be taken after field statement approval to develop an NSF-style dissertation proposal.

Strongly Recommended Courses for Bioarchaeology Graduate Students:

- **ASM 591 Advanced 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 bioarchaeologies. This course will establish for first year students that bioarchaeology is a special approach to general anthropological and, more broadly, social problems.)

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 seminars are problem-based, explicitly linking data, and its limitations, to broad research questions that defy disciplinary circumscription. These theoretically oriented courses should be taken in order 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. These courses normally are offered by Bioarchaeology faculty during the fall semester. Such courses recently taught include the following; additional courses may be offered occasionally.

- **ASM 591 Social Identities in the Past**
- **ASM 591 Children and Childhood in the Past**
- **ASB 591 Biogeochemistry and Anthropology: Investigations in Archaeological Chemistry**

ASM 555 Advanced Human Osteology. This 4-credit lab-based course is taught by Baker. Although most entering bioarchaeology graduate students will take this course, students who have had similar coursework elsewhere may be exempt.

ASM 583 Field Methods, Kampsville Field School (9 credits for graduate students; <https://shesc.asu.edu/student-life/study-abroad>) or other bioarchaeological field school or comparable experience.

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 Zooarchaeology & Paleoecology (I and II)
- ASM 506 Clinical Gross Anatomy
- ASM 546 Principles of Human Genetics
- ASM 552 Dental Anthropology
- ASM 560 Human Growth and Development
- ASM 580 Practicum: Forensic Anthropology
- ASM 583 Field Methods in Bioarchaeology
- ASM 598 Nubian Bioarchaeology: Bioarchaeological Collections Management
- ASM 611 Paleopathology
- ASM 591 Human Morphology and Microevolution

SHESC Graduate Courses for Bioarchaeology Students

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

- ASB 500 Research Methods: Research Design for Social and Behavioral Sciences
- ASB 507 Advanced Evolutionary Medicine
- ASB 510 Biocultural Theories of Health
- ASB 525 Introduction to Material Culture
- ASB 530 Changing Human-Nature Relationships
- ASB 537 Topics in Mesoamerican Archaeology

ASB 541 Theory in Sociocultural Anthropology
ASB 548 Maternal and Child Health
ASB 555 Complex Societies
ASB 560 Theory and Archaeology
ASB 568 Intrasite Research Strategies
ASB 567 Southwestern Archaeology
ASB 572 Museum Collections Management
ASB 579 Critical Issues in Museum Studies
ASB 591 Anthropology and Ethics
ASB 591 Chiefdoms
ASB 591 Ethnoarchaeology
ASB 591 Ethnographies Past and Present
ASB 591 Health of Neglected Populations of Latin America
ASB 591 Stone Age of Africa
ASB 591 The Quality of the Archaeological Record
ASB 594 Reproductive Ecology
ASB 598 Maternal and Reproductive Health
ASB 554 One Health
ASM 530 Paleoanthropology
ASM 543 Primatology
ASM 568 GIS & Spatial Technologies ASM 591 Models in Social Evolution

Potential Courses in Other Units for Bioarchaeology Graduate Students

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

American Indian Studies

AIS 501 American Indian Studies Paradigms
AIS 502 American Indian Studies Research Methods
AIS 511 Genders and Sexualities in American Indian Societies
AIS 512 Historical Trauma, Healing, and Decolonization
AIS 519 Burial Rights, Repatriation, and Sacred Places Matters

College of Health Solutions

KIN 512 Biomechanics of The Skeletal System

School of Earth and Space Exploration

GLG 481/598 Geochemistry GLG 581 Isotope Geochemistry GLG 591
Geomorphology

School of Geographical Sciences and Urban Planning

GIS 598 Special Topics: GIS Methods for Non-Majors
GIS 598 Special Topics: Multivariate Statistics for Social Sciences

School of History, Philosophy, and Religious Studies

HST 591 American Indian History
HST 591 Landscape and Historical Memory
HST 591 Migration History: An Introduction
HST 591 The Americas Before 1500

HST 598 Colonialism in Africa and the Mideast
HST 598 Colonialism and Indigenous World Views
HST 598 Race and Ethnicity
HST 598 Settler Colonialism in Global Context
HST 598 Latin America and the Atlantic to 1800
HST 643 Global History
REL 591 Anthropology of Christianity
REL 591 Religion in the Anthropocene
REL 591 Rituals in History, Politics and Religion
REL 598 Anthropology of Memory
REL 620 Theories in the Anthropology of Religion

School of Life Sciences

BIO 510 Advanced Evolutionary Medicine
BIO 514 Statistical Models for Biology
BIO 516 Foundations of Bioethics
BIO 545 Population and Evolutionary Genetics

School of Social Transformation/Women and Gender Studies

WST 602 Mapping the Intersections of Gender

**PROCEDURES FOR THE PREPARATION OF FIELD STATEMENTS AND
DISSERTATION PROPOSALS IN BIOARCHAEOLOGY**
Revised April 4, 2023

Committee Formation

Prior to writing a field statement the student must form the Ph.D. supervisory committee (see procedure and forms at <https://shesc.asu.edu/internal/procedures-paperwork>). Committee formation is primarily the function of the student and advisor, in accord with the School and Division of Graduate Studies (DGS) 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.

Field Statement

The Nature of the Field Statement: The faculty view the field statement as an opportunity for each Ph.D. student formally to delimit an area of interest within Bioarchaeology. The statement fulfills the Division of Graduate Studies requirement for the written portion of the Ph.D. Qualifying examination. It is typically a problem-oriented, critical review of literature in the field, signaling that the student appreciates the history of ideas and the current state of knowledge. 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 they are 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 field statement will form the basis for the subsequent literature reviews required for the dissertation proposal and the dissertation. The direction of the field statement is generally discussed in a Reading and Conference (ASB 790) with the advisor in the first semester of entry into the doctoral program (Phase II).

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 in writing via email messages copied to the student and chair.

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. The outline 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.) Committee approval of the outline and bibliography should be recorded.

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 is NOT an annotated bibliography). 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, **limited to 50 double-spaced pages in at least 12-point font** (exclusive of the bibliography). A field statement is expected to be completed by the end of the second year (fourth semester) of Phase II, in accordance with the Procedures for the Annual Evaluation of SHESC Graduate Students. Research credit hours (ASM 792) are taken with the advisor during the writing phase of the field statement.

Preliminary Field Statement. A draft of the statement is written in consultation with the faculty committee and is submitted to the committee chair for comments, then to the full committee following the Committee Chair's approval to distribute the revised draft. Committee members will normally read the paper within three weeks of submission and meet with the student either collectively or individually to discuss comments.

Final Field Statement Draft and Approval. Following revision, the final Field Statement is submitted to the full committee for approval (see <https://shesc.asu.edu/internal/procedures-paperwork> for the appropriate form). 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 file a copy of the document, with the approval form, with the Graduate Academic Success Coordinator. 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 (proposal defense). 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 outcome constitutes failure of the Written Qualifying Exam. If the exam is failed, the committee will meet with the student and may choose to allow the student to revise the field statement one more time. If the student ultimately fails the written portion of the Ph.D. qualifying exam, he or she must leave the program. The committee chair and members will normally be expected to return a field statement to the student within three weeks of receiving it during the academic year.

Dissertation Proposal

Writing the Dissertation Proposal. After completion and committee approval of the field statement, the student begins writing a dissertation proposal. This work typically is done in conjunction with enrollment in ASB 579 Proposal Writing in SHESC or a similar course in another unit. The dissertation proposal should follow the guidelines for the National Science Foundation Doctoral Dissertation Improvement Grants in format and length. Students should subsequently give the draft to the committee chair for comments and, in consultation with the chair and completion of recommended revisions, the draft should be given to the rest of the committee. A final revision of the draft is prepared and circulated first to the chair, and then to the committee for approval (see

<https://shesc.asu.edu/internal/procedures-paperwork> for the appropriate form).

When a majority of the committee has accepted the proposal, an oral defense of the proposal (the Graduate College Oral Comprehensive Examination) may be scheduled. This defense must be held at least by the 20th of either April or November for graduation in the Spring or Fall semester. Defenses held after those dates will post the following term. Plan to submit all necessary information for the public oral defense at least two weeks prior to the date on which it will be held (see the Anthropology PhD Handbook for further details on how to schedule). 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 year (fourth semester) in Phase II in the anthropology graduate program. Preparation, approval, and oral defense of the dissertation proposal should be completed by the end of the third year (sixth semester) of Phase II. However, 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. Please refer to the current Anthropology SHESC Handbook for further details. In the above, note that the reference to “normal” expectation of return of field statement or proposal drafts within three weeks of receipt during the regular Fall and Spring semesters, as per SHESC policy. 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 Spring Semester, you should discuss with your Chair and/or committee members their willingness to review during the summer months. Additionally, faculty conducting fieldwork during a regular semester may meet with a student to discuss deadlines and turnaround time.

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 Advisor. 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 <ul style="list-style-type: none"> • 30 credit hours of coursework or Reading & Conferences (R & Cs) (equivalent to 10 three credit hour courses) 	Other Academic Requirements
<p><u>First year:</u></p> <ul style="list-style-type: none"> • ASB 501: Professionalism • This is a required course for all PhD students in Anthropology (Fall and Spring) • 2 of the 4 “strongly recommended” courses, 1 each semester (see below) • These courses are not technically required, but EA students are expected to take them unless there is a strong reason not to. If you have a strong need to not take one of the four classes you should discuss this with your advisor. 	<p><u>First year:</u></p> <ul style="list-style-type: none"> • <i>Fall:</i> Choose a faculty supervisor, 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”) • Inform faculty supervisor; Faculty supervisor then writes memo to SHESC Graduate Committee. • Student submits the memo and the <i>MA Supervisory Committee Approval</i> form to the Graduate Academic Advisor. • Students develop a Plan of Study (iPOS) by the 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. 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.</i></p> <ul style="list-style-type: none"> • Write and submit an NSF pre-doctoral

	fellowship, Javits, Ford, etc.
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PHASE I (two years until receipt of MA in-passing degree)

<p><u>Second year:</u></p> <ul style="list-style-type: none"> • Take five to six more courses (or R & Cs) • 2 of the 4 “strongly recommended” courses, 1 each semester (see below, and note above) <p><i>Coursework suggestions:</i></p> <ol style="list-style-type: none"> 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. In 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. In general, take classes that support your research. If no such classes are available, take R&C or Research credits with relevant faculty instead. 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 	<p><u>Second year:</u></p> <ul style="list-style-type: none"> • Prepare the MA Research Paper by February 1 • Submit the MA Research Paper, your transcript, and a brief 1-page statement of research interests for Phase II to your faculty supervisor by February 1 • When your faculty supervisor thinks it is ready for the rest of your MA committee to evaluate it, and no later than April 1, 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 <i>Report of Final Master’s Culminating Experience</i> form • Present your MA Research Paper at the SHESC-wide <u>MA Research Symposium</u> scheduled during late Spring semester • Have your faculty supervisor sign the <i>Documentation of the Research Skills Portfolio</i> form and submit it along with the <i>Report of Final Master’s Culminating Experience</i> form and your MA Portfolio papers to the Graduate Student Advisor within one week after the symposium to shesc.grad@asu.edu <p>After the symposium, you will receive an email from the Graduate College asking you to fill-out and submit your <u>Plan of Study</u> (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</p> <ul style="list-style-type: none"> • Obtain your advisor’s signature on your iPOS and submit to the Graduate
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<p>semester, in anticipation of writing your Field Statement in Year 1 of Phase II) (<i>strongly recommended</i>).</p>	<p>Academic Advisor</p> <ul style="list-style-type: none"> • Submit the Application for Graduation form at https://students.asu.edu/forms/application-graduation <p>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</p> <p>You can <i>now be considered for transition</i> to Phase II</p>
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PHASE II (ca. 2-3 years until advancement to Ph.D. candidacy and 1-2 additional years until receipt of Ph.D.)

Coursework Requirements	Other Academic Requirements
<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><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 ASB 501– Professionalism if you are an incoming student with an MA <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 (strongly recommended) • 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 • Students submit the memo, a brief statement describing their dissertation research, and the Ph.D. Supervisory Committee Approval form to the Graduate Student Advisor. To make subsequent changes to committee membership, complete the Graduate Supervisory Committee Change form (available from the Graduate College). See Graduate Student Advisor for details • Develop a <u>Plan of Study (iPOS)</u> for Phase II in consultation with your

advisor/Supervisory Committee (by ***the end of Spring semester***)

- Fill out and submit the iPOS online, obtain your advisor's signature, and submit to the Graduate Student Advisor. 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

Warning: The Graduate College will not 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!

- Write your field statement, which constitutes the written (comprehensive) portion of the doctoral examination necessary for advancement to Ph.D.
- Prepare a 1 to 2-page outline of proposed content for field statement
- Prepare a preliminary bibliography
- Have advisor & committee approve outline and bibliography (by October 15th)
- Consult faculty supervisor and committee during the process of writing the field statement
- Submit your field statement to your faculty supervisor 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 faculty supervisor and all committee members for their approval

Meet with your committee to evaluate your field statement

Second year:

- ASM 579 Proposal Writing or equivalent

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 (*required*) during the following Fall semester

Coursework suggestions:

1. Your faculty supervisor/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

Second year:

- See guidelines for Field Statement from first year Phase II
- Complete field statement this year
- Write a dissertation research proposal in consultation with your faculty supervisor/Supervisory Committee
- Submit your dissertation proposal to your supervisor and other committee members for their comments/approval.
- Schedule an oral defense of your dissertation proposal, which constitutes the oral portion of the doctoral examination 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 *Report of Doctoral Comprehensive Examinations and Approval of the Ph.D. Dissertation Prospectus* form and submit it to the Graduate Academic Advisor.

Congratulations!
You are now a PhD candidate.

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

- This can take a while, depending on your project, so start the process early!

Third and Fourth Years:

Register for:

- 12 hours ASM 792 Research, and
- 12 hours 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 ASM792 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.

Third Year:

- Conduct your dissertation research.

Fourth Year and Beyond:

- 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 at <https://registrar.asu.edu/graduation-apply> (three months before graduation).

Schedule a public dissertation defense.

- Submit the Ph.D. Defense Announcement form to the Graduate Student Advisor 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!

Strongly Recommended Courses for Evolutionary Anthropology Students

For graduate students to be well-rounded in all aspects of Evolutionary Anthropology represented at ASU, we strongly recommend that in addition to the required courses for the degree (Professionalism, and a proposal writing course) all Phase I students take 4 additional courses over their first 2 years of coursework. These courses will be offered in rotation, with 1 each semester, which we expect all students to take.

ASM 525 – Primate Paleobiology

ASM 543 – Primatology

ASM 546 – Principles of Human Genetics

ASM 591 – Behavior, Culture, Cognition

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 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 critically review 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 fourth semester of Phase II by April 15/November 15.

Research credit hours (ASM 792) are taken for this work and the student is expected to have regular meetings with their faculty supervisor (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 email 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 Academic Advisor. 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 their 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 Advisor 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 to the Graduate Student Advisor.

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 Advisor.

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 Prop. Approved
_____	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 Advisor to put in their file.** When the proposal is approved, a copy of this form should be updated and submitted to the Graduate Student Advisor 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 faculty supervisor 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 Advisor. 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 501: Professionalism • This is a required course for all PhD students in Anthropology (Fall and Spring) • ASB 541: Theory in Sociocultural Anthropology • Although not technically required, all sociocultural students are expected to take this course, preferably in their first year • ASB 500: Ethnographic Research Methods or another research methods class (<i>required</i>) • You can also take this course in Phase II • 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” i) • Student submits the <i>Committee Approval</i> form to the Graduate Student Advisor. • Students develop an Interactive Plan of Study (iPOS) by the end of second semester. See the iPOS manual for completing the iPOS. • 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><u>Second year:</u> Take five more courses (or R & Cs)</p>	<p><u>Second year:</u></p>

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. In 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 faculty supervisor may recommend/require that you take certain courses in addition to the standard required courses depending on your research specialization. Your supervisor must approve your Plan of Study (iPOS) for you to be awarded the MA and advance to Phase II

- 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 faculty supervisor by February 1
- When your faculty supervisor 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 faculty supervisor 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 Academic Advisor within one week after the symposium
- After the symposium, you will receive an email 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 faculty supervisor's signature on your iPOS and submit to the Graduate Academic Advisor
- Submit the Application for Graduation form at <https://students.asu.edu/forms/application-graduation>

	<p>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</p> <p>You can <u>now be considered for transition</u> to Phase II</p>
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PHASE II (students who entered the Ph.D. program with a MA start in Phase II)

Coursework Requirements	Other Academic Requirements
<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><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 501 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 a faculty supervisor (preferably during Fall semester), who may or may not be your Phase I supervisor, and a Ph.D. Supervisory Committee (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 Academic Advisor • Complete the Ph.D. iPOS (Plan of Study) by the end of Spring semester <p><u>Second year (Fall semester):</u></p> <p>Write a field statement, which constitutes the written (comprehensive) portion of the doctoral examination necessary for advancement to Ph.D. candidacy</p> <ul style="list-style-type: none"> • Prepare a 1 to 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

	<ul style="list-style-type: none"> • Submit your field statement to your faculty supervisor 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 faculty supervisor /Supervisory Committee • Submit your dissertation proposal to your faculty supervisor and other committee members for their comments/approval • Schedule an <u>oral defense of your dissertation proposal</u> by April 20/November 20 of your sixth semester. 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 style="text-align: center;">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>
<p><u>Fourth and Fifth Years:</u> Register for:</p> <ul style="list-style-type: none"> • 12 hours of ASB 792 Research, and • 12 hours of ASB 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 	<p><u>Fourth Year:</u> Conduct <u>fieldwork</u> for your dissertation research</p> <p><u>Fifth Year:</u></p> <ul style="list-style-type: none"> • Write-up your <u>dissertation</u> • Submit dissertation paper or chapter drafts to your supervisor (and possibly committee members) for comments. Your completed dissertation must be read and approved by all committee

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> members • Apply to graduate with your Ph.D. degree (online) • Schedule a public <u>dissertation defense</u> • 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 <i>Announcement and Report for Doctoral Dissertation Defense</i> form (emailed to them in advance) <p>Congratulations! You are awarded the Ph.D. in Anthropology!</p>
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Sociocultural Field Statement Guidelines

All sociocultural graduate students in Phase II must write a field statement. 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 faculty supervisor and Ph.D. committee and serves as preparation for the future dissertation project. Students should initially prepare a 1 to 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 faculty supervisor 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 (National Science Foundation), 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 (main objectives, issues, or questions) and 4 (discussion of your research methodology) should be the focus of your proposal (really long literature 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 Advisor 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 to the Graduate Student Advisor.

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 Advisor.

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 Prop. Approved
_____	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 Advisor to put in their file.** When the proposal is approved, a copy of this form should be updated and submitted to the Graduate Student Advisor 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: _____

CONCENTRATIONS

Anthropology (Complex Adaptive Systems Science) Chronological Chart of 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 Advisor. 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.

A minimum of 15 credits is required for a PhD concentration in Complex Adaptive Systems Science. The required core courses will bring students together in an integrated learning environment to form a cadre of diverse backgrounds. The core courses are designed to provide students with methods and theory appropriate to the study of complex adaptive system science. They will explore the link between concepts of sustainability and systems approaches to knowledge, and will develop the integrative methods needed to work on sustainability problems.

PHASE I (students who entered the Ph.D. program with only a BA start in Phase I)
Two years to earn Master’s in Passing
Students will follow the Archaeology Chronology

<p>Coursework Requirements</p> <ul style="list-style-type: none"> • 30 credit hours of coursework, concentration courses, or Reading & Conferences (R & Cs) - equivalent to 10 three credit courses 	<p>Other Academic Requirements</p> <ul style="list-style-type: none"> • Must include 6-9 credits of concentration courses within the first two years.
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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> <ul style="list-style-type: none"> • Students entering Phase II from Phase one must complete remaining concentration courses before candidacy. • Students starting in Phase II must complete concentration courses prior to reaching candidacy.
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Concentration Courses

Choose one from the following foundational courses (3 credits):

- ASM/BIO/SOS 570 Fundamentals of Complex Adaptive Systems Science (Fall)
- SES 494/591 Fundamentals of Complexity (Spring)

Choose one from the following mathematics courses (3 credits):

- AML 591 Probability Theory
- AML 610 Topics in Applied Mathematics for the Life and Social Sciences
- APM 598 Mathematical Methods for Complex Adaptive Systems (Spring)
- ASM 591 Dynamic Modeling in Social and Ecological Systems

Choose one from the following modeling courses (3 credits):

- ABS 560 Ecological Modeling (Spring)
- AML 520 Agent Based Modeling
- AML 591 Modeling in Game Theory (Spring)
- AML 612 Applied Mathematics for the Life and Social Sciences Modeling Seminar (Spring)
- ASM 591 Dynamic Modeling in Social and Ecological Systems
- CSE 561 Modeling and Simulation Theory & Application (Spring)
- GIS 598 Local Statistical Modeling (Fall)
- PAF 591 Introduction to Policy Informatics
- PUP 598 Modeling and Simulating Urban Environments
- SOS 591 Agent-Based Modeling for Sustainability (Fall)
- SOS 591/AML 591/BIO 591 Ecological Modeling

One course in applying CASS approaches as approved by committee (3 credits)

- ANB 602 Current Issues in Animal Behavior (Spring)
- ASM 591/BIO591 Readings in Complexity (Spring)
- BIO 522 Populations: Evolutionary Ecology
- BIO 545 Populations: Evolutionary Genetics
- BIO 591 Topics in Mathematics for Life and Sustainability Science
- GLG 495/598 Environmental Systems Biology (Spring)
- PAF 591 Complexity in Public Policy & Management (Spring)
- PAF 691 Social Dynamics and Policy Informatics (Fall)
- PSY 576 Dynamics in Psychology
- PSY 598 Dynamics in Perception, Action and Cognition (Spring)
- SES 494/591 Fundamentals of Complexity (Spring)
- SES 591 The Origins of Life (Spring)
- SES 598 Environmental Systems Biology
- SES 598 Fundamentals of Complexity (Spring)
- SOS 591 Adaptation Resilience Transformation
- SOS 591 Applied Robustness Analysis in Social-Ecological Systems
- SOS 598 Social Network Analysis

Research or reading and conference with a CASS faculty member (3 credits)

Anthropology (Urbanism)

84 credit hours, a written comprehensive exam, an oral comprehensive exam, a prospectus and a dissertation. Students entering with a master's degree in a related field may be granted up to 30 credit hours toward the 84-credit hour total required for the doctorate. This leaves 30 credit hours of coursework, 12 hours of research credit and 12 hours of dissertation credit (54 credit hours total) to be earned post-admission. Students entering without a master's degree must earn an additional 30 hours of graduate credit, produce a research portfolio which is formally evaluated by a faculty committee, and present that research in a public forum before continuing on in the later stage of the doctorate.

All students must maintain an average GPA of 3.20 (scale is 4.00 = "A") in their courses and complete degree requirements per the program's satisfactory progress policy.

For the concentration in urbanism, 15 credit hours are selected from an approved list of applicable courses related to urbanism. These courses include the core urbanism course, GCU 516, as well as one course from each of the four urbanism clusters.

These clusters are:

- built form
- culture and society
- institutions and governance
- natural environment

Anthropology (Urbanism) Chronological Chart of 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 Advisor. 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.

Eighty-four credit hours, a written comprehensive exam, an oral comprehensive exam, a prospectus and a dissertation. Students entering with a master's degree in a related field may be granted up to 30 credit hours toward the 84-credit hour total required for the doctorate. This leaves 30 credit hours of coursework, 12 hours of research credit and 12 hours of dissertation credit (54 credit hours total) to be earned post-admission. Students entering without a master's degree must earn an additional 30 hours of graduate credit, produce a research portfolio which is formally evaluated by a faculty committee, and present that research in a public forum before continuing on in the later stage of the doctorate.

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These clusters are:

- built form
- culture and society
- institutions and governance
- natural environment

***PHASE I (students who entered the Ph.D. program with only a BA start in Phase I)
Two years to earn Master's in Passing
Students will follow the Archaeology Chronology***

<p>Coursework Requirements</p> <ul style="list-style-type: none"> • 30 credit hours of coursework, concentration courses, or Reading & Conferences (R & Cs) - equivalent to 10 three credit courses 	<p>Other Academic Requirements</p> <ul style="list-style-type: none"> • Must include 6-9 credits of concentration courses within the first two years.
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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> <ul style="list-style-type: none"> • Students entering Phase II from Phase one must complete remaining concentration courses before candidacy. • Students starting in Phase II must complete concentration courses prior to reaching candidacy.
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