



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 J. Jeffrey and Ann Marie Fox Graduate School and departmental rules, the Fox Graduate School rules take precedence. Likewise, changes in Fox 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 handbook 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. The successful development of a graduate career depends in part 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 in which both faculty and students can reasonably expect to maintain high standards for themselves and each other. Our department operates with a high degree of cooperation, mutual respect, and confidence. Welcome to this shared endeavor, and may you enjoy rapid and distinguished success in your graduate studies!

George (PJ) Perry
Director of Graduate Studies

ADMISSION TO GRADUATE STUDY

The department offers master of arts (M.A.) and doctor of philosophy (Ph.D.) degrees in anthropology. Students normally enter the graduate program with the goal of receiving a doctorate. The M.A. degree is not a prerequisite for the doctorate. Aside from the IUG master's program, we typically do not offer a stand-alone M.A. degree but, students may choose to either acquire a master's degree during their doctorate or exit the program with a terminal M.A. 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, the student must have completed a bachelor's degree by the first day of the semester in which they 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 (DGS) 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 DGS, and a minimum of two additional faculty members. The GSC, 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 DGS and other members of the GSC work together 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 GSC has the power to administer only departmental rules. It cannot alter the rules of the Fox Graduate School. The DGS and the GSC also oversee the graduate 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 GSC will interpret and adjudicate.

THE PRIMARY ADVISER

While the GSC monitors graduate student progress in meeting department milestones, the 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 they progress through the program, students should be aware of the importance of maintaining close contact with their advisers.

Graduate students are required to consult closely with their adviser in building their Plan of Study, in writing the Dissertation Proposal, and in selecting courses, readings, and topics to prepare them for their dissertation research. The adviser will also set the date for important milestones in the program such as the scheduling of qualifying and comprehensive exams, filing of forms, giving approval for activating their 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. Students are also required to get the signature of their adviser on any notifications or petitions to the GSC that they initiate. Advisers will also participate in the student's annual performance evaluation.

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 GSC to help resolve these issues.

Any time their adviser changes for any reason, students must notify the department, including the DGS and GSC, in writing and indicate who has consented to serve as their adviser. This notification must be signed by their new adviser and placed in their file. The department generally discourages 'adviser shopping;' changes to the 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 (above a B-)
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 DGS, 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 year of study. All core courses require passing a Final Exam.

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. In ANTH 541, students will read and synthesize a broad range of integrative works in anthropology, with the goal of understanding the ways that anthropologists attempt integration across theoretical and methodological areas and to understand how best to design research to accomplish those goals.

In the third semester of residency (typically fall of their second year), all students in the doctoral program are required to take ANTH 573 Anthropology Research Practicum, for 3 credits. ANTH 573 is intended to facilitate the Plan of Study as detailed in Milestones.

In the fourth semester (typically spring of their second year), all students in the doctoral program are required to take ANTH 509 Proposal Writing. The resulting proposal produced in ANTH 509 should form the basis for the student's Dissertation Proposal. Both second-year courses are intended to prepare students for the Comprehensive Exam, which should be scheduled for the next few semesters of residency. If a student does not schedule their Comprehensive Exam by their eighth semester, they will be considered not making satisfactory progress.

To aid in preparation for the Comprehensive Exam, students are recommended to retake ANTH 541 Current Literature and Research Design for 2 credits during their fourth semester (spring of the second year). 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 and with approval from the Director of Graduate Studies and/ or Graduate Studies Committee. DGS/GSC approval for the course intended to meet this requirement may be sought at any time. The process is for students to send to the DGS the name and number of the proposed course, the syllabus for that course, and a brief written justification for how the analytical or methodological training offered in the course is relevant to their research goals; the DGS will approve or deny the request following any consultation with the GSC if necessary, and approvals will be noted in the students file. At minimum, the plan for analytical and methodological training must be approved by the DGS and detailed in the Plan of Study Proposal that is 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 **required to attend** and professionally engage in the departmental colloquium and other department-level academic events. In addition, first-year Ph.D. students are required to attend additional discussions and talks that may be scheduled in the colloquium timeslot for their professional development. Attendance at colloquia and other required events will be monitored and will be noted in the 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 Responsible and Ethical Conduct of Research (RECR, 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 RECR Resource Portal on the ORP website (researchsupport.psu.edu/orp/education/recr/). All students will be expected to complete all remaining RECR 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.

Students must consult with their adviser about all course decisions. Enrollment in ANTH 596 Individual Research may require approval of the GSC. Students cannot count more than 18 credits from ANTH 596 during the master of arts/doctorate 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.

ANNUAL PERFORMANCE REVIEWS, RESIDENCY, AND REGISTRATION REQUIREMENTS

Anthropology graduate students will undergo an Annual Performance Review by the GSC and their primary advisers at the end of the spring semester of each of their years in the program. During this review, students will be evaluated if they are making adequate progress in the program by evaluating their accomplishments, expectations, grades, courses, Milestones, and other academic criteria. As a result of this evaluation, the Fox Graduate School and the students will be notified if they are making satisfactory or unsatisfactory academic progress. In case of students not making satisfactory academic progress, specific recommendations will be made ranging from contingency remediation plans to recommending their termination.

The Fox Graduate School requires that for some twelve-month period between admission to the doctoral program and completing the program, graduate students be registered as full-time students 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 Fox 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 Fox 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 Fox 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 (above a B-). 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 DGS, and the Fox 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 Responsible and Ethical Conduct of Research (RECR), 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 GSC.

M.A. RESEARCH PAPER/THESIS

Graduate students who enter the doctorate program in anthropology are not required to write a master's thesis as part of their doctorate requirements. A master's research paper or thesis is not required by the Fox 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 research paper or thesis must notify the graduate program assistant during the first week of the semester in which they plan to acquire the degree. They must also consult the Fox 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 research paper, the nature and extent of which will be determined by the student and their adviser. The research paper or thesis must be original and 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 Fox Graduate School by the DGS.

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

Forwards the finished document for placement in their file to the DGS and

States in a memorandum to the GSC 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 exam, scheduled for the end of the first year, marks the ability to continue in the graduate program or exit with a terminal M.A. degree.
2. **Plan of Study.** The Plan of Study 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. **Dissertation Proposal.** The Dissertation Proposal is to be completed as part of ANTH 509 Proposal Writing coursework and is due by the end of the fourth semester. Additional improvements can be made during the next few semesters under the adviser's supervision.
4. **The Comprehensive Exam.** Students should have completed all **required** coursework including the Plan of Study by the end of the second year. The Comprehensive Exam marks the advancement to candidacy and it should be ideally scheduled during the third year but no later than the spring semester of the fourth year.
5. **The dissertation and its defense.** 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 to reach these milestones, students are encouraged to take a leave of absence, as this stops the 'time to degree' clock. Any of the Milestones may be delayed only under unusual circumstances and with the formal approval of the GSC.

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 the Graduate Studies Committee. The primary purpose of the Qualifying Examination is to provide an early assessment of whether the student has the potential to develop the knowledge, skills, and attributes the program has defined in its formal Learning Objectives, including evidence of critical thinking skills, necessary for a successful researcher in the disciplinary field.

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. Specifically, the qualifying exam is designed to test the student's ability to critically read and write about and discuss relevant anthropological literature **and** to more broadly think and write about and discuss research in this field in an integrated manner.

The student must be registered as a full-time or part-time degree student for the semester in which they take the qualifying examination. In addition, students cannot have any deferred or missing grades and must take the Qualifying Exam within three semesters (not counting the summer semester) of entry into the doctoral program. Students pursuing dual-title degrees must take it within four semesters. Students must also have earned at least 18 credits in courses eligible to be counted towards their graduate degree and have a grade-point average of 3.00 or greater.

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 and reflect our cross-cutting and synthesizing approach to anthropology.

For the written component of the exam, students will be provided a set of three articles from the recent literature. Each article will have at least some connection to the student's broadly-construed research interests within anthropology (such as the student has communicated to their primary adviser), but with sufficient breadth to be able to serve as a base from which a well-prepared student could readily demonstrate their synthetic, integrative analytical skillset to an exam committee of *any* three graduate faculty in the department. Students must select one of these three articles as the basis for their exam (note to students: the article which provides the best opportunity for you to develop a strong exam may not necessarily be the one most closely aligned with your research interests).

The expectations for the written component of qualifying exam extend beyond the student's ability to clearly and concisely describe the research article. Specifically, the written exam should demonstrate: **i)** knowledge of background information needed to understand the article (or at least the major aspects of the article around which the discussion is being constructed) *including with different or broader perspectives than those presented by the authors in the article*, **ii)** a clear understanding of the authors' likely purpose for conducting the study and/or the hypothesis driving the research as applicable, **iii)** the ability to succinctly and objectively present the methodological and analytical approaches, and **iv)** the ability to critically assess the results (or a major subset of results, as per above) of the article in context of the purpose/ hypothesis. **Very importantly**, the exam paper should also **v)** synthesize the major results of this study in a broader and/or different context than presented by the authors in their discussion. This goal could potentially be accomplished by recognizing and detailing novel impacts of the results, by

describing the student's novel ideas for future research that were inspired by this study with an explanation of why such research would be particularly insightful, or in other manners.

The written exam is given in an in-person format using an offline computer that is provided by the department. Students must check in all electronic devices for the **six hours** duration of the exam. Students will be provided with a phone number to share with dependents or others for their use to reach the student in case of a true emergency during the exam period.

Students should prepare a five-ten page written exam with an eleven-point standard font, single-line spacing, and one-inch margins. These pages should include a list of references cited (which do not need to be perfect given that many articles will be cited from memory) and may include original figures to help illustrate key concepts or results, although this is not required. The exam will be saved by the proctor at the end of the exam period and emailed to both the student and their qualifying exam committee.

The written exam paper will serve as the basis for the oral portion of the qualifying exam, which will typically take place one to two weeks following the completion of the written exam. The oral exam will consist of an extended question-answer session with the exam committee, which may last for up to 2 hours. The oral exam format is flexible and will be different for each student *because* each submitted written exam is unique. During the exam, the committee may ask the student to clarify or confirm certain information from the written exam, they may ask the student questions about the published paper on which the exam was based that were not otherwise discussed in the exam, or they may ask the student to discuss related methods, theory, or knowledge.

The qualifying exam committee will include a minimum of three anthropology graduate faculty members, whose identities will **not** be made known to the student prior to the oral exam. The student's goal should be to clearly demonstrate the above objectives to *any* three anthropology faculty. The composition of the student qualifying exam committee will be approved by the Director of Graduate Studies. The exam committee will receive the student's written exam and the paper on which it was based at least five days prior to the scheduled oral exam for their review and preparation.

Sometime prior to Spring Break of each year there will be a meeting for first-year PhD students with the Director of Graduate Studies and any other members of the Graduate Studies Committee who are able to attend to review the qualifying exam process and expectations and to answer any clarifying questions that the students may have.

QUALIFYING EXAM GRADING

Following completion of the oral component of the exam, each member of the exam committee will assign one of the following numerical grades (fractional grades can be used as appropriate) to reflect the student's overall written and oral exam performance:

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 qualifying examination will be determined by averaging the grades given by the graders across questions and across the full exam.

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 with opportunity to retake
Grade below 2.5:	failed without opportunity to retake

If the grade is between 2.5 and 3.0, students may retake the exam, using a different article, at or before the beginning of the fall semester of their second year, but they cannot receive financial support until they pass their Qualifying Exam. If the grades on the first and second exams are both below 3.0, then they could opt to complete a terminal M.A. 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.

Students may continue in the program beyond the master's degree only if they have passed the qualifying exam and earned a grade of B or better on all required first year courses.

PLAN OF STUDY

At the end of the first semester of the second year, students will submit a Plan of Study, which serves as the graded component of ANTH 573 Anthropology Research Practicum and is written in consultation with the adviser.

The plan of study is meant to aid students in developing expertise broader than the student's Ph.D. topic, which is necessary for the effective development of a dissertation proposal. Here students will define three areas of expertise that will help build their professional identity: 1) a **theoretical area** that will serve as the framework through which they will develop their dissertation research; 2) a more empirical **background area** that will help position the student's research interests, and identify gaps in knowledge and unresolved questions, within existing literature covering a theme of study, geographical region or study system; 3) a **training framework** that identifies skills, methods, and techniques needed to address the student's broader research goals.

The plan of study proposal also includes a

- 1) List of doctoral committee members,
- 2) Reading list of at least fifty sources identified for each area of expertise,

- 3) 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),
- 4) 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 DISSERTATION PROPOSAL

In the Dissertation Proposal Writing class (ANTH 509), taken the semester following the development of student's field area expertise, students will focus on applying the theoretical frameworks and background research in the plan of study toward the development of the dissertation project. Students will develop A) a more specific research question, B) a more specific set of hypotheses and predictions, as well as C) identify and justify the specific methods to collect the data that will allow them to test those expectations.

Students should consult with their instructor for ANTH 509, their adviser, and their potential committee members to decide whether or not to use GenAI tools in the construction of their proposal for this class.

If the instructor allows the use of GenAI tools and the student proceeds as such, then the student *must* follow the GSC's Policy on Generative Artificial Intelligence (provided as a companion document given the potential for more frequent updates than expected for the graduate handbook itself) for managing this use and documenting it.

If the student uses GenAI but the adviser and/or doctoral committee later determine that its use is not permitted for the comprehensive written exam or they approve its use but with conditions that were not met by the student in their ANTH 509 proposal draft, then the student may need to fully restart work on their dissertation proposal/ comprehensive exam. Hence the advice for broader consultation prior to starting ANTH 509.

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 DGS and approval of the Fox 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 GSC. 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 GSC.

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 maximum 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 Fox 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.

In the Comprehensive Exam, the student will be evaluated on the quality of their Plan of Study and Dissertation Proposal. The student will be expected to 1) explain the theoretical background of their work and demonstrate mastery of a set of theoretical concepts that have broad application and implications well beyond their specific research, 2) give an overview of the empirical knowledge in their chosen area or field that will demonstrate where their question fits in the broader literature, and where the gaps in knowledge are that their work will fill, 3) justify the hypotheses they develop and the methods used to test their predictions by linking them to both theory and to work that has been done previously, 4) explain the relevance of their work not just for the specific region or topic they are working on, but its broader theoretical and empirical implications for understanding the human condition, and 5) explain what the broader impacts of their work might be. In the oral portion of the exam, the committee will ask questions designed to test the student's mastery of theory, grasp of the breadth of the empirical literature, and the strength of their research design and methods.

Allowance of GenAI tools in construction of the written comprehensive exam is determined by the committee, with majority vote but including adviser approval. If the committee and adviser allow the use of GenAI and the student proceeds as such, then the student *must* follow the GSC's Policy on Generative Artificial Intelligence (provided as a companion document given the potential for more frequent updates than expected for the graduate handbook itself) for managing this use and documenting it. The committee may stipulate limitations or extra conditions on the use of GenAI, which the student must follow and document accordingly as well.

A favorable vote of at least two-thirds of the members of the committee is required to pass the comprehensive exam. 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.

If a period of more than six years has elapsed between the passing of the Comprehensive Examination and the completion of the program, the student is required to pass a second Comprehensive Examination before the final oral examination or final performance will be scheduled.

Graduate students must be in good academic standing and must be registered as a full-time or part-time graduate degree student for the semester in which the Comprehensive Examination is taken. Students are required to have a minimum grade-point average of 3.00 at the time the Comprehensive Examination is administered, and students cannot have any deferred or missing grades. Students may not schedule their Comprehensive Exam until they have completed all program-specific course requirements (additional courses may still be taken as directed by their adviser). The Comprehensive Exam should be scheduled within a year of completion of all

required course work, but it **must** be scheduled **no later than four years** following their start in the program.

ADVANCEMENT TO CANDIDACY

Advancement to candidacy is dependent upon successful completion of the comprehensive exam.

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 essential because they are mandated by University policy and, in certain circumstances, 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 serious penalties.

Ownership of data generated by graduate students in the course of their responsibilities as research assistants and/or during the course of their dissertation research will follow the University policy (policy.psu.edu/policies/rp15). In general, the University asserts ownership of and assumes responsibility for the security and management of research data resulting from: (1) research conducted by or under the auspices of individuals performing their assigned or assumed duties, (2) using University resources, such as facilities, infrastructure, equipment, or supported technologies, or (3) with funding from or administered through the University (see researchsupport.psu.edu/orp/research-data-management-policy/). Further, the Principal Investigator (PI) of the lab in which the data are generated (usually the graduate student's adviser) is the presumed steward of such data. Any graduate student wishing for

exceptions to these expectations should discuss their concerns with their adviser/PI and the Office of Research Protections before new data are generated.

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 papers/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 committee members for review and approval before the 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.

Allowance of GenAI tools in construction of any part of the dissertation is determined by the committee, with majority vote but including adviser approval. If the committee and adviser allow the use of GenAI and the student proceeds as such, then the student *must* follow the GSC's Policy on Generative Artificial Intelligence (provided as a companion document given the potential for more frequent updates than expected for the graduate handbook itself) for managing this use and documenting it. The committee may stipulate limitations or extra conditions on the use of GenAI, which the student must follow and document accordingly as well.

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, like the Comprehensive Exam defense, consists of two parts. 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 final oral defense is scheduled and announced officially by the Office of Graduate Enrollment Services upon recommendation of the program head. The oral defense 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.

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 Fox 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. 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 (above a B minus) by the end of the second year.
3. Maintain a minimum grade-point average of 3.00.

4. Submit a plan of study proposal, including forming a doctoral committee and identifying a research project and areas of specialty outlined in a three-to-four-page research proposal with accompanying 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 Fox 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 Fox 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 (above a B-) in each core course. Core courses normally may be taken only once unless the GSC 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 GSC

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 GSC 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 acknowledgement of 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 included in the student's annual evaluation form. 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; unsatisfactory reviews can be grounds for discontinuation of financial aid.

GRADUATE STUDENT AUDITS

As mandated by the faculty, the GSC 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 RA/TA instructors or supervisors, the student, and their 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, discussing the results with their adviser, and, if necessary, bringing problems before the GSC. The GSC will set up meetings with students around this time on a case-by-case basis.

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 GSC, 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 GSC 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 GSC 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 GSC in a timely fashion (at least thirty days prior to need) for the members to make a considered decision.

STATEMENT ON ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Penn State is committed to providing access to students with disabilities to the university's graduate programs. The Office for Student Disability Resources (SDR) offers support specifically tailored to the needs of graduate students. The office considers the need for accommodations in the following areas: 1) graduate assistantship accommodations; 2) coursework accommodations; 3) lab, fieldwork, and clinical work accommodations; 4) qualifying/comprehensive exams accommodations; 5) thesis/dissertation accommodations. See an overview of disability resources specific to graduate students: equity.psu.edu/offices/student-disability-resources/graduate-students-with-disabilities

To be considered for reasonable accommodations, students **are required** to contact the SDR office, participate in an intake interview, provide documentation, and complete the registration process. Students should be aware that it may take time to go through the intake process, and that they may not know in advance whether accommodations will be needed either for their coursework or for their milestone exams. We thus recommend that students register with SDR for any eligible disabilities in advance, ensuring that all documentation is in place should accommodations be needed at any point during their graduate program. Students can register with SDR and choose not to request accommodations once registered.

Once registered, students can approach course instructors (for course accommodations) and/or the DGS (for accommodations to other program requirements, including benchmark examinations) to request accommodations. For milestone examinations, this process is **required** for **each** milestone examination for which you request accommodations. Specific

accommodations are determined through an interactive process and tailored to each student's needs with the goals of upholding rigor and disciplinary expectations in each of the distinct components of graduate education.

Students who would like accommodations for academic events (such as non-course-based department colloquia or seminars) that are not covered under the official SDR categories are encouraged to express these needs to the program leadership (e.g. DGS or program head) and/or the Office for SDR.

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 the Fox Graduate School rules. It is the student's responsibility to notify the GSC 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 GSC can grant a waiver to the student guaranteeing readmission beyond this time limit, however, and any student wishing a waiver should consult with the GSC 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 the Fox 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 Fox 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 February 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 3.00 or better, passed core courses at a "B" or better (above a B-), 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 3.00 grade-point average rule applies throughout the graduate career for support eligibility, except for 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](#).

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, Fox Graduate School, or University levels from a wide pool of prospective graduate students nominated by many different departments. The Fox 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 five 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, Fox Graduate School, or University levels depending on the award; this process is led by the DGS. 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 acknowledge a TA/RA agreement form at the beginning of each semester. 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.

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 their 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 some 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 the Ecology, MCIBS, Bioinformatics and Genomics, 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

BAKER AND HILL FUNDS

The Paul T. Baker Research Travel Fund in Human Biology and Anthropology 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. The Hill Fellowship Award is an annual source of research support for graduate students. Funds from this endowment are used to support graduate students who are engaged in dissertation research.

From these funds, the department offers 'small-tranche' awards to support training or workshop activities or pre-comprehensive exam research to generate preliminary dissertation data. The department also offers 'large-tranche' awards to post-comprehensive exam students to help support their dissertation research.

1. Each Ph.D. student is eligible for a maximum of *one* small tranche award during their time in the anthropology graduate program. That is, they may receive the pre-comps research award

(requested in the spring of either their first or second years in the program) *or* the training/workshop award (can be requested in the spring of the first, second, third, or fourth years of the program), but not both. Further eligibility requirements and application information:

- Students with any unsatisfactory review ratings from the GSC are ineligible.
- Students with any grades of B- or below in ANTH graduate courses are ineligible.
- Disbursement is contingent on students passing their qualifying examination, if they have not already done so at the time of application.
- A proposal is no longer needed; only a request in response to the annual call.
- Funds can only be used for qualified research or training/ workshop-related expenses.

2. The large-tranche, post-comps research award will be tied to the comprehensive exam milestone. Specifically, eligibility for this award will be restricted to students who pass their comprehensive exam by January 31 of their third year in the Ph.D. program*.

- Students with any unsatisfactory annual review ratings from the GSC are ineligible.
- Students with any grades of B- or below in ANTH graduate courses are ineligible.
- Eligible students can request the post-comps research award in the spring of either their third or fourth years in the program; the student needs to be prepared to expend the granted funds on qualified research expenses over the subsequent year.
- The request will automatically be granted for eligible students contingent on maintenance of satisfactory progress per the GSC.
- A proposal and budget are no longer needed; only a response to the annual call.
- *Students may petition the GSC for eligibility even with a later comprehensive exam completion date. Such requests will be considered in certain atypical cases in which the student has faced significant and unforeseeable challenges to their progress, e.g. for a student who established a project at a field site that then became inaccessible due to geopolitical events or risks, who needed to change adviser after their original adviser left the university, or who has additional required coursework as part of a dual-title Ph.D. program that could not be completed by the end of the third year. For this consideration, dual-title program students must research and plan out their coursework, including the dual-title requirements, as part of the Plan of Study they complete in Anth 573 and submit to the GSC in their second year and then follow this plan. Students should still complete all coursework by the end of the third year if at all possible. In general, the bar for any exceptions will be high.

3. Among eligible requesting students, available funds will be socialized per tranche level.

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

The Department of Anthropology follows the College of the Liberal Arts Graduate Student Academic Integrity Interim Policy. All students in any of the department's graduate programs are subject to that policy. The policy is available through the College's Academic Integrity webpage, la.psu.edu/current-students/academics/academic-integrity/.

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. It is a basic guiding principle for all academic activity at Penn State, and all members of the Department of Anthropology are expected to act in accordance with this principle. Academic misconduct is prohibited from a student's time of accepting admission, registration, or enrollment (whichever occurs first) to the awarding of a degree or complete withdrawal. All students involved in graduate education are expected to uphold the highest ethical and professional standards as scholars and professionals. Academic misconduct is a violation of these expectations and may lead to processes and actions in addition to those described in the College of the Liberal Arts Graduate Student Academic Integrity Interim Policy, including the GCAC-800 Student Conduct and Performance Policies. This policy applies to students enrolled in a graduate degree program or certificate, non-degree students enrolled in graduate courses, and undergraduate students completing work in a graduate-level course. As described in [Penn State policy G-9](#), violating undergraduate students and Schreyer Scholars may face outcomes beyond those described in this policy.

An academic integrity violation is an intentional, unintentional, or attempted violation of course or assessment policies to gain an academic advantage, or to advantage or disadvantage another student academically. The following actions reflect the most common types of academic misconduct and therefore are prohibited behaviors in any academic context unless specified by the instructor, including both courses and academic assessments that are not associated with credit-bearing courses such as qualifying exams, comprehensive exams, dissertations, other milestone assessments, and RECR training. These descriptions illustrate the range of academic misconduct; there may be academic misconduct that falls outside these categories.

- 1) Unauthorized collaboration and/or accessing or using prohibited materials, information, tools, technologies, or study aids. This includes allowing another person to submit work or participate in academic requirements on one's behalf (sometimes called 'ghosting') or assisting another to engage in any form of academic misconduct (e.g., facilitating academic misconduct).
- 2) Misrepresenting another's words, results, processes, or ideas in whole or in part without giving appropriate attribution, citation, or credit. Includes submitting another person's work as one's own (e.g., plagiarism). Other categorical examples include copying and tampering with another student's work.
- 3) Providing false information in fulfillment of an academic assignment, exercise, publication, or another requirement, including making up data, sources, efforts, events, or results, and recording,

reporting, or using them as authentic. Also includes altering or adjusting graded work to receive a favorable regrade.

4) Using the same academic work, in part or entirely, for credit more than once, unless specifically authorized by the instructor receiving the reused work.

5) Retaining, recording and/or disseminating instructional content when prohibited, including course exams, or other intellectual property, without the express written permission of the instructor(s) or intellectual property owner, or as permitted by their Campus Disability Coordinator.

GRADING

Students should be familiar with the Fox 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 completed 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 Fox 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) 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 are 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, or 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 Fox Graduate School regulations.
2. Non-degree students may apply for regular status (for fall semester admission) at any time they 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 GSC.
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 Responsible and Ethical Conduct of Research (RECR), by no later than October 1 of their first semester in residence at University Park campus. In addition to 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 Fox 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 Fox 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, transdisciplinary research on environment and society, 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 simultaneously. 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.

bulletins.psu.edu/graduate/programs/majors/anthropology/#dualtitlestext

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.

THE PH.D. GRADUATE MINOR

A doctoral minor consists of integrated or articulated work in one field related to 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 their program, students must [complete this form](#) and provide a copy to the graduate program assistant so it can be added to their department graduate file.

APPENDIX C

RESPONSIBLE AND ETHICAL CONDUCT OF RESEARCH (RECR) PROGRAM PLAN

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

All entering graduate students are expected to complete online training in Responsible and Ethical Conduct of Research (RECR). The Office for Research Protections (ORP) **provides the link to online training via the RECR Resource Portal on the ORP website.** Graduate students will be required to complete the online RECR training program provided by the Collaborative Institutional Training Initiative (CITI) by October 1 of their first year of study.

All students will be expected to complete all remaining RECR requirements during the master of arts degree portion of the doctorate program (the first two years) and their third year of study.

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 RECR 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 RECR 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 RECR-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.

RECR 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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