Graduate Program Manual

USF UNIVERSITY OF SOUTH FLORIDA

Department of Anthropology

2022-2023

Graduate Program Manual 2022-2023
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Chapter 1

General Advising Issues for All Graduate Students

Introduction

The Graduate Program in Applied Anthropology at USF aims to develop creative scholars and scientists who will apply their knowledge and skills to contemporary human problems, whether as academics or practitioners. As a result, graduate studies in Applied Anthropology at USF are unique when compared with traditional graduate programs in Anthropology. At USF, we balance world-class training in theory and method with practice. Doing so places applied research—conceived and carried out with the communities where we work—at the core of graduate studies. We see this as a distinct advantage for our graduates, since it links academically rigorous scholarship with practical, first-hand experience, while providing opportunities for professional collaboration, networking, and funding. The department offers M.A. and Ph.D. degrees in Applied Anthropology, through which students learn the fundamentals of the four subfields of anthropology, their links with one another, and their relation to other academic disciplines. While appreciating such interdisciplinary ties, students in both degree programs follow one of four course tracks: Archaeological, Biological, Cultural, or Medical, each of which has a set of required courses and a choice of electives.

At the M.A. level, the Archaeological Track focuses on coursework in archaeological method and theory that prepares students for careers in cultural resource management or with public or private agencies and museums responsible for managing archaeological resources. At the doctoral level, the track provides advanced training and research in applied archaeological anthropology, offering preparation for both academic and practicing positions. Alongside this track, we offer concentrations in Archaeological and Forensic Sciences, Cultural Resource Management, and Heritage Studies, in which students at both levels may choose to take courses that focus on the practical management of archaeological and cultural resources.

At the M.A. level, the Biological Track offers focused training in methods and theories of applied biological anthropology, preparing students for careers in government and non-governmental agencies, community-based organizations, and medical fields. At the doctoral level, students receive more advanced training and research experience, and will be prepared for both academic and practicing positions. Students in both M.A. and Ph.D. programs may also opt to simultaneously pursue a concentration in Archaeological and Forensic Sciences or Biocultural Medical Anthropology by choosing elective courses from an approved list.

At the M.A. level, the Cultural Track trains students in the methods, theories, and practices of applied cultural anthropology, preparing students for careers in a variety of applied sectors, including community organization, rural or urban planning, economic development, heritage management, education, private-sector consulting and research, and work with non-governmental organizations. At the doctoral level, students receive more advanced training and research experience, and will be prepared for both academic and practicing positions. Students in both M.A. and Ph.D. programs may also opt to simultaneously pursue a concentration in Archaeological and Forensic Sciences, Biocultural Medical Anthropology, Cultural Resource Management, or Heritage Studies by choosing elective courses from an approved list.

At the M.A. level, the Medical Track provides training in the theories, methods, and ethics of applied medical anthropology, and prepares students to conduct research, evaluation, and consulting in a variety of settings, including community-based organizations, county and state health departments, and non-governmental organizations. At the doctoral level, students receive more advanced training and research experience, and will be prepared for both academic and practicing positions. Students in both M.A. and Ph.D. programs may apply for admission to the MPH program in the College of Public Health, to participate in the concurrent degree program and/or simultaneously pursue a concentration in Biocultural Medical Anthropology, choosing elective courses from an approved list in each case.

See page 14 for detailed information on the optional graduate concentrations the Department offers.

The Department of Anthropology requires a minimum GPA of 3.0 for admission into the program. In previous years, students were required to take the Graduate Record Examination (GRE) within five years prior to admission. In 2020, faculty voted to make the GRE optional. However, students should be aware that GRE scores may be required for consideration for university-wide fellowships or scholarships, so please keep that in mind when making a decision about taking the GRE. Students whose first language is other than English must comply with the language test requirements outlined in the USF graduate catalog. See http://www.grad.usf.edu/catalog.php for details.

What is the admissions process, and what are faculty responsibilities before students arrive on campus?

- During the application period, typically mid-Fall to early December, the Graduate Academic Program Specialist will maintain application materials from prospective graduate students; s/he will inform the faculty when the files are ready for review. The Academic Program Specialist will circulate general information about the applicant pool. Faculty in each track review applications and make recommendations to the overall admission committee (made up of one representative from each track, the Department Chair, and the Graduate Director). Based on this review, faculty members identify students they are willing to advise.
- After the Admissions Committee has made its decisions, e-mails will be sent to successful applicants, including identification of the prospective faculty advisor (also known as the major professor). The Admissions Committee assigns advisors, based on faculty interest and willingness to serve as advisor, as well as student requests. In the event that no one has agreed to sponsor an applicant whom the committee believes should be admitted, the Department Chair or Graduate Director will request that a particular faculty member consider serving as advisor to the student.
- Once acceptances are finalized, the Academic Program Specialist sends e-mails to the new students, which include contact information for their advisors and the Fall schedule, noting that their advisors may not be available during the summer months. The guidelines will indicate which courses students should consider enrolling in, but each case should be evaluated individually. Students in need of prerequisite courses will have been informed, along with their advisors. Once admission decisions have been completed, faculty are encouraged to send them an e-mail, introducing themselves and offering assistance in choosing courses and other academic issues, even though many faculty will not available during the summer.

- Incoming students will be directed to make appointments with their advisors during the two weeks prior to the start of classes. Ideally, these appointments should be set well in advance, and faculty should have provided their new advisees with information about when they will be available during the two-week period. New student orientation is typically held one week before classes begin; students and advisors who have not already met should make sure to introduce themselves at that event, and set advising appointments. This first meeting is very important. Advisors should be prepared to answer any questions about requirements, electives, and so forth, as well as develop a plan for the first two years of coursework. The fall application cycle is when the majority of students are admitted and typically the cohort is at capacity during that cycle. If there are extenuating circumstances, the Graduate Director may allow an applicant to defer to spring or the following fall. Applications submitted during spring or summer application cycles will be evaluated by the Graduate Director and forwarded to faculty only if space permits.

How should advisors prepare for initial advising?

- Review student's application file and tracking sheet, provided by the Department's graduate Academic Program Specialist.
- Advisors should be prepared to develop a plan with the student to complete any remaining prerequisite courses within their first semester. Students must receive a grade of B or above (a B- is not sufficient) in each course to successfully pass the prerequisite course. Students with an undergraduate degree (e.g., B.A., B.S.) in Anthropology are exempt from the prerequisite courses, even if their particular degree program did not require a complete course in each of the four sub-fields. Students who only have a minor in anthropology may need to complete some of the prerequisites.
- Have on hand a complete set of guidelines for the student's particular program.
- Have on hand the Fall and Spring class schedules, and a tentative schedule for the next year, to be able to complete the student's tracking sheet, which lists the student's plan for two years of coursework.
- Make sure a new student is enrolled in Foundations of Applied Anthropology (M.A.), or Proseminar (Ph.D.) Ensure that the student understands the significance of this course; students must earn a grade of B or above to continue in the program (a B- will not be sufficient). *If the student does not successfully pass the course with a minimum grade of B, the student will be asked to withdraw from the program or else will be dismissed.*

Pre-requisites

If a student needs prerequisite courses, how can these be fulfilled?

- Students are required to complete any necessary prerequisite courses (ANT 2410, 2411, 3610, 3101) prior to starting the program and are informed of this upon admission to the program. If you do not complete all prerequisites by the end of the first year, you cannot move forward with the program.
- Students must enroll in the classes at the undergraduate-level. These credits do NOT count towards the graduate degree and are not covered by graduate tuition waivers if the student has a graduate assistantship.
- Students cannot "test out" of prerequisite classes if the graduate admissions committee, in consultation with the Graduate Director and major advisor, determines the student must complete one or more prerequisites based on their prior academic record.

- Students must receive a grade of B or above (a B- is not sufficient) in each course to successfully pass the prerequisite requirement. No student will be allowed to continue into the second semester without having completed all prerequisites.
  Students can take prerequisite courses at any college or university, either through traditional or online formats.

Can students transfer in classes from other programs?

- Requests are made with the "Graduate Transfer Courses Form". With approval from the Graduate Director, a student may transfer in up to nine credits of graduate-level coursework from another institution, or 12 credits from enrollment at USF (for instance, as a non-degree-seeking student). In both cases, a grade of B or better is required. *Students must provide documentation that coursework was not used for a previous degree for external courses. Only credits that have NOT been used towards any other degree can be transferred.*
- It should not be assumed that all courses will automatically transfer; advisors should discuss this with students early, and make sure the appropriate steps are followed to transfer those credits. The advisor should consult with the Graduate Director about the appropriateness of transferring credits, and the Graduate Director has authority to make a final decision. The Academic Program Specialist will give guidance about this process. In most cases, these credits will be used to fulfill anthropology or external elective requirements.
- Transfer credits should be applied for as soon as the course has been completed and before the proposal stage for MA and PhD students.

Can students substitute other classes for required Department classes?

- The required classes constitute the essential core of the USF Applied Anthropology program and the two required core courses cannot be substituted. However, occasionally students will have taken (or wish to take) a class that is comparable to a USF requirement (for instance, a class in Applied Anthropology). In this case, the student may petition to have that class accepted in lieu of the requirement (a form is available from the Academic Program Specialist). The student must bring the syllabus of the proposed substituted class, and a faculty member who teaches the class at USF will be asked to review and evaluate it. The advisor, Graduate Director, and Department Chair must formally approve the petition. Advisors alone do not have the authority to approve the substitution of any classes.

What about Ph.D. students who have already taken some required classes as part of a USF M.A. degree?

- USF M.A. graduates do not need to take the required classes again. They should substitute electives for those classes already completed in order to fulfill the required credits. They must still complete the same total number of credits for the Ph.D. degree as other students.

Is there a minimum grade point average that students must maintain to remain in good standing?

- Yes. All graduate students must maintain a 3.0 overall GPA and cannot earn any single grade below a "C". The university's official policy, included in the Graduate Catalog is: "A student must maintain a minimum of a 3.0 ('B') grade point average over all graduate coursework. Failure to do so will result in probationary status. A student may remain on probationary status for one semester only, after which s/he will be terminated from the graduate program. No grade below a 'C' will be accepted toward a graduate degree." See the USF Office of Graduate Studies website for more details.

What is a concentration and how is it different from a track?

- All students follow one of the tracks, but the concentrations serve to focus coursework within the track. Thus, for instance, a student in the Cultural or Biological track might opt to take the Biocultural Medical Concentration within that track, or a student in the Archaeological Track might opt for the Cultural Resource Management concentration.
- The department offers four concentrations: Archaeological and Forensic Sciences (AFS), Biocultural Medical Anthropology (BCM), Cultural Resource Management (CRM), and Heritage Studies (HGS). A concentration draws individual specialized course offerings together into a focused curriculum, and the concentration is noted on the transcript. Concentrations may be declared by both Ph.D. and M.A. students, but a formal declaration is required for the program to be listed on the student record.
- See pages 10-12 for more information on concentrations.
- See Chapter 2 (M.A.) and Chapter 3 (Ph.D.) for more information on tracks.

Program Milestones

Program of Study due at the end of the first semester

- All new students will be directed to meet with their advisors at the start of the semester. By the end of fall term, students should meet with their advisors again and agree on a plan of study for the program, including coursework and completion of milestones. This an important meeting, at which student and advisor should be prepared to:
    - Evaluate the student's progress and address any academic concerns
    - Review the planned program of study, and revise if necessary
- If it is likely that an M.A. student will wish to carry out internship/research in the summer immediately following the first year, in order to complete the degree in two years, it is important to agree on a program of study by the end of the first semester so that the student has time to assemble a committee and write a research proposal.

What happens in the second year and beyond?

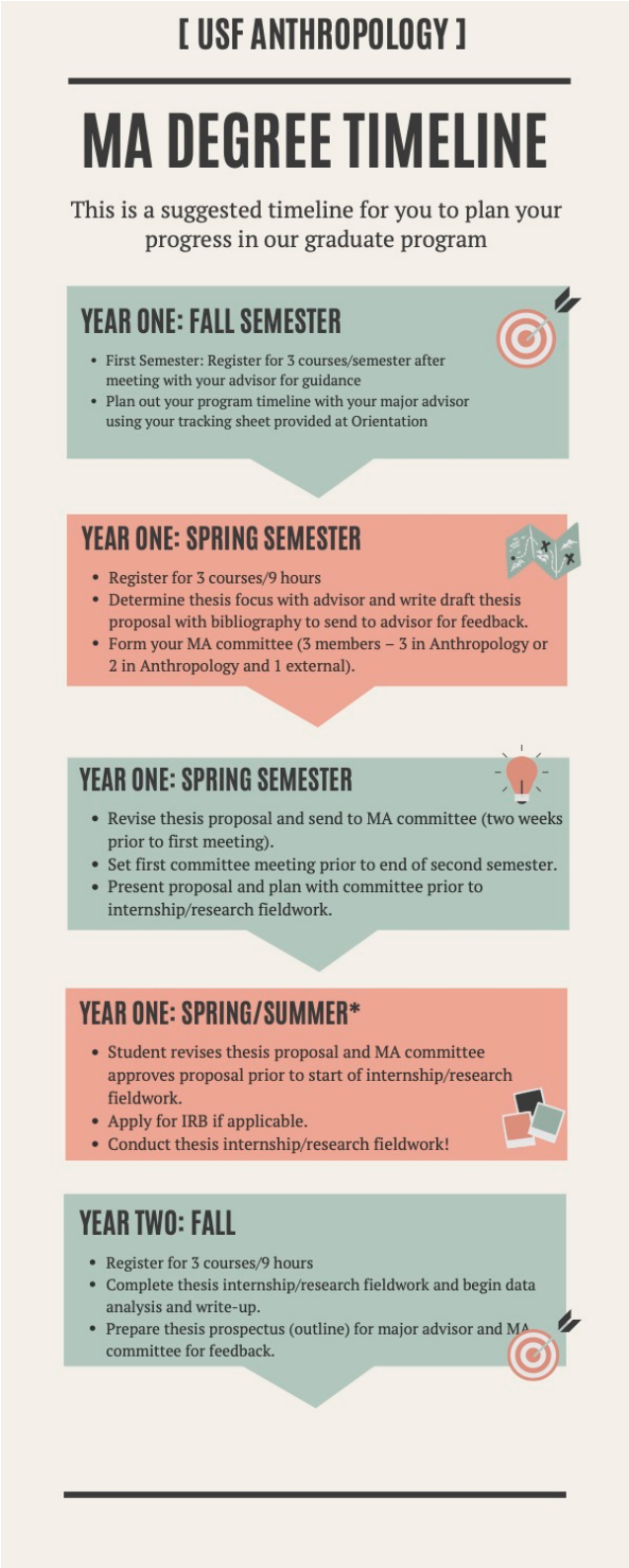
- Second-year students should inform their advisors of their enrollment plans for the Fall semester at least two weeks prior to the first day of classes. This will allow the advisor to review the appropriateness of the course selections.
- Before second year classes begin, the advisor should review the student's file, paying attention to the transcripts of the year's grades to identify any problems (e.g., low grades, missing grades [M], and incompletes [I]). If there are problems, the student

should be contacted as soon as possible. All second-year students will be directed to meet with their advisors some time at the beginning of the semester to review their program of study and tracking sheet and discuss thesis/dissertation research and/or internships goals.

- Students are encouraged to check with their advisor regularly, making sure they are aware of any changes in plans or status. Students should also contact the advisor if they encounter problems of an academic nature.
- The advisor is not expected to track students down (see section below on Student Responsibilities). However, it is the advisor's responsibility to respond to advisees in a timely manner. If a semester has passed without any word from an advisee, faculty members are encouraged to contact her/him and check that all is well.
- For a student to be considered to be making good academic progress in the program, the following milestones should be met:
    - Master's students should form their committee and have a completed research/internship proposal presented to their committee by the end of their second semester in the program. MA students should have a proposal approved before the start of the third semester.
    - Doctoral students should form their committee, have a completed dissertation proposal for review, and hold their first committee meeting to determine qualifying exam questions and receive feedback on their proposal by the start of their third year in the program.

Program Milestone Infographics for MA and PhD Timelines

The following infographics can help map out your time in the graduate program by semester.



[USF ANTHROPOLOGY]

PHD DEGREE TIMELINE

This is a suggested timeline for you to plan your progress in our graduate program

YEAR ONE: FALL SEMESTER

- First Semester: Register for 3 courses/semester after meeting with your advisor for guidance
- Plan out your program timeline with your major advisor using your tracking sheet provided at Orientation and submit to Graduate Academic Program Specialist

YEAR ONE: SPRING SEMESTER

- Register for 3 courses/9 hours after meeting with your advisor for guidance
- Discuss dissertation focus with advisor and preliminary fieldwork or specialized training for summer after your first year
- Determine plan for completing language requirement with your advisor

YEAR ONE: SPRING SEMESTER

- Apply for external funding for pre-dissertation research support
- Create timeline for completion of remaining coursework with advisor and discuss dissertation plans and possible Ph.D. committee members with advisor
- Plan to attend and/or present at a professional conference

YEAR ONE: SPRING/SUMMER*

- Begin relationship building, learning data collection techniques, and/or seek out preliminary dissertation research experiences
- Attend professional development workshops

YEAR TWO: FALL

- Register for 3 courses/9 hours, making sure you can complete all required core courses during your second year of study
- Refine dissertation topic with you advisor and begin finalizing committee members
- Discuss external funding applications with your advisor

Program Milestones: What is the Annual Assessment?

- All students will complete an annual self-evaluation progress report in the Spring semester, which will provide their major advisor and committee members information about their coursework, research progress, conferences/publications, teaching, service, and other activities. Feedback will be provided to students. Annual assessments may be used to determine “good progress” in the graduate program and continued teaching assistantships or other departmental funding in subsequent years, as described in department letters of offer for TA positions. They also provide students an opportunity to track professional activities each year.
- The faculty will meet toward the end of the Spring semester to evaluate the academic progress of all first-year students. Advisors and course instructors will discuss each student, noting problems, special interests, special skills, and any information that will aid in steering the student to successful completion. If serious concerns about academic progress arise, or there are concerns about performance of teaching assistantship duties, a decision will be made about subsequent teaching assistantship funding for the following year, if applicable.
- Subsequent to the assessment meetings, advisors are expected to meet with advisees to discuss any problems or concerns identified by the faculty and to develop a plan for improvement. The Graduate Director should be notified by the faculty member as to the outcome of this meeting and be kept informed about ongoing problems.

What is the Graduate Student Supervisory Committee, and how is it formed?

- All students need to form a supervisory committee and should start thinking about potential members during their first year. Ph.D. students can formally form their committee in the second year prior to completing coursework. M.A. students should discuss which degree pathway is the best for their post-degree career goals with their advisor prior to writing the proposal.
- The supervisory committee will guide the student’s research from conceptualization through the completion of the thesis/dissertation, and thus should be formed in good time. The committee must be in place before an M.A. student can begin research or internship appropriate to their degree pathway, or a Ph.D. student can advance to candidacy.
- Students are responsible for contacting department faculty they wish to serve on their committee, but the advisor should offer counsel about appropriate faculty based on the student’s interests and needs. Advisors generally take the lead in inviting external members for doctoral committees (see doctoral committee section, Chapter 3), but students may also contact external members to serve on their committee with the advisor’s guidance. Students must obtain the consent of all members of their committee.
- Once the members of the supervisory committee have agreed to serve, the student should notify the Academic Program Specialist, who will prepare the official form, which requires the signatures of all members. Students are responsible for obtaining the signatures of outside committee members. The signed form will be sent to the College of Arts Graduate Studies Department and a copy will be placed in the student’s file. This form is often completed at the first supervisory committee meeting but may be completed sooner if the student is ready to do so. Students and advisors should check with the Academic Program Specialist prior to this meeting to be certain all forms are available for signatures.

What is the procedure for changing the advisor/major professor?

- Students should be aware that, while the department tries to match advisors and students, it is not uncommon for the student to change focus, or to develop a good working relationship with another professor. Under these conditions, a change of advisors is appropriate and completely acceptable.
- Prior to the formation of the supervisory committee, a change in advisor may occur at any time, initiated either by the student or the advisor. It simply requires completion of the departmental Change of Advisor form, to be signed by both existing and new advisors. A transition also quite often occurs at the time the student has completed coursework or has made a decision about thesis or dissertation interests and is ready to form the supervisory committee. The original advisor may not be the best choice at this juncture, and students are fully encouraged to make whatever changes serve their interests, provided the prospective advisor agrees to serve. It is important that students discuss and explain the change with their initial advisor during a face-to-face meeting; merely leaving a form to be signed is not sufficient. It is the student's responsibility to meet in person with the existing advisor to inform him/her of the desired change.
- Once the change has been agreed upon, the form must be filed with the Academic Program Specialist. The new advisor will become the Major Professor and will be listed as such on the Supervisory Committee form.
- Once the Supervisory Committee form is filed, change is discouraged, although it is possible. If subsequent changes are needed, a new Supervisory Committee form must be executed, with reasons documented.
- Changes in other Supervisory Committee members also must be officially noted; it is the student's responsibility to inform the Academic Program Specialist in this event.
- Changes in Major Professor cannot be made, except under unusual circumstances, once the student embarks on an internship, or (for Ph.D. students) has advanced to candidacy.
- If problems arise in an advising relationship, both parties are encouraged to attempt mediation by the Graduate Director or Department Chair. This is a crucial relationship that should be free of animosity, and if problems cannot be resolved, all effort should be exerted to find a new solution.
- Students must have a Major Professor in order to graduate, so requests to serve should not be refused for frivolous reasons. However, no faculty member can be compelled to serve as advisor for a particular student. If a student is unable to find anyone on the faculty who will serve, after reasonable efforts on the part of the Graduate Director or Department Chair to render assistance, the student will not be able to complete the program.

May a student have a co-Major Professor?

- Co-Major Professors are typically only allowed when a student's major professor leaves the university (for example, because of retirement). In this case, if the Major Professor is willing to continue serving on the student's committee, he/she may do so as a Co-Major Professor, along with another faculty member.

What is the Colloquium, and who presents at it?

- All M.A. students must give a presentation at the Department Colloquium as a requirement for graduation. This presentation essentially replaces a formal thesis

defense and is an opportunity for students to present their work in a public setting and receive feedback prior to finalizing the degree.

- Students should plan to present after they finish their internships/research projects; the presentation may take the form of a preliminary report on the research experience rather than a presentation of final research conclusions, but students are required to have a proposal approved by their supervisory committee and have data collection underway before presenting
- The Graduate Director notifies the faculty to identify students who should present, and will also contact the students to obtain an abstract, a title and copy of the paper for circulation to a discussant. Advisors should assist students in preparing the presentation, and should help ensure they meet the deadlines to get material to the Graduate Director.

Is the advisor responsible for giving guidance beyond academic issues?

- The advisor is normally the first point of contact when a student encounters problems related to her/his academic program. The advisor should make every attempt to help the student resolve academic issues; if the advisor needs help related to program policies, requirements, and so forth, the Graduate Director or Department Chair may be asked to provide clarification.
- In the event of an academic dispute, faculty and students should be aware of the USF Grievance Procedures, available at http://www.grad.usf.edu/policies_Sect7_full.php. These require that an attempt be made to resolve the problem at the department level, beginning with the advisor and proceeding to the Graduate Director and Department Chair. If the dispute cannot be resolved at this level, the student should be advised of her/his right to pursue a formal grievance at the College level. As defined by the university, an academic grievance is "a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students. Grievances may relate to such decisions as the assignment of a grade seen by the student as incorrect or the dismissal or failure of a student for his or her action(s). Academic grievances will not deal with general student complaints."
- Advisors are not expected to offer counseling about personal problems, but should be aware of appropriate referrals for students whose problems are interfering with their academic performance. Again, the assistance of the Graduate Director or Department Chair may be sought in these matters.
- Advisors are not responsible for intervening in problems of disputes between a student and her/his assistantship supervisor. Students should be advised to contact the Department Chair if they encounter problems in that relationship.

Is the advisor responsible for securing funding for advisees?

- Advisors are not responsible for arranging financial aid for advisees but are expected to be helpful in suggesting funding opportunities. For instance, advisors may help through such strategies as:
    - Sharing opportunities for assistantships in the department and elsewhere
    - Considering advisees for opportunities for paid involvement in research projects
    - Applying for funding that would help support their advisees' work
    - Discussing fellowships for research and encouraging advisees to apply. Many fellowships require an application/nomination by a faculty member.

- Students are encouraged to ask faculty members for guidance and advice on funding opportunities and proposals early in their program of study. An extensive list of funding resources is available in the Canvas organization for Anthropology graduate students.

Is the advisor responsible for offering employment assistance after graduation?

- Advisors are not responsible for securing employment for graduates, but they are likely to be an important resource in this regard. They provide advice and assistance, for example by reviewing the student's curriculum vitae and draft cover letters, and referring them to job opportunities when they can. Advisors will ordinarily be asked to write letters of recommendation that can be crucial to the success of an applicant. Advisors should take this responsibility very seriously and ensure that they do not damage a student's prospects by lateness or neglect.

What is considered good academic progress?

- Students are expected to maintain at least a 3.0 GPA while in the program. University guidelines set a limit of five years for the completion of an M.A. program and eight for a Ph.D. However, it is entirely possible, and desirable, for students to complete their degrees in a shorter period of time. M.A. students are expected to start their research after their first year and to complete their degrees in their second or third year. Ph.D. students are expected to take their qualifying exams and advance to candidacy by the third year. If a M.A. student has not initiated research by the end of the third year, or more than two years lapse between the colloquium presentation and the completion of the thesis, or if a Ph.D. student has not qualified by the end of the fourth year, they may be dismissed for lack of academic progress. Following USF graduate studies office guidelines, if a student fails to complete his/her M.A. in five years, or his/her Ph.D. in seven years, they will be inactivated by USF, unless a "Time Limit Extension Request" form has been approved by the Department and the Graduate School on the basis of extenuating circumstances. Time Limit Extensions will only be granted to students who have been making good academic progress. Students who become inactive due to time will need to reapply to the program and, if accepted, may need to retake some coursework.

Concentrations

Concentrations serve to focus coursework within the track. Thus, for instance, a student in the Cultural or Biological track might opt to take the Biocultural Medical Concentration within that track, or a student in the Archaeological Track might opt for the Cultural Resource Management concentration.

The department offers four concentrations: Archaeological and Forensic Sciences (AFS), Biocultural Medical Anthropology (BCM), Cultural Resource Management (CRM), and Heritage Studies (HGS). A concentration draws individual specialized course offerings together into a focused curriculum, and the concentration is noted on the transcript. Both Ph.D. and M.A. students may declare concentrations, but a formal declaration is required for the program to be listed on the record. Students who wish to declare a concentration must complete the form at the end of their first semester.

Archaeological and Forensic Sciences (AAF) Concentration

The Archaeological and Forensic Sciences Concentration is unique in Florida and helps prepare students for careers in the public, private, and academic sectors within the rapidly expanding field of anthropology. Anthropological Science as a whole has become important worldwide, and this concentration builds on the existing strengths of our Applied Anthropology graduate degree programs. Interdisciplinary scientific methods are emphasized in their application to archaeological and bioanthropological issues including materials science, human diet, mobility, identification, forensics, and the criminal justice sector.

To fulfill the 12-credit concentration, students will take:
Two required courses (3 credits each), consisting of

- Archaeological Science (ANG 6100), and
- Either Forensic Anthropology (ANG 6745) or Forensic Science (ANG 6741)

Two electives courses (3 credits each; one may be outside Anthropology):

- Ancient Diets (ANG 6145), Ancient Trade (ANG 6193), Anthro-genetics (course number TBA), Bioarchaeology (ANG 6536), Forensic Anthropology (ANG 6745), Introduction to Forensic Science (ANG 6741), Advanced Methods in Forensic Anthropology (ANG 6745), Osteology (ANG 6511), Soils (ANG 6115), Technologies for Heritage Preservation (ANG 6115)
- Other courses as approved by Graduate Director

External electives that also qualify (only 1 can count towards concentration): Advanced Remote Sensing (GIS 6038C), Remote Sensing Seminar (GIS 6039), Tracer Geochemistry (GLY 6255), Analytical Techniques in Geology (GLY 6285C), Principles of Applied Geophysics (GLY 6475), Principles of Stable Isotope Geochemistry (GLY 6739).

Biocultural Medical Anthropology (BCM) Concentration

Graduate students seeking this concentration at the M.A. or Ph.D. level or in the concurrent degree program will take the set of required courses specific to their program.

To fulfill the 12-credit concentration, students take
Two required courses (3 credits each), consisting of

- Theory and Methods in Medical Anthropology (ANG 6469)
- Theories in Applied Biological Anthropology (ANG 6585)

Two elective courses (3 credits each), one biological anthropology elective and one medical anthropology elective.
Biological anthropology electives include

- Seminar in Physical Anthropology ANG 6511(e.g., Forensic Anthropology, Human Variation)
- Anthropology of Growth and Development (ANG 6533)
- Other courses as approved by Graduate Director

Medical electives include

- Global Health from an Anthropological Perspective (ANG 6732),
- Nutritional Assessment (ANG 6570),

- Health & Medical Systems (ANG 6404),
- Reproductive Health (ANG 6735),
- Anthropology of Health & Disasters (ANG 6731),
- Issues in Migrant Health (ANG 6733),
- Or an offering of ANG 6469 (e.g., Anthropology and Development, Health Issues in US Minority and Refugee Populations, Nutritional Anthropology, Neuroanthropology, Socio-Cultural Aspects of HIV/AIDS
- Other courses as approved by Graduate Director

  PLEASE NOTE: the Foundations of Medical Anthropology on-line course offered through the School of Sustainability is a service course intended for non-anthropology students and cannot count towards the Applied Anthropology degree.

Cultural Resource Management (CRM) Concentration

The concentration in Cultural Resource Management allows M.A. and Ph.D. students the option of creating a concentrated plan of study around contemporary issues in CRM, within the larger degree in Applied Anthropology. This concentration meets the need to train students in the principles and practices of CRM for employment in the public and private sectors of a rapidly expanding field, especially in Florida and the larger Southeast, as well as to equip students to teach in the field. This concentration is unique in Florida. It builds on the existing strengths of the public archaeology track while adding a more focused program of study for students who plan on entering the field of archaeological resource management or applied archaeology as an academic field. Students in both the M.A. and Ph.D. programs may choose to fulfill the concentration, whether they are pursuing the current Cultural Track or the Archaeology Track. Students pursuing a concentration in Cultural Resource Management must take the basic core requirements of their particular graduate program.

To fulfill the 9-credit concentration, students will take:
Two required courses (3 credits each), consisting of

- ANG 6197 Public Archaeology.
- ANG 6115 Seminar in Archaeology (when topic is Current Issues and Techniques in Cultural Resources Management)

One elective course from the following options:

- ANG 6436 Issues in Heritage Tourism
- ANG 6448 Regional Problems in Urban Anthropology (when topic is Issues in Heritage Tourism),
- ANG 6115 Seminar in Archaeology (when topic is Florida Archaeology, Historical Archaeology, Museum Methods, or Southeastern Archaeology)
- Graduate course in Geographic Information Systems, whether offered in Anthropology or another department (with consent of department/instructor).
- Other courses as approved by Graduate Director.

Heritage Studies (HGS) Concentration

The concentration in Heritage Studies allows M.A. and Ph.D. students to create a focused plan of study around issues of cultural heritage preservation, interpretation, and representation. Students will learn to identify, document, and critically interpret the significance of cultural heritage in urban, rural, and non-US settings, with a particular emphasis on community-based and collaborative approaches to these issues. One course, ANG 6436 (Issues in Heritage Studies), is required. In addition, students select two electives from among the following options:

To fulfill the 9-credit concentration, students will take:
One required course

- ANG 6436 Issues in Heritage Tourism

Two elective courses from the following options:

- ANG 5395 Visual Anthropology
- ANG 6081 Museum Methods
- ANG 6197 Public Archaeology
- ANG 6448 Regional Problems in Urban Anthropology (topics include Culture and Environmental Resources, Ethnohistory, Ethnicity and Public Policy, Heritage Research and Management, and Museums in Culture)
- ANG 6495 Oral and Life History
- ANG 5937 Seminar in Anthropological Linguistics (when the topic is Language and Culture or Language and Racism)
- ANG 6497 Qualitative Research Methods in Anthropology
- Other courses as approved by Graduate Director

Should everyone have a concentration?

- Not at all. For some students, one of the four concentrations is useful, in that it demonstrates a particular focus. However, most students do not declare a concentration, but develop their own individual course of study within one of the four tracks.

Do I need to declare intent to take a concentration?

- Yes. Taking courses that fulfill a concentration does not automatically register a student for it. Students must complete a Change of Concentration form after their first semester, but before the semester of graduation. Students must be sure to let their advisor and the Academic Program Specialist know that they would like the concentration, as the Registrar's Office must be notified.

Chapter 2

Program Guidelines and Advising Issues for M.A. Students

Introduction

The M.A. program in Applied Anthropology trains students in the application of all fields of anthropological scholarship to human problems, leading to careers in practice and/or preparing them for further study. It stresses rigorous education in theory and practice, and the development of applied research skills.

Initiated in 1974, the M.A. program at USF was the first in the nation to focus on career training for the practice of applied anthropology. Faculty specializations include medical anthropology, human biology, urban policy and community development, educational anthropology, media studies, ethnic policies and heritage, economic development, immigration, archaeology, cultural resource management, gender, environment, and archaeological science. Geographic specializations emphasize the Caribbean, Latin America, Sub-Saharan Africa, and the United States. Approximately 300 graduates have received an USF education in anthropology and its practical uses, leading to employment in government and private-sector agencies and organizations. For many, the M.A. is a terminal degree that qualifies them for professional careers in administration, program evaluation, planning, research, and cultural resource management. Others have continued on to earn doctoral degrees and have gained employment in academic or higher-level nonacademic positions.

Master's level education at USF has four emphases— Archaeological, Biological, Cultural, and Medical, although these four tracks share some common requirements, and all are bound by general rules of the Graduate School, they have different curricula and employment trajectories. Archaeological Track graduates typically enter careers in contract archaeology, or public and private agencies responsible for managing archaeological resources. The Biological Track offers focused training in methods and theories of applied biological anthropology, preparing students for careers in government and non-governmental agencies, community-based organizations, and medical fields. The Cultural Track is designed to lead to employment in diverse areas that include education, urban planning, human services, private sector consulting and research, and non-governmental community organizations. Museum and heritage programming represent areas of overlap between the two emphases. The Medical Track offers training that prepares students to conduct research, evaluation, and consulting in a variety of health care settings including community-based organizations, county and state health departments, and non-government organizations.

Admission Requirements

A B.A. with a major in Anthropology is preferred. However, the program at USF emphasizes multidisciplinary training and collaborative research, and promising students from other fields are encouraged to apply. Students without an Anthropology background will be required to complete four prerequisite undergraduate courses (or their equivalent from another institution): Cultural Anthropology (ANT 2410), Biological Anthropology (ANT 2511), Anthropological Linguistics (ANT 3610), and Archaeology (ANT 3101). The Department requires

a minimum GPA of 3.0 for admission into the program. In addition, all students must have taken the Graduate Record Examination (GRE) within five years prior to admission. Students whose first language is other than English must comply with the language test requirements outlined in the USF graduate catalog. See http://www.grad.usf.edu/catalog.php for details.

Degree Requirements

Course requirements for each track differ, as described below. However, requirements and expectation for the internships and thesis are identical. The program results in only one graduate degree: the M.A. in Applied Anthropology. Students should consult the USF Graduate Catalog for a concise list of degree requirements.

The program consists of 24 credit hours of coursework, plus a minimum of 6 credits from internships and/or thesis, for a total of 30 credit hours. There are two required core courses for MA students: ANG 6705 Foundations of Applied Anthropology and ANG 5486 Quantitative Methods in Anthropology. No substitutions are allowed for core requirements. Students have the option of earning an optional Concentration through 9-12 hours of coursework (information above).

Archaeological Track Requirements

- Required Courses
    - ANG 6705 Foundations of Applied Anthropology: Explores philosophical foundations of anthropology and offers integrated examination of selected topics, drawing from the subfields. To continue in the program, students are required to earn a minimum grade of B in this course (a B- is not acceptable). *If the student does not successfully pass the course with a minimum grade of B, then the student will be asked to withdraw from the program or else will be dismissed.* Offered annually in the Fall semester. If under extreme circumstances deemed acceptable by the instructor(s) an incomplete is assigned for the ANG 6705 course grade, a final passing grade of B or above must be reported to the registrar before the first day of classes in the Spring semester or the student will be dismissed from the program.
    - ANG 5486 Quantitative Methods in Anthropology: Basic statistical analysis and use of statistical computing packages. This course is an introduction to quantitative methods for the anthropologist covering both classical statistical approaches and exploratory data analysis, using computer with statistical software. All M.A. students are required to enroll in and satisfactorily complete this course. Offered annually.
    - ANG 6110 Archaeology Theory and Current Issues: Methodology and theory in archaeology, analysis, interpretation of data. Offered annually.
    - ANG 6197 Public Archaeology: Current topical issues in public archaeology including Cultural Resources Management. Offered annually.

- Elective Courses
    - Two courses on Regional and Topical Studies in Archaeology: 6 credit hours are required. Regular offerings include European Prehistory, Mediterranean Archaeology, Florida Archaeology, South American Archaeology, Historical Archaeology, Ancient Diets, Ancient Trade, Environmental Archaeology, North

American Archaeology, Southwest Archaeology, Mesoamerican Archaeology, Archaeological Science, and Museum Methods.
    - One course in Anthropological Methods (3 credit hours)
    - One course in Anthropology (3 credit hours) (can be an external graduate course with approval).
    - Elective courses should be chosen in consultation with the advisor.
    - No more than 3 credits may be taken through Independent Study and/or Directed Readings.

- Field School
    - Students are required to have formal archaeological field training before beginning graduate school or to obtain it immediately after their first year of academic study. USF offers one or more archaeological field schools each summer, but the student should be prepared to participate in an outside field school depending on circumstances. Participation must be by enrollment, not auditing or other informal arrangements.

- Colloquium Presentation
    - All M.A. students are <u>required</u> to present at the annual colloquium as a condition of graduation.

- Internship/Research and Thesis:
    - See the M.A. Pathways section for more information (page 22)
    - Students must be enrolled in at least of 2 hours of ANG 6971 in the semester in which they graduate.

Biological Track Requirements

- Required Courses
    - ANG 6705 Foundations of Applied Anthropology: Explores philosophical foundations of anthropology and offers integrated examination of selected topics, drawing from the subfields. To continue in the program, students are required to earn a minimum grade of B in this course (a B- is not acceptable). *If the student does not successfully pass the course with a minimum grade of B, then the student will be asked to withdraw from the program or else will be dismissed.* Offered annually in the Fall semester. If under extreme circumstances deemed acceptable by the instructor(s) an incomplete is assigned for the ANG 6705 course grade, a final passing grade of B or above must be reported to the registrar before the first day of classes in the Spring semester or the student will be dismissed from the program.
    - ANG 5486 Quantitative Methods in Anthropology: Basic statistical analysis and use of statistical computing packages. This course is an introduction to quantitative methods for the anthropologist covering both classical statistical approaches and exploratory data analysis, using computer with statistical software. All M.A. students are required to enroll in and satisfactorily complete this course. Offered annually. ANG 6701 Contemporary Applied Anthropology: A critical survey of applied anthropology as practiced today in the major branches of anthropology, focusing on applied medical and cultural anthropology, and on an integrated approach to solving contemporary problems across the sub-disciplines. Offered Fall and Spring.

- ***Either*** ANG 6701 Contemporary Applied Anthropology. Offered annually.
  OR ANG 6110 Archaeology Theory and Current Issues. Offered annually.
- ANG 6511 Human Variation: This course is designed to provide students with an overview of human genetic, phenotypic, and demographic variation from both evolutionary and biocultural perspectives. Offered annually.
- ***Either*** ANG 6585 Theories in Applied Bioanthropology: The goal of this course is to examine major theories and some of the methods in biological anthropology and their application to contemporary issues and problems. Offered annually
  OR ANG 6469 Selected Topics in Medical Anthropology.
- Three courses in Anthropology

- Elective Courses
  - Three additional graduate courses in Anthropology. Three credits can be an external graduate course with approval.
  - Elective courses should be chosen in consultation with the advisor.
  - No more than three credits may be taken through Independent Study and/or Directed Readings.

- Colloquium Presentation
  - All M.A. students are <u>required</u> to present at the annual colloquium as a condition of graduation.

- Internship/Research and Thesis:
  - See the M.A. Pathways section for more information (page 22)
  - Students must be enrolled in at least of 2 hours of ANG 6971 in the semester in which they graduate.

Cultural Track Requirements

- Required Courses
  - ANG 6705 Foundations of Applied Anthropology: Explores philosophical foundations of anthropology and offers integrated examination of selected topics, drawing from the subfields. To continue in the program, students are required to earn a minimum grade of B in this course (a B- is not acceptable). *If the student does not successfully pass the course with a minimum grade of B, then the student will be asked to withdraw from the program or else will be dismissed.* Offered annually in the Fall semester. If under extreme circumstances deemed acceptable by the instructor(s) an incomplete is assigned for the ANG 6705 course grade, a final passing grade of B or above must be reported to the registrar before the first day of classes in the Spring semester or the student will be dismissed from the program.
  - ANG 5486 Quantitative Methods in Anthropology: Basic statistical analysis and use of statistical computing packages. This course is an introduction to quantitative methods for the anthropologist covering both classical statistical approaches and exploratory data analysis, using computer with statistical software. All M.A. students are required to enroll in and satisfactorily complete this course. Offered annually.
  - ANG 6701 Contemporary Applied Anthropology: A critical survey of applied anthropology as practiced today in the major branches of anthropology, focusing

on applied medical and cultural anthropology, and on an integrated approach to solving contemporary problems across the sub-disciplines. Offered annually.
    - ANG 6766 Research Methods in Applied Anthropology: Research design, data collection, and data analysis for applied anthropologists. Offered Fall and Spring.

- Elective Courses
    - Four additional graduate courses in Anthropology.
    - Elective courses should be chosen in consultation with the advisor.
    - No more than 3 credits may be taken through Independent Study and/or Directed Readings.

- Colloquium Presentation
    - All M.A. students are required to present at the annual colloquium as a condition of graduation.

- Internship/Research and Thesis:
    - See the M.A. Pathways section for more information (page 22)
    - Students must be enrolled in at least of 2 hours of ANG 6971 in the semester in which they graduate.

Medical Track Requirements

- Required Courses
    - ANG 6705 Foundations of Applied Anthropology: Explores philosophical foundations of anthropology and offers integrated examination of selected topics, drawing from the subfields. To continue in the program, students are required to earn a minimum grade of B in this course (a B- is not acceptable). *If the student does not successfully pass the course with a minimum grade of B, then the student will be asked to withdraw from the program or else will be dismissed.* Offered annually in the Fall semester. If under extreme circumstances deemed acceptable by the instructor(s) an incomplete is assigned for the ANG 6705 course grade, a final passing grade of B or above must be reported to the registrar before the first day of classes in the Spring semester or the student will be dismissed from the program.
    - ANG 5486 Quantitative Methods in Anthropology: Basic statistical analysis and use of statistical computing packages. This course is an introduction to quantitative methods for the anthropologist covering both classical statistical approaches and exploratory data analysis, using computer with statistical software. All M.A. students are required to enroll in and satisfactorily complete this course. Offered annually.
    - ANG 6701 Contemporary Applied Anthropology: A critical survey of applied anthropology as practiced today in the major branches of anthropology, focusing on applied medical and cultural anthropology, and on an integrated approach to solving contemporary problems across the sub-disciplines. Offered Fall and Spring.
    - ANG 6766 Research Methods in Applied Anthropology: Research design, data collection, and data analysis for applied anthropologists. Offered Fall and Spring. Students may take the Globalization and Community Health Summer Field School in Costa Rica (6 credits) in lieu of ANG 6766. The additional three field school credits can be used as an anthropology elective

- ANG 6469 Selected Topics in Medical Anthropology: A survey of theory in medical anthropology, with a close examination of ideas on culture, political economy and inequality, critical theory, biocultural research, and applied work.

- Elective Courses
  - Three additional graduate courses in Anthropology.
  - Elective courses should be chosen in consultation with the advisor.
  - No more than 3 credits may be taken through Independent Study and/or Directed Readings.

- Colloquium Presentation
  - All M.A. students are <u>required</u> to present at the annual colloquium as a condition of graduation.

- Internship/Research and Thesis:
  - See the M.A. Pathways section for more information (page 22)
  - Students must be enrolled in at least of 2 hours of ANG 6971 in the semester in which they graduate.

MA Pathway Options (for all Tracks)

The MA offers flexibility, depending on the student's career plans. Students choose from one of three professional development pathways, which must be decided in consultation with their major professor before the proposal is delivered. All three options are expected to have an applied component but differ in emphasis and setting.

- **Research Pathway** – This pathway is designed for students who are planning a career in applied research and are considering a Ph.D. degree. The final product is a thesis, which may be delivered as either a traditional thesis or as a peer-reviewed journal article. If an article is submitted, the student must be first author and the journal selected in consultation with the M.A. Committee. The publication must be formally accepted, but not necessarily published, to fulfill this requirement.

- **Internship-based Research Pathway:** This pathway is designed for students who are planning a career in applied research and practice. It is designed for students whose thesis research is situated in an Internship setting. A formal Internship is required, and the final product is a thesis, which may be delivered as either a traditional thesis or a peer-reviewed journal article (same guidelines apply as in the Research pathway).

- **Internship Pathway:** This pathway is designed for students who are planning a career in applied research and practice. A formal Internship is required, and the final product consists of 1) a technical report or installation delivered to the host agency and 2) a substantial Internship report delivered to the M.A. committee. The student must be the first author on the technical report, and it must represent new and original work. The targeted length and substance of the Internship report should be discussed with the M.A. committee and agreement reached in advance.

Internship Hours – 0-7 hours minimum, depending on the pathway

M.A. Pathway	Internship Course Number	Credit Hours
Research Pathway	no internship hour requirement	0
Internship-Based Research Pathway	ANG 6915 Directed Research in Internship	3
Internship Pathway	ANG 6915 Directed Research in Internship	3

Thesis Hours – 3-6 hours minimum, depending on the pathway

M.A. Pathway	Thesis Course Number	Credit Hours
Research Pathway	ANG 6971 Thesis	6
Internship-Based Research Pathway	ANG 6971 Thesis	3
Internship Pathway	ANG 6971 Thesis	3

* Students must register for at least 2 credit hours per semester until thesis is accepted. For more information on minimum enrollment requirements, see Graduate Studies Office policies.

When should planning for the internship/research begin?

- The majority of coursework for the track should be completed before the research/ internship begins, including a passing grade (B or above) in Foundations of Applied Anthropology. However, planning should begin in the first year. Prior to planning the internship, the advisor should review the student's file to ensure these requirements have been met. Moving through the approval process takes some time, so it is advisable to begin the process early in the semester prior to that in which the student intends to carry out the internship/research.
- Sometimes an opportunity to do an appropriate internship may arise prior to completion of coursework. In those circumstances, it is usually possible to establish an out-of-sequence internship, as long as the committee members and the Graduate Director approve. However, students wishing to do early internships must still complete the proposal process outlined below and obtain the approval of their entire committee. It is recommended for students to complete the appropriate core methods course in their first year.

What is the internship, and how is it structured?

- The structure of the internship will depend on the M.A. pathway selected in consultation with the advisor. Generally, an internship is essentially a research experience, in which the student develops a research project in partnership with a sponsoring agency and the advisor/committee. The internship may vary in form, for example:
    - Placement with a public or private agency, organization, or firm, in which the student has a defined role that will last a minimum of one semester (or one summer) of regular work, completed under the supervision of an identified staff member of that entity. This may be a formal "internship," (for instance, larger agencies may have an internship program for which students apply). Some internships are paid, either by the sponsor or perhaps through a faculty member's funding, but many others are voluntary.

- It may also be a less formal arrangement, in which the student approaches the preferred partner, perhaps suggesting a particular research project s/he would like to perform. In any event, the work will have an applied dimension that will benefit the sponsor. Ideally, the student and advisor should have a face-to-face meeting with the prospective agency supervisor to discuss the terms and goals of placement. Based on this conversation, the student will write a proposal that forms a contract that will be helpful should misunderstandings arise during the course of the internship experience. The student should maintain contact with his or her advisor during the internship, and the advisor is expected to mediate in the event problems develop. The advisor should also be prepared to offer suggestions for the conduct of the internship, counsel regarding methodology and ethics, and assistance in conceptualizing the development of a thesis from the internship experience. Students should secure Institutional Review Board clearance from USF before conducting research with human participants involved as part of their internship (see below).
- Students wishing to work with a for-profit agency or organization must secure a paid internship.
- Some internships, particularly in archaeology, may not involve a formal placement, but more accurately consist of a research project done under the auspices of the department – for instance at a field site or in a lab setting. In preparing the proposal, the student is expected to discuss the applied dimension of the work, including its potential benefits to the public.

Who should be on the M.A. Supervisory Committee, and how is it formed?

- The M.A. supervisory committee must have a minimum of three members, at least two from the department (for composition of M.A./M.P.H. committees, see Chapter 4).
- A student may choose to add additional members, either from within or outside the department; however, there must always be two faculty members from the Department of Anthropology on the committee.
- Usually, the student makes the first contact with faculty who may be appropriate to serve on the committee, but it is usually helpful to discuss possible members with the advisor before approaching other faculty. When inviting faculty members to serve on the committee, the student should apprise them in general terms about the nature of the project, so that they can make an informed decision.
- As detailed above, the committee ideally should be formed prior to completion of coursework but must be formalized before the internship proposal is approved. Once all members have agreed, the advisor should notify the Academic Program Specialist, who will create the committee form and file it with the Graduate School.

What is the Internship/Research Proposal, and when should it be developed?

- Once the internship/research is chosen, in consultation with the advisor/major professor, the student writes a proposal. Prior to that, the student must have chosen her/his Supervisory Committee (see above).
- The proposal takes the form of a relatively brief document (typically 10-12 pages) which outlines the research question(s), the research site, and methodology, and offers a preliminary literature review (see Appendix II).
- The student submits the proposal to the Major Professor; once the professor decides it is ready for review by the entire committee, it is circulated to them, and a meeting is

scheduled (giving the committee members at least two weeks to review the document). The advisor is responsible for scheduling that meeting.

- At the meeting, the student discusses the proposal, and committee members share their comments and suggestions. In light of that discussion, the student may be asked to revise the proposal; however, assuming there are no major problems, the committee approves the proposal, using the M.A. Internship Proposal Approval form. The student may then sign up for internship hours, complete an internship contract, and begin the research, subject to IRB approval, if human participants are involved (see "What about IRB?" below).
- Once the proposal has been approved by the advisor and the Supervisory Committee, the M.A. Thesis Proposal Approval form is signed by the advisor and submitted to the Academic Program Specialist and placed in the students' file.
- Ideally, the first committee meeting and internship/research proposal approval should be completed by the end of the first year or early in the second year.

What about Human Subjects Certification and IRB?

- All students who are working with human participants must complete a USF Institutional Review Board (IRB) on-line application, naming the Major Professor as co-PI. In most cases, an expedited or exempt review is appropriate. However, students should plan appropriately as the review process takes several week and revisions are often requested before approval is granted. Research may not begin until the IRB application is approved. Visit http://www.research.usf.edu/cs/irb_forms.htm for guidelines and instructions.
- Students who have completed ANG 6766 (Research Methods) should have some familiarity with the process, but the advisor should still be available to assist and advise with the preparation.
- Students are responsible for submitting the IRB application and responding promptly to required revisions. Students must provide their advisors with a copy of the application for their review and must incorporate the advisor's suggested changes before submitting the application online.
- An approved thesis proposal must accompany the IRB application. In order to allow the student to begin the research promptly, the advisor should assist the student in moving as quickly as possible through the committee formation/proposal approval/IRB application.
- The Major Professor and student must complete mandatory investigator education for human subject protection before an IRB application will be approved. There are two types of requirements – a one-time completion of the foundation requirement, and annual completion of an IRB-approved continuing education course. Some of these are on-line (e.g., NIH Human Participant Protections Education for Research Teams), while others are live courses (e.g., International Research), required at USF. Students and advisors should consult the Office of Research, Division of Research Integrity and Compliance website at http://www.research.usf.edu/cs/irb_education.htmThe process for this training will be addressed in ANG 6766 (Research Methods).

What steps must the student follow prior to traveling for research purposes?

- Students who participate in university-related international travel should register their plans with the Education Abroad office and enroll in CISI emergency medical and

evacuation insurance, as appropriate. More information is available at http://educationabroad.global.usf.edu/

- Students traveling internationally or domestically must submit a Travel Authorization Request with the Fiscal and Business Specialist in the department.

What kinds of issues may arise during the internship?

- If the student is conducting work with an agency, the internship proposal should include a section that outlines the work that will be performed, the rights and obligations of both the student and the host agency, and issues such as how data collected may be used for the student's thesis and other research endeavors. Advisors should assist in negotiating this, to avoid conflicts later. On occasion, it may be necessary for advisors to intercede on behalf of students, or help mediate, should conflicts arise during the course of an internship. If serious incidents occur, the Department Chair, Graduate Director, and other committee members should be informed. In any event, the advisor should maintain regular contact with the student, who should seek assistance when needed.
- Some agencies may require students to write a report to them, outlining the work done, contributions made, and offering recommendations. This may be particularly likely if the internship was in the form of a paid position. In other cases, the thesis alone may be sufficient. As stated above, it is important that the student and advisor ensure that all expectations are clearly understood from the beginning and fulfilled.

What is a thesis/research report prospectus, and how does it differ from the internship/research proposal?

- Once the internship/research is complete, the student should write a brief prospectus for the thesis/research report, in consultation with the advisor. While the internship proposal was essentially a proposal to carry out the work, the thesis/research report prospectus should describe the thesis/research report that the student plans to write, including an outline of chapters. It should state a problem, and outline literature, methodology, and results/recommendations. Essentially, this document allows the student and advisor to touch base on how the internship/research turned out, and how (if at all), the final thesis/research report plan will be different from the original proposal.
- Other committee members may be consulted at this point, at the discretion of the advisor. This would be most appropriate if the research has taken a different or unexpected turn. Otherwise, the advisor may approve the prospectus, and note this in the student's file. At that point, the advisor should inform the committee that the student has now begun writing the thesis/research report, and the student should enroll in thesis hours.

What is the article-style thesis option?

- In consultation with and approval from the Major Professor and MA Committee, graduate students can choose to write a scholarly article-style thesis comprised of a paper which must be accepted for publication by a peer-reviewed journal prior to the ETD deadline of the graduation date.
- A student who wishes to use this thesis format should seek prior approval of their Major Professor and MA Committee and intent to use this format must be stated at the student's MA proposal presentation to the committee. Current USF Anthropology

graduate students are permitted to adopt this format retroactively, with written permission (via email) from their Major Professor and MA Committee.

- The article must represent the MA candidate's original scholarship and expertise in a sole-authored or first-authored paper. Proof of acceptance by a journal (via email from the journal editor) must be provided to the MA committee chair and Graduate Director. The student should consult with the committee in selecting an appropriate journal of national or international scope in the field of anthropology or other fields related to the research. Edited book chapters or other forms of publication *cannot* be used to meet this requirement.
- For the ETD submission, the paper will be compiled into one document and must follow the ETD format guidelines and be submitted to the Office of Graduate Studies on the same timeline as traditional theses.

How does writing the thesis/research report proceed?

- Once the advisor approves the thesis/research report prospectus, the student enrolls in thesis hours and begins writing.
- The sequence in which the chapters are written should be discussed between the student and advisor, but it is recommended that a timetable be established for the submission of draft chapters.
- The involvement of committee members during the creation of the first draft will depend on various factors, but the advisor is responsible for monitoring the student's progress and determining the point at which the draft thesis is ready to be circulated to the committee. Advisors should provide timely feedback on drafts that are submitted and keep the other committee members informed about the student's progress.
- The USF Writing Center offers assistance to any student who wants to improve his or her writing skills. The services are free, and 50-minute, one-on-one appointments may be scheduled at the Reception Desk in LIB125 (behind the Library Reference desk) or through their website (http://www.lib.usf.edu/writing/). Thesis writers can benefit from this service by receiving consultations on grammar and punctuation, as well as improving focus, development, organization, flow, and style.
- Once the advisor is satisfied that the thesis is ready for review by the entire committee, the student should be instructed to send the thesis to each of them allowing them sufficient time to read and review (*four weeks at a minimum*). Students should not expect their first draft to be immediately acceptable, as committee members may request revisions and thus may expect to review additional drafts. Timely submission of the thesis is the student's responsibility.
- The final acceptance of the thesis occurs when all of the committee members have read and approved a complete draft. There is no formal defense of the thesis.
- ***According to Graduate School regulations, students must register to submit their thesis to the Graduate School and must attend an Electronic Thesis/Dissertation (ETD) workshop the semester prior to that in which they intend to graduate***. Students must submit an electronic copy of the final thesis to the Graduate School by the 12th week of the semester in which they will graduate. For information on the EDT process, visit http://www.grad.usf.edu/thesis.asp. PLEASE NOTE: The student him/herself is responsible for making sure that the manuscript adheres to the required format. The advisor is required to review and approve the final PDF of the thesis.
- The Graduate School requires that theses and dissertation be analyzed using plagiarism-detection software. This is to be completed by the advisor using Turnitin in Canvas (using the same method for checking students' assignments in other courses).

The advisor creates an assignment in the Canvas thesis hours course in which the student is enrolled. The student submits the final approved thesis for the plagiarism check to the advisor and then the advisor sends the results to the Academic Program Specialist. This must be done prior to the thesis submission deadline.

- Students are responsible for submitting everything to the Graduate School by the posted deadlines, but advisors should be aware of these deadlines as well and assist where appropriate.
- Students should submit final approved electronic copies of their thesis to all members of their committee.

Is there a required thesis defense?

- The department does not require a formal defense of the thesis. However, many faculty and students appreciate the opportunity to bring the committee and student together for a final meeting, immediately prior to the thesis approval. Advisors and students should feel free to suggest such a meeting, if time and scheduling allow.

Chapter 3

Advising Issues for Ph.D. Students

Introduction

The doctoral program in Applied Anthropology trains students in the application of all fields of anthropological scholarship to human problems, leading to careers in practice or academia. It stresses rigorous education in theory and methods, development of an individualized research program, and opportunities to teach and participate in professional activities.

Initiated in 1984, the doctoral program at USF was the first of its kind, and has resulted in more than 100 doctorates. Faculty specializations include medical anthropology, human biology, urban policy and community development, educational anthropology, media studies, ethnic policies and heritage, economic development, immigration, archaeology, cultural resource management, gender, environment, and archaeological science. Geographic specializations emphasize the Caribbean, Latin America, United States, and Sub-Saharan Africa.

Admission Requirements

An M.A. or equivalent degree is required for admission to the Ph.D. program. An M.A. in Anthropology is preferred. However, the program at USF emphasizes multidisciplinary training and collaborative research, and promising students from other fields are encouraged to apply. Students with no Anthropology background will be required to complete four prerequisite undergraduate courses (or their equivalent from another institution): Cultural Anthropology (ANT 2410), Biological Anthropology (ANT 2511), Anthropological Linguistics (ANT 3610), and Archaeology (ANT 3101). The Department requires a minimum GPA of 3.0 for admission into the program. In addition, all students must take the Graduate Record Examination (GRE) within five years prior to admission. Students whose first language is other than English must comply with the language test requirements outlined in the USF graduate catalog. See http://www.grad.usf.edu/catalog.php for details.

Degree Requirements

Course requirements for each track differ, as described below. However, requirements and expectations for research and dissertation are identical. The program results in only one degree: the Ph.D. in Applied Anthropology. Students should consult the USF Graduate Catalog for a concise list of degree requirements.

The Ph.D. program consists of credits of coursework, dissertation research/internship (3 credits minimum) and writing (3 credits minimum), for a minimum total of 42 credits beyond the Masters. No more than three credits of the total 36 hours of coursework may be obtained through independent study or directed reading without permission of the Graduate Director.

There are two required core courses for Doctoral students: ANG 7938 Doctoral Proseminar in Applied Anthropology and ANG 7487 Advanced Quantitative Research Methods in Applied Anthropology. No substitutions are allowed for core requirements. Students have the option of earning an optional Concentration through 9-12 hours of coursework (information above).

Ph.D. students who do not have a recent M.A. in Anthropology (within the past five years) are also required to take ANG 6705 Foundations of Applied Anthropology as a part of their core requirements.

Graduates of our own Applied M.A. program have slightly different coursework requirements, provided they completed the M.A. degree within the five (5) years prior to entering the Ph.D. program. They will have completed four (Cultural, Medical, and Archaeological Tracks) or five (Biological Track) of the listed required courses. These courses will not have to be retaken if completed within the five (5) years prior to entering the Ph.D. program; anthropology electives should be substituted. These students will complete a minimum of 27 hours of formal coursework, which will include any classes required only for the Ph.D., plus electives and external electives. No more than three credits of the total 27 hours may be obtained through independent study or directed reading. They may then enroll in 9 credits of independent study while writing their qualifying exams; credit hours completed before enrollment in dissertation research credits must total 36.

Archaeological Track Requirements

- Required Courses
    - ANG 7938 Doctoral Proseminar in Applied Anthropology:
    - ANG 7487 Advanced Quantitative Research Methods in Applied Anthropology: Advanced quantitative methods, which include multivariate statistical analysis and use of statistical computing packages. All Ph.D. students are required to enroll in and satisfactorily complete this course. Offered annually, usually in Spring. PLEASE NOTE: This is an advanced level course, for which some students may not be well prepared. In some cases, it may be advisable to first take a more introductory graduate-level course (such as ANG 5486 or equivalent in another department, to prepare for this course). ANG 5486 may be counted as anthropology elective.
    - ANG 6110 Archaeology Theory and Current Issues: Methodology and theory in archaeology, analysis, interpretation of data. Offered annually.
    - ANG 6197 Public Archaeology: Current topical issues in public archaeology and cultural resource management. Open to non-anthropology graduate students with instructor's permission. Offered annually.
    - ANG 6115 Seminar in Archaeology (specifically when topic is Advanced Archaeological Theory: Advanced methodology and theory in archaeology, analysis, interpretation of data. Offered annually.
    - One course in Anthropological Methods

- Elective Courses
    - Students must complete four additional courses in Anthropology (each worth at least three credit hours), chosen according to interest, and in consultation with the advisor. If a biological anthropology course was not taken at the M.A. level, one should be taken now.

- Electives are typically offered every two years.
- No more than three credits of total coursework may be obtained through independent study or directed reading.
- Two courses External to Anthropology (see external curriculum requirement below)

- Field School
  - Students are required to have formal archaeological field training before beginning graduate school, or to obtain it immediately after their first year of academic study. USF offers one or more archaeological field schools each summer, but the student should be prepared to participate in an outside field school depending on circumstances. Participation must be by enrollment, not auditing or other informal arrangements.

- External Curriculum Requirement
  - The external curriculum requirement for each track is designed to promote interdisciplinary perspectives. As part of each track students are expected to enroll in graduate-level courses in departments other than Anthropology, selected on the basis of professional interests and in consultation with the major advisor. Refer to each track for specific requirements. Students who enter the Ph.D. program with post-baccalaureate degrees in disciplines other than Anthropology may be able to use that expertise to satisfy the requirement, after consultation with the major advisor and approval of the Graduate Director. In these cases, the remaining credit hours will be fulfilled through additional coursework in Anthropology.

- Language Requirement
  - All Ph.D. students are required to demonstrate proficiency in a foreign language, the specifics to be determined by the student's advisor, taking into account the nature of the student's research (see below).

- Qualifying Examinations
  - Following completion of required coursework.

- Doctoral Dissertation
  - The dissertation reflects the student's ability to delineate, investigate, and analyze an appropriate topic of inquiry in a professional manner.
  - Students must enroll in a minimum of 3 hours of ANG 7940 (Dissertation Research) and a minimum of 3 hours of ANG 7980 (Dissertation). Students must be enrolled in at least of 2 hours of ANG 7980 in the semester in which they graduate.

Biological Track Requirements

- Required Courses
  - ANG 7938 Doctoral Proseminar in Applied Anthropology:
  - ANG 7487 Advanced Quantitative Research Methods in Applied Anthropology: Advanced quantitative methods, which include multivariate statistical analysis and use of statistical computing packages. All Ph.D. students are required to

enroll in and satisfactorily complete this course. Offered annually, usually in Spring. PLEASE NOTE: This is an advanced level course, for which some students may not be well prepared. In some cases, it may be advisable to first take a more introductory graduate-level course (such as ANG 5486 or equivalent in another department, to prepare for this course). ANG 5486 may be counted as anthropology elective.

- ***EITHER*** ANG 6701 Contemporary Applied Anthropology: A critical survey of applied anthropology as practiced today in the major branches of anthropology, focusing on applied medical, and cultural anthropology, and on an integrated approach to solving contemporary problems across the sub-disciplines.

OR

- ANG 6110 Archaeology Theory and Current Issues: Methodology and theory in archaeology, analysis, interpretation of data. Offered annually.
- ANG 6511 Human Variation: This course is designed to provide students with an overview of human genetic, phenotypic, and demographic variation from both evolutionary and biocultural perspectives. Offered annually.
- ANG 6585 Theories in Applied Bioanthropology: The goal of this course is to examine major theories and some of the methods in biological anthropology and their application to contemporary issues and problems.

- Elective Courses
  - Students must complete four additional graduate courses in Anthropology (ANG prefix, courses numbered at the 5000, 6000, or 7000 level, each worth at least three credit hours), chosen according to interest, and in consultation with the advisor.
  - No more than three credits of total coursework may be obtained through independent study or directed reading.
  - Two courses External to Anthropology (see external curriculum requirement below)
  - One Anthropology or External course

- External Curriculum Requirement
  - The external curriculum requirement for each track is designed to promote interdisciplinary perspectives. As part of each track students are expected to enroll in graduate-level courses in departments other than Anthropology, selected on the basis of professional interests and in consultation with the major advisor. Refer to each track for specific requirements. Students who enter the Ph.D. program with post-baccalaureate degrees in disciplines other than Anthropology may be able to use that expertise to satisfy the requirement, after consultation with the major advisor and approval of the Graduate Director. In these cases, the remaining credit hours will be fulfilled through additional coursework in Anthropology.

- Language Requirement
  - All Ph.D. students are required to demonstrate proficiency in a foreign language, the specifics to be determined by the student's advisor, taking into account the nature of the student's research (see below).

- Qualifying Examinations
  - Following completion of required coursework.

- Doctoral Dissertation
    - The dissertation reflects the student's ability to delineate, investigate, and analyze an appropriate topic of inquiry in a professional manner.
    - Students must enroll in a minimum of 3 hours of ANG 7940 (Dissertation Research) and a minimum of 3 hours of ANG 7980 (Dissertation). Students must be enrolled in at least of 2 hours of ANG 7980 in the semester in which they graduate.

Cultural Track Requirements

- Required Courses
    - ANG 7938 Doctoral Proseminar in Applied Anthropology:
    - ANG 7487 Advanced Quantitative Research Methods in Applied Anthropology: Advanced quantitative methods, which include multivariate statistical analysis and use of statistical computing packages. All Ph.D. students are required to enroll in and satisfactorily complete this course. Offered annually, usually in Spring. PLEASE NOTE: This is an advanced level course, for which some students may not be well prepared. In some cases, it may be advisable to first take a more introductory graduate-level course (such as ANG 5486 or equivalent in another department, to prepare for this course). ANG 5486 may be counted as anthropology elective.
    - ANG 6084 Anthropological Theory Today. Offered annually.
    - ANG 6701 Contemporary Applied Anthropology: A critical survey of applied Anthropology as practiced today in the major branches of anthropology, focusing on applied medical and cultural anthropology, and on an integrated approach to solving contemporary problems across the sub-disciplines.
    - ANG 6766 Research Methods in Applied Anthropology: Research design, data collection, and data analysis for applied anthropologists with cultural and medical interests.
    - ANG 7704 Legal and Ethical Aspects of Applied Anthropology: Examination of the development and nature of professional ethics in Applied Anthropology, including legal and quasi-legal regulations pertaining to human subjects research, privacy, and freedom of information. Offered annually, usually Spring.

- Elective Courses
    - Students must complete three additional graduate courses in Anthropology (ANG prefix, courses numbered at the 5000, 6000, or 7000 level, each worth at least three credit hours), chosen according to interest, and in consultation with the advisor. No more than three credits of total coursework may be obtained through independent study or directed reading.
    - One Anthropology or External Elective
    - Two courses External to Anthropology (see external curriculum requirement below)

- External Curriculum Requirement
    - The external curriculum requirement for each track is designed to promote interdisciplinary perspectives. As part of each track students are expected to enroll in graduate-level courses in departments other than Anthropology, selected on the basis of professional interests and in consultation with the major advisor. Refer to each track for specific requirements. Students who enter the

Ph.D. program with post-baccalaureate degrees in disciplines other than Anthropology may be able to use that expertise to satisfy the requirement, after consultation with the major advisor and approval of the Graduate Director. In these cases, the remaining credit hours will be fulfilled through additional coursework in Anthropology.

- Language Requirement
  - All Ph.D. students are required to demonstrate proficiency in a foreign language, the specifics to be determined by the student's advisor, taking into account the nature of the student's research (see below).

- Qualifying Examinations
  - Following completion of required coursework.

- Doctoral Dissertation
  - The dissertation reflects the student's ability to delineate, investigate, and analyze an appropriate topic of inquiry in a professional manner.
  - Students must enroll in a minimum of 3 hours of ANG 7940 (Dissertation Research) and a minimum of 3 hours of ANG 7980 (Dissertation). Students must be enrolled in at least of 2 hours of ANG 7980 in the semester in which they graduate.

Medical Track Requirements

- Required Courses
  - ANG 7938 Doctoral Proseminar in Applied Anthropology:
  - ANG 7487 Advanced Quantitative Research Methods in Applied Anthropology: Advanced quantitative methods, which include multivariate statistical analysis and use of statistical computing packages. All Ph.D. students are required to enroll in and satisfactorily complete this course. Offered annually, usually in Spring. PLEASE NOTE: This is an advanced level course, for which some students may not be well prepared. In some cases, it may be advisable to first take a more introductory graduate-level course (such as ANG 5486 or equivalent in another department, to prepare for this course). ANG 5486 may be counted as anthropology elective.
  - ANG 6084 Anthropological Theory Today. Offered annually.
  - ANG 6701 Contemporary Applied Anthropology: A critical survey of applied Anthropology as practiced today in the major branches of anthropology, focusing on applied medical and cultural anthropology, and on an integrated approach to solving contemporary problems across the sub-disciplines.
  - ANG 6766 Research Methods in Applied Anthropology: Research design, data collection, and data analysis for applied anthropologists with cultural and medical interests.
  - ANG 7704 Legal and Ethical Aspects of Applied Anthropology: Examination of the development and nature of professional ethics in Applied Anthropology, including legal and quasi-legal regulations pertaining to human subjects research, privacy, and freedom of information. Offered annually, usually Spring.
  - ANG 6469 Selected topics in Medical Anthropology. (When it is Theory and Methods in Medical Anthropology). A survey of theory in medical anthropology, with a close examination of ideas on culture, political economy and inequality,

critical theory, biocultural research, and applied work. If the student has a solid foundation in Medical Anthropology, they may request to substitute this course for another medical elective.

- Elective Courses
    - In addition to the required courses listed above, all students must complete two additional graduate courses in Medical Anthropology chosen according to interest, and in consultation with the advisor.
    - One Anthropology or External course.
    - Two courses External to Anthropology (see external curriculum requirement below)
    - No more than three credits of total coursework may be obtained through independent study or directed reading.

- External Curriculum Requirement
    - The external curriculum requirement for each track is designed to promote interdisciplinary perspectives. As part of each track students are expected to enroll in graduate-level courses in departments other than Anthropology, selected on the basis of professional interests and in consultation with the major advisor. Refer to each track for specific requirements. Students who enter the Ph.D. program with post-baccalaureate degrees in disciplines other than Anthropology may be able to use that expertise to satisfy the requirement, after consultation with the major advisor and approval of the Graduate Director. In these cases, the remaining credit hours will be fulfilled through additional coursework in Anthropology.

- Language Requirement
    - All Ph.D. students are required to demonstrate proficiency in a foreign language, the specifics to be determined by the student's advisor, taking into account the nature of the student's research (see below).

- Qualifying Examinations
    - Following completion of required coursework.

- Doctoral Dissertation
    - The dissertation reflects the student's ability to delineate, investigate, and analyze an appropriate topic of inquiry in a professional manner.
    - Students must enroll in a minimum of 3 hours of ANG 7940 (Dissertation Research) and a minimum of 3 hours of ANG 7980 (Dissertation). Students must be enrolled in at least of 2 hours of ANG 7980 in the semester in which they graduate.

What is the External Curriculum Requirement, and how is it fulfilled?

- Most students come into the Ph.D. program with an M.A. in Anthropology. For those students, the External Curriculum Requirement comprises 6 to 9 credits of coursework outside the discipline, to be selected in consultation with the advisor (also known as the major professor). These credits do not have to be all taken in one department (although they could be) but should be chosen carefully to complement the anthropology focus.

- Students with an M.A. in another discipline generally use that to satisfy the External Curriculum Requirement, provided a case can be made that the subject matter is relevant to the student's plan of study. If the advisor has doubts, s/he should consult with the Graduate Director, who will make that determination. In that unusual event, the student should be counseled about taking appropriate external courses. Students with a non-anthropology M.A. will then be required to take nine additional elective credits in Anthropology.
- Students in the Ph.D./M.P.H. Concurrent Degree program automatically count the M.P.H. as the External Curriculum Requirement.

Are Ph.D. students required to take both the M.A. and Ph.D. level Quantitative Methods courses?

- Doctoral students are required only to take ANG 7750, Quantitative Methods. However, since this is an advanced course, some students with less background in statistics choose to first take ANG 5486 (M.A. Quantitative Methods) or a comparable course in another department (e.g., Sociology, Education, Public Health) in order to prepare for the higher-level course. The M.A. level quantitative course may be counted as an elective.
- The Ph.D. level course is designated "permit-only," which will offer an opportunity for students and advisors to assess individual proficiency.

What is the language requirement and how is it fulfilled?

- Ph.D. students are required to demonstrate proficiency in a foreign language relevant to their area of study, there are two options: 1) demonstrate proficiency the non-English language necessary to complete field-based research, or 2) demonstrate capability of reading and translating scholarship in a non-English language.
- The language requirement must be satisfied no later than the date of the dissertation defense, but is typically completed prior to the start of field research, particularly if the language proficiency is needed for the field research. Students are advised to complete and document the completion of the language requirement early in their program of study in consultation with their advisors.
- For students who choose to demonstrate the ability to understand scholarship relevant to his/her research interests in at least one major world language (e.g., Spanish, French, Italian, German), there are several approved options to do so. First, the student can provide evidence of advanced university coursework in the desired foreign language that demonstrates literacy and/or conversational proficiency as appropriate. In cases in which the student has not taken advanced language courses at the university level, his/her skills need to be assessed by an independent evaluator. For students who need to demonstrate reading proficiency, the advisor or another faculty member will present the student with a selection from an article and will give him/her a set time (e.g., one to two hours) to translate it into English, with the occasional assistance of a dictionary. A native speaker of said language (a USF or other university faculty member) will determine the accuracy of the translation. The evaluator cannot be the advisor of the student. If the evaluator deems the translation appropriate, he/she will sign the "Ph.D. Language Requirement Certification" form that can be obtained from the Academic Program Specialist. This form will be placed in the student's file.
- For students who demonstrate conversational proficiency because the student's proposed dissertation involves collection of data among speakers of languages other

than English, the advisor can enroll the assistance of an evaluator (ideally a faculty member who is proficient in that language) who will then engage in conversation with the student and assess his/her level of speaking and understanding proficiency. In cases where no such evaluator can be found in the department, the advisor can avail him/herself of university services such as those that assess language proficiency for Fulbright Scholars. If no evaluator is available to assess the selected language at USF, other means of evaluating proficiency may be determined by the dissertation advisor with input from the doctoral supervisory committee. Once the requirement is completed the form is signed by the evaluator and placed in the student's file.

- If students who do not have advanced university-based coursework in a selected language decide to complete an immersive language study experience at a non-university location (such as a 6 to 8 week language immersion program in another country), students must still complete the demonstration of conversational proficiency or article translation as described above.
- Native speakers of a language other than English are not required to demonstrate this proficiency, as determined by the advisor.
- Advisors should speak with their advisees early in their program to assess what proficiency is needed and plan accordingly. The language requirement must be completed prior to graduation, or when the Supervisory Committee agrees is appropriate if the language is required for fieldwork.

Who should be on the Doctoral Supervisory Committee, and how is it formed?

- The doctoral supervisory committee must have a minimum of five members, three from within the department and two from other departments (see Ch. 4 for guidelines for concurrent degree students' committee composition). The external members are selected on the basis of the student's research area. Without exception, external members must hold a terminal degree in their discipline. The external members do not have to be from the same department. In some cases, members hold doctorates in Anthropology, but teach in other departments (for instance, Public Health, Africana Studies, etc.). Despite the fact that they are anthropologists, such faculty will only be counted as external members and cannot be included as "internal" under any circumstances.
- Usually, the advisor makes the first contact with outside faculty who may be appropriate to serve on the committee (external members), although the student may do so if he/she feels comfortable. Quite frequently, external members are faculty with whom the student has taken courses outside the department. The student is generally responsible for contacting department faculty about their availability to serve.
- Where especially appropriate, one of the two external members may be from another institution; in this case, it is the advisor's responsibility to submit that individual's credentials to the College of Arts Graduate Studies Department. Further members from outside USF may be included, but these will be <u>in addition</u> to the five core members.
- As detailed above, ***the committee should be composed prior to completion of coursework (by the end of the second year/start of the third year (4th and 5th semesters of coursework), but <u>must</u> be formalized by the first committee meeting where the proposal is reviewed and qualifying examinations are discussed, before qualifying examinations can be administered.*** The advisor should notify the Academic Program Specialist, who will create the committee form paperwork for the first committee meeting and once signed, file it with the College of Arts Graduate Studies Department

What are qualifying exams, and how are they administered?

- When a student has completed all course requirements, formed a committee, and held their first committee meeting, they are ready for qualifying exams. Qualifying exams demonstrate that the student has gained mastery over substantive bodies of literature appropriate to the general topic to be addressed in the dissertation.
- Students should complete their qualifying exams at the end of year two or early in their third year of the program. Students must complete their qualifying exams by the end of the third year to be considered to be making good progress in the program. If a student has not successfully defended his/her exams by the end of the fourth year, he/she may be dismissed for lack of academic progress.
- Students cannot take their qualifying exams if they have any incomplete (I) grades. It is the student's responsibility to meet with the Academic Program Specialist to ensure they have completed all the coursework. If they do not do so they risk dismissal from the program.

What is the timeline and process for taking qualifying exams?

- The student works with their advisor to develop a proposal describing details of their planned dissertation project (see above) for presentation to the committee before the qualifying exam questions are assigned. The exact format should be negotiated with the advisor; for instance, if an application for external funding is being prepared, a research proposal will need to be in a particular format (NSF, etc.) in order to apply for funding. The expected format should be discussed with the advisor, but all proposals, regardless of length, must include the subheadings and sections outlined in **Appendix II in this Graduate Program Manual**, and should be sufficient to guide the committee as they develop questions. The proposal should also include a preliminary bibliography.
- The student must provide each committee member with the proposal and bibliography at least two weeks before the date of the preliminary committee meeting. In consultation with the major professor, **the student will also provide the committee with proposed general topics for the qualifying exam questions, accompanied by reading lists for each topic.** Normally, students will write three to four essays, the total not to exceed 75 double-spaced pages, excluding bibliography and supplemental material (tables, figures, etc.). The papers will comprise critical literature reviews of key areas that must be mastered in order to complete the dissertation research successfully. These will typically include discussions of methodology, a review of literature in relevant theory, and a critical discussion of the major research question/topic, but other themes may also be appropriate. The committee and the student will meet to review the proposal and determine the number and topic of the papers.
- Once the topics are agreed upon by the committee, the student has 10 weeks to complete the exam papers. During the 10-week period, students may seek clarification of the questions from committee members, but drafts of responses will not be read until final submission. On the agreed deadline, copies of the responses must be provided to all committee members.
- Extensions to the 10-week period will be given only in exceptional circumstances, and must be approved in advance, in writing, by the advisor, Graduate Director, and Department Chair. Failure to complete by the deadline without prior approval will result in dismissal from the program.
- Once each committee member has had reasonable opportunity to review the written responses to the questions (at least two weeks), an oral qualifying examination defense

is held. This takes the form of a meeting of the full committee, at which committee members pose questions to the student about issues raised in the written papers, as well as questions about material that may be lacking or insufficiently addressed in the written portion. The defense should be scheduled as soon as possible after the written responses are submitted. As a general rule, this falls within three to five weeks after the student submits his/her answers. Scheduling beyond this time frame should only occur under extenuating circumstances and should be approved by the Graduate Director and Chair, in consultation with the major advisor. Exam responses submitted during the summer, when faculty members are not on contract, will not be reviewed nor defended prior to the Fall semester.

- In the defense, when questions conclude, the student is asked to leave the room and the committee will discuss the performance and vote on whether the student has succeeded in passing the examination. If the vote is affirmative, the student advances to candidacy (often termed, “ABD”). If the vote is negative, the committee and advisor will adjudicate and will collectively determine the manner in which the exam will be retaken; for instance, which questions or sections need to be revised or rewritten. Revisions must be completed within four weeks of the oral examination. Absolutely no extensions are allowed for the re-write period. After reading the re-write, the committee will make a decision on the quality of the revisions. A second defense is not required but can occur if the committee deems it necessary. If consensus cannot be reached about whether the student passes or fails, a majority vote of all committee members should prevail. A second failure to pass the qualifying examinations will result in termination from the program.
- Normally, the candidate will also provide a more detailed dissertation proposal to the entire committee within two to three weeks of the qualifying exam defense. It is expected that a final proposal will be approved and students will be engaged in doctoral research no later than one academic term after candidacy, otherwise students will be considered not to be making adequate academic progress. PLEASE NOTE: Admission to candidacy is contingent upon successful performance in the written and oral qualifying exams, not upon the approval of the proposal. However, it is a Departmental requirement that the proposal must be approved by the entire committee before the student can start his/her research. An approved proposal is also required prior to applying for IRB human subjects review of the research.

What are the advisor’s duties in regard to the exam?

- The advisor should take the following steps:
    - Review the student’s file to ensure that all requirements have been met.
    - Determine whether the committee form has been completed.
    - Send a memo to committee members about the first committee meeting. This is intended as an initial discussion of the conceptual and methodological issues related to dissertation interests. The student should distribute a draft research proposal and discuss core examination areas with their advisor prior to the meeting. Students may send a preliminary bibliography with the proposal at least two weeks prior to the meeting.
    - Notify the Academic Program Specialist that the first committee meeting is set to request paperwork packet be prepared.
    - After the meeting, send a memo to committee members and student summarizing results of the meeting, confirming the questions, and setting the time frame for completion of the written exams.

- In consultation with student and committee members, set a date, time, and place for the oral defense of the qualifying exam. The oral defense should be documented by completing the required form and submitting to the Academic Program Specialist.
- Upon successful completion of the qualifying exam, the advisor should notify the Academic Program Specialist, who will file the forms with the Graduate School. *This step represents advancement to candidacy.*
- At this point, the student should enroll in internship/research (ANG 7940) for a minimum of four hours. If the student needs to enroll in nine hours that semester, it is acceptable to add five hours of dissertation (ANG 7980). (Prior to graduation, the student must enroll in a total of four hours of ANG 7940 and at least six hours of ANG 7980).

What is the difference between a doctoral internship and doctoral research?

- Doctoral students have two options for conducting research leading to a dissertation.
  - An internship, similar to that for the M.A., but more intensively carried out over at least two semesters (or equivalent). Please note that students wishing to work with a for-profit agency or organization must secure a paid internship.
  - An independent research project that is also typically carried out over at least two semesters.
- The decision about which option to pursue depends on several factors, such as student preference, availability of a suitable internship placement, and the relatively feasibility of one or the other.
- The advisor's role in both cases is to aid in the identification of an appropriate site and topic for the research, although the student is primarily responsible for initiating and defining the project. The advisor should also provide guidance and assistance in securing funding, if necessary. Students should also seek out funding opportunities and be aware of deadlines for funding agencies such as the National Science Foundation, Fulbright, and Wenner-Gren. An independent research project is likely to require some funding; the student may need help with planning. Proposal writing will require the student to begin this process early, and the advisor should offer advice and assistance as needed, bearing in mind that external funding sources such as NSF, NIH, etc., require proposals many months before the research is planned to begin.
- In the case of an internship, paid or unpaid, the student should have a clear and workable contractual arrangement with the internship agency. Advisors should play a role in the development of this contract, paying close attention to the reasonableness of the terms and any ethical problems that may arise. It is very important to ensure that terms of the contract will allow the student to do independent research that leads to a dissertation, and that there are no clauses preventing the student from using data collected in his/her dissertation.
- For either option, the advisor should also become familiar with the fieldwork conditions, and help ensure that the student will be safe, carry out ethical research that follows AAA, SAA, and SfAA guidelines for anthropological research, and that the community, site, or host will not be adversely affected by the research.
- If the dissertation research is to be conducted among non-English speaking individuals, the advisor must ensure that the student has demonstrated proficiency in the relevant language or has a plan (e.g., a translator, key informant) to address language barriers.
- The advisor must ensure that the student comply with IRB regulations before initiating data collection.

What is the dissertation proposal?

- The dissertation proposal outlines the goals and methods of the proposed research (see details in Chapter 1 and Appendix II). The advisor reviews the first draft, suggesting changes that might be needed. After revision, the next draft version is circulated among the other committee members. Most often the dissertation proposal is circulated at least two weeks prior to the first committee meeting, where committee members provide feedback and the qualifying exam questions/topics are also discussed. Students must prepare a proposal for the first committee meeting. It is not necessary to have a separate meeting of the committee to consider the proposal before approving it; however, the advisor may decide to call one if s/he feels important issues need clarifying. More usually, the student is responsible for contacting each committee member to obtain feedback and advice. All committee members must sign the approval form for the final draft of the proposal prior to beginning dissertation internship/research and a copy should be placed in the student's file.

What is the article-style dissertation option?

- In consultation with and approval from the Major Professor and PhD Committee, graduate students can choose to write a scholarly article-style dissertation comprised of at least three separate papers, two of which must be accepted for publication by a peer-reviewed journal and one of which must be submitted to a peer-reviewed journal, prior to scheduling the defense.
- A student who wishes to use this dissertation format should seek prior approval of their Major Professor and PhD Committee and intent to use this format must be stated at the student's dissertation proposal presentation to the committee. Current USF Anthropology graduate students are permitted to adopt this format retroactively, with written permission (via email) from their Major Professor and PhD Committee.
- The three articles must represent the doctoral candidate's original scholarship and expertise in a specific area and the topics should be thematically related to one another. All three papers must be sole-authored or first-authored. Two of the papers must be accepted by a peer-reviewed journal and one paper must be submitted to a peer-reviewed journal, prior to scheduling the defense. Proof of acceptance and submission (via email from the journal editor) must be provided to the PhD committee chair and Graduate Director. The student should consult with the committee in selecting appropriate journals of national or international scope in the field of anthropology (at least one) or other fields related to the research. Edited book chapters or other forms of publication cannot be used to meet this requirement.
- For the dissertation format, the three papers will be compiled into one document, with each paper comprising as a separate chapter along with introductory and conclusion chapters. The introductory chapter will explain how the articles are thematically linked. The concluding chapter will provide general conclusions tying the body of work together. The dissertation must follow the ETD format guidelines and be submitted to the Office of Graduate Studies on the same timeline as traditional dissertations.

What are the IRB requirements for field research?

- All students who are working with human participants must complete a USF Institutional Review Board (IRB) on-line application, naming the Major Professor as co-PI. In most cases, an expedited review is appropriate. However, students should plan appropriately

as the review process takes several week and revisions are often requested before approval is granted. Research may not begin until the IRB application is approved. Visit http://www.research.usf.edu/cs/irb_forms.htm for guidelines and instructions.

- Students who have completed ANG 6766 (Research Methods) should have some familiarity with the process, but the advisor should still be available to assist and advise with the preparation.
- Students are responsible for submitting the IRB application and responding promptly to required revisions. Students must provide their advisors with a copy of the application for their review and must incorporate the advisor's suggested changes before submitting the application online.
- An approved dissertation proposal must accompany the IRB application. In order to allow the student to begin the research promptly, the advisor should assist the student in moving as quickly as possible through the committee formation/proposal approval/IRB application.
- The Major Professor and student must complete mandatory investigator education for human subject protection before an IRB application will be approved. There are two types of requirement – a one-time completion of the foundation requirement, and annual completion of an IRB-approved continuing education course. Some of these are on-line (e.g., NIH Human Participant Protections Education for Research Teams), while others are live courses (e.g., International Research), offered at USF. Students and advisors should consult the Office of Research, Division of Research Integrity and Compliance website at http://www.research.usf.edu/cs/irb_education.htmThe process for this training will be addressed in ANG 6766 (Research Methods).

What steps must the student follow prior to traveling for research purposes?

- Students who participate in university-related international travel should register their plans with the Education Abroad office and enroll in CISI emergency medical and evacuation insurance, as appropriate. More information is available at http://educationabroad.global.usf.edu/
- Students traveling internationally or domestically must submit a Travel Authorization Request with the Fiscal and Business Specialist in the department.

What are the advisor's responsibilities while the research is being conducted?

- While the student is conducting research, it is very important that the advisor know how to contact him/her, and that the advisor have contact information for anyone who is supervising fieldwork. Students are strongly encouraged to check in with their advisors regularly during this period, and advisors are strongly encouraged to devise a plan for reviewing drafts, field notes, instruments and protocols, and establishing a basis for monitoring progress on a regular basis.

What happens when the dissertation research is complete?

- When the dissertation research has been completed or has developed to a point where an outline of the dissertation can be conceptualized, the student will develop a prospectus or plan for writing the dissertation. This is different from the initial research proposal, although clearly related, and need not be a lengthy document. It should clearly address all substantive departures from the original plan of research and provide a chapter outline.

What is the process for reviewing the dissertation?

- Once the prospectus/writing plan has been accepted, the student is officially writing the dissertation. Advisors should establish a timetable for submission of draft chapters and provide feedback in a timely way.
- The timeline must take into account the Graduate School guidelines for Electronic Thesis/Dissertation (ETD) submission (see below).
- Involvement of the other committee members during the draft stage depends on individual circumstances; generally, the advisor assumes primary responsibility for reviewing drafts until the dissertation is sufficiently well developed to involve the entire committee. However, the advisor should periodically inform other committee members about the student's progress.
- When the student has developed an acceptable, although not necessarily complete, first draft of the entire dissertation, the committee members should be brought fully into the process to provide suggestions for revisions, leading to consensus that the dissertation is ready to be defended.
- Students must provide committee members a minimum of four weeks to read the original draft and the revisions of the dissertation before the defense date.
- Students should submit a complete first draft of all dissertation chapters to their advisor by the first week of the semester in which they plan to graduate. Students should allow at least six weeks for the committee members to review and then schedule the defense (four weeks for committee review + two weeks to submit necessary paperwork to schedule and publicly advertise the defense following university guidelines).

How is the defense scheduled?

- The Academic Program Specialist processes paperwork certifying that the dissertation is ready for defense, following the guidance of the advisor who obtains approval from the committee members after they review the dissertation draft**.** This form requires the signatures of all committee members. Students are responsible for obtaining the signatures of their outside members. This form is due at least two weeks before the defense, or by the college deadline (varies, but typically two weeks before dissertations are due to ETD)
- Typically defenses are not scheduled during the summer when most faculty are away and off-contract, so students should plan accordingly. In unusual circumstances, and when the advisor and committee is available during the summer, a summer defense is possible.
- The defense is a public event and must be advertised at least two weeks prior. The Graduate School will supply a flyer announcing the defense, which should be posted in a prominent location. The Graduate Academic Program Specialist will post on the USF News list and the Anthropology Department list. The department strongly encourages attendance by other graduate students and faculty in the department, so that they may learn about the process and support their colleagues.
- An external chair for the defense must be appointed. As per Graduate School regulations, the dissertation defense chair must be a distinguished scholar from outside the department, nominated by the Major Professor. Ideally, the chair should hold the rank of full professor. If the chair is from another institution, this individual should have the equivalent qualifications necessary to chair a dissertation in the subject area at the University of South Florida. Note that the Major Professor may not serve as the Outside Chair. The advisor is responsible for identifying this person, and for requesting her/him

to serve. This is not an appropriate job for the student, although the student may make suggestions about whom to contact and should be in agreement with the choice. The external chair presides over the defense and should be provided with a copy of the dissertation at least two weeks prior to the scheduled date. The external chair of the defense may be one of the two external committee members. Additionally, tenured faculty at the Associate Professor or Professor ranks may chair a defense.

- The time and date for the defense will be set by the advisor, based on availability of the committee members and external chair. Scheduling the defense-even if only a tentative date-should be done well in advance.
- The Academic Program Specialist will schedule a room.
- The defense should last at least two hours. Other students, faculty, friends, relatives, and other interested parties (e.g., agency representatives) are welcome to attend, although they will be asked to vacate the room during the committee's final deliberations.
- The external chair opens the defense, which begins with a presentation by the candidate that should be no longer than 30 minutes.
- Committee members then take turns posing questions to the candidate. When the questioning is finished, the chair will invite questions from other faculty members and from the public. Once the question period is over, the candidate and public must leave the room.
- The committee then discusses both the dissertation itself and the performance of the candidate in the defense. A determination will be made, based on the following options:
    - The student may pass the defense and dissertation with no further revisions needed.
    - The student passes contingent on specified changes or additions.
    - The student may be required to schedule a second defense, if the committee deems the performance inadequate. This outcome is very rare.
- Once the decision has been reached, the student is invited back into the room and is told the outcome. If revisions are needed, these should be explained clearly prior to adjourning the defense, and a plan developed for when the final draft will be completed and how it will be assessed. If changes are minor, all committee members usually sign the form certifying the outcome of the defense. If revisions are significant, certification may be withheld until the entire committee is satisfied. The external chair is responsible for conveying this form to the Graduate School.

How is the final version submitted?

- By Graduate School regulations, students must register to submit their dissertations to the Graduate School and must attend an Electronic Thesis/Dissertation (ETD) workshop the semester prior to that in which they intend to graduate. Students must submit an electronic copy of the final dissertation to the Graduate School by the 14th week of the semester in which they will graduate. See http://www.grad.usf.edu/thesis.asp for information on the EDT process. PLEASE NOTE: The student him/herself is responsible for making sure that the manuscript adheres to the required format. The advisor is required to review and approve the final PDF of the dissertation.
- Students are responsible for submitting everything to the Graduate School by the posted deadlines, but advisors should be aware of these deadlines as well, and assist where appropriate.
- The ETD Registration deadline is the same as that for submission of the Application for Degree form to the Registrar's office. Deadlines are available online at: http://www.grad.usf.edu.

- In order for the submission to be finalized, these steps must be completed:
    - Manuscript is complete
    - Dissertation is successfully defended/approved
    - All changes required by major professor and committee members are complete and approved
    - All changes needed to comply with University format requirements are done
    - In Spring 2013, the Graduate School instituted a requirement that theses and dissertation be analyzed using plagiarism-detection software. This is to be completed by the major professor using TurnItIn in Canvas (using the same method for checking students' assignments in other courses)
    - Certificate of Approval form is complete, with signatures of the entire committee, as well as of the Graduate Director.
    - Certificate from completed Survey of Earned Doctorates
- By the announced deadline for graduating in a given semester, the student must also submit the final electronic version of the dissertation to the department and to the members of his/her committee. Please refer to the Graduate School ETD submission page for specific guidelines http://www.grad.usf.edu/ETD-Doctoral-Final-submission.asp

What is the rule about continuous enrollment?

- Once a student has moved to the dissertation stage, he/she must register for a minimum of two credits per every academic term (Spring, Summer, and Fall) to remain in good standing.
- Students must enroll in a minimum of six credit hours every three semesters, per Graduate Studies Office rules. See http://www.grad.usf.edu/policies_Sect7_full.php#enroll for more details.
- In addition, the student must register for a minimum of two credits in the semester in which they graduate (even if the student wishes to graduate in the summer term). In many cases, the student has completed the work, and may even have defended in the previous semester, but missed the deadline to submit and graduate. Even in those cases, Graduate Studies regulations require enrollment in the semester of graduation.

May a student request a leave of absence from the program?

- Yes. Occasionally, students have personal reasons for temporarily withdrawing, and not register for courses. However, in order for the leave of absence to be approved, the student must have a truly compelling reason (e.g., medical issues). This request is made using a form available from the Academic Program Specialist and must be approved by the advisor, the Graduate Director, and the Chair. It is recommended that students request the maximum time for a leave because you can only apply for a leave once during your degree program and it is possible to return to the program “early” if you only need to take a leave for one semester.

What is the advisor’s role in commencement ceremonies?

- If the student chooses to participate in commencement, the advisor is also required to attend, unless absolutely impossible, when a substitute may be appointed. The advisor or substitute must wear academic regalia; s/he will accompany the student onto the platform and place the hood on the student.

Chapter 4

Advising Issues for Students Pursuing a Concurrent Degree Dept. of Anthropology/College of Public Health

Introduction

The Degree Program between Anthropology and the College of Public Health for the M.A./M.P.H., Ph.D./M.P.H., and M.A./D.P.H. degrees, was revised to meet accreditation rules in Fall 2018. Students who entered the program prior to 2018 can select to graduate under the previous "Dual Degree" Degree Program according to the catalog in which they entered. (See the 2019-2020 Dept. of Anthropology Graduate Program Manual for details, which contains the prior information on the Dual Degree program. Students entering starting in Fall 2018 must follow the revised *Concurrent Degree* curriculum, which follows.

Students interested in combining a program of study leading to an M.A./M.P.H., Ph.D./M.P.H. are encouraged to apply to the Anthropology graduate program and the College of Public Health M.P.H. program following the deadlines and guidelines of each respective degree program. Separate applications are required (see below for details on admissions).

Students interested in pursuing a doctorate plus a Master's degree have two choices: they may obtain a Ph.D. in Applied Anthropology with an M.P.H. in a public health (in any of the approved concentrations); or they may obtain a Ph.D. in Public Health with an M.A. in Applied Anthropology. For the doctoral/masters combination, students develop individual programs of study in consultation with an interdisciplinary academic supervisory committee.

Concurrent Degree Program

Concurrent Anthropology M.A. – Public Health M.P.H. consists of:

M.A. in Applied Anthropology (ANT) - total minimum hours - 30

- with a concentration in Bio-cultural Medical Anthropology (BCM)

Masters in Public Health (M.P.H) – total minimum hours – 42

- with concentration in:

Epidemiology (EPY)

Maternal and Child Health (PMC)

Public Health Education (PHN)

Global Health Practice (GLO)

Shared Courses-12 Credit Hours:

Total minimum hours combined: 72 Credit Hours Shared – 12 Credit Hours
Total hours combined after sharing – 60 Credit Hours

Students must fulfill all the requirements for both majors, with the following exceptions: Students can share up to 15% of their courses between concurrent degrees (up to 12 credits). The shared courses for the concurrent degree need to be approved by both Colleges at the time of graduation certification. The number of shared hours cannot exceed 15% of the combined degree total.

In consultation with their major advisors, students will select two courses as electives in Anthropology and two courses as electives in Public Health. The two courses in Public Health will be selected from a concentration listed above. The two courses in Anthropology will be selected from electives.

The student may choose from the following list of courses. Other courses may be selected in consultation with the advisor. It is highly recommended to consult with your Anthropology advisor and Public Health academic advisors as early as prior to beginning coursework to plan your program of study to ensure you meet all requirements and maximize efficiency in completing both degrees.

Anthropology

ANG	6585	Theories in Applied Bioanthropology
ANG	6469	Theory and Method in Medical Anthropology
ANG	6570	Nutritional Assessment
ANG	6730	Socio Cultural Aspects of HIV/AIDS
ANG	6733	Issues in Migrant Health
ANG	6735	Reproductive Health
ANG	6533	Anthropology of Human Growth and Development
ANG	6731	Health and Disasters
ANG	6732	Global Health from an Anthropological Perspective

Public Health

PHC	6053	Categorical Data Analysis
PHC	6701	Computer Applications for Public Health Research

PHC 6764 Global Health Principles and Contemporary Issues

PHC 6761 Global Health Assessment Strategies

PHC 6505 Program Planning in Community Health

PHC 6412 Health Disparities and Social Determinants of Health

PHC 6725 Focus Group Research Strategies

PHC 6530 Issues and Concepts in Maternal and Child Health

PHC 6532 Women's Health Issues in Public Health

For all other curriculum requirements, including Thesis/non-Thesis, Internship, Comprehensive Examination, etc., refer to the Applied Anthropology or Public Health section of the Graduate Catalog listing for that major.

Concurrent Degree Admission Information

The two majors review applicants independently and admission to one major in no way guarantees admission into the other major. Students are encouraged to select Anthropology as their main department if accepted. In choosing which major to apply to first, students should take into consideration the following: major requirements differ between Anthropology and Public Health; the student's interests and future career plans; the sequencing of Public Health coursework versus Anthropology coursework.

Students must be admitted to both programs and in good standing when applying for the concurrent degree, through completion of the concurrent degree form. Anthropology students are encouraged to complete and submit the form in their first semester of graduate study. In addition to consulting with their Anthropology advisor before registering for classes, newly accepted students should consult with the Public Health advisor prior to registering for classes their first semester to get advice on course sequencing, as many public health concentrations have specific sequencing of courses.

Concurrent degree students in Anthropology select a track and an optional concentration in Bio-Cultural Medical Anthropology. Concurrent degree students in Public Health select one of the above concentrations. Upon completion of all requirements for the concurrent degree major, the student submits separate applications for graduation to Anthropology and Public Health, and is certified for graduation by both majors.

Concurrent Anthropology M.A. / Public Health Ph.D.

M.A. in Applied Anthropology (ANT) - total minimum hours - 30

- with a concentration in Bio-cultural Medical Anthropology (BCM)

Ph.D. in Public Health* – total minimum hours – 55 post master's

- with concentration in:

Community and Family Health (CFH)

Epidemiology (EPY)

Global Communicable Disease (TCD)

Shared Courses-12 Credit Hours:

Total minimum hours combined: 85 Credit Hours Shared – 12 Credit Hours
Total hours combined after sharing – 73 Credit Hours

Students must fulfill all the requirements for both majors, with the following exceptions: Students can share up to 15% of their courses between concurrent degrees (up to 12 credits). The shared courses for the concurrent degrees need to be approved by both Colleges at the time of graduation certification. The number of shared hours cannot exceed 15% of the combined degree total.

In consultation with their major advisors, students will select two courses as electives in Anthropology and two courses as electives in Public Health. The two courses in Public Health will be selected from a concentration listed above. The two courses in Anthropology will be selected from electives.

The student may choose from the following list of courses. Other courses may be selected in consultation with the advisor.

Anthropology

ANG	6585	Theories in Applied Bioanthropology
ANG	6469	Theory and Method in Medical Anthropology
ANG	6570	Nutritional Assessment
ANG	6730	Socio Cultural Aspects of HIV/AIDS
ANG	6733	Issues in Migrant Health
ANG	6735	Reproductive Health
ANG	6533	Anthropology of Human Growth and Development
ANG	6731	Health and Disasters
ANG	6732	Global Health from an Anthropological Perspective

Public Health

PHC 6053 Categorical Data Analysis

PHC 6701 Computer Applications for Public Health Research

PHC 6764 Global Health Principles and Contemporary Issues

PHC 6761 Global Health Assessment Strategies

PHC 6505 Program Planning in Community Health

PHC 6412 Health Disparities and Social Determinants of Health

PHC 6725 Focus Group Research Strategies

PHC 6530 Issues and Concepts in Maternal and Child Health

PHC 6532 Women's Health Issues in Public Health

For all other curriculum requirements, including Thesis/non-Thesis, Internship, Comprehensive Examination, etc., refer to the Catalog listing for that major.

Concurrent Degree Admission Information

The two majors review applicants independently and admission to one major in no way guarantees admission into the other major. In choosing which major to apply to first, students should take into consideration the following: admissions requirements differ between Anthropology and Public Health, student interests and future career plans.

Students must be admitted to both programs and in good standing when applying for the concurrent degree, through completion of the concurrent degree form. Anthropology students are encouraged to complete and submit the form in their first semester of graduate study. In addition to consulting with their Anthropology advisor before registering for classes, newly accepted students should consult with the Public Health advisor prior to registering for classes their first semester to get advice on course sequencing, as many public health concentrations have specific sequencing of courses.

Concurrent degree students in Anthropology select a track and an optional concentration in Bio-Cultural Medical Anthropology. Concurrent degree students in Public Health select one of the above concentrations. Upon completion of all requirements for the concurrent degree majors, the student submits separate applications for graduation to Anthropology and Public Health, and is certified for graduation by both majors and receives two diplomas.

Anthropology Ph.D. – Public Health M.P.H.

Ph.D. in Applied Anthropology (ANT) - total minimum hours - 42

- with a concentration in Bio-cultural Medical Anthropology (BCM)

M.P.H. in Public Health* – total minimum hours – 42

- with concentration in:

Maternal and Child Health (PMC)

Public Health Education (PHN)

Epidemiology (EPY)

Global Health Practice (GLO)

Total hours combined: 84 Credit Hours
Shared – 12 Credit Hours
Total hours combined after sharing – 72 Credit Hours

Students must fulfill all the requirements for both majors, with the following exceptions: Students can share up to 15% of their courses between concurrent degrees (up to 12 credits). The shared courses for the concurrent degrees need to be approved by both Colleges at the time of graduation certification. The number of shared hours cannot exceed 15% of the combined degree total.

In consultation with their major advisors, students will select two courses as electives in Anthropology and two courses as electives in Public Health. The two courses in Public Health will be selected from a concentration listed above. The two courses in Anthropology will be selected from electives.

The student may choose from the following list of courses. Other courses may be selected in consultation with the advisor.

Anthropology

ANG	6585	Theories in Applied Bioanthropology
ANG	6469	Theory and Method in Medical Anthropology
ANG	6570	Nutritional Assessment
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ANG	6733	Issues in Migrant Health
ANG	6735	Reproductive Health
ANG	6533	Anthropology of Human Growth and Development
ANG	6731	Health and Disasters
ANG	6732	Global Health from an Anthropological Perspective

Public Health

PHC	6053	Categorical Data Analysis
PHC	6701	Computer Applications for Public Health Research
PHC	6764	Global Health Principles and Contemporary Issues
PHC	6761	Global Health Assessment Strategies
PHC	6505	Program Planning in Community Health
PHC	6412	Health Disparities and Social Determinants of Health
PHC	6725	Focus Group Research Strategies
PHC	6530	Issues and Concepts in Maternal and Child Health
PHC	6532	Women's Health Issues in Public Health

For all other curriculum requirements, including Thesis/non-Thesis, Internship, Comprehensive Examination, etc., refer to the Applied Anthropology or Public Health section of the Graduate Catalog listing for that major.

Concurrent Degree Admission Information

The two majors review applicants independently and admission to one major in no way guarantees admission into the other major. Students are encouraged to select Anthropology as their main department if accepted. In choosing which major to apply to first, students should take into consideration the following: major requirements differ between Anthropology and Public Health; the student's interests and future career plans; the sequencing of Public Health coursework versus Anthropology coursework.

Students must be admitted to both programs and in good standing when applying for the concurrent degree, through completion of the concurrent degree form. Anthropology students are encouraged to complete and submit the form in their first semester of graduate study. In addition to consulting with their Anthropology advisor before registering for classes, newly accepted students should consult with the Public Health advisor prior to registering for classes their first semester to get advice on course sequencing, as many public health concentrations have specific sequencing of courses.

Concurrent degree students in Anthropology select a track and an optional concentration in Bio-Cultural Medical Anthropology. Concurrent degree students in Public Health select one of the above concentrations. Upon completion of all requirements for the concurrent degree major, the student submits separate applications for graduation to Anthropology and Public Health, and is certified for graduation by both majors.

COURSES

For a list of all courses see https://www.systemacademics.usf.edu/course-inventory

Additional considerations for Concurrent Degree Students

What are the admission requirements for the College of Public Health?

For the M.P.H. or Ph.D. degree, the College of Public Health requires a 3.0 undergraduate GPA and minimum verbal and quantitative GRE scores (for a complete list of minimum scores by concentration, see http://health.usf.edu/publichealth/admissions_tests.html). In addition, admission to any of the dual degree programs will consider letters of recommendation, past experience, goal statement, and availability of faculty.

How does the admissions and acceptance process work in the Concurrent degree program?

- Both programs must accept students independently. For Public Health, students use the Schools of Public Health Application Service (SOPHAS). For Anthropology, they must follow the regular procedures for application to the department. Students must indicate on each of the applications that they are applying to the other program as well. In general, it is recommended that students apply to anthropology first, since the department deadline for application falls before the COPH's deadline.
- Depending on a student's interest, he/she will choose either Applied Anthropology or one of the ten concentration areas in the COPH as a home department.
- The review process may begin in either college (Arts and Sciences and COPH). The timing of the application should take into consideration that Applied Anthropology admits students annually only in the Fall while the COPH admits students three times per year (Fall, Spring, and Summer).
- After admission to both programs, the Graduate Admissions Office instructs the Registrar's Office to classify the student as dually enrolled in Applied Anthropology and Public Health.
- Upon completion of all requirements for the concurrent degree program, the student submits separate applications for graduation to anthropology and public health, is certified for graduation by both programs.

Requirements for M.P.H. in Public Health

- For specific information on the requirements for individual concentrations in the College of Public Health, please refer to the College of Public Health website and their specific departments (http://publichealth.usf.edu).

Can students change their concentrations/departments within COPH?

- See the College of Public Health for this information.

Can a student choose to add the M.P.H. after having been admitted to the Anthropology Department?

- Yes. This is mandatory. The second program must be added after the first semester in the home program. A student who decides to add the M.P.H. should consult with their advisor and must complete a full application for the M.P.H. program through SOPHAS (Schools of Public Health Application Service). Students are advised to make this decision early in their coursework, to avoid course duplication.

How is the Supervisory Committee formed?

- A student will have a primary advisor from his/her home department and a secondary advisor from the department of the other degree program. The two advisors should work together and will be jointly responsible for the overall tracking and programmatic issues for the student.
- Students in the Anthropology M.A./ Public Health M.P.H. program will form a Supervisory Committee including the primary advisor from Anthropology, a secondary advisor from public health, and one additional faculty member from Anthropology.
- Students in the Anthropology Ph.D./ Public Health M.P.H. program will form a Supervisory Committee including the primary major advisor from Anthropology, two other faculty members from Anthropology, a secondary advisor from public health, and one faculty member from another department (e.g., Nursing or Public Health).
- Students in the Public Health Ph.D./Anthropology M.A. program will form a Supervisory Committee including the primary advisor from public health, two other faculty members from public health, a secondary advisor from Anthropology, and one other committee member from Anthropology.
- Refer to Chapter 3 of this Handbook for additional information on the Doctoral Supervisory Committee.
- Students must meet with both of their advisors at least once a semester to ensure timely progress towards degree completion.

What are the course requirements for the Concurrent degree program and who do I ask for advice?

- Students must fulfill all the requirements of both Applied Anthropology and the concentration area in the COPH. (See below and refer to individual websites for departments within the College of Public Health).
- Consult with your advisor in each program, the Department of Anthropology Academic Program Specialist, Anthropology Graduate Director, and Anthropology-specific advisor in the College of Public Health on all major planning on coursework requirements and program milestones.

What sources of financial aid are available to students in the Concurrent degree program?

- In addition to university fellowships, department assistantships, and paid involvement in research projects, students enrolled in the concurrent degree program may be eligible to receive graduate assistantships from the COPH.

- Students should discuss funding availability with the Graduate Director or Department Chair.

If a student who initially enrolls in the M.A./M.P.H. program decides s/he wishes to continue at USF for a Ph.D., must both Master's degrees be completed before entering the doctoral program?

- Yes. A student who is admitted in the dual degree program must complete both degrees before applying to the doctoral program in anthropology. All students who wish to continue for a Ph.D. in Anthropology must apply in the usual way, following the established procedures and deadline.

Chapter 5

Student and Faculty Responsibilities

Introduction

Anthropology faculty members are committed to excellence in research and teaching, with impressive records of publication and funded research. We are proud of the fact that almost all our courses are taught by full-time faculty or trained advanced doctoral students. Faculty members have won multiple teaching and research awards and are a great resource to students in completing their degrees at USF.

Students are encouraged to contact faculty to set up appointments with them, ask their advice, and discuss challenges and issues that come up during graduate studies. Good communication between students and advisors as well as committee members is one of the most important keys to success in graduate school. If you have concerns about completing coursework, financial challenges, or other issues during your time in the department, your advisor can assist with answering questions or pointing students to other resources available on campus.

What are the basic responsibilities of students?

- Students are expected to maintain sufficient contact with their advisor (also known as the major professor) to ensure that both stay informed about progress and about any issues that may affect the student. The student must take the initiative to schedule meetings. It is recommended that this be done during the first two or three weeks of each semester and at other times as needed.
- Students who wish to meet with their advisors should make arrangements in advance, rather than dropping into the faculty office (except during regular office hours). In return, advisors should respond to requests for appointments and make every effort to meet with students as soon as is feasible. Both parties are responsible for being on time for appointments, and giving prompt notice if plans must be changed.
- Students must stay informed about requirements and deadlines established by both the Department and the Graduate School. Each semester, the Academic Program Specialist circulates a list of important Graduate School dates; students should note these and take them very seriously, as they are not negotiable. They should be aware that deadlines for such important things as requests to graduate and submission of theses/dissertations happen quite early in the semester. It is the student's responsibility to stay alert to these issues and plan ahead. Advisors should also be aware of these general issues, but they are not responsible for managing the flow of work for individual students.

Who initiates issues such as substituting courses, petitions, or transfer credits?

- See Chapter 1 for general information. In most cases, these actions will require petitions that are initiated by the students with the aid of the Academic Program Specialist and Graduate Director, and in consultation with the advisor. The student needs to make it known that s/he wishes to substitute a course, transfer credits, and so on, as they are

not automatic processes and require paperwork and approvals. These changes should be effected at the earliest possible date, rather than waiting until the time comes to certify for graduation.

Whose responsibility is it to define student research interests and secure internships?

- Advisors and other faculty play a significant role in helping students define their interests and shape internship and/or research plans. However, the advisor is not responsible for identifying and setting up the research project; the major responsibility lies with students. Students should discuss progress with the advisor as they begin to develop research ideas, or when they find they are changing direction in interests. Students may need the assistance of the advisor or other faculty member to contact agencies and/or identify potential funding sources. However, in most cases, it is the responsibility of the student to initiate ideas and contact relevant sources.

If the advisor has an ongoing research project, is the student obligated to develop a thesis/research project based on or connected closely with that faculty member's research, if offered?

- Working as part of a faculty member's research team may offer great benefits to a student, possibly including funding. There may be specific questions that the faculty member wishes to have addressed, and these can become the basis of a thesis or dissertation. However, the student needs to weigh these advantages against the possible advantages of developing an independent project, especially at the doctoral level. No student is obligated to take a research project opportunity that is offered; many students work on research that is not directly related to their advisor/major professor's work (although of course they should have an advisor whose areas of expertise make it feasible for her/him to supervise the work).

Who is responsible for making sure official deadlines are met?

- All deadlines are primarily the student's responsibility. Hard deadlines for request to graduate, submission of final thesis/dissertation copy, and so on, are non-negotiable, and as students approach the thesis/dissertation-writing stage, they must be very alert to these.

Who is responsible for making sure deadlines are met to review drafts of theses/dissertations?

- It is crucial that students understand the need to allow plenty of time when planning to write the thesis/dissertation. Hard deadlines for submission of a final copy are generally in November or late March/early April, not the end of the semester. There must be opportunities for significant feedback, revision, and so forth, prior to that final copy being submitted. In practice this means it is impossible for a student to start writing a thesis at the beginning of the semester, and submit it that same semester.
- The thesis/dissertation must be read and approved by the entire committee, and all members must have the opportunity to read it thoroughly and request changes and revisions. Students should not assume that because the major professor has approved a draft, that the other members are "rubber stamps." They may suggest substantial

revisions, and time is needed to respond. The Department has a policy about timelines and expectations, which will be followed:
    - **Faculty require a minimum of four weeks** to read manuscripts, proposals, etc.); both advisors and students must be aware of these expectations, and students are responsible for adhering to these timelines. That means submission of a complete draft of the thesis or dissertation to your advisor during the first week of the semester you plan to graduate, if not sooner, and prompt attention by faculty and students to revisions. Students who do so will get timely response from faculty, and be able to graduate on time. In some cases, committee members will be able to respond more quickly than this. However, students who fail to allow sufficient time cannot expect faculty members to drop everything because of poor planning.
- Students should not plan on going through the entire writing/revision process or to hold dissertation defenses during the summer, when committee members and chair are likely not on academic contract and therefore unavailable for thesis/dissertation review and defense.

What are the time guidelines for M.A. theses?

- Students must register with the Graduate School for submission of the thesis and must attend the workshop the semester before they intend to graduate.
- The following are deadlines for the semester in which the student intends to graduate:
    - Weeks 1-5: Student works with committee chair on drafts of thesis.
    - End of Week 5: Student sends draft (already approved by chair) to the entire committee.
    - End of Week 9: Members of the committee will send comments/required revisions back to student (or to chair).
    - End of Week 11: Student completes final version and sends it to chair and committee (unless it has been agreed that revisions were very minor and did not need to be reviewed by entire committee).
    - Week 12: Final thesis is submitted to Graduate School, with all necessary signatures.

What are the time guidelines for Ph.D. dissertations?

- Students must register with the Graduate School for submission of the dissertation and must attend workshop the semester before they intend to graduate.
- Students must schedule the defense no later than the end of Week 11 in the semester. However, they should assume that the entire committee should have the final draft at least 4 weeks before the scheduled defense.
    - Weeks 1-5: Student works with committee chair to polish the dissertation. Typically this is a second round of revisions on all chapters after the initial draft.
    - End of Week 5: Student completes draft, approved by the committee chair for sending on to the entire committee.
    - End of Week 9: Members of the committee will have comments/required revisions, and so on, back to student (or chair).
    - By end of Week 11: Ph.D. Defense. Members of the committee send final comments/required revisions to student (or chair).
    - Week 13: Student completes and submits final version to chair and committee (unless it has been agreed that revisions were very minor and did not need to be reviewed by entire committee).

- Week 14: Student submits final dissertation to Graduate School.

What happens when a student's progress is held up by faculty members delaying review and comment beyond accepted guidelines?

- Advisors should be alerted if a student's progress is held up by faculty members delaying review and should take steps to prod committee members to finish their reviews; just as it is unacceptable for students to expect an instant response, it is also **unacceptable for advisors or committee members to take more than four weeks to review and comment.**
- If it is the advisor who is delaying the process, students need to be polite but insistent; if that fails, they should contact the Graduate Director (or the Department Chair, if the offending advisor is also the Graduate Director, and vice versa).
- Early planning is the best way to avoid last-minute problems. All parties involved should be sensitive to the time constraints that face both faculty and students, and also should be aware of the costs and other consequences for students who miss deadlines.

What are the important committee forms and other procedures?

- USF is a bureaucracy, where forms and procedures are critical to smooth transitions and proper documentation. It is in the student's interest to be aware of all of these requirements and initiate steps to ensure that forms are properly executed in a timely manner.
- The Academic Program Specialist handles the distribution and processing of forms, but students and advisors are responsible for knowing when and how each is to be used. It is recommended that students monitor the creation and submission of forms at the various junctures when they are called for. They also should be fully aware of all the procedures outlined in this document and the Graduate Catalog to assist their advisors and other program staff in steering them through the system.

Does the department need a copy of the thesis/dissertation?

- When the final electronic copy of the document is submitted to the Graduate School, the student is also required to provide electronic copies to the department and to members of his/her committee. Students should also submit a separate electronic copy of the abstract to the Academic Program Specialist for posting on our website.

Is it important to stay in contact with the department after graduation?

- Yes! We try to keep in touch with all our graduates; we are interested in where they go, and how their career progresses. Within the first year of graduation, after students have settled into a new position and/or relocated, they are requested to send the Graduate Director notification of address and employment, so that we can update our information.
- We are very interested in updates of your post-graduate career. Alumni are encouraged to send information and let the department know what they are doing. We may also send out periodic surveys to former students, or we may call on you for assistance, so it is important to have up-to-date contact information. Please stay up to date with news in our department by sharing contact information on our department alumni page: https://www.usf.edu/arts-sciences/departments/anthropology/alumni/news.aspx and following us on social media.

APPENDIX I
Financial Assistance

Introduction

There are several ways to obtain financial assistance to help defray the cost of graduate education, including scholarships, assistantships, fellowships, loans and student employment. Students are encouraged to fill out their FAFSA (Free Application for Federal Student Aid) as soon as possible. FAFSA forms are available through USF's Financial Aid office or online at www.fafsa.ed.gov. The form is essential for receiving need-based financial aid through USF, such as Stafford loans and work-study positions.

Graduate Assistantships

- Departmental assistantships
    - The Department has a limited budget for graduate assistantships every year. Any new or continuing graduate student is eligible for consideration for these assistantships; however, students should generally plan to seek other sources of funding for a significant portion of their time in graduate school.
    - Graduate Assistantships are awarded on a competitive basis. M.A. students who are selected to receive funding will do so for a maximum of two years and Ph.D. students for up to three years. However, renewal from year to year is NOT automatic; rather, it is dependent on a variety of factors including excellent academic progress, demonstrated success as a GA, completion of assigned tasks in a timely manner, maintaining frequent and prompt communication with the faculty the GA is assisting, and budgetary constraints and instructional needs of the Department. All GAs are evaluated at the end of each semester. If they have shown to be competent and diligent, and work well with their faculty supervisor, they are more likely to be re-appointed or receive funding in future semesters. Some assistantships involve taking responsibility for a course or assisting with very specific tasks that require particular expertise. This is why it is important for students to make their individual strengths and skills known.
    - Assistantships are not grants; they require the student to work, either as a teaching assistant, helping with or teaching a course, or as a research assistant, helping faculty members on research projects. They are made either at a 25% appointment level (.25 full-time equivalent or FTE, equal to 10 hours weekly) or a 50% level (.5 FTE, 20 hours weekly). At both levels, assistantships carry with them an 80% waiver of tuition, although the student is responsible for fees, which comprise about 20% of the total tuition-related costs. Assistantships at the 50% (.50 FTE) and 25% (.25 FTE) level also provide half the cost of premiums for the USF health plan.
    - At present, the annual stipend for Ph.D. students at the 50% (.50 FTE) level is $17,863 and $10,800 for M.A. students.
    - Although all new students are routinely considered for available assistantships, prospective students should make their interest in an assistantship known at the time of application in the appropriate section of the online application. Applicants should include any skills, abilities, and experience that may be relevant.

    - Specific opportunities for additional appointments may arise on occasion, such as the need to appoint a TA for an upcoming course based on undergraduate student enrollment demands and pending budgetary support from the College of Arts and Sciences.
    - International students who are appointed as Teaching Assistants are required to take the SPEAK test to demonstrate ability to communicate verbally in English. PLEASE NOTE: International students cannot work for more than 20 hours a week from all combined sources of work. Therefore, if they are appointed at the 50% (.5 FTE) level as GAs, they are not allowed to hold any other jobs.
    - No student appointment or set of appointments can exceed 0.73 FTE (or 29 hours), even if they include an OPS position. Furthermore, any appointment over 0.5 FTE requires Office of Graduate Studies approval to ensure that it is not negatively impacting a student's academic progress.
    - A significant portion of available funds is reserved for new students, both M.A. and Ph.D. In general, we use assistantships to encourage enrollment of the best applicants, who may be able to compare offers among several universities.
- Grant-funded assistantships
    - Throughout the year, opportunities arise for students to obtain paid positions on faculty research grants and contracts from other departments and programs. These grant-funded opportunities may be posted on the ANT listserv, and will typically carry similar stipends and funding as departmental assistantships.

Scholarships, Fellowships, and Research Funding

Potential sources of funding are listed by USF Graduate Admissions, including the National Science Foundation Graduate Research Fellowships. The USF Graduate Studies Office also coordinates several programs that offer scholarship support; please see http://www.grad.usf.edu/funding.asp

The Academic Common Market

The Academic Common Market is a program that allows students from participating states to pay in-state tuition at universities in other states included in the program, provided the specific degree is not offered in their home states. Because Applied Anthropology is a relatively rare degree, many students from these states have been successful in applying for the program.

In Florida, the difference between in-state and out-state tuition is substantial; the Common Market Program can help make the degree very affordable. Even with an assistantship, the program will effectively reduce the 20% cost portion for which students are responsible. For participating states, full details. and application procedures, visit the website: http://www.sreb.org/page/1304/academic_common_market.html

Employment

USF students can find part-time employment in the form of Federal Work-Study, USF OPS or internships by contacting the Career Center at (813) 974-2171. The center is located in SVC 2088. http://www.career.usf.edu/

Anthropology graduate students are often hired by other departments at USF, as either Graduate Assistants or hourly employees, usually to carry out research. These have included the Center for Urban Transportation Research (CUTR), the USF Health, Florida Mental Health Institute, Moffitt Cancer Center, and the College of Education. Such opportunities are often circulated on the department listserv.

Student Loans

Information on loans is available through the USF Financial Aid office, SVC 1102, (813) 974-4700.

Department Awards and Scholarships

The department also sponsors several awards that provide financial support or one-time payment.

- **J. Raymond Williams Memorial Scholarship in Public Archaeology**
  - Professor J. Raymond Williams dedicated his career to training students in public archaeology. Known both for his commitment to teaching and service to the profession, Professor Williams was instrumental in establishing the internationally recognized public archaeology program at the University of South Florida. The purpose of the scholarship is to train minority students in public archaeology and focus research on the rich and diverse heritage of Florida.
  - The recipient will receive an award from the Williams Scholarship account for book costs and other expenses. The J. Raymond Williams Memorial Scholarship will be competitively awarded to a qualified student who is a member of a minority underrepresented in the archaeological profession. The successful applicant may also be eligible for further support through other programs.
  - Requirements: acceptance to the graduate program in applied anthropology at the University of South Florida; applicants wishing to be considered for the Williams scholarship should indicate that in their application statement.

- **Alvin W. Wolfe Scholarship in Applied Anthropology**
  - Professor Emeritus Alvin W. Wolfe dedicated his career to training students to work as practicing anthropologists. He was instrumental in establishing the internationally recognized applied anthropology program at the University of South Florida. Upon his retirement, a fund was established to provide a Scholarship that offers support for graduate study at the University of South Florida leading to an M.A. degree in applied anthropology.
  - The Wolfe Scholarship recipient receives an award from the Wolfe Scholarship account for book costs and other expenses. The scholarship recipient, judged to have special potential for success in applied anthropology, is selected from among annual applicants to the M.A. program (excluding archaeology and concurrent degree applicants).

- **Department of Anthropology Dissertation Completion Fellowship**
  - The Department of Anthropology offers a Dissertation Completion Fellowship each year. To be eligible, students must be enrolled in the PhD program in Applied Anthropology and on track to complete their dissertations during the academic year in which the fellowship is awarded. Students completing their dissertation during the fall semester will receive one semester of funding while students finishing during the spring semester will receive funding for both semesters. The fellowship is contingent on availability of funds.
  - **Requirements:**
    ● Submit a draft of the dissertation to the Major Professor by the end of the designated semester (graduation may occur in the following semester if necessary)
    ● Teach one course (designated by the department Chair) during each semester that funding is received

● Present one paper/poster based on the dissertation at a conference (e.g., AAA, SfAA, SAA, AAPA) during the Fall (one semester of funding) or during either semester (two semesters of funding).

Departmental Travel Awards

- **Department of Anthropology Travel Awards**
  - The department provides limited funds to graduate students who will present a paper or poster at a professional national or international conference. Due to budget restrictions, funds are limited and not all students may be supported. A student may receive a travel award once per academic year.

Departmental Research Achievement Awards

- **The John S. Freeman Scholarship**
  - The Freeman scholarship is to be awarded to deserving anthropology students in memory of John S. Freeman, who received his MA in Public Archaeology from our department posthumously in 2014. Full and part-time graduate students in Anthropology are eligible. Preference will be given to those students who have a demonstrated interest in eastern US or Mesoamerican prehistory, and with foci in culture resource management, household archaeology, environmental anthropology or GIS. This award is given annually in the Spring via OASIS towards the student's financial account.

Financial Aid Contact Information

(813) 974-4700, Toll Free 1 (877) 873-2855, http://usfweb2.usf.edu/finaid

To access financial aid services, visit http://usfweb2.usf.edu/finaid/contact_us.htm#

Office of Graduate Studies Contact Information

Main Line (813) 974-2846, Admissions (813) 974-8800, Website: http://www.grad.usf.edu

Appendix II

Internship/Research Proposal Outline

- **Statement of problem/summary of internship plans**: This section should define the problem or project, which you will engage in your internship. What is it about? Why is it important? What does it have to do with general goals of applied anthropology? This section of the proposal should also briefly identify the internship setting, reasons that it was selected, supervisor, your tasks and responsibilities, methods that will be used, expected outcomes, potential benefits, limitations or other concerns, and the general timeframe for completion.
- **Relevant literature**: In this section, you will situate your problem/project in the literature of applied anthropology and other disciplines that may have a bearing on your particular topic. You should demonstrate that you are familiar with previous research and policy analysis, and you should be able to present this review in a critical framework that enables identification of issues and problems in need of further investigation or clarification. Where do the activities and objectives of your internship fit into the larger body of published work on this subject?
- **Internship setting**: Here you will describe in greater detail the setting in which your internship will be conducted. Provide as much information as possible about the organization or agency, its mission, clientele, facilities, relevant programs, physical location, and so forth. You will also define more clearly how your activities will be conducted within this setting; your role, responsibilities, opportunities for independent research, any limitations that might be imposed. You will also identify and describe the role of your internship supervisor. Explain what part, if any, the supervisor played in developing the internship, and/or what expectations the sponsoring agency has in relation to your involvement.
- **Methods of data collection**: Explain what kinds of data you will collect during the course of your internship. Will you design research, or be part of an ongoing research project? If so, explain the planned or extant methodology to be used in the research. If your activities do not include direct involvement in research; explain as clearly as possible what you will be doing, and how your activities will provide information appropriate for a thesis in applied anthropology.
- **Expected outcomes/benefits to sponsor/benefits to applied anthropology**: What do you believe will be the value of your participation in this internship? How do your skills and interests contribute to the purposes of the sponsoring agency? What kinds of outcomes do you envision resulting from your involvement? How does this work contribute to the general goals of applied anthropology?
- **Ethical considerations**: Discuss what, if any, ethical issues pertain to your proposed internship project. Relate the statements of ethics of appropriate professional societies to the particular issues of your project. If there are obvious concerns or cautions, you should address how you might negotiate such issues and ensure that your work is consistent with the professional ethics of the discipline.
- **Timetable:** Create a timeline that begins with the first day of the internship and identifies benchmarks that will occur during the course of the internship.
- **Bibliography**

Appendix III

Guidelines for Student and Faculty Collaborative Work on Research and Publications

Are there guidelines for how students and faculty should work together on research and publication?

- The Department encourages ethical collaboration between faculty and students in research and publication and emphasizes the importance of this to student professional development. The AAA Code of Ethics (2009), underlines the ethical imperative to collaborate responsibly and with the best interests of students in mind:

  > *Teachers/mentors should publicly acknowledge student/trainee assistance in research and preparation of their work; give appropriate credit for co-authorship to students/trainees; encourage publication of worthy student/trainee papers; and compensate students/trainees justly for their participation in all professional activities.*

- However, there is not always consensus in the scientific community regarding what should constitute appropriate credit, such as co-authorship or acknowledgment. In general, the department is guided by the standard that anyone listed as an author should have made an intellectual contribution to the design and/or writing of the final publication.[1] Fine and Kurdek (1993) offer the following definition:

  > *To be included as an author on a scholarly publication, a student should, in a cumulative sense, make a professional contribution that is creative and intellectual in nature, that is integral to completion of the paper, and that requires an overarching perspective of the project. Examples of professional contributions include developing the research design, writing portions of the manuscript, integrating diverse theoretical perspectives, developing new conceptual models, designing assessments, contributing to data analysis decisions, and interpreting results … Such tasks as inputting data, carrying out data analyses specified by the supervisor, and typing are not considered professional contributions and may be acknowledged by footnotes to the manuscript (p. 1144).*[2]

- As Fine and Kurdek also point out, it is unethical not only to fail to credit a collaborator (faculty or student) who has made a significant contribution, but also to award co-authorship to a collaborator whose contribution is minimal, thus holding that person equally responsible for the published conclusions.

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[1] See Seidemann, R. (2006). Authorship Credit and Ethics in Anthropology. *Anthropology News*, 29; 31.

[2]Fine, MA and Kurdek, L.A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48:11, 1141-47.

- Authorship issues may arise in different circumstances; these are addressed separately below.

May students independently develop and publish work derived from their theses/dissertations?

- Students retain the right to develop their thesis/dissertation work and publish as they see fit.
- Students who independently develop a presentation or paper from their research are not obligated to name their Major Professor (MP) as co-author, and the MP cannot require co-authorship. However, it is normal professional practice to acknowledge the advice and mentorship of the MP.
- If the student's research depended on the availability of research materials controlled by the MP (or any other faculty member), this fact should also be acknowledged in the paper.

Under what kind of conditions would it be appropriate to include the Major Professor as a co-author?

- Students do not always have the experience to immediately develop a publishable paper from the thesis/dissertation. It is common to request help from the MP or another faculty member; a faculty member may also suggest a possible idea and may offer to draft the paper. In determining authorship, the questions of intellectual contribution are central. If the faculty member has a substantial role in conceptualizing, structuring, and writing the paper, s/he should always be a co-author. Except in unusual circumstances, the student should be first author.
- Expectations of authorship may also vary depending on the role of the MP in developing the student's research agenda. Many students conceive their research ideas completely independently from the MP's own research agenda. Others carry out research projects that are embedded in a faculty member's existing research agenda and could not be carried out without that agenda. In the latter case, it is likely that a faculty member will be more involved in the research and will be more likely to expect co-authorship.

Is it ever appropriate for a faculty member to present or publish work substantially based on a student's thesis/dissertation without including the student as co-author?

- The faculty member may create his/her own work that cites the student's research, but if significant portions of the thesis/dissertation are included, then the student should be a co-author and should always consent to any such plans, unless other arrangements are made. If the student cannot be reached (e.g., the student did not provide appropriate contact information), then the student's specific contributions must be explicitly described in the document and/or in the acknowledgments.

How can any potential disagreements be avoided?

- As with all issues around co-authorship, it is important to discuss plans early. Students who decide to carry out projects that are essentially part of a faculty member's research agenda should discuss the implications before committing, and all students should

discuss options for publication during the research process and upon completing the work, to avoid misunderstandings. Regular communication about expectations is key to a successful and amicable outcome.

What rights/expectations should there be for work done as a paid graduate assistant?

- Under these circumstances, the student's responsibility is to assist the faculty supervisor as needed. The faculty supervisor's responsibility is to ensure that the work expected is appropriate and will contribute to the student's academic and professional development, and thus it is important that the student is given appropriate credit for work done.
- When determining whether co-authorship or acknowledgment of the student's work is most appropriate, Fine and Kurdek's standards of intellectual contribution (above) are useful guidelines.
- Thus, examples of G.A. work that would reasonably deserve co-authorship would include:
    - Conducting an analytical literature review that is then incorporated into a published work with little change.
    - Writing any portion that is eventually included in the finished work.
    - Helping design the research questions or the research instrument, and/or actively shaping the research design during collection of data.
    - Analyzing research data and contributing to the interpretation and conclusions of the work.
- Examples of G.A. work that would merit acknowledgment, but not co-authorship include:
    - Interview transcription
    - Collection of data using an instrument designed exclusively by a faculty member (e.g. survey, interview protocol, sample collection, lab testing of samples provided by faculty supervisor).
    - Bibliographic work, e.g. summarizing literature (where student provides notes but not text to be incorporated into paper); assembling a bibliography in correct format; conducting literature search for relevant work.
    - Coding data, using analytical framework designed by supervisor.
- However, there is not uniform agreement across the sub-disciplines. A particular faculty member may believe that collection of data, even without significant intellectual contribution to the research design, does merit co-authorship. This is particularly true when multi-authored papers are the norm. If a student is offered co-authorship under such circumstances, it is appropriate to accept, but it should not be expected.

Does the student have any rights over information collected as a GA? For instance, if a student conducts a series of interviews or lab tests for a faculty member, may s/he prepare independent papers/presentations from these data?

- Students should not expect to have that right, since the data were collected for the faculty member's research. However, it is appropriate to keep the option open for discussion. For instance, from close attention to the data, a student may develop her/his own interpretations, and may develop an idea for a paper. The student should then discuss this with the supervising faculty member. Faculty members should be sensitive to their role in the professional development of students and are encouraged to explore ways in which student or co-authored products might be developed.

- In situations like this, it is particularly important that expectations are clear from the outset of the working relationship and continue to be discussed throughout that relationship.

Do students also retain rights over work completed as term papers, independent studies, or similar activities?

- Individual papers or projects completed for a class or other graded assignments do not become the property of the faculty member(s) teaching the class, or of any other faculty member(s) or community partner(s) involved. Students are free to develop such work as presentations/publications, etc., without seeking permission from the faculty member or community partner (although an acknowledgment is strongly advised). If a faculty member wishes to make a special arrangement that claims some rights to the product (for example, if data belonging to the faculty member are used in a class assignment), an agreement should be made in writing between student and faculty member. Such an agreement cannot be made mandatory for participation in a class.
- On occasion, a faculty member and student may decide to collaborate to develop a term paper for publication. Typically, the faculty member expands and elaborates the paper, structuring it as a publishable piece. The student is named as first author. A faculty member does not have the right to expand students' term papers for publication without informing the student and including her/him as co-author.
- A faculty member who wishes to use work done in her/his class (for instance, to show as an example to students when teaching the class again) should obtain permission from the student who produced the work.
- A faculty member has no right to archive student work and draw from it for their own research; such work may be used only with permission from the student.
- In cases where work on class assignments is related to a faculty member's research, the class syllabus or independent study project must lay out expectations clearly. However, a faculty member cannot claim exclusive ownership of work completed in a class situation.
- It is not uncommon for class group projects to become the basis of co-authored presentations or publications. Faculty members who intend to use work generated in classes should make this clear from the beginning and should explain how authorship credit will be determined. Typically authorship order is granted in relation to individual contributions to the work, or in alphabetical order if contributions are equal. In such co-authored work, any individual student or faculty member must seek permission from the others involved in the work before publishing or presenting the joint work.
- Projects done by students for outside entities or community partners should always include the names of the students who contributed (e.g. a video completed as a class project for a community body should list individual student contributions, not just the name of the class or the faculty member). Such outside entities may not restrict student use of materials created by the student in class.

What should students/faculty members do if a conflict arises between them regarding authorship, credit for work done, or any other aspects of the research relationship?

- Students who believe their work has been misused or co-opted in any way should first discuss the concerns with the faculty member and attempt to resolve the issue. If this is not successful, the student should approach the Department Chair (or graduate director

if the Chair is the faculty member in question). If necessary, the issue will be taken to the Department Faculty Advisory Committee for resolution.

- Faculty members who believe a student has inappropriately used or claimed credit for work that is rightfully theirs should bring their concerns to the Department Chair, who will refer the matter to the Faculty Advisory Committee for mediation and resolution.