THE OHIO STATE UNIVERSITY

College of Arts and Sciences

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March 7, 2025

Dear Colleagues,

Please find attached a proposal for a revision of our graduate program.

The two main reasons for the program revision are the high workload for students and the limited opportunity for students to specialize in their respective fields. While formal assessments of the different components of the graduate program, e.g., courses, academic portfolios, and candidacy examination, indicate that students meet the program learning outcomes, surveys of students and faculty indicated that the program's pre-candidacy workload was too high and that there was not sufficient opportunity for students to specialize in their respective fields. These problems with the graduate program were also highlighted by the external review of the department, concluded early this year, which points out that revisions to the graduate program to improve the training of students should be a priority for our department.

The faculty of the department met three times this academic year to discuss changes to the program to solve these problems. The attached proposal is the result of these discussions. The proposed program revisions were accepted unanimously by the faculty on February 26, 2025.

The revisions requested will not change the core components of curriculum or the program's learning goals and outcomes. The revisions affect more than 10% but less than 50% of the curriculum.

Sincerely,

Mark Moritz
Professor and Chair of the Graduate Studies Committee

# PROPOSED REVISION TO THE GRADUATE PROGRAM IN ANTHROPOLOGY (PHD)

**March 7, 2025**

## 1. General Information

| | |
|---|---|
| **Name of program:** | Graduate Program in Anthropology |
| **Degree students will receive:** | PhD and/or MA |
| **Proposed implementation date:** | Fall 2025 |
| **Academic unit administrating program:** | Department of Anthropology, College of Arts and Sciences |

## 2. 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 PhD degrees, although the MA degree is also conferred to students who wish to do so. All students are fully funded through fellowships and GTA positions for at least 5 years. The average time to degree is about 6 years, which is below the national average for anthropology programs.

The graduate program revised its curriculum in 2022, to (1) make the program more aligned with the academic strengths of the Department, (2) add focus to career preparation and training in research methods, (3) reduce time to graduation, (4) align program to NAS graduate STEM education recommendations, and (5) guarantee funding for all incoming students for at least 5 years.

## 3. Justification for Change

While formal assessments of the different components of the graduate program, e.g., courses, academic portfolios, and candidacy examination, indicate that students meet the program learning outcomes, surveys of students and faculty indicated that the program's pre-candidacy workload was too high and there was not sufficient opportunity for students to specialize in their respective fields. The problems with the program were also highlighted by the External Review of the department, concluded in Spring 2025, which points out that revisions to the graduate program to improve the training of students are timely and should be a priority for the Department.

These are the identified problems with the current program:

1. The curriculum is too restrictive and offer students little opportunity to specialize in their own subdisciplines. While the current program has focused on offering a holistic training in anthropology, career advanced in academia is largely a product of specializations in sub-disciplines, and students do not have sufficient flexibility in the current curriculum to properly develop their specific interests.
2. The program's approach to research method training is too general and not useful for the majority of students in the program.
3. The courseload in the first semesters is unbalanced and too demanding.

## 4. Summary of Changes

The faculty of the department met over Fall 2024 and Spring 2025 to discuss the problems listed above. The following changes are the outcome of those discussions, and the changes proposed were accepted unanimously by the faculty on February 26, 2025.

The revisions requested will not change the core components of coursework or the program's learning goals and outcomes.

Coursework is currently divided into 9 CH of Theory courses, 14 CH of Methods courses, 15 CH of Professional Development courses, 9 CH of Electives, and 6 CH for candidacy preparation. Only minor changes to credit hours in these categories are proposed in this revision. A detailed comparison of the new and old curriculum is detailed in Section 10.

The following table summarizes the changes requested for the program and link them to more detailed sections.

| | CHANGE REQUESTED | PROBLEM ADDRESSED | DETAILED EXPLANATION |
|---|---|---|---|
| | **THEORY COMPONENT** | | Section 11.1 |
| **1** | Increase number of courses that meet Theory component of coursework. | Allows student to specialize earlier on their subdiscipline. | |
| **2** | Allow students to take at most 1 course outside of the department to meet the Theory component of coursework. | Allows student to specialize earlier on their subdiscipline, offering options for students who are interdisciplinary. | |
| | **METHODS COMPONENT** | | Section 11.2 |
| **3** | Allow students to take at most 1 course outside of the department to meet the Methods component of coursework. | Allows student to focus on methods that are most relevant for their specialization. | |
| **4** | Remove Research Design (3 Credit Hours). | The course was assessed as redundant, since the topic is covered in other methodological courses, the grant writing course, and through work with advisor and committee. | |
| **5** | Remove Data Collection Workshop (2 Credit Hours) from curriculum. | The workshop was assessed as not meeting the goal of preparing students for their specific methods and will be replaced with work with advisor and integrated in the academic workshop. | |
| **6** | Remove Methods elective. | Allow students to use electives in a way that prepares them best for their dissertation research. | |
| | **PROFESSIONAL DEVELOPMENT COMPONENT** | | Section 11.3 |
| **7** | Increase number of courses that meet the Professional Development component of coursework. | Allow students pursuing different career paths to customize the coursework to better fit their goals. | |
| **8** | Change the Academic workshop to have two components: a workshop for first year students focus on professional development, and an workshop for second-year and third-year students focused on developing dissertation research. | Allows first year student to receive the training needed for their professional development and gives opportunity to build professional community among advanced students. | |

# 5. General Characteristics of the Program

## 5.1 Program Degrees

The program combines the MA and the PhD, so they share the same curriculum. All students accepted to the program will be accepted to the PhD program, and may choose to earn their MA once the minimum criteria for the MA are achieved. The MA option will be conferred upon passing the MA exam and is therefore a non-thesis MA.

MA degrees are not considered a prerequisite to apply to the graduate program. However, students without MA will require to take more Credit Hours through independent studies and electives to meet the minimum credit hours for earning their PhD (see curriculum breakdown details in Section 12).

Students who chose to acquire the MA may continue to the PhD program or leave the program after acquiring the MA. Students may opt to get their MA at any point of their education, as long as they meet the minimum criteria for the degree (coursework completion). The implications of the program revision for the MA degree have been detailed in Section 14.

## 5.2 Delivery Mode

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

# 6. Magnitude of Revision

The proposed changes to the program constitute 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 curricular comparison (Section 10), the revised program will add flexibility to the Theory component (3 CH change), to the Methods Component (3 CH change), and to the Professional Development Component (3 CH change), adding up to 9 CH of changes. Additionally, 8 Credit Hours from the Methods component are removed, totaling 17 CH of the 52 CH of pre-candidacy course work, which represents 24% of the total course work. The post candidacy work, which represents at least 16 CH of the program remain unchanged. Importantly, program Goals and Learning Objectives (**Appendix 1**) remain untouched. All the seminars available for students to select from the department are currently offered and require no revision, except for the 7720: Teaching Anthropology, which will be 3 credit hours instead of 4 credit hours, and for which we will be submitting a course change request.

# 7. 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 flexibility, skill-training, and course load, 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.

## 8. ADVISING PLAN

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. Students will develop an individual development plan, which is a personalized strategic plan to realize scholarship-related, career-related, and/or professional development objectives. This is drafted by the trainee with support from the faculty mentor and links into the faculty-generated mentoring plan. The advisor and members of PhD committee will be responsible for assessing the progress of the student in the candidacy and final examination. During the second year in the program, students establish the members of their academic committee, which support them in the preparation for candidacy exam, PhD research, dissertation writing, and if applicable MA examination. Student progress is assessed in the courses and annually by the faculty when they review the students' academic portfolio, which documents their annual progress. The coursework, academic portfolio, and other activities developed by the students are clearly mapped to the program goals, outcomes and proficiency levels, and they will remain unchanged.

## 9. ASSESSMENT TOOLS

Assessment of the program will remain the same. It has proved to be an effective tool to evaluate student progress and the quality of the program, and it has been a central component behind the revisions presented here. The assessment considers both direct and indirect measurement of success, as detailed below.

The 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 (**Appendix 2**) and in the syllabi for each seminar.

   Direct 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 **Appendix 2**).

Direct 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.

Indirect 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.

3. Degree or committee level:

Student progress towards learning outcomes will be assessed in the candidacy exam and dissertation defense by the advisor and academic committee. Assessment of candidacy and dissertation defenses will complement each other. This assessment will be complemented with exit interviews and data on graduated students' placement, to assess the success of goals on the long term. The program aims to have at least 80% of graduates working in PhD appropriate jobs (academic or not) within 2 years of graduation. If this goal is not met, the program will be reassessed based on information from exit interviews and assessment of candidacy and dissertation defenses.

Indirect measurements of success: Data on alumni careers, including type of position and organization (academic, government, or industry).

Direct measurements of success: Assessment of proficiency of students following specific rubrics for candidacy and dissertation exams, plus structured exit interview.

Assessment tools: Exam rubrics for candidacy and dissertation exam, exit interview, and online survey for graduated students.

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

## 10. Curriculum Comparison

The current and revised curricula are compared in the table below, with ab overview of changes in each component listed. The changes are detailed in Section 11.

| CURRENT CURRICULUM | Credit Hours | REVISED CURRICULUM | Credit Hours | Changes |
|---|---|---|---|---|
| **Theoretical Core (9 CH)** | | **Theoretical Core (9 CH)** | | |
| 7001: Society and environment<br>7002: Biocultural approach to health<br>7003: Human evolutionary history | 3<br>3<br>3 | At least two 7000-level seminars in the department<br>One elective theory graduate course | 3<br>3<br>3 | 3 Credit hours fulfilled by theory elective |
| **Methods (14 CH)** | | **Methods (6 CH)** | | |
| 8892.11: Quantitative Methods<br>5650: Ethnographic Methods | 3<br>3 | At least one method class from the department (8892.11 or 8891.05)<br>One elective method course | 3<br>3 | 3 Credit hours fulfilled by Methods Elective |
| 7101: Research Design<br>7777: Data Collection workshop<br>XXXX: Methods elective | 3<br>2<br>3 | Research Design and Data Collection Workshop no longer offered | 0 | 8 Credit hours of Research Design, Data Collection Workshop, and Methods elective removed |
| **Professional Development (15 CH)** | | **Professional Development (15 CH)** | | |
| 7720: Teaching in anthropology | 4 | 7720: Teaching in Anthropology | 3 | Teaching is 3CH instead of 4 CH |
| 8828: Grant writing | 3 | 8828: Grant writing | 3 | |
| 8827: Communicating anthropology | 3 | One elective Professional Development course | 3 | 3 Credit hours fulfilled by Professional Development Elective |
| 7007 Academic Workshop | 5 | 7007 Academic Workshop | 6 | 6 Credit hours of Academic Workshop separated into workshop for first-years (2 CH) and workshop for second and third years (4 CH) |
| **Open Electives (9 CH)** | | **Open Electives (9 CH)** | | |
| Electives x 3 | 9 | Electives x 3 | 9 | No Changes |
| **Candidacy Preparation (6 CH)** | | **Candidacy Preparation (6 CH)** | | |
| 8193.08 Independent study | 6 | 8193.08 Independent study | 6 | No Changes |
| **Independent Studies (9 CH)** | | **Independent Studies (6-33 CH)** | | |
| Independent study 8193.08 (pre-candidacy) | 9 | Independent study 8193.08 (pre-candidacy) | 6-33 | Credit hours vary depending on whether student come in with an MA or not |
| **TOTAL Coursework Credit Hours** | **52** | | **51** | |
| Independent study 8999 (post-candidacy) | 28 | Independent study 8999 (post-candidacy) | 16-30 | Credit hours vary depending on whether student come in with an MA or not |
| **Total PhD Credit Hours** | **80** | **Total PhD Credit Hours** | **80** | |

# 11. Details of Changes Proposed

## 11.1 Changes to Theory Component

The revised program will maintain the same number of credit hours allocated to theory courses. The changes proposed for this section are meant to increase the flexibility for students who decide to specialize in specific subdisciplines of anthropology.

The flexibilization of the Theory Component will occur through two changes.

1. The department will offer a wider range of 7000 theory seminars for students. There are six theory seminars currently offered by the department: 7001, 7002, 7003, 7702, 7703, and 7804. The first three were developed for the current the program, the latter are courses that are part of the previous graduate program and cover specialized topics of different subdisciplines of anthropology. Students will be required to take at least two seminars from the six offered.
2. Student will be allowed to count at most 3 Credit Hours from a theory seminar from other department at OSU as part of their theory component. This will be an option for interdisciplinary students and will require approval by the advisor in consultation with the Graduate Studies Committee.

## 11.2 Changes to the Methods Component

The revised program will reduce the number of credit hours allocated to methods courses from 14 to 6. The reduction is due to the removal of the Data Collection Workshop from the curriculum, as it was assessed to not be meeting the goals for students. Instead, the revised program will give the chance for students to specialize in specific methodological approaches to their research.

The changes to the methods component are:

1. Students will be required to take at least one of the methods courses offered by the department (8892.11 or 8891.05), instead of having to take both.
2. Students who decide to pursue methods specialization can take other courses in the department or other departments at OSU to meet the credit hours associated with Methods courses. If the second course is not one of the two listed above (8892.11 or 8891.05), it will require approval by the advisor to be counted as credit hours for the Methods component.
3. The Research Design course will be discontinued, because the content was assessed as being redundant with what is covered in other courses. The research design learning objectives are covered through the methods courses, the Grant Writing course, the Academic Workshop and work with advisor and committee.
4. The Data Collection Workshop will be discontinued, primarily because it was too broad in the methods covered to be of meaningful applicability to students as they plan their research activities. The content and learning goals of the Data Collection Workshop will be integrated in the Academic Workshop for 2$^{nd}$ and 3$^{rd}$ year students.
5. The requirement that one of the electives is a methods course will be removed from the program. This change will allow students to use electives in a way that prepares them best for their dissertation research.

## 11.3 Changes to the Professional Development Component

The revised program will not reduce the number of credit hours allocated to professional development methods courses. While the number of credit hours for the Teaching seminar (7720) will change from 4 credit hours to 3, the credit hours for the Academic Workshop (7007) will increase from 5 to 6 credit hours. The remaining changes, detailed below, will increase flexibility for students and reorganize the academic workshop into two complementary workshops.

The changes to the professional development component are:

1. The Teaching in Anthropology seminar (7720) will be offered for 3 Credit Hours instead of 4. As introduced before, our assessment of this course shows that the workload associated with this course is not on par with the other graduate seminars in the department. To balance the course load during the first year in the program, the course will be reduced to 3 credit hours.
2. Instead of being required to take Communicating Anthropology (8827), students will be able to choose a graduate course from the department or other OSU departments to fulfill the credit requirement for professional development. This increases the flexibility for students pursuing distinct career paths to better adjust their coursework to their goals. Communicating Anthropology will still be offered for those students interested in it. Courses taken outside of the department will require approval form the advisor to be counted as a credit hours for the Professional Development component.
3. The academic workshop will be separated into two different but complementary workshops. The first one will be for first-year students. This workshop will focus primarily on professional development skills, exposing students to tools and resources within and outside the university to help them succeed in graduate school. This change is the result of our assessment of the academic workshop, which showed that first-year students benefit immensely from these activities, but once they reach their second and third years, the content of the academic workshop becomes redundant.
4. The second workshop will be for students who are in their second year or beyond. It will focus on the development of the dissertation projects via presentations and workshops led by faculty, invited guests, and peers, and will cover methods, research design, development of research questions and theoretical models. In addition, the workshop will foster a community of practice among students, offering them more applied opportunities to construct the professional skills that are critical for their career development. ANTHROP 7007: Academic Workshop will be used for both workshops.

# 12. Curricular Progression

The revised program will offer two basic curricula, depending on whether students come into the program with an MA or without and MA. Students that come with an MA will be expected to take their candidacy in their 5$^{th}$ semester. Students that come without an MA, will follow a more relaxed path, and will be expected to take their candidacy on the 6$^{th}$ semester. The slower progress of students without an MA will allow them to advance at a pace that supports their learning. It will also allow them to accumulate the extra 30 Credit Hours required for them to accumulate the required 80 Credit Hours to receive their PhD. The independent studies for students without an MA will be divided between Fall,

Spring, and Summer, and students will be expected to enroll in 4 credit hours during Spring, 4 credit hours during Fall, and 3 credit hours during Summer of the first 3 years in the program.

The curricula below is the suggested path for students, but they will be allowed to change the order of classes taken, as long as they meet the credit hours for each of the program components by the end of their candidacy.

Progress on the program will be monitored through the advising sheet, presented **below**, which will take into consideration the course offerings as presented on the curricular schedule below. Students who are underperforming will be able to follow an extended timeline, as detailed in the **Section 13**.

Curricular schedule – example of schedule for students entering the program with and without MA.

| | Year 1 | | Year 2 | | Year 3 | | Year 4+ | |
|---|---|---|---|---|---|---|---|---|
| | **Autumn** | **Spring** | **Autumn** | **Spring** | **Autumn** | **Spring** | **Autumn** | **Spring** |
| **Student with MA** | Theory 1 (3CH)<br>Teaching (3CH)<br>Elective 1 (3CH)<br>Prof development workshop (1CH) | Theory 2 (3CH)<br>Methods 1 (3CH)<br>Elective 2 (3CH)<br>Prof development workshop (1CH) | Theory 3 (3CH)<br>Methods 2 (3CH)<br>Academic workshop (1CH)<br>Independent study (variable CH) ***** | Elective 3 (3CH)<br>Elective 4 (3CH)<br>Academic workshop (1CH)<br>Independent study (variable CH) ***** | Grant writing (3CH)<br>Candidacy Independent Study<br>(6CH)<br>Academic workshop (1CH) | Dissertation research (2 CH)<br>Academic workshop (1CH) | Dissertation research (3 CH) | Dissertation research (3 CH) |
| **Total Credit hours** | 10 | 10 | 7 +<br>Independent Study | 7 +<br>Independent Study | 10 | 3 | 3 | 3 |
| **Student without MA** | Theory 1 (3CH)<br>Teaching (3CH)<br>Prof development workshop (1CH)<br>Independent Study (4 CH) | Theory 2 (3CH)<br>Methods 1 (3CH)<br>Prof development workshop (1CH) | Theory 3 (3CH)<br>Methods 2 (3CH)<br>Elective 1 (3CH)<br>Academic workshop (1CH)<br>Independent study (4 CH) | Elective 2 (3CH)<br>Elective 3 (3CH)<br>Elective 4 (3CH)<br>Academic workshop (1CH)<br>Independent study (4 CH) * | Grant writing (3CH)<br>Elective 5 or Independent Study (3CH)<br>Elective 6 or Independent Study (4CH)<br>Academic workshop (1CH) | Candidacy Independent Study<br>(6CH)<br>Independent study (4 CH)*<br>Academic workshop (1CH) | Dissertation research (3 CH) | Dissertation research (3 CH) |
| **Total Credit hours** | 11 | 11 +<br>3 CH of Independent Study during Summer | 11 | 11 +<br>3 CH of Independent Study during Summer | 11 | 11 +<br>3 CH of Independent Study during Summer | 3 | 3 |

*** Note**: Some students in 3rd and 4th semester may be required to enroll in Independent Studies to meet the minimum credit hours requirements for Fellowships.

**Semester Advising Sheet – PhD Program – Students starting with MA**

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

| PRE-CANDIDACY | |
|---|---|
| Theory Component: at least two must be from ANTHRO-7001, 7002, 7003, 7702, 7703, 7804 | |
| ☐ Theory 1: _____ | Semester/Year: _____ |
| ☐ Theory 2: _____ | Semester/Year: _____ |
| ☐ Theory 3: _____ | Semester/Year: _____ |
| Methods Component: at least one must be ANTHRO-8892.11 or 8891.05 | |
| ☐ Methods 1: _____ | Semester/Year: _____ |
| ☐ Methods 2: _____ | Semester/Year: _____ |
| Professional Development Component | |
| ☐ 7720 – Teaching | Semester/Year: _____ |
| ☐ Prof Dev course elective: _____ | Semester/Year: _____ |
| ☐ Prof Dev workshop 1 | Semester/Year: _____ |
| ☐ Prof Dev workshop 2 | Semester/Year: _____ |
| ☐ Academic 1 | Semester/Year: _____ |
| ☐ Academic 2 | Semester/Year: _____ |
| ☐ Academic 3 | Semester/Year: _____ |
| ☐ Academic 4 | Semester/Year: _____ |
| Electives | |
| ☐ Elective 1: _____ | Semester/Year: _____ |
| ☐ Elective 2: _____ | Semester/Year: _____ |
| ☐ Elective 3: _____ | Semester/Year: _____ |
| Dissertation Preparation | |
| ☐ 8828 – Grant Writing (3 CH) | Semester/Year: _____ |
| ☐ Candidacy Preparation (6 CH) | Semester/Year: _____ |

| POST-CANDIDACY | |
|---|---|
| Independent Study (8999)<br>☐ Semester 1<br>☐ Semester 2<br>☐ Semester 3<br>☐ Semester 4<br>☐ Semester 5<br>☐ Semester 6+ | <br>Semester/Year: _____<br>Semester/Year: _____<br>Semester/Year: _____<br>Semester/Year: _____<br>Semester/Year: _____<br>Semester/Year: _____ |

Minimum of 50 graduate credit hours before PhD defense ☐

Forms (Departmental forms appear in *italics*)

<u>Pre-candidacy</u>

☐ *Petition to take Ph.D. candidacy examination (one semester prior to exam)*
☐ Notification of Candidacy Examination (after second meeting with the PhD Committee)
☐ Candidacy Examination Report (after exam)

<u>Post-candidacy</u>

☐ Application to graduate (by 3rd Friday of graduation semester)
☐ Draft Approval/Notification of Final Oral Examination (2 weeks prior to oral)
☐ Final Oral Examination Report (by posted date on Graduate School website)
☐ Final Approval (Ph.D. dissertation) (by posted date on Graduate School website)

**Semester Advising Sheet – PhD Program – Students starting without MA**

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

| PRE-CANDIDACY | |
|---|---|
| Theory Component: at least two must be from ANTHRO-7001, 7002, 7003, 7702, 7703, 7804 | |
| ☐ Theory 1: _____ | Semester/Year: _____ |
| ☐ Theory 2: _____ | Semester/Year: _____ |
| ☐ Theory 3: _____ | Semester/Year: _____ |
| Methods Component: at least one must be ANTHRO-8892.11 or 8891.05 | |
| ☐ Methods 1: _____ | Semester/Year: _____ |
| ☐ Methods 2: _____ | Semester/Year: _____ |
| Professional Development Component | |
| ☐ 7720 – Teaching | Semester/Year: _____ |
| ☐ Prof Dev course elective: _____ | Semester/Year: _____ |
| ☐ Prof Dev workshop 1 | Semester/Year: _____ |
| ☐ Prof Dev workshop 2 | Semester/Year: _____ |
| ☐ Academic 1 | Semester/Year: _____ |
| ☐ Academic 2 | Semester/Year: _____ |
| ☐ Academic 3 | Semester/Year: _____ |
| ☐ Academic 4 | Semester/Year: _____ |
| Electives | |
| ☐ Elective 1: _____ | Semester/Year: _____ |
| ☐ Elective 2: _____ | Semester/Year: _____ |
| ☐ Elective 3: _____ | Semester/Year: _____ |
| Independent Studies: | |
| ☐ Year 1 – Fall (4 CH) | Semester/Year: _____ |
| ☐ Year 1 – Spring (4 CH) | Semester/Year: _____ |
| ☐ Year 1 – Summer (3 CH) | Semester/Year: _____ |
| ☐ Year 2 – Fall (4 CH) | Semester/Year: _____ |
| ☐ Year 2 – Spring (4 CH) | Semester/Year: _____ |
| ☐ Year 2 – Summer (3 CH) | Semester/Year: _____ |
| ☐ Year 3 – Fall (4 CH) | Semester/Year: _____ |
| ☐ Year 3 – Spring (4 CH) | Semester/Year: _____ |
| ☐ Year 3 – Summer (3 CH) | Semester/Year: _____ |

| Dissertation Preparation | |
|---|---|
| ☐ 8828 – Grant Writing (3 CH) | Semester/Year: _____ |
| ☐ Candidacy Preparation (6 CH) | Semester/Year: _____ |
| POST-CANDIDACY | |
| Independent Study (8999)<br>☐ Semester 1<br>☐ Semester 2<br>☐ Semester 3<br>☐ Semester 4<br>☐ Semester 5<br>☐ Semester 6+ | <br>Semester/Year: _____<br>Semester/Year: _____<br>Semester/Year: _____<br>Semester/Year: _____<br>Semester/Year: _____<br>Semester/Year: _____ |

Minimum of 80 graduate credit hours before PhD defense ☐

Forms (Departmental forms appear in *italics*)

Pre-candidacy

☐ *Petition to take Ph.D. candidacy examination (one semester prior to exam)*
☐ Notification of Candidacy Examination (after second meeting with the PhD Committee)
☐ Candidacy Examination Report (after exam)

Post-candidacy

☐ Application to graduate (by 3rd Friday of graduation semester)
☐ Draft Approval/Notification of Final Oral Examination (2 weeks prior to oral)
☐ Final Oral Examination Report (by posted date on Graduate School website)
☐ Final Approval (Ph.D. dissertation) (by posted date on Graduate School website)

## 13. Remediation and Support for Underperforming Students

The revised program will maintain the different levels of assessment currently in use, as they have proven essential in our ability to evaluate and propose changes to the program. The assessment tools in place allow the department to follow the progress of students closely and offer support for those students who are underperforming. These remediation strategies do not replace graduate school requirements (e.g., passing grades, minimum GPA), but are meant to complement them, supporting students that are struggling to perform well. The program offers several ways that allow students to remediate their poor performance.

1. Students who do not master core concepts as defined by advisor and mentoring committee will be requested to use the elective seminars to take classes that cover these topics or will be able to petition to develop independent studies with advisors and committee members to master them.
2. Students who do not demonstrate satisfactory progress during the semester of candidacy will be allowed to defer candidacy to the 6$^{th}$ semester and will enroll in another 6 CH independent study to continue preparation for candidacy.
3. Students who do not show satisfactory academic progress, as documented in their annual academic portfolio will be requested to create a remediation plan with their advisors, to prioritize work on areas where they are under-performing.

## 14. Implications for the Master's Program

The revised program will have the following implications for the Master's degree requirements: (1) students have more options to fulfill the theory requirement; (2) students select one of the departmental method courses to meet the methods requirement and complete another methods elective, which can be from another department; (3) and students complete the teaching anthropology course and another professional development elective (see advising sheet below).

**Semester Advising Sheet – MA Program**

All students seeking an MA degree must complete the following courses, unless a case can be made for exemption.

| | |
|---|---|
| Theory Component: at least two must be from ANTHRO-7001, 7002, 7003, 7702, 7703, 7804 | |
| ☐ Theory 1: _____ | Semester/Year: _____ |
| ☐ Theory 2: _____ | Semester/Year: _____ |
| ☐ Theory 3: _____ | Semester/Year: _____ |
| Methods Component: at least one must be ANTHRO-8892.11 or 8891.05 | |
| ☐ Methods 1: _____ | Semester/Year: _____ |
| ☐ Methods 2: _____ | Semester/Year: _____ |
| Professional Development Component | |
| ☐ 7720 – Teaching | Semester/Year: _____ |
| ☐ Prof Dev course elective: _____ | Semester/Year: _____ |
| Electives | |
| ☐ Elective 1: _____ | Semester/Year: _____ |
| ☐ Elective 2: _____ | Semester/Year: _____ |
| ☐ Elective 3: _____ | Semester/Year: _____ |

Minimum of 30 graduate credit hours before Master's examination ☐

Forms (Departmental forms appear in *italics*)

Master's Examination in fourth semester:
☐ Application to graduate form (week 3)
☐ *Master's examination form* (week 4)
☐ Examination Report (after exam)

**APPENDIX 1 - CURRICULAR GOALS, OUTCOMES AND PROFICIENCY LEVELS**

The graduate program in Anthropology 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.

The revisions suggested for the program will maintain the current goals, outcomes, and proficiency levels approved in the previous redesign of the program in 2021.

Each proficiency level is mapped to specific seminars and activities done by students, as detailed in **Appendix 2**.

**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)
3. Construct their own conceptual framework drawing from anthropological (and other) theories.
    a. Reflect on their own worldviews. (Basic)
    b. Compare own worldviews with theoretical paradigms. (Basic)
    c. Construct their own conceptual framework integrating relevant theoretical paradigms. (Advanced)
    d. Articulate clearly their own conceptual framework. (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)
2. Apply anthropological theory to their research questions.
    a. Identify relevant theoretical frameworks for a research question. (Basic)
    b. Connect the theoretical frameworks to a meaningful research question. (Intermediate)
    c. Use conceptual framework to develop research question and rigorous methods. (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)
4. Interpret results to discern their theoretical, methodological and practical implications
    a. Recognize contributions of findings to anthropology and beyond. (Intermediate)
    b. Articulate theoretical, methodological and practical implications of research. (Intermediate)
    c. Communicate the theoretical, methodological and practical contributions. (Advanced)
5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.
    a. Consider how to respect human subjects, protect their autonomy, and obtain informed consent. (Basic)
    b. Consider and weigh the costs and benefits of the research activities for human subjects. (Basic)
    c. Consider how research activities are administered fairly and equally among potential research participants. (Basic)
    d. Obtain necessary permits, permissions, and approvals for research in a timely manner. (Intermediate)
    e. Conduct research ethically in accordance with the guidelines of professional organizations. (Advanced)

**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)
3. Develop a grant application record

    a. Identify appropriate funding organizations and expectations. (Basic)
    b. Follow ethical guidelines when submitting proposals, administering grants, and reporting. (Intermediate)
    c. Foster collegial feedback and support in grant writing among peers. (Advanced)
    d. Submit grant proposals. (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)
5. Establish professional collaborations and networks
    a. Identify the appropriate professional associations and potential collaborators. (Basic)
    b. Build skills for constructing and maintaining a professional network. (Intermediate)

Foster collaborations among peers and junior scholars. (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 Appendix 1. In **red** are the proficiency levels that are assessed in each part of the curriculum.

A – Coursework curricular goals and assessment

| | Outcomes to each curricular goal | proficiency level in outcomes | Theory 1 | Theory 2 | Theory 3 | Teaching Anthropology | Professional Development Elective | Methods 1-2 | Grant writing | Professional Development workshop | Academic workshop |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **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 | | | | **A1, A2** | | |
| **B3** | 3. Construct their own conceptual framework drawing from anthropological (and other) theories. | B1, B2, A1, A2 | | | | | | | 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** | B1, B2, B3, I, A1, A2 | | B3, I, A1, A2 |

| | Outcomes to each curricular goal | proficiency level in outcomes | Theory 1 | Theory 2 | Theory 3 | Teaching Anthropology | Professional Development Elective | Methods 1-2 | Grant writing | Professional Development workshop | Academic workshop |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **C2** | 2. Apply anthropological theory to their research questions. | B, I, A | | | | | | | B, **I, A** | | |
| **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 | | | | | | | B1, B2, B3, **I, A1** | | |
| **D1** | 1. Write anthropological contribution of their research to academic audience | B1, B2, I, A | | | | | **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 | 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 | | | | | | | **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 | | | | | | | | | **B, I**, A |

## B – Non-coursework curricular goals and assessment

| | Outcomes to each curricular goal | proficiency level in outcomes | Candidacy | Dissertation | Teaching Portfolio | Academic portfolio year 1 | Academic portfolio year 2 | Academic portfolio Year 3 | Academic portfolio year 4 | Academic portfolio year 5 |
|---|---|---|---|---|---|---|---|---|---|---|
| **A1** | 1. Explain what culture is and how it shapes humans experience, perception and action in the world. | 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 | | | | | | | | |
| **A3** | 3. Explain how elements of culture are interrelated and should be understood within context. | B/I, A | | | | | | | | |
| **A4** | 4. Consider the range of human variation when studying human behavior and biology. | B1, B2, I, A | | | | | | | | |
| **A5** | 5. Explain how humans are a product of evolutionary and cultural processes. | 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 | **A** | A | | | | | | |
| **B1** | 1. Evaluate the history of the main theoretical paradigms in anthropology. | B1, B2, I1, I2, A1, A2 | | | | | | | | |
| **B2** | 2. Connect anthropological theories to research endeavors. | B, I, A1, A2 | A1, A2 | **A1, A2** | | | | | | |
| **B3** | 3. Construct their own conceptual framework drawing from anthropological (and other) theories. | B1, B2, A1, A2 | **B1, B2**, A1, A2 | **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 | B1, B2, B3, I, A1, A2 | B1, B2, B3, I, A1, A2 | | | | | | |

| | Outcomes to each curricular goal | proficiency level in outcomes | Candidacy | Dissertation | Teaching Portfolio | Academic portfolio year 1 | Academic portfolio year 2 | Academic portfolio Year 3 | Academic portfolio year 4 | Academic portfolio year 5 |
|---|---|---|---|---|---|---|---|---|---|---|
| **C2** | 2. Apply anthropological theory to their research questions. | B, I, A | **B**, I, A | B, **I, A** | | | | | | |
| **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 | | **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 | | | | | | A | A | **A** |
| **D2** | 2. Orally present anthropological contribution of their research to academic audience | B1, B2, I, A | | | | | | A | **A** | A |
| **D3** | 3. Explain anthropological contribution of their research to broader audience | B, I, A | | | | | | **A** | A | 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, **I1, I2, A** | | | | | |
| **F1** | 1. Plan a career | B, I1, I2, A | | | | **B, I1** | B, I1 | B, I1 | B, I1 | B, I1 |
| **F2** | 2. Develop a publication record | B, I, A1, A2 | | | | | | A1 | A1 | **A1** |
| **F3** | 3. Develop a grant application record | B, I, A1, A2, A3 | B, I, **A1, A2, A3** | | | | | **A2** | A2 | |
| **F4** | 4. Develop a teaching record | B, I, A1, A2 | | | B, **I, A1, A2** | | | | | |
| **F5** | 5. Establish professional collaborations and networks | B, I, A | B, I, **A** | | | **I, A** | I, A | I, A | I, A | I, A |