

Department of
Anthropology
Graduate Student
Manual

2024-2025

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About Our Department

We acknowledge Purdue University is located on the traditional homelands of the Woodland People. We honor and appreciate these Indigenous caretakers which include the Bodéwadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee People.

Purdue University is committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding and mutual respect among its members; and encourages each individual to strive to reach their potential. In pursuit of its goal of academic excellence, Purdue University seeks to develop and nurture its diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue University views, evaluates, and treats all persons in any university-related activity or circumstance in which they may be involved solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University does not condone and will not tolerate Discrimination against any individual on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, status as a veteran, marital status, parental status, sexual orientation, gender identity, or gender expression. Purdue University promulgates policies and programs to ensure that all persons have equal access to its employment opportunities and educational programs, services, and activities. The principal objective of this policy is to provide fair and consistent treatment for all students and employees of the University. Purdue is committed to increasing the recruitment, selection, and promotion of faculty and staff at the University who are racial or ethnic minorities, women, persons with disabilities, and veterans. The University also is committed to policies and programs that increase the diversity of the student body.¹

The Department of Anthropology at Purdue University is a leading-edge, research-intensive department with a public service mission. We are committed to being thought leaders on our campus and in our discipline as the Anthropologies of Tomorrow (AOT) Department. Anthropologies of Tomorrow embodies a collective orientation toward the transformative potential of anthropology to prioritize excellence through diversity. Through high-impact scholarship, teaching, and public engagement, our work expands understandings of diverse human experiences and cultures past and present. We see unique opportunities to lead the field in integrative, collaborative, and decolonizing scholarship that addresses emerging and established global grand challenges. These challenges demand rigorous, creative, and transdisciplinary approaches in an increasingly interconnected world. Our comprehensive department encompasses archaeological, biological and evolutionary, cultural, linguistic, visual, and applied anthropology, with specific strengths in our cross-cutting signature research areas:

Applied Anthropology and Public Engagement
Ecological and Environmental Anthropology
Health and Well-Being
Identity, Heritage, and Social Justice
Science and Technology

¹ Purdue University Equal Opportunity, Equal Access and Affirmative Action (III.C.2.) last revised August 14, 2020. <https://www.purdue.edu/policies/ethics/iiic2.html>

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Helpful Links

Office of the Registrar <https://www.purdue.edu/registrar/>
Bursar's Office <https://www.purdue.edu/bursar>
Division of Financial Aid <https://www.purdue.edu/dfa>
Graduate School <https://www.purdue.edu/gradschool>
Purdue University Student Health Service (PUSH) <https://www.purdue.edu/push/>
Counseling and Psychological Services (CAPS) <https://www.purdue.edu/caps/>
Online Writing Lab (OWL) <https://owl.english.purdue.edu/owl/>
Disability Resource Center (DRC) <https://www.purdue.edu/drc/>
Center for Advocacy, Response, and Education (CARE) <https://www.purdue.edu/odos/care/>

Purdue Student Legal Services (SLS) <https://www.purdue.edu/odos/sls/>

ACE Food Pantry [https://www.purdue.edu/vpsl/leadership/About/ACE Campus Pantry.html](https://www.purdue.edu/vpsl/leadership/About/ACE_Campus_Pantry.html)

Office of Diversity, Inclusion, and Belonging <https://www.purdue.edu/diversity-inclusion/>

Admission to the Graduate Program

Prospective applicants to the Department of Anthropology are encouraged to contact faculty with whom they are interested in working prior to applying. Applications for admission to the Master's or PhD program must be submitted by December 15th to be considered for the full range of funding opportunities as of the subsequent Fall semester.

Decisions on admission, funding awards, or wait listing will be made usually by the end of February or early March. Students who are still wait listed for admission or funding will be notified of any changes to their status as soon as possible. (Department Policy 11/7/2008; 3/28/2011)

As of Fall 2021, there is a new admissions resource tool available on the Graduate School Web site that allows prospective applicants and graduate programs to search for admission documents required by country. The new tool can be found on the [How to Apply Web page](#) under the bullet "Review your current/previous academic institution's country for a listing of required admission documents."

Application Forms and Documents

Applications must be completed online. The link to our online application is:

<https://gradapply.purdue.edu/apply/>.

Applicants should note their subfield of study directly on the application form.

The application requires the following documents:

1. Application form
2. Anthropology Questionnaire
3. Official Transcript for every institution of higher education attended
4. Letters of Recommendation (three)
5. Statement of Purpose
6. Writing Sample
7. Curriculum Vitae
8. English Proficiency (e.g., TOEFL or IELTS scores), as applicable
9. Provisional PhD Research Topic, for PhD applicants
- 10.

Applicants will need to upload official versions of transcript(s) and/or academic document(s) for every institution of higher education attended regardless of whether or not a degree was received. If a degree was received then it must be printed on the transcripts. If no degree conferral is printed on the transcripts then a copy of the original diploma (degree certificate) is needed. If a transcript is not in English, the applicant must upload an English translation certified by the college or university that issued it. The minimum undergraduate cumulative grade point average required for admission for a prospective

graduate student is a B or better (B = 3.0 out of 4.0). All transcripts and/or academic documents uploaded to the online application system are considered unofficial. If an applicant is admitted and chooses to enroll at Purdue University, they must submit official transcripts before they can register for their second session.

Starting October 1st, 2021, the Office of Graduate Admissions will begin admitting applicants on unofficial academic documents. Previously, unofficial transcripts could be used for application review and recommendation, however they could not be used for admission. With the new policy, transcripts that are marked as unofficial, copy, or student copy and are uploaded in the admission process will be accepted. However, transcripts printed from an institutions(s) student system are still not acceptable documents.

Students will also be granted one additional session to submit the official document to the Office of Graduate Admissions. Students must submit the official documentation before or during their second session of enrollment. If official documents are not received, students will be unable to register for subsequent sessions. Also, if the documentation submitted cannot be verified nor match with the unofficial documents, the University reserves the right to drop the student from active status and may refer the matter to authorities.

Once the official transcripts are submitted to Purdue University, they become property of the University and will not be returned. The University recognizes, in very rare instances, that students may have access to only one transcript (or an extremely limited number of transcripts) or other academic credentials. In this instance, a student may submit a written request (at the time they submit their transcripts) to preserve their original documents to the Office of Graduate Admissions.

An official transcript bears the original signature of the registrar and/or the original seal of the issuing institution. Transcripts and/or English translations must be mailed directly from a Registrar's office to the Office of Graduate Admissions. (Applicants can choose to send the transcripts on their own, but the transcripts must be in an envelope sealed by the Registrar). The Office of Graduate Admissions also accepts electronic transcripts from accredited U.S. colleges and universities sent via eSCRIP-SAFE, Docufide, Parchment Exchange or directly from the accredited U.S. college and university. Effective August 1, 2014, the Office of Graduate Admissions will also accept electronic transcripts from colleges and universities in India via TrueCopy Credentials or Parchment Exchange. The transcript must be sent to gradadm@purdue.edu in order to verify the authenticity of the documents.

We must also receive recommendations from three (3) persons who are familiar with the applicant's academic abilities. These should preferably be faculty members or others who have served as advisors; those who have taught courses the applicant has taken or have supervised the applicant in a field-school or research setting. For applied anthropology, applicants may have letters from employers or supervisors that discuss the applicant's academic abilities, related work background, and potential for success in graduate school. When creating an online application to the Purdue Graduate School, applicants will have the opportunity to enter the names of their recommendation providers along with the preferred method of submission for the recommendation. If the applicant elects to have the recommendation submitted online, the recommendation provider will receive an automatic email notification with instructions for accessing our online recommendation system or when the applicant clicks "Send to

Recommender.” Once the online recommendation is submitted, the graduate program to which the applicant applied will have access to view that online recommendation.

For recommenders wishing to complete a paper recommendation, a PDF file of the recommendation form can be found on the Graduate Schools website at:

<https://www.purdue.edu/gradschool/documents/gpo/forms/revised-recommendation.pdf>

Recommenders may submit letters online or send a letter of recommendation by U.S. mail directly to the Anthropology Graduate Program, 700 W. State Street, West Lafayette, IN 47907, USA.

As of Fall 2020 applications, GRE scores will no longer be required.

International students whose first language is not English are required to provide proof of English proficiency for admission. See: <https://www.purdue.edu/gradschool/admissions/how-to-apply/apply-toefl.html>

The Graduate School may consider alternatives for fulfilling the English proficiency requirement (see University Catalog, Graduate Programs, Section III.B.3). The Graduate School will routinely waive the English Proficiency testing requirements for applicants who have received a baccalaureate degree or graduate or professional degree, within the last 36 months at the time of recommendation for admission, from a school where English is the primary language of instruction in a country/location where English is the first language.

All applicants are required to submit a statement of purpose. The statement of purpose (usually one to three pages) should state the applicant’s research interests and professional plans. We recommend that applicants identify in the statement area(s) of concentration or specialization that attract them to the anthropology program at Purdue and any individual faculty with whom they hope to work. Applicants should describe any skills they have developed or experiences they have had, such as publications, awards, achievements, abilities, and/or professional history, that have helped them prepare for graduate study in anthropology. Applicants may also explain any special circumstances applicable to their background. Our program emphasizes training for academic positions and non-academic positions involving social science research. Applicants should describe how this training fits with their career goals. If the applicant is applying for the MS and anticipates continuing to the PhD, they should indicate this in the statement of purpose.

In addition to the statement of purpose, a writing sample is required of all applicants. The writing sample should be an academic paper written in English and/or research or project report for which the applicant had lead authorship. The sample will be uploaded as part of the application.

In order to demonstrate preparation for PhD work, PhD program applicants should also include a one-page single-spaced summary of a provisional PhD research topic. The summary should include theoretical frameworks, research questions, methods anticipated, and a selected bibliography with key sources. The bibliography does not count toward the one-page limit of the summary. These will be uploaded as part of the application and may be attached to the writing sample.

As of Fall 2020, applicants must submit a curriculum vitae (CV). We request that applicants list in their CV under the heading “Preparation for Research” any research-related skills and experiences, such as:

language competence, technical skills, qualitative and/or quantitative skills, lab experience, practitioner experience, previous research, and any other relevant experience.

There is a non-refundable fee of \$60 for domestic applicants (including permanent residents) and \$75 for international applicants that must be paid before the application can be considered. The application fee must be paid by credit card or Western Union Business Solutions only. Applicants are eligible for one application fee waiver per program in which they have participated. For more information, see <https://www.purdue.edu/gradschool/admissions/how-to-apply/apply-fee.html>

The application for admission cannot be acted upon until we have received all application materials: application form and fee, statement of purpose, CV, transcripts, three letters of recommendation, writing sample, and, if necessary, the TOEFL score, and/or the PhD provisional research topic summary.

The Graduate School's system-wide unified application launched on July 1, 2020. For applications as of Fall 2021, applicants are able to apply for up to three campuses and/or majors with a single application and fee payment. The unified application does not include programs at the IUPUI campus or Purdue University Global graduate and professional programs. Only one set of letters of recommendation are required for degree-seeking applicants for all program choices on the application. All supporting documentation will still be required during the application process regardless of program choice.² Applicants interested applying to the Department of Anthropology must select our program as option one or two on the application.

After all the required application forms and documents have been received, the department's Graduate Committee will carefully review these materials, consult with the Department Head, and will then recommend to Purdue's Graduate School whether an applicant should be admitted. The Graduate School makes the final admission decision. The Director of the Graduate Studies and the Head of the Department will notify applicants of the department's recommendation concerning admission, and in turn, the Graduate School will notify applicants of its decision.

Application Deadlines

The regular academic year at Purdue University consists of a fall semester, which begins in August and ends in December, and a spring semester, which begins after the first week in January and ends in early May. There is also a summer session, but few graduate-level courses are offered during the summer.

Graduate students in anthropology may begin their studies at the start of a fall semester or at the start of a spring semester (request deferral with the department graduate office). Students may take summer session courses if any relevant courses are offered at that time. Graduate students not enrolled in formal courses at Purdue generally use the summers to pursue additional language or methods training, conduct research, or prepare proposals and funding applications.

In order for an application for admission to graduate study to be considered for the full range of funding opportunities, applications must be acted upon in time for the applicant to begin studies at the start of

² Per Graduate Admission 2020 Annual Update Release Notes July 1, 2020

the fall semester. Therefore, we must receive the application form and all other required applicant documents no later than December 15th.

Deferring Admission

Students who wish to request a deferral must submit a formal email to the department Director of Graduate Studies and the Academic Program Manager requesting to change the date of admission. The request should include what the student would like to change their admission date to (i.e., for Fall 2023) and the reason for the request. If the department approves, the Director of Graduate Studies would then complete a GS Form 45 (Change of Date/Deferral) and, along with a copy of the applicant's request for a change of date, submit the request to the Dean of Graduate School for their final approval. Only one change-of-date request can be honored.

Students approved to defer their admission will be sent a letter from the Department of Anthropology. This letter will state that they need to confirm by December 1st of their admitted year that they plan to enroll for the subsequent year, in order to be considered for funding for the subsequent year. If a student wants to attend after the subsequent academic year, they will need to reapply. (Department Policy 4/28/2010)

Financial Assistance

There is no separate application for departmental financial assistance, and all qualified applicants will be considered for half-time (on average 20 hours a week, or 0.5 FTE) Teaching Assistantships, Research Assistantships, and fellowships. Many graduate programs use the Diversity Essay as one criterion when determining recommendations for fellowships/funding. Directions on the Diversity Essay are included in the online application portal.

In order to be considered for fellowships or Teaching/Research Assistantships, the application for admission to the graduate program must first have been approved by the Graduate Committee of this department and by the Graduate School. To be considered for the widest possible range of financial support, the application form and all of the required supporting documents should be received by December 15th.

The most common form of financial assistance offered by our department is a half-time Teaching Assistantship that pays a monthly salary for living expenses, health insurance (if employed at 0.5 FTE or greater) and pays for all but a small amount of fees. Graduate Teaching Assistants are supervised by faculty instructors to be part of the teaching team of assigned courses in our department. In addition to holding office hours, attending course lectures, and grading assignments and exams, Teaching Assistants also may lead recitation sections, attend teaching team meetings, and assist with course development.

Special Procedures for International Students

Admitted applicants who are not citizens or domestic residents of the US will receive additional documentation from the [Office of International Students and Scholars \(ISS\)](#). International students should NOT apply for their visa or make travel plans until they receive a formal letter of admission from the Dean of the Graduate School and their Certificate of Eligibility (I-20 or DS-2019) from the Office of

International Students and Scholars at Purdue University. These documents will be sent to the admitted applicant as soon as all admission procedures are completed, admission conditions are met, and the admitted applicant has shown proof of sufficient financial resources to attend Purdue University.

If this department is able to offer an applicant financial assistance in the form of a half-time Teaching Assistantship or Research Assistantship (on average 20 hours a week), this assistantship will generally pay for most tuition and living expenses – see “Financial Assistance” section for more information and for estimated costs of attendance: <https://www.purdue.edu/dfa/cost/>. Each semester an international student is registered, they are assessed an International Student Fee. If the Department of Anthropology cannot offer a half-time assistantship, the applicant will need to furnish other evidence that they will have sufficient funds available to cover the total estimated cost of their education and living expenses.

ISS evaluates financial information. The statement must provide evidence of the total amount of liquid funds available that may be drawn upon for tuition, fees, and living expenses. The funds may be in a bank savings account, a checking account, a loan, grant, or scholarship from the government or from other sources.

The amount of money the applicant needs to have available for tuition and living expenses depends not only on whether this department offers the applicant a funding offer but also upon the amount of tuition charged by the university and the cost of living at a given time. We are happy to furnish this information upon request.

It is the student’s sole responsibility to know the visa and minimum registration requirements needed to maintain visa status, as established by Purdue University. Only [ISS](#) provides that information. Please contact ISS periodically to maintain current knowledge of policies and procedures.

Special Note: Purdue University Graduate School requires all students to have the equivalent of a four-year bachelor’s degree in order to be considered for admission. Purdue makes exceptions to this policy for students with Bologna bachelor’s degrees from certain European Universities. Bologna bachelor’s degrees are conferred in European countries listed on the following website: <http://ehea.info/page-members>

Effective June 1st, 2020, applicants with three-year baccalaureate degrees from countries that are not part of the Bologna process may also be considered for admission, on a case-by-case basis, using holistic application review.

General Procedures

New Graduate Student Orientation

The regular academic year at Purdue University consists of a fall semester and a spring semester. Beginning one week before classes commence in the fall semester, new graduate students will be invited to attend a Graduate School Convocation and Department of Anthropology Orientation. New students will also be required to complete Responsible Conduct of Research S-20 requirements. Teaching Assistants must complete mandatory graduate teaching orientation workshops during orientation week. The Anthropology Academic Program Manager and the Director of Graduate Studies will inform new students of the dates of these events. Students should plan to arrive in West Lafayette in time to participate in these orientation activities.

The Director of Graduate Studies will work with graduate students to assign new students who have Teaching or Research Assistantships to their offices and to their teaching or research duties. As of Fall 2020, all office and lab spaces have Protect Purdue Standard Operating Procedures (SOP). Please contact the Director of Graduate Studies or Academic Program Manager to learn more about SOPs for specific departmental spaces. For instructions on how to register for courses, each new graduate student should contact the Anthropology Academic Program Manager. Graduate students should always confer with their major professor before registering for courses. The Director of Graduate Studies is available as another source of advice on course requirements.

New students are admitted with a provisional major professor. Students should meet with their provisional major professor before the first week of classes for general advice and help in planning their course of study at Purdue. A workshop on completing a first draft of the Plan of Study will be held during the first weeks of the semester. The Plan of Study is a formal document listing courses and other requirements that will qualify the student for the degree sought and which pertain to the areas of specialization or emphasis. Students should plan to discuss possible research areas with their provisional major professor and other faculty during their first semester in order to facilitate the formal selection of a major professor and committee. The Director of Graduate Studies is available as another source of advice on program requirements.

During the first weeks in the semester incoming students will have an opportunity to meet other graduate students and faculty through scheduled departmental events.

All first-year graduate students are expected to register for the Department of Anthropology ProSeminar, a one-credit course that introduces graduate study in Anthropology at Purdue University.

Written English Proficiency Requirement

The department has a general written English proficiency requirement for all degree-seeking graduate students in Anthropology. All incoming students are expected to fulfill the English proficiency requirement before beginning their graduate studies at Purdue. Students whose first language is English satisfy the requirement if they earned a grade of B or better in an undergraduate English Composition

course (or its equivalent) prior to graduate admission. Alternatives include passing the Advanced Placement (AP) English exam or passing a Writing Competence Exam as an undergraduate. Students whose first language is not English satisfy the English proficiency requirement if they score 5 or higher on the Test of Written English (TWE).

If neither requirement has been met, the student's major professor will recommend a substitute. Such students may be required to use campus resources for improving writing skills, such as the Writing Lab, earn a grade of B or higher in a suitable writing course, or other options determined by the major professor in consultation with the Director of Graduate Studies. Please consult with the Academic Program Manager or the Director of Graduate Studies for notes on course options. Professors who teach first-year courses should identify students whose writing should be significantly improved and inform the student and their major professor.

Oral English Proficiency

Purdue University benefits from the knowledge and talents of graduate teaching assistants whose first language is not English in many aspects of its instructional program. These persons bring an essential diversity of culture to the campus and thus enrich our total academic environment. These benefits cannot be realized, however, if there is a language barrier between instructors and students. Purdue University requires, therefore, that any student whose first language is not English, and who holds or is a candidate for appointment as a graduate teaching assistant, demonstrate adequate oral English proficiency before being assigned duties involving direct instruction of students. This is done by taking the [Oral English Proficiency Test \(OEPT\)](#). International students offered Teaching Assistantships at Purdue are expected to pass the OEPP speaking test when they arrive on campus and before beginning the first semester of graduate study at Purdue. The student must have achieved a score of 50 or higher.

The TOEFL iBT features a speaking section, and a minimum speaking score of 27 is accepted for certification. Purdue will also accept a score of 8 on the speaking portion of the International English Language Testing System (IELTS) for oral English certification.

Respect Boundaries: Sexual Violence Awareness

The Campus Sexual Violence Elimination Act, a federal law, requires all new incoming students to receive primary prevention and awareness education about sexual violence. In compliance with this law, new students are required to complete the Respect Boundaries: Sexual Violence Awareness Program. The program emphasizes Purdue's commitment to a safe campus environment and each student's shared responsibility as a member of the community to help foster a safe campus environment.

All current students, including new students who are required to complete this program, may access the Respect Boundaries program by logging into Brightspace using their Purdue career account information. There are several modules associated with the program.³

³ <https://www.purdue.edu/ethics/ed-training/respectboundaries.php>

New students must complete all modules to obtain credit for this program. The program is self-paced and will take approximately 30 minutes to complete. For more information, see https://www.purdue.edu/sexual_assault/.

Our graduate program offers workshops that provide more information about Title IX and Sexual Harassment. We strongly encourage all continuing students to yearly refresh their Respect Boundaries: Sexual Violence Awareness, [take supplementary courses](#) (Healthy Relationships, Impressions, Intervene, Lasting Choices), and participate in the yearlong departmental programming.

Additionally, students are encouraged to become familiar with the American Anthropological Association's (AAA) Policy on Sexual Harassment and Sexual Assault, available at http://s3.amazonaws.com/rdcms-aaa/files/production/public/AAA_SH_Policy_2018.pdf

Responsible Conduct of Research (RCR) Standard S-20

Purdue University's Office of the Executive Vice President for Research Responsible Conduct of Research Standard 20 (RCR S-20) Training requirement has two components: The online RCR module – estimated completion time: 1.5 hours, and the Research Field Specific training – designed by each department and college.

The online RCR module – All graduate faculty and graduate students must complete the online Responsible Conduct of Research (RCR) training (offered through the CITI program), in order to have some baseline knowledge of RCR principles, regardless of the types of research conducted. All new graduate students are required to complete the CITI RCR training before the start of the fall semester. Students can complete this requirement here: <https://about.citiprogram.org/en/series/responsible-conduct-of-research-rcr/>

Regulatory Affairs has developed a new online application for tracking the completion of the first component, the core online module. All researchers at Purdue who have not completed this core training by required deadlines will be notified by our online application to do so.⁴

Research Field Specific training – The Research Field Specific RCR component of the Department of Anthropology requires students to complete the CITI Human Subjects Basic Research Course and an additional CITI training or other training as required by the department or their major professor for their research project. In addition, students are required to complete and discuss a set of mandatory readings. These trainings and detailed instructions will be offered through Brightspace, an online learning platform. Once students have received their certificate of completion from the Department of Anthropology, they will receive instructions on how to record completion on the RCR S-20 [website](#).

Major Professor, Advisory Committee, and Plan of Study

Upon admission, first-year students will be assigned a provisional major professor. During the first semester in residence, each new graduate student working toward the MS or PhD degree should formally select a major professor and in consultation with the major professor, an advisory committee. The student, major professor, and advisory committee develop and then submit the Plan of Study for the

⁴ Memo from Christopher Agnew, Associate Vice President for Research dated June 18, 2020.

MS or PHD degree to the Graduate School. Students and committees are encouraged to consult the Advising and Career Planning Discussion Form ([Appendix A](#)) of this manual during meetings to discuss the student's current and future plans. For PhD students who have been approved to continue in the program after the MS, the Plan of Study should be submitted during the first semester of registration following the completion of the requirements for the MS degree.

Because it is crucial for advisory committee members to bring independent thought and decision-making to their advisory committee roles, the Graduate School strongly recommends that major professors, graduate students, and other individuals involved in the advisory committee selection process avoid appointments where there may be potential conflicts of interest, nepotism (<https://www.purdue.edu/policies/ethics/iib3.html>) or amorous relationships (<https://www.purdue.edu/policies/ethics/iii1.html>). Advisory committee appointments of spouses/partners, partners in business, or those with financial conflicts of interest connected to the graduate student, for example, are discouraged. It is prohibited for a graduate faculty member to serve in any evaluative capacity (whether related to academic or research performance, progress or potential and/or co-curricular, athletic, or other institutionally prescribed activities) for someone with whom they have a personal relationship (a relationship between two individuals by blood, adoption or marriage).⁵ Exceptions are rare. If any exceptions are requested, please consult with the DGS and the Head.

In collaboration with the Academic Program Manager and the provisional major professor, students should draw up a tentative or working Plan of Study in advance of registration for the first session of graduate work. The formal Plan of Study will be reviewed by the Director of Graduate Studies and should be submitted electronically as soon as possible (by the end of the third session for PhD students and by the end of the first session for MS students).

When the major professor selection has been determined, the student obtains a form from the Academic Program Manager, which is signed by the major professor, and is submitted to the Director of Graduate Studies requesting the approval and appointment of the major professor. This form is submitted via DocuSign and bears the approval signature of the major professor. The return of copies of this form (bearing the approval signature of the Director of Graduate Studies) to the student and to the major professor constitutes an appointment.

Major professors must be appointed as graduate faculty by the Graduate School and serve as primary major professors. They mentor students and assist with planning coursework, committee selection for the Plan of Study, ongoing career and research development, and related goal setting. Students should meet with their major professor and their committee at least once annually. Major professors provide regular oral and written feedback on exams, research design, grant proposals, project analysis, and career planning.

The duties of that committee are to assist the student in preparing the Plan of Study and offer advice during the period of graduate work, including research and thesis preparation when these are required components of the student's degree program, amongst other forms of mentorship.⁶

⁵ Policies and Procedures for Administering Graduate Student Programs, VII.A.2.

⁶ Ibid.

For the MS student, the advisory committee must comprise at least three members (including the major professor).

For the PhD student, the advisory committee must comprise at least four members (including the major professor). The committee members should be those who can best assist the student in their primary research, supports while in the graduate program, and career objectives.

The advisory committee's majority must consist of faculty members of the Department of Anthropology at Purdue. If any exceptions are requested, please consult with the DGS and the Head.

The advisory committee may also include PhD-holding faculty or researchers, who are qualified and willing to assist the student in their studies or research. Student committees need to have at least one Department of Anthropology faculty of Associate or Full professor rank. Committee members from outside the university must be certified by the Graduate School and must be appointed as graduate faculty by the Graduate School. Consent to serve on this committee must be obtained from each prospective member. The members of a student's advisory committee are listed by name on the Plan of Study with their specialties and signatures.

To add an external committee member, the process in our department is as follows: the individual should at minimum hold a degree that matches the degree the student is working towards; they should be asked about their interest and availability to fully serve on a graduate student committee; they will submit their CV and additional information for submitting the request for Special Graduate Faculty status to the Graduate School. These materials will be shared with the major professor, other committee members, Director of Graduate Studies, and Department Head for approval before the request is formally submitted to the Graduate School. Once approved the student will be notified, who will be responsible for informing the external committee member and their committee. For Graduate School forms, the Academic Program Manager will be the external committee member's signature proxy.

For committee information during examinations, please see the section, "General Policy on Oral Examinations (Defenses)".

A student may only go two semesters without a full committee in their Plan of Study. (September 17, 2019)

Appendix G of the Policies and Procedures for Administering Graduate Student Programs lists Guidelines for Graduate Student Mentoring and Advising.

Change of Major Professor or Committee Members

A student may decide to change major professors after beginning the program. If a Plan of Study has not been filed, the student must request, complete, and submit an Anthropology "Request to Change Major Professor" form to the Anthropology Academic Program Manager. If a Plan of Study has been filed and the student wishes to change their major professor or committee members, the student must submit a change to the Plan of Study. The student is encouraged to discuss these changes with their major professor, current committee members, prospective new committee members, and the Director of

Graduate Studies. During the qualifying or preliminary examination process, a student may not change the composition of their committee after the written exam has been distributed.

Plan of Study

The Plan of Study is a formal document listing courses and other requirements that will qualify the student for the degree sought and which pertain to the areas of specialization or emphasis. It is developed in consultation with the major professor and advisory committee. The student submits the Plan of Study online via myPurdue and the Plan of Study generator. A tentative Plan of Study should be drawn up in advance of registration for the first session of graduate work in consultation with their major professor and the Academic Program Manager. The Director of Graduate Studies is responsible for reviewing and approving the Plan of Study as well. Students who wait too long to submit the Plan of Study may cause delays in the completion of degree requirements.

Detailed guidelines for submitting a Plan of Study are appended to this document (see Appendices E, F, and G). The Plan of Study may not include courses offered by this department numbered below the 500 level (except other courses by arrangement). Certain courses may be listed more than once on the Plan of Study and may be repeated for credit if the content differs each time that the course is offered. It is advised that courses be spread among various professors so that the student may be exposed to a range of different perspectives.

A change to a Plan of Study may be submitted online and must be approved by the major professor, the advisory committee, the Academic Program Manager, and the Director of Graduate Studies. This is then submitted to the Dean of the Graduate School for approval.

- Master's Thesis and Non-Thesis Plan of Study Guidelines (see [Appendix E](#))
- PhD Plan of Study Guidelines (see [Appendix F](#))
- Sample Plan of Study (see [Appendix G](#))

Funding

The College of Liberal Arts and the Department of Anthropology limit the number of semesters of possible financial support toward the MS degree to four semesters.

Students who accept a multi-year offer of departmental funding upon admission or students who have already been funded at the PhD level and who then receive outside funding must use the departmental funding within a time limit (five years for PhD students, seven years for entering MS students who continue for PhD) or the offer will expire. Teaching and Research Assistantship positions typically require students to be on campus.

Under certain conditions, the normal post-fieldwork Teaching Assistantship support may be allocated flexibly. For example, if Teaching Assistantship positions are available, the department may allow the student to use one or more semesters of post-fieldwork Teaching Assistantship support prior to the fieldwork period. Such requests will be evaluated based on evidence of a student's progress toward degree requirements, including:

1. required coursework and language skills completed;

2. the preliminary exam must be passed;
3. the research proposal was approved and publicly presented in line with the normal scheduling;
and
4. the student has applied for at least one source of dissertation grant support external to Purdue.

Additionally, the student must state in the request how they expect to continue their PhD research during this funded period.

At times, Research Assistantships might be available for PhD students, who have been making good progress in the program and who have completed all coursework, exam, and language requirements to degree (students who are advanced to candidacy). The department will use discretion in deciding how to allocate any available resources for Research Assistantships. In general, priority will be given to students as follows:

1. Students must be in good standing in the program
2. Students awarded Research Assistantship Positions must be classified as doctoral students
3. Students who have reached candidacy status are preferred over students earlier in their doctoral career
4. Research Assistant funding is prioritized for students who will use their funding to complete fieldwork or the writing phase of their dissertation project. (Department Policy 11/15/2019)

Every spring semester, the faculty in the Department of Anthropology performs an annual review where they evaluate each student's progress toward degree completion and the quality of their Teaching Assistant work (if any). For example, for students in the first year of the MS program, particular attention is paid to performance in their courses, making satisfactory progress in assembling a committee, and developing the Thesis/Non-Thesis research prospectus. Second-year MS students need to satisfy qualifying examination, research, and final exam requirements for continuation (see below). PhD students' progress on preliminary/proposal examination and research is considered. Students not demonstrating sufficient levels of achievement in coursework, progress toward the degree or teaching quality may not be renewed for funding. Following the annual student progress meeting of the faculty each spring, the Director of Graduate Studies will send each student a letter evaluating annual progress.

In counting the number of semesters of "departmental funding" a student has received, any funding that this department or university or its faculty have had part in obtaining or allocating may be counted as "departmental funding." However, funding that a student has obtained entirely on their own from some source outside the university is not counted toward the maximum number of semesters of departmental funding eligibility.

In addition, students sometimes obtain support from sources beyond Teaching or Research Assistantship funding. This might include a fellowship or grant from an external funding agency, additional departmental Teaching or Research Assistantship funding, a university-funded Bilsland Fellowship or Ross-Lynn Research Scholar Fund Award, or a non-department Teaching or Research Assistantship (such as working on someone's grant from a different department). If such a source of funding is used, the student may be eligible to consider it as supplemental to department Teaching Assistantship funding. However, such arrangements must be requested to the Department Head, Director of Graduate Studies,

and Academic Program Manager. Such arrangements must not result in exceeding the five- or seven-year time limit for using the department funding, and they are contingent on the availability of funds.

The department may offer opportunities to apply for partial funding for graduate students to present their research at conferences. In some years, the department may have sufficient funds to issue a call out for summer research support for PhD and MS research to supplement other sources of research funding. There also may be opportunities at the college-and university-levels for conference and research funding.

In order for a student to defer a Federal student loan, they need to be enrolled at least half-time (which is four or more credit hours) in the fall and spring semesters. A student who does not register for summer coursework should not have to start repayment in the summer if the student is enrolled in the following fall semester. Students must register for at least four credit hours in the summer if they register, but they do not have to be registered in the summer to avoid loan repayment.

Degree and Registration Requirements^z

In order for a degree to be granted by the Purdue University Graduate School, it is important for a significant component of that degree to be directed by Purdue graduate faculty; therefore, the following registration requirements exist.

For the MS Degree:

1. At least one-half of the total credit hours used to satisfy degree requirements must be earned while registered at Purdue University.
2. More than 50 percent of the Purdue credits must be earned through the campus where the degree is conferred.
3. At least 30 total credit hours are required for a Purdue Master's degree. 36 credit hours are required by the department for a Master of Science in Anthropology.
4. With the exception of doctoral students who are re-classified as master's students and leave the Graduate School with the Master's degree, 69900 credits may not be used towards the fulfillment of Master's degree requirements.

For the PhD Degree:

1. At least one-third of the total credit hours used to satisfy degree requirements must be earned while registered for doctoral study at Purdue University.
2. At least 90 total credit hours are required.
3. A Master's degree or professional doctoral degree from any accredited institution may be considered to contribute up to 30 credit hours toward satisfying this requirement at the discretion of the student's graduate program. For additional departmental registration requirements for the PhD, see the section, "Requirements for the Doctor of Philosophy Degree in Anthropology" in this manual.
4. Under no circumstances may 69600 or 69800 credits, other than as part of the 30 credits which may be used from a Master's degree, contribute toward the 90 credits required for a Doctor of Philosophy degree.

^z Policies and Procedures for Administering Graduate Student Programs, VI. B.

For more information, see the Graduate School's Policies and Procedures for Administering Graduate Student Programs in the University Catalog <http://catalog.purdue.edu/index.php>.

Residency

Students should consult with the Registrar in order to determine the rules for residency and in-state tuition <http://www.purdue.edu/registrar/currentStudents/residency/index.html> and <http://www.purdue.edu/policies/business-finance/iid1.html>.

Optional Concentrations, Minors, Certificates, Degrees, and Dual Title PhD Programs

Applied Anthropology Concentration (MS and PhD)

Students planning to complete this concentration are required to take the following three courses:

ANTH 64000: Foundations and Frameworks: Applying Anthropology (Fall 1)

ANTH 64100: Discovery and Design: Making Projects Work (Spring 1)

ANTH 64200: Public Engagement: Using Anthropological Knowledge (Fall 2)

See section "Requirements for the Master of Science Degree in Anthropology" for further description of the requirements for this concentration.

Anthropology Concentration in Women's, Gender, and Sexuality Studies (MS and PhD)⁸

Anthropology requirements for the Graduate Concentration in Women's, Gender, & Sexuality Studies require students to complete a minimum of 12 credit hours for M.A. students and 15 credit hours for PHD students in courses that have a significant amount of content related to WGSS as a field of study. Three of these courses (9 credits) must be earned by completing WGSS 680-Feminist Theory, WGSS 681-Contemporary Issues in Feminist Scholarship, and WGSS 682-Feminist Methodologies. Students can earn the remaining 3-6 credits (1-2 courses depending on whether that student is seeking the M.A. or PHD concentration) by either

a. completing graduate level Anthropology courses that have received pre-approval for this concentration. The courses, which should have at least 50% women/gender content, would include:

- ANTH 50500: Culture and Society
- ANTH 56500: Sociolinguistics
- ANTH 57500: Economic Anthropology
- ANTH 59200: Selected Topics in Anthropology*
- ANTH 62000: Special Topics in Cultural Anthropology*
- ANTH 67300: Seminar in the Anthropology of Religion

*Must be approved by Anthropology faculty affiliated with WGSS (Dr. Risa Cromer)

⁸ <https://cla.purdue.edu/academic/sis/p/wgss/graduate.html>

or b. Completing graduate level courses that have been cross-listed under both Anthropology and WGSS rubrics.

For courses that do not fall in either of these two categories, student may submit syllabi to the WGSS director (either pre or post enrollment) to confirm their content satisfies the criteria for this concentration.

The courses may also count toward the major in ANTH as well as toward fulfilling the requirements in the Women and Gender Studies Concentration.

Ecological Sciences & Engineering Concentration (MS and PhD)⁹

The Ecological Sciences and Engineering concentration is intended to enable Anthropology graduate students to participate fully in the Ecological Sciences and Engineering program, to gain interdisciplinary experience and expertise that will be useful in their projects and careers. Students interested in this concentration must either apply directly to ESE at the time of application or request a transfer.

Basic Course Requirements

All students must take:

- A minimum of 3 credits of the ESE Seminar
 - Preferentially in sequence. Incoming students starting with Fall 2008 must enroll in the seminar course their first and second semesters. The course abbreviation may vary between years depending on the lead instructor(s) and will often be co-listed with more than one other department including GRAD for grad school.
- Maymester course or Summer Internship experience of 2 credits
 - Recommended for all students and required of all Non-thesis MS
 - Recommended during the first Maymester or summer opportunity and preferentially immediately following the one-year of ESE seminar for incoming students starting Fall 2009 (exceptions to this requirement may be considered upon petition from the major advisor to the ESE Program Head).

All students complete the following during their degree program or have taken in their previous degree program*:

- Biology 59500 (Ecology), 3 credits
- One course (3 credits) in the area of [Environmental Policy, Economics, Human Dimensions, and/or Institutional Analysis](#)
- GRAD 61200 (Responsible Conduct in Research) 1 credit or comparable course - Should be taken within the first year in the graduate program.
- One course each from two of the following four ESE course cluster cores:
 - Life Cycle Thinking in Sustainability
 - Biogeochemistry
 - Hydrological Sciences
 - Ecosystem Analysis Tools
- At least one professional development activity is required

⁹ <https://www.purdue.edu/gradschool/ese/curriculum/requirements.html>

- Students are strongly encouraged to participate in professional development activities, such as planning the annual ESE Symposium, grant writing, teaching certifications, and experiential field trips.

* If a previous degree was not at Purdue University, transcripts will be reviewed by Program Head to identify if any previous courses (passed with a B or better) qualify to replace the required courses listed above.

Ingestive Behavior Concentration (PhD)¹⁰

Anthropology graduate students with research interests in food and nutrition have an option to include concentrated interdisciplinary coursework in nutrition, psychology and food sciences and work toward a Concentration in Ingestive Behavior.

Below are the requirements for the Ingestive Behavior Concentration as they have been approved. If a student is interested in this concentration, the student should discuss this option with their major professor, with the Anthropology faculty affiliated with the IBRC program (Dr. Melissa Remis and Dr. Amanda Veile) and with the IBRC program coordinator. It is often possible for Anthropology students to request a more individualized program to better meet student needs and accommodate Anthropology core requirements.

Ingestive Behavior Research Center (IBRC) Core Curriculum

Graduate students who wish to emphasize in Ingestive Behavior must complete all core courses and two elective of the IBRC Curriculum. The curriculum is designed to fit well with the Interdepartmental Nutrition Program (INP) curriculum. Students will receive a completion certificate and note on diploma of concentration.

Core Courses (credits): *Overlaps with INP courses

- Journal Club (1) - students will receive 1 credit when leading a Journal Club discussion. Offered every semester.
- Human Feeding (3) - offered in the Fall of even years.
- Animal Feeding (3) - offered in the Spring of odd years.
- Human Sensory Systems and Food Evaluation (3) - offered in the Fall of odd years.
- Statistics (6)* - specific courses should be determined by the student's committee. Offered every semester.
- Seminar (1)* - students will receive 1 credit when they present a seminar in their chosen discipline. Offered every semester.

Electives (Pick 2):

- Journey through the GI (2) - offered in the Spring of even years.
- Special Topics (3) - offered in the Fall of odd years, linked with the IBRC Conference.
- Obesity (3) - offered in the Spring of even years.

Students with questions can contact Dr. Richard D. Mattes in the Department of Nutrition Science.

¹⁰ <https://www.purdue.edu/discoverypark/ibrc/graduate-students/curriculum.php>

Optional Minor in Gerontology¹¹

The minor in gerontology offers graduate students the opportunity to expand their interest in aging across several disciplines. Successful completion of the gerontology minor requires 15 credit hours of aging-related coursework in at least three different departments. For a list of approved courses, see <http://www.purdue.edu/aging/courses/>.

Students may propose additional courses, including independent study, to be used in completing the minor. Up to seven credit hours may be transferred from another university.

Optional Dual Title PhD in Anthropology and Gerontology¹²

The dual-title PhD program provides Anthropology graduate students the opportunity to integrate the interdisciplinary study of aging into their programs of study. Anthropology involves studying both cultural and biological aspects of what it means to be human. Investigating aging is an important part of that larger discussion. As global population aging continues in the 21st century, understanding aging experiences around the world is of critical importance. Although aging is a human experience that occurs worldwide, perceptions of aging, the life course and what constitutes a “good old age” vary greatly across cultures.

Key issues for advancing the field of anthropology include further study of aging in diverse contexts. This includes theory and methods for the anthropology of aging, human health over the life course, bioarchaeological perspectives on health and aging, disability, and life course studies. Graduate students will become familiar with leading theories in the anthropology of aging as well as from multi-disciplinary gerontology. Students will develop an integrative understanding of cultural and biological aspects of aging, including the “global grand challenges of aging”. Students also will gain critical skills needed for taking leading roles in research and practice-oriented careers related to aging. Through achieving these goals and objectives, we will prepare a next generation of social scientists who are able to keep the anthropology of aging at the forefront of research, policy, teaching and practice.

Students complete all degree requirements for the discipline-based PHD program, with the dual-title option. It requires additional gerontological coursework but will not necessarily extend the length of time needed to complete the degree.

Requirements for a Dual-Title PhD

24 graduate credits in aging-related courses including seven credit hours from and completion of the following courses:

- Biology of Aging, GRAD 59000 (3 credit hours)
- Multidisciplinary Gerontology, HDFS 64900 (3 credit hours)
- Research Seminar on Aging and the Life Course, SOC 67700 (1 credit hour, may be repeated)
- Dissertation on a topic related to aging

¹¹ <https://www.purdue.edu/aging/minor/>

¹² <https://www.purdue.edu/aging/dualtitle/>

- Dissertation committee: (a) chair is a professor in the student's home department who is also a Faculty Associate of the Center on Aging and the Life Course and (b) committee includes at least one member from another department
- A maximum of three credit hours from 400-level courses may count toward the Dual-Title PhD.
- Per the Graduate School, 400 level courses require a grade of B- or above to count towards the gerontology degree. 500 and 600 level courses require a grade of C- or above.

Optional Master's in Public Health¹³

Students interested in the Purdue Master Public Health (MPH) will need to apply directly to the program.

The 42-credit MPH degree from Purdue (including a professional practicum and capstone project) helps students gain deep public health knowledge in courses addressing five public health core disciplines. The degree program provides flexibility to allow students to customize their programming to fit their lifestyle. This includes several delivery methods, tracks and concentrations to choose from.

Core Public Health Disciplines

Biostatistics

Epidemiology

Environmental Health

Health Administration

Social and Behavioral Health Sciences

42 Total Credits - 15 Total Courses

6 Core Courses	5 Concentration Courses	2 Experiential Learning Courses	1 Elective Course	Professional Development in Public Health Seminar
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The core courses are required for all MPH students. These are typically taken in the first year of study. After completion of the six core classes, students are eligible to complete the practicum experience. The practicum experience is a 200-hour internship at a community site. In the second academic year, concentration and elective coursework is completed. Students choose to complete either 15-credits (5 courses) in the biostatistics Concentration or the Family and Community Health Concentration. They finish the degree program with an elective course from an approved list and a culminating project. The culminating project and practicum experience form the 2 experiential learning courses.

Students also enroll in the 0-credit Professional Development in Public Health Seminar each term.

Most full-time MPH graduate students are able to complete the degree in two years. By offering the core MPH courses in late afternoon and in the evenings, program participants can continue their career while pursuing the MPH degree without too much disruption to their workday. Some students may be advised to take prerequisite coursework to prepare for the required graduate courses. Arrangements may be made to allow completing the MPH degree in combination with other degree programs such as the MS or PhD.

¹³ <https://www.purdue.edu/hhs/public-health/graduate/graduate-degrees/mph-in-person-hybrid/index.php>

For more information, contact Shauna Stapleton ssaplet@purdue.edu

African American Studies Graduate Certificate¹⁴

The African American Studies Graduate Certificate is a 12-credit hour course of study designed for degree-seeking and non-degree-seeking graduate students. Students must complete our two core graduate seminars (6 credit hours): AAS 574 Research Methods in African American Studies and AAS 575 Theories of African and African American Studies. Additionally, students must choose two other seminars as electives (6 credit hours). Course selections come from multiple fields, which represent the breadth of African American Studies' interdisciplinary scope. Courses are described below.

The certificate provides current M.A. and PHD students the opportunity to deepen their specialties in Black Studies research and methods. Graduate students in departments and programs across campus can build their expertise in the practice, theories, methods, and approaches to the study of African American life and African diasporic history, culture, and experience.

For non-degree seeking students, the certificate delivers the credentials needed to enhance professional opportunities. While pursuing the certificate, students gain valuable insights and experiences that bring issues of race, diversity and inclusion, social movements, social justice, and other topics into clearer focus. Whatever reason you chose to pursue our certificate, you will have the opportunity to work with our nationally and internationally recognized faculty who share their passion for research in the classroom and throughout the Purdue intellectual community.

Graduate Certificate Core Courses

- AAS 574 Research Methods in African American Studies
- AAS 575 Theories of African and African American Studies

Graduate Certificate Elective Courses (Select 2)

- AAS 590 Directed Reading in African American Studies
- HIST 594 Afro-American Thought & Ideology
- HIST 651 Reading Seminar in American History [when the focus is Race/Civil Rights in the US]
- ENGL 557 19th-Century African American Narrative
- ENGL 583 US Ethnic/Multicultural Literature [when the focus is African American Literature]
- ENGL 597 Contemporary Black Feminist Literature
- ENGL 672 Seminar in Women's Literature and Feminist Theory [when offered as African American Women Writers]
- LC 601 Seminar in Latin America and the African Diaspora
- PHIL 542 Rationality and Relativism: African American Perspectives
- POL 520 Special Topics in Public Policy [when the focus is on race and public policy]
- POL 611 Research Seminar in American Government and Politics [when the focus is on race and American politics]
- SOC 515 Black Americans
- SOC 611 Social Inequality: Class, Race, and Gender

¹⁴ https://www.cla.purdue.edu/academic/sis/p/african-american/gradprogram.html#graduate_cert

- WGSS 681 Black Sexualities

AMAP Interdisciplinary Methods Certificate¹⁵

The advanced methods training provided through the Advanced Methods at Purdue (AMAP) graduate certificate will combine formal and informal training with experiential learning in order to promote the rigorous, multimethod investigation of pressing theoretical questions in the behavioral, health, and social sciences. This is achieved by incorporating diverse qualitative and quantitative methods and immersion in interdisciplinary environments.

The AMAP graduate certificate is the only interdisciplinary training program available for graduate students seeking to develop advanced methodological skills that cover the wide breadth of methods used in the behavioral, health, and social sciences. The Advanced Methods in the Behavioral, Social, and Health Sciences Certificate is an exciting opportunity to develop and practice real skills in interdisciplinary methods. Students will gain state-of-the-art data analysis skills in the social, behavioral, and health sciences as well as practical experience in consulting on and teaching research design and analysis.

Students interested in completing the AMAP certificate must apply to the program. More information is available on the AMAP Certificate webpage: <https://www.purdue.edu/amap/curriculum/Certificate.php>

Geospatial Information Science Certificate¹⁶

Geospatial information plays an increasingly important role in many cutting-edge industries, including agriculture, engineering, environmental science, disaster recovery, health, social science, and digital humanities. The U.S. Department of Labor has defined geospatial technologies as one of the major areas of job growth in the coming decade, with a recent survey showing that the average salary for people with related GIS certification is \$10k more than those who do not. A systematic training in geospatial information skills not only allows students to integrate data from various domains but also provides them additional analytical methods to reveal relationships that may not be obvious in traditional analyses.

At Purdue University, geospatial information have been applied in all the academic units. Students enrolled in this Certificate Program will not only learn about GIS from introduction to advanced analysis, but also have the opportunity to apply geospatial information in a variety of disciplinary projects. Purdue Libraries and School of Information Studies is pleased to be the home for the Graduate Certificate Program in Geospatial Information Science (GIS).

The program will include four 3-credit courses in four different categories: introduction courses, advanced topics, application courses, and a project-based practice course. These courses are offered from various departments on campus with the goal to provide a complete yet flexible learning system for students to get systematic training.

The certificate is available for both currently enrolled degree seeking students and nondegree seeking

¹⁵ <https://www.purdue.edu/amap/curriculum/Certificate.php>

¹⁶ <https://www.purdue.edu/gradschool/prospective/gradrequirements/westlafayette/gis.html>

students.

Students interested in completing the GIS certificate must apply to the program. More information is available on the GIS Certificate webpage: <https://www.lib.purdue.edu/GIS-certificate>

Graduate Certificate in Applied Statistics¹⁷

A [Graduate Certificate in Applied Statistics](#) is an exciting and useful option for students who are in graduate programs (MS or PHD) other than Statistics. This four-course Certificate acknowledges both a deeper level of statistical training and understanding of statistics and differentiates the participant from his or her peers. Since the Certificate in Applied Statistics appears on the student's transcript, often it is the deciding factor for employers when choosing between two candidates with the same primary degree status. Furthermore, the certificate can form the basis of an [Master's in Applied Statistics](#), if further study is desired.

Inclusive Excellence Graduate Certificate Program¹⁸

Increasingly, institutions of higher learning develop different efforts to promote diversity and inclusion in all aspects of their work. This commitment involves introducing and fostering diversity and inclusion in the academic curriculum, organizational leadership, faculty, and administration and student body. At the same time, various institutions in public and private sectors seek leaders with a skillset to foster a diverse and inclusive work environment in creative and effective ways. In response to such cultural changes in professional settings, today's students recognize that as future leaders they must be prepared to work in and create diverse and inclusive professional and other spaces. To meet the demand of graduate students as well as academic and non-academic institutions, the Office of Interdisciplinary Graduate Programs in collaboration with the American Studies program at Purdue University has designed a certificate program that targets Purdue University graduate students to help them develop capacities to work across difference and to create diverse and inclusive professional and non-professional communities.

The Inclusive Excellence Graduate Certificate Program is available for students pursuing Master's or PHD's in any area. This certificate requires the students to complete 9 credit hours.

Required Courses

- AMST 65000/GRAD 59000: Comp Race, Ethnicity, Difference (3 credit hours)
- Experiential Learning (3 credit hours): Students should contact Christal Musser to schedule a time to discuss your experiential learning. Students will be able to register for experiential learning course either by enrolling in 22775 - AMST 69500 AMST Serv/Learn Intern or any other graduate course that offers 3 credits for internships or community service.

Elective Courses

Students can earn the remaining 3 credits by completing a graduate level course with a focus on issues of diversity, inclusion, and social justice in one of the following areas. Below is a list of potential courses students

¹⁷ https://www.stat.purdue.edu/academic_programs/graduate/graduate_certificate.html

¹⁸ <https://www.purdue.edu/gradschool/oigp/certificates/index.html>

can select from to meet the requirements of the graduate certificate program. Students can enroll in a course of their choice, which is not included in the list below, after they receive permission to do so from the Director of the Office of Interdisciplinary Graduate Programs and the Director of the American Studies program.

- AAS 57500 Theories of African and African American Studies
- AGEC 53200 World Food Problems
- AMST 65000 Contemporary issues in Asian American Studies
- ANTH 50500 Culture and Society
- EDCI 58500 Multicultural Education
- ENE 69500/WGSS 68000 Race, Class, and Gender Theory in Engineering Education
- POL 52000 Diversity, Equity, and Inclusion
- PSY 63000 Stereotyping and Prejudice
- PSY 68200 Culture and Diversity at Work
- PUBH 51100 Global Health
- SOC 60900 Race and Ethnicity
- SOC 61100 Social Inequality: Class, Race, and Gender
- WGSS 68000 Feminist Theory
- WGSS 68200 Issues in Feminist Research and Methodology

Students interested in completing the Inclusive Excellence Certificate must apply to the program. More information is available on the Inclusive Excellence Certificate webpage:

<https://www.purdue.edu/gradschool/oigp/certificates/index.html>

Policy on Graduate Student Teaching Evaluation

All Teaching Assistants will be evaluated by the faculty instructor with whom they are working, with the goal of identifying strengths and areas of improvement as students develop their teaching portfolios.

Faculty supervisors will

- conduct a mid-semester check in the form of a one-on-one meeting to discuss what is working well and what could be improved;
- conduct a teaching observation for each Teaching Assistant who leads recitations, and provide post-observation feedback;
- provide end of the semester feedback via a common evaluation form on graduate Teaching Assistant performance. Faculty supervisors may choose to meet with Teaching Assistants individually once the semester ends.

All graduate student Teaching Assistants who lead recitation or lab sections are evaluated by students in the course through the EvaluationKit system and a pre-determined set of questions from the PICES item catalog each semester. Instructors on record will oversee that graduate students are evaluated each semester in this system. A copy of the evaluation will be kept in the student's file. Faculty will consider whether they would like to nominate Teaching Assistants for teaching awards administered by the department and Graduate School. Graduate students teaching their own courses will administer their evaluations using the EvaluationKit system by selecting items from the PICES item catalog; their work will be evaluated by the Department Head. For more information on the evaluation system see:

https://www.purdue.edu/idp/courseevaluations/CE_Faculty.html

Available Pedagogy and Teaching Resources

Trainings

- All Hazards Awareness Training: <https://www.purdue.edu/ehps/rem/training/index.html>
- Brightspace Training: <https://www.purdue.edu/innovativelearning/supporting-instruction/workshop/>
- FERPA: <https://www.purdue.edu/registrar/FERPA/certification.html>
- Safe Zone: https://www.purdue.edu/lgbtq/training/safe_zone.php
- Respect Boundaries: Sexual Violence Awareness training: <https://www.purdue.edu/ethics/ed-training/respectboundaries.php>
- [Sexual Violence Awareness Training Supplemental Courses](#)
- LGBTQ Center Additional Trainings: <https://www.purdue.edu/lgbtq/events/calendar.php>
- Anthropology Graduate Program Title IX and CARE Workshop
- Anthropology Graduate Program Teaching Conversations

Pedagogy

- Dept of Anth Asynchronous Brightspace Course on Teaching Anthropology Toolkit: <https://purdue.brightspace.com/d2l/home/6824>
- CIE Certificates: <https://www.purdue.edu/cie/CTDP/index.html>

College Teaching Development Program¹⁹

The College Teaching Development Program is open to all faculty, staff, postdocs, and graduate students. We define teaching broadly (classes, mentoring, advising, etc.), and have designed these programs to meet varied goals. The program consists of two certificates:

- The Certificate of Foundations in College Teaching
- The Certificate of Practice in College Teaching

The two certificates are both standalone and can be completed in any order. The Practice Certificate can also be completed multiple times with different emphases. Below are descriptions, as well as the requirements to complete each certificate. For more information and details on the requirements, see <https://www.purdue.edu/cie/CTDP/index.html>

Additionally, IMPACT X Access can be of use for students instructing their own courses. It is an asynchronous, online, professional development resource designed to help instructors think about the way in which they design a course, specifically within the Brightspace Learning Management System, with the overarching goal of creating flexible, student-centered learning environments. Students can [register here](#).

¹⁹<https://www.purdue.edu/cie/CTDP/index.html>

Standards of Work

For a course to count on the student's Plan of Study, a minimum grade of "B" is required for all 500 and 600 level courses in the primary area(s) of emphasis. For students in the MS program, the required core courses constitute the primary areas of emphasis. For students in the PhD program, the primary area of emphasis is that which is so designated on the Plan of Study. A minimum grade of "C-" is required for all other courses on the Plan of Study (B- or better for 30000- or 40000-level courses). If the same course is retaken, the latest grade will be used.

For continuation within either the MS or the PhD program, a cumulative grade point average of at least 3.0 is required.

Incompletes

A course grade of "Incomplete" is only given when unavoidable circumstances, such as prolonged illness, make it impossible to complete course requirements on time. According to current University policy, an "Incomplete" grade automatically becomes an "F" if not made up in one calendar year. Additionally, students cannot register for the same course again when they have an outstanding Incomplete.

When a student is assigned a "I" grade, prior to the start of classes the next session, the faculty instructor must develop and complete with the student the Incomplete Grade Form, which details a plan for completing the Incomplete. The faculty should work with the Academic Program Manager to initiate this form. The student is responsible for meeting with the faculty instructor to discuss this plan. Both the student and the faculty instructor must acknowledge the plan and submit an internal departmental form for the incomplete. When an instructor reports a grade of incomplete, they shall file in the departmental office Registrar's Form 60 stating the reasons for the grade and what is required of the student to achieve a permanent grade. The instructor shall also indicate the grade the student has earned on the work completed, and the weight to be given to the remainder of the work in computing a final, permanent grade.

When the student has completed the work, the instructor will submit the Registrar's Form 350 "Academic Record Change" to the Office of the Registrar, Room 55, Hovde Hall. This form is available to faculty in the myPurdue system, under "Registrar Forms." Instructors can also submit the same information by selecting the "Grade Change Workflow" option in the myPurdue system, under "Faculty Tools."

Leaves of Absence

Graduate students may be eligible for different types of leaves or absences. Please refer to the Graduate School or the Office of the Dean of Students websites for details. Examples of leaves and absences: Family Medical Leave Act (FLMA), sick leave, parental leave, bereavement, jury/witness duty, and military and worker's compensation, amongst others. Please see the following:

Human Resources Policies: contact: call 765-494-2222 or email hr@purdue.edu

<https://www.purdue.edu/policies/human-resources/index.html>

<https://www.purdue.edu/hr/aboutus/index.php>

Graduate Employment Manual:

<https://www.purdue.edu/gradschool/documents/gpo/graduate-student-employment-manual.pdf>

COVID-19 Announcements and FAQ Page:

<https://www.purdue.edu/gradschool/covid-19/index.php>

Office of the Dean of Students: contact: call 765-494-1747 or email odos@purdue.edu:

<https://www.purdue.edu/advocacy/students/absences.html>

Reportable Outside Activity

A Reportable Outside Activity is defined as any work, advice or service for an entity other than Purdue University that may potentially result in a Conflict of Commitment. "

(<https://www.purdue.edu/ethics/resources/ROAformguidelines.php#Q1>)

In accordance with Purdue University's policy on Conflicts of Commitment and Reportable Outside Activities (III.B.1), no employee may engage in a Reportable Outside Activity until:

- The employee has submitted the Reportable Outside Activity on a Reportable Outside Activity Form and
- The Unit Head or OA Officer has given written approval for the employee's participation in the Reportable Outside Activity described in the form.

Each Unit Head has a continuing obligation to monitor the Reportable Outside Activities of Employees they supervise and to withdraw in writing any previously granted permission if the Unit Head determines that the Reportable Outside Activity has resulted in a Conflict of Commitment for an Employee. Approval to engage in a Reportable Outside Activity does not alter or diminish the Employee's duties or responsibilities to the University.²⁰

Failure to report outside activities may result in disciplinary action.

Graduate students may not hold a 0.5 FTE appointment (TA RA GA) while pursuing reportable outside activities (activities), including Curricular Practical Training (CPT). Students holding a 0.25 FTE appointment, may pursue part time activities, including CPT, up to a total of 20 hours per week. Activities must be approved before the beginning of the semester in which the activities will occur and cannot begin after the 6th week of classes. Activities, including CPT, are approved on a semester basis.

For more information, see

- <https://www.purdue.edu/gradschool/documents/gpo/graduate-student-employment-manual.pdf> (page 23)
- <https://www.purdue.edu/ethics/resources/faqs/coc-fags.php>

²⁰ <https://www.purdue.edu/policies/ethics/iiib1.html>

Annual Progress Reviews

All graduate students will participate in regular advisory committee meetings and an annual progress review. These reviews are meant to foster regular communication between major professors and advisees and to facilitate and evaluate progress as well as provide supports, where needed. The reviews will be considered during annual funding discussions. In early November, an email will be sent to the graduate students with instructions on how to fill out the annual activities form (via Qualtrics) they need to complete. The report will cover the previous January through December. First year students may only have a one semester's worth of activities to report. The annual activities form should be completed by December of each year (see [Appendix C](#)).

The student and major professor also should hold a committee meeting to discuss student progress and goals and prepare a summary progress report form for the upcoming year for the student. By the middle of January, the major professor will submit the summary progress report form to the Academic Program Manager and discuss these reports in a meeting with the graduate committee. Following the annual student progress meeting of the faculty each spring, the Director of Graduate Studies will send each student a letter evaluating annual progress. The major professor's progress report form and the summary letter will be held internally in the student's file. (Department Policy 4/29/2009)

See also the "Funding" section.

General Policy on Oral Examinations (Defenses)

The following policy applies to all graduate students in the department who are taking oral examinations (also referred to as defenses) of their master's or doctoral degree:

All faculty members may attend and participate in the open portion of the examination, but only members of the official examining committee may vote. For the final examination for the MS degree (the defense) the examining committee, who have been approved as committee members on a student's Plan of Study, must recommend the candidate unanimously. For the MS degree, only three committee members are required by the Graduate School. If the committee has four or more members, who have been approved as committee members on a student's Plan of Study, a single member may withhold their signature of approval.²¹ Our department requires four members on PhD committees. For the PhD preliminary and final examinations, four committee members are needed and only one dissenting vote is acceptable in certifying the candidate to receive the degree.

An oral exam (defense) for the MS or the PhD will not be scheduled unless the student's major professor has read the full draft of the thesis and given feedback to the student, and the entire committee has been given a draft several weeks prior to the exam (defense). (Department Policy 9/28/2015) See the "Thesis and Dissertation Formatting and Submission" section in this manual for details on timelines.

An announcement of the oral examination (defense) must be emailed to the department's faculty and graduate students and posted in the department. This step must occur at least two weeks before the examination date. The examination will be publicly announced and open to all faculty and others who

²¹ Policies and Procedures for Administering Graduate Student Programs, VII.F.1.

wish to attend the open phase of the exam. For the oral examination on a thesis, non-thesis project, or dissertation, the student must deposit a copy of the manuscript with the Academic Program Manager's office at least two weeks before the examination. The project/thesis/dissertation is kept on file in the Department of Anthropology graduate office.

For the Master's oral examination, the committee must have a full draft of the thesis three weeks prior to the defense, and the student must deposit a copy of the thesis/non-thesis project with the Academic Program Manager at least two weeks before the examination. The report/thesis is kept on file.

A student cannot change the composition of their committee after the written exam has been distributed. (April 19, 2019)

It is required for both the student and the major professor to be present in person at all exams. (September 16, 2019). During COVID-19 pandemic, the Graduate School has relaxed the policy and now will allow the entire committee and the graduate student to virtually attend exams without filing a waiver.

The Graduate Council has recommended that oral examinations not last more than two hours. If additional time is needed, the examination may be continued at a later date.²²

Registration for Exam or Degree Only²³

Once all registration requirements have been met, students need only register for one credit of ANTH 699 each semester to remain enrolled in the PhD program. (Department Policy 4/16/2009) The Graduate School and University requires that registration for 69900 be commensurate with research and writing efforts. Once all degree requirements have been met, graduate students should graduate.

Also, two types of minimal registration are possible for the candidate who intends to finish a degree but cannot meet specified deadlines: Exam Only or Degree Only. A candidate who has finished all degree requirements prior to the first day of the academic session of graduation but who has not been awarded the degree may request registration for "degree only" at a reduced fee. A student who has finished all but the final examination may register for "exam only" at a reduced fee. Thesis option students must also have been registered for at least one hour of 69800 or 69900 research credits, with a grade of S in the previous spring or fall session. Any graduate student, including those who hold any type of graduate appointment, may register for examination- or degree-only.

In both options, the degree requirements must be completed by the eighth week of a semester or the fourth week of the summer session to register the student for one 69800 or 69900 credit. (Registration for candidates previously registered in absentia must be changed to a minimum of three credit hours of 69900. This will maintain the candidate's continuous registration in absentia and will make the student eligible to register for examination only or degree only in a future session.) If the student holds a graduate appointment, the department is responsible for changing the registration to no less than three credit hours of graduate-level course and/or 69800 or 69900 credits. Graduate staff employees enrolled for examination only should expect to pay Social Security tax on their graduate staff salaries. Likewise,

²² Policies and Procedures for Administering Graduate Student Programs, VII. E.

²³ Policies and Procedures for Administering Graduate Student Programs, V. I.2.

graduate staff employees who do not meet the mid-session deadline for examination only and are enrolled for less than half-time should expect to pay Social Security tax on their graduate staff salaries.

If a student needs to defer a loan, then the student must be registered for at least half time (which is four credit hours in any semester). A student does not need to register in the summer semester to defer their loans. However, if a student does register for the summer semester, they must register for at least four credit hours. A student who is deferring their loans cannot register for Exam or Degree Only. (Financial Aid Policy)

Federal regulations for international students in a nonthesis Master's degree program states: If the student is not required to take any additional courses to satisfy the requirements for completion, but continues to be enrolled for administrative purposes, the student is considered to have completed the course of study and must take action to maintain status. As a result, international students who are in a nonthesis Master's degree program and are registered for a privileged registration in their final session should contact the Office of International Students and Scholars to discuss their options.

GPA²⁴

The Graduate School expects all graduate students to maintain at least a 3.0/4.0 GPA. In the Department of Anthropology, for continuation in either the MS or the PhD program, a cumulative grade point average of at least 3.0 is required. In order for a student in the MS program in this department to be admitted to the PhD program, a cumulative grade point average of at least 3.25 is required, among other requirements.

- IF: Semester GPA and Cumulative GPA are ≥ 3.0 = Good Standing
- IF: Semester GPA or Cumulative GPA is 2.0 - 2.99 = Less than Good Standing
- IF: Semester GPA or Cumulative GPA is < 2.0 = Probation
- IF: On probation and both Semester GPA and Cumulative GPA are < 2.0 = Drop
- IF: On probation and Cumulative GPA is < 2.0 but Semester Index is ≥ 2.0 = Probation
- IF: On probation and Semester GPA is < 2.0 but Cumulative GPA is ≥ 2.0 = Probation
- IF: On probation and Semester GPA is ≥ 2.0 and Cumulative GPA is ≥ 2.0 = Off Probation (Less than Good Standing may be applicable.)

Any graduate student appropriately dropped from the university must reapply. A graduate student who is academically dropped from the University for the first time is not eligible to enroll for at least one fall or spring semester. A graduate student who is academically dropped for the second time is not eligible to enroll for at least one year.

If a student is assigned a "U" grade, prior to the start of classes the next session, the major professor must develop and communicate to the student and Director of Graduate Studies, a plan for satisfactory continuation. The student is responsible for meeting with the major professor to discuss this plan. Both the student and the major professor must acknowledge the corrective plan. The plan must be sent to the Director of Graduate Studies and the Academic Program Manager.

²⁴ Policies and Procedures for Administering Graduate Student Programs, VI.A.

Two consecutive sessions of “U” grades for research registration mandate that the department take formal action and inform the student, in writing, and the Graduate School with regard to discontinuation or conditions for continuation of the student’s graduate study.

Note that a “U” grade indicates “unsatisfactory,” which is different than an “I” grade (incomplete). See section on “Incompletes” above.

Candidacy

Admission as a regular graduate student does not constitute admission to candidacy for an advanced degree. A regular graduate student becomes a candidate for the PhD degree upon satisfactory completion of the PhD preliminary examination/PhD Proposal²⁵ and completion of other departmental requirements. These requirements are described more completely in the sections “Requirements for the Master of Science Degree in Anthropology” and “Requirements for the Doctor of Philosophy Degree in Anthropology”.

Graduation

Declaring Degree Candidacy for Graduation

Students must be registered in the session they plan to graduate. Students must notify the Academic Program Manager of their intent to graduate at the very beginning of the semester in which they plan to finish, if not earlier. The Academic Program Manager will then enroll them for CAND through the Banner system.

If a student intends to graduate at the end of a given semester but has not met all of the requirements by the above specified deadlines, they cannot graduate at the end of that semester but must register for the following semester.

If a student is on the candidate roster for the same degree more than two sessions in a row, a Late Graduation Fee of \$200 will be assessed in the third consecutive semester.

Commencement Participation and Receipt of Degree

Commencement information and deadlines can be found on the Office of the Registrar's website (<http://www.purdue.edu/commencement/>). Students on the candidate list will see a “Graduation” tab when they log into myPurdue several weeks after the start of the semester. This portal will be used for all procedures associated with participation in graduation activities. Students are responsible for all aspects of registering for commencement.

Questions concerning graduation may be directed to the Office of the Registrar, Room 45, Hovde Hall, (765) 494-6157 or e-mail commencement@purdue.edu.

²⁵ Policies and Procedures for Administering Graduate Student Programs, VII.F.3.

For graduate students participating in commencement, diplomas will be released on stage if requirements are complete in Spring only. Diplomas for participants in Summer and Fall as well as those candidates not participating will be mailed four to six weeks following the end of term to the address listed on the commencement task list. Otherwise, it will be sent to a student's permanent address on file.

Training in Human Research Protection Program

It is essential for graduate students to learn the principles and regulations associated with federal legislation on work with human subjects. Purdue's Human Research Protection Program offers an online Human Research Basic Course to familiarize researchers with these topics; this course is now required of all students as part of departmental RCR S-20 compliance. Students can access the materials through the Collaborative Institutional Training Initiative (CITI) Human Research Protections Training Course portal. All graduate students in anthropology must complete this course within the first 60 days from the start of Graduate Studies per the new RCR S-20 rules.²⁶ Instructions for completion can be found on the website of the CITI Human Research Protection Program (<http://www.irb.purdue.edu/>). Students should consult with their major professor to determine if additional certification is needed beyond the Human Subjects Research Basic Course for their particular research plans. For full RCR S-20 information, please see the section, "Responsible Conduct of Research (RCR) Standard S-20."

Research Conduct, Authorizations, Permissions and Protocols (IRB)

Human Subjects Research Institutional Review Board (IRB): All research involving human subjects conducted by Purdue employees or affiliates (including students) must be reviewed and approved by Purdue's IRB. No intervention or interaction with human subjects in research, including recruitment, may begin until the IRB has reviewed and approved the research protocol. Graduate students must comply with submission of IRB protocols and revisions and amendments as appropriate for MS or PhD research before data collection begins and as changes are made. All graduate students intending to conduct research with human subjects must complete the CITI Human Subjects Research Basic Course during orientation week and additional IRB CITI training prior to submitting any protocol to IRB. Graduate students must work with their major professors, who serve as the principal investigator (PI) of their IRB submission, to prepare and submit IRB protocol application. It is the graduate student's responsibility to make sure to work with their major professors to prepare and submit their applications in time to receive approvals before their MS and/or PhD research is scheduled to begin. Information on the status of any required protocols should also be indicated by the major professor on the PhD proposal examination form and by the student on their annual activities forms.

All faculty (tenured, tenure-track, research and clinical) are eligible to be Principal Investigators. Others requesting to submit proposals as the Principal Investigator for the first time must obtain special approval. Graduate and undergraduate students shall not be permitted to serve as a Principal Investigator for research protocols involving human research subjects but may serve as Key Personnel on IRB protocols. Data obtained without IRB approval may be deemed unusable for a Master's Thesis, MS Non-Thesis project, or Dissertation. The IRB cannot give retrospective approval to any project.

²⁶ <https://www.purdue.edu/research/oevprp/>

For more detailed information about conducting international human subjects research, visit the IRB website at <https://www.irb.purdue.edu>.

Purdue Institutional Animal Care and Use Committee (IACUC) Policy Guidelines and Permissions

Those students working with or conducting research on captive or wild animals must comply with Purdue's policies. Principal Investigators and students must be certified before receiving permission to participate in animal research at Purdue (<https://www.purdue.edu/research/regulatory-affairs/animal-research/>). All graduate students intending to conduct research on animals must complete the IACUC certification process within the first 60 days of starting the program and work with their major professor to prepare and submit an IACUC protocol application in time to receive approvals before their MS and/or PhD research is scheduled to begin. IACUC protocols must be approved before research is initiated and information on the status of these proposals should be indicated by the major professor on the proposal examination form. Any changes to the protocols must be submitted and approved before data are collected with the new protocols.

Applications for approval of new protocols and for approval to make significant modifications to previously approved protocols must be completed by the Principal Investigator and submitted to the IACUC for review and approval prior to initiation of those activities. Principal Investigators should allow four to six weeks for the review process to be completed.²⁷ Post-docs, graduate students, undergraduate students, or visiting scholars may not be a Principal Investigator on a protocol application.

Graduate Student Travel

All graduate students must complete a Travel Request in the Concur system for all university related travel (conferences, research, etc.) at least two weeks in advance of travel. This includes both international travel and domestic travel. Even if a student is not receiving funding, they still need to complete the Travel Request. Students should ask for assistance on completing the Travel Request from the Anthropology main office.

Graduate students who will be traveling for more than 22 days *and* who will be receiving any payment from Purdue while away need to complete both the Travel Request and the [Change of Duty Station](#) form (available through the Anthropology business office) or [The Research, Instructional, Engagement Leave Form](#).

If research credits (69800 or 69900) are being taken during the time away from campus, a Graduate School Form 19 (Request for Off-campus PhD or Master's Research) will also need to be completed.²⁸ Students who plan to 1) work on research, 2) register for 69800 or 69900 (thesis credit), and 3) be off campus greater than 22 days must complete the Grad School Form 19 for and prior to each session away from campus. The form is available in myPurdue within the graduate Plan of Study portal.

²⁷ PACUC Handbook (p5): <https://www.purdue.edu/research/regulatory-affairs/animal-research/docs/Handbook.pdf>.

²⁸ Policies and Procedures for Administering Graduate Student Programs, IV. E.

Graduate Student International Travel and Research

Students should spend time making plans for their safety during travel and research away from campus. Students should provide contact information to their family and to their major professors before leaving campus. Students should also collect and carry a contact card with their insurance information and information about what they would do to seek local medical or other assistance if needed (Appendix X, Z, and AA). We encourage students to also carry copies of important documents and visa information, as appropriate, while traveling. While this section is specific to international travel, we encourage students to make similar plans for domestic travel as well.

Graduate students and their major professors are responsible for fulfilling university policies regarding any international activities taking place outside the territory of the United States under their sponsorship or guidance. Students and major professors should consult the Protect Purdue and International Programs Study Abroad Website Page on Independent International Activity. Students and major professors should be aware that when employing someone to work remotely from an international location, there are many considerations. Employing someone to work in an international location can trigger tax-withholding obligations for Purdue as their employer in a foreign country. To obtain more information, please contact the Director of Graduate Studies and the Academic Program Manager, who can then work with the student before they contact Purdue's Office of Global Partnerships:

https://www.purdue.edu/business/risk_mgmt/International_Travel/BPpacditp.html

Students are advised to plan in advance if travel includes areas under US travel warnings or restrictions because they may be requested to supply additional information before approval is granted. Prior to travel, major professors should confirm that students are in compliance with the Independent International Activities guidelines

(<https://www.purdue.edu/IPPU/SA/FacultyStaff/independentStudy.html>).

Additional information for international student travel abroad information is available at

<https://www.purdue.edu/IPPU/ISS/Student/F1/travel.html> and

<https://www.purdue.edu/IPPU/ISS/Student/J1/travel.html>

To plan for international travel and complete required forms for international insurance, major professors and students should consult the "[International Travel Document Decision Matrix](#)" as well as complete the [Template for Submission to Purdue Security and Risk Assessment Committee](#). Students should also register through the [US Department of State's Smart Traveler Enrollment Program \(STEP\)](#) prior to traveling abroad. A link to the Security Risk and Assessment Petition can be found here: <https://www.purdue.edu/ippu/sa/departmental/form.html>

Thesis and Dissertation Formatting and Submission

A complete draft of the thesis or dissertation, which has already been approved by the major professor, should be in the hands of the committee at least four weeks before the final exam, which should be

minimally six weeks before final deposit. For students on the Non-Thesis track, a complete draft of the written project, which has already been approved by the major professor, is due to the committee at least three weeks before the scheduled oral defense date.

An oral exam (defense) for the MS or the PhD will not be scheduled unless the student's major professor has read the full draft of the thesis and given feedback to the student, and the entire committee has been given a draft several weeks prior to the exam (defense). (Department Policy 9/28/2015) The graduate program in anthropology requires the full draft be sent to the committee several weeks prior to the oral defense. Please refer to "MS Final Exam" and "Final PhD Oral Exam" Sections in this manual for more information. Please also refer to the CLA Graduate Studies Common Policies:

<https://www.cla.purdue.edu/students/graduate/graduate-studies-common-policies.html>

Students who do not meet these deadlines will delay their graduation from the program.

All theses must be prepared according to both departmental format requirements (students must consult their major professor) and University format requirements, and use the Template II thesis template for the Department of Anthropology:

<https://www.purdue.edu/gradschool/research/thesis/templates.html>

The format requirements are checked in the department by the Academic Program Manager who has been designated as thesis format advisor. Departments must keep the Graduate School informed of any change in the method of format checking and the current names of thesis format advisors, all of which is information filed for reference in the Thesis/Dissertation Office.

The Graduate School Thesis/Dissertation Office offers workshops on filing and includes resources at <https://www.purdue.edu/gradschool/research/thesis/index.html>.

Further, iThenticate plagiarism screening by a student's major professor must take place prior to approval of the Electronic Thesis Acceptance Form (ETAF).

Theses are examined by the Thesis/Dissertation Office, after they have been uploaded. While deposit appointments are no longer required, students are advised to select their own internal deposit deadline with their major professor. Due to the large number of theses deposited during the last week of classes, it is strongly recommended that candidates deposit their theses early to avoid long waits and the possibility of not meeting the deposit deadline and being able to graduate.

The thesis deposit fee will be charged to all masters and doctoral thesis-option candidates as part of the thesis deposit process. The following fee rates will apply: Master's Thesis Fee \$90.00; PhD Dissertation Fee \$125.00. The thesis deposit fee will support some of the expenses associated with the preparation, acceptance, deposit, and publication of theses and dissertations. Students must pay their thesis deposit fee as soon as possible after their successful deposit and prior to commencement. Failure to do so will result in administrative holds placed on grades and transcripts, and the candidate's thesis or dissertation will not be released to HammerRR for publication. Administrative holds will remain in place until the fee is paid.

A final copy (digital or print) of the thesis should be provided to a student's major professor, committee members, and the Anthropology Graduate Program Office.

Students may place an embargo on their thesis or their thesis may be held in confidential status for a limited period of time (Graduate School Policy). Students should also familiarize themselves with copyright issues: <https://www.purdue.edu/gradschool/research/thesis/copyright.html>.

If a student is unable to deposit their thesis during the semester in which they pass their defense or within one semester after passing their defense, the student will need to put in writing why they are unable to deposit and the date they plan to deposit. This communication should be filed with the Anthropology Graduate Program Office.

Effective Fall 2020, students are required to deposit their theses and dissertations within three consecutive sessions of receiving a decision of PASS on their Final Exam (including the session in which the Final Exam was passed). The thesis or dissertation must be deposited no later than the CAND 99100 Deposit Deadline of the third consecutive session for full consideration of the sought degree. For example, a student who passes the Final Exam in a fall session has through the CAND 99100 Deposit Deadline of the following summer session to deposit. To uphold the integrity of the defended research, if a student is unable to deposit their thesis or dissertation within three sessions, they must re-defend their research and deposit within the session they receive the decision of PASS on the second Final Exam to be conferred the degree.²⁹

Exit Survey

The Graduate School, CLA, and the Department of Anthropology each have a mandatory survey that must be completed by students who will not be continuing in the program. The surveys must be submitted upon completion of a degree in order to graduate or as the student is leaving the program. Before graduation, the student will be notified by the Graduate School with instructions on how to complete the exit survey once the Graduate School receives the student's Request for Examining Committee Form (Graduate School Form 8). The Graduate School's exit survey must be completed and submitted by the student before the student's thesis/dissertation deposit appointment. Both the CLA and the Department of Anthropology's alumni surveys (Appendix Y). will be emailed to the student with instructions to complete and submit to the Anthropology Academic Program Manager and the Director of Graduate Studies before the student leaves campus or moves on to another degree program.

²⁹ Policies and Procedures for Administering Graduate Student Programs, VII. C.

Requirements for the Master of Science Degree in Anthropology

The Master's degree program in anthropology is designed to provide the student with competence in anthropology while at the same time fostering the development of special research interests.

Anthropology remains a discipline in which anthropologists with varying specializations are conversant with each other in professional meetings, publications, research, and departmental training programs.

All students entering our MS program with a background in anthropology will be required to enhance their expertise in the integrated subfields of anthropology by completing at least 2 of our 4 core subfield courses by the end of the second semester of residence. (Department Policy 12/11/2015) Depending on a student's professional goals or previous background in anthropology, committees may recommend taking additional core courses.

For a course to count on the student's Plan of Study, a minimum grade of "B" is required for all 500 and 600 level courses in the primary area(s) of emphasis. For students in the MS program, the required core courses constitute the primary areas of emphasis. A minimum grade of "C-" is required for all other courses on the Plan of Study. If the same course is retaken, the latest grade will be used.

Course Requirements

The Anthropology MS programs require 36 hours of course credit. All requirements for the MS degree, including the MS Thesis or Non-Thesis project, are normally completed in four semesters. Both Thesis and Non-Thesis programs have identical baseline course requirements. The following six courses (18 hours) are required for all MS students (one theory, two methods, a minimum of two subfield cores and one seminar):

1. Theory course:

Anthropology 507 History of Theory in Anthropology

2. Research Design and Methods Courses (two courses), possible courses include:

Anthropology 605 Seminar in Ethnographic Analysis (highly recommended, and required for Non-Thesis Option A)

Anthropology 606 Quantitative Research Design

Anthropology 534 Human Osteology

Anthropology 536 Primate Ecology

Anthropology 589 Archaeology and Materials Science

Anthropology 620 Special Topics: Qualitative Ethnographic Analysis

Anthropology 620 Special Topics: Seminar in Visual Anthropology

Agriculture and Biological Engineering (ABE) 591 Intro to GIS

Biological Sciences 591 Field Ecology

Nutrition 534 Human Sensory Systems and Food Evaluation

Sociology 581 Methods of Social Research II

Sociology 583 Application of Social Research Methods

Discuss additional alternates with committee

3. Subfield Core Courses (two subfield courses are required. Students must take at least one core course from across the cultural/physical areas (i.e., 505 or 514 plus 535 or 504))
 - Anthropology 504 Archaeological Theory
 - Anthropology 505 Culture and Society
 - Anthropology 514 Anthropological Linguistics
 - Anthropology 535 Foundations of Biological Anthropology
4. Advanced Anthropology Seminars (All students must take at least one 600-level seminar)
 - Students completing the MS Non-Thesis Option A (Applied and Practicing Anthropology) are required to take a 600-level seminar relevant to applied anthropology.
5. MS Non-Thesis Option A (Applied and Practicing Anthropology) (all three are required)
 - Anthropology 640 Foundations and Frameworks: Applying Anthropology
 - Anthropology 641 Discovery and Design: Making Projects Work
 - Anthropology 642 Public Engagement: Using Anthropological Knowledge

At the time of admission, the Graduate Committee will specify which of the core courses, if any, may be waived based on prior coursework. Waivers must be replaced by other courses beyond the Bachelor's degree. It will be up to the student (in conjunction with their advisory committee) to decide on the credit-hour value of the Master's thesis.

First year students with adequate undergraduate background in anthropology will take Anth 507 (History of Theory in Anthropology) and at least two of four Anthropology 500 level subfield core courses (504, 505, 514, 535). Students who do not have an adequate background in anthropology will take additional subfield core courses. It is highly recommended for all first-year students to take the Anthropology Proseminar course.

Methods Courses

Students must enroll in a minimum of two methodology courses. Anthropology 605 Seminar in Ethnographic Analysis is highly recommended, and required for students completing Non-Thesis Option

A. Possible courses also include:

- Anthropology 606 Quantitative Research Design
- Anthropology 523 GIS For Humanities and Social Science Research
- Anthropology 534 Human Osteology
- Anthropology 536 Primate Ecology
- Anthropology 589 Archaeology and Materials Science
- Anthropology 620 Special Topics: Qualitative Ethnographic Analysis
- Anthropology 620 Special Topics: Seminar in Visual Anthropology
- Anthropology 641 Discovery and Design: Making Projects Work

Appropriate methods courses in other programs include:

- Agronomy 655 Soil Genesis and Classification
- Agricultural and Biological Engineering (ABE) 591 Intro to GIS
- Biology 591 Field Ecology
- Nutrition 534 Human Sensory Systems and Food Evaluation
- Sociology 581 Methods of Social Research II

Sociology 583 Application of Social Research Methods.

Alternates need to be discussed with a student's committee. Many students will enroll in additional methods or statistics courses as required for their areas of expertise. (Department Policy 3/24/2009)

Statistics Requirement

In addition to the core courses, students must take at least three semester hours of statistics in the social sciences or must have had an equivalent course at the undergraduate or graduate level. This course must be taken for a grade. Students must receive a C- or better to fulfill the requirement. The following courses will satisfy the three hours of statistics:

ANTH 306 (Quantitative Methods for Anthropological Research),
SOC 382 (Introduction to Statistics in Sociology),
PSY 500 (Statistical Methods Applied to Psychology, Education, and Sociology), or equivalent three semester hours.

Courses taken to satisfy the statistics requirement do not count towards the 36 credit hours required for the MS. If the student's particular research orientation requires more sophistication in quantitative methods, such further work may be used as an elective to satisfy a portion of the 36 credit hours required for the MS.

Electives

The remaining course credits (18 hours in addition to the required courses) will be made up of additional core courses as needed, 600-level seminars, 590s, and specialty courses outside the department. For students completing the Non-Thesis Option A (Applied and Practicing Anthropology), courses in the student's strategic focus area, as available, and additional 590s, other 500 or 600-level courses may be taken, including methods and specialty courses outside the department.

Research Hours

Within the 36 credits required for the MS degree, MS Thesis students may include up to six credits of thesis-directed thesis research to substitute for some of the elective courses in their plan of studies. Non-thesis MS option students may only take up to six directed research credits and must take six additional hours of coursework in methods, statistics or applied training. To register for research hours, students must complete an agreement with their major professor regarding expectations of work to be completed for the semester. The template available in [Appendix D](#) should be used, and the request needs to be submitted to the Academic Program Manager before the start of the semester.

Course Waivers/Substitutions

Students who feel they have already met some of the Purdue MS course requirements while a graduate student in another program should discuss with their major professor whether it is appropriate to

request a waiver and approval from the graduate program office to use a limited number of these non-Purdue courses on their Purdue Plan of Study.

For the courses to meet transfer requirements, and to be eligible to listed on the Plan of Study as transfer, they must be graduate-level courses which have not been used for a degree at any institution; a B- or better (or equivalent) was earned for the course; and less than a five-year gap exists between the student’s last graduate course at the other institution and the beginning of the graduate program at Purdue. Students must also provide official transcripts to the Graduate School, as well as consult with their major professor.

SAMPLE MS PROGRAM FIRST AND SECOND YEARS (MS = minimum 36 hours)

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER	FOURTH SEMESTER
Core	600-level Seminar or Core, if needed	Core, if needed, or Seminar	Elective or stats/methods for Non-Thesis MS
Core B or Methods	Core or Methods	Elective	Elective or Research Hours
507	Methods	Research Hours (stats/methods for Non-Thesis MS)	Research Hours

(Department Policy 10/8/2008; 4/2/2014)

SAMPLE MS NON-THESIS OPTION A FIRST AND SECOND YEARS (MS = minimum 36 hours)

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER	FOURTH SEMESTER
507	Core	Core	600-level seminar relevant to applied anthropology
605	606	Elective	Elective
640	641	642	Elective or Research Hours

MS Prospectus

During a student’s second semester, the student will work with their major professor to focus on a research topic and then submit a two-page research prospectus to their committee. The prospectus must be approved by the student’s committee by the end of the semester and before data collection begins. Upon approval, the major professor will complete a form, provided by the Academic Program Manager, to document the approval process.

Before the end of the second semester, a student also will give a 15-minute presentation of their MS prospectus draft to the department. The presentation will be an overview of the student’s research questions, research site, and methods (see below). The presentation date for all first-year MS students will be scheduled in consultation with the Director of Graduate Studies and Academic Program Manager

at the beginning of the second semester. The presentation is not an exam. (Department Policy 3/28/2011)

Once the prospectus is accepted by the student's committee, the student proceeds toward the completion of either the thesis or the final project (either of which may account for up to six credit hours of thesis/non-thesis research). All necessary IRB or IACUC approvals must be obtained prior to any data collection. The student must be aware of and comply with the various format requirements and deadlines for the Master's thesis/final project and final examination as laid out by the Graduate School. (For MS defense information, see MS Final Exam Section below).

In the event a student substantially changes their research focus, they need to resubmit their MS prospectus. Major professors will need to be aware of any changes to the student's research topic, and the Director of Graduate Studies will make the determination as to whether a research topic is substantially different. (April 19, 2019)

Suggested Outline for MS Prospectus

1. Introduction with Research Questions
2. Theoretical Frameworks
3. Methodology and Ethics
4. Significance of Research to AOT (decolonizing and justice programs)
5. Engagement and Broader Impact
6. Bibliography for Literature Review

Oral Examinations

The following policy applies to all graduate students in the department who are taking oral examinations:

All faculty members may attend and participate in the open portion of the examination, but only members of the official examining committee may vote. It is required for both the student and the major professor to be present in person at all exams. (Department Policy 9/16/2019) Note that during the COVID pandemic, the Department of Anthropology is adjusting this policy and will be extending virtual exam possibilities for Fall 2021 (with the entire committee joining remotely), as well as starting to accommodate in-person exams once again, as relevant, beginning Fall 2021. This policy will be reviewed for Spring 2022.

For the final examination for the MS degree, a three-member examining committee, who have been approved as committee members on a student's Plan of Study, must recommend the candidate unanimously. Only three committee members are required by the Graduate School for the MS examinations³⁰. On any committee with four or more members, a single member may withhold their signature of approval.

³⁰ Policies and Procedures for Administering Graduate Student Programs, VII.F.1.

The examination will be publicly announced and open to all faculty and others who wish to attend the open portion of the exam. An announcement of the oral examination must be emailed to the department's faculty and graduate students and posted in the department at least two weeks before the examination date. For the Master's oral examination, the committee must have a full draft of the thesis three weeks prior to the defense, and the student must deposit a copy of the thesis/non-thesis project with the Academic Program Manager at least two weeks before the examination. The report/thesis is kept on file for any interested parties.

Qualifying Examination

The qualifying examination is intended to show the student is competent in the mastery of their sub-discipline(s). It should also demonstrate achievement of competency in the Graduate School Learning Objective areas (these include critical thinking skills, effective written and oral communication, knowledge of scholarship in area, and appropriate ethics and responsible research).

MS students will need to pass a subfield qualifying examination during their second year of study to complete their degree and confirm their competence in the subdisciplinary specialization. Incoming PhD students need to pass the qualifying examination with distinction by the end of their first year to be fully prepared for more specialized study toward the PhD degree. The exam will include written and oral components and will be prepared by the student's advisory committee.

Definitions of Criteria for Qualifying Examinations

A passing qualifying examination demonstrates competency in the literature of (an) anthropological subfield(s), competency in the Graduate School Learning Objective areas, and the ability to communicate that knowledge. The goal of the qualifying exam is to assess the student's general subdisciplinary expertise. The questions asked will be related to the general area of the student's Master's broad research subject, but the questions will not be highly focused questions on the student's Master's degree topic.

In order to pass with distinction, a qualifying examination response will demonstrate a capacity for PhD level research, including depth of knowledge of the literature in an anthropological subfield, evidence for self-motivation and independent thought, and the potential to critically and creatively address key problems in the student's areas of interest. (Department Policy 4/4/2012)

Qualifying Examination Procedures

Masters' students will be required to take the qualifying exam by the end of their third semester and incoming PhD students by the end of their second semester. PhD students must pass the qualifying exam with distinction in order to continue in the PhD program. The qualifying exam cannot be taken unless a student's Plan of Study has been officially submitted to the department. (Department Policy 9/28/2015)

The options on the qualifying exam results are "Fail", "Pass", or "Pass with distinction". A student who passes with distinction will have satisfied one of the requirements for admission to the PhD program. A student may elect to pursue a Master's Thesis or Non-Thesis research project for the completion of their MS.

Students who receive a “Fail” or a “Pass” on the exam will be given an option to retake it to improve their performance to “Pass” in order to complete the MS program or to “Pass with distinction” in order to demonstrate sufficient subfield preparation for the PhD program. (Department Policy 3/25/2009) Students who are granted permission to do a retake shall complete the retake by the end of the next semester. (Department Policy 3/28/2011) The qualifying exam consists of both written responses and a corresponding oral defense. Once submitted, the written response cannot be updated, amended, or otherwise changed in any form prior to the oral defense. The exam results reflect both the written responses and oral defense together.

The qualifying exam will be administered by the student’s advisory committee, who have been approved as committee members on a student’s Plan of Study. The committee will design individualized take-home format exams for students that include two essay questions requiring students to demonstrate breadth and depth in their subfield.

A student cannot change the composition of their committee after the written exam has been distributed. (4/19/2019)

Qualifying exam questions should be approved by the Director of Graduate Studies before they are sent to the student. Exams are primarily evaluated by the student's advisory committee, but the consent of the Director of Graduate Studies will be necessary in order to report the exam as “Fail”, “Pass”, or “Pass with Distinction”. (Department Policy 3/23/2010; 9/28/2015)

At a minimum, the exam response should be well written and well referenced with a total of at least 20 typed, double-spaced pages (excluding bibliography) for each qualifying exam question (1” margins, and 12 pt. font).

The student will be given 10-days to produce a written response to two qualifying exam questions. Each student is expected to work independently. The exam will be released from and uploaded to Brightspace with a start time and due time of 9:00 am Eastern. The written exam will be reviewed by the advisory committee and the Director of Graduate Studies and followed by an oral defense with the committee only. The recommended length of time between the submission of written responses for the qualifying exam and the oral exam is two weeks, with a maximum length of time between both of one month. (Department Policy 4/19/2019) The student’s major professor and committee will submit a completed Report of the Qualifying Exam ([Appendix J](#)) to the graduate program, which includes individual committee members’ specific feedback and comments directly to the student. Major professors are expected to report on the student’s performance on the exam at the annual student progress review. (Department Policy 4/29/2009)

For students in the MS program, the qualifying exam is valid for three years, after which a student would need to have an assessment from the Director of Graduate Studies in order to determine if progress is adequate and whether a retake is allowed. (Department Policy 9/17/2018)

In the event a student substantially changes their research focus, they need to retake their qualifying exam. Major professors will need to be aware of any changes to the student’s research topic, and the

Director of Graduate Studies will make the determination as to whether a research topic is substantially different. (Department Policy 4/19/2019)

MS Thesis and Non-Thesis Program Options

MS Students may choose to complete either a MS Thesis or Non-Thesis program by satisfying one of the following options. In addition, as outlined below, there is also a multimodal option for either the Thesis or Non-Thesis options.

1. MS Thesis or
2. Non-Thesis MS Option. There are two Non-Thesis options:
 - a. Non-Thesis Option A: “applied and practicing anthropology option” or
 - b. Non-Thesis Option B: “doctoral pre-proposal option research project”

All options require submission of written research results and a final oral examination by the student’s advisory committee. Students should discuss options with their major professor and advisory committee during their first year in the program.

By the end of the first semester of the first year, the student should meet with their major professor to begin to discuss the choice of a Thesis or Non-Thesis program as well as multimodal options. The remaining members of the advisory committee should be selected.

A student should finalize their selection of the thesis or one of the Non-Thesis options in consultation with their major professor and advisory committee. At this time, the student must declare this choice using the “MS Thesis or Non-Thesis Option” departmental form. This meeting should take place no later than the end of the second month of the second semester.

MS Thesis Option

This program option enables students to prepare a thesis in conjunction with the student’s major professor and committee. The anthropological project demonstrates the student’s mastery of a set of data collection and analytical methods. For example, original data collection is recommended but not required for the thesis. Analysis of secondary data—whether quantitative, qualitative, visual or other formats—is acceptable if the research is informed by a clearly articulated research question and undergirded by a research prospectus. The Thesis should demonstrate a high level of competency in the student’s research specialization and should be written in a manner that would be consistent with a publishable research project. In order to receive final approval for the Thesis track a student must have passed the qualifying exam. (Department Policy 12/8/2008)

Typically, the thesis is a single document that consists minimally of 50 pages (double-spaced, 12 pt. font, Times New Roman) that often incorporates a literature review, definition of a phenomena, discussion of methods/methodology to address the phenomena, the subsequent research activity, results, and a discussion of the implications of the work. However, the student may design a thesis with different emphases, in consultation with their major professor and advisory committee. For example, please see “Thesis and Dissertation Formatting and Submission” for further information on article-based or

multimodal options.

Students will submit the Thesis research project paper as part of the final MS exam process. It will be followed by an oral exam in which the students will be required to demonstrate achievement of the MS learning outcomes for Anthropology.

Please see sections “MS Final Exam”, “Thesis and Dissertation Formatting and Submission,” and “Thesis and Final Project Deposit” sections of this manual for more information about Departmental and Graduate School procedures for completing the MS Final Exam and depositing the MS Thesis. Thesis formatting must be in line with formatting guidelines established by the department and by the Graduate School.

MS Non-Thesis Program in Anthropology

This program option enables students to prepare a Non-Thesis in conjunction with the student’s major professor and committee. The objective of the Non-Thesis Master’s Program is to provide appropriate learning outcomes for students: 1) who are seeking practical training in anthropology (MS-Non-Thesis Option A); and 2) who will proceed directly to PhD training (MS-Non-Thesis Option B). In order to receive final approval for the Non-Thesis pre-proposal track a student must have passed the qualifying exam with distinction. (Department Policy 12/8/2008)

Students in the Non-Thesis applied and practicing option will be required to take an additional six hours of methods, statistics, or applied training and may take six research credit hours.

Non-Thesis Program Options

Applied and Practicing Anthropology Option (MS Non-Thesis Option A)

This program option may be appropriate for students seeking a MS degree in anthropology with an applied orientation or as preparation for employment or training outside of anthropology. This program option enables students to prepare a substantial research paper or analytic project based on original research done in conjunction with the student’s major professor and committee. The project demonstrates the student’s mastery of a set of data collection and analytical methods to prepare them for employment. The resulting paper or project should demonstrate a high level of competency in the student’s research specialization and should be written in a manner that would be consistent with a publishable research report.

Typically, the paper or project will include appropriate bibliographic citations to relevant theory and methods publications, a careful description of methods and a concluding section that relates the body of work to other similar published works where appropriate.

Summer Internship: Students will conduct an internship/research project with a relevant agency or organization during the summer between their second and third semester.

Final Exam: The project produced from the internship experience will serve as the basis for the final exam. Written documentation should be consistent with that of a publishable research report. The form of this assignment may need flexibility depending on the type of project in which the student engages.

All other requirements of the MS degree in anthropology pertain to this option. Students who choose to continue onto the PhD program after completing the MS Non-Thesis Option A should have passed the qualifying exam with distinction. In addition, students may apply 30 credit hours of MS coursework toward the PhD degree.

Students will submit the Non-Thesis research project paper as part of the final MS exam process. It will be followed by an oral exam in which the students will be required to demonstrate achievement of the MS learning outcomes for Anthropology.

Doctoral Pre-Proposal Option (MS Non-Thesis Option B)

This option is appropriate for those students planning to go on to pursue PhD training at Purdue. Students will only be admitted to the PhD program with committee approval. Final approval is contingent upon passing the qualifying exam with distinction. This option allows the student aiming to integrate the preparation for PhD work with their MS training by combining a thesis-equivalent project with the development of the eventual proposal for the dissertation.

Students pursuing this option benefit by being able to begin development of the dissertation proposal during the second year of graduate school rather than postponing this work to prepare a Master's thesis that may inhibit more directed efforts towards the eventual completion of the PhD.

This more focused track is important given the necessity to write competitive proposals to obtain external funds for dissertation fieldwork in anthropology. Students in this program will be required to produce a final MS paper that provides evidence of completion of a pilot research project and demonstrates progress towards the development of a dissertation proposal.

Typically, the research project paper and oral exam will include a clear statement of a research problem that contextualizes the problem within an anthropological subfield, reviews the relevant literature and demonstrates the feasibility of the research program. This option is only considered sufficient for the awarding of a MS as part of the development towards a PhD program.

Students will submit the Non-Thesis MS paper as part of the final MS exam process. It will be followed by an oral exam in which the students will be required to demonstrate achievement of the MS learning outcomes for Anthropology.

Multimodal MS: General Guidelines & Specific Criteria for Thesis and Non-Thesis

Multimodal MS General Guidelines for Thesis and Non-thesis Options

1. The MS should follow the processes described in the MS Thesis and Non-Thesis Program Options in this manual. The Thesis should follow the processes of the Thesis, and the Non-Thesis should follow the processes of the Non-Thesis Option A.
2. Students must indicate their desire to pursue the multimodal format by checking the box of the MS Thesis or Non-Thesis Option on the anthropology department form. This must be done with approval from the major professor and advisory committee by the end of the second month of the second semester.

3. A component, roughly equivalent to a written chapter or article, of the Thesis or Non-Thesis should be dedicated to a multimodal format, while the remainder of the Thesis or Non-Thesis should be dedicated to a written document. As the thesis typically consists of a minimum of a 50-page (double-spaced, 12 pt. font, Times New Roman) document, a thesis or non-thesis with a multimodal component should consist minimally of a 25-page (double-spaced, 12 pt. font, Times New Roman) document, not including the written accompaniment to the multimodal component. The Non-Thesis paper or project must still include appropriate bibliographic citations to relevant publications, a careful description of methods, and a concluding section that relates the body of work to other similar published works where appropriate.
4. The multimodal component should be in a high-confidence data format for preservation purposes. See <https://www.lib.purdue.edu/spcol/file-format-recommendations>
5. The multimodal component should be accompanied by a written work that provides the theoretical, methodological, and ethical rationale behind the piece. At a minimum, the written work must be 2-5 single-spaced pages (12 pt. font, Times New Roman). The written work must contribute to demonstrating anthropological competency appropriate for an MS degree. Minimally, this work should
 - a. Provide the theoretical and methodological rationale behind the piece
 - b. Discuss the target audience(s) of the work
 - c. Articulate why the format(s) chosen is appropriate for the project, and
 - d. Identify the impact(s) the student and other stakeholders including but not limited to participating communities, partner institutions, or interlocutors want to see

The committee will determine any additional requirements for the written work.

6. Students are responsible for ensuring that the written work accompanying the MS Thesis or Non-Thesis is consistent with Purdue's Graduate School formatting guidelines.
7. The MS Thesis exam (written and oral) is expected to follow the MS Thesis defense guidelines while the Non-Thesis exam (written and oral) is expected to follow the MS Non-Thesis Option A defense guidelines.

Multimodal Thesis Specific Criteria

1. All work must be based upon original research done while an MS student is at Purdue University.
2. The multimodal component has no minimum required format, as standards should conform to appropriate norms. Ultimately, the student's Major Professor and Advisory Committee will determine whether the multimodal component can fulfill MS Thesis or Non-Thesis requirements. Multimodal components that are not relevant to the student's over-arching research topic will not fulfill degree requirements.
3. Given the collaborative nature of Anthropology, there may be a tendency for MS scholars to produce a collaborative multimodal component. Generally, only a multimodal component for which the student is the equivalent of the "first author" can be included in the Thesis or Non-Thesis package (in some cases senior collaborators may expect authorship regardless of actual contribution; the student's the Major Professor and Advisory Committee may then waive the rule on a case-by-case basis). However, the student must have been substantially involved in the design for any multimodal component. In the case of multimodal with multiple authors, the student must preface the component with a paragraph detailing the contribution of each listed author to the creation of the component, even if they are "first author."

4. Co-authorship with the student's Major Professor or Advisory Committee members is common but represents a potential conflict of interest. The Advisory Committee should be formed such that at least two members have no connection with the multimodal component submitted.
5. When two or more MS students co-author a multimodal component, it is not permissible for both (or all) students to submit the same component as a part of their individual MS Thesis or Non-Thesis. The MS Thesis or Non-Thesis is explicitly intended to demonstrate individual abilities and accomplishments. Co-authored multimodal components submitted as part of a dissertation must satisfy the requirement that only one student co-author is designated as the first author.
6. When using materials from collaborators, footnotes or other means must acknowledge the contribution of the collaborators, including any multimodal component that was not created by the author alone.

MS Public Presentation and Oral Defense (Final Exam)

At the completion of the Master's Thesis or Non-Thesis research project all students are required to give a public presentation and participate in a closed-door oral defense. The oral defense should not last more than two hours and minimally should be scheduled for an hour.

The public presentation is a formal presentation of findings and discussion of the Master's research process. The presentation should include a discussion of ethics relevant for the research. It may also be appropriate for the student to discuss any problems encountered during the research, what the student might have done differently in hindsight, and what the student might do given the opportunity for further work on this topic.

This department must report the result of a final examination for the MS candidate to the Graduate School. The student's committee will complete internal department examination evaluation forms as well as Graduate School final exam forms.

Usually the process is as follows:

1. the student submits each chapter of their thesis or research project to the major professor (and committee members as indicated) for review and comments, and makes necessary revisions;
2. a complete draft of the thesis/project is then submitted to the advisory committee for review and comments, and any necessary revisions are then made;
3. at least three weeks before the final oral examination is to be held, the Graduate School is so notified (using GS Form 8); and
4. at least three weeks before the final oral examination the final copy of the thesis/paper is shared with the examining committee. Unless a complete draft, which has already been approved by the major professor, is received by the advisory committee three weeks before the scheduled oral examination date, it will be extremely difficult to complete the degree requirements by the last day of classes.
5. at least three weeks before the final oral examination the student works with the graduate office to design a flyer, which is shared two weeks prior to the defense.

Students who wish to complete the MS degree requirements during a summer session should note the following: Within the first two weeks of the spring semester, each member of the advisory committee must be asked about availability during the summer to read the project or thesis and to attend the final

oral examination. Most faculty are not paid for the summer months and summer defenses are their prerogative to accept or not. It is preferable that defenses should be held during the Fall and Spring semesters. Summer defenses are to be scheduled only after consulting the committee members to ascertain that a summer defense is possible. Summer defense negotiations are to be conducted by the major professor.³¹

If the examination is unsatisfactory, a candidate must wait at least until the following session to repeat the final examination. A new request (G.S. Form 8) must be submitted.³²

Thesis and Final Project Deposit

A complete draft of the thesis, which has already been approved by the major professor, should be in the hands of the committee at least six weeks before the final deposit and at least three weeks prior to the oral examination date. For students on the Non-Thesis track, a complete draft of the written project, which has already been approved by the major professor, is due to the committee at least three weeks before the scheduled oral examination date. Students who do not meet these deadlines will delay their graduation from the program.

A completed and final copy of the MS Thesis must be deposited at the Graduate School according to Graduate School procedures and by the deadline set each semester by the Graduate School. Further, iThenticate plagiarism screening by a student's major professor must take place prior to approval of the Electronic Thesis Acceptance Form (ETAF). Satisfaction of this requirement will be certified by both major professor and degree candidate. Please see the Graduate School's Thesis Office website for more information: <https://www.purdue.edu/gradschool/research/thesis/index.html>. Deliver one copy (digital or paper) of the completed and final thesis or the MS final project to the major professor, one to each committee member, and one to the Academic Program Manager.

See also "Theses and Dissertation Formatting and Submission" Section of this manual.

Time Limitations - MS

All requirements for the MS degree, including the MS Thesis or Non-Thesis option, are normally completed in four semesters. The MS must be completed within three years after the qualifying exam. If after three years a student has not yet completed their MS, a course of action will be determined having assessed the student's progress in the program, which may include the possibility of retaking the qualifying exam. (Department Policy 9/17/2019)

Requirements for Master's Students Requesting Funding to Continue on to the PhD Program

The department policy for any MS student requesting funding for continuation to the PhD program in the subsequent fall semester is that the student signals their intent to continue to the PhD program to

³¹ <https://cla.purdue.edu/students/graduate/graduate-studies-common-policies.html>

³² Policies and Procedures for Administering Graduate Student Programs, VII. Section F.1.

the Director of Graduate Studies no later than December 15th when student progress is evaluated and before funding decisions are made. We strongly recommend that these MS students take their qualifying examinations the third semester in the program. All MS students will need to pass a subfield qualifying examination during their second year of study in order to complete their degree and confirm their competence in the subdisciplinary specialization.

These students should defend their theses/projects by the end of the fourth semester to be eligible to be admitted into the PhD program with funding for the following fall semester. Students who complete the Master's defense over the summer will be eligible to be considered for continuation as long as they demonstrate adequate progress (see section below).

All students wishing to be considered for continuation of funding for the PhD program should submit a complete draft of their Master's Thesis or Non-Thesis paper to their major professor before April 1st.

The major professor will provide an updated progress report to the Graduate Committee by email the first week of April, evaluating whether the student has made satisfactory progress on the thesis or project paper and will be able to hold a spring (fourth semester) defense and graduation or be granted an exception to hold them in the summer. Students will receive notification about decisions on continuation of funding for the PhD and information about funding assignments for fall in their annual letter. Continuation of funding is provisional, contingent upon successful and timely completion of the MS degree requirements and approval of Request for Continuation to PhD forms (see below).

Procedure for Application of Continuing Master's Students to PhD Program

Students wishing to continue to the PhD will need to discuss with their major professor and then complete and submit an application to continue to the PhD program to the Academic Program Manager. Students should fill out the form, to which they will add a one-page single-spaced summary of proposed research planned for the PhD, including theoretical frameworks, research questions and methods anticipated, plus a separate selected bibliography with key sources. This document should be developed following discussion with the prospective PhD major professor for their input and approval. The form will include signature lines for the student's prospective major professor and at least one additional faculty member that agree to serve on the student's PhD committee, and a line for the intended subject of their PhD research project.

At the January faculty meeting to discuss student annual progress, major professors of second year MS students will need to provide a report on the current progress made on the thesis/paper. Per preexisting policy, students who are planning to request continuation of funding and apply for admission to the PhD program need to have submitted a draft of their thesis/paper to their major professor before April 1st. Normally students should defend during the fourth semester. If a summer thesis defense is planned as an exception, the major professor will need to provide adequate assurance to the faculty that it will be completed before the fall semester commences.

MS students who pass both the qualifying examination with distinction and the final MS examination, who have articulated a preliminary PhD research topic, and who would like to continue on to the PhD program must complete an Application for Continuation From the MS to PhD Program form and

associated proposed PhD project statement. If the advisory committee recommends advancement to the PhD program, students will also need to obtain the signature of a faculty member willing to serve as their PhD major professor and at least one additional PhD committee member. (Department Policy 3/23/2010)

For students applying to continue to the PhD, funding and admission to the PhD program are contingent upon completion of the MS before admission into the PhD program. MS students will not receive more than two years of departmental funding prior to completion of the MS degree.

A student continuing to a PhD needs to fulfill the following requirements: have passed the qualifying exam with distinction, have the majority of the MS committee's approval for continuation to the PhD, have made adequate progress, have a major professor and a committee member for the PhD program, and have a project title and a major professor-approved one-page summary of their prospective research project for the PhD, as well as plans for preliminary research/PhD preparation over the summer.

Once the MS Thesis or final project has been deposited, and the other requirements have been met (see below), the Director of Graduate Studies will make the determination for continuation to the PhD program to the Graduate School.

(Parentheses indicate how completion of the requirement will be satisfied).

To demonstrate readiness for PhD level work, students must:

1. have made satisfactory progress on courses (annual progress report) ([Appendix C](#))
2. pass the qualifying exam with distinction (Qualifying Exam form) ([Appendix J](#))
3. have submitted a draft of the MS thesis/paper to their major professor before April 1st (major professor communicates with Director of Graduate Studies)
4. complete the Master's thesis/paper by the end of the fourth semester, or be granted an extension to complete in summer session with the committee's approval (Graduate School final exam form)
5. have completed the Student Application for Continuation MS to PhD Program and have consent of the majority of the Master's Committee (MS to PhD recommendation form completed at thesis/paper defense) ([Appendix L](#))
6. have a prospective PhD major professor and additional PhD committee member (Request for MS student continuation to PhD form) by end of semester ([Appendix L](#))
7. submit a major professor-approved brief one-page description of their proposed PhD research topic (MS to PhD Approval Form by end of spring semester) ([Appendix L](#))
8. have a cumulative grade point average of at least 3.25

The form Applying for Continuation From the MS to the PhD and the accompanying MS Committee Approval form must be submitted to the Academic Program Manager by the last day of classes in the spring semester. Once the above requirements have been met and the MS thesis/final exam has been passed, the Director of Graduate Studies will communicate with the Graduate School to certify continuation into the PhD program. (Department Policy 4/29/2009)

Exit Survey

Please see the Exit Survey sub-heading in the “General Procedures” section of the manual.

Requirements for the Doctor of Philosophy

Degree in Anthropology

The PhD degree program in anthropology is designed to provide the student with competence in anthropology while at the same time fostering the development of special research interests. Students who have an MS degree in anthropology from this department (and meet the requirements detailed in the prior section) may be recommended for admission to the PhD program.

Students entering directly into our PhD program with a Master's degree from another program should work with their major professor to create an advisory committee without delay. Students should be prepared to enroll in some or all of the core courses in their first year based on their background and personal interests. These students will be required to pass the qualifying examination with distinction during their first year in our program. The qualifying examination and making up of any core, statistics, or methods course requirements specified by the advisory committee must be completed as preparation for the PhD preliminary examination.

At least 90 total credit hours are required to complete the PhD program, including coursework and research credit hours. This includes a minimum of 48 course credit hours beyond the Bachelor's, including at least 18 course credit hours beyond the Master's, plus up to 30 Master's credit hours. The remaining 42 credit hours to reach the 90 total credit hours required may be taken as additional courses in combination with dissertation hours. For students with an external Master's, the first two years of the sequence will be identical to the MS. The student, in conjunction with their major professor and advisory committee, will develop a Plan of Study with considerable depth in selected areas of specialization using courses within and outside the department.

PhD coursework will include at least two 600-level courses in the department (students should check with their major professor to determine if an external course substitution is appropriate) supplemented with elective graduate offerings and reading courses within or outside the department. Students are encouraged to take advantage of any and all 600-level departmental seminars that are appropriate for their programs. Students are required to meet a non-English language requirement using existing departmental guidelines. Please see "Optional Concentrations, Minors, Certificates, Degrees, and Dual Title PhD Programs" for additional coursework options. It is highly recommended for all first-year students to take the Anthropology Proseminar course.

PhD students, particularly those who have completed a MS in our department, are expected to take preliminary and proposal exams during their second semester to be considered in good standing. However, if extra study is needed because of insufficient background, interdisciplinary research, or non-English language proficiency, students may take the preliminary exam in their second year of the PhD program. In these cases, the preliminary exam must be passed and a final draft of the proposal accepted by the student's committee no later than the end of their fourth semester in the PhD program.

Core Requirements for PhD Students

Students admitted directly into the PhD program will need to enroll in the core subfield and theory courses needed to meet our standards of broad proficiency and take the qualifying examination during their first year in our program. Admission letters may sometimes stipulate course requirements. Major professors should advise students about course needs and consult with the Director of Graduate Studies as needed to make individual determinations.

FIRST SEMESTER POST MS	SECOND SEMESTER POST MS	THIRD SEMESTER POST MS	FOURTH SEMESTER POST MS
600-level Anth seminar and/or alternate Anth seminar	600-level Anth seminar and/or alternate Anth seminar	Additional coursework if needed Research Hours	Additional coursework if needed Research Hours
Electives and Research Hours as needed	Electives and Research Hours as needed	Data Collection/Fieldwork or Research Hours	Data Collection/Fieldwork or Research Hours
Non-English Language Requirement	Non-English Language Requirement	Non-English Language Requirement (for grads with external masters)	Non-English Language Requirement (for grads with external masters)
	For grads with internal MS: - 590 Preliminary Exam/PhD Proposal Prep For grads with external masters: - Qualifying Exam	For grads with internal MS: - 590 Preliminary/PhD Proposal Exam For grads with external masters: - 590 Preliminary Exam Prep	For grads with external masters: - Preliminary Exam (last semester to complete) - Proposal approval by committee

(Department Policy 4/16/2009)

Non-English Language Requirement

In Anthropology, language competency is often needed for reading global scholarly literature and may be necessary for the successful completion of field research in anthropology. Language coursework or demonstrated proficiency is normally required as part of the student's progress in the doctoral program.

Non-English language competency requirements should be satisfied concurrently with or prior to the completion of the preliminary examination and before students embark on the main phase of dissertation data collection. (Department Policy 3/23/2010)

Each PhD student is required to demonstrate proficiency in one language other than English. The choice of the language to be demonstrated and the type and level of proficiency must be approved in advance

by the student's advisory committee. This requirement must be satisfied concurrently with taking the preliminary examination.

The Department of Anthropology PhD Language Requirement form must be signed by the student's major professor and submitted to the department's graduate program office concurrently with the request for the preliminary examination form can be submitted to the Graduate School.

Language proficiency may be demonstrated by any of these procedures:

1. By satisfying the non-English language requirement at another graduate school and transferring the record to Purdue.
2. By passing the fourth semester of Purdue's undergraduate course sequence in an acceptable language with at least a grade of C- in the last course, or with an equivalent of this requirement transferred from another institution. In cases where sufficient language courses in a particular language are not available, a student may fulfill the requirement through one year each of coursework in two languages, with the approval of the student's advisory committee.
3. By examination. The student's department will notify the School of Languages and Cultures of the skill it requires (reading, conversation, etc.) and will submit examination material to be approved by the non-English language examiner. The School of Languages and Cultures will then prepare, proctor, and grade an appropriate examination and transmit the results to the student's department. A student may not take this examination if currently enrolled in one of the corresponding non-English language courses listed under method four. This examination may be repeated only twice. If a language requirement is to be met by examination (regardless of language), the examination and examiner must be approved by the School of Languages and Cultures, and the report to the student's department must be made by the School of Languages and Cultures. The School of Languages and Cultures must be contacted a session in advance of the student's deadline for establishing knowledge in a language other than English, so that they may administer an examination, evaluate performance and/or validate.
4. By graduate coursework. It consists of passing the appropriate 600 level course with a grade of B- or better. (Department policy 9/8/2015) Admission to either of these courses requires either a grade of at least C- in the 601 course in the same language or the permission of the School of Languages and Cultures. Grades in these courses will not be counted in the student's grade index.

If the language is one for which these procedures cannot be used, any of the following methods may be substituted:

1. The student may arrange an examination by a member of the Purdue faculty who is fluent in the language. The format of the exam and the qualifications of the examiner must be approved by the student's advisory committee prior to the examination.
2. The student may take an examination administered by an independent testing center or service (e.g., Educational Testing Service), which is approved by the student's advisory committee.

3. The student may provide evidence satisfactory to the advisory committee that the student is a first language speaker of the language. (Department Policy 4/16/2009)

For a student whose advisory committee determines that non-English language competency is not needed for completion of research, specialized training in a particular skill may be substituted. Any substitution must be approved by the Graduate Committee. Two courses at the graduate level may be taken to fulfill this requirement. These courses will not be counted in the student's Plan of Study. Examples include, but are not limited to: GIS, advanced statistical training, and laboratory methods. (Department Policy 11/12/2018)

Qualifying Examination

Please see the Qualifying Examination sub-heading in the Master's section of the manual.

Preliminary Examination and Proposal

As one of the requirements for admission to candidacy for the PhD degree, each full-time student must pass the preliminary examination in the Department of Anthropology, which must be taken no later than the end of the fourth semester of course registration in the PhD program.

The exam is intended to demonstrate mastery of the student's anticipated anthropological research program and to certify that the student is competent to work on the dissertation. It should also demonstrate achievement of competency in the Graduate School Learning Objective areas (these include critical thinking skills, effective written and oral communication, knowledge of scholarship in area, and appropriate ethics and responsible research).

A student must be registered for classes in the session they plan to hold their preliminary examination (written proposal and oral exam).

To become eligible to take the examination, the student must have an approved PhD Plan of Study, satisfactorily completed most of their formal study, show proof that they will take three credits of Anth 590 (see below) in the semester prior to taking the exam, and show proof that they will satisfy any Non-English Language Requirements by the end of the same session they are registered for the exam.

The examination process will be scheduled in consultation with the student and their committee. The examination has both written and oral sections and will include (besides methodology and theory) other areas from within the specialty declared by the student in consultation with their committee.

As of Fall 2022, a PhD proposal is submitted and defended in a closed-door committee discussion to fulfill the requirements of the preliminary exam. The exam should align with topics relevant to the student's specialty and anthropological research project.

To initiate the process, the student should do the following:

1. Register for three credits of Anth 590 (suggested title: PhD prelim preparation) as P/NP with their major professor the semester before they wish to take their preliminary exams. For students

continuing from the MS this will be their first semester of the PhD program, and for students with an external Master's degree this will be in their second or third semester in the PhD program.

2. In consultation with the committee, the student and major professor will create a syllabus for the 590 course that is designed around a preliminary exam reading list, the submission of a draft PhD proposal by the end of the semester, and a plan for when the student will take the preliminary exam in the following semester.
3. The syllabus should include:
 - a. A course schedule and preliminary exam reading list. Special attention to decanonizing, racial justice, and decolonizing works should be made when generating the reading list. Readings should also draw from:
 - i. student specialty areas,
 - ii. relevant readings in ethics, and
 - iii. relevant readings from current and previous coursework.
 - b. Instructions on how to prepare the draft PhD proposal.
 - c. The date which the complete draft of the proposal is due, which has already been approved by the major professor. This should be in the hands of the committee at least two weeks prior to the last day of finals.
 - d. A plan for scheduling the preliminary exam the following semester, including the time and date of the submission of the final PhD proposal to the committee and the date and time of the oral examination.

The syllabus should be finalized no later than the first week of classes during the semester in which the student is taking the course and should be approved by the Director of Graduate Studies before it is sent to the student. The final draft of the syllabus should be provided to the Academic Program Manager.

The student will be given the semester to produce the draft proposal, as outlined in the syllabus. The proposal must be approximately 40-50 pages total, excluding bibliography, double-spaced, one-inch margins, using 12 pt. font. At the end of the semester, the major professor will enter the P/NP grade for the course.

Suggested Outline for Exam - PhD Proposal

1. Central Idea of the Thesis: This should be a brief but concrete statement of the proposed thesis's purpose.
2. Preliminary Review of the Literature: A summary of the literature pertinent to the proposed research.
3. Theoretical Statement: Interrelating existing knowledge and specific hypotheses to be investigated.
4. Data and Methods: Statement of the procedures, techniques, and tools to be used in the collection and analysis of the data and of the type of data to be used and their availability and quality. Research design should include justifications for approach, site, interlocutor, and methodological selection.
5. Expected Contribution: This statement should refer particularly to Items 2 and 3 above and indicate the expected substantive, theoretical, and/or methodological contribution to knowledge.
6. Bibliography or Works Cited for Literature Review.

If a student receives an Incomplete for the course, the student and major professor will need to follow the guidelines found in the "Incompletes" section of this manual . A student may not initiate the

preliminary examination process with the Graduate School until they have fulfilled all requirements listed in the plan and the instructor has submitted the “Grade Change Workflow” in the myPurdue system.

Scheduling the Exam

In the semester immediately following the 590 course, the student will schedule the written and oral defense of their preliminary examination with their committee and communicate the approved time and date to the Academic Program Manager and Director of Graduate Studies.

The finalized PhD proposal to be considered by the committee as the written portion of the preliminary exam should be uploaded to Brightspace at the designated time and date. The proposal must be approximately 40-50 pages total, excluding bibliography, double-spaced, one-inch margins, using 12 pt. font. The PhD proposal will be reviewed by the advisory committee and the Director of Graduate Studies and will be followed by a closed-door oral defense with the full committee. The recommended length of time between the submission of PhD Proposal and the oral components is two weeks, with a maximum length of time between both of one month. (Department Policy 4/19/2019).

The Graduate School Form 8 must be submitted to the department’s graduate office with enough time for it to be processed by the Graduate School: at least three weeks in advance of the oral portion of the examination. The Graduate Dean may then appoint additional members to the examining committee. The major professor must notify the Dean of the Graduate School (through the online Graduate School Form 10) of the results of the examination. A student may not change the composition of their committee during the semester they are taking the preliminary exams.

Exams are primarily evaluated by the student's advisory committee, but the consent of the Director of Graduate Studies will be necessary in order to report the exam as a “Fail” or “Pass.” If the report from the student’s committee is unsatisfactory, the examining committee may recommend that the student be permitted to request a second examination by submitting a new request (Form 8 to be initiated by the student). The student must wait at least until the following session (including the summer session) to repeat the examination. Should the preliminary examination be failed twice, the student may not be given a third examination, except upon the recommendation of the examining committee and with special approval of the dean of the Graduate School.

A preliminary exam must be passed before the last day classes in a session for it to count for that session. Among the four or more committee members, one dissenting vote is acceptable. (Department Policy 11/6/2015).

A preliminary examination passed by a student whose graduate study and/or professional activity has been inactive for five years or more is invalid (Graduate School Policy). For the departmental policy, see the section, “Time Limitations - PhD.”

The preliminary exam (written and oral) must receive the formal written approval of the major professor and advisory committee as well as the Director of Graduate Studies before data collection begins (form to be filed with the graduate program office). That and any necessary IRB, IACUC, or other approvals are required before commencing dissertation data collection.

In the event a student substantially changes their research focus, they need to retake their preliminary exam. Major professors will need to be aware of any changes to the student's research topic, and the Director of Graduate Studies will make the determination as to whether a research topic is substantially different. (Department Policy 4/19/2019)

The Graduate School policy also states that the examination must be completed at least three sessions (including summer session) before the date of the doctoral final examination. For example, a doctoral student who passes the preliminary examination during a spring semester is not eligible to take the final examination (provided that the student is registered for the subsequent summer session and fall semester) before the following spring semester.

Upon successful completion of the above (e.g., coursework, Non-English language proficiency, qualifying and/or preliminary examinations), the student advances to doctoral candidacy.

Proposal Public Presentation

Students are required to make a public presentation of their PhD Proposal prior to beginning data collection. For the public presentation portion, the student must conduct a 30-minute departmental presentation followed by a discussion of the proposal. The presentation is not part of the preliminary exam and will be publicly announced and open to all who wish to attend.

Dissertation

Following the approval of the preliminary exam/PhD Proposal and the completion of the public presentation, the student will research and complete a dissertation in their area of specialization under the direction of the major professor and their committee. There will be a final oral examination in defense of the dissertation. The student should keep the Department of Anthropology graduate program office informed and updated about their schedule for data collection and, if applicable when they intend to leave and return to campus. (Department Policy 3/24/2010) See also "Graduate Student Travel" section.

The dissertation is assumed to represent the equivalent of 24 to 48 hours of coursework, and a minimum of 24 hours of dissertation research hours must be taken. A student must be registered in research credits for every semester in which the dissertation research is carried out. (Department Policy 11/03/2008)

A complete draft of the dissertation, which has already been approved by the major professor, should be in the hands of the committee at least four weeks before the final exam, which should be minimally six weeks before the final deposit. Students who do not meet these deadlines will delay their graduation from the program.

Dissertation Formats

In consultation with and approval from their major professor and advisory committee, graduate students complete a dissertation in one of the following formats: monograph, scholarly article-style dissertation, or a student can submit a scholarly multimodal component with their dissertation, which we will refer to as the multimodal dissertation. The dissertation style format requires organization and careful front-end planning by the student. Intent to use any of these formats must be stated at the student's dissertation proposal presentation, and by completing the Dissertation Format Option form (see [Appendix M](#)). Current Department of Anthropology graduate students are permitted to adopt any of these formats retroactively, with explicit permission from their major professor and advisory committee.

Monograph

A monograph is a unified text describing a specialist topic in detail written by a single author. A doctoral dissertation written as a monograph is structured in various chapters with an introduction and a conclusion, and the PhD candidate is the sole author.

Article-Style Dissertation

For the article-style dissertation option, the major professor and advisory committee must deem three or more scholarly articles to be of publishable quality. Publishable quality does not mean publishable quality per the journal editor's or journal requirements but a general requirement based on the committee's determination of the quality of the work. In other words, deemed likely to be peer-reviewed for a reputable scholarly journal and deemed it will be given at least a "revise and resubmit" decision by the editor. It is the responsibility of the student and the major professor and advisory committee to decide which articles (and how many) to include in the dissertation package. Articles included must be such that it is possible to see unity in the content of the dissertation. Article-style dissertations must also contain an overarching introductory chapter and a conclusion chapter.

No articles are required to be submitted for peer review prior to defending the dissertation. To ensure that reputable and relevant journals are targeted when preparing (and eventually submitting) articles, students must consult with their major professor and advisory committee. Ultimately, the major professor and advisory committee (not journal editors or reviewers) will determine whether the article substantially meets the content and submission guidelines for a credible submission for publication as well as meeting the program's dissertation goals.

See [Appendix N](#) for General Guidelines and Specific Criteria for the article-style dissertation.

Multimodal Dissertation

For the multimodal dissertation option, the major professor and advisory committee must agree that a component of the dissertation will be a multimodal component that measures up to the standards to the Society of Visual Anthropology guidelines or other equivalent guidelines for submission. It is the responsibility of the student and the major professor and advisory committee to decide what type of multimodal component will be included in the dissertation package. The multimodal component included must be such that it is possible to see unity in the content of the dissertation. Ultimately, the major professor and advisory committee will determine whether the multimodal component substantially meets the content and submission guidelines for a credible submission as well as meeting the program's dissertation goals.

See [Appendix O](#) for General Guidelines and Specific Criteria for the multimodal dissertation.

Time Limitations - PhD

Failure to complete all requirements for the PhD degree within 5 years after the semester in which the preliminary examination was passed will result in automatic termination of degree candidate status (whether registered in absentia or not). To be readmitted to the PhD candidacy, the student must retake and pass the preliminary examination. If the student has been continually registered, after consulting with their major professor, a student may request a waiver of this departmental requirement, by submit an email requesting exception to policy. The note should include justification(s) and also explain how the student has maintained currency in the field (e.g., coursework, workshop/conference participation/presentation, publication, teaching, etc.).

Research in Absentia

A student is eligible, with major professor and Director of Graduate Studies approval, to petition the Graduate School for permission to register in absentia for doctoral research under the following circumstances: (a) have successfully completed their coursework and passed their preliminary examination; (b) have made significant progress on the thesis research topic; and (c) have established, in coordination with their major professor, a plan for accomplishing research at the absentia location. Students may accumulate three residence credits per semester while in absentia.³³

In the Department of Anthropology, the expectation is that a student will additionally have to have 1) completed their Non-English language requirement and 2) completed their preliminary exam/PhD proposal and have it formally approved and completed their proposal presentation (Dissertation Written Proposal and Presentation forms with signatures) before requesting permission to register in absentia. This relates to and clarifies the requirement for an absentia request b) above “have made significant progress on the thesis research topic.”

Students wishing to conduct research in absentia must apply to the Graduate School no later than one month prior to the first day of the session in which absentia registration is to begin.
(Department Policy 11/03/2008)

Students in absentia status are not eligible to receive funding or awards.

Final PhD Oral Examination

Students should work with their committee on the date the final full dissertation draft should be submitted. Once the full dissertation draft is submitted to and approved by the full committee, the student will provide a public presentation of the dissertation and defend it in an oral examination

³³ Policies and Procedures for Administering Graduate Student Programs, V. G.

conducted by the members of the dissertation committee. The presentation and examination will be publicly announced two weeks prior to the defense.

The presentation should present an overview of the dissertation fieldwork and research questions as informed by theory, methods, and results.

The final oral examination is a defense of the dissertation and is taken at least three semesters after successful completion of the preliminary examination. The student requests appointment of the examining committee by completing the online “Request for Appointment of Examining Committee” available from the Graduate School Plan of Study portal in myPurdue at least three weeks prior to the examination. The student’s advisory committee serves as the examining committee for the final oral examination.

Students often underestimate the amount of time required to complete the dissertation and final examination process. Usually the process is as follows:

1. the student submits their dissertation chapters to the major professor (and committee members as indicated) for review and comments, and makes necessary revisions;
2. a complete rough draft of the dissertation is then submitted to the advisory committee for review and comments several weeks prior to the oral examination, and any necessary revisions are then made before a defense;
3. at least six weeks prior to the deposit the major professor approved copy of the final formatted dissertation draft is sent to the committee;
4. at least three weeks before the final oral examination is to be held, the Graduate School is notified via the Form 8 “Request for Appointment of Examining Committee”;
5. the examination is held; and
6. the final copy is completed and will include any changes required by the examining committee at the oral examination.

Unless a complete draft, which has already been approved by the major professor, is received by the advisory committee at least four weeks before the scheduled oral examination and at least six weeks before the scheduled deposit, it will be extremely difficult to complete the degree requirements by the last day of classes.

Students who wish to complete the PhD degree requirements during a summer session should note the following: within the first two weeks of spring semester, each member of the advisory committee must be asked about availability during the summer to read the project or dissertation and to attend the final oral examination. Most faculty are not paid for the summer months and summer defenses are their prerogative to accept or not. It is preferable that defenses should be held during the Fall and Spring semesters. Summer defenses are to be scheduled only after consulting the committee members to ascertain that a summer defense is possible. Summer defense negotiations are to be conducted by the major professor.³⁴

³⁴ <https://cla.purdue.edu/students/graduate/graduate-studies-common-policies.html>

If the examination is unsatisfactory, students must wait at least until the following session (including summer session) to repeat the final examination. The student must submit a new request (G.S. Form 8).³⁵

Dissertation Deposit

The major professor and committee should receive a copy of the dissertation prior to the deposit. A completed and final copy of the dissertation must be deposited with the Graduate School according to Graduate School procedures and by the deadline set each semester by the Graduate School. iThenticate plagiarism screening by a student's major professor must take place prior to approval of the Electronic Thesis Approval Form (ETAF). Satisfaction of this requirement will be certified by both major professor and degree candidate. Please see the Graduate School's Thesis Office website for more information: <https://www.purdue.edu/gradschool/research/thesis/index.html>. See also "Templates & Guidance" Section in this manual.

Exit Survey

Please see the Exit Survey sub-heading in the "General Procedures" section of the manual.

³⁵ Policies and Procedures for Administering Graduate Student Programs, VII. F.4.

Appendices

Appendix A: Advising and Career Planning Discussion Form

Department of Anthropology
What to discuss with your major professor and/or committee:

Getting Started/Developing an Anthropological Career:

	What type of anthropological career do I want to have? What are my options after completing my degree? How do I use my time in graduate school to prepare?
	What knowledge and skills will I need to for having a career doing xyz? What key experiences should I try to have? How can I use my anthropological education to work long-term in this area?
	What types of mentors should I be looking for? What expectations should I have for my mentoring relationships?
	How should I work on developing my professional network while I am in graduate school? What kinds of people should I try to meet? What should I try to learn from these people for my career development?
	How often will there be assessments of my progress and achievements? What forms will these take? How will I know if I am “on track” to meet my professional goals?
	What else should I think about getting started and to be successful in graduate school? What is your most useful advice for graduate students?

Degree Requirements

	What are the requirements to complete my degree objective?
	What courses should I enroll in during my first and subsequent semesters?
	What coursework should I put on my Plan of Study?
	When should I file my Plan of Study?
	How do I develop a research question?
	How do I satisfy the Non-English Language Requirement? (PhD and MS-to-PhD)
	What methods and statistical courses should I enroll in?
	What is the qualifying examination and when will I have to take it?
	When should I be ready for my preliminary examinations? (PhD)
	When should I begin working on my proposal? When will the defense be? (PhD)
	How long should it take me to collect my research data? Conduct analysis and write my thesis?
	What are the University and department policies regarding the conduct of research and rights to data and intellectual property developed in the course of my research?
	How do I complete ethics requirements and get training in ethics?
	When should I expect to graduate?

Committee

	When and how should I form my committee? What role do my committee members play in the development of my research?
	How often will I have scheduled meetings or check-ins with my major professor? With my committee?
	How should I be keeping my major professor and my committee apprised of my progress?
	What are my major professor's policies and procedures governing authorship and publication of research results?

Funding

	What funding opportunities are there for me? Should I apply for fellowships including NSF, Javits, Ford graduate student fellowships?
	Grants – when should I start writing grants to fund my research?

Appendix B: Checklist for Completion of Degree Requirements

CHECK LIST FOR COMPLETION OF DEGREE REQUIREMENTS

The student should record the date on which each degree requirement has been met on the following check list. This list assumes that the course requirements for the degree are met.

Requirements	MS	PhD
Complete Responsible Conduct of Research (RCR) S-20 training		
Respect Boundaries: Sexual Violence training		
Appoint Major Professor (during first semester for MS students; during first semester following completion of requirements for MS degree for PhD students).		
Appoint Advisory Committee and obtain approval of Plan of Study (during first semester for MS students; during first semester following completion of requirements for MS degree for PhD students).		
Obtain Human Subjects approval for proposed research as necessary		
IACUC certification and approval, if needed (before end of first year of study; need not be repeated at PhD level if requirement has been met at the MS level).		
MS research prospectus submitted and presented (by the end of the second semester).		
Take qualifying examination (by the end of the third semester for MS; by the end of the first year for PhD).		
Submit MS Thesis to major professor (6 weeks in advance of deposit date) and/or by April 1 st if plan to continue to PhD.		
Submit MS Non-Thesis paper, which has been approved by major professor, to advisory committee 3 weeks in advance of exam.		
Submit Form 8 for MS final examination 3 weeks in advance of exam.		
Final examination for the MS Degree.		
Complete MS ETAF form (thesis only) and make available for committee on day of exam.		
Make appointment with the Graduate School Thesis Office to consult on formatting (thesis only).		
Deposit MS Thesis to Grad School; bound copy to committee, dept.		
Complete Exit Surveys (Grad School, CLA, Dept)		
Meet Non-English Language Requirement (before preliminary examination).		
Work with Advisory Committee to design and schedule 590 preliminary examination/PhD Proposal prep		
Preliminary examination for the PhD degree (usually by end of third semester after the MS degree, but no later than fourth semester).		
Completion and approval of PhD proposal (concurrent with the preliminary exam).		
Submit final dissertation draft, already approved by major professor, to committee (at least four weeks before final exam).		
Check with major professor that thesis is defensible before finalizing plans for Exam Date		
Submit Form 8 with date and place of final examination to Graduate School (at least three weeks before final examination).		
Final Examination (oral defense of dissertation); taken, passed, and final report filed in Graduate School by the deadline set by the Graduate School.		
Complete dissertation ETAF form and make available for committee on day of exam.		
Make final changes to dissertation required by advisory committee.		
Make appointment with the Graduate School Thesis/Dissertation Office to consult on formatting.		
Deposit final copy of dissertation at the Graduate School by the deadline set by the Graduate School.		
Deliver one bound copy of the dissertation to the major professor, one to each committee member, and one to the Academic Program Manager.		
Complete Exit Surveys (Grad School, CLA, Dept)		

Please note the following regulations:

1. If all academic requirements except for submitting the final approved thesis or dissertation are completed before the first day of classes of the following semester or session, the student may register for “Degree Only” with Graduate School approval. The bursar will charge a nominal fee.
2. If all academic requirements except for the final examination and the submitting of the final approved thesis or dissertation are completed before the first day of classes of the following semester or session, the student may register for “Exam Only” with the approval of the Graduate School. A nominal fee will be charged by the Bursar.
3. Students who have met course requirements for their degree may register for one hour per semester of Research (ANTH 698 for MS students, ANTH 699 for PhD students) during a semester in which they require more time for completion of thesis or dissertation work. Registration should be based on research efforts and reflect them as accurately as possible.

Appendix C: Student Annual Activities Form

This evaluation will be administered via Qualtrics and will be sent out in the Fall semester by the Director of Graduate Studies or the Academic Program Manager.

Appendix D: Agreement for ANTH Research Credits

Students can copy, paste, and update the template below into an email to establish an agreement on minimum expectations each session of registration for ANTH research credits. These expectations should be discussed and developed jointly by the student and major professor. The expectations and deliverables should align with the number of credits for which the student is registered (i.e., greater expectations for more credits). This agreement between student and major professor will need to be completed before a student may register for ANTH research credits.

Research Credits Expectations

Major Professor: _____

Student: _____

Semester and Year: _____

Number of credits: _____

CRN: _____

Proposed plan. As per our discussions, _____'s (Student Name) _____ [indicate DEPT ###] research credits for this semester will entail the following: [(e.g., data set, draft of chapter, sampling plan, IRB, lit review, manuscript, objectives of proposal)].

Deadline for submission of materials. We have agreed on the following deadline(s) for the submission of the above-mentioned materials: _____

If questions or concerns surface regarding expectations and credit load at any time throughout the semester, the student and/or major professor and Director of Graduate Studies must discuss and record the concern to an agreed upon endpoint.

This template will be completed by the student after meeting with the major professor and submitted to the major professor by email. The proposed plan will then be forwarded to the Director of Graduate Studies and the Academic Program Manager to indicate both student and major professor have received and agreed to these expectations. This agreement may be completed in its entirety as emails.

Appendix E: Master's Thesis and Non-Thesis Plan of Study Guidelines

DEPARTMENT OF ANTHROPOLOGY -- MASTER'S THESIS AND NON-THESIS PLAN OF STUDY GUIDELINES

GS = Graduate School Policy³⁶

D = Department Policy

A Plan of Study must be completed in the Plan of Study Generator (POSG) via myPurdue. A student can access the POSG by clicking on the Academics tab and then the Graduate School Plan of Study link.

The Plan of Study may be submitted as a "Draft". A tentative Plan of Study should be drawn up in advance of registration for the first session of graduate work. An e-mail notification is sent to the advisory committee who may review and indicate any changes to be made. Only a Plan of Study submitted as a "Final" can be signed off on by a student's committee. The Plan of Study form will be electronically routed, reviewed and, if approved, signed by the Academic Program Manager, Director of Graduate Studies, major professor, advisory committee, Graduate School authorization, and Graduate School processor. Please remember a Plan of Study cannot be processed and approved until it is submitted as a "Final". It can take up to 3-4 weeks for a Plan of Study to go through the signature process and be processed by the Graduate School, so submit early. Students usually submit their Plan of Study in their first semester of enrollment. Students may check the status of their plan at any time by returning to the POSG and clicking on the Display Submitted Plan of Study link.

Guidelines:

- ❖ Students must be registered (enrolled in classes) or have eligibility to enroll during the semester that the Plan of Study is submitted. {GS}
- ❖ Students should file their Plan of Study within their first semester and before taking their qualifying exam. {D}
- ❖ At least one-half of the total credit hours used to satisfy degree requirements must be earned while registered at Purdue University {GS}
- ❖ More than 50 percent of Purdue credits must be earned through the campus where the degree is conferred. {GS}
- ❖ Purdue University courses taken while in regular graduate status must be "C-" or above in order to meet degree requirements. Courses taken as pass/not pass or satisfactory/unsatisfactory are unacceptable on plans of study. {GS}
- ❖ Only transfer courses taken at another accredited university for a grade of A or B may appear on a Plan of Study. {D, GS}
- ❖ Courses taken in different circumstances require minimum grades: Non-degree: minimum "C-"; Excess undergrad: minimum "B"; Transfer credit: minimum B-. {GS}
- ❖ Up to 12 credits taken while in undergraduate excess, graduate non-degree, teacher license, or graduate certificate status with a grade of "B" or better may be considered for use on a Plan of Study for an advanced degree. {D, GS}
- ❖ Courses taken as Pass/Fail or audited may not be used on a Plan of Study. {GS}
- ❖ Departmental credit for a course cannot be used on a Plan of Study. {GS}
- ❖ A maximum of 18 credits will be allowed from any one semester (nine credit hours for the summer session) on a Plan of Study. {GS}
- ❖ Course credits earned by a student whose graduate study and/or professional activity has been inactive for five years or more cannot be used on a Plan of Study for an advanced degree. A Plan of Study approved prior to such a period of inactivity is invalid. {GS}
- ❖ 300 and 400 level coursework may not exceed six credit hours, and must be completed with a grade of "B-" or better {GS}
- ❖ The Plan of Study may not include courses offered by this department numbered below the 500 level (except other courses by arrangement). {D}
- ❖ A maximum of 12 Purdue credit hours of coursework at the 50000- and 60000-level used to satisfy the requirements of one (and only one) Purdue Master's degree may be used on the Plan of Study for a second Purdue Master's degree. {GS}
- ❖ Department Name should be: Department of Anthropology {GS}
- ❖ Degree Title should be: Master's: Thesis or Master's: Non-Thesis {GS}
- ❖ Program Area should be completed. {GS}
- ❖ Degree Expected should be filled in, but it is only an estimate. Students can always graduate before or after the date they have indicated. {GS}
- ❖ If a student expects to complete a concentration, it must be listed in the Concentration Area.

³⁶ Policies and Procedures for Administering Graduate Student Programs, VII.B.

- ❖ Research Area is for the title of a student's thesis. This is for Master's Thesis only. This title can be changed up until the time a student deposits. {GS}
- ❖ A total of 36 hours of graduate level coursework beyond the Bachelor's degree including up to six credit hours of research credits. Master's Non-Thesis Plans of Study should also include six hours of coursework in methods, statistics, and/or applied courses beyond the required core. {GS}
- ❖ The following courses should be on a Master's Thesis and Non-Thesis Plan of Study: {D}
 1. Theory course:
 - Anthropology 507 History of Theory in Anthropology
 2. Research Design and Methods Courses (two courses), .
 3. Subfield Core Courses (two subfield courses are required. Students must take at least one core course from across the cultural/physical areas (i.e., 505 or 514 plus 535 or 504))
 - Anthropology 505 Culture and Society
 - Anthropology 514 Anthropological Linguistics
 - Anthropology 535 Foundations of Biological Anthropology
 - Anthropology 504 Archaeological Theory
 4. Advanced Anthropology Seminars (All students must take at least one 600 level seminar)
 - Students completing the MS Non-Thesis Option A (Applied and Practicing Anthropology) are required to take a 600-level seminar relevant to applied anthropology.
 5. MS Non-Thesis Option A (Applied and Practicing Anthropology) (all three are required)
 - Anthropology 640 Foundations and Frameworks: Applying Anthropology
 - Anthropology 641 Discovery and Design: Making Projects Work
 - Anthropology 642 Public Engagement: Using Anthropological Knowledge
- ❖ Students must enroll in a minimum of two methodology courses. Anthropology 605 Seminar in Ethnographic Analysis is highly recommended. Possible courses also include: Anthropology 606, Quantitative Research Design; Anthropology 534, Human Osteology; Anthropology 536, Primate Ecology and Conservation; Anthropology 589, Archaeology and Materials Science; Anthropology 620, Special Topics: Qualitative Ethnographic Analysis; Anthropology 620, Special Topics: Seminar in Visual Anthropology; Appropriate methods courses in other programs include Agriculture and Biological Engineering (ABE) 591, Intro to GIS; Biological Sciences 591, Field Ecology; Nutrition 534, Human Sensory Systems and Food Evaluation; Sociology 581, Methods of Social Research II; Sociology 583, Application of Social Research Methods. Alternates need to be discussed with a student's committee. If a student chooses a different relevant course outside of the department, they must submit a waiver request form (forms are in the Academic Program Manager's office) to the Academic Program Manager for the graduate committee to approve before a student takes the course. {D}
- ❖ Statistics Requirement: ANTH 306, SOC 382 or PSY 500 or equivalent three semester hours in the social sciences or has taken an equivalent course at the undergraduate or graduate level. The student should note in the "supplemental note" section of the Plan of Study, which course they are using to satisfy this requirement. These Stat credit hours do not count toward the 36 credit hours required on a Master's Plan of Study. {D}
- ❖ Students must submit a Statistics Requirement Completed form (forms are in the Anthropology graduate program office), signed by their major professor, to the Anthropology graduate program office. The graduate program coordinator will not be able to sign off on a Plan of Study until they receive this form.
- ❖ Thesis research hours should be noted by the student in the supplemental note section on their Plan of Study and will apply toward the number of hours needed for the degree. {GS}
- ❖ Titles of coursework on a student's Plan of Study must match exactly what is on their transcript. {GS}
- ❖ The committee chair or at least one co-chair must be from the program area where the student is admitted. {GS}
- ❖ Committee must have a minimum of three members of whom 51% must be regular Purdue faculty with Graduate School certification. {GS}

Appendix F: PhD Plan of Study Guidelines

DEPARTMENT OF ANTHROPOLOGY PHD PLAN OF STUDY GUIDELINES

GS = Graduate School Policy³⁷

D = Department Policy

A Plan of Study must be completed in the Plan of Study Generator (POSG) via [myPurdue](#). Students can access the POSG by clicking on the Academics tab and then the Graduate School Plan of Study link.

The Plan of Study may be submitted as a “Draft”. A tentative Plan of Study should be drawn up in advance of registration for the first session of graduate work. An e-mail notification is sent to the advisory committee who may review and indicate any changes to be made. Only a Plan of Study submitted as “Final” can be signed off on by a student’s committee. The Plan of Study form will be electronically routed, reviewed and, if approved, signed by the Academic Program Manager, Director of Graduate Studies, advisory committee, Graduate School authorization, and Graduate School processor. Please remember a Plan of Study cannot be processed and approved until it is submitted as a “Final.” It can take up to three to four weeks for a Plan of Study to go through the signature process and be processed by the Graduate School, so submit early. Students usually submit their Plan of Study in their first semester of enrollment.

Students may check the status of their plan at any time by returning to the POSG and clicking on the Display Submitted Plan of Study link.

Guidelines:

- ❖ The Plan of Study must be submitted before taking the qualifying examination and approved by the Graduate School before scheduling the Preliminary Examination/PhD Proposal. {D, GS}
- ❖ Students must be registered (enrolled in classes) or have eligibility to enroll during the semester that the Plan of Study is submitted. {GS}
- ❖ Students should file their Plan of Study within their first semester. A new Plan of Study needs to be created for MS to PhD students. {D}
- ❖ At least one-third of the total credit hours used to satisfy degree requirements must be earned while registered for doctoral study at Purdue University {GS}
- ❖ Purdue University courses taken while in regular graduate status must be “C-” or above in order to meet degree requirements. Courses taken as pass/not pass or satisfactory/unsatisfactory are unacceptable on plans of study. {GS}
- ❖ Only transfer courses taken at another accredited university for a grade of “A” or “B” may appear on a Plan of Study. {D, GS}
- ❖ Courses taken in different circumstances require minimum grades: Non-degree: minimum “C-”; Excess undergrad: minimum “B”; Transfer credit: minimum “B-”. {GS}
- ❖ Up to 12 credits taken while in postbaccalaureate or teacher license status (including any undergraduate excess credits) with a grade of “B” or better may be considered for use on a Plan of Study for an advanced degree. {D, GS}
- ❖ Courses taken as Pass/Fail or audited may not be used on a Plan of Study. {GS}
- ❖ Departmental credit for a course cannot be used on a Plan of Study. {GS}
- ❖ A maximum of 18 credits will be allowed from any one semester (nine credit hours for the summer session) on a Plan of Study. {GS}
- ❖ Course credits earned by a student whose graduate study and/or professional activity has been inactive for five years or more cannot be used on a Plan of Study for an advanced degree. A Plan of Study approved prior to such a period of inactivity is invalid. {GS}
- ❖ 300 and 400 level coursework may not exceed six credit hours {GS}
- ❖ The Plan of Study may not include courses offered by this department numbered below the 500 level (except other courses by arrangement). {D}
- ❖ Courses from a PhD Plan of Study cannot be used for another PhD Plan of Study. {GS}

³⁷ Policies and Procedures for Administering Graduate Student Programs, VII.B.

- ❖ Department Name should be: Department of Anthropology {GS}
- ❖ Degree Title should be: Doctor of Philosophy {GS}
- ❖ If a student expects to complete a concentration, it must be listed in the Concentration Area.
- ❖ Program Area should be completed. {D}
- ❖ Research Area is for the title of a student's dissertation. This title can be changed up until the time the student deposits. {GS}
- ❖ Degree Expected should be filled in, but it is only an estimate. Students can always graduate before or after the date they have indicated. {GS}.
- ❖ In the supplemental note section on the Plan of Study students should indicate how they will satisfy the non-English language requirement. Methods courses used to satisfy the Non-English Language requirement can't be used to count toward course credits on a Plan of Study {D}
- ❖ Thesis research hours (699) should be noted by the student in the supplemental note section on their Plan of Study and will apply toward the number of hours needed for the degree. {GS}
- ❖ A total of 90 hours between coursework and research credits (ANTH 699), and up to 30 credit hours for a student's Master's, should be included on a PhD Plan of Study. {GS}
- ❖ Titles of coursework on a student's Plan of Study must match exactly what is on their transcript. {GS}
- ❖ Committee must have a minimum of four members of whom 51% must be regular Purdue faculty with Graduate School certification. {GS}
- ❖ The committee chair or at least one co-chair must be from the program area where the student is admitted. {GS}

Appendix G: Sample of a Student's Plan of Study

Graduate Plan of Study

Status OUTSTANDING
Student PETE, PURDUE 08675309
Student Email purduepete@purdue.edu
Department ANTHROPOLOGY ANTR
Degree Title MASTER OF SCIENCE: THESIS MS
Program Anthropology-MS ANTR-MS
Date Degree Expected MAY 2022
Concentration APPLIED ANTHROPOLOGY
Research Area ANTHROPOLOGIES OF TOMORROW

Area	Courses Title	Subj. Abbr.	Course No.	Credit Hours	Regis. Type	Grade	B or better	Transfer From	Date Completed To Be Completed
PRIMARY	PROBLEMS IN WORLD PREHISTORY	ANTH	50400	3	RE		YES	-	May 2022
PRIMARY	CULTURE AND SOCIETY	ANTH	50500	3	RE	A	YES	-	May 2021
PRIMARY	THEORY IN ANTH	ANTH	50700	3	RE	A	YES	-	Dec 2020
PRIMARY	ANTHROP LINGUISTICS	ANTH	51400	3	RE	A	YES	-	Dec 2020
PRIMARY	FNDATIONS BIOL ANTHROP	ANTH	53500	3	RE	A	YES	-	Dec 2020
PRIMARY	SEMINAR IN ETHNOGRAPHIC ANALYSIS	ANTH	60500	3	RE		YES	-	Dec 2021
PRIMARY	THE CONDUCT OF ANTHROPOLOGICAL INQUIRY	ANTH	60600	3	RE		YES	-	May 2022
PRIMARY	SELF, IDENTITY AND AGENCY	ANTH	60900	3	RE		YES	-	Dec 2021
RELATED	SCHOLARSHIP LESBIAN&GAY ISSUES	IDIS	59000	3	RE	A-	-	-	May 2021
RELATED	REMOTE SENSING ANALYSIS & APPL	FNR	55800	3	RE	A-	-	-	May 2021

Supplemental Notes: [Add A Supplemental Note](#) [View All Notes](#)

Subject	Type	Author	Date Added
EDU INTENTION WARNING	PURDUE	System	01/22/2021
EDUCATIONAL INTENTION	PUBLIC	System	01/22/2021

Items in purple are completed. / Items in green are incomplete. Courses: ** Grades posted here are as of the end of the semester that they were taken.

Late grade changes or title changes may not be reflected. If you see a discrepancy, contact the Graduate School.

Purdue graduate course tallies:

Purdue POS GPA: 3.94

Purdue Primary Area Credit Hours : 24

Purdue Related Area Credit Hours : 3

Purdue Area Not Specified Credit Hours: 0

Language Requirement: None

Comments Regarding Exceptions or Requirements:

Research Credit Hours	ANTH 698 - six cr. hrs.	This note last updated by PETE, PURDUE on 01/20/2021	Move to Supp Notes
RCR S-20	Completed during orientation	This note last updated by PETE, PURDUE on 01/20/2021	Move to Supp Notes

Advisory Committee Information and Approval Status

Level	Names of Advisory Committee Members	Cert	Faculty Identifier	Status	Department Code	Advisor in Area of
50	Rui Reyna (CHAIR)	R	C4299	APPROVED by Rui Reyna 01/24/2021 16:32:10	ANTR	
50	Jo Lin (MEMBER)	R	C6810	APPROVED by Jo Lin 01/22/2021 09:26:24	ANTR	
50	Amar Sierra (MEMBER)	R	C7361	<input type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="button" value="Submit Signature"/>	ANTR	

Additional Authorization

Level	Authorization	Required Signature	Status
70	Student	Purdue Pete	SUBMITTED 04/22/2018 07:14:52
60	Plan of Study Coordinator	Brian Johnson	APPROVED by Academic Program Manager 01/22/2021 09:02:00
20	Graduate Program Authorization Anthropology	Laura Zanotti	Waiting on higher level signatures
10	Graduate School Authorization	Trienna L. Walker	Waiting on higher level signatures
0	Processor	Nicole M. Barr	Waiting on higher level signatures

Appendix H: Sample MS Program Semester by Semester Planning

Semester 1	Semester 2	Summer
<ul style="list-style-type: none"> • Core Courses • Submit Plan of Study early in semester • Non-Engl. Language, if needed • Methods and Statistics • Select major professor & committee • Select Program (Thesis, Non-Thesis PhD or Applied) • RCR S-20 training; IRB or IACUC certification • Intl students: take OEPT and additional courses (if applicable) • Apply for summer funding 	<ul style="list-style-type: none"> • Core Courses • Non-Engl. Language, as needed • Plan research with committee • Fill out annual progress report • Major professor submits annual progress report • Submit travel forms, as needed • Work on research plan • Submit IRB/IACUC protocol • Submit Form 19, COD or RIE request, if needed • Apply for summer funding if possible • MS Oral Presentation • MS Prospectus 	<ul style="list-style-type: none"> • Research Hours, as needed • Data collection (independently/externally funded)

Semester 3	Semester 4
<ul style="list-style-type: none"> • Core Courses • Electives • Research Hours • Non-Engl. Language, if needed • Discuss data analysis with committee • Annual Progress Meeting with committee • Submit annual progress report • Signal intent to continue to PhD December 15th. (if applicable) • Analyze data • Update IRB/IACUC • Qualifying Exam (oral and written): "Pass" to MS; "Pass with distinction" to be eligible for PhD program 	<ul style="list-style-type: none"> • Electives • Research Hours • Non-Engl. Language, if needed • Submit draft chapters to major professor and committee • Major professor submits annual progress report • Apply for continuation to PhD by end of semester (if applicable) • Declare degree candidacy • Make final changes to the Plan of Study • Complete Thesis/Report submitted to major professor before <u>April 1</u> (to be eligible for continued funding, if applicable) • Plan application to PhD and submit forms if appropriate • If continuing, plan summer training/prep for PhD • MS Oral Defense (May deadline to be eligible for continued funding, if eligible) • Submit thesis/report (May deadline to be eligible for further funding) • Close IRB/IACUC • Complete exit surveys

Defending & depositing your thesis/dissertation (MS Thesis Only)	Due
___ File a Form 8 "Request for Appointment of Examining Committee" with the Graduate School via myPurdue	At least four weeks <u>before</u> defense date
___ Optional: Attend a Thesis Formatting Workshop	See link below
___ Send <u>advisor approved</u> abstract to Grad Administrator	At least one week before defense date
___ Initiate the Electronic Thesis Acceptance Form via myPurdue	Day of defense
___ Upload thesis/dissertation	See link below

Checkout and exit interview	Due
___ Schedule Exit Interview in Department of Anthropology	Before you leave campus
___ Complete CLA and Graduate School Exit Interview	Before you leave campus

Key Resources for Grad Candidates

- Thesis/Dissertation Office: <https://www.purdue.edu/gradschool/research/thesis/>
- Thesis/Dissertation deposit information: <https://www.purdue.edu/gradschool/research/thesis/requirements.html>
- Commencement information: <http://www.purdue.edu/commencement/>
- Reduced Course Load request: <https://www.iss.purdue.edu/Current/F1/MaintainingLegalStatus.cfm>
- OPT Information: <https://www.purdue.edu/IPPU/ISS/Student/F1/opt.html>

Appendix I: Sample PhD Semester by Semester Planning (Post Purdue MS)

Semester 1	Semester 2	Summer
<ul style="list-style-type: none"> • 600s Courses, • 590 Prelim Preparation Research Hours • Methods and Statistics, as needed • Non-Engl. Language, if needed • Annual Progress Meeting with committee; submit annual progress report • Plan Courses • Submit Plan of Study before prelim • Plan fieldwork location; initiate site permissions • Work on proposal • Read in subject area • Submit external grants; budget project 	<ul style="list-style-type: none"> • 600s Courses, Research Hours • Electives • Continue Non-Engl. Language (must be satisfied prior to or concurrent with prelim) • Major professor submits annual progress report • Meet with committee before fieldwork begins • Submit travel forms, as needed • Submit IRB/IACUC protocols • Plan intl travel (visa, permissions, travel insu) • Prepare grants • Submit Form 19, COD or RIE request, if needed. • Preliminary Exam/PhD Proposal (Oral presentation and Written) • Need final committee approval on written proposal before research 	<ul style="list-style-type: none"> • Research Hours, if needed • Meet with committee before research begins • Research
Semester 3	Semester 4	Summer
<ul style="list-style-type: none"> • Research Hours, as needed • Discuss research • Annual Progress Meeting with committee • Submit annual progress report • Independently/ externally funded data collection • Collect and enter data • Revise and resubmit grant applications 	<ul style="list-style-type: none"> • Research Hours, as needed • Discuss research • Major professor submits annual progress report • Independently/ externally funded data collection • Collect and enter data • Submit IRB/IACUC protocol amendments as needed • Submit Form 19, COD or RIE request, if needed. 	<ul style="list-style-type: none"> • Research Hours, as needed
Semester 5	Semester 6	
<ul style="list-style-type: none"> • Research Hours, as needed • Submit chapters to committee • Annual Progress Meeting with committee; submit annual progress report • Discuss grant, post-doc, job applications with committee • Update IRB/IACUC • Participate in professionalism trainings, seminars and opportunities 	<ul style="list-style-type: none"> • Research Hours, as needed • Discuss dissertation • Major professor submits annual progress report • Final project/grant reports due • PhD Dissertation and edits • PhD Oral Defense • Dissertation deposit • Close IRB/IACUC 	

*Additional semesters as needed

**PhD candidates must have 2 full semesters of registration between prelim and final defense

Defending & depositing your thesis/dissertation	Due
___ File a Form 8 "Request for Appointment of Examining Committee" with the Graduate School via myPurdue	At least four weeks <u>before</u> defense date
___ Optional: Attend a Thesis Formatting Workshop	See link below
___ Send <u>advisor approved</u> abstract to Grad Administrator	At least one week before defense date
___ Initiate the Electronic Thesis Acceptance Form via myPurdue	Day of defense
___ Upload thesis/dissertation	See link below

Checkout and exit interview	Due
Schedule Exit Interview in Department of Anthropology	Before you leave campus
Complete CLA and Graduate School Exit Interview	Before you leave campus

Key Resources for Grad Candidates	
<input type="checkbox"/>	Thesis/Dissertation Office: https://www.purdue.edu/gradschool/research/thesis/
<input type="checkbox"/>	Thesis/Dissertation deposit information: https://www.purdue.edu/gradschool/research/thesis/requirements.html
<input type="checkbox"/>	Commencement information: http://www.purdue.edu/commencement/
<input type="checkbox"/>	Reduced Course Load request: https://www.iss.purdue.edu/Current/F1/MaintainingLegalStatus.cfm
<input type="checkbox"/>	OPT Information: https://www.purdue.edu/IPPU/ISS/Student/F1/opt.html

Appendix I2: Sample PhD Semester by Semester Planning (Post External MS)

Semester 1	Semester 2	Summer
<ul style="list-style-type: none"> Core and 600s Courses, as needed Methods and Statistics, as needed Non-Engl. Language, if needed Select major professor and Committee with major professor's input Discuss progress; submit annual progress report Submit Plan of Study RCR S20 Training; IRB or IACUC certification Read in subject area Research grant options; pilot grant options None 	<ul style="list-style-type: none"> Core and 600s Courses, as needed Electives Continue Language, as needed Major professor submits annual progress report Meet with committee before any fieldwork Work on research plan Plan pilot summer research or training Prepare grants Apply for summer funding if possible Qualifying Exam (oral and written): "Pass with distinction" to be eligible for PhD program 	<ul style="list-style-type: none"> Research Hours, if needed Meet with committee before research begins Research
<ul style="list-style-type: none"> Anth 590 Preliminary Exam Prep Electives/Research Hours Continue Language, as needed Annual Progress Meeting with committee; submit annual progress report Plan fieldwork location; initiate site permissions Work on proposal IRB/IACUC Submit external grants Budget project 	<ul style="list-style-type: none"> Electives Research Hours Continue Language (must be satisfied prior to or concurrent with prelim) Submit travel forms, as needed Major professor submits annual progress report Meet with committee before fieldwork begins Plan intl travel (visa, permissions, travel insu) Submit IRB/IACUC protocols Submit in absentia registration request, if needed. Submit external grants Preliminary Exam/PhD Proposal (Oral presentation and Written) Submit Form 19, COD or RIE request, if needed. 	<ul style="list-style-type: none"> Research Hours, as needed
<ul style="list-style-type: none"> Research Hours, as needed Discuss fieldwork/ research Annual Progress Meeting with committee; submit annual progress report Independently/ externally funded data collection Revise and resubmit grant applications 	<ul style="list-style-type: none"> Research Hours, as needed Discuss research Major professor submits annual progress report Independently/ externally funded data collection Collect and enter data Submit IRB/IACUC protocol amendments as needed Submit Form 19, COD or RIE request, if needed. 	<ul style="list-style-type: none"> Research Hours, as needed Data analysis
<ul style="list-style-type: none"> Research Hours, as needed Submit chapters to committee Annual Progress Meeting with committee; submit annual progress report Discuss grant, post-doc, job applications with committee and submit Participate in professionalism trainings, seminars and opportunities 	<ul style="list-style-type: none"> Research Hours, as needed Major professor submits annual progress report Final project/grant reports due PhD Dissertation and edits PhD Oral Defense Dissertation deposit Close IRB/IACUC 	

*Additional semesters as needed

**PhD candidates must have 2 full semesters of registration between prelim and final defense

Defending & depositing your thesis/dissertation	Due
<input type="checkbox"/> File a Form 8 "Request for Appointment of Examining Committee" with the Graduate School via myPurdue	At least four weeks <u>before</u> defense date
<input type="checkbox"/> Optional: Attend a Thesis Formatting Workshop	See link below
<input type="checkbox"/> Send <u>advisor approved</u> abstract to Grad Administrator	At least one week before defense date
<input type="checkbox"/> Initiate the Electronic Thesis Acceptance Form via myPurdue	Day of defense
<input type="checkbox"/> Upload thesis/dissertation	See link below

Checkout and exit interview	Due
<input type="checkbox"/> Schedule Exit Interview in Department of Anthropology	Before you leave campus
<input type="checkbox"/> Complete CLA and Graduate School Exit Interview	Before you leave campus

Key Resources for Grad Candidates
<input type="checkbox"/> Thesis/Dissertation Office: https://www.purdue.edu/gradschool/research/thesis/
<input type="checkbox"/> Thesis/Dissertation deposit information: https://www.purdue.edu/gradschool/research/thesis/requirements.html
<input type="checkbox"/> Commencement information: http://www.purdue.edu/commencement/
<input type="checkbox"/> Reduced Course Load request: https://www.iss.purdue.edu/Current/F1/MaintainingLegalStatus.cfm
<input type="checkbox"/> OPT Information: https://www.purdue.edu/IPPU/ISS/Student/F1/opt.html

Appendix J: Qualifying Examination Form

QUALIFYING EXAMINATION DEPARTMENT OF ANTHROPOLOGY		
<p>Instructions: Please rate each of the learning objectives and comment on the areas of improvement or detail particular achievements. This information will be used for departmental assessment only.</p> <p>In order to pass with distinction, a qualifying examination response will demonstrate a capacity for PhD level research, including depth of knowledge of the literature in an anthropological subfield, evidence for self-motivation and independent thought, and the potential to critically and creatively address key problems in the student's areas of interest. To receive a Pass with Distinction, the majority of ratings must be ranked as 3.</p>		
Name of Student: _____		
<u>ORAL EXAMINATION:</u>		Date Exam Held _____
How well was the learning objective satisfied: 1-Unacceptable; 2-Acceptable; 3-Very Good – indicate a number in the rating column for each learning objective. The committee should confer on the numerical value of each of the ratings.		
Learning Objectives:	Rating:	Comments:
Communication - Presentation - Responses to questions		
Ethical & Responsible Research - Treatment of subjects / materials - Reduction of risk		
Critical Thinking - Ability to synthesize and analyze data		
Knowledge & Scholarship - Knowledge of wider lit.		
<u>WRITTEN EXAMINATION:</u>		
How well was the learning objective satisfied: 1-Unacceptable; 2-Acceptable; 3-Very Good – indicate a number in the rating column for each learning objective. The committee should confer on the numerical value of each of the ratings.		
Learning Objectives:	Rating:	Comments:
Communication - Clarity in writing		
Ethical & Responsible Research - (if incorporated)		
Critical Thinking - Ability to synthesize and analyze data		
Knowledge & Scholarship - Use of wider literature		

QUALIFYING EXAMINATION
DEPARTMENT OF ANTHROPOLOGY

This information will be used for student assessment. Each member of the committee needs to complete a separate form.
This form is submitted to the Academic Program Manager. You are encouraged to submit your comments directly to the student as well.

Name of Student: _____ Exam Date: _____

Name of Committee Member: _____

Please discuss the positive aspects of the oral presentation as well as the areas that need improvement.

Please discuss the positive aspects of the written exam as well as the areas that need improvement.

**QUALIFYING EXAMINATION
DEPARTMENT OF ANTHROPOLOGY**

Instructions: Please indicate whether the results of the examination are Fail, Pass, Pass with Distinction, and whether a retake is recommended. How well did the student do in each of the categories below: 1-Unacceptable; 2-Acceptable; 3-Very Good. The committee should confer on the numerical value of each of the ratings.
In order to pass with distinction, a qualifying examination response will demonstrate a capacity for PhD level research, including depth of knowledge of the literature in an anthropological subfield, evidence for self-motivation and independent thought, and the potential to critically and creatively address key problems in the student's areas of interest. To receive a Pass with Distinction, the majority of ratings must be ranked as 3.

Name of Student: _____ Degree Pursued: _____

ORAL EXAMINATION: _____ Date Exam Held _____

Objective:	Rating:	Notes:
Competency in literature of anthropological subfield or interdisciplinary area		
Ability to communicate knowledge		
Evidence of independent thought		
Potential to critically and creatively address key problems in area of interest		

WRITTEN EXAMINATION:

Objective:	Rating:	Notes:
Competency in literature of anthropological subfield or interdisciplinary area		
Ability to communicate knowledge		
Evidence of independent thought		
Potential to critically and creatively address key problems in area of interest		

COMMITTEE MEMBERS' SIGNATURES

Fail	Pass	Pass with Distinction	Signature	Date	Recommend Retake

Appendix K: Qualifying Exam Bulleted List

Qualifying Exam

Overview

- To become eligible to take the examination, the student must have filed a Plan of Study, satisfactorily completed most of the formal study, and satisfied any other requirements.
- The student should initiate a conversation with the major professor and committee about the content, structure, and timing of the qualifying exams. MS students should initiate the conversation with their major professor and committee in their second semester, and PhD students in their first semester. Topics to be covered during this meeting include: qualifying exam reading list, timeline for qualifying exam completion, and major professor/committee recommendations on how to proceed with the qualifying exam. While a student's committee will be able to give specific advice on all the above items, below is general information about the: qualifying exam reading list and the written and oral portion of the qualifying exam.
- Students are responsible for maintaining communication with their major professor and committee to determine their progress in the program and exam schedule. Please plan in advance as it is often difficult to find a common time for all committee members to meet.

If the situation warrants, and it is agreeable with the members of the examining committee and the candidate, one member of the examining committee may participate in the examination via electronic media. It is required for both the student and the major professor to be present in person at all exams. During the Coronavirus global pandemic while exams are held remotely, this requirement is not being enforced. Exams can still be held virtually if desired through Fall 2021.

- Last minute requests for examination scheduling do not have to be honored by the committee.
- Scheduling of exams outside of the academic year (fall and spring semesters) may or may not be honored by the committee.

Qualifying Exam Reading List

- The qualifying exam reading list should be reflective of broad interdisciplinary approaches to the substantive, geographical, methodological and other questions relevant to, but not limited to the student's masters or doctoral research and training.
- The reading list should be organized in a manner determined by the student's committee.
- The list can include readings already completed as well as new readings.
- The qualifying exam reading list should be finalized and approved by the student's entire committee no later than the same semester in which the student desires to take the qualifying exams.

Written Portion of the Qualifying Exam

- The qualifying exam will commence on the date and time that is prearranged by the committee.
- During the written portion of the exam the student will be asked two questions. The questions will cover the following areas: theoretical, methodological, ethical, and broader impact of interdisciplinary approaches in anthropology.
- The exam will be released from and uploaded to Brightspace with a start time and due time of 9:00am eastern
- The student will have 10 days to complete the written portion of the exam.
- At minimum, exam responses should be well written and well referenced with a total of at least 20 typed, double-spaced pages (excluding bibliography) for each qualifying exam question (1" margins, and 12 pt. font).

Oral Portion of the Qualifying Exam

- The recommended length of time between the submission of written responses for the qualifying exam and the oral exam is two weeks, with a maximum length of time between both of one month.
- The student is responsible for working with their major professor and committee to determine the date and time for the oral exam. Students should work with the Academic Program Manager will prearrange a meeting location for the oral exam.
- The oral exam will provide the committee an opportunity to ask the student questions about their written response and will provide the student with the opportunity to talk about their responses.
- The oral exam should not exceed two hours. If additional time is needed, the examination may be continued at a later date.
- At the end of the oral exam the committee will decide the results of the written and oral portion of the qualifying exam and complete the departmental paperwork.

Exam Criteria

- The written and oral portions of the qualifying exam will be judged on the following Graduate School Learning Objective areas: communication, ethical and responsible research, critical thinking, and knowledge and scholarship.
- In order to pass with distinction, a qualifying examination response will demonstrate a capacity for PhD level research, including depth of knowledge of the literature in an anthropological subfield, evidence for self-motivation and independent thought, and the potential to critically and creatively address key problems in the student's areas of interest.

Exam Determination

- The following are the possible outcomes of the qualifying exam: pass with distinction, pass, or fail.
- If a student wishes to apply to proceed to the PhD program in the Department of Anthropology at Purdue, they must pass their qualifying exams with distinction.
- If the report from the student's committee is unfavorable, the examining committee may recommend that the student be permitted to request a second examination.
- A student must wait at least until the following session (including summer session) to repeat the examination. Should the examination be failed twice, a student may not be given a third examination, except upon the recommendation of the examining committee and with special approval of the departmental Graduate Committee.
- The student's advisory committee will vote within two weeks following a failed qualifying exam on whether the student may retake the qualifying exam. If a student is asked to retake an exam, it must be retaken by the end of the next semester, with a second retake (if approved) as soon as possible. During the retake, the Director of Graduate Studies may sit in on the exam as needed. In the case where a student submits a petition for a second retake, the Graduate Committee will determine whether the petition is approved. During the second retake, the Director of Graduate Studies may be asked by the graduate committee to sit in on the exam. (Department Policy 3/28/2011)

SEE THE GRADUATE MANUAL FOR ADDITIONAL RULES AND PROCEDURES FOR THE EXAM

Statement of Integrity and Code of Conduct³⁸

Preamble

Purdue University has a tradition of ethical conduct spanning its history. As a land-grant institution, we demonstrate our responsiveness to our constituencies and extend to them access to our knowledge resources. We nurture relationships with other partners in education who support our vision or join us to foster common interests. We integrate our mission with our responsibilities. We contribute our knowledge resources impartially in serving our public purposes. As faculty, students, staff, and administrators, we are a community of dedicated learners, scholars, professionals, and practitioners — all contributing our talents to uphold our standards and improve ourselves and the broader community in which we live and work. Our responsibilities and obligations toward the advancement of learning, discovery, and engagement in the University and in Indiana extend to our nation and the world. This statement of integrity is meant to provide an overarching declaration that informs specific policies and procedures regarding conduct, enforcement, and accountability. Such policies and procedures either exist in official University documents or will be developed as necessary.

Statement

At Purdue, integrity is indispensable to our mission. We act with honesty and adhere to the highest standards of moral and ethical values and principles through our personal and professional behavior. We demonstrate our understanding of these values and principles and uphold them in every action and decision. Trust and trustworthiness go hand in hand with how we conduct ourselves, as we sustain a culture that is based upon ethical conduct. We expect our actions to be consistent with our words, and our words to be consistent with our intentions. We accept our responsibilities, share leadership in a democratic spirit, and subject ourselves to the highest standards of public trust. We hold ourselves accountable for our words and our actions.

We champion freedom of expression. To ensure our integrity, we safeguard academic freedom, open inquiry, and debate in the best interests of education, enrichment, and our personal and professional development. We embrace human and intellectual diversity and inclusiveness. We uphold the highest standards of fairness, act as responsible citizens, respect equality and the rights of others, and treat all individuals with dignity.

³⁸ https://www.purdue.edu/purdue/about/integrity_statement.php

To fulfill our goals as a learning community, we insist that the objectives of student learning are not compromised. We treat all students equitably, and our evaluations of learning achievements are impartial based on demonstrated academic performance. As students, we understand that learning is the most important goal and we embrace ethical values and principles and reject academic dishonesty in all our learning endeavors. In the realm of new discoveries, we place the highest value upon truth and accuracy. We acknowledge the contributions of others. We place a higher value on expanding and sharing knowledge than on recognition or ownership.

We work diligently drawing from the strong work ethic of our state of Indiana and are committed to always acting in the best interests of the University. We pledge to make wise use of our resources and to be good stewards of financial, capital, and human resources. We operate within the letter and spirit of the law and prescribed policies and strive to avoid impropriety or conflict of interest.

As members of the Purdue community, we demonstrate unyielding and uncompromised integrity in support of the highest standards of excellence for the University. As individuals, we all contribute to this Purdue standard of integrity as an exemplary model for all universities.

Appendix L: Student Application for Continuation MS to PhD Program

*Fill out form and discuss with your major professor for their approval.

DEPARTMENT OF ANTHROPOLOGY
STUDENT APPLICATION FOR CONTINUATION MS TO PhD PROGRAM

Name: _____ DATE _____

MS Final Exam/Defense Date _____

Proposed PhD Research Topic:

On a separate document, please provide a one-page single-spaced summary of proposed research planned for the PhD, including theoretical frameworks, research questions, and methods anticipated. Attach a separate selected bibliography with key sources. This summary needs to be approved by the prospective advisory committee (at least the major professor and one additional member) and the chair of the graduate committee. This document will be considered along with the other requirements in consideration of student readiness to advance from MS to PhD program.

I agree to serve as the above-named student's major professor for the PhD program:

Signature Date

Proposed committee members (need at least one signature in addition to major professor):

Signature Date

Signature Date

Appendix M: Dissertation Format Option

DEPARTMENT OF ANTHROPOLOGY
DISSERTATION FORMAT OPTION

This form should be filled out and submitted along with a student's PhD written proposal.

_____ (Student Name) has decided, along with their committee, to pursue the following dissertation format option:

MONOGRAPH

ARTICLE-BASED

MULTIMODAL

The student has completed/will complete their preliminary examination and PhD proposal in _____ (Semester/Year).

I have reviewed and understand the requirements for the dissertation format I have selected from the above.

Student Signature

Date

TITLE	PRINTED NAME	SIGNATURE	DATE
Major Professor			
Member			
Member			
Member			
Member			
Member			

Director of Graduate Studies, Anthropology

Date

Appendix N: Article-Style Dissertation: General Guidelines & Specific Criteria

Article-Style Dissertation General Guidelines

1. Overall introduction chapter that critically reviews the literature on the topics of student specialization, with a substantive discussion of the themes that tie together the articles.
2. Previously published or publishable articles (three or more).
3. Overall conclusion comparing/contrasting the previously published or publishable articles and the significance of the research completed in the articles, what additional aspects of the topic still need to be explored, and so on.
4. If the dissertation contains articles that have been published previously, the student must note the copyright requirements and documentation required within the respective chapter. In addition to the prior publication acknowledgment, candidates must submit permissions to re-use all previously published content within the thesis, regardless of copyright, to thesishelp@purdue.edu.
5. Students are responsible for ensuring that their dissertation is consistent with Purdue's formatting guidelines.
6. The PhD dissertation proposal (written and oral) is expected to follow the general proposal defense guidelines for a traditional dissertation. However, students must state their plan to pursue an article-style dissertation and outline the proposed articles to be written.
7. The defense of the article-style dissertation is expected to follow the defense guidelines for a traditional dissertation.

Article-Style Dissertation Specific Criteria

1. All articles must be based upon original research done while a doctoral student is at Purdue University. All articles must represent post-Master's research. Publications derived from work begun for a Master's project may not be included as part of the dissertation package.
2. There is no minimum required length for the scholarly articles, as lengths should conform to standards appropriate for the student's field and targeted journals. The same is true for introductory and concluding sections. Ultimately, the student's Major Professor and Advisory Committee will determine whether the length of each article, intro, and conclusion is sufficient to fulfill dissertation requirements.
3. To be accepted for fulfillment of an article-style dissertation, scholarly articles must be deemed appropriate in theme and content by the Major Professor and Advisory Committee. Published articles that are not relevant to the student's over-arching research topic will not count toward the required number of scholarly articles to fulfill dissertation requirements.
4. Short research notes; technical appendices to books, monographs, or dissertations; review articles; contributions to online or printed encyclopedias; and reports submitted to public or private agencies will not usually be counted toward the minimum number of articles. However, they can be included as supporting material in the sections devoted to critical review and background information.
5. Chapters from peer-reviewed edited books may also be included at the discretion of the Major Professor and Advisory Committee.
6. Given the collaborative nature of Anthropology, there may be a tendency for doctoral scholars to produce co-authored scholarly articles. As a general rule, only publications for which the student is first or corresponding author can be included in the dissertation package (in some cases senior collaborators may expect first authorship regardless of actual contribution; the student's the Major Professor and Advisory Committee may then waive the rule on a case-by-case basis). However, the student must have been substantially involved in study design, data analysis, and article writing, for any article included in the dissertation. In the case of articles with multiple authors, the student must preface each paper with a paragraph detailing the contribution of each listed author to the creation of the publication, even if they are first author.
7. Co-authorship with the student's the Major Professor or Advisory Committee members is common but represents a potential conflict of interest. The Advisory Committee should be formed such that at least two members have no connection with any of the articles submitted.

8. When two or more doctoral students co-author a paper, it is not permissible for both (or all) students to submit the same paper as a part of their individual doctoral dissertations. The doctoral dissertation is explicitly intended to be a demonstration of individual abilities and accomplishments. Co-authored publications submitted as part of a dissertation must satisfy the requirement that only one student co-author is designated as first or corresponding author.
9. When using tables or materials from collaborators, footnotes must acknowledge the contribution of the collaborators, including any figures, tables, or data that were not created by the author alone.
10. The question of whether the extent of any article overlap is excessive will be determined by the student's the Major Professor and Advisory Committee. A certain amount of overlap is acceptable. For example, portions of the literature review may need to be cited in the various articles because it delineates the entire historical background of the study's focal topic. Redundancy can be reduced by citing one's own work. However, self-plagiarism -- reusing one's own previously written work or data in a 'new' written product without letting the reader know that this material has appeared elsewhere -- is prohibited.
11. If an article is rejected by a journal during the dissertation process, the student may submit to another journal approved by the Major Professor and Advisory Committee. In the case of a revise and resubmit during the dissertation process, any changes to the article must be approved by the Major Professor and Advisory Committee.

Appendix O: Multimodal Dissertation: General Guidelines & Specific Criteria

Multimodal Dissertation General Guidelines

8. Overall dissertation can follow the traditional or article-style dissertation format.
9. A component of the dissertation should be dedicated to the multimodal dissertation format.
10. This multimodal component should be in a high-confidence data format for preservation purposes. See <https://libguides.libraries.wsu.edu/c.php?g=824456&p=5885600>
11. This multimodal component should be accompanied by text that provides the theoretical and methodological rationale behind the piece.
12. Students are responsible for ensuring that their dissertation is consistent with Purdue's formatting guidelines.
13. The PhD dissertation proposal (written and oral) is expected to follow the general proposal defense guidelines for a traditional or article-style dissertation. However, students must state their plan to pursue a multimodal dissertation.
14. The defense of the multimodal dissertation is expected to follow the defense guidelines for a traditional or article-style dissertation.
15. During the preliminary exams, the student should demonstrate competence to complete a multimodal dissertation.

Multimodal Dissertation Specific Criteria

7. All chapters/articles must be based upon original research done while a doctoral student is at Purdue University. All chapters/articles must represent post-Master's research. Multimodal work derived from work begun for a Master's project may not be included as part of the dissertation package.
8. There is no minimum required format for the multimodal component, as standards should conform to appropriate norms. Ultimately, the student's Major Professor and Advisory Committee will determine whether the multimodal component is sufficient to fulfill dissertation requirements.
9. To be accepted for fulfillment of a multimodal dissertation, the component must be deemed appropriate in theme and content by the Major Professor and Advisory Committee. Multimodal components that are not relevant to the student's over-arching research topic will not fulfill dissertation requirements.
10. Given the collaborative nature of Anthropology, there may be a tendency for doctoral scholars to produce a collaborative multimodal component. Generally, only a multimodal component for which the student is the equivalent of the "first author" can be included in the dissertation package (in some cases senior collaborators may expect authorship regardless of actual contribution; the student's the Major Professor and Advisory Committee may then waive the rule on a case-by-case basis). However, the student must have been substantially involved in the design for any multimodal component included in the dissertation. In the case of multimodal with multiple authors, the student must preface the component with a paragraph detailing the contribution of each listed author to the creation of the component, even if they are "first author."
11. Co-authorship with the student's Major Professor or Advisory Committee members is common but represents a potential conflict of interest. The Advisory Committee should be formed such that at least two members have no connection with the multimodal component submitted.
12. When two or more doctoral students co-author a multimodal component, it is not permissible for both (or all) students to submit the same component as a part of their individual doctoral dissertations. The doctoral dissertation is explicitly intended to be a demonstration of individual abilities and accomplishments. Co-authored multimodal components submitted as part of a dissertation must satisfy the requirement that only one student co-author is designated as first author.
13. When using materials from collaborators, footnotes must acknowledge the contribution of the collaborators, including any multimodal component that were not created by the author alone.

Appendix O2: Multimodal MS: General Guidelines & Specific Criteria for Thesis and Non-Thesis

Multimodal MS General Guidelines for Thesis and Non-thesis Options

16. The MS should follow the processes described in the MS Thesis and Non-Thesis Program Options in this manual. The Thesis should follow the processes of the Thesis and the Non-Thesis should follow the processes of the Non-Thesis Option A.
17. Students must indicate their desire to pursue the multimodal format by checking the box of the MS Thesis or Non-Thesis Option on the anthropology department form. This must be done with approval from the major professor and advisory committee by the end of the second month of the second semester.
18. A component, roughly equivalent to a written chapter or article, of the Thesis or Non-Thesis should be dedicated to a multimodal format, while the remainder of the Thesis or Non-Thesis should be dedicated to a written document. As the thesis typically consists of a minimum of a 50-page (double-spaced, 12 pt. font, Times New Roman) document, a thesis or non-thesis with a multimodal component should consist minimally of a 25-page (double-spaced, 12 pt. font, Times New Roman) document, not including the written accompaniment to the multimodal component. The Non-Thesis paper or project must still include appropriate bibliographic citations to relevant publications, a careful description of methods, and a concluding section that relates the body of work to other similar published works where appropriate.
19. The multimodal component should be in a high-confidence data format for preservation purposes. See <https://www.lib.purdue.edu/spcol/file-format-recommendations>
20. The multimodal component should be accompanied by a written work that provides the theoretical, methodological, and ethical rationale behind the piece. At a minimum, the written work must be 2-5 single-spaced pages (12 pt. font, Times New Roman). The written work must contribute to demonstrating anthropological competency appropriate for an MS degree. Minimally, this work should
 - a. Provide the theoretical and methodological rationale behind the piece
 - b. Discuss the target audience(s) of the work
 - c. Articulate why the format(s) chosen is appropriate for the project, and
 - d. Identify the impact(s) the student and other stakeholders including but not limited to participating communities, partner institutions, or interlocutors want to see

The committee will determine any additional requirements for the written work.

21. Students are responsible for ensuring that the written work accompanying the MS Thesis or Non-Thesis is consistent with Purdue's Graduate School formatting guidelines.
22. The MS Thesis exam (written and oral) is expected to follow the MS Thesis defense guidelines while the Non-Thesis exam (written and oral) is expected to follow the MS Non-Thesis Option A defense guidelines.

Multimodal Thesis Specific Criteria

14. All work must be based upon original research done while an MS student is at Purdue University.
15. The multimodal component has no minimum required format, as standards should conform to appropriate norms. Ultimately, the student's Major Professor and Advisory Committee will determine whether the multimodal component can fulfill MS Thesis or Non-Thesis requirements. Multimodal components that are not relevant to the student's over-arching research topic will not fulfill degree requirements.
16. Given the collaborative nature of Anthropology, there may be a tendency for MS scholars to produce a collaborative multimodal component. Generally, only a multimodal component for which the student is the equivalent of the "first author" can be included in the Thesis or Non-Thesis package (in some cases senior collaborators may expect authorship regardless of actual contribution; the student's the Major Professor and Advisory Committee may then waive the rule on a case-by-case basis). However, the student must have been substantially involved in the design for any multimodal component. In the case of multimodal with multiple

- authors, the student must preface the component with a paragraph detailing the contribution of each listed author to the creation of the component, even if they are “first author.”
17. Co-authorship with the student's Major Professor or Advisory Committee members is common but represents a potential conflict of interest. The Advisory Committee should be formed such that at least two members have no connection with the multimodal component submitted.
 18. When two or more MS students co-author a multimodal component, it is not permissible for both (or all) students to submit the same component as a part of their individual MS Thesis or Non-Thesis. The MS Thesis or Non-Thesis is explicitly intended to demonstrate individual abilities and accomplishments. Co-authored multimodal components submitted as part of a dissertation must satisfy the requirement that only one student co-author is designated as the first author.
 19. When using materials from collaborators, footnotes or other means must acknowledge the contribution of the collaborators, including any multimodal component that was not created by the author alone.

MS Thesis and Non-Thesis Program Options

MS Students may choose to complete either a MS Thesis or Non-Thesis program by satisfying one of the following options:

3. MS Thesis
4. MS Non-Thesis, of which there are two Non-Thesis options:
 - a. Non-Thesis Option A: “applied and practicing anthropology option”
 - b. Non-Thesis Option B: “doctoral pre-proposal option research project”

All options require submission of written research results and a final oral examination by the student’s advisory committee. Students should discuss options with their major professor and advisory committee during their first year in the program.

By the end of the first semester of the first year, the student should meet with their major professor to begin to discuss the choice of a Thesis or Non-Thesis program and possible research projects. The remaining members of the advisory committee should be selected.

A student should finalize their selection of the thesis or one of the Non-Thesis options in consultation with their major professor and advisory committee. At this time, the student must declare this choice using the “MS Thesis or Non-Thesis Option” departmental form. This meeting should take place no later than the end of the second month of the second semester.

MS Thesis Option

This program option enables students to prepare a thesis in conjunction with the student’s major professor and committee. The anthropological project demonstrates the student’s mastery of a set of data collection and analytical methods. For example, original data collection is recommended but not required for the thesis. Analysis of secondary data—whether quantitative, qualitative, visual or other formats—is acceptable if the research is informed by a clearly articulated research question and under-girded by a research proposal. The Thesis should demonstrate a high level of competency in the student’s research specialization and should be written in a manner that would be consistent with a publishable research project. In order to receive final approval for the Thesis track a student must have passed the qualifying exam with distinction. (Department Policy 12/8/2008)

Typically, the thesis is a single document that consists minimally of 50 pages (double-spaced, 12 pt. font, Times New Roman) that often incorporates a literature review, definition of a phenomena, discussion of methods/methodology to address the phenomena, the subsequent research activity, results, and a discussion of the implications of the work. However, the student may design a thesis with different emphases, in consultation with their major professor and advisory committee. For example, please see “Thesis and Dissertation Formatting

and Submission” for further information on article-based or multimodal options. If a student’s Thesis takes a multimodal form, then the resulting project must be approved by the committee and presented publicly. Please see Appendix O2 for General Guidelines and Specific Criteria for the Multimodal Thesis.

Students will submit the Thesis research project paper as part of the final MS exam process. If there are any multimodal aspects of the Thesis, these will also be submitted as part of the Thesis package. It will be followed by an oral exam in which the students will be required to demonstrate achievement of the MS learning outcomes for Anthropology.

Please see sections “MS Final Exam”, “Thesis and Dissertation Formatting and Submission,” and “Thesis and Final Project Deposit” sections of this manual for more information about Departmental and Graduate School procedures for completing the MS Final Exam and depositing the MS Thesis. Thesis formatting must be in line with formatting guidelines established by the department and by the Graduate School.

Applied and Practicing Anthropology Option (MS Non-Thesis Option A)

This program option may be appropriate for students seeking a MS degree in anthropology with an applied orientation or as preparation for employment or training outside of anthropology. This program option enables students to prepare a substantial research paper or analytic project based on original research done in conjunction with the student’s major professor and committee. The project demonstrates the student’s mastery of a set of data collection and analytical methods to prepare them for employment. The resulting paper or project should demonstrate a high level of competency in the student’s research specialization and should be written in a manner that would be consistent with a publishable research report. If a student’s Non-Thesis takes a multimodal form, then the resulting project must be approved by the committee and presented publicly. Please see Appendix O2 for General Guidelines and Specific Criteria for the multimodal Non-Thesis.

Typically, the paper or project will include appropriate bibliographic citations to relevant theory and methods publications, a careful description of methods and a concluding section that relates the body of work to other similar published works where appropriate.

Summer Internship: Students will conduct an internship/research project with a relevant agency or organization during the summer between their second and third semester.

Final Exam: The project produced from the internship experience will serve as the basis for the final exam. Written documentation should be consistent with that of a publishable research report. The form of this assignment may need flexibility depending on the type of project in which the student engages.

All other requirements of the MS degree in anthropology pertain to this option. Students who choose to continue onto the PhD program after completing the MS Non-Thesis Option A should have passed the qualifying exam with distinction. In addition, students may apply 30 credit hours of MS coursework toward the PhD degree.

Students will submit the Non-Thesis research project paper as part of the final MS exam process. If there are any multimodal aspects of the Non-Thesis, these will also be submitted as part of the Non-Thesis package. It will be followed by an oral exam in which the students will be required to demonstrate achievement of the MS learning outcomes for Anthropology.

Appendix P: Requirements for Anthropology Area Concentration in American Studies

For the Major Field in Anthropology at the MA level, American Studies students are required to take 12 credit hours in anthropology. The courses should include:

One theory course (ANTH 507)

One subfield course (ANTH 505, 535, 514 or 504)

Two additional anthropology courses related to area of interest (500 or 600 level)

For the Major Field in Anthropology at the PhD level, American Studies students are required to take 15 credit hours in anthropology. The courses should include:

One theory course (ANTH 507)

One methods course (ANTH 605 or 606)

One subfield course (ANTH 505, 514, 535 or 504)

One 600 level course

One additional graduate course in Anthropology related to area of interest

PhD Preliminary Examination Requirement: The student must pass the preliminary examination in anthropology during the 3rd or 4th semester. Exam responses should demonstrate breadth and depth within anthropology as well as knowledge of the student's prospective research topic. The written exam will be followed by an oral defense. A 3-person examination committee should include at least 2 Anthropology faculty members.

Non-English Language and/or Research Methods: Students with an area of concentration in Anthropology may have the non-English language requirement waived and replaced by demonstrated proficiency in research tools and methodology as required by the Department. This requirement may be met by taking at least three of the following courses and receiving a "B" grade or better in each:

Anth 605, Anth 606, Soc 382, Soc 583 (Application of Social Research Methods [survey methods]).

Appendix Q. Fellowships & Assistantships

Upon acceptance to our program, all graduate students are awarded fellowships or assistantships to fund their degree program. Award letters describe the pay rate for the graduate student for their time in the program.³⁹ In some cases, these can be increased if the Graduate School or college raises the minimum salary for graduate students and allocates funding in the annual graduate budget to the department. The Department of Anthropology receives a new budget from the college each year for graduate student funding.

College of Liberal Arts – Departmental Funding

Research and Teaching Assistantships

Research/Teaching Assistantship packages are designed for the recruitment of outstanding MS- or PhD-track students. Each assistantship package ranges from 2-5 years, depending on whether the student is entering as an MS- or PhD-track student. This award provides a stipend/salary and a remission of all but a portion of fees. When the graduate assistantship is half-time (.5 FTE) or more, the student is also eligible for participation in the partially funded graduate staff medical insurance plan as well as benefits. The Graduate School sets the minimum annual pay rate for Teaching Assistantships. Each college establishes graduate staff salaries appropriate for its graduate programs following the minimum salary requirements.

Support for 2024-25:

- ~\$28,000 per fiscal year minimum for a 50% graduate assistantship (Graduate School)
- ~\$22,000 per academic year minimum for a 50% graduate Teaching Assistantship (CLA)
- ~\$23,000 per academic year minimum for a 50% graduate Teaching Assistantship (Anthropology)

Research Assistantships [grants] – Paid from PI Grants

Students may be recruited for or awarded a Research Assistantship by a faculty member who is the Principal Investigator of a funded grant. Each assistantship package is dependent upon the grant award requirements. Research assistantship awards through grants provide stipend/salary and remission of all but a portion of fees. When the graduate assistantship is half-time (.5 FTE) or more, the student is also eligible for participation in the partially funded graduate staff medical insurance plan as well as benefits.

External Fellowships and Dissertation Funded Grants

Students may be awarded multi-year external fellowships and/or grants from funders, such as the National Science Foundation Graduate Research fellowship. In some cases, these awards may provide one or more of the following: stipend, tuition coverage, and/or a medical insurance supplement. Through their Major Professor, students also may receive funds for their dissertation research. The details of each award are dependent upon the award program. Please consult the funding agency's webpage for the award details.

Hourly Pay

Occasionally, where the employment is of an ad hoc, repetitive, or short-term nature, it may be appropriate to appoint a graduate student using an hourly-paid student classification. Students employed on this type of classification are not eligible for any of the benefits connected to a graduate staff appointment. Therefore, the student hourly classification should be limited to those few situations where the work assignment is sporadic and, thus, more appropriate to non-exempt classification.⁴⁰

Student positions should be assigned an appropriate job level based on the job responsibilities and experience required. Employing departments should pay student employees according to the student pay scale between the minimum and maximum rates for the designated level.⁴¹

³⁹ See the GS Employment Manual for details: <https://www.purdue.edu/gradschool/documents/gpo/graduate-student-employment-manual.pdf>

⁴⁰ Source: Graduate Employment Staff Manual - <https://www.purdue.edu/gradschool/documents/gpo/graduate-student-employment-manual.pdf>

⁴¹ Source: <https://www.purdue.edu/studentemployment/site/Policies/Compensation.php>

Graduate School Managed Fellowships⁴²

Overview

- [Recruitment Fellowships](#) are awarded to prospective students when applying for admission, and no separate application is needed. These fellowships include the Frederick N. Andrews, Lynn, Purdue Doctoral, and Ross fellowships. For more information on these fellowships, visit [Recruitment Fellowships](#).
- [Student Direct Apply Fellowships](#) are fellowships that are open to students for application include the Charles C. Chappelle and Ludwig Kruhe fellowships. For more information about these fellowships, please see The [Student Direct Apply Fellowships](#) page.
- [Faculty Nominated Fellowships](#) include The George Washington Carver Fellowship and the David M. Knox Fellowship. These fellowships require departments to submit their prospective student nominees - students do not directly apply themselves. For more information, please see [Faculty Nominated Fellowships](#).
- [Dissertation Fellowships](#) include the Bilsland Dissertation Fellowship. This fellowship is managed by the Purdue Graduate School but is awarded through each Graduate Program. For more information, please see [Dissertation Fellowships](#).

Recruitment Fellowships

Frederick N. Andrews Fellowship

The Frederick N. Andrews Fellowship is designed for the recruitment of outstanding PhD-track students to graduate programs at Purdue. Each fellowship provides a four-year award package. This award provides stipend/salary, tuition coverage and a medical insurance supplement.

Support

\$18,538 per year minimum (2019-20 Rate); CLA may supplement the stipend amount

Two years of support from The Graduate School

Minimum Required: Two years of support from the student's graduate program

Dept. of Anth.: Three years of support from the student's graduate program

Ross Fellowship

The Ross Fellowship is designed for the recruitment of outstanding PhD-track students to graduate programs at Purdue. Each fellowship provides a four-year award package. This award provides stipend/salary, tuition coverage and a medical insurance supplement.

Support

\$19,667 per year minimum (2022-2023 Rate); CLA may supplement the stipend amount

One year of support from The Graduate School.

Minimum Required: Three years of support from the student's graduate program.

Dept. of Anth.: Four years of support from the student's graduate program

Graduate School-managed Faculty Nominated Fellowships

Puskas Memorial Fellowship

Departments nominate prospective masters or doctoral students directly through the following [link](#).

The Puskas Memorial Fellowship was established in April 1993 with a bequest from the estate of Nick Puskas. Its income supports fellowships for graduate students. The Puskas Memorial Fellowship is awarded to masters-seeking or doctoral-seeking students who have an affiliation with Romania. The tenure of the Puskas Memorial Fellowship is one year with the possibility of renewal and provides a stipend/salary, payment of tuition, payment of student fees, and a medical

⁴² Detailed information can be found here: <https://www.purdue.edu/gradschool/fellowship/funding-resources-for-students/fellowships/managed-fellowships/index.html>

insurance benefit.

Requirement for Student Nominees

Maintain residency in Romania

(or) Were educated in Romania

(or) Have participated in study or research in Romania

(or) Are conducting formal outreach and engagement with Romania

(or) Have some other significant relationship with Romania as determined by the Dean of the Graduate School

Be admitted for the Fall or spring semester of the upcoming academic year

Submission Requirements

CV

Statement of Purpose

Letters of Recommendation

Department Nomination

Transcripts

Support

\$22,500 per year

One year of support from The Graduate School

Executive Vice President for Research Partnership Grants

Ross-Lynn Research Scholar Fund

The Fund can be used to support one year of a Ph.D. student stipend/tuition and fee remission or one year of a post-doctoral scholar stipend and benefits unless the funding is used to fulfill a multiyear cost share commitment on an externally funded sponsored program. Post-doc stipend amounts should be justified based on market benchmarking or federal agency minimums. Their effort should be devoted to the development of new research projects or the continuation of ongoing research projects.

- Allocation notices, spreadsheets and instructions will be sent to academic deans from the office of the Executive Vice President for Research and Partnerships (EVPRP). If you have any questions, please contact the EVPRP Business Office at vpr@purdue.edu.
- Faculty will be notified of internal department/school/college deadline dates via their department head and/or Dean's Office.
- Awards will be announced by each department/school/college upon completion of their award process.
- All allocation from the Ross-Lynn Scholar Fund must be assigned by May 15. Departments/schools/colleges should adjust timing of their application and award process accordingly.

Faculty Eligibility

To receive an allocation from the Fund, faculty must be eligible to serve as a PI on an external sponsored program, and can hold tenure-line, research, or clinical appointments. A faculty member can only hold one active Ross-Lynn Research Scholar award at any given time unless they are participating in multiple sponsored programs with cost share requirements.

Allocation of Ross-Lynn (Formerly PRF) Scholar Funds to Colleges/Schools

The Dean, ADR, and DFA of each college are responsible for the strategic development, approvals, administration, and annual reporting of the use of their annual Fund allocation. The EVPRP Business Office Designee will work with College DFAs to establish the appropriate accounts and to administer the Fund allocation.

The Fund can be used to fulfill mandatory or voluntary single or multi-year cost share/matching on externally funded sponsored programs, including young investigator awards, graduate research and training grants, and center level proposals. In fact, the use of the Fund for this purpose is strongly encouraged. The Ross-Lynn Research Scholar support

used for this purpose must be budgeted and tracked separately using a Form 32 prepared by Sponsored Program Pre-Award, which follows federal and state requirements. Colleges should track multi-year cost share commitments from the Fund to prevent shortfalls in future years of the commitment.

Ross-Lynn Research Scholar Funds are established with a start date of June 1 and project period of one year. It is preferred that funding is expended within one year, however, colleges will continue to have up to two years to spend. All accounts will be set up with a two-year project period eliminating the need for no cost extensions. After the second year, unexpended funds will revert back to the EVPRP.

If the research project supported by a Ross-Lynn Scholar Fund requires review and approval for use of animals (IACUC), human subjects (IRB), and/or r-DNA, infectious agents, unfixed human fluids, human tissues or human cell lines (IBC), the investigator must ensure that all appropriate protocols are active and current prior to release of funds. Regulatory approvals must remain active and current until the project is completed.

Each college must submit a brief annual report to the EVPRP that summarizes the use and impact of the Fund allocation, and provide a financial statement.

Inquiries regarding guidelines and procedures for the Ross-Lynn Scholar Fund competition should be directed to the academic dean's offices. <https://www.purdue.edu/research/oevprp/funding-and-grant-writing/funding/ross-lynn-research-scholar-fund.php>

Bilsland Dissertation Fellowship

The Bilsland Dissertation Fellowship provides support to outstanding PhD candidates in the final year of doctoral degree completion. This fellowship is awarded each year to students already enrolled in graduate programs at Purdue. Recipients are expected to devote full-time effort to the completion of all requirements necessary to receive their doctoral degree at the conclusion of the fellowship tenure. This fellowship is awarded by each college/program.

Support

\$20,000 per year minimum

From one semester of support up to one year of support from The Graduate School

Timeline

Funding allocated to each college: November

Award notification: determined by the college/program

Student response deadline: determined by the college/program

Appendix R. Graduate Assistantship Positions: A Guide for Faculty.

Source: <https://www.purdue.edu/gradschool/fellowship/funding-resources-for-students/assistantships.html>

Graduate assistantships allow graduate students to work for a specific University unit in exchange for certain benefits. Those benefits include:

- Salary
- Tuition coverage
- Medical insurance benefits

Over 60 percent of graduate students at Purdue are on assistantships. There are two basic classifications of employment for students who are eligible for a graduate assistantship appointment:

Graduate staff performing teaching, research, academic counselling, or other activities directly supporting teaching and research under close faculty supervision.

Graduate administrative/professionals performing administrative or other duties not directly related to teaching or research.

Assistantship positions are hired at the department or unit level. Please contact the Director of Graduate Studies or the Academic Program Manager in the Department of Anthropology for more information on assistantship opportunities.

Research and Teaching Assistantships

Research/Teaching Assistantship packages are designed for the recruitment of outstanding MS- or PhD- track students. Each assistantship package ranges from 2-5 years, depending on whether the student is entering as an MS- or PhD-track student. This award provides stipend/salary, and a remission of all but a portion of fees. When the graduate assistantship is half time (.5 FTE) or more, the student is also eligible for participation in the partially funded graduate staff medical insurance plan as well as benefits. The Graduate School sets the minimum annual pay rate for Teaching Assistantships. Each college establishes graduate staff salaries appropriate for its graduate programs following the minimum salary requirements.

Support for 2024-25 – please contact the business office for the most up to date information:

- ~\$28,000 per fiscal year minimum for a 50% graduate assistantship (Graduate School)
- ~\$22,000 per academic year minimum for a 50% graduate Teaching Assistantship (CLA)
- ~\$23,000 per academic year minimum for a 50% graduate Teaching Assistantship (Anthropology)

While the information above includes minimums set at the Graduate School or College of Liberal Arts levels, students employed through the Department of Anthropology would need to be paid at our departmental rate, even if they are employed through a different department.

Research Assistantships [grants] – Paid from PI Grants

Students may be recruited for or awarded a Research Assistantship by a faculty member who is the Principal Investigator (PI) of a funded grant. Each assistantship package is dependent upon the grant award requirements. Research assistantship awards through grants provide stipend/salary, and a remission of all but a portion of fees. When the graduate assistantship is half time (.50 FTE) or more, the student is also eligible for participation in the partially funded graduate staff medical insurance plan and benefits. Please note that if the PI is requesting an average of 10 hours per fall or spring semester, this would be considered a .25 FTE RAship, and if the PI is requesting an average of 20 hours per fall or spring semester, this would be categorized as a .50 FTE RAship.

Short-Term Appointments

Relevant information for short-term appointments from the Graduate Employment Manual:

<https://www.purdue.edu/gradschool/documents/gpo/graduate-student-employment-manual.pdf>

Graduate students enrolled in a degree-seeking or teacher license program and who are to be in employment status,

should be appointed to a graduate staff classification until their degree requirements are completed.

Student hourly classification, in most situations, is not applicable for graduate student employment. Employment of a graduate student enrolled in a degree-seeking or teacher license program should be done through a graduate staff employment classification as defined in the section above.

Occasionally, where the employment is of an ad hoc, repetitive, or short-term nature, it may be appropriate to appoint a graduate student using an hourly-paid student classification. Students employed on this type of classification are not eligible for any of the benefits connected to a graduate staff appointment. Therefore, the student hourly classification should be limited to those few situations where the work assignment is sporadic and, thus, more appropriate to non-exempt classification.

Hourly Work

According to the Graduate School Employment Manual, hourly work is most appropriate for activities that are repetitive (non-creative) and sporadic (variable hours and variable intervals). These activities are also less likely to be related to research. The less consistent and regular the work and the less related to research, the more it qualifies for hourly wages.

Fractional RAship

If the work does not qualify for hourly wages as suggested by the manual, the preferred course of action is a fractional RA-ship. Students who already hold a .50 FTE graduate assistantship position can be hired as fractional RAs starting from .05 FTE (2 hours per week).

Each situation should be treated individually. However, as a general rule of thumb, if the duration of the work proposed is more than 6 weeks and/or the proposed weekly hourly work meets or exceeds 10 hours per week, the preferred course of action is a fractional RAship.

If you are hiring a student as a fractional RA, you will be responsible for covering fringe and benefits proportional to the FTE. The information below includes very rough estimates. This is partly because fringe rates are unique to the individual hired as they reflect their W4 withholdings. We highly recommend all faculty consult with the business office and/or SPS for more accurate calculations per the specifics of your granting source and position description (including pay rates).

- FTE sample (RA-AY for one academic year), domestic grad student
 - \$21,000 stipend per AY
 - Approximately 34-35% of the salary is the fringe rate -- added cost
- FTE sample (TA-AY for one semester), domestic grad student, no additional appointments
 - \$5,250 for the semester
 - Approximately 46-47% of the salary is the fringe rate -- added cost
- FTE sample (RA-AY for one semester), domestic grad student with additional 50% TA-ship
 - \$5,250 for the semester
 - Approximately 24-25% of the salary is the fringe rate -- added cost (because fringe cost shared)

Please also note, there are restrictions on international student hourly and RAship appointments. International students cannot exceed .50 FTE. When seeking to hire an international student, ISS should be consulted before any appointments or offers are made.

Please also note, there is no one-size-fits-all formula for these requests. The Graduate School reviews these on a case-by-case basis.

Scenario

You have start-up funds and would like to employ a graduate student for 10 hours per week for a semester. The graduate student would be assisting with a research project. The graduate student is not an international student and is on a .50 FTE as a Teaching Assistant. Since this is a semester-long appointment that corresponds to research-related activities, you would need to hire the student as a .25 FTE RA-AY for one semester. As noted above, this would be \$5,250 for the semester with an added ~\$1,312 for fringe.

Process for short term appointments of graduate students requested by faculty:

- Please send your appointment request to the department head and director of graduate studies. In the request, be sure to indicate position description, hours per week, start and end dates, and proposed salary/payrate.
- Please consult with the student as well as their major professor.
- When the appointment has been reviewed and approved to go onto the next step, it goes to the business office and the Academic Program Manager to complete details of the appointment.
- Finally, the department sends the request to the Associate Dean of Research (ADR) in CLA, who will also consult with the Graduate School, if the total appointment exceeds a .75 appointment.
- You will be notified of any changes that need to be made, or if it is approved, to move forward after CLA and, if the total appointment exceeds a .75 appointment, Graduate School review.

All hiring decisions and graduate student appointments need to be approved by the Department Head. It is important to plan ahead when working on grant proposals to ensure that the budget will be sufficient for your needs. If you are planning for a grant, received a grant, or have funding to hire a graduate student Research Assistant and have questions, please get in touch with Melissa Remis remis@purdue.edu who can help you understand allocations needed and options.

Appendix S. Internal Graduate Student Awards

Fall Semester

Travel Grants

- PROMISE award
<https://www.cla.purdue.edu/research/grant-support/grad-student-research-support/promise/index.html>
- PGSG Travel
- <https://grac.purduegradstudents.com/travelg/>

Teaching/Mentoring

- MAGS/ProQuest Excellence in Teaching Awards Competition
<https://www.purdue.edu/gradschool/awards/type/midwestern-association-of-graduate-school.html>

Spring Semester

Travel Grants

- PROMISE award (Typically announced in November for following spring)
<https://www.cla.purdue.edu/research/grant-support/grad-student-research-support/promise/index.html>
- PGSG Travel
<https://grac.purduegradstudents.com/travelg/>

Fellowships

- Bilisland Dissertation Fellowship (Typically announced in Feb, Departmental nomination)
<https://www.cla.purdue.edu/academic/sociology/graduate/funding/fellowships.html>
- Ross-Lynn (Typically announced in Feb/March, Departmental nomination) – awarded to faculty with funding for grad RA
<https://www.purdue.edu/research/funding-and-grant-writing/funding/ross-lynn-research-scholar-fund.php>

Teaching/Mentoring (Typically announced in Feb/March)

- The Purdue University Graduate School - Excellence in Teaching Awards program
<https://www.purdue.edu/gradschool/awards/type/excellence-in-teaching.html>
- Graduate School Mentoring Award for Graduate Students
<https://www.purdue.edu/gradschool/awards/type/mentoring-award-graduate-students.html>
- The Purdue Teaching Academy - Teaching Academy Graduate Teaching Award (Departmental Nomination)
<https://www.purdue.edu/cie/teachingawards/gradteaching.html>

Masters Non-Thesis Projects & Creative Works, Thesis, & Dissertation Awards (Typically announced in March/April)

- CGS/ProQuest Distinguished Dissertation Awards Nominations (Departmental nomination)
<https://www.purdue.edu/gradschool/awards/type/council-of-graduate-schools.html>
- CLA Distinguished Masters Non-Thesis Projects & Creative Works Awards (Departmental nomination)
<https://www.cla.purdue.edu/faculty-staff/recognitions/student-awards/index.html>
- CLA Distinguished Master's Thesis (DMT) Award (Departmental nomination)
<https://www.cla.purdue.edu/faculty-staff/recognitions/student-awards/index.html>
- CLA Distinguished Dissertation Award (Departmental nomination)
<https://www.cla.purdue.edu/faculty-staff/recognitions/student-awards/index.html>

Research Funding

- Dean Knudsen PhD Dissertation Award
<https://news.cla.purdue.edu/2021/03/11/dean-knudsen-phd-dissertation-award-calls-for-applications/>

Postdocs

- American Council of Learned Societies (ACLS) Emerging Voices Fellowship
<https://www.acls.org/competitions/acls-emerging-voices-fellowships/>

Appendix T. Graduate Committee Management Plan

Graduate School Policy that faculty in close personal relationships should avoid being members of the same graduate student's committee.

Policies and Procedures for Administering Graduate Student Programs
(Section VII. A and Section VII. D.):

Because it is crucial for advisory committee members to bring independent thought and decision-making to their advisory committee roles, the Graduate School strongly recommends that major professors, graduate students, and other individuals involved in the advisory committee selection process avoid appointments where there may be potential conflicts of interest, nepotism (<https://www.purdue.edu/policies/ethics/iib3.html>), or amorous relationships (<https://www.purdue.edu/policies/ethics/iii1.html>). Advisory committee appointments of spouses/partners, partners in business, or those with financial conflicts of interest connected to the graduate student, for example, should be discouraged. It is prohibited for a graduate faculty member to serve in any evaluative capacity (whether related to academic or research performance, progress or potential and/or co-curricular, athletic, or other institutionally prescribed activities) for someone with whom they have a personal relationship (a relationship between two individuals by blood, adoption, or marriage).

When they are, the information on this form must be provided.

The Major Professor should email the Academic Program Manager to initiate the form via DocuSign.

Provide the following information

Complete the information requested below.

Major Professor Name

Graduate Student Name

Degree Program MS PhD

Please provide the names of the members in the committee who are in a close personal relationship and state the relationship that necessitates the management plan. (500 characters)

Briefly describe the reason(s) that the faculty in the relationship are recommended for the committee. (1000 characters)

Please provide a management plan below. The management plan should consider the following:

- Please provide a plan for how you will be communicating to the committee that they all have an equal voice.
- Who is primarily responsible for timely written feedback to the student.
- Who is primarily responsible for advocating for the student with respect to funding, space, access to electronic resources, etc.
- Who is primarily responsible for assigning grades for research credits.
- Who is primarily responsible for providing feedback on written work such as documents for a proposal defense, presentations, manuscripts, etc.
- How communication between the student and various members of the committee will be handled. In

general, the student should communicate directly with all members of the committee individually, and vice versa.

- Please provide information on how you will be communicating to the student the plan outlined here.

This is not an exhaustive list. If there is potential for confusion, miscommunication, or ambiguity of who is responsible for direction or instruction or who the student should be reporting to, address it in the Management Plan. It is important that the student is not overburdened and there are realistic expectations (For more information, see Appendix G, listed below).

Please also see the following resources:

[Appendix G: Guidelines for Graduate Student Mentoring and Advising](#)

[Appendix H: Graduate Student Bill of Rights and Responsibilities](#)

Signatures

Note to Graduate Students: It is important that you feel able to address any conflicts of interest among graduate committee members (in the case of spouses/partners or other relationships). You are encouraged to contact the Director of Graduate Studies or the Department Head about any issues of concern.

Appendix U. Graduate Student Collaboration Agreement

Introduction

One central tenet of graduate work is peer mentorship to support student success in the academy. Sharing drafts or final versions of grants, presentations, and other materials can help peers demystify the graduate experience and make future programmatic and professional milestones more accessible. We recognize the importance of sharing materials and acknowledging each other's work.

Contributors

By sharing your materials, you are agreeing to:

- Making this work accessible to fellow graduate students who have requested permissions to use and signed the collaboration agreement.
- Share non-sensitive documents (e.g., no preliminary or qualifying exams).
- Note how you would like to be recognized or acknowledged for your work.
- If you would like to no longer share your work, we encourage you to reach out to the recipient at any time.
- If you have any concerns about sharing your work, please feel free to contact the Director of Graduate Studies or Academic Program Manager.

Users

By using your fellow graduate student's materials, you agree to be accountable to graduate students (authors of the material) and recognize their intellectual labor by:

- Drawing upon materials as appropriate within the boundaries established by this agreement, and only with proper recognition and credit to the authors of the materials;
- Acknowledging the work of authors in all outputs generated (e.g., grants, presentations);
- Certifying I will not copy, share, or distribute materials without the express permission of the author/s;
- Agreeing to uphold [Purdue's Academic Integrity](http://www.purdue.edu/policies/ethics/iii2.html) guidelines and never plagiarize. Purdue Policy III.A.2 Research Misconduct defines plagiarism as "The appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Plagiarism does not include disputes about authorship or credit." (see: <http://www.purdue.edu/policies/ethics/iii2.html>).
- All submitted materials may be subject to submission for textual similarity review software for the detection of plagiarism, such as iThenticate or Turnitin.
- Plagiarism without attribution will be penalized, and incidents of suspected academic dishonesty can be reported to the Office of the Dean of Students or the Office of the Provost Research Integrity Office: <https://www.purdue.edu/provost/researchIntegrity/>.

Recommended: Both the user and the contributor should keep a copy of this document for their records.

Material or file name: _____

Contributor Name (Printed) _____ Signature _____ Date _____

User Name (Printed) _____ Signature _____ Date _____

Appendix V. Faculty Mentoring & Lab Resources

This guide is designed to assist faculty members to create, design, and learn about different mentoring and lab group practices. Whether you are working with one graduate student or working with a team of graduate students, undergraduate students, and postdoctoral scholars – creating inclusive, transparent, and clear expectations is critical as you build different mentor/mentee relationships. This handout provides you with some general tips and resources on how you may want to do so. We also have designed this handout with our Anthropologies of Tomorrow Strategic Vision Plan in mind, which includes central attention to new and continuing efforts to address the need to decolonize Anthropology and prioritize work to forward anti-racist and anti-white supremacy strategies and curriculum in our department, our classrooms and our university. This is one area where we hope to identify specific concrete priority actions, we can take together to advance transparency in decision making, equality, and inclusion within our unit and in the broader community.

... while advising is a short-term process where the focus is on giving information and guidance to the learner, mentoring is a more intricate, long-term, one-on-one relationship that goes well beyond simply providing information. True mentoring is a complex process between professor and college adult learner that supports a mutual enhancement of critically reflective and independent thinking. (Galbraith, 2003)⁴³

- Executive Vice President for Research and Partnerships: <https://www.purdue.edu/research/>
- Guidance for Research: <https://protect.purdue.edu/research/>
- Protect Purdue: <https://protect.purdue.edu/>
- RCR S20 Training: <https://www.purdue.edu/policies/academic-research-affairs/s20.html>
- (Please contact the Department Head for more information how to complete field specific training for the Department of Anthropology)

Purdue Graduate School Policies

Please reference the [Graduate Employment Manual](#) for the most up-to-date information. Policies listed below were retrieved 6/03/2021.

AMOROUS RELATIONSHIPS

Purdue University's Policy regarding romantic or sexual relationships between supervisors and subordinates and students and faculty members, graduate teaching assistants, or any other employee who has educational responsibility over the student became effective on January 1, 2009.

ANTI-HARASSMENT

It is the policy of Purdue University to maintain the campus as a place of work and study for faculty, staff, and students, free from all forms of harassment. In providing an educational and work climate that is positive and harassment free, faculty, staff, and students should be aware that harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. Graduate staff members should not be expected by faculty or staff members to perform work (paid or unpaid) not connected to their graduate staff appointments. Evaluation of graduate staff members should be based only on their academic, research, and work performance. Graduate staff members with concerns about their workplace environment may contact the Office of Institutional Equity, the Graduate School, or Human Resources. Refer to the Procedures for Resolving Complaints of Discrimination and Harassment issued by the Vice President for Ethics and Compliance.

INTEGRITY IN RESEARCH

Integrity in research is an essential part of Purdue University's intellectual and social structure, and adherence to its spirit and principles must be maintained. These principles include commitment to truth, objectivity, fairness, honesty, and

⁴³ Source: Johnston, J. (2010). Mentoring Graduate Students. Vanderbilt University Center for Teaching. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/mentoring-graduate-students/>.

free inquiry. Serious violations of integrity in research are rare. Those that do occur, however, strike at the very heart of scholarship and the concept of the University. In any academic institution, scholars, researchers, and artists have a special obligation to exemplify the best qualities and highest standards of personal and professional conduct. Students, post-docs, faculty, staff, and visitors with concerns about integrity in research should report them. Concerns about research safety, the treatment of research participants (both humans and animals), conflicts of interest, and intellectual property should be directed to Regulatory Affairs. Concerns pertaining to plagiarism, fabrication, or falsification within Purdue research should be directed to the Research Integrity Office. Governing documents pertaining to research integrity include the University's Statement of Integrity and Code of Conduct and the University's policy on Research Misconduct (III.A.2)

Setting Goals and Expectations

What are principles, philosophies, and relationships that you hope to cultivate and uphold in your lab space? Make sure that these are explicit, discussed, and shared among lab members. Consider making these "living" protocols and updating with input and dialogue with lab members. Similarly, consider providing readings or multimodal content and invite suggestions and discussion from your lab members. Topics you may want to address include core commitments, expectations, values and policies. You will also need to follow CLA and the Graduate School Policy on graduate employment: <https://www.purdue.edu/gradschool/documents/gpo/graduate-student-employment-manual.pdf>

Consider adding any additional resources that you think may be relevant to navigating life in academia. [The Graduate School](#) and the [Department of Anthropology have some resources listed](#). Here are some more:

Suggested resources:

- [CLEAR LAB Manual](#)
- [Ten Simple Rules to Build an Anti-Racist Lab](#)

How to Connect and Shared resources

Are there specific ways in which lab members are meant to communicate and connect? Are there shared lab calendars? Regular lab meetings? Ways to communicate (e.g., via email, collaborative online spaces, other)? Are there specific terms, acronyms, vernacular, or glossary of lab terms that are handy to know? Are there social media guidelines related to the lab? Are there shared resources (not sensitive data) available to all lab members? Consider developing and communicating how to best connect with each other, access any shared calendars/tasks/resources, and common vocabulary that is used across the lab.

Resources*

- [Setting up a Purdue Mailing List](#)
- [Purdue Social Media Policy](#)
- [Microsoft Teams](#)
- [Miro](#)
- [Slack](#)
- [Trello](#)

Safety Operating Procedures (SOP)

Are there specific protocols, guidelines, or procedures that all lab members use for lab operations and access, and equipment? If so, easily accessible and shared guidelines and helpful information could cover any one of the following. Please note, as of 2020, all labs should have a COVID-19 SOP. In addition to these, your lab may have laboratory safety policies and/or ways to report lab and equipment issues. Policy may change frequently, so please do check for the most up to date information in addition to the links provided below.

- Lab Safety Operating Procedures
 - Start here – [Laboratory Safety](#)
- Lab Equipment – What equipment is available in the lab and what are the guidelines for use and check-out? Do lab members receive equipment training – if so how? For example, see some sample policies here: <https://engineering.purdue.edu/MSE/research/facilities>

Working Together – Data Governance

What are the best practices for doing research across all aspects of data governance? Consider developing data management plans, folder structures, protocols or guidelines that are shared across lab members, as appropriate, or individualized data governance plans.

Suggested resources

- Accessing Data – are there specific datasets or [repositories](#) that you need access to?
- [Data Storage at Purdue](#), as well as other resources such as [PECE](#)
- Data Collection Guidelines, including certifications (such as [Human Subjects](#) and [Animal Research](#))

Additional Resources

- [Cybersecurity Tips](#)
- Data Governance – what are the ethics and principles that guide lab data governance, for example see [Principles of Indigenous Data Governance](#)
- Data Analysis Guidelines and Software – for example, do lab members need access software (list below provided by AGSO)
 - Student Software: <https://www.itap.purdue.edu/shopping/software/student.html>
 - Software by Product Name: <https://www.itap.purdue.edu/shopping/software/products.html>
 - BRASS – Lab PI needs to request access: <https://cla.purdue.edu/brass/index.html>
 - Linked in Learning: <https://one.purdue.edu/task/all/lynda>
 - ESRI ArcGIS: <https://www.rcac.purdue.edu/downloads/geospatial/arcgis/>
 - DH Software: <https://cla.purdue.edu/digital-humanities/internal-resources.html>
 - Misc. Software: <https://communityhub.purdue.edu/storefront>

Trainings

- Does equipment use need specific trainings? If so, how do lab members access this training and what is its availability?
 - [Purdue GRIP Trainings](#)
 - [Purdue Graduate Professional Development](#)
- Are there specific courses that are helpful for students to take to gain additional training?
 - Consider developing a recommended course list
- There are several opportunities for trainings external to Purdue, including:
 - [NSF Methods Mall](#)
 - [Inter-university Consortium for Political and Social Research \(ICPSR\)](#)

Authorship

Having conversations about authorship early on are critical to set up clear and transparent expectations between and among lab members.

Suggested resources

- CRediT author statement: <https://www.elsevier.com/authors/policies-and-guidelines/credit-author-statement>
- Clear Lab Equity in Author Order: <https://civiclaboratory.nl/2016/05/23/equity-in-author-order/>

Additional Resources

- [Purdue's Guide to Authorship and Scholarly Publication](#)

Undergraduate Students⁴⁴

Are there guidelines for working with Undergraduate Students in the Lab? If so, consider adding specific protocols or guidelines for mentorship.

- [Tips and Tools for Mentoring Undergraduates as a Graduate Student](#) by Patricia D. Hopkins (2017)

Professional Resources

Are there professional societies or subsections, conferences, listservs, or social media pages that lab members should know about or consider following? If so, consider providing resources to suggest to lab members, and discuss how and in what way that they should seek funding for engaging in conferences or professional societies (see Travel below for additional resources).

Resources for Conference Travel

- Budget pending, the Department of Anthropology has annual conference/research graduate student award calls to support graduate student research programs.
- The College of Liberal Arts PROMISE is sometimes available.
- The [Purdue Graduate Student Organization](#) and the [Graduate School](#) have regular opportunities for graduate students to apply for research or conference funds.
- Specific centers and programs on campus have annual calls for funding, such as the [Center for Families student grants](#).
- In some cases, faculty have internal or external sources of funding that they may offer to graduate students.
- Professional societies have different opportunities for student travel grants.

Travel

- Required best practices for travel: Read these [Best Practices and Procedures all Campuses- Departmental International Travel Programs Involving Students, Alumni, and Other Attendees](#) from the Purdue Office of Risk Management.
- Read [Security guidelines for field research in complex, remote and hazardous places](#) from the International Institute of Social Studies for helpful guidelines about safety and fieldwork for social sciences.
- For graduate student travel, please contact Erica Wallskog for the most up to date information on travel.

Grant + Funding Opportunities

What are the grant and funding opportunities available to your lab members? Consider providing additional information or directing lab members to key resources on campus.

- [Fellowship Resources](#)
- [Fellowship and Grant Writing Resources](#) (need PUID to log in)
- [Fellowship/Assistantship Guide](#)
- [Our Connect](#)
- [Pivot](#) is the primary source of funding information at Purdue.

External Collaborators + Collaborations Are there specific guidelines associated with engaging with external collaborators? Are there ways in which you encourage folks to reach to create distributed mentorship communities? Are there things that can and can't be shared across these spaces? Has a lab member been offered work in another lab and need to report an outside activity?

⁴⁴ Thank you the Human Dimensions Lab (PI: Zhao Ma) in Forestry and Natural Resources for providing these materials.

Additional Resources

General Resources

- [What I Wish I Knew Before Starting Grad School](#) by Vanessa R. Corcoran (2018). Inside Higher Ed.
- [How to Be a Successful Grad Student: Insider Advice](#) by Donald C. Martin (2020). College Express.
- [APAGS Resource Guide for Ethnic Minority Graduate Students](#) by the American Psychological Association of Minority Graduate Students Committee of Ethnic Minority Affairs (2010). 2nd Edition. This resource discusses maneuvering those seeking doctoral degrees in psychology, but the content is relevant to most disciplines.
- [Organizing My Grad School Life \(Year 2\)!](#) By Krystal Vasquez (2016). Caffeinated Confidence blog.
- [What if I Told You...You Can Be Organized Too](#) by Kathleen Clarke (2017). Grad Hacker blog on Inside Higher Ed. ‘
- [Graduate Student Mentoring Guide](#) from the University of Michigan: Helpful tips on working with your faculty advisors, supervisors, dissertation chairs, and mentors. Note that information specific to University of Michigan will not be relevant.
- Inclusive Mentoring <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/inclusive-mentoring>
- Johnston, J. (2010). Mentoring Graduate Students. Vanderbilt University Center for Teaching. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/mentoring-graduate-students/>.

Collaboration

- Humanities Without Walls Methods: Reciprocity and Redistribution: Please watch part one of this series here: https://youtu.be/t_5jbepG_bE
- A brief guide to research collaboration for the [young scholar](#)
- [The Science of Team Science](#)

Example Lab Page and Advising Statement Resources

- ASU Humanities Lab: <https://humanities.lab.asu.edu/humanities-lab-team/>
- Avasti Lab: <http://www.avasthilab.org/lab-policies-and-tips/>
- Dixon Lab: <http://www.dixsonlab.com/student-expectations>
- MIMSLAB@VT: <https://www.mimslab.org/expectations-of-graduate-students>
- Moin Syed – Graduate Student Advising Statement: https://docs.google.com/document/d/1wa067HF3iBv5M0_ao6M1GzPg4mUof_PoVIEAKyIn8Xk/edit
- Puckett Lab: <https://puckettresearch.org/people/lab-expectations/>
Lab Social Contract: http://www.schlosslab.org/lab_business/social_contract.html
Why some professors welcome new lab members with clear expectations—in writing: <https://www.sciencemag.org/careers/2019/08/why-some-professors-welcome-new-lab-members-clear-expectations-writing>
- U of Missouri Graduate School: <https://gradschool.missouri.edu/current-students/scholarly-integrity-ethics/guidelines-for-good-practice-in-graduate-education/>

Working with Undergraduate Researchers

- [Mentoring as a Graduate Student](#) by Heather VanMouwerik, GradHacker blog on Inside HigherEd (2017)
- [How to mentor undergraduates as a postgraduate, and why it's important](#) by Jenn Summers on the Nature Jobs Blog (2018)
- [A student's guide to undergraduate research](#) by Shiwei Wang on Nature's Career Column (2019)

Purdue References

- [Helpful Information from the Purdue Graduate College](#) is a list of commonly-used campus resources, as well as information that may help you with issues you may be dealing with.
- [CARE](#) provides confidential support and advocacy for survivors of sexual violence, dating violence, and stalking. [CARE staff](#) provide resources and direct services that are non-judgmental, survivor-focused and empowering. CARE recognizes that each person's experience is unique, and staff are available to help each survivor assess their reporting options and access resources that meet personal needs. CARE staff can also provide information

and [other support services](#) to friends and family of survivors. In addition to direct survivor services, CARE offers campus-wide programming on sexual violence, consent, and bystander intervention, among other topics.

- [Disability Resource Center](#) at Purdue serves disabled undergraduate and graduate students enrolled at Purdue's West Lafayette campus and Purdue Polytechnic Institute Statewide Programs, whether part-time or full-time (including students taking online courses). The DRC strives to proactively identify and remove barriers to access, promote inclusion and minimize the need for individual accommodations. The DRC also determines whether students are eligible for reasonable accommodation and, if so, the nature of the reasonable accommodation. The DRC does not test for, diagnose, or treat disability but relies on third-party documentation when determining accommodations.
- [Ombuds Services](#) is a confidential resource for new and continuing graduate students to raise questions or concerns about any aspect of their graduate experiences. Faculty and staff may also take advantage of this resource. Ombuds do not file formal complaints or keep formal records of visits.
 - To make an appointment with the graduate school ombudsman, click "Request Assistance" in the left-hand column on the Ombuds Services website.
 - Students can also write to the Purdue Graduate Student Government at pgsg.community@gmail.com and pgsg.president@gmail.com if there are any issues, or they would like to highlight the state of Graduate life at Purdue University.
- All students have the right to feel comfortable at school or at their workplace. Sexual Harassment is a specialized form of harassment that impacts a person's ability to go to school or work, and the behavior includes bullying or coercion of a sexual nature, unwelcome sexual advances or requests for sexual favors. The definition from the [Anti-Harassment Policy](#) is listed below.

Appendix W: Graduate International Student Information for Faculty

About this resource: This resource is a short guide for faculty in the Department of Anthropology to better understand the mentorship needs of incoming and ongoing international graduate students in our department. This resource should not be used by faculty to provide administrative advice regarding immigration status to international students. In such cases, refer the student to the Office of International Students and Scholars (ISS), who will have the most up-to-date information.

General - International Graduate Student Challenges and Steps at Purdue

Getting here

Before arrival to campus and upon arrival international students will have to navigate a variety of steps to arrive on campus and enroll in courses in the fall. While many of these steps are similar for other incoming graduate students, such as finding an apartment, they take on additional importance for international graduate students to fulfill their requirements for entry and enrollment. For example, students will need to have a US address, a US phone number, and navigate having a Social Security Number or lack thereof when they arrive.

To learn more about the processes involved in preparation for travel to Purdue and arrival information, please refer to <https://www.purdue.edu/IPPU/ISS/Documents/Student/WOWed.pdf>. In this WOW guide, Purdue provides information for students on how to organize an airport pick-up, the sequence of steps to complete, resources for students, and other helpful details about the process. If you would like an incoming student to be connected to a current graduate student or faculty member upon arrival, please contact the Anthropology graduate office.

During the program

In general, students who join our program will be either an F-1 or J-1 international graduate student. By law, students are required to enroll in a full course load. For students without an assistantship, this means registering for and completing 8 credit hours every fall and spring semester. Graduate students with assistantships must register for and complete 6 credit hours every fall and spring semester. A maximum of 3 on-line or digitally delivered credit hours may apply to an international student's minimum full-time enrollment. International graduate students with assistantships cannot exceed funding beyond a .50 FTE. Please refer to the ISS website for the most up to date information on these details. Some additional considerations.

- International graduate students might need additional assistance with legal help, tax help, or other aspects of daily life in West Lafayette and Lafayette – please refer to [ISS resources, and Purdue's Legal services](#).
- Our department enrolls international graduate students in graduate teaching workshops and Oral English Proficiency Test (OEPT) upon arrival. Before being appointed to a teaching assistant position, a student must be certified for oral English proficiency by one of Purdue's accepted [methods](#). If necessary, an international student may be required to enroll in English 62000: Classroom Communication for International Graduate Students.
- Major professors should work with students to meet the English written proficiency requirements for our program. Students whose native language is English satisfy the requirement if they earned a grade of B or better in an undergraduate English Composition course (or its equivalent) prior to graduate admission. Students whose native language is not English satisfy the written English proficiency requirement if they score 5 or higher on the TWE.
- International graduate students may and do face discrimination, a hostile climate, xenophobia, and other stresses and aggressions while at Purdue. The Graduate Program or a student's major professor can be important resources to support international students during these moments. Additional resources and counseling for students can be found on the [Counseling and Psychological Services at Purdue Office](#) as well as through many of the [Cultural and Resource Centers](#) and [Student Organizations on Campus](#).
- International graduate students should be in regular touch with ISS about requirements, which sometimes might mean that they need to return to their home country to renew their visa or complete a required process. Be flexible and understanding how this may impact their progress in the program.
- International graduate students should be in touch with ISS about any domestic and international travel that may be required for their research.

- Many international graduate students are not eligible for federal grant programs or other forms of external graduate fellowships. Make sure to check the requirements of specific grants, fellowships, and awards before you encourage students to apply. If you are unsure, check with the granting agency.
- Students with families can find helpful resources through the [Graduate School](#) and [Graduate Parent Support Network](#).
- The Anthropology Graduate Student Organization (AGSO) is building resources for international students in our department. Please have students connect with AGSO for further information. Other student organizations have compiled resources, found [here](#) and [here](#).
- [The Department of Anthropology also has compiled the following resource guide.](#)

After the program

The post-PhD process is an exciting and uncertain time of transformation for our students. For international graduate students, this transition is especially important as it impacts their status in the US. Have conversations early on with students about their post-MS or -PhD plans to make sure you can work together to attempt to reach their goals together. Remind students that they should regularly be in contact with ISS about any possible options.

Faculty Mentoring Tips for International Graduate Students⁴⁵

Language and culture in the classroom

Despite their many achievements, some international students can feel their competence diminished early in their graduate programs. Linguistic proficiency and lack of awareness of how the U.S. academic system works may be initial hurdles to overcome. Most international students have different collaborative or classroom communication patterns. For instance, in the educational systems of East and Southeast Asia, the student's role is a more understated one in interactions with professors, whose authority goes unquestioned. Thus, some international students are surprised to encounter U.S. students speaking up without being called upon or challenging their professors' remarks.

Behavior in graduate seminars can seem unnecessarily competitive to international students, who fear that if they do not exhibit these same behaviors, professors will judge them less capable or intelligent. Many international graduate students come from countries in which only a small percentage of high school graduates is admitted to university, so the different levels of preparation of first-year undergraduates in the U.S. can be a challenge for international teaching assistants.

The rules of the academic game

When international graduate students arrive on campus, they need to demystify three cultures: the U.S. culture, the culture of the research university, and the academic culture in their departments. They discover that policies in graduate departments can be quite different from those in their home institutions or are opaque or difficult to interpret. For instance, some may find it initially hard to understand why they can accept teaching or research assistantships but are not permitted to work off-campus. On a subtler note, international students rely on different assumptions about how faculty members and graduate students should relate to each other. Many East Asian graduate students, for example, have reported sensing a kind of interpersonal "coldness" from some U.S. faculty who, while informal and jovial with students during seminars, might remain distant regarding students' personal or family lives. In other countries, the faculty-graduate student relationship extends beyond academic discussions.

Social stresses

In moving far away from families and friends, international students can feel displaced. Those who are new to the U.S., and who bring their partners and children with them or leave their families behind, worry about how well their families will adjust to American life or how they will cope being away from their families. After a while, some students may wonder how they will be accepted at home with different dress, talk, and behavior. In essence, they worry about being foreigners in their own countries upon return.

⁴⁵ Source for this section – <https://grad.uw.edu/for-students-and-post-docs/core-programs/mentoring/mentoring-guides-for-students/mentoring-international-students/>

Additional suggestions for Faculty⁴⁶

- Encourage international students to be in touch with ISS and be available to help them understand what is expected if they come to you for advice.
- Help international students acclimate to your seminars by working with them on ways to best participate in discussion.
- Reserve extra time outside of seminars or labs to interact with international students. Ask them about their research and outside interests, their families, how they are adjusting, and what education is like in their home countries.
- Realize that not all international students have difficulties with English; many of them were trained in English-speaking institutions, and for others, English is their first language.
- By the same token, avoid assuming that if an international student speaks English well, they do not experience cultural dissonance or confusion about how U.S. education works.
- Refrain from stereotyping international students as having difficulties with English.
- Offer a variety of ways for international students to meet with you so students with different levels of linguistic competence can choose how to communicate with you comfortably: in person, by e-mail, phone, scheduled office hours, or group meetings.
- Make it a point to introduce new international graduate students to more advanced international students, and to U.S. graduate students with international experience.
- Be aware that the rules governing graduate studies and funding in the U.S. may be different from those in other countries. They also cannot work for pay during the semester, except for TA and RA positions, and are excluded from many U.S.-based fellowships. If you have questions about our program's requirements, speak with our graduate program coordinator or department head. If you have questions about your students' travel or work, contact the [Office of International Students and Scholars](#).
- If you have ever traveled to another country, recall how you had to rely on others' assistance to acclimate to the language and customs. Offer international students the same courtesies you found helpful.

Resources for International Graduate Students at Purdue⁴⁷

- [International Student Resource Guide](#)
- The [Office of International Students and Scholars \(ISS\)](#) seeks to enhance the academic, cultural, and social pursuits of students and scholars from abroad. ISS provides knowledge and expertise in admissions, immigration, advising, and cross-cultural programming. For more information, e-mail iss@purdue.edu.
- [The Oral English Proficiency Program \(OEPP\)](#) serves as a resource for international graduate students and graduate students studying English as a Second Language.
- Nearly 40 [international student groups](#) offer social and cultural activities at Purdue. The student organizations represent countries in Africa, Asia, Europe, Latin America, Oceania, and the Middle East. These groups bring together students from all countries.
- The [International Center](#) fosters the spirit of international cooperation and understanding and enriches the cultural diversity within Greater Lafayette. It promotes interaction among American and international community residents and visitors, including students, visiting scholars, faculty, and staff from Purdue University. The International Center also offers [English classes](#) and the [Conversation Partner Program](#) to strengthen language skills. [The School of Languages and Cultures \(SLC\) host different coffee hours](#) which enable conversation in all the languages offered by SLC.
- EducationUSA is a network of over 450 advising and information centers in 170 countries supported by the U.S. Department of State. Centers offer information about educational opportunities in the U.S. and guidance to qualified individuals.
- There are at least thirty religions and denominations represented in the Greater Lafayette area.
- The Greater Lafayette area dining scene is varied. Both Lafayette Online and the [West Lafayette Convention and Visitors Bureau](#) list area restaurants.

⁴⁶ Source for this section – adapted from University of Nebraska

⁴⁷ Source for this section – adapted from Purdue University Graduate School

- The [Lafayette and West Lafayette Chamber of Commerce](#) and the [Convention and Visitors Bureau](#) provide information for people relocating to the area, community events and activities, a business directory, and a dining and shopping guide.
- See our Resources for Current Grads Page for an additional guide:
<https://cla.purdue.edu/academic/anthropology/graduate/current-grads/resources.html>

Additional Resources for International Graduate Students

- <https://harrisburg.psu.edu/international-students-office/guide-american-culture-etiquette>
A guide created by Penn State University in Harrisburg for international students to the US. It gives information about American customs and describes some points that may be different from your culture.
- <https://www.press.umich.edu/pdf/9780472033041-101AmerCult.pdf>
A guide created by the University of Michigan for international students coming to the US.
- <https://blog.icesusa.org/americans-do-the-strangest-things>
Created by the International Cultural Exchange Services (ICES), an international nonprofit youth exchange organization committed to educational study abroad programs. Includes links to several additional articles at the end.
- <https://www.interexchange.org/articles/career-training-abroad/10-things-to-know-about-u-s-culture/>
A short read on some general differences in US culture.
- <https://blog.icesusa.org/american-values-that-intrigue-baffle-or-shock-the-world->
Created by the International Cultural Exchange Services (ICES), an international nonprofit youth exchange organization committed to educational study abroad programs.
- <https://medium.com/intercultural-mindset/9-tips-on-how-to-improve-communication-with-americans-for-foreigners-645139aa8d24>
Written about the US workplace from the perspective of a German citizen.

Appendix X: Sexual Harassment, Assault and Emergency Response and Prevention

On Campus and Travel Abroad Resources

Purdue University Resources

Purdue University is committed to providing an educational and work environment free of discrimination and harassment and does not condone and will not tolerate discrimination or harassment of any person in the University community;

<https://www.purdue.edu/harassment/>

The [Office of the Dean of Students \(ODOS\)](#) provides crisis support services for graduate, professional and undergraduate students who may be dealing with a crisis or traumatic event. Professional staff members are available weekdays from 8 a.m.- 5 p.m. for support, consultation, and intervention through drop-in appointments in Schleman Hall, Room 207, or phone calls at 765-494-1747. For urgent situations occurring any other times, the Office of the Dean of Students [on-call team \(OOT\)](#) is accessed by calling the Purdue University Police Department at 765-494-8221. The [Purdue Police Department](#) makes contact with the on-call team member who is available to respond to any needs that may arise. Team members offer assistance, support, and resource information. Faculty, staff, students, or others who are concerned about a student are encouraged to report the concern to an appropriate University representative, the Office of the Dean of Students or submit the concern through the [Student of Concern Report](#). For non-immediate threats, students can report incidents online at <https://cm.maxient.com/reportingform.php?PurdueUniv>

Sexual Harassment is a specialized form of harassment that impacts a person's ability to go to school or work, and the behavior includes bullying or coercion of a sexual nature, unwelcome sexual advances or requests for sexual favors. Reportable offenses under Title IX are:

- Discrimination on the basis of sex
- Sexual Harassment
- Stalking
- Relationship Violence
- Sexual Violence
- Sexual Exploitation
- Unwelcome Sexual Conduct (of a verbal, written, or physical nature)

Please consult Purdue University's [Anti-Harassment Policy](#).

- [Helpful Information from the Purdue Graduate College](#) is a list of commonly used campus resources and information that may help you with issues you may be confronting.
- [Graduate Student Wellness Resources](#)
- [Report a Concern or Incident](#)

Mandatory Reporters are university employees obligated to report any instance of discrimination or unfair treatment on the basis of sex or sexual harassment. They are typically:

- Individuals employed by the University who hold a title of or equivalent to President, Chancellor, vice president, vice chancellor, vice provost, dean, department head and director, as well as employees in supervisory or management roles, and staff who have authority to institute corrective measures on behalf of the University.
- Student employees such as Resident Assistants and Teaching Assistants are not mandatory reporters under this policy. Most faculty members are also excluded from this policy.

Incident report versus a complaint:

- An incident report is used to notify the Title IX office that an incident occurred that may violate anti-harassment policies. An incident report can be filed by oneself, someone else, and can be anonymous. Mandatory Reporters are obligated to submit incident reports when learning about events that may violate anti-harassment policies. An incident report is NOT a formal complaint. After OIE receives a report, OIE will contact the victim directly. OIE will not identify the Mandatory Reporter to the victim. The primary goal of this outreach is to provide the victim with options, resources, and support.
- A complaint is filed by a victim to initiate a formal investigation or request an informal dispute resolution. How to [file a complaint](#) and what [the complaint process](#) involves is detailed on the Purdue Title IX website.

[Center for Advocacy, Response, and Education](#) (CARE) provides confidential support and advocacy for survivors of sexual violence, dating violence, and stalking. CARE staff provide resources and direct services that are non-judgmental, survivor-focused, and

empowering. CARE recognizes that each person's experience is unique, and staff are available to help each survivor assess their reporting options and access resources that meet personal needs. CARE staff can also provide information and other support services to friends and family of survivors. In addition to direct survivor services, CARE offers campus-wide programming on sexual violence, consent, and bystander intervention, among other topics. CARE Hours: CARE staff are available from 9:00am-4:00pm. Advocates are available 24/7 by calling 765-495-CARE (2273)

Disability Resource Center at Purdue serves disabled undergraduate and graduate students enrolled at Purdue's West Lafayette campus and Purdue Polytechnic Institute Statewide Programs, whether part-time or full-time (including students taking online courses). The DRC strives to proactively identify and remove barriers to access, promote inclusion and minimize the need for individual accommodations. The DRC also determines whether students are eligible for reasonable accommodation and, if so, the nature of the reasonable accommodation. The DRC does not test for, diagnose, or treat disability but relies on third-party documentation when determining accommodations.

Travel-Related Resources

Before traveling: It is recommended to make a personal emergency action plan and card, as well as review SAFETI Sexual Harassment Information and associated training materials.

- Personal Emergency Action Plan. Develop an emergency planning kit with contact information, access to money and a plan in the event of illness or other emergency. This link contains a series of questions to prompt you to collect the information you might need and keep it in one place. <https://www.purdue.edu/IPPU/SA/HealthSafety/index.html>
- Information on Sexual Harassment and Prevention For Students Studying Abroad http://gloaled.us/safeti/v1n22000ed_sexual_harassment_and_prevention.asp
- SAFETI Training Workbook for Students Traveling and living overseas. This workbook is modeled on Peace Corps training materials used for training on sexual harassment with useful case studies. <http://gloaled.us/peacecorps/personal-safety-and-awareness-workbook.asp#2015>

While traveling: Purdue students should contact on-site staff immediately in the event of severe illness or injury to a Purdue student(s), or if a Purdue student is the victim of a crime.

- Purdue Emergency Contact System for Purdue Student Travelers. In the event of severe illness or injury to a Purdue student(s), or if a Purdue student is the victim of a crime, on-site staff should be contacted immediately. After the immediate needs of the student have been met, telephone the Purdue Study Abroad Office at +765 494 2383 during weekday business hours (EST) to report the problem or incident. If it is felt that a Purdue official should be contacted outside of weekday business hours, telephone the Purdue Police Department at +765 494 8221, who will get a message to the appropriate Purdue official right away. Purdue has an Emergency Card form you can fill out and leave a copy with your US emergency contacts and keep a copy with you at all times while traveling. <https://www.purdue.edu/IPPU/SA/HealthSafety/emergencyPlan.html>
- Anthropology Department Contacts. Please contact your major professor, Brian Johnson (johns383@purdue.edu or 765-496-7428), Melissa Remis (remis@purdue.edu or 765-496-1514), and/or Laura Zanotti (lzanotti@purdue.edu or 765-496-7226) if a situation arises in the field that you are uncomfortable about and would like to get advice. You can call the department office (765-496-7400) to leave a phone number for one of us to return your call. Major professors should be sure that their own students have a mobile phone number or email for their faculty, which is checked daily before the students leave for the field. Consider also exchanging information with the department head, or another faculty as a back-up. Mobile Apps such as WhatsApp allow for texting and phoning options using Wi-Fi. This does not substitute for contacting local authorities, those responsible for your field site or other people who can help you locally, more immediately or directly. However, we can listen, brainstorm with you to find appropriate channels on campus or where you are to respond to your concerns and provide a way for you to document the issue. Faculty may be mandatory reporters.

Useful Travel Safety Websites

- [Country Specific Information](https://travel.state.gov/content/studentsabroad/en.html) from the U.S. Department of State. Includes worldwide U.S. Embassy locations, current crime and security information, travel tips specific to each country, and much more. <https://travel.state.gov/content/studentsabroad/en.html>

- [Responsible Study Abroad: Good Practices for Health and Safety](#) from the Association of International Educators (NAFSA). A comprehensive list of responsibilities that program providers should address to participating students and their parents.
- [Smart Traveler Enrollment Program \(STEP\)](#) from the U.S. Department of State. Enroll in STEP for better governmental assistance in case of an emergency abroad. <https://step.state.gov/step/>
- Get [Help in an Emergency while Overseas](#) from the U.S. Department of State.
- Help for US Citizen Victims of Crime Overseas <https://travel.state.gov/content/travel/en/international-travel/emergencies.html>
- [Rape Abuse and Incest National Network](#). This site contains a lot of information on seeking help and helping others. <http://www.rainn.org/>
- [Forced Marriage Prevention](#) from the U.S. Department of State.

Professional Society Resources

- [American Anthropological Association Statement](#)
- [AAA What to do about sexual harassment](#)
- [American Association of Physical Anthropologists Statements](#)
- [Inside Higher Education](#)
- Society for American Archaeology [statement](#) and [ethics bowl](#).
- [Survey of Academic Field Experiences \(SAFE\): Trainees Report Harassment and Assault](#)
- [SAFE13 Study](#)

Additional Resources, Projects, and Initiatives

- [Metooanthro](#)
- [MeToo Blog Post](#)
- [Fieldwork Initiative](#) and <https://twitter.com/MeTooFieldwork>
- [Respect and Equality in Fieldwork](#)
- [The New Ethnographer and Wellbeing](#)
- [Know Your IX](#)
- [Taking Back Ourselves](#)
- [Breathe Network](#)
- [We Are Survivors](#)
- [Being Queer in the Jungle](#)
- [In fieldwork, other humans pose as much risk to LGBTQIA+ people as the elements](#)
- [DO-IT: Disabilities, Opportunities, Internetworking, and Technology](#)
- [When Fieldwork Breaks your Heart](#)
- [Living a Full Life](#)
- [Race is Still a Problem in Anthropology](#)
- [Anthropology students of Color](#)
- [Supporting Students in the Field Seminar](#)
- [Field of Screams](#)
- [Family and the Field](#)
- [National Sexual Violence Resource Center](#)
- [End Rape on Campus](#)

Articles and Books

- Bradford, D. J., & Crema, E. R. (2022). Risk factors for the occurrence of sexual misconduct during archaeological and anthropological fieldwork. *American Anthropologist*, 124(3), 548-559.
- Clancy, K. B., Cortina, L. M., & Kirkland, A. R. (2020). Opinion: Use science to stop sexual harassment in higher education. *Proceedings of the National Academy of Sciences*, 117(37), 22614-22618.
- Davis, K. E., Meehan, P., Klehm, C., Kurnick, S., & Cameron, C. (2021). Recommendations for safety education and training for graduate students directing field projects. *Advances in Archaeological Practice*, 9(1), 74-80.
- Hanson, R., & Richards, P. (2019). *Harassed: Gender, bodies, and ethnographic research*. University of California Press.
- Henderson, F. B. (2009). "We Thought You Would be White": Race and Gender in Fieldwork. *PS: Political Science & Politics*, 42(2), 291-29
- Hummel, C., & El Kurd, D. (2021). Mental health and fieldwork. *PS: Political Science & Politics*, 54(1), 121-125.
- McKerracher, L., & Núñez-de la Mora, A. (2021). More voices are always better: Tackling power differentials in knowledge production and access in human biology. *American Journal of Human Biology*, e23712.

- Valdez, N. (2023). Studying Up from the Margins in a white-supremacist-cis-hetero-patriarchal-capitalist culture 1. *Medical Anthropology Quarterly*, 37(3), 190-203.
- Voss, B. L. (2021). Documenting Cultures of Harassment in Archaeology: A Review and Analysis of Quantitative and Qualitative Research Studies. *American Antiquity*, 1-17.
- Voss, B. L. (2021). Disrupting Cultures of Harassment in Archaeology: Social-Environmental and Trauma-Informed Approaches to Disciplinary Transformation. *American Antiquity*, 1-18.

[Researching and Doing Fieldwork in Violent or Challenging Contexts](#)

Appendix Y: Departmental Alumni Survey

Department of Anthropology
Alumni Survey

Name: _____

Address after Graduation: _____

Email and Phone Number after Graduation: _____

1) What is the status of your postgraduate plans (in the next year)?

- Returning to, or continuing in, pre-degree employment
- Have made definite commitment for “postdoctoral research” or other work
- Negotiating with one or more specific organizations
- Seeking position but have no specific prospects
- Other full-time degree program (e.g., PhD, MD, JD, MBA, MPH etc.)
- Do not plan to work or study (e.g., family commitments, etc.)
- Other – Specify _____

2) What best describes your postgraduate plans (within the next year)?

- “Postdoctoral research” or further training
- Academic Employment (teaching, research in a college or University setting)
- Applied anthropological work outside academia

3) If you will be employed or funded for research after graduation, where will be your place of employment or affiliation and what will your position be?

4) If you will not be employed after graduation, what are your plans? _____

Is there a name and address of a person who is likely to know where you can be reached in case your address changes in the future? _____

Would you like added to the Department of Anthropology mailing list after you graduate?

- YES NO

Please keep us up to date with your career progress and contact information. Thank you!

Purdue University, Department of Anthropology, Stone Hall, Room 310,
700 W. State Street, West Lafayette, Indiana 47907
anthgrad@purdue.edu

Appendix Z: Student Emergency Information Card



Student Emergency Information Card	
Student Name _____ Date of Birth ____/____/____ Citizenship _____	Family (U.S.) Emergency Contact address _____ city _____ state _____ zip _____ phone # _____ cell # _____ e-mail _____
Study Abroad Program Name _____	Insurance Company _____ Policy # _____
Abroad Program Emergency Contact address _____ phone # _____ cell # _____ e-mail _____	24 Hour Ph # _____ Embassy/Consulate _____ phone # _____ address _____
Abroad Housing Emergency Contact address _____ phone # _____ cell # _____ e-mail _____	Equivalent 911 Abroad _____ phone # _____
Home (U.S.) Campus Emergency Contact Purdue Police address _____ city _____ state _____ zip _____ 765-494-8221 phone # _____ cell # _____ e-mail _____	Nearest Hospital Abroad _____ phone # _____ address _____ Passport # _____ Blood Type _____ Special Medical Conditions _____ Wishes In Event of Serious Injury/Death _____

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anthgrad@purdue.edu
<http://www.cla.purdue.edu/anthropology/graduate>