Dear Maria and Katie,

Attached is a proposal to revise the **Master of Arts in Anthropology** in the Department of Anthropology in the College of Arts and Sciences.

The Department of Anthropology in the College of Arts and Sciences is proposing to revise the MA in Anthropology following self-assessment, feedback provided by external review, and faculty reflection. The Department is also proposing to suspend direct admission to the program and instead admit qualified students directly to the PhD program. Students accepted to the PhD program may choose to earn the MA once minimum degree requirements are met. The curriculum for the revised MA will align with revised PhD curriculum. The minimum credit hour requirement for the MA is 30 semester hours. As a part of this revision, the Department of Anthropology is also requesting to offer the MA as a non-thesis only program. The College of Arts and Sciences has approved this proposal. It has been recommended for approval by the GS/CAA subcommittee and approved by the Graduate Council.

Please let me know if you need any additional information to add this proposal to an upcoming CAA meeting agenda.

Sincerely,
Anika

Anika Anthony, PhD
Associate Dean of Academic Affairs
Associate Professor, Department of Educational Studies
The Ohio State University
Graduate School
250E University Hall, 230 North Oval Mall, Columbus, OH 43210
Phone: (614) 247-2083
anthony.171@osu.edu   https://gradsch.osu.edu/

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Anika Anthony, Associate Dean of Academic Affairs, Graduate School

DATE: March 28, 2022

RE: Proposal to revise the Master of Arts in Anthropology in the Department of
             Anthropology in the College of Arts and Sciences

The Department of Anthropology in the College of Arts and Sciences is proposing to revise the
Master of Arts in Anthropology and to suspend direct admission to the program.

The proposal was received by the Graduate School on March 15, 2021. The combined
GS/CAA subcommittee first reviewed the proposal on March 23, 2021, and requested
revisions. Revisions were received on April 7, 2021. The Graduate School met with the program
and emailed additional feedback on September 8, 2021. Revisions were received on January 26,
2022. On February 9, 2022, GS/CAA conducted a second review of the proposal and requested
revisions. Revisions were received on March 10, 2022. The GS/CAA subcommittee
recommended it for approval by the Graduate Council on March 14, 2022. The proposal was
approved by the Graduate Council on March 28, 2022.

Subject:	Revision Anthropology PhD & discontinue admission in terminal MA
Date:	Monday, March 15, 2021 at 2:04:59 PM Eastern Daylight Time
From:	Vankeerbergen, Bernadette
To:	Anthony, Anika, Carpenter, Thomas J.
CC:	Miriti, Maria, Horn, David
Category:	Green Category
Attachments:	image001.png, Revision Anthro PhD revised + discontinue admission in terminal MA.pdf, SBS Panel-Anthropology Graduate Program Revision Letter.docx

Dear Anika and T.J.,

Please find attached a proposal to revise the Anthropology PhD and discontinue admission in the Anthropology terminal MA. The proposal was fully approved by the ASC Curriculum Committee (ASCC) at its meeting on Friday, March 5.

We are now advancing the proposal to be reviewed by the Graduate School. The attached documents are (1) the proposal submitted by the Department of Anthropology & (2) the Social and Behavioral Sciences Panel cover letter to ASCC.

The contact for this proposal is Mark Hubbe.

Please use this email as a cover letter indicating that the proposal has been duly reviewed and approved by the appropriate ASC curricular bodies (including the full ASC Curriculum Committee).

Please let me know if you have any questions.

My best,
Bernadette

THE OHIO STATE UNIVERSITY

Bernadette Vankeerbergen, Ph.D.
Program Director, Curriculum and Assessment
College of Arts and Sciences
154D Denney Hall, 164 Annie & John Glenn Ave.
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THE OHIO STATE UNIVERSITY

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March 4, 2021

Associate Professor Maria Miriti
Chair, Arts and Sciences Curriculum Committee

Re: Approval of Revision of the Graduate Program (Masters and PhD) in Anthropology and end
of Student Admissions to the Terminal Master's Program

Dear Maria,

At its meeting on Monday, December 7th, 2020, the Social and Behavioral Sciences Panel
of the ASC Curriculum Committee unanimously approved a proposal from the Department of
Anthropology to revise their graduate program and end student recruitment and admissions to the
terminal Master's program. Our approval had one contingency regarding program assessment
that has since been met.

The redesign of Anthropology's graduate program resulted from several years of
analysis and has seven objectives. The revised curriculum focuses on three themes that
are current strengths of the Department: *Human Evolutionary History*, *Society and
Environment*, and *Biocultural Perspectives on Health*. The new curriculum has more
training on research methods through updating seminars and adding a year-long seminar
on data collection methods. The program also develops students' skills for both
academic and non-academic career paths by revising seminars in communicating and
teaching anthropology, and the program follows NAS graduate STEM
recommendations by increasing structures of mentoring and support for students.
Finally, the program has been streamlined to shorten students' time to degree without
sacrificing the quality of their training. The revised program will fund all graduate
students for at least five years, which will mean that cohorts will be smaller and
graduate seminars offered biennially.

The Department will not be recruiting students into a terminal M.A. program. Instead,
the revised program will admit qualified students directly to the PhD program; students
who choose not to continue to the PhD can earn their M.A. once M.A. program criteria
are achieved.

All of the new and revised graduate seminars in this program revision have been
approved by the SBS Panel. Overall, the SBS Panel was impressed by the way the
revised curriculum capitalizes on the strengths of the Department to offer an excellent
graduate program of study. The proposal also has a thoughtful plan for assessing the
quality of the program. Thus, the Panel advances the proposal to the Arts and Sciences
Curriculum Committee with a motion to approve.

Regards,

Susan L. Kline

Susan L. Kline, PhD

Associate Professor
Director, Undergraduate Communication Studies
School of Communication

Department of Anthropology

4034 Smith Laboratory
174 West 18th Avenue
Columbus, OH 43210-1106

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http://anthropology.ohio-state.edu

Columbus, November 30, 2020

Deborah Haddad
Associate Dean
114 University Hall
Columbus, Ohio 43210
RE: Anthropology MA admission and recruitment

Dear Arts and Sciences Curriculum Committee and Associate Dean Haddad,

As part of the redesign of the graduate program in Anthropology, submitted to your consideration on November 2, 2020, the Department of Anthropology requests approval to stop recruiting and admitting students to the program with intent to earn a terminal Master's degree.

As detailed in the proposal, the revised program will admit qualified students who have earned a Bachelor's degree directly to the PhD program. We anticipate that the vast majority of our students will bypass the MA degree and move directly into preparing for candidacy. However, students who choose not to continue to the PhD may earn their M.A. once the minimum criteria for the M.A. are achieved (coursework + M.A. capstone paper).

For this reason, the department will not be recruiting or admitting students who wish to earn a terminal MA. This change reflects the current academic reality in our department and on the job market. Very few students in the past years have applied to the M.A. program without intending to continue to the Ph.D., since a general Master's degree in Anthropology offers relatively few career options. We would like to preserve a pathway to the MA only for students who decide not to complete the doctorate.

As detailed in the full proposal, this modification with have no impact on current students, because all enrolled students will have the option to continue their current curriculum or adopt the revised one.

This request accompanies the graduate program review, which has the full support of the faculty.

Sincerely,

Kristen J. Gremillion
Professor and Chair
Department of Anthropology
The Ohio State University
gremillion.1@osu.edu

Department of Anthropology

4034 Smith Laboratory
174 West 18th Avenue
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Columbus, November 2, 2020

Deborah Haddad
Associate Dean
114 University Hall
Columbus, Ohio 43210
RE: Redesign of the Graduate Program in Anthropology

Dear Arts and Sciences Curriculum Committee and Associate Dean Haddad,

This letter is to confirm that the proposed revision to the graduate program in the Department of Anthropology (PhD and MA) was approved by the Faculty of the Department of Anthropology on September 9, 2020.

This revision is the outcome of several years of assessment and reflection on the part of our faculty, as well as the feedback provided by the last external review of the department. The department faculty agrees that these revisions will better serve the needs of our students as they pursue the degree and prepare for a career or further study.

Sincerely,

Kristen J. Gremillion
Professor and Chair
Department of Anthropology
The Ohio State University
gremillion.1@osu.edu

Curriculum Proposal Checklist

THE OHIO STATE UNIVERSITY

Title of Program:

Effective term: **College:**

New/Establish: **Secondary Major Eligible:**   **Academic Unit:**

Revise: **50% Revision:**   **Mark Up:**   **Program Contact:**

Terminate: **Suspend:**   **Certificate Category*:**

Degree/Credential:

Program of Study :   **Title:**

Code:

Program Focus*:

Credit hours to degree/credential: **Is this a change to the current total?**   **Yes**   **No**

Program offered only online?   **Yes**   **No**   **If yes, is there a signed MOU with ODEE?**   **Yes**   **No**

Campus(es) where offered: **Columbus**   **ATI**   **Lima**   **Mansfield**   **Marion**   **Newark**

Rationale:

Student Curriculum Sheet Required:

Four Year (or appropriate) Plan:

Academic Unit Curriculum Committee approval date:

College Curriculum Committee approval date:

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

* If applicable

Proposed Revision to the MA in Anthropology (PhD)

March 9, 2022

Name of program:	Master of Arts in Anthropology
Degree students will receive:	MA
Proposed implementation date:	Fall 2022
Academic unit administrating program:	Department of Anthropology, College of Arts and Sciences

BACKGROUND

The Department of Anthropology's Graduate Program currently consists of MA and PhD degrees, with students specializing in one of three sub-disciplines: Archaeology, Biological Anthropology, or Cultural Anthropology. The graduate program aims to prepare graduate students for careers in academia, focusing intensely on research and teaching skills. The program has a cohort of 5-10 students per year, composed of students pursuing both MA and PhD degrees. While the MA and PhD curricula overlap significantly, they are treated as different programs, and students follow different tracks depending on whether they possess a MA degree when they are accepted in the program. It is the expectation of the program that students who receive the MA will continue into the PhD program. Around 80% of students are fully funded through fellowships and GTA positions. The median time to degree is between 6 and 7 years, within the national average for Anthropology Programs.

The graduate program last revised its curriculum in preparation for the shift to semesters in the fall of 2012. In 2016, the department underwent a review, which identified areas that could be strengthened, including aspects of the Graduate Program. In 2018 a faculty committee was created to plan the redesign of the graduate program curriculum, taking into account lessons learned from external reviews, our past and present students, and our experiences teaching, administering and advising students in the program in the last years.

RATIONALE

As a result of the self-assessment and reflection with faculty and graduate students, the department developed the revised graduate curriculum that aims to create a common curriculum for graduate all students accepted into the department. This revised proposal for the graduate program is detailed in the "**Proposed Revision to the Graduate Program in Anthropology (PhD)**" document that accompanies this proposal.

The revised program identified seven major goals for the program and established a new curricular map that will allow the program to better assess student progress towards achieving these goals.

The focus of the new program is on the PhD, and the MA degree will not be a required step towards the PhD degree. As a consequence, the MA will be subsumed inside our doctorate program, and will be an option for student who wish to leave the program before the completion of the PhD. In other words, in the revised program the MA will be optional, to streamline the time to degree, but will be available as an alternative for students who are willing or cannot finish their PhD.

Given the changes requested, the current proposal is presented to clarify the changes that will be made to the MA to allow it to be fully and seamlessly incorporated into the PhD program.

PROGRAM DEGREES

The revised Anthropology program will align the MA and PhD so they share the same curriculum. All students accepted to the program will be accepted to the PhD program. Students who do not already hold an equivalent master's degree in this field may choose one of two routes to earn their MA degree: (a) complete minimum required coursework for the MA and pass the non-thesis MA exam, or (b) earn the MA degree on the basis of satisfactorily completing the doctoral candidacy exam in the program.

MA degrees will not be considered a prerequisite to apply to PhD program.

Students who choose to acquire the MA may continue in the PhD program, or they may leave the PhD program by applying to graduate with the MA and then submitting the PhD Withdraw from Program form upon completion of the MA.

Students may opt to get their MA at any point of their education, as long as they meet the minimum criteria.

Following the current practice for the MA program in Anthropology, the department will not allow students from other OSU departments to transfer to the MA program. All students will have to apply to program to be considered.

DELIVERY MODE

The revised program will be 100% presential, and all coursework will be delivered in-person. Therefore, no courses will be offered as Distance Enhanced (DH) or Distance Learning (DL).

TRANSITION PLAN

Once approved, the revised program will be offered to all new cohorts. Cohorts currently enrolled will be able to continue with their current program structure or may choose to adopt the new curriculum. As there are significant advantages to the new curriculum in terms of assessment, content and skill-training, we anticipate that most of the current students will transition to the new curriculum. However, given the similarities between the curricula, especially in the period post-coursework, the department is able to support any number of students in both of the curricula offered, without straining our resources.

All students accepted to the program have a faculty advisor from the first day, as students must be sponsored by a faculty during the application process to be considered eligible to the program. Advisors will be responsible for assessing the progress of students and support their advancements through the entire program. The advising plan and assessment will follow the details presented at the end of this proposal.

Students who are interested in obtaining their MA can do so at any point in the program after the meet the minimum requirements for the MA. The minimum requirement for the MA is the completion of 30 credit hours in the first four semesters in the program, as detailed below. As such, the revised MA is expected to have a minimum of four semesters, which is the same timeline currently adopted by the Department of Anthropology.

The MA degree will be conferred to the students upon the successful completion of the **MA exam, a non-thesis comprehensive exam** that will test the student on the knowledge and skills that are associated with the learning objectives of the courses in the program. The MA exam will be created by the student's advising committee, following the recommended guidelines for MA exams established by the Graduate School.

The curricular revisions proposed are based on a detailed assessment plan created for the revised curriculum. The assessment plan is structured around the Curricular Goals, Learning Outcomes, and Proficiency Levels, which are detailed at the end of this proposal.

Program Assessment:

Assessment of the MA program will be done through the strategic evaluation of the proficiency levels at different points in the curriculum, guaranteeing that all proficiency levels are assessed at least once during the students' graduate education. The assessment will consider both direct and indirect measurement of success, as detailed below.

The MA program assessment will be done through the following practices:

1. Semester or course level:
    Although seminars and courses have several of the proficiency levels in common, each seminar will assess a few specific proficiency levels, to reduce overlap and make program assessment feasible for instructors and program coordinators. The proficiency levels assessed in each course are detailed in the curricular map and in the syllabi for each seminar.
    Indirect measurement of success: program will be considered successful when at least 80% of the students demonstrate proficiency in the goals assessed. Courses that do not meet this goal will be flagged to be revised and redesigned, as needed.
    Assessment tool: In class assessment of student assignments following rubrics created for each seminar.

2. Annual or departmental level:

> To complement the in-class assessment, the program will be assessed through the academic portfolio submitted by students yearly. For each year in the program, a different set of proficiency levels will be assessed, starting with beginner proficiency levels in the first year, and focusing on advanced levels in following years (see details in curricular map).

> Indirect measurement of success: program will be considered successful when at least 80% of the students demonstrate proficiency in the goals assessed. Goals that are not met will be flagged to be discussed by the Faculty to identify where the program is not meeting expectations and to propose solutions for this limitation.

> Direct measurement of success: Student and advisor narratives will be used to evaluate mastery of the learning outcomes by the students, which will be used to discuss ways that the program can improve support and training of specific students.

> Assessment tool: evaluation of portfolio following rubric developed for each portfolio year.

The **assessment information for the students will be gathered annually** and will be presented to the faculty for review and discussion. **Every five years the combined results of student assessments will be evaluated by the faculty** and will be used to review and revise the program and revisit goals and outcomes. This data-driven process will facilitate the continuous improvement of the graduate program.

MAGNITUDE OF REVISION

The proposed changes to the program represent a significant revision of the current program. However, the aggregate changes represent less than 50% of the curriculum and adheres to the key features delineated in the Ohio's Chancellor's Council on Graduate Studies (CCGS) guidelines. As detailed in the following section (see comparison below), the new MA program replaces 3CH from an elective with a required Methods Class (5650 – Qualitative Methods), representing 10% of the CH. The remaining courses will be revised versions of existing courses, which will incorporate the new curricular goals as well as new assessment tools but will continue to make students proficient in anthropological theory and methods. These changes to the existing seminars represent about 33% percent of each course, adding up 20% of the program (33% of 3CH x 6 courses/30CH). Therefore, the total change in the MA program represent about 30% of the current MA.

CURRICULUM COMPARISON

The current and revised curricula are compared in the table below. All seminars in the current curriculum offer 3 Credit Hours. They will be replaced by seminars of 3 Credit Hours in the revised curriculum, unless stated otherwise. Note that there is already a significant overlap in the MA and PhD

programs in the Department of Anthropology, so this comparative table is mostly similar to the one presented in the "**Proposed Revision to the Graduate Program in Anthropology (PhD)**".

The following key is used:

Replaced – seminar replaced by new seminar in revised curriculum

Added – seminar added in revised curriculum

Removed – seminar removed from current curriculum

Revised – existing course that will be modified to align with new learning outcomes

CURRENT CURRICULUM	REVISED CURRICULUM	OFFERING SCHEDULE
Theoretical Core (9 CH)	**Theoretical Core (9 CH)**	
7804 – Archaeological Theory	7001 - Society and Environment	Every two years
7703 – Cultural Theory	7002 - Biocultural Approaches to Health	Every two years
8892.01 – Evolutionary Theory	7003 - Human Evolutionary History	Every two years
Methods (3 CH)	**Methods (6 CH)**	
Elective in Research Methods	5005 – Applied Quantitative Methods to Anthropology	Annually
	5650 – Qualitative Methods	Annually
Professional Development (6 CH)	**Professional Development (6 CH)**	
7720 - Teaching in Anthropology	7720 – Teaching in Anthropology	Annually
8827 - Writing for Publication	8827 – Communicating Anthropology	Every two years
Complementary and Electives (12 CH)	**Complementary and Electives (9 CH)**	
Elective in Archaeology	Elective 1	
Elective in Biological Anthropology	Elective 2	
Elective in Cultural Anthropology	Elective 3	
Elective 1		
TOTAL COURSEWORK CREDITS HOURS: 30	**TOTAL COURSEWORK CREDITS HOURS: 30**	
Thesis	**MA Exam**	
Thesis can be defended after 30CH	**Non-thesis exam can be taken after 30 CH**	
TOTAL MA CREDITS: 30 CH	**Minimum MA CREDITS: 30**	

Elective courses

The revised program offers the possibility for students to choose different courses for Quantitative Methods, Advanced Methods as well as three free electives. While the department has recommendations for the method electives, students can petition with the support of their advisors to take courses that better fit their own research and academic needs.

<table>
<tr><td>CURRICULAR PROGRESSION</td></tr>
</table>

The revised curriculum will offer most graduate courses every two years, pooling together two cohorts to guarantee minimum enrollment for classes. For this reason, there are two possible curricular paths, one for students starting in even years (e.g., FA22) and other for students starting in odd years (e.g., FA23). As the courses will be offered at least once every two years, and they have been designed to not require prerequisites, students will be able to finish their MA in four semesters, irrespective of the year they start the program.

Progress in the program will be monitored through the advising sheet, presented on page 8, which will take into consideration the course offerings as presented on the curricular schedule below.

Curricular schedule – graduate seminars that are offered every two years and will pool two cohorts are marked in **red**.

Courses that comprise the MA degree are underlined. The remaining courses are part of the PhD program, as detailed in the "**Proposed Revision to the Graduate Program in Anthropology (PhD)**".

	Year 1		Year 2		Year 3		Year 4+	
	Autumn - Odd Year	**Spring – Odd Year**	**Autumn – Even Year**	**Spring – Even Year**	**Autumn - Odd Year**	**Spring – Odd Year**	**Autumn – Even Year**	**Spring – Even Year**
Cohort 1	**Theory 1 (3CH)**	**Theory 2 (3CH)**	**Theory 3 (3CH)**	**Comm. (3CH)**	**Grant writ. (3CH)**	Dissertation research (2+CH)	Dissertation research (2+CH)	Dissertation research (2+CH)
	Teaching (3CH)	Applied Quantitative Methods (3CH)	Qualitative Methods (3CH)	Adv. Methods Elective (3CH)	IS Candidacy (6CH)			
	Research Des. (3CH)	Elective 1 (3CH)	Elective 2 (3CH)	Elective 3 (3CH)	Candidacy			
	Teaching Obs. (1CH)							
	Data Collection Workshop (1CH)	Data Collection Workshop (1CH)						
	Academic Workshop (1CH)	Academic Workshop (1CH)	Academic Workshop (1CH)	Academic Workshop (1CH)	Academic Workshop (1CH)	Academic Workshop (1CH)	Academic Workshop (1CH)	Academic Workshop (1CH)
	Dissertation IS (3CH in Autumn, 3 CH in Spring, 3 CH in Summer)		Dissertation IS (3CH in Autumn, 3 CH in Spring, 3 CH in Summer)					

			Year 1		Year 2		Year 3	
	Autumn - Odd Year	**Spring – Odd Year**	**Autumn – Even Year**	**Spring – Even Year**	**Autumn - Odd Year**	**Spring – Odd Year**	**Autumn – Even Year**	**Spring – Even Year**
Cohort 2			**Theory 3 (3CH)**	**Comm. (3CH)**	**Theory 1 (3CH)**	**Theory 2 (3CH)**	Elective 3 (3CH)	Dissertation research (2+CH)
			Applied Quantitative Methods (3CH)	Qualitative Methods (3CH)	**Grant Writing (3CH)**	Adv. Methods Elective (3CH)	IS Candidacy (6CH)	
			Teaching (3CH)	Elective 1 (3CH)	**Research Des. (3CH)**	Elective 2 (3CH)	Candidacy	
			Teaching Obs. (1CH)					
			Data Collection Workshop (1CH)	Data Collection Workshop (1CH)				
			Academic Workshop (1CH)	Academic Workshop (1CH)	Academic Workshop (1CH)	Academic Workshop (1CH)	Academic Workshop (1CH)	Academic Workshop (1CH)
			Dissertation IS (3CH in Autumn, 3 CH in Spring, 3 CH in Summer)		Dissertation IS (3CH in Autumn, 3 CH in Spring, 3 CH in Summer)			

MA Advising Sheet

All students entering the MA program must complete the following courses, unless a case can be made for exemption.

Course/requirement	Semester completed
☐ 7001 – Society and Environment	Au ☐ Sp ☐ Su ☐ Year 2000
☐ 7002 – Biocultural Approaches to Health	Au ☐ Sp ☐ Su ☐ Year 2000
☐ 7003 – Human Evolutionary History	Au ☐ Sp ☐ Su ☐ Year 2000
☐ 5005 – Applied Quant Methods to Anthro	Au ☐ Sp ☐ Su ☐ Year 2000
☐ 5650 – Qualitative Methods	Au ☐ Sp ☐ Su ☐ Year 2000
☐ 7720 – Teaching in Anthropology	Au ☐ Sp ☐ Su ☐ Year 2000
☐ 8827 – Communicating Anthropology	Au ☐ Sp ☐ Su ☐ Year 2000
Electives ☐ 1. _____ ☐ 2. _____ ☐ 3. _____	Au ☐ Sp ☐ Su ☐ Year 2000 Au ☐ Sp ☐ Su ☐ Year 2000 Au ☐ Sp ☐ Su ☐ Year 2000
Minimum of 30 hours completed ☐ Departmental Forms and due dates ☐ Notification of intent to take Master's examination (12th wk. Au, Y2) Graduate school forms and due dates ☐ Application to graduate (by 3rd Friday of graduation semester) ☐ Master's examination report (by posted date on Graduate School website)	

The new program is structured around specific Curricular Goals, which are operationalized and assessed through different Learning Outcomes and Proficiency Levels. Proficiency Levels follow a clear progression from basic to advanced, and it is expected that once students acquire each of the levels in a learning outcome, they are considered proficient in that outcome. Similarly, as they meet the different learning outcomes, they are considered to have meet the curricular goals. In that way, by assessing the proficiency levels, we are able the measure the success of our curricular goals among our students.

Each proficiency level is mapped to specific seminars and activities done by students, as detailed in Appendix 1 – Curricular Map.

Description of Curricular Goals, Learning Outcomes, and Proficiency Levels:

There are three different levels: goals, outcomes, and proficiencies

A. Learning goal

   1. Learning outcome

      a. Proficiency (Beginner, Intermediate, Advanced)

A. Students will be able to think like an anthropologist by embracing a comparative, holistic, relativistic, biocultural, critical, and reflexive approach.

   1. Explain what culture is and how it shapes humans experience, perception and action in the world.
         a. Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit). (Basic/Intermediate)
         b. Analyze how culture shapes their lives and that of others around them. (Advanced)
   2. Interpret and represent other cultures without judging them by the standards of their own culture.
         a. Recognize own beliefs and practices as cultural. (Basic)
         b. Recognize that their own beliefs and practices are not "normal". (Basic)
         c. Recognize cultural differences between individuals and groups. (Basic)
         d. Interpret cultural differences as differences and not as deficits. (Intermediate)
         e. Represent other cultural beliefs and practices with respect. (Advanced)
   3. Explain how elements of culture are interrelated and should be understood within context.
         a. Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status). (Basic/Intermediate)
         b. Analyze cultural phenomena holistically, i.e., studying it within local, global, and historical contexts. (Advanced)
   4. Consider the range of human variation when studying human behavior and biology.

a. Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage). (Basic)

b. Identify examples to show the range of human variation as well as to illustrate anthropological concepts. (Basic)

c. Apply relevant theoretical concepts in anthropology to describe human cultural and biological variation. (Intermediate)

d. Provide theoretical explanations for cross-cultural variation. (Advanced)

5. Explain how humans are a product of evolutionary and cultural processes.

a. Recognize how humans are the product of biological evolutionary processes. (Basic)

b. Recognize how humans are the product of cultural processes. (Basic)

c. Analyze how the interaction between biology and culture shapes human variation. (Intermediate)

d. Combine biological and cultural approaches to describe and explain human diversity in the past and present. (Advanced)

e. Appreciate the contributions of the different anthropological subfields to the study of human diversity. (Advanced)

6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.

a. Recognize inequalities within and among human societies. (Basic)

b. Identify the ways in which inequity interacts with biological, cultural, and social systems. (Intermediate)

c. Analyze how intersecting systems of oppression influence the lived experience of marginalized individuals and groups. (Intermediate/Advanced)

d. Engage with the voices of historically excluded scholars and perspectives. (Intermediate/Advanced)

e. Apply critical perspectives to their own research design and praxis. (Advanced)

B. Students will understand how anthropologists use and have used theory to describe and explain the world.

1. Evaluate the history of the main theoretical paradigms in anthropology.

a. Summarize the history and development of anthropological theory. (Basic)

b. Recognize theoretical frameworks in anthropological literature. (Basic)

c. Identify current theoretical debates of anthropology. (Intermediate)

d. Evaluate various strengths and weaknesses of anthropological theories. (Intermediate)

e. Make connections between theories from different subfields. (Advanced)

f. Recognize that writing the history of anthropology is an interpretive exercise that shapes what is included and excluded. (Advanced)

2. Connect anthropological theories to research endeavors.

a. Examine how theoretical frameworks shape research questions. (Basic)

b. Appreciate the contributions of different theoretical frameworks. (Intermediate)

      c. Evaluate how multiple theoretical frameworks can be used to address a research question. (Advanced)

      d. Connect appropriate anthropological theories to meaningful research questions. (Advanced)

C. Understand how to design, conduct, and evaluate research that makes theoretical and practical contributions to anthropology and beyond.

1. Design a research project that links research questions to data being generated, methods to be used, and data analysis.
   a. Formulate clear research questions, hypotheses, and objectives. (Basic)
   b. Identify the necessary data needed to answer research questions, evaluate hypotheses and/or achieve objectives. (Basic)
   c. Identify the appropriate methods to generate the necessary data. (Basic)
   d. Identify the appropriate population, sample, sample size, and sampling techniques from which to generate the necessary data. (Intermediate)
   e. Identify the appropriate methods to analyze the data to answer the research questions and/or evaluate the hypotheses. (Advanced)
   f. Communicate the research design in a research proposal. (Advanced)
3. Conduct Research.
   a. Develop / select relevant methods for data generation. (Basic)
   b. Apply appropriate data generation methods. (Intermediate)
   c. Use appropriate data management protocols. (Intermediate)
   d. Use appropriate quantitative and/or qualitative data analysis methods. (Intermediate)

D. Effectively communicate anthropological research and ideas to different audiences and through different outlets.

1. Write anthropological contribution of their research to academic audience
   a. Evaluate the different academic venues available for communicating their work. (Basic)
   b. Select the most appropriate academic venue for their specific work. (Basic)
   c. Understand the norms and structures of academic communication. (Intermediate)
   d. Write clearly and in the appropriate format for the selected audience. (Advanced)
2. Orally present anthropological contribution of their research to academic audience
   a. Evaluate the different academic venues available for communicating their work. (Basic)
   b. Select the most appropriate academic venue for their specific work. (Basic)
   c. Understand the norms and structures of academic communication. (Intermediate)
   d. Present clearly and in the appropriate format for a selected audience. (Advanced)
3. Explain anthropological contribution of their research to broader audience
   a. Recognize different audiences with different needs (e.g., age, locality, educational background). (Basic)

    b.   Know the requirements and expectations for different outlets (e.g., social media, news feeds, podcasts, blogs). (Intermediate)

    c.   Transmit research clearly through different media formats. (Advanced)

E. Students will be able to effectively design and teach courses in anthropology.

1. Teach with attention to inclusion of multiple perspectives and demographics.
    a. Identify how diversity shapes student learning. (Basic)
    b. Reflect on how personal background shapes teaching and learning. (Basic)
    c. Incorporate multiple perspectives into teaching through course design. (Intermediate)
    d. Teach with attention to inclusion of multiple perspectives and demographics. (Advanced)
2. Incorporate scholarship of teaching and learning into practice of teaching.
    a. Identify a range of relevant education and pedagogical theories within the scholarship of teaching and learning. (Basic)
    b. Design a range of teaching practices that incorporate relevant education and pedagogical theories. (Basic)
    c. Implement theoretically informed practices in an educational setting. (Intermediate)
    d. Practice a range of effective pedagogical strategies: lecturing, discussion-leading, class management, and assessment of student learning. (Advanced)
    e. Assess the effectiveness of teaching strategies in achieving learning outcomes. (Advanced)
3. Develop a teaching portfolio.
    a. Develop a teaching philosophy. (Basic)
    b. Compile evidence in support of teaching philosophy. (Intermediate)
    c. Reflect on teaching effectiveness. (Intermediate)
    d. Plan a course in anthropology using backward course design. (Advanced)

F. Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

1. Plan a career
    a. Identify career goals and opportunities, including alternative careers. (Basic)
    b. Formulate an individual development plan. (Intermediate)
    c. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (Intermediate)
    d. Foster collegial relationships. (Advanced)
2. Develop a publication record
    a. Identify appropriate venues and expectation. (Basic)
    b. Follow ethical guidelines in publishing and reviewing. (Intermediate)
    c. Publish papers. (Advanced)
    d. Foster collegial feedback and support for publication among peers. (Advanced)

4. Develop a teaching record
    a. Identify professional expectations in teaching (Basic)
    b. Teach responsibly and ethically (Intermediate)
    c. Continue professional development as a teacher (Advanced)
    d. Foster collegial feedback and support in teaching among peers (Advanced)

Appendix 1 – Curriculum Map

Proficiency levels are mapped to the curriculum, following the tables below. B, I, and A refer to Basic, Intermediate, and Advanced proficiency levels, as detailed in the previous section. In **red** are the proficiency levels that will be assessed in each part of the curriculum (see assessment section for details)

A – Coursework curricular goals and assessment

	Outcomes to each curricular goal	proficiency level in outcomes	Theory 1 Society and environment	Theory 2 Biocultural Approaches to Health	Theory 3 Human Evolutionary History	Communication	Teaching Anthropology	Methods 1-2 (Qualitative, Quantitative)
A1	1. Explain what culture is and how it shapes humans experience, perception and action in the world.	B/I, A	**B/I**, A	B/I, **A**	**B/I**, A			
A2	2. Interpret and represent other cultures without judging them by the standards of their own culture.	B1, B2, B3, I, A	**B1, B2, B3**, I, A	B1, B2, B3, **I, A**	B1, B2, B3, I, A			
A3	3. Explain how elements of culture are interrelated and should be understood within context.	B/I, A	**B/I, A**	B/I, A	B/I, A			
A4	4. Consider the range of human variation when studying human behavior and biology.	B1, B2, I, A	B1, B2, I, A	B1, B2, I, A	**B1, B2, I, A**			
A5	5. Explain how humans are a product of evolutionary and cultural processes.	B1, B2, I, A1, A2	B1, B2, I, A1, A2	B1, B2, I, **A1, A2**	**B1, B2, I**, A1, A2			
A6	6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.	B, I, I/A1, I/A2, A	**B, I**, I/A1, I/A2, A	B, I, I/A1, **I/A2, A**	B, I, **I/A1**, I/A2, A			
B1	1. Evaluate the history of the main theoretical paradigms in anthropology.	B1, B2, I1, I2, A1, A2	B1, B2, **I1, I2**, A1, A2	B1, B2, I1, I2, **A1, A2**	**B1, B2**, I1, I2, A1, A2			
B2	2. Connect anthropological theories to research endeavors.	B, I, A1, A2	B, I	B, I	B, I			
B3	3. Construct their own conceptual framework drawing from anthropological (and other) theories.	B1, B2, A1, A2						
C1	1. Design a research project that links research questions to data being generated, methods to be used, and data analysis.	B1, B2, B3, I, A1, A2						B3, I, **A1, A2**
C2	2. Apply anthropological theory to their research questions.	B, I, A						

	Outcomes to each curricular goal	proficiency level in outcomes	Theory 1 Society and environment	Theory 2 Biocultural Approaches to Health	Theory 3 Human Evolutionary History	Communication	Teaching Anthropology	Methods 1-2 (Qualitative, Quantitative)
C3	3. Conduct Research.	B, I1, I2, I3						B, **I1, I2, I3**
C4	4. Interpret results to discern their theoretical, methodological and practical implications	I1,I2, A						
C5	5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.	B1, B2, B3, I, A1						
D1	1. Write anthropological contribution of their research to academic audience	B1, B2, I, A				**B1, B2, I**, A		
D2	2. Orally present anthropological contribution of their research to academic audience	B1, B2, I, A				**B1, B2, I**, A		
D3	3. Explain anthropological contribution of their research to broader audience	B, I, A				**B, I**, A		
E1	1. Teach with attention to inclusion of multiple perspectives and demographics.	B1, B2, I, A					**B1, B2, I**, A	
E2	2. Incorporate scholarship of teaching and learning into practice of teaching.	B1, B2, I, A1, A2					**B1, B2, I**, A1, A2	
E3	3. Develop a teaching portfolio.	B, I1, I2, A					**B**, A	
F1	1. Plan a career	B, I1, I2, A	I2, A	I2, A	I2, A	I2, A	I2, A	I2, A
F2	2. Develop a publication record	B, I, A1, A2				B, I, A2		
F3	3. Develop a grant application record	B, I, A1, A2, A3						
F4	4. Develop a teaching record	B, I, A1, A2					**B**, I, A2	
F5	5. Establish professional collaborations and networks	B, I, A						