



PennState
College of the Liberal Arts

DEPARTMENT OF **ANTHROPOLOGY**

GRADUATE HANDBOOK

ANTHROPOLOGY
PH.D. PROGRAM

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WELCOME

This handbook is designed as a guide to policies and practices pertaining to graduate study in our department. Our intent is to maximize information and minimize anxiety by laying out answers to frequently asked questions, as well as to address important issues that might not otherwise occur to you. It has some of the features of a road map, a contract, and a user's manual. We have recently revised this guide to provide updated information and to clarify various points about the program. We urge you, as a user of this handbook, to make suggestions for improvement if you discover omissions, contradictions, or other problems.

This handbook supplements the *Penn State Graduate Degree Programs Bulletin*. If there is a conflict between the Graduate School and departmental rules, the Graduate School rules take precedence. Likewise, changes in Graduate School rules may make it necessary to alter some departmental rules on short notice. If there are ambiguities in the department rules, the Graduate Studies Committee, in consultation with the faculty, will determine the proper interpretation. You are responsible for being acquainted with the contents of both sources. Read this manual thoughtfully at the beginning of your graduate school career and you will save yourself some headaches later.

Entering graduate students are on their way to professional careers, and in the process, they make a transition from student to colleague, a remarkable metamorphosis. The successful development of a graduate career depends upon your ability to establish and maintain a professional relationship with one or more faculty mentors. Subsequent professional success will depend upon your ability to conduct original and meaningful research, to teach, and to interact with colleagues. The faculty are committed to helping graduate students to develop professionally, not only because of their own personal investment in this important endeavor, but also because their reputations and that of the department depend on the reputations of the students who graduate from our program. So, it is in everyone's interest that the highest standards of performance and integrity be upheld in the classroom, the field, and the laboratory. These concerns ensure that your individual progress and development as a scholar and colleague will be followed closely.

The Penn State graduate program in anthropology is one of the most selective programs anywhere, and our ranking in national surveys is far above programs of comparable size. It is a program in which both faculty and students can reasonably expect to maintain high standards for themselves and each other. Our department is distinguished by a high degree of cooperation, mutual respect, and confidence. It is a wonderfully friendly and intellectually stimulating place to study, grow, and work.

Welcome to this shared endeavor, and may you enjoy rapid and distinguished success in your graduate studies!

David Puts
Director of Graduate Studies

ADMISSION TO GRADUATE STUDY

The department offers master of arts (M.A.) and doctoral (Ph.D.) degrees in Anthropology. Students normally enter the graduate program with the goal of receiving a doctorate. The master of arts degree is not a prerequisite for the doctorate; however, aside from the IUG master's program, we generally do not offer a stand-alone master's degree. However, students may choose to either acquire a master's degree during their doctorate or exit the program with a terminal master's. In addition to the Anthropology doctorate, students also have the option of being part of several dual-degree programs described briefly in this handbook. Finally, Penn State undergraduates enrolled in the Integrated Undergraduate/Graduate (IUG) program can earn their anthropology master of arts degree alongside their bachelor of arts or bachelor of science degree.

To be admitted to the graduate program, you must have completed a bachelor's degree by the first day of the semester in which you intend to begin graduate study.

The Graduate Studies Committee may require individuals who are admitted to the program without having what the Graduate Studies Committee judges to be a sufficient anthropology background to make up the deficiency, typically by taking specified courses.

The Graduate School sets a limit of 10 credits of graduate work from other institutions that may be transferred to apply toward the master's degree at Penn State. The Graduate Studies Committee decides what work will be accepted for credit.

ADVISING

THE GRADUATE STUDIES COMMITTEE

The director of graduate studies and the Graduate Studies Committee (GSC) oversee the graduate curriculum. The Graduate Studies Committee is composed of the head of the department (*ex officio*), the director of graduate studies (DGS), and a minimum of three additional faculty members. The Graduate Studies Committee, in consultation with the faculty as appropriate, has the power to waive or alter departmental rules when circumstances dictate, providing that proper procedures are followed. Such modifications do not constitute precedents for other students, but instead are tailored to individual needs. The director of graduate studies works with the Graduate Studies Committee to monitor student progress, issue periodic audits, formally acknowledge various stages in the graduate career (e.g., advancement to candidacy), grant permission for certain actions (e.g., course substitution), interpret departmental rules, hear student appeals, and recommend certain kinds of support. The Graduate Studies Committee has the power to administer only departmental rules. It cannot alter the rules of the Graduate School. The director of graduate studies and the Graduate Studies Committee also oversee the admissions process.

Please note that material such as this handbook may inadvertently have contents that can appear ambiguous or that are intentionally left as a matter of judgment. It is also possible that there are technical errors in the handbook. In matters of this sort, the Graduate Studies Committee will interpret and adjudicate.

YOUR PRIMARY ADVISER

While the Graduate Studies Committee monitors graduate student progress in meeting department milestones, your primary adviser is responsible for ensuring milestones are met. All students enter the program with an assigned faculty adviser. This assignment is based on expressed interest on the part of the student or adviser during the application process. This original assignment may be changed, as necessary. As you progress through the program, you should be aware of the importance of maintaining close contact with your adviser.

You are required to consult closely with your adviser in building your third semester plan of study, which includes selecting courses, readings, and topics to prepare you for your comprehensive exam. Your adviser will also set the date for important milestones in your program such as the scheduling of qualifying or comprehensive exams, filing of forms, giving approval for activating your intent to graduate on LionPATH, selecting a master's paper topic, completing the master's paper, selecting a doctorate proposal topic, and forming the doctoral committee. You are also required to get the signature of your adviser on any notifications or petitions to the Graduate Studies Committee that you initiate.

It is important to realize that advising is a relationship, not a duty or expectation. Advisers are expected to set out clear goals and expectations with a clear set of consequences if such goals are not met. Advisers are encouraged to hold weekly group meetings (lab meetings) with their advisees, as well as to be available for individual meetings as necessary. Advisees are expected to communicate with their adviser and take the initiative for requesting individual meetings. Conflicts between adviser and advisees should be taken first to the DGS, who will work with the Graduate Studies Committee to help resolve these issues.

Any time your adviser changes for any reason, you must notify the department, including the DGS and Graduate Studies Committee, in writing and indicate who has consented to serve as your adviser. This notification must be signed by your new adviser and placed in your file. The department generally discourages 'adviser shopping:' changes to your primary adviser should not be made lightly, as **students who are missing a primary adviser in anthropology for more than one semester are considered to be making unsatisfactory progress and may lose funding for the following semester.** Both students and advisers can choose to leave the relationship at any time, but there should be a good faith attempt on the part of both parties to resolve conflicts via the DGS and GSC before this decision is made.

DOCTORAL DEGREE REQUIREMENTS

Requirements listed here are in addition to those listed in the [DEGREE REQUIREMENTS](#) section of the *Graduate Bulletin*.

The doctoral degree in Anthropology requires a minimum of 27 credits, 21 of which are required coursework and 6 credits of which are electives. All first-year doctoral students are required to register for 9–12 credits per semester and complete 12 credits of required coursework, A full course load is 12–15 credits per semester, or 9–12 credits per semester if the student is on an assistantship. These courses must be at the 400-level or higher. For the doctoral degree, students

must conduct significant original research that demonstrates the student's mastery of the field, and

1. Complete all required courses with a grade of B or better
2. Pass the qualifying exam with a grade of 3 or higher
3. Complete all required coursework and electives as detailed in the plan of study
4. Satisfy Penn State's two-semester residency requirement
5. Fulfill Penn State's SARI requirement
6. Pass the comprehensive exam
7. Successfully defend the doctoral dissertation; and
8. Submit a dissertation in accordance with Penn State's Thesis Guide to the Thesis Office by the announced deadline for the semester in which the degree will be conferred. The dissertation must be accepted by the doctoral committee, the head of the graduate program, and the Graduate School.

REQUIRED COURSEWORK

The doctoral degree requires 19 credits from 6 core courses (560, 571, 588, 541, 573, 509), all taken in the first and second year, and 6–12 credits from electives, which can be taken at any point prior to the comprehensive exam. All first-year doctoral students are required to take the three core seminars (ANTH 560 Ecology, Evolution, and Human Behavior; ANTH 571 Principles of Human Evolutionary Biology; and ANTH 588 Method and Theory in Archaeology) for a total of 9 credits during the first semester of study. In the second semester of the first year, students are required to take ANTH 541 Current Literature and Research Design, for 3 credits, which will serve as preparation for the qualifying exam at the end of that semester. All students in the doctoral program who have advanced to candidacy are required to take ANTH 573 the Research Practicum, for 3 credits, in the third semester of residency (typically fall of their second year), and ANTH 509 Proposal Writing in the fourth semester (typically spring of their second year). In the fourth semester (spring of the second year), students will also retake ANTH 541 Current Literature and Research Design for 2 credits. ANTH 573 is intended to provide students with the opportunity to build their plan of study proposal, while the research proposal required in ANTH 509 may form the basis for the dissertation proposal. Both second-year courses are intended to prepare students for the comprehensive exam, which should be scheduled for the sixth–eighth semesters of residency to be making satisfactory progress.

Students are also required, in consultation with their adviser, to take a minimum of 6 units of **analytical and methodological training**. Analytical training may include ANTH 508 Visualizing Anthropological Data or another suitable quantitative analysis course at the 400- or 500-level. Methodological training can include courses such as ANTH 458 Ethnographic Field Methods or any other appropriate methods course, as determined in consultation with the adviser. The plan for analytical and methodological training must be detailed in the Plan of Study Proposal, due

before the end of the third semester. Students may be required to take up to 6 **additional credits of advanced seminars**, as directed by their adviser and detailed in the Plan of Study Proposal.

While in residence, all students are **expected to participate regularly** in the departmental colloquium; attendance is generally monitored and will be noted in your annual performance review.

SCHOLARSHIP AND RESEARCH INTEGRITY

All entering graduate students, both IUG-master's and doctoral students, are expected to complete online training in Scholarship and Research Integrity (SARI), also referred to as Responsible Conduct of Research (RCR), by no later than October 1 of their first semester in residence. The Office for Research Protections (ORP) provides the link to this training via the SARI Resource Portal on the ORP website (research.psu.edu/orp). All students will be expected to complete all remaining SARI requirements during the master of arts degree portion of the doctoral program (the first two years).

All required RCR education beyond the online component will be obtained from required coursework, including ANTH 541 Current Literature and Research Design (6 hours) and ANTH 509 Proposal Writing (1 hour, minimum). Students can also receive up to two hours of discussion credit from other RCR-related workshops or credit for participating in classes dedicated to relevant issues if discussion was involved and they obtain faculty confirmation of their attendance in the class (See Appendix C).

INDEPENDENT STUDY COURSES

Students may register for independent study courses (ANTH 596) as part of their graduate work.

You must consult with your adviser about all course decisions. Enrollment in ANTH 596 Individual Research may require approval of the Graduate Studies Committee. You cannot count more than 18 credits from ANTH 596 during the master of arts/doctoral program. Forms to request permission to register for ANTH 596 are available from the graduate program assistant. These forms must be submitted by the fourth week of the semester and must carry the signature of the faculty member who is supervising the coursework.

RESIDENCY AND REGISTRATION REQUIREMENTS

The Graduate School requires that for some twelve-month period between admission to the doctoral program and completing the program, you be registered as a full-time student for two semesters (not counting summer sessions) at Penn State University Park, the Penn State Milton S. Hershey Medical Center, or Penn State Harrisburg.

Post-comprehensive exam students generally enroll in ANTH 601 Ph.D. Dissertation Full-Time for fall and spring semesters. Students are required to be enrolled in the University each semester from the comprehensive exam through graduation. By University rule, students past the

comprehensive exam may enroll only in two courses each semester, ANTH 601 and one 3-credit elective. Should a student on department or University funding wish or be required to enroll in any course other than, or in addition to, ANTH 601, the student must obtain prior approval from the department head.

OBTAINING A MASTER'S DEGREE

The master of arts (M.A.) degree program serves two functions:

1. It is a professional degree that prepares students for certain careers in the United States and to conduct field research in certain countries outside of the United States.
2. It is a terminal degree granted to Integrated Undergraduate/Graduate (IUG) students and to students who do not continue for the doctorate.

The department does not admit students to the graduate program who wish to pursue only a terminal M.A. degree (other than IUG students).

Penn State's Graduate School does not require a student to obtain a master's degree before completing a doctoral degree; however, some doctoral students may choose to obtain the M.A., or in the event they do not pass the comprehensive exam, end their enrollment with a terminal master's. For this process to be activated, the graduate program assistant must be notified early in the semester in which the student wishes to complete the M.A. degree, generally at the end of the second year. The graduate program assistant will then notify the Graduate School. They note it in the student's record, and the student is then added to the master's graduation list for that semester. In addition to passing the qualifying exam at the end of the first year, and completing all required coursework, students who wish to obtain a master's degree must also complete a master's thesis or a master's paper. Students writing a thesis must follow all Graduate School Thesis Office deadlines for that semester.

REQUIRED COURSEWORK PRIOR TO BEING AWARDED AN M.A. DEGREE

Requirements listed here are in addition to requirements stated in the [**DEGREE REQUIREMENTS**](#) section of the *Graduate Bulletin*.

A minimum of 30 credits at the 400-, 500-, 600-, or 800-level is required, with at least 18 credits at the 500- and 600-level combined. To earn the master's degree, students must successfully pass all first year required coursework (ANTH 560, 571, 588, and 541) with a grade of B or better. Students can choose to complete a thesis or a scholarly paper as the culminating experience for the degree. Students who choose to complete a thesis must take a minimum of 6 thesis research credits (ANTH 600 or 610). The thesis must be accepted by the advisers and/or committee members, the head of the graduate program, and the Graduate School. Students in the non-thesis track must complete 18 credits at the 500-level and must write a satisfactory scholarly paper while enrolled in ANTH 596 Individual Research. All entering graduate students are also expected to complete online training in Scholarship and Research Integrity (SARI), also referred

to as Responsible Conduct of Research (RCR), by no later than October 1 of their first semester in residence.

Additional coursework is tailored to the student's research interests after advance consultation with their adviser, and specific courses may be required by the adviser depending on the student's background and research plans.

Courses offered by other departments that are considered by the adviser to be essential for a particular student may be substituted with the approval of the Graduate Studies Committee.

M.A. RESEARCH PAPER/THESIS

Most students (other than IUG students) who enter the graduate program in anthropology do not plan to write a master's thesis as part of the required master of arts degree. A master's thesis is not required by the Graduate School, but it is strongly recommended for those who do not continue in the doctoral program because of career choices. Students who wish to submit a master's thesis must notify the graduate program assistant during the first week of the semester in which they plan to graduate. They must also consult Graduate School requirements for the master's thesis as stipulated in the *Graduate Bulletin*, found online at bulletins.psu.edu/graduate. A student writing a thesis MUST be registered for at least 6 ANTH 600 research credits. Candidates who do not write a master's thesis can present a suitable master's paper, the nature and extent of which will be determined by you and your adviser. The paper must pertain to the subject matter of the student's specialty. Notification that the student has met all the requirements for the master of arts degree will be sent to the Graduate School by the DGS.

The master's paper requirement will be satisfied when your adviser:

Forwards the finished document for placement in your file to the department's graduate officer and

States in a memorandum to the Graduate Studies Committee that the paper represents satisfactory work and is submitted in partial fulfillment of the requirements for the M.A. degree.

MILESTONES

1. Qualifying exam. This is scheduled for the end of the first year.
2. Students should have completed all **required** coursework including the Plan of Study Proposal by the end of the second year. The Plan of Study Proposal is to be completed as a part of ANTH 573 Anthropology Research Practicum coursework and is due by the end of the third semester.
3. The comprehensive exam is scheduled for the spring semester in the third year (sixth semester of residency) but should be scheduled no later than the spring semester of the

fourth year. The comprehensive exam may be delayed further only under unusual circumstances and by petition to the graduate studies committee.

4. A doctoral student is required to complete the program, including successful defense and acceptance of the doctoral dissertation, within eight years after the date of successful completion of the qualifying examination, not including approved leaves of absence as outlined in [GSAD-906](#).

If circumstances make it difficult for them to reach these milestones, students are encouraged to take a leave of absence as this stops the 'time to degree' clock.

QUALIFYING EXAM

A qualifying exam is given near the end of the second semester of residence and is required of all students in the doctoral program. Scheduling is determined by agreement between students, the core course instructors, and the relevant primary advisers.

If the student has declared a dual-title degree prior to the qualifying exam, a single qualifying examination will be administered that contains elements of both the major program and the dual-title program if that is required by the dual-title program. A faculty member representing the dual-title program must read and grade the qualifying exam. The student must have satisfactorily passed both fields to be certified as having passed the qualifying exam.

The qualifying exam is structured around assessing the student's ability to evaluate current anthropological research in reference to wider theoretical and conceptual contexts. Students should maintain a reading list that includes all readings in required courses during the first year, including ANTH 541 Current Literature in Integrative Anthropology, and may include additional readings at the adviser's discretion. The reading list will then be used by the core course instructors and DGS to inform the qualifying exam. The qualifying exam is designed to test the student's ability to read and understand anthropological literature, critique the research based on the skills and knowledge gained from their coursework, evaluate the interpretation of and presentation of research, and identify and situate research within larger anthropological themes.

You must be registered as a full-time or part-time degree student for the semester in which you take the qualifying examination. In addition, you cannot have any deferred or missing grades.

QUALIFYING EXAM FORMAT

Qualifying examinations are not necessarily tailored to the interests of students (as are comprehensive exams), but rather to the expectations of the faculty about what must be mastered. Qualifying examinations test the student's ability to think about anthropological research in a manner appropriate for a researcher aiming to make original contributions to knowledge. As befits our cross-cutting and synthesizing approach to anthropology, qualifying exams reflect this integration. Students will be given a set of several predetermined, current articles that reflect an integrative approach to research. In the qualifying exam, students must select one of these articles for their exam. In this exam, students must identify and situate the research within broader research trends in the discipline as they relate to each portion of the

integrative research, and evaluate the research methods, interpretation, and presentation of the research. Typically, the exam is given in a take-home format with one week to complete the exam.

QUALIFYING EXAM GRADING

The written portion of the examination will be printed or sent digitally to the faculty and the student's name will not appear on it. The examination will be graded by at least four members of the graduate faculty, usually the instructors of the 3 core courses and the student's advisor, plus an additional member if the advisor is also a core course instructor. They will assign to each exam one of the following numerical grades (fractional grades can be used as appropriate):

Distinguished performance:	Grade of 4
Adequate performance:	Grade of 3
Unacceptable performance:	Grade of 2
Unacceptable performance:	Grade of 1
Unacceptable performance:	Grade of 0

The final grade for the written examination will be determined by averaging the grades given by the graders across questions and across the full exam. The names of the readers of each examination will be provided to the student after the examination has been graded. Each student is encouraged to discuss their performance with the readers.

The results will depend on the overall examination grades as follows:

Grade of 3.5 or better:	passed with distinction
Grade of 3.0 but less than 3.5:	passed
Grade of 2.5 but less than 3.0:	failed

If the grade is between 2.5 and 3.0, you may retake the exam, using a different article, at or before the beginning of the fall semester of your second year, but you cannot receive financial support for that year until you pass the qualifying exam. If the grades on the first and second exams are both below 3.0, you can complete a terminal master's degree.

A grade below 2.5 is a failing grade. Students whose grade on the exam is less than 2.5 will not be permitted to retake the exam and will be dropped from the program without a master's degree.

ADVANCEMENT TO CANDIDACY

Advancement to candidacy is dependent upon successful completion of the following:

1. First year core courses completed with a minimum grade of B in each course, and a total of 30 credits.
2. Qualifying examination with an overall grade of at least 3.0.

PLAN OF STUDY PROPOSAL

At the end of the first semester of the second year, students will submit a Plan of Study Proposal. The Proposal serves as the graded component of ANTH 573 Anthropology Research Practicum and is written in consultation with the adviser. It consists of 1) a list of doctoral committee members, 2) a description of at least three areas of expertise (one theoretical, and two either methodological, topical, or regional in focus) along with a reading list of at least fifty sources in each area, 3) a doctoral dissertation timeline that includes all coursework taken thus far, any remaining coursework and/or lab work that needs to be accomplished before the comprehensive exam, including the required 6 units of methodological/analytical training and up to 6 units of other specialized coursework, and all the necessarily components though the semester planned for graduation (e.g. data collection, writing, defense), and 4) a short three to four page research proposal. The plan of study proposal may also include requirements for reading knowledge and/or demonstrated working knowledge of a foreign language, specialized training in linguistics, or training in programming languages, depending on the student's research interests. The areas of expertise and associated reading list will form the basis for the student's comprehensive exam and are essential for proposal development. The plan of study proposal is graded by the course instructor for ANTH 573 and should be signed by the adviser and submitted to the GSC for approval no later than the last day of finals week in the fall semester of the second year.

THE DOCTORAL COMMITTEE

The plan of study proposal requires the formation of a doctoral committee, which is appointed through the Office of Graduate Enrollment Services upon recommendation of the head of the major program, and is responsible for:

1. planning and guiding the student's doctoral program
2. preparing and grading the comprehensive examination; and,
3. supervising and finally judging the acceptability of the dissertation.

A doctoral committee must consist of four or more active members of the graduate faculty, which includes at least three faculty members from the Department of Anthropology. The dissertation adviser must be a member of the doctoral committee. The dissertation adviser usually serves as chair, but this is not required. If the student is also pursuing a dual-title field of study, a co-chair representing the dual-title field must be appointed. In most cases, the same individual (e.g., dissertation adviser) is a member of the graduate faculty in both the major and dual-title fields, and in such cases may serve as sole chair.

At least one regular member of the doctoral committee must represent a field outside the student's major field of study, to provide a broader range of disciplinary perspectives and expertise within the committee. This committee member is referred to as the "Outside Field Member." In cases where the student is also pursuing a dual-title field of study, the dual-title representative to the committee may serve as the Outside Field Member.

Additionally, the primary appointment of at least one regular member of the doctoral committee must be in an administrative unit that is outside the unit in which the dissertation adviser's primary appointment is held (e.g., the adviser's administrative home; in the case of tenure-line faculty,

this is the individual's tenure home), to avoid potential conflicts of interest. This committee member is referred to as the "Outside Unit Member." In the case of co-advisers, the Outside Unit Member must be from outside the administrative home(s) of both co-advisers. In some cases, an individual may have a primary appointment outside the administrative home of the student's dissertation adviser and, represent a field outside the student's major field of study; in such cases, the same individual may serve as both the Outside Field Member and the Outside Unit Member.

If the student has a minor or is pursuing a dual-title field of study, committee members representing these options should be added at the time of the committee formation.

A person who is not a member of the graduate faculty (and may not be affiliated with Penn State), but who is otherwise qualified and has expertise in the student's research area, may be added as a "Special Member," upon recommendation by the head of the graduate program and approval of the Graduate School dean (via the Office of Graduate Enrollment Services). A Special Member is expected to participate fully in the functions of the committee.

If the student has a minor, that field must be represented on the committee by a "Minor Field Member."

No faculty member is obligated to sit on any committee, and any faculty member has the privilege of resigning from any doctoral committee at will. It benefits students to make themselves and their research plans known to as many of the faculty as possible to ensure that willing committee members are available. In short, it is the **student's responsibility** to cultivate enthusiasm for and support for the research project.

Students should be aware that the overall quality of participation on their part in the departmental program (viewed in its broadest sense) is essential in establishing good working relations with the faculty. Failure to achieve or maintain a favorable record of participation may eventually result in a situation in which no properly constituted committee can be formed or maintained. A student who cannot form a functioning committee will be dismissed from the program.

It is the student's responsibility to convene their committee at whatever times are deemed necessary by the student and the committee chair. It is particularly important that such a meeting be arranged by the end of the semester in which the committee is formed so that areas of responsibility for each faculty member for the comprehensive examination may be determined.

The following is taken from the University's Graduate Student Policies and Procedures:

"The doctoral committee should meet with the student *at least once per year* to (1) provide guidance, (2) finalize and approve the research proposal of the student so that there is a clear understanding of the research goals and objectives, (3) assess the quality and progress of the research, and (4) discuss programmatic issues (e.g., course requirements)."

THE COMPREHENSIVE EXAM

The comprehensive exam determines the student's readiness to conduct doctoral research in their area of specialty. Students should ideally schedule their comprehensive exam for the spring semester of their third year of study but are required to do so no later than the spring semester

of their fourth year. The timing of the comprehensive examination can be altered, in particular where due progress is interrupted by field or other research work related to the student's education and project, and with the *explicit written* approval of the Graduate Studies Committee. However, **financial aid may be withdrawn during this suspension of the progress clock.** Such delayed arrangements are *ad hoc* and must be worked out with the student's main adviser and formally petitioned to the Graduate Studies Committee.

The comprehensive exam consists of a 1) written research proposal; 2) a public oral presentation of the proposed dissertation research project of about an hour including time for questions from the audience (recommended max. forty-five-minute presentation); and 3) a private oral exam with the committee based on questions arising from the proposal, the presentation, and the areas of expertise/reading list detailed in the plan of study. Students should submit a draft of the research proposal along with the plan of study proposal to committee members at least eight weeks prior to their target comprehensive exam date. The committee will then agree that the proposal and preparation of the student warrants an exam at this time and offer feedback to the student, if any is required. No examination will be scheduled until all members of the dissertation committee are satisfied with the proposal. A final version of the research proposal along with the student's plan of study must be circulated to all committee members at least two weeks in advance of the exam. At the same time, the student should circulate an announcement of their public presentation. The public presentation provides students an opportunity to share their research among departmental colleagues, receive feedback on their research proposal, practice public presentation of research, and practice fielding questions from an audience. The final evaluation of the comprehensive exam is solely determined by the committee.

The comprehensive exam is scheduled and announced officially by the Office of Graduate Enrollment Services upon recommendation of the program head. Two weeks' notice is required by the Graduate School for scheduling this exam, which may be open to the public at the department's discretion. The comprehensive examination may be held fully in-person, fully remote, or hybrid with some individuals participating in-person while others participate remotely. Student preference for delivery mode should be strongly considered, but the student and adviser must agree on the mode. If the student and adviser cannot agree on the mode, the DGS will make the final decision. Either the student or adviser can appeal the decision of the DGS to the Associate Dean for Graduate Education.

A favorable vote of at least two-thirds of the members of the committee is required to pass. In case of failure, it is the responsibility of the doctoral committee to determine whether the candidate may continue in the program and try again to defend the proposed research. The results are reported to the Office of Graduate Programs and entered in the candidate's official record.

DISSERTATION

The doctoral dissertation is intended to be a demonstration of the ability to plan and execute a research program/project, and to present the results in a form consistent with the professional standards of the student's special field of research. Although the process is carried out under the supervision of the doctoral committee, initiative, independence, and originality are expected from the student.

Any research projects that students undertake that involve the use of animal or human subjects, or individual records of events related to human subjects, necessitate obtaining permission to carry out that research from the Committee for the Protection of Human Subjects and/or the Animal Care and Use Committee, as appropriate. Institutional Biosafety Committee approvals are required for investigations involving biohazardous materials. Likewise, chemical waste disposal guidelines must be followed. There are standard forms and procedures for these approval processes. The procedures are not painful, but they are absolutely essential because they are mandated by University policy and, in certain circumstances, by Federal law.

This procedure applies to any project. Archaeology projects should be included, for example, to assure that the rights of the living are not being infringed upon or compromised. Historical research (use of demographic, medical, school, other personal records) is included. Any kind of survey, interview, observation, or other study involving participation is also included.

It is the responsibility of the student to ascertain whether their research requires human subjects. This is part of the normal ethics of research at Penn State and every other institution and is a formal requirement for research. Failing to comply is a serious offense and can lead to very serious penalties.

Students have the option of organizing their dissertation either as a cohesive set of chapters (book format), or as a set of three–five publishable papers, at their adviser’s or committee’s discretion. If students intend to organize the dissertation in the submitted paper format, they should include introductory and concluding chapters that **synthesize** the work as a whole. Submitting individual chapters for publication prior to the dissertation defense is strongly encouraged but contingent upon committee approval. Any manuscript intended to form part of the dissertation should be submitted to current committee members for review and approval before the time of initial submission. At this time, they should also justify to the committee how this paper fits into the thesis. This “approval for publication” does not constitute approval for the thesis (students must still pass the dissertation defense) and does not prohibit committee members from requiring further revisions once the entire dissertation is submitted.

DISSERTATION PROGRESS

The doctoral committee may, at its discretion, set time limits for various stages of the research and for submission of drafts of the dissertation following successful conclusion of the comprehensive examination. The student should expect to work closely with their committee chair through all stages of the work, and the student should arrange regular conferences with the adviser, as well as with other members of the committee who may be able to give guidance in specific aspects of either research or writing. Students should be especially conscientious about maintaining adequate contact with non-departmental members of their committee, both because these people usually have special areas of expertise not duplicated in the department and because it is important to maintain satisfactory relationships with external scholars for the good of the graduate program. External committee members also have the responsibility to monitor the fairness of the evaluation process including examinations and defenses. In short, the committee exists for two reasons: to assist the student and to evaluate the outcome of the research effort.

DISSERTATION DEFENSE

An examination in defense of the dissertation is scheduled with the approval of the committee chair. The timing of this examination should be such that final changes in the dissertation that may result can be incorporated, and the dissertation submitted to the Thesis Office, before graduation deadlines.

It is the responsibility of the doctoral candidate to provide a complete and clean copy of the dissertation to each member of the doctoral committee at least one month before the date of the scheduled examination. The following is from the University's Graduate Student Committee Policies and Procedures:

"Both the chair and the student are responsible for ensuring the completion of a final draft of the dissertation, and for adequate consultation with members of the doctoral committee, well in advance of the final oral examination. Major revisions of the dissertation should be completed before this examination. The dissertation should be complete and in its 'final' form, with correct and polished content and style, appropriate notes, bibliography, tables, etc., at the time it is distributed to the committee members. If committee members find that the draft submitted to them is not in this form, the chair is notified, and postponement of the examination is considered."

The final oral defense consists of two parts, like the Comprehensive Exam defense. First, the doctoral candidate presents a public lecture of about an hour, which includes time for questions from the audience. Second, the doctoral committee conducts an extended and detailed examination of the candidate in private.

The oral defense can be postponed if adequate consultation has not occurred or if the dissertation is not in the final draft form. The need to begin a position of employment at a prearranged date will not be considered a legitimate reason to circumvent this process. It is the responsibility of the student to factor in the fulfillment of the degree requirements when negotiating a contract to begin a new position.

Students must present their dissertation in accordance with Graduate Council and Graduate School guidelines as described in the Thesis and Dissertation Guide.

STANDARD OF ACCEPTABLE PROGRESS

We admit only students who we believe have the ability and interest to be successful in our program. However, to establish due process, fairness, and efficient use of departmental faculty and financial resources, we have a standard schedule for adequate progress in our graduate program. To maintain good standing and continued funding in the program, students must satisfy this standard. In general, this means the student must:

1. Advance to candidacy (pass the qualifying exam) no later than the end of the third semester.
2. Complete all required coursework (not including electives) with a B or better by the end of the second year.

3. Maintain a minimum grade-point average of 3.3.
4. Submit a plan of study proposal, including forming a formal doctoral committee, identifying a research project and areas of specialty, three-to-four-page research proposal, and a reading list no later than the end of the fourth semester.
5. Produce a written proposal and pass the comprehensive exam no later than the end of the eighth semester of residency.
6. Complete research and be awarded the doctorate no later than the twelfth semester.
7. Complete all RA and TA assignments with satisfactory performance assessments.
8. Attend colloquium regularly and participate in department functions.
9. Engage in department service activities.
10. Maintain a primary adviser within the department in the first year, and following the Plan of Study Proposal, maintain an appropriate doctoral committee. Absence of a functioning committee or primary adviser for more than two months will constitute a failure to maintain adequate progress.
11. Adhere to normal standards of collegial and professional conduct, specifically:
 - a. Demonstrate ethical, professional, and courteous behavior toward other students, staff, and faculty.
 - b. Recognize and respect the diversity within our community consistent with Penn State's overall commitment to diversity and inclusion.
 - c. Be proactive about communicating needs, concerns, etc. with faculty and staff and understand that communication is a two-way endeavor.
 - d. In interactions with faculty and staff, take into consideration competing constraints on their time.
 - e. Inform relevant faculty of potential and/or existing conflicts, and work toward their resolution. If a solution cannot be reached, students should seek assistance from graduate program chairs, department heads, college administrators of graduate education, or the Graduate School.
 - f. Recognize that while faculty and staff are there to assist and guide students, the student bears the primary responsibility for the successful completion of their degree.
 - g. Discuss expectations and goals regarding academic performance and progress toward degree completion with advisers, committees, and other relevant faculty members. This includes seeking mentoring and support/resources beyond the faculty adviser (e.g. other faculty members, peers, and organizations).
 - h. Maintain the highest ethical standards and academic integrity in all aspects of scholarship, teaching, research, and other responsibilities.
 - i. Be familiar with program and Graduate Council policies governing graduate education and adhere to all program, Graduate Council, and Graduate School policies and deadlines.
 - j. Act proactively to improve research and scholarship skills (e.g. writing, presenting, teaching, etc.) and take an active role in their own professional development.

MINIMUM GRADE-POINT AVERAGE REQUIREMENTS

Students must earn a grade of B or better in each core course. Core courses normally may be taken only once unless the Graduate Studies Committee approves a petition to take one a second time. Failure to achieve a grade of B or better in any of the core courses (or any courses approved by the Graduate Studies Committee as a substitute) constitutes grounds for automatic dismissal from the program. If extenuating circumstances prevent the student from achieving satisfactory performance in a core course, then the student should notify the professor teaching the course prior to receiving the final grade. The student may then, with the professor's endorsement, petition the Graduate Studies Committee for permission to retake the course.

Remaining in the program and continuing to receive the financial aid stipulated in the student's letter of admission to the program are contingent on maintaining a minimum B grade in all courses and fulfilling this schedule. As a basic condition of acceptable progress, it is the student's responsibility to meet with their adviser, to determine their academic schedules each semester and to follow the advice given.

RESEARCH ASSISTANT (RA) AND TEACHING ASSISTANT (TA) PERFORMANCE ASSESSMENTS

At the beginning of each semester, students will be required to submit the appropriate RA/TA agreement outlining expectations for each RA or TA assignment. Following each RA or TA assignment, the instructor of record or RA supervisor will submit a written performance assessment to be deposited in the student's progress file referencing the duties and expectations as outlined in the agreement. Achieving satisfactory performance includes responding to instructor requests and expectations, attending course lectures if required, completing tasks such as grading in a timely fashion, and following instructions in the delivery course content or learning materials to students. An unsatisfactory performance review may be considered as part of the overall evaluation process in the determination of the standard of acceptable progress, and two or more unsatisfactory reviews can be grounds for the removal of continued financial aid.

GRADUATE STUDENT AUDITS

As mandated by the faculty, the Graduate Studies Committee conducts an audit during the spring semester of each year that compares information from each student's file with the above model of adequate progress. The audit is designed to assure that the Standard of Progress is being followed and to address any deficiencies. After receiving the annual evaluation filled out by the student and adviser, a letter summarizing the yearly audit is sent to each student and copied to the adviser, and a copy is placed in each student's file. This audit may stipulate the conditions that need to be satisfied and the timing of those conditions for the student to retain funding for the following year. A student is responsible for checking this information for inaccuracies or omissions, for discussing the results with their adviser, and, if necessary, for bringing problems before the Graduate Studies Committee. The Graduate Studies Committee will also set up meetings (generally fifteen–twenty minutes in length but can be longer upon request by the

student or adviser) with each student-adviser pair to discuss the student's evaluation, audit, and progress before the end of each spring semester. This process provides a mechanism for students to receive programmatic feedback at the department level.

The careers of students may depart significantly from the normal graduate trajectory for valid reasons (e.g., prior experience, field work opportunities, unforeseen disruptions). With adequate justification and documentation, these departures can be routinely accounted for in the audit with no prejudice against the student. However, a student who departs from the model of normal progress, without valid reasons, as certified by their adviser and the Graduate Studies Committee, may be judged to be failing to make satisfactory progress. Funding in subsequent years is contingent upon satisfactory progress as outlined above.

EXCEPTIONS AND SPECIAL CONDITIONS

This Standard of Progress is intended as a positive way to help our students move through the program, enabling resources to be allocated productively and fairly. The standards have proven effective for successful students who have gone on to careers in the field.

Individual circumstances may lead to justifiable exceptions to this Standard of Progress, especially given the diversity of anthropological and related research. Students may petition to the Graduate Studies Committee for waivers or exceptions to the Standard, but it is the student's responsibility to initiate any such petition. Substantial justification must be provided, and the faculty generally will be sympathetic to reasons involving personal problems beyond the student's control or unusual opportunities for field work, training, or research experience elsewhere, and the like. But students need to be aware that the Graduate Studies Committee is under no obligation to consider or grant requests for exceptions or to grant exceptions under time or other pressures. To the extent they are able, students should anticipate their intention to request exceptions by appealing to the Graduate Studies Committee in a timely fashion (at least thirty days) for the members to make a considered decision.

LEAVES OF ABSENCE

Circumstances may require the interruption of studies for a period, after which a student may wish to return to the program. An approved leave of absence will not count against the standard of acceptable progress.

Pre-comprehensive exam/proposal defense: In the case of a student who has not yet passed the comprehensive examination/proposal defense, readmission is automatic if the interruption of studies is for two consecutive semesters or less (not including summer sessions), and if the student is in good academic standing (grade-point average of 3.00 or better). The student must file a Resume Study/Change of Graduate Degree or Major Form in compliance with Graduate School rules. It is the student's responsibility to notify the Graduate Studies Committee in writing about an intent to take a leave of absence. This notification should carry the signature of the student's adviser.

A student who is forced to extend the leave of absence beyond two consecutive semesters will be regarded as a "new student," and the readmission request will be considered along with all other applications submitted for admission at that time. The Graduate Studies Committee can grant a waiver to the student guaranteeing readmission beyond this time limit, however, and any student wishing a waiver should consult with the Graduate Studies Committee before beginning the leave.

Students should be aware that in taking a leave, there is a risk that financial aid will not be available on their return; however, we will make every effort to honor funding commitments for those who take leaves of two consecutive semesters or less prior to the proposal defense. The head of the department must be notified by January 15 if a student returning from a leave wishes to be considered for funding. Notifying the head does not guarantee funding, but in most cases, students who take leaves are generally offered funding when they return.

Post-comprehensive exam/proposal defense: A student who has passed the doctoral comprehensive exam/proposal defense is obligated by Graduate School rules to register continuously from the time the exam is passed until the doctoral degree is conferred. For further information, see the *Graduate Bulletin*.

Post-comprehensive/proposal defense doctoral students can maintain registration by registering for credits in the usual way, or by registering for noncredit ANTH 601 Ph.D. Dissertation Full-Time or ANTH 600.001, depending upon whether they are devoting all or part of their time to dissertation preparation. Students are permitted to register for ANTH 590 Colloquium, ANTH 602 Supervised Experience in College Teaching, and audits along with ANTH 601. Students who want to combine coursework with thesis preparation must register for ANTH 600 (e.g., not for 601, which is full-time thesis preparation). The least expensive way for a student to work full time on research and dissertation preparation is to register for ANTH 601. This clearly is the procedure of choice for international students who need to maintain status as full-time students for visa purposes.

FINANCIAL SUPPORT

Several types of financial support are available, including teaching assistantships; graduate fellowships; graduate work study programs; research assistantships funded by grants to individual faculty members; and teaching opportunities at other Penn State campuses, in Continuing Education, and through Penn State World Campus. In addition to the information below, students are urged to consult the Graduate School website on Types of Graduate Support at: gradschool.psu.edu/funding Satisfying requirements for due progress and acceptable performance of duties is a condition for continued financial support.

Financial support beyond the fifth year of guaranteed funding depends on two factors: appropriate progress through the program and availability of funds. There is no obligation on the department's part to continue to provide financial support beyond what is stipulated in the original letter of admission, which usually states five years of funding. Funding for a sixth year has been common in the department, although it is not guaranteed. Note that it is a University rule that students must complete their doctoral degree in a maximum of eight years after the date of the qualifying exam (ninth year in the program).

PROCEDURE FOR REQUESTING A SIXTH YEAR OF FUNDING

The department guarantees funding for all students making acceptable progress for five years. Funding beyond the fifth year will be conditioned on clear, achievable goals. In addition to availability of funds, factors that are considered include progress and performance in the program and success obtaining external funding, especially fellowship or similar support. To receive funding beyond the fifth year, a student must notify the GSC and department head that they would like to be considered for additional funding by March 1. At this time, the student should provide an update on their progress in the program, and a description of their plan to finish in a timely manner. The GSC will consider the annual performance audits in making a recommendation to the head of the department and will rank students in order of priority for continued funding. The head will make a final decision according to the priority ranking based on the availability of funds. **Students will receive funding for a sixth year only if they have met the standard of acceptable progress. In no case will students be awarded a sixth year of funding if they have not yet passed the comprehensive exam and are not well on their way to completing the dissertation.**

If funding is granted for a sixth year, then these assistantship appointments are generally at the base grade 14 depending on funding availability, no matter what the student's earlier grade level was. Funding for a seventh year is extremely rare and would be granted only under exceptional circumstances.

University rules apply to the time within which ABD (all but dissertation) students must finish and defend their dissertation. The department often provides desk space, laboratory, and other resources, and even some types of financial aid, to ABD students while they do their dissertation research. We do our best to accommodate students, and there are opportunities in the department (such as the Hill fund or faculty research grants) as well as external grant sources to which students can apply. But there is no obligation on the department's part to provide such resources, nor to continue to provide financial support, beyond the stipulation in the original letter of admission.

GRADUATE ASSISTANTSHIP POLICY

The graduate assistantship program provides aid to the department and financial support plus professional training to the student. In pursuit of these dual goals, graduate assistants should remember that they represent the University with the responsibility to perform those duties prescribed by the University and the department. The department and the assistant's supervisor should specify duties that will ensure that the graduate assistant can increase and utilize knowledge, skills, and competencies, recorded via the required form for each semester in an RA position. All students are required to fulfill their duties for the entire eighteen-week appointment.

Admission to the program carries no commitment of support beyond the terms indicated in the admissions letter. Students with multi-year offers of support must maintain satisfactory academic progress to continue receiving support. Students admitted with no financial aid or one-year offers may or may not receive financial aid in the future. The following comments about funding pertain to support received from the department, not funds obtained by individual faculty members who control their disbursement (e.g., NSF grants).

Continued funding for any given year is based on satisfactory performance. For second-year funding, students are required to have received a satisfactory annual evaluation by the TA or RA instructor of record, to have a grade-point average of 3.3 or better, passed core courses at a "B" or better, and performed their assistantship duties satisfactorily. For third-year funding, students must have passed the qualifying exam, submitted the plan of study proposal including identifying the departmental core of a doctoral committee, and performed all graduate duties, including assistantships, satisfactorily. In future years, funding depends on having a dissertation committee and having performed adequately in assistantships. A deferred grade in any course or a leave of absence may jeopardize funding.

In effect, the 3.3 grade-point average rule applies throughout the graduate career for support eligibility, with the exception of support that is disbursed by particular faculty members (on grants, etc.).

Students who do not have a commitment for funding for the next academic year must inform the GSC and the head of the department by March 1 of their interest in being considered for funding during the coming year. Notifying the head does not guarantee funding. If a student's funding is extended beyond the period of commitment outlined in the terms of offer, they will be appointed at the base stipend level (Grade 14 half-time). See the [Table of Stipends for Graduate Assistants](#)

Once a student successfully passes the qualifying exam, their appointment will be increased one grade. Students who are appointed as the lead instructor for a course will be increased by one stipend grade level.

The financial aid provided by the University is considered a stipend. That is, although student assistantships are contingent upon TA (or other) duties, they are not hourly wages. Thus, an assistantship amount may vary from student to student even if they are both serving as TAs in the same department and even for the same course. The award package variation in our program results from the legacy system at Penn State. Briefly, there are base assistantship funding levels (or "grades") that have a standardized stipend amount. Historically, the stipend level per grade has increased slightly on an annual basis, to help adjust for cost-of-living increases. In our department, students are moved up one grade level when they successfully complete the qualifying exam. If a student serves as the instructor for an online course (not the TA), they receive a grade increase for that semester only. This does not apply for instruction during summer sessions. In rare cases, students can receive a one-time grade increase for performing other duties within the department.

Then, there are certain "fellowships" and "awards" that replace the baseline assistantship (at a higher grade) and provide additional "top-up" funding, respectively, to increase the total financial packages offered to some but not all incoming students. The University views these fellowships and awards purely as recruiting incentives (i.e., to create a total funding package that is competitive with or substantially better than what is offered by other programs, to incentivize students to accept offers). Unfortunately, the model is not set up for all students in a program to receive such awards, even though we of course think that all of our admitted students are excellent. In terms of process, these fellowships and awards are competitive, with decisions made at the College, Graduate School, or University levels from a wide pool of prospective graduate

students nominated by many different departments. The Graduate School allocates these awards across all departments, and as a rule of thumb, will not provide more than about half of the incoming cohort with an award to ensure that these are available to all units equally. Thus, even though stipends are considered financial aid, our ability to allocate aid to those who need it is limited by the stipulations of these awards, which often depend on the student's academic record and background.

These fellowships and awards vary in amount and timing, and some have very specific purposes/criteria. They include the University Graduate Fellowship, the Dean's Distinguished graduate scholarship, the Enhanced Graduate Scholar award, the Bunton Waller, the Graduate Scholar award, and more. Some of these are top-ups to the base funding stipend. Each top-up award is different in terms of the amount and duration of years. However, in no cases does a provisioned fellowship or top-up extend beyond 5 years.

Our departmental goal is to do our absolute best to obtain the strongest possible funding package for each student being offered admission, maximizing our knowledge of the known review criteria for each award, the total number of awards typically available, and any college- or University-specific precedents in terms of the maximum proportion of students from a single department who are eligible to receive a major recruitment fellowship. Our department submits nominations for consideration and decisions are made at the college, Graduate School, or University levels depending on the award; this process is led by the director of graduate studies. We nominate as many students for awards as we are permitted each year.

Unlike many anthropology programs, we not only guarantee funding for five years, but we also maintain endowments and other sources of funding that allow us to distribute small grants for research, pay travel costs for students to attend professional meetings, and continue to provide financial aid for many of our students beyond the fifth year. We will continue to look for creative and sustainable ways to provide more support for students. One of the most substantial policy changes we have implemented is the new first-year RA assignment. Over the past two years, we have been able to offer every incoming student a one-year RA assignment in lieu of a teaching assistantship.

ASSISTANTSHIP EVALUATION

As stated elsewhere, a student who has been awarded a graduate assistantship is required to fill and sign a TA/RA responsibility form at the beginning of each semester in consultation with the Instructor of Record or the RA Supervisor and the Graduate Adviser. The student will be evaluated in writing by the faculty member who supervises the student at the end of each semester. Forms for graduate assistant evaluations are distributed at the end of each semester by the graduate program assistant. These evaluations are reviewed by the DGS and GSC and will be kept in the student's permanent record and referenced in the annual audit. Performance evaluations serve as a basis for assessing eligibility for future assistantships. Evidence of insufficient academic progress may result in loss of assistantship support in future semesters.

ASSISTANTSHIP ASSIGNMENTS

The needs of the department are of primary importance when assigning assistantships. Assignments are generally governed by the specific areas of interest shown by the student. For example, if the student is interested in a research career in biological anthropology, an attempt will be made to assign that student to a professor in this area. The student is encouraged to state a specific area of interest so that this may be considered. The requirements of the department, however, supersede all other considerations.

The graduate assistant will generally be assigned to a single professor who will act as supervisor and delegate specific duties. However, when the need arises, the supervisor may assign the assistant to perform tasks for another department faculty member. If asked to perform tasks by a department member other than the assistantship supervisor, the assistant should, if possible, first inform the supervisor. If the supervisor is not available, then the assistant will perform the required task and subsequently inform the supervisor concerning the nature of, and time spent in, these duties.

ASSISTANTSHIP DUTIES

The duties of the graduate assistant are broad and will generally be governed by whatever assignment the supervisor makes, as outlined in the RA/TA agreement. Graduate assistants may be absent from their assistantship duties only at the discretion and with advance permission of the Instructor or Supervisor. Always check with the Instructor or Supervisor before making any travel arrangements that will interfere with your assistantship duties.

While the following outline of duties for graduate assistants is not intended to be complete, it provides a general guide to regular duties. Assistantships are expected to occupy up to twenty hours per week (half-time), though this can vary because these are professional, rather than hourly, assignments. The assistant may be required to perform work in four major areas:

TEACHING

The graduate assistant may be utilized in many aspects of teaching, from assisting in the preparation and grading of exams to teaching an introductory course for which the assistant is qualified. (The student must have a master of arts degree to serve as sole instructor of record.) The graduate assistant may be required to serve as an adviser to students on course content. It is expected that the assistant will attend those courses for which the assistant performs the above duties, unless excused by the supervisor. The graduate assistant occasionally may be asked to lecture to a class with or without the professor in attendance. The assistant may also serve as a discussion leader for certain classes. All duties and expectations will be agreed upon via the agreement form for each semester.

RESEARCH

Research serves as an important aspect of any academic discipline, and the assistant may perform a wide variety of duties in aiding the supervisor in this area. No specific limits can be set except that the work should be related to a discipline within the department, and that the assistant should have an opportunity to learn in the performance of the duties. All duties and expectations will be agreed upon via the agreement form for each semester.

MUSEUM

The specific duties will be assigned by the museum director or curator. These duties may include cataloging artifacts and other display items, exhibit preparation, supervision of tours and daily operations, etc. All students receiving assistantships may be called upon to work in the museum during the semester of the assistantship. All duties and expectations will be agreed upon via the agreement form for each semester.

UNDERGRADUATE RESEARCH

Graduate students assigned to supervise undergraduate research are expected to work closely with both undergraduates and other individuals (normally faculty) who provide opportunities for specialized training on research or museum-related projects. This position requires initiative, independence, and cooperation with other students and faculty alike. Students are involved for the most part in projects within their specialty. In all interactions with undergraduate students, graduate students should remember to be professional. All issues with undergraduate students should be brought to the appropriate faculty member's attention as soon as possible.

SERVICE

Service is a regular and expected part of being an anthropologist, whether in academia, government, industry, or nonprofit work, though it takes different forms in different parts of the profession. As part of their training and professionalization, graduate students in the Department of Anthropology are expected to contribute to the department or University through service. Common types of service for graduate students include serving on committees, participating in the recruitment of incoming graduate students, mentoring undergraduate students as part of research projects, participating in student organizations, and participating in department outreach activities. An appropriate guideline for graduate students in the department is to aim for a minimum of one to two hours of service per month, though students serving in leadership roles or later in their graduate careers are likely to contribute more. Service is an ongoing expectation for students in residence; students are exempt when they are on leave or in the field. Students should seek advice from their adviser on appropriate service commitments.

STUDENTS OBTAINING DEGREES IN OTHER PROGRAMS

We train a number of students who work with our faculty as their main advisers, physically in our department, but who are technically obtaining degrees in other subjects, such as through our IBIOS, Demography, Ecology, Genetics, or other programs. So long as the students are working

in our department, rather than as occasional visitors, they may be awarded financial support from the department. Continued support is contingent on similar conditions of satisfactory performance and/or needs of the program, as apply to our regular students. Such students are also encouraged to take at least one graduate seminar related to their field of interest, as well as to attend colloquium. Students from interdepartmental programs who are on departmental aid will be given an annual performance review and must show due progress to retain support from our program. These students are also eligible to apply for internal research or travel support grants from the department, based on the quality of their work.

OTHER FUNDING OPPORTUNITIES

PAUL T. BAKER RESEARCH TRAVEL FUND IN HUMAN BIOLOGY AND ANTHROPOLOGY

The Paul T. Baker Research Travel Fund (Baker Fund) is designed to promote research and travel to professional meetings by graduate students in the biological anthropology program. Funds are awarded on a competitive basis. In general, doctoral research takes precedence over pilot studies and travel to professional meetings to present papers. Students should note that there are separate guidelines and applications for research and travel funds.

HILL FELLOWSHIP AWARD

The Hill Fellowship Award is an annual source of research support for senior graduate students. Funds from this endowment are used to support graduate students who are engaged in dissertation research, usually involving fieldwork. A student interested in applying for a Hill Fellowship should consult his or her committee chair or the DGS. The application should follow the format of an NSF Doctoral Dissertation Improvement Proposal. Decisions on who receives funding will be made each spring at a meeting of the Graduate Studies Committee. There are two levels of Hill awards: 1) small grants awarded prior to the completion of the comprehensive examination to explore the feasibility of research for the doctoral dissertation, and 2) regular grants intended to support approved dissertation research after the comprehensive examination has been completed. Release of funding as part of a regular award is usually contingent upon successful completion of all phases of the doctoral program excluding the dissertation itself (ABD status). The student is required to submit the proposal to NSF or some other suitable funding agency or organization as a requirement for receiving a Hill Fellowship.

THE WILLIAM T. SANDERS GRADUATE AWARD IN ANTHROPOLOGY

The purpose of this award is to honor and recognize an outstanding professional achievement by a graduate student who is enrolled in the Department of Anthropology of the College of the Liberal Arts at Penn State. Consideration for this award shall be given to full-time graduate students enrolled in the Department of Anthropology who have exhibited exemplary achievement. Recipients of this award are selected by a committee appointed by the head of the Department of Anthropology and include representation across all disciplines within the department. The amount and number of awards are determined by the level of funding in the

endowment; typically, one award is given in the amount of \$500–\$800. No student shall receive the award more than once.

ACADEMIC INTEGRITY

All Penn State policies regarding ethics and honorable behavior apply to the Department of Anthropology as well. For any material or ideas obtained from other sources, including but not limited to books or online sources, a source reference must be given. You must not plagiarize; that is, you must not appropriate the writing or ideas of others and present them without attribution as your own. For more information on academic integrity, please [visit here](#). All student material will be checked for plagiarism and collusion on turnitin.com.

Furthermore, all exam answers must be your own, and you must not provide any assistance to other students on exams. Students violating these policies will receive a failing course grade, and the issue will be pursued further under the University's regulations concerning academic integrity.

Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest, and responsible manner. All students should act with personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Dishonesty of any kind will not be tolerated in the program. *Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.* Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Office of Judicial Affairs for possible further disciplinary sanctions.

Penn State's Academic Integrity Policy 49-20 can be found online [here](#).

GRADING

Students should be familiar with the Graduate School policy on grading as outlined in the [Graduate Bulletin](#).

At the 400-, 500-, and 600-levels, grades of A, B, and C denote graduate credit, whereas D and F are failing grades for graduate students. A grade of F indicates doubt in the judgment of the instructor of the student's potential for further graduate study.

A minimum grade-point average of 3.00 for work done at the University is required for continued funding, doctoral candidacy, admission to the comprehensive examination and final oral examination, and graduation.

When a student's grade-point average for any semester falls below 3.00, they should consult with their adviser immediately. A student whose grade-point average drops below 3.00 for each of two consecutive semesters is normally dropped from the program. The *Graduate Bulletin* states under Unsatisfactory Scholarship, "A graduate student who fails to maintain satisfactory

scholarship or to make acceptable progress in a degree program will be dropped from the University. One or more failing grades or a cumulative grade-point average below 3.00 for any semester or session or combination of semesters and/or sessions may be considered as evidence of failure to maintain satisfactory scholarship. Action may be initiated by the department or committee in charge of the graduate major or by the chair of the student's doctoral committee."

DEFERRED GRADES

In accordance with Graduate School procedures, the following policies pertain to deferred grades.

If work is incomplete at the end of a semester because of extenuating circumstances, the instructor may report DF in place of a grade, which will appear temporarily on the student's record. It is not appropriate to use the DF either casually or routinely to extend a course beyond the end of the semester or to extend a course for a student who has failed so that the individual can do extra work to improve the grade. The DF must be removed (i.e., the course must be completed) within twenty-five weeks after the course end date, with two possible exceptions: (a) a completion deadline longer than twenty-five weeks may have been previously agreed upon by the instructor and student, with a memo on the agreement having been sent to the Office of Graduate Enrollment Services, 114 Kern Building, for inclusion in the student's file; or (b) as the twenty-five week deadline nears, it may become evident that an extension is warranted. The instructor then sends a request for an extension (to a specified date) to the dean in the Office of Graduate Enrollment Services, with a justifying statement.

No deferred or missing grade may remain on the record at those times when a student reaches an academic benchmark. Benchmarks include completion of a master's program and the doctoral qualifying, comprehensive, and final oral examinations. Graduate programs may add additional benchmarks.

There are only three circumstances under which a course grade, once assigned, can be changed:

1. If there was a calculation or recording error on the instructor's part in the original grade assignment (Senate Policy 48-30).
2. If it is a course for which an R grade has been approved and in which an initial R can be assigned and changed later to a quality grade; and
3. If, as discussed above, a DF was assigned and the deadline for course completion has not yet passed.

INTERNATIONAL TRAVEL POLICY

The University International Travel Requirements Policy applies to all University employees, students, and authorized volunteers traveling as part of any University-affiliated international travel regardless of the funding source. This includes individual students and groups of students participating in for-credit academic study abroad experiences.

The policy requires that all international travel (other than approved education abroad programs) commencing after July 1, 2016, be registered in the Office of Global Programs' Travel Safety Network (TSN) at least thirty days prior to travel. As part of the travel registration, students are required to attend an Emergency Preparedness Workshop conducted by the Office of Global Programs and obtain the international health and emergency coverage offered through HTH Worldwide prior to departure (see Penn State Travel Policy/Insurance). More information about this insurance and the requirement to provide proof of coverage is located in the TSN database. International travel reimbursement will not be approved without a receipt from the TSN confirming registration, completion of the Emergency Preparedness Workshop and HTH insurance coverage.

Unfamiliarity with international travel requirements will not be considered an acceptable reason for not registering in the TSN, not completing the Emergency Preparedness Workshop and for not having the required HTH travel insurance. University funds will not be approved for any costs associated with travel in such cases.

Questions about the operation or use of the TSN system should be directed to the TSN staff within the Office of Global Programs. The TSN Staff may be reached via email at tsn@psu.edu or phone at 814-863-8788.

NON-DEGREE STATUS

Although the preference is for students to enroll in the regular degree program, it is recognized that non-degree enrollment is sometimes necessary.

Departmental policy on non-degree status is as follows:

1. Non-degree students may enroll in departmental courses in conformity with Graduate School regulations.
2. Non-degree students may apply for regular status (for fall semester admission) at any time they so choose. However, it is recommended that several courses at the 400-level or above be completed with at least three professors to provide a basis of judgment for admission. However, only 15 of the credits may be counted toward the master of arts degree (see the *Graduate Bulletin*).
3. Admission of non-degree students to regular status requires the approval of both the faculty in the student's specialty and the Graduate Studies Committee.
4. Applications from non-degree students will be judged at the same time and by the same criteria as applications from students having the same background at other institutions. These criteria include complete academic records and faculty recommendations. Classroom performance as a non-degree student is not sufficient to guarantee admission as a regular student.

APPENDIX A. M.D/PH.D. DEGREE

Students must fulfill all requirements for each degree in order to be awarded that degree, subject to the double counting of credits outlined below. Degree requirements for the doctor of medicine program are listed on the [Penn State College of Medicine website](#). For students enrolled in the joint degree program, the requirement for ANTH 573 Anthropology Research Practicum will be waived. The College of Medicine will accept 8 credits of ANTH 600 Thesis Research in lieu of two months of elective rotations (MED 797). In addition, the College of Medicine waives the requirement for a medical student research project for students in the doctor of medicine/doctor of philosophy program.

If students accepted into the joint degree program are unable to complete the doctor of medicine degree, they are still eligible to receive the doctoral degree if all the doctorate requirements have been satisfied.

In addition to the [requirements for the doctoral committee](#) for a doctoral student in the anthropology graduate program, at least one member of the dissertation committee must be on the doctor of medicine/doctor of philosophy steering committee. This member may serve other roles on the doctoral committee.

DEGREE REQUIREMENTS

Doctor of medicine/doctor of philosophy students must complete 25 credits. Candidates for the doctor of medicine/doctor of philosophy in anthropology will take all of the core courses for the anthropology doctorate, as well as electives chosen by the anthropology doctor of medicine/doctor of philosophy student in consultation with their primary mentor. In the second year at University Park campus, all students in the anthropology doctoral program who have advanced to candidacy are required to take ANTH 509 Proposal Writing. Students without suitable preparation in statistics may also be required to take a course at the 400- or 500-level at the adviser's discretion. At any point during the first two years, doctor of medicine/doctor of philosophy students may be required to take up to 6 additional credits of advanced seminars, as directed by their adviser. The doctor of medicine/doctor of philosophy students pursuing the anthropology doctorate are also required to enroll in ANTH 541 Current Literature in Integrative anthropology for 3 credits in the first year. All entering graduate students are expected to complete online training in Scholarship and Research Integrity (SARI), also referred to as Responsible Conduct of Research (RCR), by no later than October 1 of their first semester in residence at University Park campus. In addition to taking the required core courses and the literature review course, 6 credits of elective courses may be required in consultation with the student's dissertation adviser and doctoral committee including 8 credits of ANTH 600/601 Thesis Research/Doctoral Dissertation conducted over the four years of the graduate portion of the training program that will be counted by the College of Medicine in lieu of two months of elective rotations (MED 797). The College of Medicine's requirement for a medical student research project is also waived for all doctor of medicine/doctor of philosophy in anthropology candidates.

DOCTORAL COMMITTEE

The doctoral committee of a doctor of medicine/doctor of philosophy student in anthropology will be formed upon successful passing of the anthropology qualifying examination and commencement of work under a primary mentor, no later than the end of the first semester of the second year of graduate study at University Park campus. The doctoral committee must include a minimum of four faculty members, i.e., the chair and at least three additional members, all of whom must be members of the graduate faculty. The committee must include at least two members of the Department of Anthropology graduate faculty and one member of the doctor of medicine/doctor of philosophy steering committee. One member of the doctoral committee must represent a field outside the candidate's major field of study to provide a broader range of disciplinary perspectives and expertise. This person is the "outside field member." Additionally, one member of the committee must be an "outside unit member:" a member of the graduate faculty outside the adviser's administrative home (for a tenure-line faculty member this is the department that serves as their tenure home). The same person can be the outside field member and outside unit member.

COMPREHENSIVE EXAMINATION

The comprehensive examination for anthropology doctor of medicine/doctor of philosophy students will follow the same guidelines as for doctoral students in anthropology, except that the comprehensive examination must be held before the end of the second academic year at University Park campus. The doctor of medicine/doctor of philosophy student must write a dissertation proposal in preparation for the comprehensive exam, and a final version of the dissertation proposal must be circulated by the student to all committee members at least four weeks in advance of the comprehensive exam. The comprehensive examination for doctor of medicine/doctor of philosophy students will be a public oral examination, scheduled with the Graduate School at least two weeks ahead of time. The examination will consist of a student presentation of their dissertation proposal, followed by questions and discussion. The student and the chair (or one of the co-chairs) are physically present at the exam, which is given and evaluated by the entire doctoral committee. A favorable vote of at least two-thirds of the members of the committee is required to pass. In case of failure, it is the responsibility of the doctoral committee to determine whether the candidate may take another examination. The results are reported to the Office of Graduate Enrollment Services and are entered on the candidate's official record.

DISSERTATION

The dissertation requirements for anthropology doctoral and anthropology doctor of medicine/doctor of philosophy students are the same: All doctoral candidates must conduct original research and prepare a dissertation that makes a significant contribution of new knowledge, is presented in a scholarly manner, and demonstrates an ability on the part of the candidate to do independent research of high quality. The contents and conclusions of the dissertation must be defended at the time of the final oral examination.

Students must present their dissertation in accordance with Graduate Council and Graduate School guidelines as described in the Thesis and Dissertation Guide.

APPENDIX B. DUAL-TITLE DEGREE PROGRAMS

Anthropology is an interdisciplinary field, so we are pleased that students have the option of enrolling in dual-title graduate programs in Demography, Human Dimensions of Natural Resources and the Environment (HNDRE), Bioethics, and Climate Science.

Dual degrees are to be integrated into the student's plan of study, allowing the student to work on both degrees at the same time. The dual-title program will be added to a student's official record early in the student's graduate program and, depending on the requirements of the dual title program, may be integrated into the student's doctoral exams, including the qualifying examination. Typically, Graduate Enrollment Services receives a memo requesting that the dual-title be added to the student's record within the first or second semester of admission to the major program or the student is admitted to the dual-title program via the Candidacy Report Form.

For further and up-to-date details, see the Department of Anthropology website (anth.la.psu.edu/graduate) and program websites listed below.

M.A. AND PH.D. IN ANTHROPOLOGY AND DEMOGRAPHY

The Demography interdisciplinary program is designed to give students in-depth knowledge of the demographic dimensions of anthropological research, including studies of present populations as well as those of the past.

pop.psu.edu/training#demography-program

M.A. AND PH.D. IN ANTHROPOLOGY AND TRANSDISCIPLINARY RESEARCH IN ENVIRONMENT AND SOCIETY (TREES)

TREES graduate student training is designed to prepare students for a broad range of career pathways in academic and non-academic settings. It helps anticipate the linked socio-environmental challenges that revolve around managing ecosystems and natural resources in ways that continue to promote human well-being. TREES develops the transdisciplinary skills needed to foster convergent solutions in partnership with interdisciplinary scientific teams and in co-design processes with stakeholders. TREES embraces emerging transdisciplinary scholarship that champions the coupling of decision-making to 'the real world,' creating engaged approaches in graduate training that will inspire a new generation of transdisciplinary scholar-practitioners. Graduates of the TREES program can capably draw upon materials from the biophysical, sociocultural, and sociodemographic arenas in an integrated, collaborative framework. They have developed the ability to communicate effectively with stakeholders affected by natural resource and environmental change issues and be able to interact with a broad array of stakeholders in public settings.

hhd.psu.edu/graduate/dual-title/TREES/about

PH.D. IN ANTHROPOLOGY AND BIOETHICS

The Bioethics program provides anthropology students with an opportunity to develop their knowledge of the social and ethical implications of their research. This combination – solid research experience and an intimate knowledge of the ethical dimensions of that work – is increasingly important in the workplace and broadens the possibilities of employment beyond traditional anthropology positions.

bioethics.psu.edu/bioethics/wp-content/uploads/sites/2/2020/06/brochure.pdf

PH.D. IN ANTHROPOLOGY AND CLIMATE SCIENCE

The [Climate Science](#) program offers enhanced training opportunities for students interested in investigating the role of climate change in human evolution, socionatural systems, and contemporary societies.

bulletins.psu.edu/graduate/programs/majors/climate-science/

THE PH.D. GRADUATE MINOR

A doctoral minor consists of integrated or articulated work in one field related to, but different from, that of the major. At least one member of the minor field must be on the candidate's doctoral committee. As such, approval for and addition of an intended minor should be pursued early in a doctoral student's program (prior to the comprehensive examination) in order to ensure that the intended minor is appropriate, its integration/articulation with the major field can be rationalized, and that the doctoral committee member representing the minor field is an active participant in all aspects of the committee's efforts to inform the student's program and dissertation research.

To add a doctoral minor to your program, [complete this form](#) and provide a copy to the graduate program assistant so it can be added to your department graduate file.

APPENDIX C

SCHOLARSHIP AND RESEARCH INTEGRITY (SARI) PROGRAM PLAN DEPARTMENT OF ANTHROPOLOGY COLLEGE OF THE LIBERAL ARTS

PART 1: COLLABORATIVE IRB TRAINING INITIATIVE (CITI) ONLINE RESPONSIBLE CONDUCT OF RESEARCH (RCR) TRAINING PROGRAM

How students will be made aware of the requirement: The following statement will be added to the Department of Anthropology Graduate Handbook.

“All entering graduate students are expected to complete online training in Scholarship and Research Integrity (SARI) by no later than October 1 of their first semester in residence. The Office for Research Protections (ORP) provides the link to this training via the SARI Resource Portal on the ORP web site (research.psu.edu/orp). All students will be expected to complete all remaining SARI requirements during the master of arts degree portion of the doctorate program (the first two years) and their third year of study.”

Students will also be made aware of the requirement during the mandatory briefing that precedes the fall semester of their first year of study.

Expected date of completion: Graduate students will be required to complete the online RCR training program provided by the Collaborative Institutional Training Initiative (CITI) by October 1 of their first year of study. Students will be expected to complete other portions of the requirement during each of their first six semesters in the program and to have finished with them at the end of that period.

Student participation will be monitored by means of our formal annual spring semester evaluation and on their transcripts.

PART 2: FIVE HOURS OF DISCUSSION BASED RCR EDUCATION:

Type of program(s) to be offered (e.g., workshop, seminar series, credit offering, ORP workshop, etc.) and frequency of offering: The required RCR education beyond the online component can be obtained from required coursework, but there are other options that students can explore. All students are required to take a current literature seminar (journal club) during each of at least the first six semesters of study (2 semesters for master’s degree students). Each current literature seminar is worth 1 credit and they generally meet once a week for one hour per meeting. A minimum of one class meeting will be dedicated to RCR education in each current literature seminar every semester, providing at least the University-required five hours in this setting. In addition, all doctoral students are required to take ANTH 509 Proposal Writing—the study design course—during the second year of study. A minimum of one class meeting (one and a half hours) will be dedicated to RCR education in this course, because ethical issues must

be dealt with in research studies. Students can also receive up to two hours of discussion credit from other RCR-related workshops or credit for participating in classes dedicated to relevant issues if discussion was involved and they obtain faculty confirmation of their attendance in the class.

RCR topics to be discussed: While general topics span all of anthropology, many of the most important ones are dealt with separately by our subdisciplines. Biological Anthropology will be concerned primarily with proper materials ownership and transfer procedures, confidentiality of DNA data, confidentiality of computer records of all kinds, issues related to the ownership and permissions associated with proprietary materials, proper informed consent in obtaining and interpreting DNA and other materials such as urine, interviews, etc., proper treatment of animals in the lab and field. Archaeology is mainly concerned with ethical treatment of human remains, stewardship of the archaeological record, ethics in cultural resource management, and other issues covered by the seven ethical standards of the Society for American Archaeology. Demographic and behavioral anthropologists are concerned primarily with informed consent (particularly with nonliterate subject individuals), and record confidentiality. An overview of the IRB approval process is also provided as a key component of ANTH 509.

How discussion will be facilitated: All RCR education will take place in the context of seminar sessions in which students participate. Most faculties participate as instructors in courses in which such training can be delivered.

How the needs of doctoral students in the Anthropology program will be met: See the detailed explanation following the topics question above. There are significant sub-disciplinary differences within anthropology. Biological anthropologists deal with physical issues, so the approach there will be similar to biomedical standards. Archaeologists deal with deceased individuals, federal and state statutes such as the Native American Graves Protection and Repatriation Act, and issues that are of concern to descendant communities. Demographers and cultural anthropologists deal with living individuals and their cultures, which in turn entail a very different set of ethical concerns. By dividing our approach between the current literature seminars, we will make sure that all students receive training that is appropriate to their subdisciplines.

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