

**HANDBOOK
FOR
GRADUATE STUDY
IN
ANTHROPOLOGY**

PREFACE

This handbook describes the policies and procedures for the department's graduate program.

In addition to consulting this handbook, graduate students should also refer to the *Graduate School Bulletin*, the *Graduate School Handbook*, and the *Typing Guidelines for Master's Theses and Doctoral Dissertations*. All of these are available in the Office of Degree Requirements, Graduate School, Goodell Building, and may be consulted on line at the Graduate School's website, <http://www.umass.edu/gradschool/students.html>.

August 2008

TABLE OF CONTENTS

PREFACE	i
I. INTRODUCTION	1
A. Philosophy	1
B. Faculty Committees	1
C. Course work	2
D. Organization	2
1. Graduate Program Director	2
2. Graduate Secretary	2
3. Files	2
4. Mailboxes	3
5. The <i>MegaMemo</i>	3
6. Graduate Caucus	3
7. Get Togethers	3
II. THE MASTER'S PROGRAM	3
A. Admissions	3
B. Statement of Purpose	4
C. Rationale of the Core Course of Study	4
D. Process of the Core Course of Study	5
E. The MA Program Assessment Meeting	5
F. The Master's General Examination	6
G. Routes to the MA Degree	6
H. Master's Thesis	6
III. THE DOCTORAL PROGRAM	8
A. Admissions	8
B. PhD Guidance Committee	8
C. Statements of Field and Tools of Research	8
D. The Prospectus	9
E. Oral Preliminary Comprehensive Examination	9
F. The Dissertation Committee	10
G. The Dissertation and its Defense	10
IV. FIFTY-THREE EASY STEPS TO THE PHD	11
A. Introduction	11
B. Starting Points	11
C. First Steps to the MA Degree	12
D. Provisional Students' Steps	12
E. The MA Program	13
F. MA Thesis Steps	13
G. Thesis Defense and MA General Examination	14
H. MA Diploma Requirements	14
I. First Steps to the PhD Degree	15
J. PhD Program: to the Prelims	15
K. Doctoral Dissertation Committee	16
L. PhD Diploma Requirements	17
V. STUDENT STATUS	17
A. Introduction	17

B. Registration Status	17
C. Credit Requirements	17
1. MA degree candidates	17
2. PhD candidates	17
D. Residency Requirement	18
E. Full-time student/part-time student	18
F. Provisional Status	18
G. "Reasonable" Progress	19
1. The statute of limitations	19
2. Extending the statute of limitations	19
H. Leaves of Absence	19
I. Probation	19
J. Withdrawal/Dismissal	20
1. Voluntary Withdrawal	20
2. Failure to Enroll	20
3. Administrative Withdrawal	20
4. Academic Dismissal	20
5. Unsatisfactory Progress	20
K. Grievance Procedure.....	20
VI. SUPPORT	22
A. Tuition Waivers	22
B. Teaching Assistantships and Associateships	22
1. Introduction	22
2. The Application Process.....	23
3. Applicant Tiers.....	24
4. Ranking Criteria	24
5. Grievance Procedure	25
C. Stand-Alone Teaching Opportunities in the Department.....	26
1. Posting	27
2. Application Process.....	27
3. The Criteria for Selection	27
4. The Selection Process.....	28
5. Notification of Selection	28
D. Research Assistantships.....	29
E. Graduate School Fellowships.....	29
F. The Sylvia Forman Graduate Scholarship.....	29
G. The European Studies Program	29
VII. SAMPLE FORMS FOR FIFTY-THREE EASY STEPS	32

I. INTRODUCTION

A. Philosophy. Most of this handbook describes our degree requirements and procedures. Yet these requirements and procedures make sense only in light of our expectations as students and teachers and our shared vision of what anthropology should be.

A graduate program in anthropology ought to enable students to become fully competent anthropologists. This goal is common to all graduate programs; yet it is realized differently from one graduate program to another according to the expectations of faculty and students and the notions of what constitutes a competent anthropologist. While there is considerable diversity among our faculty concerning these expectations, there is a general consensus about the vision, making this a distinctive place to become a fully competent anthropologist. So what is that vision?

Traditionally, anthropology has been considered a four-field discipline, one comprised of the study of the cultures of peoples past and present, of human biology, and of language. The merging of these rather disparate concerns arose in the context of the development of the American research university in the late nineteenth and early twentieth centuries. The tendency, in the over-specialized late twentieth century, is for each of these sub-fields to be treated as independent of one another. However, we believe that one who is sensitive to the interplay of the past and the present, biology and culture, symbols and action, is most likely to come to a distinctively anthropological understanding of the human condition -- one that appreciates both the holism and the diversity of the ways of being human.

A practical implication of this understanding is that we have designed a set of requirements which embrace a four-field approach to anthropology. In choosing courses and in selecting topics both for statements of field and for the thesis and dissertation, students will find the faculty encouraging the development of breadth as well as particular skill in a chosen sub-field. Students in this program can expect to be regularly asked about the relevance of their work for practitioners in other sub-fields.

In realizing this vision of holism and diversity in educating fully competent anthropologists, we aim to interact with students as colleagues. Colleagues excel at making good presentations at professional meetings, writing interesting research papers and monographs, keeping one another up to date on the field, offering constructively critical commentary of one another's research, writing, and teaching, and participating actively in other ways in the community of anthropologists.

Though course work, theses, and defenses are crucial in fostering some of these collegial abilities, others develop only outside of classroom settings --in informal reading groups, one-on-one conversations, discussions in the lounge (Machmer 207), and regular all-department seminars, or regional or national meetings. These abilities cannot be learned in a simple rote manner, but require continual practice borne out of a substantial commitment on the part of students to craft their own understanding and its practice. As a practical result of this vision, students are expected to take responsibility for their own education and will be expected to do this outside of course work.

B. Faculty Committees. An important locus of graduate education lies in the student-faculty committee relationship. The student is generally given broad latitude in selecting from among the faculty a few individuals to guide and evaluate the student's work, and the relationship is expected to be professional **and** collegial. Our experience has been that the collegial bonds of working together, whether informally or in course work and research, rehearse ties of friendship and cooperation that become lifelong.

At the outset, the MA student works with an advisory committee. While writing the MA thesis, the student is advised by a thesis committee. In the doctoral program, the guidance committee sees the student through the doctoral examination, while the dissertation committee guides the development and writing of the dissertation research project. Each of these four committees are constituted by student initiative. The faculty membership conceivably could remain the same in all four stages, though this is rarely the case.

As a matter of philosophy and personal commitment, faculty members invited by a student to serve on the advisory, thesis, guidance, or dissertation committees accept the legitimacy of the student's educational goals and the capability of the student in reaching these goals. The assumption on the part of the faculty is that faculty are invited to serve on committees because they possess expertise in the areas where the student desires mastery. Students are free to change the composition of an existing committee, so long as the Graduate Program Director assents. In general, such requests are approved except when done precipitously or to avoid meeting committee mandated expectations.

C. Course work. Students are regularly required by their advisory or guidance committees to take particular courses, depending on background and objectives. These courses and the credits they entail are not, however, the heart of the program. Taken together, the courses should form the foundation, but not the pinnacle, of inquiry and mastery. Thus, while the Graduate School requires MA candidates to complete a minimum of 30 credits of graduate course work, the department expects students to demonstrate mastery of specific skills and issues that permeate and transcend particular courses. Of greater importance than credits and grades are the papers written in those courses, the faculty's written assessments of student work, and the subsequent papers students write upon the foundation of course work or independent reading and research.

Nonetheless, graduate students are expected to do well in their courses and to complete course work when it is due. Faculty may give a grade of incomplete at the end of a course when only a small portion of work remains to be done. Students whose grades average out to below a B or who have two or more grades of incomplete (not including thesis or dissertation credits) are placed on probation (see Chapter V, section I).

D. Organization. While the Graduate Faculty of the University of Massachusetts is the formal body that recommends to the trustees that specific degrees be granted to students, the day-to-day operation of graduate programs is largely decentralized from the Graduate School to particular departments. The Graduate School maintains records, handles admission, registration, tuition, and diploma issues for a population of 5,000 or more graduate students on the campus. The Department of Anthropology has developed its own organization to implement its philosophy of graduate education, while at the same time adhering to the requirements imposed from the Graduate School. Here are the key elements in that organization.

- 1. Graduate Program Director.** Each year the faculty elect one of their number to be the Graduate Program Director (GPD) for the ensuing year. The GPD is actually appointed by the Dean of the Graduate School and is required to carry out certain policies and procedures of the Graduate School. It is the job of the GPD to insure that the substance and the letter of the MA and PhD program requirements and procedures set forth in Chapters II and III are met by each student. Further, the GPD is the formal link between the department and the Graduate School. All actions between the student and the Graduate School (except those involving money) go through the GPD.
- 2. Graduate Secretary.** The departmental receptionist in Room 215 also serves as secretary to both the GPD and the Undergraduate Program Director. One of the jobs of the graduate secretary is to keep student records up to date and to manage the flow of paper among faculty, students, GPD, and the Graduate School. As you complete various steps of the graduate program, please be sure that the graduate secretary receives and records what you have accomplished. No action on your program will be considered official until it has been certified by the graduate secretary and logged onto your Basic Student File. The graduate secretary will photocopy anything s/he certifies and place it in your mailbox, so you have your own record of what you have accomplished. Be sure to keep the graduate secretary informed about your address, telephone number, and any other critical information relevant to your academic life.
- 3. Files.** All the files for graduate students are kept in Room 215 under the direct supervision of the graduate secretary. Each student file is organized into folders. The first (blue) folder is termed the Basic Student File, where memos and forms are added and logged **only** by the graduate secretary. No one else is

permitted to add or to remove paper from the blue folder. The remaining folders contain student papers, appointments to assistantships, and teaching evaluations. Students are free to add material to their files, or to read the file contents, but only in Machmer 215 or 217. While students have ready access to their own files, they are allowed access to other students' files only under limited and specific conditions and with the explicit permission of the GPD or the Department Chair or with the written permission of that student.

4. **Mailboxes** for graduate students and faculty are located in the departmental lounge, Room 207. U.S., departmental, and campus mail sent to you at the department will be placed in your mailbox there. Be sure to check your mailbox regularly. The department does **not** send material to you at your local address via the US Postal Service; rather, all department mail to you goes to your mailbox.
5. **The *MegaMemo***. Weekly during the academic year the departmental chair edits and publishes the *MegaMemo*, an online newsletter designed to speed up, intensify, and streamline information exchange within the department. It also serves as the official gazetteer of the department; by vote of the departmental meeting, all departmental business must be announced and reported upon in the *MegaMemo* (i.e., all pronouncements by the Chair and the GPD; all agendas and minutes of departmental meetings, departmental committee meetings, and caucus meetings; and all notices of graduate student evaluations, examinations, defenses, and prospectus presentations; all departmental policies and procedures; and all departmental events). General departmental news, humor, and grant and job opportunities are published here as well.
6. **Graduate Caucus**. Departmental governance recognizes three constituencies: the undergraduate caucus, the graduate caucus, and the faculty caucus. Each graduate student is automatically a member of the graduate caucus, which represents the interests of graduate students on various departmental committees and in the departmental meetings. Notices of Graduate Caucus meetings are posted in advance and all graduate students are encouraged to attend and participate.
7. **Get Togethers**. Throughout the academic year, there are frequent occasions for students and faculty to get together outside the format of courses. These range from purely social events such as Friday afternoon volleyball games or Halloween parties to the Monday afternoon colloquium series of special lectures or presentations and the Friday noon "brown bags" where works-in-progress by students or faculty are presented for discussion and feedback. Each fall, for teaching assistants and associates, there is an open workshop whose focus is on teaching pedagogy. There are also prospectus presentations scattered throughout the year. And there are spontaneous reading groups that spring up; there are also the sporadic discussions that take place in the lounge. These social and intellectual events are at the heart of the program -- where the craft of anthropology gets continually re-crafted. No one takes attendance; yet participation in these events is indispensable to your education as an anthropologist.

II. THE MASTER'S PROGRAM

A. Admissions. Most students admitted to graduate study in the MA program have completed at least the equivalent of fifteen semester hours of anthropology as undergraduates, including introductory courses in the sub-fields of anthropology (archaeology, biological anthropology, cultural anthropology, and linguistic anthropology) as well as more advanced courses in at least two sub-fields. In the event that the baccalaureate degree has been earned without this background, a student is usually admitted on a provisional basis. A faculty provisional committee meets with the student to plan an appropriate initial program of study to bring the student to the same level of preparation as those students who have earned the BA in anthropology.

B. Statement of Purpose. The master's degree is the first stage in the development of a professional career in anthropology. The MA degree may lead to admission to a PhD program, to a teaching career at the secondary or

junior college level, or to other specialized employment, such as cultural resource management in archaeology or applied work in cultural anthropology in the public interest. Most students should complete the MA program within two years of full-time study.

The goal of the MA program is to enable the student to acquire the intellectual foundation and the skills to pursue a career as a professional anthropologist. To do that the student needs to demonstrate the capabilities to complete an MA thesis, namely:

1. The ability to formulate anthropologically interesting problems.
2. The critical ability to apply an appropriate methodology in linking empirical observation with a theoretically informed generalization.
3. A working familiarity with a body of data (e.g., a population, a culture area, a culture period).
4. The ability to demonstrate these competencies in writing.

Students meet this MA program goal by completing a personal core curriculum of four to six courses, developed in consultation with a faculty advisory committee. This core course of study is then complemented by other courses and by any other assignments given by the advisory committee.

C. Rationale of the Core Course of Study. While the Graduate School requires a minimum of thirty graduate credits for the master's degree (see Chapter V, section C), the department insists that this minimum include a core course of study.

The core course of study is the heart of the MA program, and should allow the student to:

1. acquire a general background in theories, methods, and research problems across the sub-fields of anthropology;
2. develop an integrative framework for anthropology as a whole;
3. further individual interests and educational objectives; and
4. provide an adequate basis for faculty evaluation.

The student, in consultation with the advisory committee, develops a plan for the core course of study during the first semester of study. As a first step, the student drafts an outline for her/his core course of study, including a listing of the specific core courses chosen together with a statement of the reasons why this particular set of four to six courses is to constitute the core of the MA program. Then the student with the advisory committee reviews both this draft statement and the student's previous record. For example, gaps in the student's undergraduate education might be identified as well as courses appropriate to overcome these deficiencies.

In finalizing the plan for the core course of study, the student and the advisory committee need to insure that as a group these courses reflect the holistic nature of anthropology. While there are no general requirements for specific courses to be included in any student's core course of study, the core course of study must include courses from at least three different faculty members; and in general, the core course of study represents at least three of the sub-fields of anthropology. Normally not more than one of the core courses may be from another department.

Not all the courses available at the graduate level are necessarily suitable as core courses; some may be too specialized; others may be too broad; still others may not provide the right opportunity for the instructor to assess

the student's mastery of specific intellectual issues. Thus selection of core courses must be justified and approved by the student's MA Advisory Committee.

Once established, an outline of this plan is submitted to the GPD for approval; changes in it are made only for sound academic reasons endorsed by the advisory committee and the GPD. The point in developing the core course outline early on is to ensure that the student and advisory committee are effectively planning the program; it is proactive in orientation. Some students in the past have delayed developing the core course of study until several courses have been completed; by then the development of the outline is a post hoc matter that effectively precludes active faculty - student engagement in the planning process. Don't let this happen to you.

During the student's core course of study, written evaluations of performance are prepared by the instructors of all of the student's core courses. Students should notify professors at the start and completion of a course that is a part of their core course of study. Evaluations are given to the student and copies of them to the GPD for transmittal to the student's file. This file should also contain all the written work that the student produces in these particular courses, and when possible, the professors' comments on this work. During the core program period, faculty members who know something of a student's work other than through the core courses are encouraged to place written comments in the student's file.

A student who has a strong undergraduate background in anthropology is often able to complete the core course of study in as few as two semesters. Students with more limited anthropology backgrounds may need up to four semesters for completion.

D. Process of the Core Course of Study. While the preceding section details the rationale for the core course of study, this one highlights the process involved in integrating the core course of study with the overall objectives of the MA program.

Once a student is admitted to the MA program, the GPD appoints a faculty advisor. The advisor and student consult together before the end of the first week of the first semester to select a second faculty member. These three individuals then plan the student's initial selection of courses. The minimal outcome of this meeting is the set of courses the student is to take during her/his first semester of study.

During the first semester of study, the student, in consultation with the two faculty advisors, selects a third faculty member to complete the advisory committee. At least two sub-fields must be represented on this committee. Normally the core course outline is approved by the end of the student's first semester; in all cases, it must be approved prior to the advisory committee meeting at the end of the second semester.

Throughout the core course of study period, students are expected to meet with their advisors at least once each semester, prior to preregistering or enrolling in courses, to discuss how the plan of courses is working out.

E. The MA Program Assessment Meeting. An MA program assessment meeting of the full advisory committee is convened by the student and advisor at the end of the second semester of study. The purpose is to plan for the ensuing semester(s) on the basis of the student's first year's work. Before this meeting, papers and examinations for each course taken during this first year -- together with written evaluations of any core courses -- are placed by the student in the student's file. It is the responsibility of the advisory committee, upon considering the materials in the student's file at this time and in discussing them with her or him, (1) to make any appropriate changes in the core course of study and (2) to decide what additional work shall be done to complete the MA degree.

In considering the assignment of additional work, the committee must explicitly use the standard of the intellectual capabilities necessary to complete the MA thesis, specified above in Section B.

Some of these competencies can be acquired in the core course of study, although 12-18 credits are rarely sufficient to cover all these issues and attain anthropological breadth as well. The demonstration of these competencies can take a number of forms, of which the MA thesis is commonly an appropriate option. In any case, the advisory committee specifies the additional MA level work in a memorandum to the GPD, and once the work is complete, evaluates it. The character of this end-of-first year meeting is not that of an examination. Rather, it actively involves the student in assessment and planning; it is a joint review of the first year's work and a planning session for the ensuing semester(s).

F. The Master's General Examination. The Master's general examination is held upon completion of both the core course of study and any assignments made at the end-of-first year advisory meeting (such as the MA thesis). The examination is conducted by the advisory committee. The purpose of this examination is twofold: to evaluate the student's progress to date and to formulate future plans. The announcement of the examination is made by the GPD in writing to the entire faculty no less than two weeks before the scheduled date. For students who complete an MA Thesis (see H. below), the MA Thesis Defense serves as the Master's General Examination.

The evaluation portion of the examination is based on the contents of the student's file and may include discussion of evaluations and substantive questions dealing with the subject matter of the specified core courses, the master's thesis, and/or other assignments. The formulation of the student's future plans might include such matters as career options, doctoral program possibilities, and fields of specialization. The advisory committee combines its own assessment with the evaluative materials from the student's file and makes a recommendation regarding the student to the GPD for approval. This recommendation usually takes the form of one of three options:

1. the student's participation in the program is to be terminated without the MA degree;
2. the student has qualified for the completion of the MA degree only; or
3. the student has qualified for the MA degree and to proceed directly with the PhD course of study.

On rare occasions the advisory committee may decide to postpone making a final recommendation -- usually for no more than one semester. A written explanation for the postponement is presented to the student and to the GPD and a date is set for a second master's general examination. All MA candidates are expected to complete all degree requirements within three calendar years (see Chapter V, section I).

G. Routes to the MA Degree. For those students whose master's program does not include a thesis, the MA degree is conferred upon certification of the GPD to the Graduate Dean that the degree requirements have been met. These include a "pass" for the master's general examination, the satisfactory completion of a minimum of 30 graduate credits (of which at least 12 must be in 600-series or higher courses) at the University of Massachusetts, the completion of the Certificate of Eligibility form, and payment to the Graduate School of required fees. For those students whose program does include the MA thesis, the basic requirements are the same, although from six to nine credits of the minimum of 30 credits **must** be master's thesis credits.

H. Master's Thesis. If the student is required by the advisory committee at the MA program assessment meeting to write an MA thesis, she/he discusses with the committee an appropriate topic and ways of developing it into a thesis. Once agreement is reached on these points, the student prepares a thesis outline. Once the outline is approved by the committee, the GPD transmits it to the Graduate School along with a formal recommendation that the advisory committee be appointed as the MA thesis committee. The Graduate School requires that at least four months must elapse between the time the thesis outline is approved and the date of the MA thesis defense.

The department requires an unbound copy of the thesis; a photocopy of the original on acid-free paper is acceptable. The GPD will not sign the Certificate of Eligibility form until the final unbound copy of the thesis has

been received in the department. The format requirements for the thesis are spelled out in the *Typing Guidelines for Master's Theses and Doctoral Dissertations*, available in the Office of Degree Requirements. Normally committees expect the thesis to follow the reference and citation style of the *American Anthropologist*, though this is neither a Graduate School nor a departmental rule. Be sure to check with the committee on this point before drafting the thesis, as the members may recommend a different style.

III. THE DOCTORAL PROGRAM

A. Admissions. Individuals admitted into the doctoral program generally have earned an MA degree in anthropology. In the event that the master's degree has been earned in another field, a student is normally admitted on a provisional basis. A faculty provisional committee meets with the student to plan an appropriate initial program of study to bring the student to the same level of preparation as those PhD students who have earned the MA in anthropology. When the MA has been earned in a field outside the social sciences, the committee may recommend that the student complete an MA in anthropology before proceeding in the doctoral program.

B. PhD Guidance Committee. On admission to the program, the student sets about without delay to form the PhD guidance committee. Committee members are selected on the basis of their capability to guide the student's development in the "three fields of specialization" described below. The composition of this committee is wholly independent of the composition of the student's MA advisory committee.

As a rule, the student completes the formation of the PhD guidance committee within one semester after being admitted to the doctoral program. The committee consists of at least two departmental graduate faculty members and one UMass graduate faculty member from outside the department who is not an anthropologist. Additional members are often added to the committee to meet the student's need for specialized expertise. The committee designates one of its members from within the department as its chairperson, to serve as the student's advisor of record.

On occasion students may form an interim PhD Guidance Committee. This committee shall consist of no fewer than two members of the graduate faculty. It may oversee the preparation of the outline of the PhD program (i.e., the Statements of Field, the Tools of Research, and the Prospectus). As a rule, however, the full committee shall be formed within one year of a student's entering the doctoral program.

The student is required to consult with the advisor at least once a semester in planning course work, but more frequent consultation between student and advisor is strongly encouraged. The student should convene the entire guidance committee at the time of its formation and whenever the formulation or change of substantive matters relating to the student's overall program is under consideration.

C. Statements of Field and Tools of Research. As soon as possible after entry into the PhD program the student, in consultation with the guidance committee, designates "three fields of specialization" that reflect the individual's career goals and intellectual interests. These fields may be defined very broadly or may be highly specialized, but must be outlined with care. The topics of these field statements will subsequently define and designate general areas of professional competence when the candidate completes the doctorate; accordingly, they ought not be too generally or narrowly constructed. One recent example of this middle road -- between specificity and generality -- was an essay on the biology of poverty; another was a course syllabus on the political economy of African development.

Preparation for each field selected by the student is under the supervision of a different committee member. Thus, there are at least three field representatives on the student's guidance committee. Students are normally expected to spend two or three semesters taking specialized courses and otherwise achieving mastery of the literature in their designated fields, and preparing their statements of field. The three statements of field may take several forms. An essay synthesizing and evaluating trends in the field of inquiry, a bibliographic essay, and a course outline are some of the forms that doctoral students have used in the past to demonstrate their competence in the defined field.

At the same time the fields of specialization are being designated, the guidance committee must consider what tools of research (e.g., mastery of a computer programming language, competence in one or more relevant foreign languages) shall be required of the student. The **issue** of tools of research is something the guidance committee must weigh at the time the doctoral program is defined. The committee may decide not to require mastery of any tools of research, but in any event, this issue is to be decided at this point. Further, the committee must at this point decide how it will ultimately assess mastery of any research tools it may require.

Once the student and the guidance committee (or the interim guidance committee) have decided on the content, form, and preceptors of the statements of field, and on the tools of research, if any, the student prepares an outline summarizing these decisions, and obtains the approval of the chair of the guidance committee and the GPD, after which the outline is then placed in the student's file.

D. The Prospectus. As part of the doctoral program, the student prepares a prospectus of the dissertation. The prospectus outlines (1) the intellectual issues that converge in the dissertation topic, (2) the pertinent literature, and (3) the methodological strategy and timetable for accomplishing the research objectives.

The prospectus thus serves a different intellectual purpose from a statement of field. Guidance committees may allow students to combine one of the statements of field and the prospectus in one document; or they may specify that they remain as distinct forms. When combined, both intellectual objectives must be incorporated: a statement delineating a field of inquiry **and** the research rationale, methodology, timetable, and anticipated results. While each statement of field has a distinct preceptor, the prospectus is assumed to be developed in consultation with all the members of the guidance committee. If the student combines one statement and the prospectus, one member of the guidance committee precepts the field statement portion of the document while all members of the committee guide the creation of the prospectus *per se*.

Once the prospectus has been prepared, the student is expected to make a public presentation of it in a departmental seminar. The presentation is not an examination. Its purposes are to provide information on a specialized topic to members of the department at large, to stimulate discussion, and to engender useful feedback to the presenter. The student has the responsibility for distributing copies of the prospectus to faculty and interested students at least two weeks before the scheduled presentation, so that others may be well prepared for it. The official announcement, also to be made no less than two weeks before the event, is issued by the GPD. After the presentation of the prospectus, the guidance committee may require the student to make changes in it before accepting it as the definitive outline of the doctoral dissertation.

E. Oral Preliminary Comprehensive Examination. As each statement and the prospectus are completed and approved, copies are filed with the G. When the dissertation prospectus and all statements are completed they must be approved by the committee as a whole. Then, after completing any required research tools and/or languages, the student takes the PhD oral preliminary comprehensive examination. This examination is customarily held at the end of the student's fourth or fifth semester (but generally no later than the end of the sixth semester) of study beyond the M.A. and **should be conducted during the academic year unless prior approval of the GPD has been secured.**

The PhD preliminary comprehensive examination is conducted by the student's PhD guidance committee. Together with the GPD, the student selects a faculty member to chair the examination. Any member of the examination committee is eligible except for the guidance committee chairperson. The examination chairperson is responsible for arranging the examination. A notification of the time and place of the examination must reach the GPD (via Form 5) in time for public written notice to all faculty at least two weeks before the event. The examination is open to all members of the departmental faculty.

The preliminary comprehensive examination focuses on, but is not necessarily limited to, the fields of specialization as represented in the statements of field described above and the proposed dissertation research as represented in the prospectus. Prior to the commencement of the examination, the examination committee reviews

the student's file. The examination procedure lasts no more than three hours, during which anyone attending has the right to question the student. At the completion of the examination the student temporarily leaves the examination room while the results are evaluated. Anyone present may comment on the student's performance, but only the members of the examination committee may vote on the outcome. On the basis of performance, the student is granted "pass" or "fail;" in the latter case, there is an automatic option to repeat the examination one time. A unanimous vote is required for a grade of Pass. The student is informed of the outcome immediately after the examination.

A student who fails the oral examination twice is dropped from the program. The student who passes the oral preliminary comprehensive examination begins to devote full attention to dissertation research as outlined in the prospectus.

F. The Dissertation Committee. As soon as the student has passed the preliminary comprehensive examination, a dissertation committee is appointed by the Graduate School upon the recommendation of the GPD. The dissertation committee consists of a minimum of three members of the graduate faculty -- a minimum of two from within the department plus a minimum of one outside member, who is not an anthropologist. The outside member must be a member of the graduate faculty at UMass. It is customary, although not necessary, for the dissertation committee to carry over members of the student's PhD guidance committee.

It is the responsibility of the chairperson of the dissertation committee to arrange a conference with other members of the committee and with the student for the purpose of discussing the research problem before approving the dissertation outline. This conference should be held as soon as possible after the appointment of the committee.

Each member of the dissertation committee must sign the cover page to the student's dissertation outline (prospectus). The signed copy is then sent to the Graduate School by the GPD. The approved outline must be received in the Graduate School at least seven months before the dissertation defense may be scheduled.

The committee has direct charge of all matters pertaining to the dissertation, which must have the approval of a majority of this committee before arrangements are made for the final oral examination. As a rule, about one year is devoted to field or laboratory research under the guidance of the student's dissertation committee; after that an additional year is needed to write the dissertation.

Students are **required** to complete at least ten dissertation credits (Anthropology 899). No more than nine dissertation credits may be registered for in any one semester. There is no upper limit on the cumulative number of dissertation credits that may be earned.

G. The Dissertation and its Defense. When the dissertation is complete and approved by all the members of the committee for form **and** content, and a date is agreed upon, the chairperson of the committee informs the Graduate School through the GPD of the date, time, and location of the dissertation defense. The memorandum must reach the Graduate School at least three weeks prior to the date of the examination. At the same time, the student places a copy of the defense draft of the dissertation in the care of the graduate secretary, so that interested readers may look at it prior to the defense.

The final oral examination (i.e. dissertation defense) is conducted by an examining committee consisting of the dissertation committee and such other members of the graduate faculty as choose to attend. At the discretion of the candidate and the committee, the examination can be opened to individuals other than those on the graduate faculty. However, such guests are not expected to participate in any appreciable degree in the questioning or discussion. In order to pass this final examination, the degree candidate must receive the unanimous vote of the dissertation committee.

While the student must present to the dissertation committee a draft of the dissertation complete in form **and** content, the defense itself may open up areas that require the text to be revised after the defense.

Once the committee-mandated changes have been made and approved, the student completes the final copy of the dissertation. The format requirements for the dissertation are spelled out in the *Typing Guidelines for Master's Theses and Doctoral Dissertations*, available in the Office of Degree Requirements. Normally committees expect the dissertation to follow the reference and citation style of the *American Anthropologist*, though this is neither a Graduate School nor a departmental rule. Be sure to check with the committee on this point before drafting the dissertation, as the members may recommend a different style.

The department requires that students submit an unbound final copy of the dissertation on acid-free paper to the GPD for the departmental library. It is the student's responsibility to supply this copy to the department prior to the date of the awarding of the degree. The GPD will not sign the Certificate of Degree Eligibility form until this copy of the dissertation has been received.

IV. FIFTY-THREE EASY STEPS TO THE PHD

A. Introduction. This chapter consolidates both departmental and Graduate School degree requirements and represents a way to put into action the formal program description of the preceding two chapters in 53 steps. Followed carefully, they can indeed be easy. These 53 steps are organized to follow the order in which students proceed through the graduate program.

B. Starting Points. The principles that undergird the fifty-three steps are easy, few, and inviolable:

1. It is the student's responsibility to see that her/his file is complete and up-to-date at all times. If a student has difficulty in getting a faculty member to process a form or to complete an evaluation, he/she should see the GPD or the departmental chair.
2. It is the advisor's responsibility to fill out or process all required forms promptly and accurately.
3. It is the obligation of the faculty to evaluate student work thoroughly and promptly, to make themselves accessible to students, and to provide frequent feedback and advice to students.
4. It is the responsibility of the GPD to insure that both departmental and Graduate School requirements are followed by both students and faculty, that standards of excellence are maintained in the graduate program, and that the paperwork that attends these processes gets dealt with correctly and promptly. Nothing will be considered official until it is certified in writing by the Graduate Secretary.
5. Every effort should be made by students and faculty to schedule evaluative meetings (i.e., MA program assessment meetings, MA general examinations, prospectus presentations, oral preliminary comprehensive examinations, and thesis or dissertation defenses) during the academic year, but not during the final examination periods, nor during vacation periods, nor over the summer when faculty have no contractual obligations to the University. Often these meetings take place in the office of the chair of the student's committee, in which case it is easy to schedule the use of that space. But the MA thesis defense, the prospectus presentation, the PhD comprehensive examination, and the dissertation defense often require a larger room. Check with the graduate secretary or the chair of the department to schedule an appropriate room.
6. The graduate secretary maintains a file of examples of the following documents:

core program outline
doctoral program outline
prospectus

master's thesis outline
statements of field
dissertation outline title page

Students are welcome to peruse these examples to get a concrete idea of how other students have written theirs.

7. Forms are pieces of paper that require action on the part of the student, the advisor, the committees, the GPD, and the Graduate Secretary. The student collects the necessary blank forms from the graduate secretary or downloads them from the department's website, gets whatever committee signatures are needed, and returns the completed forms to the graduate secretary. Examples of all these forms may be found in Appendix 2.
8. Forms are entered into the blue **Basic Student File** only by the graduate secretary. No one else is authorized to add or remove materials from this file.
9. There may be times when a student wants to expedite getting a form from the department to the Graduate School, and may wish to walk it over. Yet the department is required to maintain a complete file on each graduate student, so before any form or document is sent to the graduate school, the graduate secretary copies it or notes it in the student's Basic File. In general, therefore, do **not** walk forms or documents to the Graduate School unless authorized to do so by the graduate secretary first.
10. Abbreviations used in describing the steps:

A	=	Advisor; committee chair
C	=	Student's faculty committee
D	=	Dean of Graduate Education
G	=	Graduate Secretary
GPD	=	Graduate Program Director
S	=	Student

C. First Steps to the MA Degree -- Steps 1 and 2

1. GPD: designates an initial A for the S. Writes to the S before S's first enrollment indicating the name of the A; A gets a copy of this letter.
2. S: meets with A before registration for first semester's courses.

Note: If S has been admitted as a **regular** degree student, skip now to step 10; if S has been admitted on a provisional basis, steps 3 through 9 must be completed before proceeding to step 10.

D. Provisional Students' Steps -- Steps 3 through 9

3. A: together with S, designates two more faculty members to complete the constitution of the provisional committee.
4. S: completes Form 1; Gets A's signature and then gives it to the G to be signed by the GPD and filed.
5. C: reviews previous work and plans the requirements for the provisional program.

6. A: completes Form 8, signs it, and gives it to the G who will get the GPD's signature and file it.
7. S: completes provisional program requirements. C reviews S's work as outlined in Form 8 and makes a recommendation to the GPD on Form 9.
8. GPD: officially changes S's status by sending D Form 9, keeping a copy for S's Basic File.
9. D: changes student's registration status.

E. The MA Program -- Steps 10 through 17

10. S: meets with A. The two select a second faculty member; the three individuals then plan the course of study for the S's first semester as a regular MA student.
11. S: convenes meeting of these two faculty members during the first semester where the three individuals select a third faculty member to complete the MA advisory committee. Note that at least two sub-fields of anthropology must be represented on this advisory committee. The student completes Form 1, has it signed by A, and submits it to G who gets GPD's signature and files it in the student's Basic File.
12. S: drafts the outline for the MA core course of study and has the C review it. When it is acceptable to the C, A completes Form 3, and submits it to the G for GPD approval, with a copy of the outline attached. The G places both in the student's Basic File.
13. S: begins core course program, conveying graded papers written for core courses to G who logs them into S's Basic File. S notifies core course professors that evaluations about S's work are to be written at the end of the courses.
14. Core course professors:
provide written evaluations of S's work and submit them to G who logs them into S's Basic File.
15. S: schedules a meeting of C, using Form 4, before the beginning of the third semester of study in the department. A signs Form 4, sends it to the G who gets GPD's signature and places it in the student's Basic File.
16. C: decides what additional work beyond the core program shall be required of S to complete all MA degree requirements. A completes Form 5 (copy to student) and submits it to the G who gets GPD's signature and places it in the student's Basic File.
17. S: completes MA course and credit requirements (see Chapter V, section C) and finishes the remaining MA program requirements as spelled out in Form 5.

Note: If a thesis is required, S completes steps 18 through 24. If no thesis is required, then S skips to step 25.

F. MA Thesis Steps -- Steps 18 - 24

18. S: prepares a formal outline of the MA thesis and prepares a separate and preceding signatory page to be signed by all committee members and the department chair.
19. S: completes Form 2 to constitute the MA advisory committee as the MA thesis committee, has A sign it, and sends it to the G who gets GPD's signature. GPD sends original Form 2 to D, with the

original thesis outline appended, with its signatory page, inviting the D to appoint the C as the MA thesis committee. This step **must** occur at least four months before step 27 can occur.

20. D: appoints thesis committee.
21. S: prepares thesis, following both C directions and format requirements as set forth in the *Typing Guidelines for Master's Theses and Doctoral Dissertations*, available in the Graduate School at the Office of Degree Requirements.
22. S: **must** register for at least 6 but not more than 9 thesis credits (Anthropology 699), while writing the thesis.
23. S: once the thesis is complete and acceptable to C, S schedules the thesis defense by completing Form 4 and submitting it to G who gets GPD's signature and places it in the student's Basic File. This step must take place at least **two** weeks before the MA thesis defense and general examination.
24. GPD: announces MA thesis defense and general examination by giving a copy of Form 4 to the departmental chair who publishes the details in the MegaMemo.

Note: thesis writers now skip to step 27.

G. Thesis Defense and MA General Examination -- Steps 25 - 27

25. S: when the remaining MA program steps outlined in Form 5 are finished, S completes Form 4, gets A's signature on it, and submits it to the G who gets GPD's signature and places it in the student's Basic File.
26. GPD: announces MA general examination by giving a copy of Form 4 to the departmental chair who then publishes the details in the *MegaMemo*.
27. C: holds MA thesis defense and/or MA general examination, reporting results to the GPD on Form 7. GPD signs Form 7, and the G copies it and sends the original to the D and places the copy in the student's Basic File.

H. MA Diploma Requirements -- Steps 28 - 30

28. S: completes MA course and credit requirements; completes the "Certificate of Eligibility for a Master's Degree," available from G, and submits it to GPD along with one unbound copy of the MA thesis (printed on acid-free paper), if the thesis is required as part of the student's MA program.
29. GPD: checks certificate with S for accuracy, signs it, obtains departmental chair's signature, and sends it to the D.
30. S: satisfies Graduate School fee and form requirements and, if applicable, submits the original signed version of the thesis and one copy (both on acid-free paper) to the Office of Degree Requirements, being careful to follow thesis committee instructions and the procedures stated in the Graduate School's *Typing Guidelines for Master's Theses and Doctoral Dissertations*.

I. First Steps to the PhD Degree -- Steps 31 - 32

31. GPD: designates an initial A for the S. If S is continuing from our MA program, A is assumed to be the MA program A, unless S informs GPD otherwise. For students new to the department, GPD writes to the S before S's first enrollment indicating the name of the A; A gets a copy of this letter.
32. S: meets with A before registration for first semester's courses. Minimum outcome of this meeting: clarification of educational goals, preliminary identification of field statement and prospectus topics, list of potential candidates to serve on the guidance committee, and course work to be taken during the first semester.

Note: If S has been admitted on a **provisional** basis, S must complete steps 3 through 9 before proceeding with step 33.

J. PhD Program: to the Prelims -- Steps 33 - 41

33. S: during first semester, selects faculty members to constitute the guidance committee, according to interest, expertise, and availability to serve as preceptors of the statements of field and prospectus. At a minimum, all members must be on the Graduate Faculty of the University, two members must be from within the department, and one member must be someone outside the department and **not** an anthropologist. On occasion a student may formulate an interim committee. S completes Form 1, has A sign it, gives it to G who gets GPD's signature and places it in the student's Basic File.
34. S: before end of second semester in PhD program prepares, in consultation with C, a brief statement outlining the Statements of Field, Prospectus, and Tool of Research Program, then convenes meeting of C to formally approve the outline. S completes Form 3; A signs it; S attaches approved outline to Form 3 and submits it to G who gets GPD's signature and places it in the student's Basic File.

Note: Each statement must be precepted by a different member of the guidance committee. The prospectus is precepted by the entire committee.

35. S: prepares statements of field, prospectus, and satisfies tools of research requirement as agreed to with C with Form 3 and its appended outline.
36. S: as soon as prospectus is completed, schedules the prospectus presentation with C, fills out Form 4, has A sign it, and submits it to the G who gets GPD's signature and places it in the student's Basic File. S should be prepared to make available to interested students and faculty copies of the prospectus. At a minimum, two copies of the prospectus are to be filed with Form 4: one for the Basic File and the other as a circulating copy which the G lends out to those who ask for it.

Note: Step 36 must be completed at least two weeks before the prospectus presentation takes place.

37. GPD: announces prospectus presentation by giving a copy of Form 4 to the departmental chair who then publishes the details in the *MegaMemo*.
38. C: together with any other interested faculty and students, holds the prospectus presentation.

39. S: completes remaining statements of field and tools of research requirements. Statements are to be filed with the G as they are completed and approved by the preceptor. When all these are finished and acceptable to the C, S schedules doctoral exam with C, completes Form 4, gets A's signature and submits it -- together with final copies of statements of field -- to the G who gets GPD's signature and places them in the student's Basic File.

Note: Step 39 must be completed at least two weeks before the examination.

40. GPD: announces PhD comprehensive examination by giving a copy of Form 4 to the departmental chair who then publishes the details in the *MegaMemo*.

41. C: holds the PhD oral preliminary comprehensive examination, reporting the results to the GPD on Form 7, who then copies Form 7, sends the original to the D, and places the copy in the student's Basic File.

K. Doctoral Dissertation Committee -- Steps 42 - 50

42. S: forms doctoral dissertation committee by completing Form 2 and submitting it to G who gets the GPD's signature. At a minimum, all members of the committee must be members of the Graduate Faculty of the University; two of these must be from within the department, and the other must be someone outside the department who is **not** an anthropologist.

43. S: gets members of C and the chair of the department to sign their names on a newly prepared and separate title page of the prospectus indicating their approval of it as the dissertation outline and then submits it to the G.

44. G: copies the signed version of the dissertation outline and places it in the student's Basic File. GPD sends original signed version to D.

Note: Step 44 must be completed at least **seven months** before the date of the dissertation defense.

45. D: appoints the dissertation committee.

46. S: prepares the dissertation.

47. S: schedules the defense with C when **all** the C members approve that the dissertation is complete in form and content and ready to be defended. S fills out Form 6, has A sign it and submits it (together with a draft dissertation copy to be circulated by G among interested readers) to the G.

Note: Step 47 must occur at least **four** weeks before the defense.

48. G: gets GPD's signature on Form 6, copies it twice, sends the original to the D, and gives one copy to the chair who publishes the defense announcement in the *MegaMemo*, and places the second copy in the student's Basic File.

49. S: completes credit requirements (see Chapter V, section C) and residency requirement (see Chapter V, section D).

50. C: holds dissertation defense. Each member signs Form 7, indicating Pass or Fail. A then submits this to G who gets GPD's signature, who then copies it, sends the original to the D and places the copy in the student's Basic File.

L. PhD Diploma Requirements -- Steps 51 - 53

51. S: completes the "Certificate of Eligibility for a Doctoral Degree," available from the G; submits it to G along with one unbound final copy of the dissertation, printed on acid-free paper.
52. GPD: checks certificate with S for accuracy, signs it, obtains departmental chair's signature, and sends it to the D. GPD arranges for the unbound copy to be bound and places it in the departmental library.
53. S: satisfies remaining Graduate School fee and form requirements and submits the original signed version of the dissertation and one copy (both on acid-free paper) to the Office of Degree Requirements, being careful to follow **scrupulously** dissertation committee instructions and the procedures stated in the Graduate School's Typing Guidelines for Master's Theses and Doctoral Dissertations.

V. STUDENT STATUS

A. Introduction. Unlike many undergraduate and other graduate programs, ours is not driven by the number of credits earned nor by the letter grades in specific courses; rather the requirements for each student are developed by the student and the faculty committee under the general requirements spelled out in the *Graduate School Bulletin* and in Chapters II and III of this *Handbook*. The department's faculty operate on the assumption that all the degree program work that the student does is under the **explicit** direction of the student's advisor and/or faculty committee. Students who work outside the framework of explicit advisor/committee direction jeopardize their place in the program (see sections I and J, below).

B. Registration Status. According to Graduate School policy, each student must enroll **every** semester, both spring and fall, from initial Graduate School registration until the terminal degree is awarded. The student maintains enrollment each semester by either registering for course/thesis/dissertation credits, **or** by paying the program fee.

C. Credit Requirements.

1. **MA degree candidates** must complete a minimum of 30 graduate credits.
 - a. For those writing the MA thesis, a minimum of 6 and a maximum of 9 credits of Anthropology 699 **must** be completed.
 - b. Further, at least 21 credits must be earned in graduate course work in the department; of these, at least 12 credits must be earned in courses in the 600 to 800 series if the student is **not** writing the thesis; otherwise, at least 6 credits beyond thesis credits must come from the 600 to 800 series courses.
 - c. The balance of credits may be earned in 500 to 800 series courses, whether in anthropology or in other departments. With the specific permission of the advisor, courses in the 400 series outside anthropology may be included.
 - d. Not more than 6 credits may be transferred into a student's degree program from non-degree programs (e.g., Division of Continuing Education graduate credits, non-degree graduate student program, and graduate credits earned at other universities (if not earned in fulfillment of a degree). Such transfers take place only after a recommendation from the advisor to the GPD.
2. **PhD candidates** must complete a minimum of 10 credits of Anthropology 899 (dissertation credits).

- a. There are no specific course or credit requirements beyond what may be mandated by the student's guidance committee.
- b. There is no maximum on the cumulative number of dissertation credits that may be earned overall, although not more than 9 may be earned in any one semester.

D. Residency Requirement. While there is no specific residency requirement for MA candidates, PhD students must spend a minimum of two consecutive semesters (fall/spring or spring/fall) in residence at the university. During this year, the student must spend some part of each week physically on campus and may not be employed on more than a one-half time basis. According to Graduate School policy, a student must be enrolled on a full time basis during the two semesters that fulfill this requirement (see the following section).

E. Full-time student/part-time student. The department operates on the assumption that students devote at least 20 hours per week during the academic year in the pursuit of the MA and/or the PhD degrees. These 20 hours exclude time devoted to meet teaching and/or research assistantship or other contractual or employment obligations. If the student devotes less than 20 hours per week to the program, then the student and faculty committee must develop an explicit and written program of part-time study, a copy of which is entered in the student's file. However, no student may be on a part-time program while completing the residency requirement.

Frequently, the student wishes to certify to others (e.g., banks, the Graduate Registrar, the Financial Aid Office) that he or she is a full-time student. There are two ways to accomplish this depending on the circumstances:

1. The student who is registered for 9 or more credits per semester is automatically certified to be a full-time student by the Graduate Registrar.
2. All others who are full-time (working at least 20 hours per week on a faculty committee-approved course of study) and needing certification must complete Form 11, have it endorsed by the advisor, and give it to the G who has it signed by the GPD, copies it, and sends it to the Graduate Registrar. The Graduate Registrar then can issue the appropriate certification, although the student may have to instruct the Registrar where to send this certification. This certification is good only for the current semester.

F. Provisional Status. Most students admitted to MA/PhD program in anthropology will have had at least the equivalent of thirty six semester hours of anthropology as undergraduates, including introductory courses in the subfields of anthropology (archaeology, biological anthropology, and cultural/linguistic anthropology) as well as more advanced courses in at least two of anthropology's. Those who are admitted to the PhD program will have earned the MA in anthropology subfields. Applicants with these backgrounds are admitted as "regular" students. Those without this background are admitted as "provisional" students. By admitting a student on a provisional basis, the faculty in effect say, "The student's record gives a strong indication of intellectual ability, and the goals the student has outlined are reasonable; let's have the student get some current anthropology course work, then see how well he or she does in it before committing ourselves either yes or no on a regular admission decision." The provisional status also gives the student the opportunity to pose and answer questions about the pertinence of our program to her/his personal goals.

Provisional students undertake a faculty-directed, individually-tailored program of study of 6 to 12 credits of course work, after which the faculty advisory committee must recommend to the GPD either that the student leave the program or that the provisional status be converted to regular student status. The specific steps for provisional students to follow are outlined as steps 3 through 9 in chapter IV. Course work completed while under the provisional status **may** be used to fulfill either MA or PhD requirements, if that is the determination of the MA advisory or the PhD guidance committees.

G. "Reasonable" Progress. Students are expected to work full-time on their degree programs and to demonstrate reasonable progress toward the degree(s), considering the expectations of the faculty committee. There are few hard and fast rules to define what reasonable progress is; this is really a faculty committee decision. Students whose rate of progress is less than what their faculty committees expect are placed on probation (see section I below) and may be dropped from the program altogether.

- 1. The statute of limitations.** The Graduate School has established specific time limits on the length of time students may take in completing **all** program requirements. For "MA only" students, all Master's Degree requirements must be completed within three calendar years of the date of first registration in the MA program. The statute of limitations for "MA/PhD" students is six years to the completion of the PhD, and for "PhD only" students (who have already earned the MA in Anthropology) it is four years.
- 2. Extending the statute of limitations.** Our experience has been that anthropology students often need more time to finish their degree programs than the Graduate School's statute of limitations allows. The Dean extends the statute of limitations when presented with a strong case that the student is making good progress and that the student has developed a credible schedule for completing all remaining requirements.

If you need more time to complete your degree program, you must make a plausible case first with your faculty committee and with the GPD that you have indeed used your time in the program well and that you have developed a realistic schedule for finishing up. You should draft a memorandum to your committee addressing these two points. You should expect some discussion to ensue before you and your advisor can sign Form 10. After completing Form 10, append your memorandum of justification to it and submit it to the G who will get the GPD to sign it, make a file copy, and send it to the Dean.

Be sure to submit your request for an extension of the statute of limitations to the GPD well in advance. Here are the deadlines:

Statute expires on:	Submit extension request by:
January 15	December 1
April 30	March 31
August 31	May 15

H. Leaves of Absence. A student, for a number of reasons, may have to interrupt participation in the program for a period of time. The student should draft a memo to the GPD explaining the need to suspend participation in the program. If the request seems reasonable to the GPD, s/he will petition the Graduate Dean on the student's behalf. The Graduate Dean normally grants leaves of absence for two years or less when petitioned to do so by the GPD. Students on leave of absence **must** register each semester on a program fee basis. The Dean automatically increases the statute of limitations by the length of the leave of absence. If you need to take a leave of absence, talk with your advisor and the GPD.

Note: It is **not possible** to be certified as a full-time student (for example, so as to defer student loan repayment obligations) while on a leave of absence.

I. Probation. Students whose record of performance in the degree program is below standard are placed on probation for one year.

The GPD writes a memorandum to a student and her/his committee chair indicating that departmental probation may be invoked when --

1. the student's cumulative GPA has fallen below 3.0 or;
2. the student has two or more grades of incomplete (excluding thesis or dissertation credits).

Within 30 days, the committee chair, after consulting with the student and other members of the committee, will respond to the GPD in writing with a specific recommendation either to invoke probation or not to invoke probation. In either case, specific reasons are to be cited.

If the committee chair recommends probation, the GPD writes the student a memorandum indicating that s/he has been placed on departmental probation for one year. This memorandum must clearly stipulate what the student must do in the ensuing twelve months to have the probationary status lifted. A copy of this memorandum is placed in the student's file.

The GPD may also place a student on probation after receiving a recommendation to do so from the student's committee on the grounds that the student has failed to meet the committee's expectations of productivity or of timeliness in meeting requirements.

The GPD also places any student on probation when for two successive semesters, s/he fails to constitute a faculty committee.

If the student fails to meet the conditions of the probationary period, the GPD normally will recommend to the Graduate School that s/he be dismissed.

J. Withdrawal/Dismissal.

1. **Voluntary Withdrawal.** If for any reason you wish to withdraw from the program, write a letter or memo to that effect to the Graduate Dean via the GPD, indicating your reasons. The GPD must endorse this request and attest to the Dean about the student's standing in the program (e.g., on probation, in good standing, on leave, etc.). If the student is registered for courses, these courses must be formally dropped (see the *Graduate School Bulletin* for details on how to drop courses).
2. **Failure to Enroll.** Graduate students who fail to register for course, thesis, or dissertation credits or who do not pay the program fee by the end of the late registration period will automatically be withdrawn from the university by the Graduate Registrar for failure to maintain continuous enrollment.
3. **Administrative Withdrawal.** The Graduate School may administratively withdraw a student from the university -- after due notice -- for failure to satisfy overdue financial obligations or for failure to comply with administrative requirements of the University.
4. **Academic Dismissal.** A graduate student who in **any two** semesters (consecutive or not) has a GPA of 2.8 is subject to dismissal from the graduate program.
5. **Unsatisfactory Progress.** A graduate student who fails to meet specific requirements of the GPD and/or his/her faculty committee during a year of departmental probation is subject to dismissal from the graduate program (see section I. Probation above).

K. Grievance Procedure. To protect students' rights and to insure a fair way to resolve disputes between students and faculty or between a student and the Graduate School, both the department and the Graduate School have developed grievance procedures. Experience has shown that most grievances can be resolved easily through voluntary conciliation on the part of both parties. When these fail, two alternatives are available:

1. When the grievance concerns a matter of a faculty member's academic judgment of a student's work, the student may discuss this matter with the GPD and/or the departmental chair, who will seek to resolve the

matter through conciliation. When these fail, the student should seek the services of the University Ombudsperson.

2. When the grievance concerns other matters (except the substance of University, campus, or Graduate School policies and regulations), the student may avail herself/himself of grievance procedures developed by the Graduate Council, which call for efforts similar to those cited in the preceding paragraph. A copy of the *Grievance Procedures for Graduate Students* is available from the GPD, the graduate secretary, and also from the Graduate Dean's office.

VI. SUPPORT

As a general rule, the department has very few internal means to support graduate students during their studies here. The most important means of modest student support are teaching assistantships and associateships. A few students get research assistantships; others compete for Graduate School Fellowships and Minority Graduate Student Fellowships. Many students find ways to support their studies from sources outside the department, including teaching assistantships in the Writing Program, Women's Studies, Legal Studies, the Inquiry Program, and the Internship Office. A few have developed research assistantships in the Department of Psychology, and others have worked for the University of Massachusetts Archaeological Services in providing contracted survey, curatorial, and cultural resource management services. Some students, as part of a financial aid package, receive work-study support; the department has had some modest success in turning work-study support into assistantships. Finally, several rely on external or personal sources of funding.

A. Tuition Waivers. The Graduate School grants a waiver of tuition to graduate students who receive any form of fellowship or assistantship support so long as the stipend exceeds a particular minimum, currently \$3467.75 per semester for AY 2007-8, but please see the following website for the current amount: http://www.umass.edu/gradschool/assistantship/Department_%20important_info.htm. This policy extends as well to employment off-campus, when such employment is considered an integral part of the graduate student's educational program. The test of whether such employment is integral to a student's education, according to the Graduate School, is a declaration by the GPD to that effect. So, if you think your work qualifies you for a tuition waiver, check with the GPD, or the Business Manager of the Graduate School.

B. Teaching Assistantships and Associateships.

1. **Introduction.** Teaching assistantships and associateships are not scholarships; rather the graduate student is employed for up to 20 hours per week to assist an instructor in teaching introductory level anthropology courses to undergraduate students. The faculty choose those graduate students who have demonstrated a strong capability to teach well. Teaching assistantships and associateships, of course, provide a graduate student with invaluable professional experience. Students who demonstrate exceptional teaching skill may be appointed as teaching associates who teach their own independent courses under the mentorship of a faculty member. In addition to an annual stipend paid weekly, teaching assistants and associates receive a waiver of tuition.

Students should gain some teaching experience even before applying for assistantships -- for example, by presenting oral class reports, by offering a lecture in one of the introductory courses, or by volunteering to organize a discussion section. In such cases, the student should arrange for the course instructor to evaluate such contributions and to place a written copy of this evaluation in the student's file.

Students desiring graduate teaching assistantships or associateships must apply each academic year whether or not they have held such positions previously. Renewal is in no case considered automatic. As a rule, assistantships and associateships are granted for an academic year, but under special circumstances may be

granted for a single semester. The deadline for filing applications is announced by the department chair in the *MegaMemo*. Application forms are available from the graduate secretary.

Preference is given to students who have been in the program for at least one semester or who have not held assistantships or associateships for an extended period of time. Various factors determine the number of semesters for which assistantships or associateships may be renewed, among them the number of qualified applicants and the number of positions available to the department; the maximum number for several years now has been six semesters. The main consideration in the granting of graduate teaching assistantships and associateships is the quality of undergraduate instruction. Selections are therefore made by the department's Executive Committee on the basis of its estimation of the teaching potential of each applicant. Only written evaluations and other information in the students' files are used in evaluating applicants. Financial need plays no part in the awarding of teaching assistantships and associateships.

All graduate students in good academic standing in the department are eligible to apply for these positions. The department deems it unwise for graduate assistants and associates to elect more than nine credits per semester while holding a full appointment. Further, those on a full appointment are required to be enrolled on a full-time basis (see Chapter V, paragraph E).

2. The Application Process.

a. Application. Early in the Spring semester of each year, the department chair issues a call in the *MegaMemo* for applications for TA positions for the ensuing academic year. The due date for these applications is March 1. Only currently enrolled graduate students are eligible to apply at this point. The graduate secretary has application forms and accepts completed applications. Once the department's Executive Committee has assigned each applicant to a tier (see section 4 below) and rank ordered applicants within each tier, the resulting list forms the basis for assigning individuals to courses, in rank order, for the ensuing Fall and Spring semesters. Additions to the top of this list may occur in two ways: (1) the department meeting may designate one or more positions as recruitment TAs; (2) the department may have an obligation to guarantee a TA position to someone given a fellowship the previous year. There also may be additions to the bottom of the list, when the chair issues a call for more applications subsequent to the initial call. Such a subsequent call will be issued to currently enrolled and to newly admitted students. These additions to the bottom of the list will be rank ordered by the Executive Committee, if they arrive during the academic year, or by the chair, if they arrive during June, July, or August. The rank ordering shall follow the standards spelled out in sections 3 and 4 below. Late applications, as they arrive, are added to the bottom of the list. This rank-ordered list is not re-ordered with the addition of new applicants. The list is replaced by the new list developed in the ensuing Spring semester.

The student submits a cover letter, a completed application form, teaching inventory, and a current CV. The purpose of the cover letter is to provide information not included elsewhere in the application materials. The letter may contain such items as supplemental areas of study (language, background research, complementary courses outside the department), and fieldwork or other issues that may have affected the rate of progress through the program. The applicant should make sure that her or his file is in order. Complete files should minimally contain: course/teaching evaluations for courses applicants have taught or assisted in teaching at UMass or elsewhere; current transcript; letters of evaluation of teaching experience and/or of core program courses (as relevant); and copies of publications and other relevant papers.

b. Assessment of applications. The department's Executive Committee is responsible for reviewing all application packets and applicants' files and for developing a rank ordering of all applicants, following the guidelines set forth below in sections 3 and 4. The Chair informs each applicant of: 1) her/his point score broken down by category, and 2) rank out of total number of applicants.

c. Assignment to courses. The Chair assigns those on the ranked list to specific courses primarily on the basis of the best match between the needs for instruction and the candidates' qualifications. In making assignments, the Chair considers applicants' preferences and tries to assign individuals so that cumulatively over the duration of their graduate student teaching careers here, they teach across the anthropology curriculum. Those applicants not appointed to teaching positions remain as alternates to be appointed in rank order as positions may become available throughout the academic year.

3. Applicant Tiers. As the first step in the ranking process, applicants are separated into the following tiers, then ranked within each tier according to standards of teaching and academic excellence, outlined in the criteria listed below in section 4.

a. First tier: applicants who at the time of the effective date of their appointment would begin their first through fourth semester of being a teaching assistant funded out of the Department's allotment of TA-resources.

b. Second tier: applicants who at the time of the effective date of their appointment would begin their fifth or sixth semester of being a teaching assistant funded out of the Department's allotment of TA-resources..

c. Third tier: applicants who at the time of their application meet either of these conditions:
1. are in their first semester of graduate study in this department, or
2. have completed six or more semesters of being a teaching assistant funded out of the Department's allotment of TA-resources.

d. Fourth tier: applicants who...
1. have submitted a late application, or
2. at the time of their application are on provisional status.

e. Fifth tier: Ineligible for appointment. This includes applicants...
1. who are on probation in the department.
2. who have more than one incomplete grade.*
3. whose teaching evaluations manifest a pattern of strongly negative response and /or failure to perform duties at the minimum standard acceptable to the department and the University.

*Note: For students in tier 5 because of incomplete grades, if the student is able to complete coursework for an incomplete grade, and if the professor responsible submits a grade change form, the student should inform the Department Chair and will be moved to tier 4, assuming not more than one other incomplete grade still remains. None of the above shall allow prior TA offers to be rescinded.

Applicants must submit all application materials to the graduate secretary on or before the deadline, normally a Friday. The graduate secretary will promptly inform the applicant whether the application is complete, and if not, exactly what materials remain to be filed. In such instances, the applicant will be expected to file the missing materials promptly. Applications that remain incomplete by noon on the date when they are reviewed (normally the following Wednesday) shall be considered formally late

Upon request, the Executive Committee provides students placed in this tier with reasons for this assignment.

4. Ranking Criteria. Applicants within each category are ranked according to the Executive Committee's assessment of their teaching ability and of the quality of their academic record, on the basis of information in the applicants' files. Teaching ability and academic excellence are given equal weight. Each of the criteria is assessed in detail according to the following system: In addition to submitting an application

form, applicants must make sure their files are complete and up-to-date. The following items constitute the basis on which applicants are evaluated:

Academic quality is rated in two categories (i.e., course work and academic awards; and research and scholarship) and teaching ability is rated in two categories (i.e. teaching experience; teaching quality). For each applicant, each of these categories is scored on a scale of zero to five points, with the exception of teaching quality category, which is scored on a scale of zero to ten points. Thus the maximum possible point score is 20 points. Details of the categories are:

Academic quality:

Category 1: a combination of grades (with GPA relevant only for Anthropology courses), evaluations of course work, and academic awards received during graduate study; Maximum of five points.

Category 2: a combination of publications, technical reports, papers presented at conferences, grant proposals and grants awarded and, where appropriately documented, professional service. These forms of research and scholarship are weighted by type and by years of graduate study. Maximum of five points.

Teaching quality:

Category 1: a combination of type and degree of evaluated teaching experience, within and outside of the department. Maximum of five points.

Category 2: quality of teaching as indicated by classroom/student evaluations and letters of evaluation. Maximum of five points.

Finally, the academic and teaching subtotals are added for a maximum possible of 20 points. The applicant with the most points is then ranked first, the applicant with the second largest number of points, second, etc.

5. Grievance Procedure. This Grievance Procedure exists to help ensure that any errors made in the Department's TA selection and ranking process are identified and rectified in a timely manner. Utilization of this Grievance Procedure will normally be preceded by a TA applicant's informal inquiry to the Graduate Program Director. The Grievance Procedure may be initiated when a TA applicant believes his/her position in the TA ranking has resulted from misunderstanding or misjudgment of his/her qualifications or credentials. The Grievance Procedure does not apply when: (a) the applicant's position in the ranking derives from his/her failure to submit a complete application and /or to include relevant materials in his/her file prior to the selection deadlines; or (b) the grounds for the ranking and/or dissatisfaction with it result from the qualitative assessments expressed in such evaluative materials as teaching evaluations or core course evaluations. TA applicants who wish to challenge their positions in the TA applicant ranking established and published by the Executive Committee of the Department have recourse to the following Grievance Procedure.

The steps and guidelines of the Grievance Procedure are:

- a. The TA applicant who is grieving the ranking must present his/her objections to the ranking to the Departmental Chair, in writing, within two weeks of the date of publication of the ranking in the *MegaMemo*. Submission of the written grievance by the applicant constitutes permission to have a Graduate student member on the Grievance Committee who has access to the grievant's file.
- b. On receipt of the written grievance, the Departmental Chair will:

- 1) sequester the file of the Grievant in the hands of the Departmental Office staff; and
 - 2) initiate the creation of the Grievance Committee, which must be appointed within two weeks of the Chair's receipt of the written grievance.
- c. From the time the Chair receives the written grievance until the Executive Committee reaches a final decision on the grievance, no materials may be added or removed from the Grievant's file, or, if relevant, from the files of other TA applicants.
 - d. The Grievance Committee is an *ad hoc* committee, consisting of one faculty member appointed by the Executive Committee, one faculty member appointed by the Grievant, and one graduate student, who is not one of the ranked TA applicants, appointed by the Graduate Caucus. Each appointing body will inform the Departmental Chair of its appointee to the Grievance Committee in writing, and within two weeks as stipulated in 2b. The Chair will then formally appoint and charge the members of the Grievance Committee, and provide each of them with copies of the TA Selection Guidelines, the Grievance Procedure, and the Grievant's written statement of objection.
 - e. The Grievance Committee will then review the Grievant's case and present its findings and recommendation to the Executive Committee, via the Chair, and to the Grievant, within two weeks of receiving its formal appointment and charge.
 - f. In reviewing the Grievant's case, the Grievance Committee may review the file of the Grievant and any other TA applicants' files it deems relevant to the case. The Grievance Committee may also: interview the members of the Executive Committee or otherwise request information on the procedure and process followed by the Executive Committee in carrying out the TA selection; and/or request additional information from the Grievant relevant to the case.
 - g. The agreement of any two of the three members of the Grievance Committee is sufficient to constitute a recommendation to the Executive Committee.
 - h. The report of the Grievance Committee to the Executive Committee must be in writing with a copy provided at the same time to the Grievant. The Grievance Committee must and may only recommend either (a) that the Executive Committee let stand its original, published ranking of TA applicants; or (b) that the Executive Committee should reconsider the original ranking. In either case, the Grievance Committee must explain the reasons for its recommendation.
 - i. If the Grievance Committee recommends that the Executive Committee let stand its original ranking, the Executive Committee need take no action. The Dept chair will then inform the Grievant of the outcome, in writing, and will file all documents relevant to the grievance case.
 - j. If the Grievance Committee recommends that the Executive Committee review and reconsider the original ranking, the Executive Committee must do so, with attention to the reasoning of the Grievance Committee, within two weeks of receipt of the Grievance Committee's report. The Executive Committee will decide the extent and details of its review of applicants' files and on any other steps necessary to its reconsideration.
 - k. Regardless of the outcome of the Executive Committee's review of the ranking, it must publish the results of its reconsideration as part of its minutes in the *MegaMemo*. If the Executive Committee decides, as a result of its reconsideration, to change the original ranking of the TA applicants, it should include a summary of its reasoning in the published Minutes.
 - l. Within one week of the Executive Committee's review of its ranking, the Departmental Chair must formally notify the Grievant, in writing, of the outcome. The Chair will then file all documents relevant to the grievance case.

This procedure will be deemed to have been exhausted once the Chair has informed the Grievant of the Executive Committee's deliberations.

C. Stand-Alone Teaching Opportunities in the Department. The University's Division of Continuing and Professional Education (DCPE) and the Residential Academic Program (RAP) in cooperation with the department offer courses that graduate students organize and teach. The departmental chair develops, with counterparts in DCPE and RAP, just which courses are to be taught in anthropology during the fall and spring semesters, the January term and during the two summer sessions. Then the chair makes an announcement in the *MegaMemo* calling for applications to teach DCE courses. There are also occasionally stand-alone sections of departmental courses offered during the regular semester, though these are often created on an ad hoc basis in response to enrollments and student demand.

There will be two calls per year for stand-alone teaching opportunities. The first call will usually be in the spring, at the same time as the call for TA applications. This call will include applications for RAP for the following academic year, for DCPE courses for the summer and fall, and stand-alone teaching opportunities in the Department for the fall. The second call will be early in the fall semester, and will include applications for winter and spring DCPE courses, and stand-alone teaching opportunities in the spring. The stipend for DCE courses is directly related to the size of enrollment; if enrollment is too low, the DCPE may cancel the course.

The following guidelines apply to all regularly scheduled stand-alone teaching opportunities in Anthropology offered through the Department.

1. Posting:

- A. The chair will place a call for applications in the *MegaMemo* at least three weeks in advance of a deadline. That call will indicate: which courses are to be offered; the deadline for submission of applications; that the applications must be hand delivered (or faxed) to an office staff person; and those materials necessary for a complete application.
- B. The submission deadline will be prior to a scheduled Executive Committee meeting at which the applications will be considered.
- C. The call for applications will be made twice per year, as indicated above. The chair will work with DCPE and RAP staff and the Executive Committee to plan which courses will be offered in any given semester. The application deadlines will appear in any departmental master calendar.

2. Application Process:

- A. Each applicant will submit:
 - 1) a completed application form;
 - 2) an up-to-date *curriculum vitae*;
 - 3) a completed teaching inventory form;
 - 4) syllabi for any and all courses, including newly proposed courses, for which the applicant wishes to be considered; and
 - 5) a letter of intent which will minimally state, in rank order, those courses the applicant wishes to teach and why. This letter may also discuss financial exigencies.

- B. All applications will be received and kept together in a central location to be determined by the chair.
- C. There will be no limit on the number of course syllabi an applicant can submit for any given semester.
- D. Applicants will promptly receive a receipt for their application. This can be a form letter handed to the applicants when they apply.
- E. If there are advertised courses for which no one applies, or if a successful candidate declines an offered position, a second call for applications for that position will be made, whenever necessary.

3. The Criteria for Selection:

- A. Priority for teaching stand-alone courses will be given to graduate students in good standing enrolled in the Department. To be in "good standing" an applicant may not have more than one "Incomplete" course. Applications from candidates not enrolled as graduate students will be handled on a case-by-case basis.
- B. In keeping with the letter and spirit of the GEO contract, no applicant holding a fellowship, TA, RA, or other position covered under the GEO contract will be discriminated against during the application and/or selection process for DCE positions, provided that the applicant is in good academic standing and is making sufficient progress toward his/her degree. However, if an applicant holds a fellowship which prohibits such employment, the terms of the fellowship will be honored.
- C. If there are any questions concerning an applicant's academic standing or progress toward her/his degree, the applicant, the GPD, and the applicant's advisor will determine if it is in the best interest of the applicant to teach a DCE course.
- D. A graduate student member of the Executive Committee who has applied for a stand-alone teaching position cannot participate in the selection process. The Grad Caucus will appoint a replacement, as it does for the TA ranking procedure.

4. The Selection Process:

- A. In order to ensure wide accessibility to DCE courses, the Executive Committee will attempt to place as many qualified applicants in positions as is possible. In order to ensure that qualified candidates are given the opportunity to gain critical teaching experience, and that no one student monopolizes a given course, applicants will not be given priority to teach the same class more than four times. In addition, no applicant will be given priority to teach more than one stand-alone course during any given session.
- B. If there is more than one application for a given course AFTER a consideration of 4. A, the Executive Committee will use the following criteria to rank the candidates for each course being offered (using the following criteria in rank order):
 - 1. Teaching experience and quality of instruction will be weighted equally. The Executive Committee will prioritize applicants with teaching experience in the following rank order: instructing that particular course; independent instruction of other courses; working as a TA in that particular course; and being a TA in other courses. The quality of the syllabus and the quality of the applicant's teaching evaluations on file in the department will also be considered.
 - 2. Letter of Intent.

3. Professional Development. The Executive Committee will review each applicant's CV to determine which applicant has the strongest professional experience in the area of the proposed course and in related areas.

C. In considering all of these applications, the Executive Committee will follow all employment guidelines stipulated by the university and GEO.

5. Notification of Selection.

A. The Executive Committee will notify all applicants of its decision within three weeks of the application deadline.

B. Each successful applicant will be appointed a faculty mentor to assist and advise in the design and instruction of their course or courses.

C. In order to make the application procedure a learning experience for graduate students, at any applicant's request, the GPD will notify the candidate of the specific reasons why her/his application was unsuccessful. This may be done verbally in a meeting of the candidate with the GPD and other faculty members of the Executive Committee or through written notification.

D. If the Executive Committee disqualifies an application, that applicant must be notified of the reason or reasons. This may be done verbally or through written notification as outlined above in 4.C.

D. Research Assistantships. In any given year, there may be one or more research assistantships available in the department, depending on outside funding of faculty research. In general, research assistantships carry the same stipend, time commitment, and tuition waiver that teaching assistantships do. Selection of research assistants is left to the discretion of the faculty principal investigator. Likewise teaching assistantship funds that are tied to individual instructors operate the same way (e.g., summer archaeological field school assistants, lab supervisors).

E. Graduate School Fellowships. Every year the Graduate School makes available about 60 fellowships to individuals on a competitive basis among all graduate programs on the campus. Departments compete with each other in nominating outstanding students. There are no duties; the stipend varies from year to year; and the fellowship includes a tuition waiver. Faculty or students may identify candidates to the faculty caucus in February; then the faculty choose from among these candidates their specific nominees. As a general rule, the faculty choose as nominees those students at or near the dissertation research or writing stage. Every effort is made to select nominees whose credentials --often evinced by stellar grades, GRE scores, and a strong publishing record -- give them the best chance of being chosen as finalists by the Graduate School's Fellowship Committee, a group made up of faculty from several disciplines.

F. The Sylvia Forman Graduate Scholarship provides a stipend for a graduate student in anthropology who is a citizen of a "Third World" country or who is a Native American. The scholarship was created by a bequest by Professor Sylvia Helen Forman, who was a professor in the department from 1972 until she died in 1992. Memorial gifts from friends and alumni have bolstered the capital of this fund substantially. Professor Forman's objective in creating the scholarship was to recruit graduate students from those regions of the world that historically had hosted anthropologists. It was Professor Forman's view that anthropology must be decolonized, and a key means to accomplish that is to diversify the identities and social positions of its practitioners. While the stipend varies from year to year depending on the amount of interest the fund has earned, the trustees endeavor to award an amount to cover room, board, tuition, fees, and transportation for one graduate student per year. In general, the fund's trustees aim to award the scholarship to an incoming graduate student each year, though any student in the graduate program who meets the citizenship requirement, may apply.

G. The European Studies Program gives graduate students and honors undergraduate students the opportunity to develop a research idea into a concrete plan of action, to put the plan into effect during a semester in Europe, then to

write up research results during the ensuing semester. Under the direct supervision of one of the faculty, preliminary research is conducted at various sites in Europe -- the site varies each year depending on faculty and student interest. The idea is to give students a first-hand research experience **before** they become committed to specific dissertation topics. In fact, such preliminary research is often crucial in subsequently delineating the dissertation topic.

The university supports the European Studies Program by granting student participants a modest stipend and a waiver of tuition for the semester in Europe.

The Director of the European Studies Program invites applications to the European Field Studies Program with an announcement in the *MegaMemo*. Contact the Director for a description of the program and an application.

**DEPARTMENT OF ANTHROPOLOGY
Committee Appointment**

Student's Name: _____

Date: _____

Recommendation for: (circle 1)

- a. Provisional Committee
- b. MA Advisory Committee
- c. PhD Guidance Committee
- d. Interim PhD Guidance Committee

I recommend that the members of the Graduate Faculty named below be appointed to serve as the committee for the student named above.

Chair: _____

Chair's signature: _____

Other members (indicate department if outside anthropology)

GPD's Signature of Approval: _____ Date: _____

Notes:

1. All committees must have at least three members of the Graduate Faculty, except the Interim PhD Guidance Committee, which should have no fewer than two members.
2. Both the provisional and MA Advisory committees must represent at least two subfields of anthropology.
3. The Guidance committee must have at least one member from outside the department who is not an anthropologist.
4. This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

**DEPARTMENT OF ANTHROPOLOGY
Thesis/Dissertation Committee Appointment**

Date: _____

To: Dean of the Graduate School
From: Graduate Program Director

Student's Name: _____ Student number: _____

Recommendation for: (circle 1)

- a. MA Thesis Committee
- b. PhD Dissertation Committee

I recommend that the members of the Graduate Faculty named below be appointed to serve as the committee for the student named above.

Chair: _____ Chair's signature: _____

Other members (indicate department if outside anthropology)

Enclosed with, but not attached to, this form is a copy of the thesis or dissertation outline, *preceded by a separate signatory page signed by each committee member and by the department chair*, indicating their approval of the outline.

GPD's Signature of Approval: _____ Date: _____

Notes:

1. Thesis and dissertation committees must have a minimum of three members of the Graduate Faculty.
2. The thesis committee must represent at least two subfields of anthropology.
3. For MA thesis committee appointments, a minimum of **four** months must elapse between the date of appointment by the Dean and the defense date; this interval is **seven** months for PhD dissertation committee appointments.
4. For dissertation committees, at least one member must have an appointment to the UMass graduate faculty outside the department and not be an anthropologist.
5. Both this form and the signed outline are to be submitted together to the GPD.
6. This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

DEPARTMENT OF ANTHROPOLOGY
Approval of Program Outline

Student's Name: _____

Date: _____

Approval of: (circle 1)

- a. MA Advisory Committee: Core Program Outline (see note #1)
- b. MA Provisional Program: Outline (see note #2)
- c. PhD Guidance Committee: PhD Program Outline (see note #3)
- d. PhD Provisional Program: Outline (see note #2)

The committee members have read and approved the outline noted above. A copy of it is attached.

Name of committee chair: _____

Signature of chair: _____

GPD's Signature of Approval: _____ Date: _____

Notes:

1. The core course outline meets the following conditions:
 - a. All core courses must be graduate level courses.
 - b. At least three different faculty members must be represented in the core courses selected.
 - c. At least one half of the core courses must be taken from within the department.
2. The provisional program may include up to 12 credits. Undergraduate courses may be included as part of the provisional program, but they may not be counted as part of the degree program.
3. The doctoral program outline meets the following conditions:
 - a. Each statement of field (including the prospectus) must be precepted by a different faculty member.
 - b. The outline must specify the format of each statement (e.g. course outline, research proposal, essay, etc.)
 - c. The outline must specify the research tools or language(s) that the student is expected to master as well as how competence will be assessed.
4. This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

DEPARTMENT OF ANTHROPOLOGY
Announcement of Assessment, Examination or Presentation

Student's Name: _____ Date: _____

Circle 1:

- a. **MA Program Assessment Meeting.** (Complete section A)
- b. **MA general examination.** The MA advisory committee is satisfied that the student has completed all outstanding MA program assignments and is now ready for the MA general examination. (Complete section A).
- c. **MA thesis defense and general exam.** The committee has read a complete draft of the thesis and has reviewed the completed MA program assignments. The student is ready to defend the thesis. (Complete sections A & B; attach a copy of the thesis).
- d. **Prospectus presentation.** The PhD guidance committee judges that the prospectus is sufficiently well developed to be formally presented. (Complete section A & B; attach a copy of the prospectus).
- e. **PhD comprehensive examination.** The members of the PhD guidance committee have read and approved the statements of field and prospectus. The student has acquired the research tools and/or language competency necessary to conduct the dissertation research. The student is now ready for the doctoral comprehensive examination. (Complete section A). The examination will be chaired by (cannot be committee chair):

Section A. Date of the assessment, examination or presentation: _____

Place: _____

Time: _____

Committee Chair: _____

Signature: _____

Section B. Title of thesis or prospectus: _____

This work is available for interested readers in Machmer 215.

GPD's Signature of Approval: _____

Date: _____

- Notes:**
1. This notice must reach the GPD at least **two** weeks before the scheduled event.
 2. This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

DEPARTMENT OF ANTHROPOLOGY
Results of the MA Program Assessment Meeting

Student's Name: _____ Date: _____

Date assessment held: _____

The advisory committee has reviewed the student's work to date and recommends that the student complete the core program as outlined (or amended) and undertake the following additional assignment(s) for the MA degree: (circle 1)

- a. MA thesis
- b. other* -- be specific *in this space* about the additional assignments:

Projected completion date: _____

Signature of advisory committee chair: _____

GPD's Signature of Approval: _____ Date: _____

* Committees, in considering additional assignments, aim for the student to have demonstrated, by the time the MA program is complete, the intellectual abilities necessary to complete an MA thesis, namely:

1. The ability to formulate anthropologically interesting problems;
2. The critical ability to apply an appropriate methodology in linking empirical observation with a theoretically relevant generalization;
3. A working familiarity with a body of data (e.g. a population, a culture area, a culture period); and
4. The ability to demonstrate these competencies in writing.
5. This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

**DEPARTMENT OF ANTHROPOLOGY
Announcement of Dissertation Defense**

Date: _____

To: Dean of the Graduate School

From: Graduate Program Director

Student's Name: _____ Student number: _____

PhD dissertation defense. The members of the dissertation committee have read and approved a complete draft of the dissertation. The student is now ready to defend it.

Section A. Date of the defense: _____

Place: _____ Time: _____

Committee Chair: _____ Signature: _____

Section B. Title of dissertation: _____

Would you please announce this event to the members of the Graduate Faculty.

GPD's Signature: _____ Date: _____

- Notes:**
1. This notice must reach the GPD at least **four** weeks before the defense.
 2. This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

**DEPARTMENT OF ANTHROPOLOGY
Examination/Defense Results**

Date: _____

To: Dean of the Graduate School

From: Graduate Program Director

Student's Name: _____ Student Number: _____

Circle 1:

- a. Masters General Examination
- b. Masters General Examination **and** MA Thesis Defense
- c. PhD Comprehensive Examination
- d. PhD Dissertation Defense

Date this examination took place: _____

Committee Members' Decision:

[Note: For the candidate to pass the PhD Comprehensive Examination or the PhD Dissertation Defense, all members of the committee must grade the candidate with "Pass"]

Names	Signatures	Pass/Fail
_____, chair	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Committee's Recommendation (to be completed by the committee chair): Following upon the results of the examination indicated above, the committee recommends that the student now proceed to...

GPD's Signature of Certification: _____ Date: _____

Note: This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

**DEPARTMENT OF ANTHROPOLOGY
Provisional Program Requirements**

Student's Name: _____

Date: _____

The student's committee met on (date): _____
and recommended that the following courses shall constitute the provisional program.*

Dept. and Number	Title	Instructor	Semester
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other required work: (specify):

Signature of advisor: _____

GPD's Signature of approval: _____ Date: _____

* The program may include up to 12 credits. Undergraduate courses may be included as part of the provisional program, but such courses may not be counted as part of the degree program.

Note: This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

DEPARTMENT OF ANTHROPOLOGY
Change From Provisional Status

Date: _____

To: Dean of the Graduate School

From: Graduate Program Director

Student's Name: _____ Student number: _____

Would you kindly change the registration status of the student named above from provisional to (circle 1):

- a. termination of registration
- b. regular status -- terminal MA
- c. regular status -- MA/PhD program
- d. regular status -- PhD program

This action has been approved by the chair of the student's provisional advisory committee.

Chair's name: _____

Chair's signature: _____

Date: _____

Thank you for your attention in this matter.

GPD's Signature of Approval: _____ Date: _____

Note: This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

DEPARTMENT OF ANTHROPOLOGY
Request for an extension of student's statute of limitations

Date: _____

To: Dean of the Graduate School

From: Graduate Program Director

Student's Name: _____ Student number: _____

Student's Declaration: My current statute of limitations is set to expire on:

Month: _____ Year: _____

Would you kindly extend my statute of limitations to (circle one):

- a. January 15 b. April 30 c. August 31

Year: _____

I have appended a written justification for this request, including a detailed plan and schedule for the completion of all remaining program steps.

Student's signature: _____ Date: _____

Advisor's Certification: As chair of the student's committee, I have read the appended request, and I approve it as a reasonable plan of work.

Chair's Signature: _____ Date: _____

Graduate Program Director's Certification: I invite you to respond favorably to this request, which I support.

GPD's Signature: _____ Date: _____

Note: This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

DEPARTMENT OF ANTHROPOLOGY
Certification of Full-time Student Status

Date: _____

To: Graduate Registrar

From: Graduate Program Director

Student's Name: _____ Student number: _____

Period (circle one): Fall semester Spring semester Summer Year: _____

Student's Declaration: I am/have been a full time student during the period indicated above. During this time, I have worked or am working at least 20 hours per week on my degree program under the direct supervision of my advisor.

Student's Signature: _____ Date: _____

Advisor's Certification: I certify that the student named above is working for at least 20 hours per week for the period indicated on a program of study under my direct supervision.

Advisor's Signature: _____ Date: _____

Graduate Program Director's Certification: I certify that the student named above is/has been a full-time student for the period indicated.

GPD's Signature: _____ Date: _____

Notes to the student:

1. Use this form only if you are/were registered for less than 9 course, dissertation, or thesis credits for the semester indicated **and** if you are/were working full time on your degree program.
2. If you are/were registered for 9 or more credits, the certification is automatic; you do not need to use this form.
3. This certification is done only on a semester by semester basis. Therefore, this form may be used only for a single semester certification.
4. This action is not considered completed until it has been filed with and certified by the Graduate Secretary.

Office Use Only

Certified received by Graduate Secretary: Date: _____ Initials: _____

CHECKLIST FOR STUDENT'S BASIC FILE

Name: _____

Date entered program: _____

Initial Program: MA/PhD _____ MA _____ MA Prov _____ PhD _____ PhD Prov _____

Office Use Only
Certification

<u>Initials</u>	<u>Date</u>	<u>Step</u>	
			Provisional Program -- Advisor: _____
_____	_____	4	Form 1: Provisional committee appointed.
_____	_____	6	Form 8: Provisional program requirements defined.
_____	_____	7	Form 9: Provisional program completed.
			MA Program: Initial Steps -- Advisor: _____
_____	_____	11	Form 1: Advisory committee appointed.
_____	_____	12	Form 3: Outline of core course of study approved.
_____	_____	15	Form 4: MA program assessment meeting scheduled.
_____	_____	16	Form 5: Remainder of MA program defined.
			MA Thesis steps (if thesis required) – Advisor: _____
_____	_____	19	Form 2: MA thesis committee defined and outline submitted.
_____	_____	20	Thesis committee appointed by Dean.
_____	_____	23	Form 4: MA thesis defense and general examination scheduled.
			MA Program: finishing steps
_____	_____	25	Form 4: MA general examination scheduled.
_____	_____	27	Form 7: Results of thesis defense and/or MA general examination.
_____	_____	28	"Certificate of Eligibility for a Master's Degree" completed.
			PhD Program: Initial steps -- Advisor: _____
_____	_____	33	Form 1: PhD guidance committee appointed.
_____	_____	34	Form 3: PhD program outline approved by committee. Outline attached.
_____	_____	36	Form 4: Prospectus presentation scheduled.
_____	_____	39	Form 4: PhD comprehensive examination scheduled.
_____	_____	41	Form 7: Results of PhD comprehensive examination.
			PhD Dissertation steps -- Advisor: _____
_____	_____	42	Form 2: PhD dissertation committee formed.
_____	_____	45	Dissertation committee appointed by Dean.
_____	_____	47	Form 6: Dissertation defense scheduled.
			PhD Program: finishing steps
_____	_____	50	Form 7: Results of dissertation defense.
_____	_____	51	"Certificate of Eligibility for a Doctoral Degree" completed.
_____	_____	52	Unbound final copy of dissertation submitted.

CHECKLIST FOR STUDENT'S BASIC FILE

Name: _____

Date entered program: _____

Initial Program: MA/PhD _____ MA _____ MA Prov _____ PhD _____ PhD Prov _____

Office Use Only
Certification

<u>Initials</u>	<u>Date</u>	<u>Step</u>	
Provisional Program -- Advisor: _____			
_____	_____	4	Form 1: Provisional committee appointed.
_____	_____	6	Form 8: Provisional program requirements defined.
_____	_____	7	Form 9: Provisional program completed.
MA Program: Initial Steps -- Advisor: _____			
_____	_____	11	Form 1: Advisory committee appointed.
_____	_____	12	Form 3: Outline of core course of study approved.
_____	_____	15	Form 4: MA program assessment meeting scheduled.
_____	_____	16	Form 5: Remainder of MA program defined.
MA Thesis steps (if thesis required) – Advisor: _____			
_____	_____	19	Form 2: MA thesis committee defined and outline submitted.
_____	_____	20	Thesis committee appointed by Dean.
_____	_____	23	Form 4: MA thesis defense and general examination scheduled.
MA Program: finishing steps			
_____	_____	25	Form 4: MA general examination scheduled.
_____	_____	27	Form 7: Results of thesis defense and/or MA general examination.
_____	_____	28	"Certificate of Eligibility for a Master's Degree" completed.
PhD Program: Initial steps -- Advisor: _____			
_____	_____	33	Form 1: PhD guidance committee appointed.
_____	_____	34	Form 3: PhD program outline approved by committee. Outline attached.
_____	_____	36	Form 4: Prospectus presentation scheduled.
_____	_____	39	Form 4: PhD comprehensive examination scheduled.
_____	_____	41	Form 7: Results of PhD comprehensive examination.
PhD Dissertation steps -- Advisor: _____			
_____	_____	42	Form 2: PhD dissertation committee formed.
_____	_____	45	Dissertation committee appointed by Dean.
_____	_____	47	Form 6: Dissertation defense scheduled.
PhD Program: finishing steps			
_____	_____	50	Form 7: Results of dissertation defense.
_____	_____	51	"Certificate of Eligibility for a Doctoral Degree" completed.
_____	_____	52	Unbound final copy of dissertation submitted.

CHECKLIST FOR STUDENT'S BASIC FILE

Name: _____

Core Courses:

Dept & Number	Title	Instructor	Date Eval. Filed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Statements of Field:

Preceptor(s)	Title	Date Filed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Statute of Limitations:

Initial MA: _____ PhD: _____

Extension Request(s):

Date Filed	Date Extension Granted	New Statute of Limitations
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Certification of Full-time Student Status:

Date Form 11 Filed	For semester and year
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____