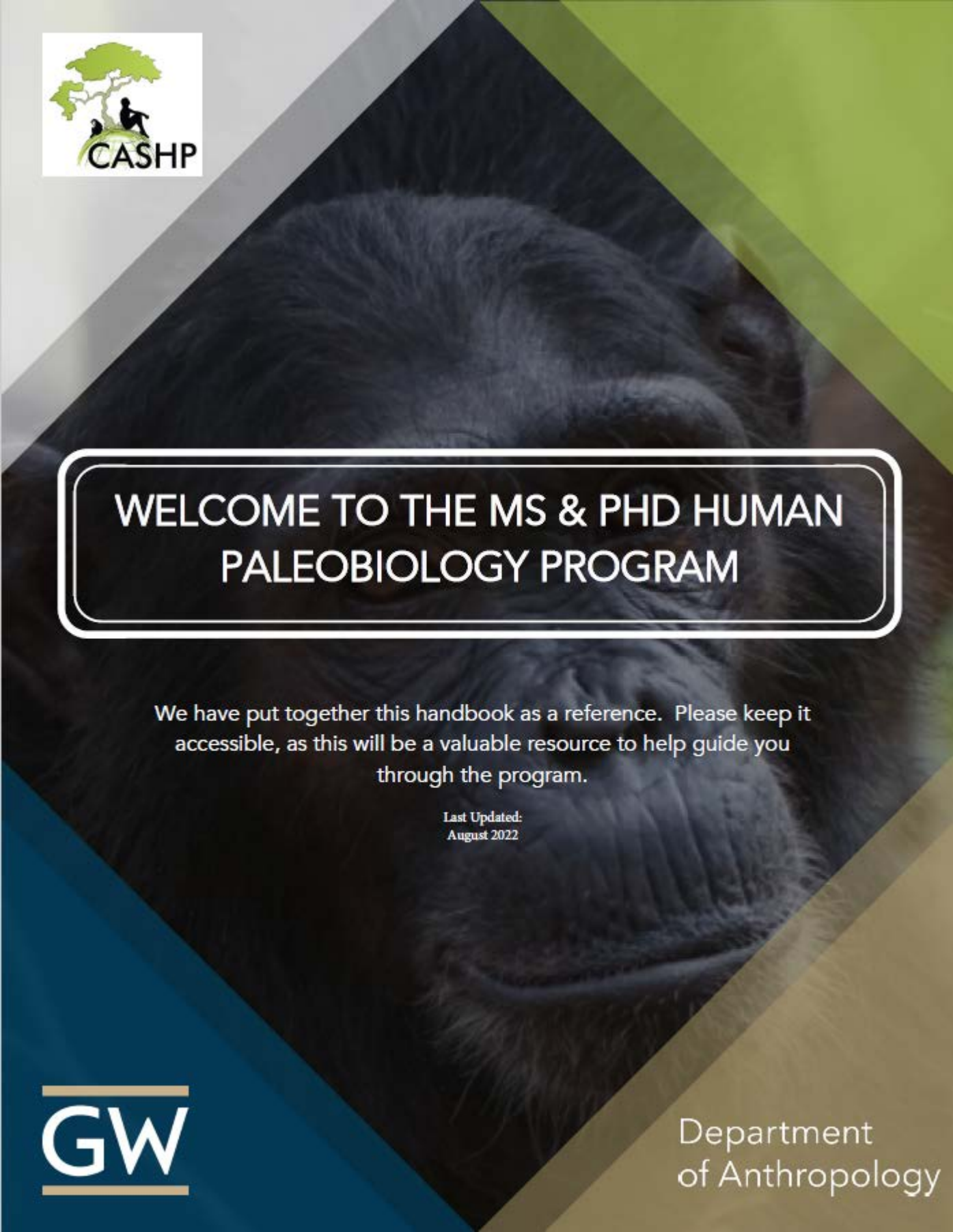

WELCOME TO THE MS & PHD HUMAN PALEOBIOLOGY PROGRAM

We have put together this handbook as a reference. Please keep it accessible, as this will be a valuable resource to help guide you through the program.

Last Updated:
August 2022

GW

Department of Anthropology

Welcome to the MS and PhD Programs in Human Paleobiology.

We have put together this handbook as a reference. Please keep it accessible, as this will be a valuable resource to help guide you through the program.

Note, this is a constantly evolving document.
Revisions are made when university policy changes or new matters arise.
Updates to this handbook are posted to the CASHP Google drive as they are made.
Last Updated:
August 2022

Table of Contents

Disclaimer

This guide has been compiled as a helpful reference. It is a constantly evolving document. We do our best to incorporate updates when we are informed of changes to university policy or as new matters arise.

However, in all cases, University and CCAS policies supersede guidelines presented here.

As GW/CCAS policies may change,
it is your responsibility to stay informed.

We urge you, particularly in matters as important as registration, graduation deadlines and requirements, tuition and fees, stipulations of your funding packages and benefits, stay informed of these policies as made available in the CCAS Graduate Student Handbook, on GW's websites, and in your funding award letters.

Important Contacts

The Columbian College of Arts and Science's **Center for the Advanced Study of Human Paleobiology** is home to the MS and PhD programs in Human Paleobiology, housed in GW's new Science and Engineering Hall (800 22nd Street NW, 6th floor). In addition, the program is closely linked to the **Department of Anthropology** (2110 G Street NW).

Department of Anthropology - Administration and Resources

Department Chair:	Alexander S. Dent, Professor asdent@email.gwu.edu Campus: HAH (2110 G St. NW) Rm 302 | 202-994-5084
Anthropology Dept. Administrators:	Nonnie Mullin: Department Administrative Supervisor nmullin@email.gwu.edu Campus: SEH 6000 | 202-994-6953, and HAH 102 | 202-994-7745
	Noelle Purcell: Academic Department Administrator nopurcell@gwu.edu Campus: HAH 102 | 202-994-0098
	Tiara Jenkins: Department Lab & Academic Programming Coordinator tiaraajenkins@email.gwu.edu Campus: SEH 6000 | 202-994-1293
Peer Advocates:	Website and Student Advocates: https://anthropology.columbian.gwu.edu/peer_-advocates

Center for the Advanced Study of Human Paleobiology (CASHP)

Director Graduate Studies (DGS) MS Program	David Braun, Professor david_braun@gwu.edu Campus: SEH 6830 | 202-994-4223

Director Graduate Studies (DGS): PhD Program	Alison Brooks, Professor abrooks@gwu.edu Campus: 2112 G St. 204 | 202-994-6079
	Chet Sherwood, Professor sherwood@gwu.edu Campus: SEH 6800 | 202-994-6346
Other Faculty: (in alphabetical order)	Andrew Barr, Assistant Professor wabarr@gwu.edu
	Brenda Bradley, Associate Professor brendajbradley@gmail.com (on leave fall 2022)
	Carson Murray, Associate Professor cmmurray@gwu.edu
	Francys Subiaul, Associate Professor subiaul@gmail.com (on leave fall 2022)
	Shannon McFarlin, Associate Professor mcfarlin@gwu.edu (on leave 2022-2023)
	Bernard Wood, University Professor bernardawood@gmail.com
CASHP Student Liaisons:	Rachel Nelson, 3rd year PhD student rsnelson@gwu.edu
	Jack Richardson: 3rd year PhD student jrichardson91@gwu.edu
	Courtney Sexton: 4th year PhD student, MS Alum csexton@gwu.edu
Curriculum Committee	

Student Representatives:	Rachel Nelson, 3rd year PhD student rsnelson@gwu.edu Clara Mariencheck: 3rd year PhD student cmariencheck@gwu.edu Claire Lavergne: 2nd year MS student clairelavergne@gwu.edu
Diversity in Science (DIS):	All are welcome to attend and participate. Email: cashp_dis@gwu.edu E-board member profiles
CASHP Gmail & Google Drive:	Account: HomPalGW@gmail.com Password: ___ *Note, for difficulties logging in, contact Chet Sherwood

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Columbian College of Arts and Sciences (CCAS)

Graduate Studies Office

The DGS is your first point of contact for most matters concerning the graduate program. However, for certain matters (e.g., fellowships, MA/MS and PhD graduate clearance) or concerns, the following contacts will be helpful:

** See the CCAS Web Resource for Graduate Students
https://Columbian.gwu.edu/graduate-students

Associate Dean for Graduate Studies:	Chad Heap [Phillips Hall 107] ccasgraddean@gwu.edu
Master's Program Coordinator:	J. Amelie Chenet-Smith [Smith Hall 118] achenetsmith@gwu.edu
Doctoral Program Coordinator:	Nicole Davidson [Smith Hall 118] nad1@gwu.edu
Assoc. Director Graduate Admissions/Fellowships:	Katherine Conaty [Phillips Hall 215] kconaty@gwu.edu

Graduate Student Specialist for Graduate Awards	Marie Okamoto [Phillips Hall 215] mokamoto@gwu.edu
MS/PhD Admissions:	Rebecca Burns [Phillips Hall 215] rebeccaburns@email.gwu.edu

Office of Graduate Student Assistantships (Rice Hall 302)

The DGS is your first point of contact for most matters concerning the graduate program. However, for funding packages from GW's Provost's Office, and for matters concerning the **Graduate Teaching Assistant Program**, the following contact will be helpful:

Contact Page:	https://gradfellowships.gwu.edu/contact-us

Other GW Resources

Counseling and Psychological Services (CAPS).

The Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations; and confidential assessment, counseling services (individual and small group), and referrals. You can reach the UCC at 202-994-5300. For additional information, please refer to https://healthcenter.gwu.edu/counseling-and-psychological-services

GW Title IX Office

You are entitled to an educational environment free from gender-based discrimination, sexual harassment and assault. The university works in a variety of ways to eliminate misconduct, including sexual harassment and assault, in the community and support members of our community who experience or witness it. Please refer to GW's Haven website for more information about Title IX and other resources, support, and reporting mechanisms: https://titleix.gwu.edu/

Disability Support Services (DSS).

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center,

Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information, please refer to https://disabilitysupport.gwu.edu/

Multicultural Student Services Center – Office for Diversity, Equity and Community Engagement

The Multicultural Student Services Center (MSSC) offers a variety of resources, programs and other activities to support campus community building, culture sharing, LGBTQIA, and Interfaith initiatives. The MSSC is part of GW's Office for Diversity, Equity and Community Engagement (ODECE), which provides leadership, training, resources, and works in a number of other ways to support diversity and inclusion in the GW community. For more information, see https://mssc.gwu.edu/ and https://diversity.gwu.edu/

Division for Student Affairs

This website summarizes a variety of other resources available to support student mental, emotional, intellectual, social and physical health and well-being (including during the COVID pandemic), including new initiatives for this period of physical distancing from campus. https://students.gwu.edu

Human Resources

Provides other information and resources available to support faculty, staff and student employees. https://hr.gwu.edu

Office of Advocacy and Support

For confidential services to raise awareness and address the needs of students and other members of the GW community impacted by any form of crime: https://safety.gwu.edu/about-office-advocacy-support

Our Community

All members of our community have rights to academic freedom and an environment that is free of bias, discrimination and harassment. We will not tolerate behaviors and attitudes that jeopardize a safe, supportive and inclusive working environment for all persons. Unwanted sexual advances, whether verbal or physical, jokes and disparaging comments about one's sex, gender identity or expression, sexual orientation, race, ethnicity, religion, or on the basis of other criteria, or other acts that jeopardize a safe, respectful and inclusive working environment, will not be tolerated.

We are committed to:

- building a safe, respectful, inclusive and equitable working environment for all students, faculty and staff, regardless of age, color, disability, ethnicity, gender identity or expression, marital status, military or veteran status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, or other such characteristics;
- building a diverse and supportive community for research and learning that is free from bias, discrimination, harassment, intimidation and violence;
- communicating information about access to resources and reporting mechanisms to address incidents of misconduct, and maintaining an environment that supports targets and observers of misconduct in coming forward to report incidents if they occur.

We expect that all students, faculty and staff in our community:

- will demonstrate the highest standards of ethical and professional conduct, and will act in compliance with the law and The George Washington University's (GW's):
    - **Code of Ethical Conduct** [https://compliance.gwu.edu/code-ethical-conduct]
    - **Policies** [https://compliance.gwu.edu/policies], including:
        - Title IX Sexual Harassment and Related Conduct Policy
        - Threats and Acts of Violence Policy
        - Non-Retaliation Policy
        - Code of Student Conduct and Statement on Student Rights and Responsibilities

- will take reports of misconduct seriously if they occur.

For more information and resources, please see 'Building a Safe and Inclusive Community' on page 56 of this handbook.

Program Requirements: MS in Human Paleobiology

[In effect for students entering in Fall, 2021]

Table 1. Summary of MS program training elements:

TRAINING ELEMENTS		MS Credits	Y1		Y2	
			F	S	F	S
Foundations Coursework	Ethics & Professional Skills (HOMP 6203)	1				
	Laboratory Techniques: Paleoanthropology (HOMP 6202)	2				
	Paleo Core (at least 1 of the following 2)	3				
	Hominid Paleobiology (HOMP 6201)					
	Paleolithic Archaeology (ANTH 6801)					
	Modern Core (at least 1 of the following 4)	3				
	Anthropological Genetics (ANTH 6407)					
	Primate Behavior (ANTH 6403)					
	Evolution of Primate Life Histories (ANTH 6404)					
	Evolution of the Human Brain (ANTH 6423)					
	Analytical Methods (ANTH 6413)	3				
	Minimum Credits	**12**				
Elective Courses	Elective coursework (*can include additional Core classes)					
	Minimum Credits	**18**				
Other Requirements & Milestones	Weekly JC, Program Meetings, workshops					
	Master's Thesis Proposal					
	Master's Thesis Completion and Deposit (HOMP 6998, 6999)					
	MINIMUM REQ. MS COURSEWORK CREDITS	30				
	Thesis Research Credits (HOMP 6998, 6999)	6				
	Total Credits Required at Graduation	**36**				

Overview:

The Human Paleobiology MS program is designed to take two years to complete. YEAR 1 primarily consists of ***Foundations*** and ***Elective coursework*** , which continues into YEAR 2. Students work with their faculty mentor and appropriate advisors in their first seme ster of the program to identify curriculum, training and other development opportunities to build expertise in areas of their interest. In YEAR 2, or the summer before, students also begin directed research on their Master's thesis research. Students are encouraged to ***submit their thesis*** in a ready-to-publish format by the end of YEAR 2. To facilitate student progress through the program, students are encouraged to track their requirements using the **MS Curriculum Tracking Form** , available on the google drive and as an appendix to this handbook.

Master of Science Requirements in Detail:

Students are expected to be familiar with the general requirements stated in the Bulletin of the Columbian College of Arts and Sciences. Among other requirements, Human Paleobiology MS requirements include a minimum of 36 credit hours, including 6 credits of Thesis Research (HOMP 6999). To keep track of your progress over the duration of your program, please keep a current accounting of your requirements as they are fulfilled on the ***Curriculum Tracking Sheet***, available on the CASHP Google Drive and provided here in Appendix 1.

Please note: The Curriculum has undergone some minor changes in recent years. Curriculum Tracking Sheets for students entering in prior cohorts can be found in Appendix 3.

Foundations Courses
(minimum 11-13 credit hours in Years 1 and 2)

Foundation coursework establishes a core base of knowledge and skills and prepares students to formulate research questions, identify the appropriate methodologies, translate their research and apply their results to real-world settings.

1. **Ethics & Profes sional Skills (HOMP 6203, 1 credit).** Taken in the fall of year 1, this seminar equips graduate students with the skills needed to operate collegially in a research-intensive or applied field. The course focuses on the ethical dilemmas faced by all scientists, including human evolutionary studies; maintaining a safe and inclusive working environment both at the home institution and while conducting remote fieldwork. It also hones professional skills, including project management, collaboration, building and managing a team, serving as a scientific reviewer, manuscript and grant

writing, developing both a CV and resume, interview skills, laboratory safety, human and animal research protocols, and communicating to public audiences. Another focus is career versatility. Students are introduced to skills-based requirements of diverse career pathways in STEM. Trainees will conduct their own job searches and begin to identify the expertise necessary to successfully pursue their career goals.

2. **Laboratory Techniques in Paleoanthropology (HOMP 6202, most typically 2 credits, but can be taken for 1-3 credits depending on other concurrent course hours).** Taken in the fall of year 1, this course is designed to introduce students to a range of expertise and resources available in the Washington, DC area. Students visit research laboratories, museums and other public institutions (Smithsonian's National Museum of Natural History, National Zoological Park) over the course of the semester. Students choose one of these laboratories to complete a short practicum in their first semester, to gain more detailed practical knowledge of a research skillset.

3. **Analytical Methods in Human Evolutionary Biology (ANTH 6413, 3 credits).** Usually offered every fall semester. Designed to provide a foundation in data analysis, including programming languages (R and Python), this equips students to conduct their dissertation research and prepares them for upper-level classes in data science and research oriented fields. [Students may elect to take a different course in analytical methods, chosen in consultation with their advisor, if it better meets their needs].

4. **Core Coursework in Human Evolutionary Science (minimum 6 credits):** Designed to provide a foundational understanding of human-environment interaction and the evolution of human adaptability, students are required to take at least one course from each group below. All students are expected to take culminating assessments (e.g., a final exam) in these courses, determined in consultation with the course director. However, the 'Comprehensive Exams' of the doctoral program are not a requirement of the MS program.

    a) ***Paleo-Core:*** *One out of the following two courses in the past context of human evolutionary studies (minimum 3 credits):

        i. **Hominid Paleobiology (HOMP 6201, 3 credits).** Study of human evolution through investigation of the fossil record; current research in reconstructing paleobiology. Adaptation, phylogeny and behavior reconstruction, site formation, and the taxonomy, site context, anatomy, behavior, and major issues surrounding each hominin taxon.
        ii. **Paleolithic Archaeology (ANTH 6801, 3 credits).** Current problems relating to materials from the Old World.

b) ***Modern Core*** : *One out of the following four courses in the modern context of human evolutionary studies (minimum 3 credits):

i. **Anthropological Genetics (ANTH 6407, 3 credits).** Molecular approaches to understanding human evolution and diversity; current research findings and new methodologies; social and ethical issues, including commercial DNA testing and ownership of biological samples.
ii. **Primate Behavior (ANTH 64 03, 3 credits).** Provides an overview of the behavioral diversity found in primates (both within and between primate species) and investigates how ecology relates to behavior and individual fitness. This course is rooted in behavioral ecology and animal behavior and will present pertinent theoretical models and draw from non-primate examples as appropriate.
iii. **Evolution of Primate Life Histories (ANTH 6404, 3 credits).** Foundations in life history theory and recent developments in the study of human and non-human primate life history evolution, within a comparative mammalian context. Examines variation in how primates invest resources in growth, reproduction and survival to maximize reproductive success over the lifespan, and its ecological context. Considers unique features of modern human life history, and the fossil evidence of human life history evolution.
iv. **Evolution of the Human Brain (ANTH 6423, 3 credits).** Examination of how the human brain is unique in comparison to other animals, with an emphasis on understanding our species' distinctive neurobiology in terms of the evolution of cognitive abilities such as language, social comprehension, tool making and abstract thinking.

Elective Courses
(17-19 credits in Years 1-2)

Students are encouraged to work with their advisors to identify a program of elective coursework targeted to their intended field of specialization and career goals. Elective courses are intentionally meant to allow for flexibility, and we encourage students to formulate a unique curriculum that is tailored to best serve their interests. *Examples* of elective coursework available at GW are highlighted below, but this is not exhaustive. Students also have access to courses offered at other universities in the Consortium of Universities of the Washington Metropolitan Area.

Note: To receive graduate credit, students must take 6000 -level courses or higher. It is

possible to receive graduate credit for a limited number of 3000-level undergraduate courses, IF additional or more intensive work is arranged in advance with the instructor and a revised graduate-level syllabus is provided to the DGS for approval. (The DGS will then need to submit a Petition to the Graduate Studies Office). In accordance with CCAS policies announced in fall 2020, students may take no more than 25% of their non-thesis coursework (or 7 credits) at the 3000 level, and only by petition. Please speak with the DGS prior to registering for courses that do not meet the 6000-level requirement.

- *Additional Paleo or Modern Biology core courses, beyond the minimum 6 credit hour Foundations requirement* [HOMP 6201, ANTH 3413 (taken for graduate credit), ANTH 6801, ANTH 6407, or a course in Animal/Primate Behavior and Ecology]

- *Coursework in an Applied Focus Area*, to introduce students to the practice of applying concepts and scientific data to real world problems in a chosen area of their interest. Students may choose from a variety of courses offered as core requirements in several GW Certificate Programs (e.g., Environmental Resource Policy; Introduction to Data Science; Geographical Information Systems; Instructional Design; Museum Studies).

- *Additional Courses in Genetics or Molecular Evolution* [BISC 6230, BISC 6228, BISC 6251, BISC 6225]

- *Additional Courses in Animal Behavior or Ecology* [ANTH 3411, taken for graduate credit; ANTH 6404; ANTH 3408, taken for graduate credit; BISC 6206)]

- *Geoscience or Vertebrate Paleontology* [GEOL 3126; BISC 6215)]

- *Independent Research credits* – Where students wish to gain expertise that is not represented in available coursework, or conduct independent research for credit, they may take one of the following courses with the approval of their advisor. Students register for 1-3 credit hours, each credit of which requires a total of 37.5 working hours over the course of the semester, or equivalent. The student's work schedule is negotiated directly with the mentor of their independent research. Specific goals, outcomes, and assessment criteria are decided upon by the student and mentor, and summarized in a contract to be submitted to the DGS and the student's advisor before the end of the first week of the semester.

    - **Independent Research (HOMP 6995, 1 -3 credits).** Research on problems approved by the student's advisor. Open to qualified students with advanced training. ***May be repeated for credit, for a maximum of 9 credits*** .

Thesis Research Credits (HOMP 6999; 6 credits)

Limited to Master of Science students, students register for three credits of HOMP 6999 two times, either sequentially or during the same semester, while conducting their Master's thesis research. This course does not receive letter grades.

After 36 credit hours – Registration beyond Year 2

For students who have completed 36 credit hours, but are still completing non-course requirements (e.g., thesis research), you must register for just one credit of Continuing Research (CCAS 0920 for Master's students) each semester.

Other activities to integrate research training and practice in a variety of settings

1. **Weekly Program Meetings** . These meetings are scheduled every Wednesday at 11am, and are attended by program students, postdoctoral scientists and faculty, except where announced. Most typically held as Journal Clubs, occasionally this time is used for other activities as described below.

   A note about attendance: All students are encouraged to attend these events whenever possible. However, we recognize that students may need to miss a meeting on occasion due to personal or other circumstances. In such cases, we ask that you send your apologies to the meeting organizer and the presenter in advance. However, no explanation is needed; we trust that you will attend when you are able to.

   a. ***Journal Club*** . These weekly sessions bring together program students, post-docs, and faculty to stimulate interdisciplinary collaboration among faculty and students. Organized as a 'Journal Club' style gathering, individual students present and lead discussion of scientific articles from the recent literature. All students are encouraged to participate in JC as early in the program as they wish and when they feel comfortable doing so. All MS students should plan to present at least once in their 2nd year.
   b. ***Program Meetings***. Several times throughout the semester, Program Meetings are held in place of Journal Club, to share recent developments, build knowledge and awareness, share experiences in Public Understanding of Science, and hold other presentations on current events.
   c. ***GW knowledge and skills-building workshops*** . These 1-2 hour workshops typically held once per semester tap GW expertise and resources on a variety of

topics, such as Versatility for Non-Academic Career Paths and Job Interview Skills (GW's Center for Career Services), and training sessions that build theoretical knowledge and practical skills of pedagogy or expose students to new learning technologies (GW's Course Design Institute and eDesign group of the Teaching and Learning Center). Other sessions include Fostering a Safe and Inclusive Working Environment: Bystander Training for Remote Field Settings developed in partnership with GW's Title IX Office, and Diversity Training by GW's Multicultural Student Services Center. These will equip members of our program with the necessary awareness and skills to promote safety, diversity and inclusion in the different environments in which we work.

2. **Visiting Seminar Speakers** . CASHP frequently hosts visiting scientists giving talks about their research and meeting with students and other CASHP members. These are an important opportunity for students to make connections, and learn about new research in our field. We encourage you to attend these events whenever possible.

Milestones

1. **Choosing a Primary Thesis Advisor** . Incoming students will be assigned a First-Year Advisor upon entering the program, to facilitate the settling in period. However, students are encouraged to meet with other faculty having expertise aligned with their interests over the course of the first semester, to discuss research ideas and opportunities. To facilitate timely advancement through the program, students are expected to have chosen a Primary Thesis Advisor and communicated this to the DGS by the end of their second semester in the program. Students may elect to continue working with their First-Year Advisor in this capacity, or change advisors depending upon their interests.
2. **Approval of the Master's thesis proposal** . The Master's thesis proposal should be submitted before the fourth week of the fall semester in Year 2.
3. **Successful completion of coursework** in three Foundations core areas must be completed and passed (with a grade of 'B' or higher) by the end of the second year.
4. Students are encouraged to submit their **Master's thesis** in publishable format by the end of their second year in the program.

Initiating the Research: Developing the Thesis Proposal

Students are encouraged to begin developing ideas for the final culminating thesis project as early as possible in their first year of the program, so they are well equipped to complete their thesis research by the end of Year 2.

A ***Master's Thesis Proposal*** , specifying the topic and the names of the thesis advisor and reader, must be approved by the thesis advisor. Students should do this before the fourth week of the fall semester in Year 2. The thesis proposal should not exceed about 2500 words and should contain the following:

1. A working title
2. A brief description of the problem to be studied, including rationale, hypothesis, sample and methods of analysis.
3. Description of scholarly context: a brief critical review of prior research of relevance to the problem; what you anticipate to be your schol arly contribution.
4. A list of persons who have helped you develop the proposal.
5. Bibliography of key sources (about one page).

The **final Master's Thesis** must be approved by two members of the faculty: 1) a Thesis Director, who must be a core member of the CASHP faculty, and 2) a Reader, who may be drawn from the faculty of GW, Smithsonian, or an outside institution. The Reader is chosen in consultation with the Director, and should also be approved by the DGS.

The scope of the thesis should be focused. Students should spend the equivalent of ~20 hours a week for 13 weeks on the thesis project (the equivalent of 6 credit hours or two regular classes). The thesis may be based on field or laboratory research, or analyses of existing data from the literature. Students are encouraged to develop a thesis project that is publishable, where possible. The final thesis should be written in the format of a jour nal article, following the guidelines of one of the field's leading journals (e.g., *Evolutionary Anthropology*, *American Journal of Physical Anthropology, American Journal of Primatology*).

Application to Graduate with the Master's degree

Students planning to graduate must apply via the online graduation application in GWeb, ***at the beginning of the semester in which the student expects to graduate*** . This includes students graduating with the terminal MS degree, and students applying to receive the Master's degree on the way to earning their PhD. Please see the following link for deadlines and more information: https://registrar.gwu.edu/online -graduation-application-instructions. If you miss the deadline for the online application, you must submit a ***Late (Paper) Graduation Application*** form directly to the CCAS Graduate Studies Dean's Office. If you miss the online deadline, you will also be charged a $35 application fee for the late paper form.

Acceptance and Deposit of the Thesis

There are two stages of approval of the Master's thesis: approval by the department and electronic submission through ProQuest. Theses must be approved by the Thesis Director and the Reader using the ***Master's Thesis Approval Form*** (available on the Google Drive), which is submitted directly to the CCAS Graduate Studies Office, which initiates the review of the student's academic record prior to graduation. The Thesis Director must also sign off on the electronic form submitted with the thesis.

The DGS should be kept in the loop but has little active involvement in the final stages of electronic thesis submission. Instead, the student is expected to consult guidelines for Electronic Thesis and Dissertation Submission (https://library.gwu.edu/etd) for proper formatting and other requirements for submission of the thesis. There are specific requirements about margins, pagination, format of the title page, and other such factors. The student is required to submit an ETD Access/Approval Form, signed by the advisor, to the CCAS Graduate Studies Office at the same time the Dissertation is electronically submitted.

Deadlines

For submission of a ***final draft for faculty review*** , consult with your MS advisor. To follow are recommended deadlines for fall and spring graduation:

Fall graduation	Deadline: October 15
Spring graduation	Deadline: March 15

These are general guideposts. We encourage you to work with your Advisor and Reader to set an appropriate timeline for submitting drafts for feedback as you develop the Masters thesis.

Deadlines for final approval of the Master's thesis in the ETD system for 2022-2023 (for updates, see https://library.gwu.edu/etd/submission-deadlines). Please note, this is the final deadline for APPROVAL of the thesis; to be safe (as it is nearly always the case that some formatting changes are required), you should plan to upload your final and approved thesis no less than 5 business days before this deadline:

Fall, 2022	Deadline: December 9, 2022
Spring, 2023	Deadline: April 28, 2023

Helpful Graduate Links

Graduate Bulletin: http://bulletin.gwu.edu/arts-sciences/human-paleobiology/-graduatetext
Schedule of Classes: https://my.gwu.edu/mod/pws/
Academic Calendar: https://www.gwu.edu/academic-calendar

CCAS Graduate Students page: https://columbian.gwu.edu/graduate-students
Student Affairs: https://students.gwu.edu/

Program Requirements: PhD in Human Paleobiology

Table 2A. Summary of PhD program requirements - **Students entering Fall 2018 - Fall 2020**

TRAINING ELEMENTS		PhD Credits	Y1		Y2		Y3		Y4		Y5	
			F	S	F	S	F	S	F	S	F	S
Foundations Coursework	Ethics & Professional Skills (HOMP 6203)	1										
	Lab Techniques in Paleoanthropology (HOMP 6202)	2										
	Analytical Methods (ANTH 6413)	3										
	Modern and Paleo Biology Core:											
	Hominid Paleobiology (HOMP 6201)	3										
	Paleolithic Archaeology (ANTH 6801)	3										
	Anthropological Genetics (ANTH 6407)	3										
	Primate Biology, Behavior and/or Ecology	3										
	Grant Proposal Writing	3										
	Minimum Credits	**21**										
Elective Courses	Elective coursework											
	Minimum Credits	**18**										
Engagement and Application	Lab Rotation 1 (HOMP 8303) - research skillset 1	3										
	Lab Rotation 2 (HOMP 8303) - research or applied skills 2	3										
	Minimum Credits	**6**										
Communications Training	Public Understanding Science Intern. (HOMP 8302)	3										
	Smithsonian science communication	*										
	Minimum Credits	**3**										
Integrating research & practice	Weekly JC, program meetings & seminars, workshops	*										
	Classroom teaching (T) and other mentoring	*	T	T	T	T	T	T				
Milestones	First Comprehensive Exam (Core courses)	*										
	Second Comprehensive Exam (Specialized area)	*										

	Dissertation Proposal Defense	*											
	Dissertation Defense	*											
	MINIMUM REQ. PHD COURSEWORK CREDITS	**48**											
	Dissertation Research Credits (HOMP 8999)	6-24											
	Total Credits Required at Graduation	**72**											

** Requirement, but not taken for course credits*

Table 2B. Summary of PhD program requirements - **Students entering after Fall 2021**

TRAINING ELEMENTS [** Requirement, but not taken for course credits*]		PhD Credits	Y1		Y2		Y3		Y4		Y5	
			F	S	F	S	F	S	F	S	F	S
Foundations Coursework	Ethics & Professional Skills (HOMP 6203)	1										
	Lab Techniques in Paleoanthropology (HOMP 6202)	2										
	Analytical Methods (ANTH 6413)	3										
	Modern and Paleo Biology: Must take 5 of the following	15										
	- Hominid Paleobiology (HOMP 6201)											
	- Paleolithic Archaeology (ANTH 6801)											
	- Anthropological Genetics (ANTH 6407)											
	- Primate Behavior (ANTH 6403)											
	- Evolution of Primate Life Histories (ANTH 6404)											
	- Evolution of the Human Brain (ANTH 6423)											
	Grant Writing (pending new course number)	3										
	Minimum Credits	**24**										
Elective Courses	Elective coursework	15										
	May take up to 6 credits of HOMP 8998 in 5th semester											
	Minimum Credits	**15**										
Science Communication & Broader Skillsets	Lab Rotation (HOMP 8303)	3										
	Public Understanding of Science Internship (HOMP 8302)	3										
	Smithsonian science communication	*										
	Minimum Credits	**6**										
Integrating research & practice	Weekly JC, program meetings & seminars, workshops	*										
	Classroom teaching and/or other mentoring	*										
Milestones	First Comprehensive Examination (Core courses)	*										
	Second Comprehensive Examination (Specialized area)	*										
	Dissertation Proposal Defense	*										

	Dissertation Defense	*	
	MINIMUM REQ. PHD COURSEWORK CREDITS	**45**	
	Dissertation Research Credits (HOMP 8999)	6-27	
	Total Credits Required at Graduation	**72**	

Brief Note about Recent Curriculum Changes:

The PhD Curriculum underwent revision in 2021, to address feedback raised in prior Student Curriculum Committee Surveys. Students are formerly held to the curriculum requirements that were in place when they first matriculated; this is what is reflected in their DegreeMap records. However, students can request to 'opt in' to the revised curriculum (Table 2B, above) by petition, either in whole or in part. For students who wish to adopt the new curriculum, please discuss next steps with your Advisor and the DGS.

The text to follow details the structure of the REVISED curriculum (Table 2B, above). For an explanation of the prior curriculum, please refer to prior handbooks available on the GoogleDrive. Curriculum Tracking Sheets for the prior curriculum are also available in Appendix 3 of this handbook.

Overview:

The Human Paleobiology PhD program is designed to take five years to complete. (Table 2B) YEAR 1 and YEAR 2 primarily consist of a seminar in ***Ethics & Professional Skills***, and ***Foundations*** and ***Elective coursework***. Students work with their faculty mentor and appropriate advisors to identify curriculum, training and other development opportunities to build expertise in areas of their interest. The ***First Comprehensive Examination*** is taken at the end of YEAR 2.

Students in YEARS 1-3 will also participate in several experiences designed to challenge them to use their developing expertise to bridge basic science and applied fields, and develop a broader transferrable skills base. Students take a semester-long ***laboratory rotation***, to gain new and/or more specialized analytical and technical skills or other practical transferrable skills outside of their primary research area. This rotation may be conducted at GW, at another approved institution around the world, or as part of international fieldwork training. Where rotations develop into a longer-term project, trainees have flexibility to register for additional hours for elective credit. Students will also participate in a ***Grant-Writing*** class to develop these critical skills.

In YEAR 3, students begin directed research on their doctoral dissertations (including writing grant proposals). The ***Second Comprehensive Examination*** is completed by the end of the fifth semester in the program. The final step before being advanced to Candidacy is completion of another General Examination requirement, which consists of oral and written presentations of the student's proposed dissertation topic (i.e., the ***Dissertation Proposal Defense***).

Students will also participate in a ***Public Understanding of Science Internship*** often taken for

credit in YEAR 3, to build competencies in oral, written and visual communication to a variety of audiences. Students are also expected to participate in ***science communication*** to public audiences through opportunities made available by the Human Origins Program at the Smithsonian's National Museum of Natural History.

Students are encouraged to ***submit their dissertation*** in a ready-to-publish format by the end of YEAR 5.

PhD Requirements in Detail:

Students are expected to be familiar with the general requirements stated in the Bulletin of the Columbian College of Arts and Sciences. Among other requirements, Human Paleobiology PhD requirements include a minimum of 72 credit hours, including at least 6 and at most 27 hours of Dissertation Research (HOMP 8999). A minimum of 45 of the 72 credits must be taken as graded coursework in the pre-Candidacy stage (before completing the dissertation proposal defense) by the end of Year 3. In the PhD program, these 45 credits include the following: Foundations and Elective course work, laboratory rotation, and other training experiences outlined below. [Note: Dissertation Research (HOMP 8999) does ***not*** count towards the 45 minimum credits for advancement to Candidacy.] To see a full course listing, please see the Bulletin. To keep track of your progress over the duration of your program, please keep a current accounting of your requirements as they are fulfilled on the ***Curriculum Tracking Sheet***, available on the CASHP Google Drive and provided here in Appendix 2. (Tracking sheets for prior matriculation years are provided in Appendix 3).

Foundations Courses
(minimum 24 credit hours in Years 1 and 2)

Foundation coursework establishes a core base of knowledge and skills and prepares students to formulate research questions, identify the appropriate methodologies, translate their research and apply their results to real-world settings.

1. **Ethics & Professional Skills (HOMP 6203, 1 credit).** Taken in the fall of year 1, this seminar equips graduate students with the skills needed to operate collegially in a research-intensive or applied field. The course focuses on the ethical dilemmas faced by all scientists, including human evolutionary studies; maintaining a safe and inclusive working environment both at the home institution and while conducting remote fieldwork. It also hones professional skills, including project management, collaboration, building and managing a team, serving as a scientific reviewer, manuscript and grant writing, developing both a CV and resume, interview skills, laboratory safety, human and animal research protocols, and communicating to public audiences. Another focus

is career versatility. Students are introduced to skills-based requirements of diverse career pathways in STEM. Trainees will conduct their own job searches and begin to identify the expertise necessary to successfully pursue their career goals.

2. **Laboratory Techniques in Paleoanthropology (HOMP 6202, most typically 2 credits, but can be taken for 1-3 credits depending on other concurrent course hours).** Taken in the fall of year 1, this is designed to introduce students to a range of expertise and resources available in the Washington, DC area. Students visit research laboratories, museums and other public institutions (Smithsonian's National Museum of Natural History, National Zoological Park) over the course of the semester. Students choose one of these laboratories to complete a short practicum in their first semester, to gain more detailed practical knowledge of a research skillset.

3. **Analytical Methods in Human Evolutionary Biology (ANTH 6413, 3 credits).** Designed to provide a foundation in data analysis, including programming languages (R and Python), this equips students to conduct their dissertation research and prepares them for upper-level classes in data science and research oriented fields. [Students may elect to take a different course in analytical methods, chosen in consultation with their advisor, if it better meets their needs].

4. **Core Coursework in Human Evolutionary Science (1-5 credits):** Designed to provide a foundational understanding of human-environment interaction and the evolution of human adaptability, students are required to take at least five of the following Core Courses. *Note: Students may petition to be waived out of one of the following Core Course requirements based on prior experience. However, those students will still be responsible for that content area on their First Comprehensive Examination, as described below*.

    a. **Hominid Paleobiology (HOMP 6201, 3 credits).** Study of human evolution through investigation of the fossil record; current research in reconstructing paleobiology. Adaptation, phylogeny and behavior reconstruction, site formation, and the taxonomy, site context, anatomy, behavior, and major issues surrounding each hominin taxon.
    b. **Paleolithic Archaeology (ANTH 6801, 3 credits).** Current problems relating to materials from the Old World.
    c. **Primate Behavior (ANTH 6403, 3 credits).** Provides an overview of the behavioral diversity found in primates (both within and between primate species) and investigates how ecology relates to behavior and individual fitness. This course is rooted in behavioral ecology and animal behavior and will present pertinent theoretical models and draw from non-primate examples as

appropriate.

d. **Anthropological Genetics (ANTH 6407, 3 credits).** Molecular approaches to understanding human evolution and diversity; current research findings and new methodologies; social and ethical issues, including commercial DNA testing and ownership of biological samples.
e. **Evolution of Primate Life Histories (ANTH 6404, 3 credits).** Foundations in life history theory and recent developments in the study of human and non-human primate life history evolution, within a comparative mammalian context. Examines variation in how primates invest resources in growth, reproduction and survival to maximize reproductive success over the lifespan, and its ecological context. Considers unique features of modern human life history, and the fossil evidence of human life history evolution.
f. **Evolution of the Human Brain (ANTH 6423, 3 credits).** Examination of how the human brain is unique in comparison to other animals, with an emphasis on understanding our species' distinctive neurobiology in terms of the evolution of cognitive abilities such as language, social comprehension, tool making and abstract thinking.

5. **Grant-Writing (New course number pending, 3 credits).** This course is offered every other year, and should be taken in Year 2 or 3. This course is designed for students in the process of preparing grant proposals to fund their dissertation research in biological anthropology. Students will gain a broad perspective on the process of applying for research support and the factors that make for a successful proposal. Students will complete a full proposal (typically for submission to the National Science Foundation Biological Anthropology Program - Doctoral Dissertation Research Improvement Grants (BA-DDRIG), the Leakey Foundation, and/or the Wenner-Gren Foundation) over the course of the semester.

Elective Courses

(minimum 15 credit hours in Years 1-3)

Students are encouraged to work with their advisors to identify a program of elective coursework targeted to their intended field of specialization and career goals. Elective courses are intentionally meant to allow for flexibility, and we encourage students to formulate a unique curriculum that is tailored to best serve their interests. *Examples* of elective coursework available at GW are highlighted below, but this is not exhaustive. Students also have access to courses offered at other universities in the Consortium of Universities of the Washington Metropolitan Area.

Note: To receive graduate credit, students must take 6000-level courses or higher. It is

possible to receive graduate credit for a limited number of 3000-level undergraduate courses, IF additional or more intensive work is arranged in advance with the instructor and a revised graduate-level syllabus is provided to the DGS for approval. (The DGS will then need to submit a Petition to the Graduate Studies Office). In accordance with CCAS policies announced in fall 2020, students may take no more than 25% of their non-dissertation coursework (or 11 credits) at the 3000 level, and only by petition. Please speak with the DGS prior to registering for courses that do not meet the 6000-level requirement.

- *Coursework in an Applied Focus Area*, to introduce students to the practice of applying concepts and scientific data to real world problems in a chosen area of their interest. Students may choose from a variety of courses offered as core requirements in several GW Certificate Programs (e.g., Environmental Resource Policy; Introduction to Data Science; Geographical Information Systems; Instructional Design; Museum Studies).

- *Additional Courses in Genetics or Molecular Evolution* [BISC 6230, BISC 6228, BISC 6251, BISC 6225]

- *Additional Courses in Animal Behavior or Ecology* [ANTH 3411, taken for graduate credit; ANTH 6404; ANTH 3408, taken for graduate credit; BISC 6206)]

- *Geoscience or Vertebrate Paleontology* [GEOL 3126; BISC 6215)]

- *Independent Research credits* – Where students wish to gain expertise that is not represented in available coursework, or conduct independent research for credit, they may take one of the following courses with the approval of their advisor. Students register for 1-3 credit hours, each credit of wh ich requires a total of 37.5 working hours over the course of the semester, or equivalent. The student's work schedule is negotiated directly with the mentor of their independent research. *Specific goals, outcomes, and assessment criteria are decided upon by the student and mentor, and summarized in a contract to be submitted to the DGS and the student's advisor before the end of the first week of the semester.* **Students may take a *maximum of 12 credits total* in the following:**
    - **Independent Research (HOMP 699 5, 1-3 credits).** Research on problems approved by the student's advisor. Open to qualified students with advanced training. May be repeated for credit.
    - **Advanced Reading and Research (HOMP 8998, 1 -3 credits).** Limited to PhD students preparing for the dissertation research proposal defense. May be taken for a maximum of 6 credits, usually in the semester leading up to the proposal defense. This course is graded on a Credit/No Credit basis.

Engagement and Application

(3 credit hours in Years 1-3)

1. **Laboratory Rotations (HOMP 8303, 3 credits).** Students participate in one laboratory rotations of semester-long involvement in fields that complement their research interests. Students register for 3 credit hours for the rotation, *which requires a total of 112.5 working hours*, or equivalent. The student's work schedule is negotiated directly with the rotation mentor. The laboratory rotation is to be planned by the student in consultation with their advisors, and may be conducted both within and outside of GW. The goal of the laboratory rotation is to build specialized analytical and technical skills to support the student's research focus, a distinct research skill set more peripheral to the student's research focus, *or* other practical transferable skills [e.g., Geographic Information Systems, pedagogy, modeling]. Students are encouraged to conduct their laboratory rotations outside their home laboratory and with faculty other than their advisors. Specific goals, outcomes, and assessment criteria are decided upon by the student and mentor, and summarized in a *contract to be submitted to the DGS and the student's advisor before the end of the first week of the semester.*

Science Communication Training

(minimum 3 credit hour in Years 1-3, plus other engagement at later stages of the program)

To build competencies in oral, written and visual communication to a variety of audiences (e.g., K-12, general public, news outlets, policy and/or mission-driven organizations, and scientific), using a range of mechanisms, students are required to participate in two additional training activities that focus on these skills:

1. **Public Understanding of Science Internship (HOMP 8302, 3 credits).** The responsibilities of scientists who study our species' evolutionary history must also extend to the public at large. Therefore, an important component of the Human Paleobiology graduate training program is an internship in the "Public Understanding of Science." Before the end of Year 3, students undertake a part-time, semester-long or summer internship with an organization that presents science to the public. Students register for 3 credit hours for each rotation, *each of which requires a total of 112.5 working hours*, or equivalent. These internships are to be determined by the student in consultation with the CASHP Faculty Coordinator for PUS, Dr. Briana Pobiner, and with his/her dissertation advisor. The PUS internship may be conducted within and/or outside of GW. In addition to regular meetings with the CASHP Faculty Coordinator, the student's work schedule at the host institution is negotiated directly with the mentor of their internship. Specific goals, outcomes, and assessment criteria are to be agreed upon by these parties, and summarized in a *contract to be submitted to the DGS and the student's advisor before the end of the first week of the semester.*

To date, students have successfully completed internships working directly on articles and website material at the National Geographic and *USA Today*, working with producers at NPR and contributing their own pieces, contributing to public initiatives on the understanding of race and human variation with the American Association of Anthropologists and AAAS programs on science, ethics and religion, and helping to design the content of a major Human Origins Hall at the Smithsonian's National Museum of Natural History. Other standing opportunities include attachments to the exhibits or education departments, or the public outreach, public relations, or congressional affairs offices of the Smithsonian Institution (e.g. The National Zoological Park, The National Museum of Natural History), or to other appropriate organizations based in Washington, DC (e.g., The National Geographic Society, National Public Radio, *The Washington Post*, *Science Magazine*, The National Academy of Sciences).

2. **Science communication at the Smithsonian.** At least once in Years 1 and 2, students will assist faculty and senior students participating in "The Scientist Is In" or "HOT" (Human Origins Today) discussions in the NMNH Hall of Human Origins. They will then lead two "Scientist Is In" sessions, or participate in other approved outreach, in Years 3-5.

Dissertation Research Credits (HOMP 8999; 6 -27 credits)

Limited to Doctor of Philosophy candidates, students register for HOMP 8999 once they have completed other requirements and while conducting dissertation research. Students must take no less than 6 credit hours, and no more than 27 credit hours, of HOMP 8999 to be awarded the PhD. *[Note: While HOMP 8999 credits may be taken before advancing to Candidacy, these credits do not count towards the required total of 45 graduate credits to be taken in advance.]*

After earning 72 credits – Registration in Year 5 (or 4 for students with transfer credits)

For students who have completed 72 credit hours, but are still completing non-course requirements (e.g., dissertation research), you should no longer register for 9 credit hours per semester. Instead, you must register for just one credit of **Continuing Research (CCAS 0940 for Doctoral students)** each semester. Normally, students reach this point after their 8th semester in the program. However, for students with transfer credits, this point may be reached earlier, requiring registration for less than 9 credit hours/semester sometime in their fourth year. Students with transfer credits should consult with the DGS to discuss registration requirements after Candidacy.

For students no longer on GW funding, the CCAS Graduate Studies Office has been willing to *consider* petitions to this requirement for students maintaining *active competitive grants* in their final year of study. This is most pertinent for students who take a sixth year to complete their dissertation, allowing them ***Continuous Enrollment (CE)*** status without having to pay the one tuition credit. (Note: Students are still required to p ay registration fees.) To pursue this option, a ***Petition form*** for CE credit must be submitted, along with documentation of the external grant's active status, to the CCAS Graduate Dean's Office. This petition must first be signed and routed through the DGS. [*Note: This is a policy of the CCAS Graduate Studies Office and may change; it should not be considered a guarantee.*]

Other activities to integrate research training and practice in a variety of settings

1. **International experience** . To foster development of a global perspective, cross - cultural understanding and experience, students are encouraged (depending on available funding) to conduct at least one component of their training (e.g., internships, dissertation fieldwork, data coll ection) at sites overseas (e.g., in Kenya, Tanzania, Rwanda, Madagascar, Spain) where our faculty conduct field research.

2. **Weekly Program Meetings** . These meetings are scheduled every Wednesday at 11am and are attended by program students, postdoctoral scie ntists and faculty, except where announced. Most typically held as Journal Clubs, occasionally this time is used for other activities as described below.

   A note about attendance: All students are encouraged to attend these meetings whenever possible. However, we recognize that students may need to miss a meeting on occasion due to personal or other circumstances. In such cases, we ask that you send your apologies to the meeting organizer and the presenter in advance. However, no explanation is needed; we trust that you will attend when you are able to.

   a. ***Journal Club*** . These weekly sessions bring together program students, post - docs, and faculty to stimulate interdisciplinary discussion. Organized as a 'Journal Club' style gathering, individual students present and lead discussion of scientific articles from the recent literature. All students are encouraged to participate in JC as early in the program as they wish and when they feel comfortable doing so. All PhD students should plan to present at least once in their 2nd or 3rd year, and PhD students who are post - Candidacy at least once per year thereafter
   b. ***Program Meetings*** . Several times throughout the semester, Program Meetings are held in place of Journal Club, to share recent developments, build knowledge and awareness, share experiences in Public Understanding of

Science, and hold other presentations on current events.

c. ***GW knowledge and skills -building workshops*** . These 1-2 hour workshops typically held once per semester tap GW expertise and resources on a variety of topics, such as Versatility for Non-Academic Career Paths and Job Interview Skills (GW's Center for Career Services), and training sessions that build theoretical knowledge and practical skills of pedagogy or expose students to new learning technologies (GW's Course Design Institute and eDesign group of the Teaching and Learning Center). Other sessions include Fostering a Safe and Inclusive Working Environment: Bystander Training for Remote Field Settings developed in partnership with GW's Title IX Office, and Diversity Training by GW's Multicultural Student Services Center. These will equip members of our program with the necessary awareness and skills to promote safety, diversity and inclusion in the different environments in which we work.

3. **Visiting Seminar Speakers** . CASHP frequently hosts visiting scientists giving talks about their research and meeting with students and other CASHP members. These are an important opportunity for students to make connections, and learn about new research in our field. All students are expected to attend, unless prior scheduled engagements such as class meetings or other circumstances prevent them from doing so.

4. **Professional conferences** . To help students build networks that foster career development, students are encouraged to attend one conference per year in an area of their research focus. CASHP and GW have a variety of funding options (both competitive and non-competitive) to provide partial or full support for this purpose for students in Years 1-5 who are presenting at conferences.

5. **Teaching and mentoring** . Teaching is integral to many jobs in our profession (e.g., as faculty in universities, community colleges, and schools). All PhD students are required to serve as Laboratory Instructors (i.e., Graduate Teaching Assistants, or 'GAs') for GW courses (e.g., ANTH 1001 or 1005), or as GAs for select upper-division undergraduate courses (e.g., Hominin Evolution; Evolution of the Human Brain; Koobi Fora Field School) for at least 6 semesters/3 years of their graduate study; additional teaching service may also be required depending upon instructional needs of the department. Students also have opportunities to lecture and lead hands-on discovery based learning assignments during this time, and some go on to develop and lead their own courses. At more advanced stages, students may also participate in teaching and mentoring in other ways more connected to their research and/or career goals (e.g., research assistance in faculty labs, mentoring of undergraduate students in research, developing their own stand-alone courses, teaching in the medical anatomy course,

etc). These experiences hone skills in teaching, instructional design, and other professional development areas.

Milestones

1. The ***First Comprehensive Examination*** must be taken at a designated time at the end of the fourth semester in the program (most typically in mid -May). All second year students take the exam at the same time. This is administered as a series of written essay questions, which focus on foundat ional knowledge, concepts, theory, and/or methods learned in the Core/Foundations curriculum. The questions integrate and test comprehension across the Modern and Paleo core content areas [Hominid Paleobiology; Paleolithic Archaeology; Evolutionary Genomics; Primate Behavior; Primate Life History Evolution; Primate Brain Evolution]. For additional information, see **Guidelines for the First Comprehensive Exam** .

2. The ***Second Comprehensive Examination*** must be completed by the end of the fifth semester in the program. This exam is in the form of an essay on a specific topic, written as an authoritative review of recent research results, including a history of previous relevant research, a discussion of theoretical issues, and identification of outstanding questio ns or directions for future research. The topic must be approved by the student's advisor no later than the first week of the fifth semester. The essay will be graded by the advisor and a second reader. The format will follow that of an *Evolutionary Anthropology* manuscript submission. An exception to this format can be requested in the condition that the essay is being submitted for publication as a book chapter or a review article for another journal. For additional information, see **Appendix 4: Specific G uidelines for the Second Comprehensive Exam.**

3. The ***Dissertation Research Proposal Defense*** must take place by the end of the third year. The dissertation research proposal committee includes a Director and/or Co - Director who is a core CASHP faculty member from GW, and at least two additional advisors that are drawn from CASHP or elsewhere. [*Note: If a student is co-advised by two faculty, they effectively serve as one committee member; the student is still required to select two additional members as per above. See* ***Guidelines for the Dissertation Research Proposal Defense*** *document on the CASHP g oogle drive*.]

4. After successfully completing the Dissertation Research Proposal Defense, students may be ***Advanced to Candidacy for the Doctor of Philosophy degree*** . Students must have completed 45 hours of coursework to be advanced to Candidacy, and work with the DGS to submit the ***Advancement to Candidacy form*** .

5. The **Dissertation Defense** takes place by the end of the 5th year, and students are

encouraged to submit their Dissertation in publishable format as soon as possible thereafter. Students are encouraged to stay informed of the guidelines for constitution of the Dissertation Committee, procedures for the Defense, and required CCAS forms to be submitted prior to and following the Defense in the CCAS Graduate Student Handbook and as summarized in CCAS and HPAL Guidelines for the Dissertation Defense that can be found in the CASHP google drive.

The Dissertation Committee

Students are encouraged to formalize the composition of their Dissertation Committee as early as possible, ideally in the fourth year, to take maximum advantage of their feedback. The dissertation committee includes at least five members: a **Director** (students may also have a Co-Director, where appropriate) who is a core CASHP faculty member from GW, at least one **External Examiner** from outside CASHP, one **Internal Examiner** from within CASHP, and two additional **Readers** that are drawn from CASHP or elsewhere. [Note: If a student is co-advised by two faculty, they effectively serve as one committee member; the student is still required to select four additional members as per above.]

A **Chair of the Defense** must also be chosen earlier in the semester in which the Defense will take place. The Chair does not read the dissertation or participate in questioning of the Candidate; rather, her/his responsibility is to manage the proceedings of the Defense.

CCAS requirements for composition of the Dissertation Committee and Procedures for the final dissertation defense are outlined in more detail here: https://columbian.gwu.edu/phd-defense-procedures

Dissertation Committee Updates after the Proposal Defense

Once you have successfully passed your Dissertation Proposal Defense, you are required to provide an update to your Dissertation Committee at least once per semester. We understand that scheduling an in-person or Zoom meeting may not always be possible due to field schedules etc. In such cases, a written update sent to the Committee to elicit their feedback will suffice. However, a minimum of one in-person or Zoom meeting with your Committee each year is required, so you have the best opportunity to benefit from their interactive feedback. A summary of this meeting and/or your written progress report should be provided to the DGS at the end of each semester.

Application to Graduate with the Master's *en route* (MPhil) or PhD degree

Students planning to graduate must apply via the online graduation application in GWeb, ***at***

the beginning of the semester in which the student expects to graduate . This includes students graduating with the terminal MS or PhD degree, and students applying to receive the Master's of Philosophy (MPhil) degree on the way to earning their PhD. Please see the following link for deadlines and more information : https://registrar.gwu.edu/online -graduation-application-instructions. If you miss the deadline for the online application, you must submit a ***Late (Paper) Graduation Application*** form directly to the CCAS Graduate Studies Dean's Office. If you miss the online deadline, you will also be charged a $35 application fee for the late paper form.

Eligibility for the MPhil degree : To be eligible for the M.Phil., students are required to have Advanced to Candidacy, and completed at least 18 credits (in the case of T ransfer students) at GW towards their Ph.D. degree.

Final Acceptance and Submission of the PhD Dissertation

There are two stages of approval of the Dissertation: approval by the Committee and electronic submission (ETD, or Electronic Thesis Deposit) through the GW Library.

- Students are required to submit the ***Dissertation/Examination Defense Form*** early in the semester in which they plan to defend their dissertation. This must be signed by the Chair of the Defense. Please copy the DGS so the program has a record of your defense.
- Following the Dissertation Defense and acceptance of the *final* dissertation (after any required revisions are completed), the signed ***Final Dissertation Defense Committee Sign-Off Form*** must be submitted by the Chair of the Defense to the Office of Graduate Studies for the final Graduation Clearance process. Please copy the DGS so the program has a record of the final outcome of your defense.

Once this is done, the DGS should be kept in the loop but has little active involvement in the final stages of dissertation submission. Instead, the student is expected to consult guidelines for **Electronic Thesis and Dissertation Submission** (https://library.gwu .edu/gw-etds) for proper formatting and other requirements for submission of the Dissertation. There are specific requirements about margins, pagination, format of the title page, and other such factors. The student is required to submit an **ETD Access/App roval Form** , signed by the advisor, to the CCAS Graduate Studies Office at the same time the Dissertation is electronically submitted.

Deadlines for final approval of the Doctoral Dissertation in GW's Electronic Thesis Deposit system for the 2022 -2023 AY can be found at https://library.gwu.edu/etd/submission -deadlines. Please note, this is the final deadline for APPROVAL of the thesis; to be safe (as it is nearly always the case that some formatting

changes are required), you should plan to upload your final and approved thesis no less than 5 business days before this deadline:

Fall, 2022	Deadline: December 9, 2022
Spring, 2023	Deadline: April 12, 2023

Helpful Graduate Links

Graduate Bulletin: http://bulletin.gwu.edu/arts-sciences/human-paleobiology/ - graduatetext
Schedule of Classes: https://my.gwu.edu/mod/pws/
Academic Calendar: https://www.gwu.edu/academic-calendar
CCAS Graduate Students page: https://columbian.gwu.edu/graduate-students
Student Affairs: https://students.gwu.edu/

Mentoring

The Department of Anthropology and Center for the Advanced Study of Human Paleobiology is committed to fostering academic excellence, diversity, equity and inclusion, and promoting the safety, health, and well-being of its trainees, staff, and faculty. One important way that we do this is through mentoring. Mentoring fundamentally shapes the experience of graduate students from the moment they apply to our academic programs to the point of graduation and well beyond. Mentoring also requires significant investment by faculty and pro-activity on the part of the student.

Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing skills and knowledge that will enhance the less-experienced person's professional and personal growth. The mentor and the mentee have a relationship that goes beyond teaching specific skill sets or generating specific products, and includes helping the mentee cultivate their own professional identity.

Faculty and students of the Department of Anthropology, including CASHP, initiated a process during the spring of 2019 to develop a set of guidelines to assist graduate students and faculty in developing positive mentoring relationships. This collaborative process is still ongoing, and we anticipate that it will culminate in a formalized mentoring document this academic year. In the meantime, here, we outline the key mentoring strategies that we employ to support students in the Human Paleobiology graduate programs. Some of the information to follow is drawn from these draft departmental guidelines, and may be subject to minor changes as those guidelines are formalized.

Faculty Mentoring Roles

In addition to serving the role of an academic advisor to guide students through program requirements, a mentor acts in a variety of other ways to support a student's professional growth and development. The mentor-mentee relationship, which is typically highly individualized, changes over time in response to student needs. Students may also look to mentors for guidance in navigating areas where professional needs intersect with personal needs (e.g., navigating work-life balance). Mentoring needs differ across sub-fields of academic study, and mentoring practices vary among faculty, as do student needs and perceptions about what constitutes effective and supportive mentoring.

First-Year Advisor (for MS students)

Where MS students enter the graduate program while still framing their research interests, a first-year advisor may be assigned to ease the student's transition into the program and work

with them to plan course registration, explore opportunities to get involved in research, begin to formulate their ideas for Master's thesis research and help them make relevant contacts, and to discuss other questions and matters as they arise. Students may continue working with their first year advisor throughout the duration of the program. Or, they may want to consider switching advisors to best support their specific research interests later. Typically, we encourage students to have settled on a primary thesis advisor who will guide them through their Master's thesis research by the latter half of the spring semester of the first year.

Primary Thesis/Dissertation Advisor (or Co -Advisors)

The relationship between a student and their primary thesis/dissertation advisor is often the most formative of the student's graduate career. Mentors who serve as primary thesis/dissertation advisors are formally responsible for providing guidance to students as they meet the academic requirements of their program. In addition, it is also the role of the primary thesis/dissertation advisor to communicate with the student about their needs over the duration of their academic program, provide timely feedback, and to be responsive when student needs and goals change; to provide support, expertise, access to opportunities and/or other resources to help the student meet their research and/or professional goals; recognize the intellectual contributions of student mentees; foster networking opportunities and promote opportunities for the professional development of the student; and to advocate for the career trajectory of the student in other ways that are appropriate for their stage. If such a time arises when the interests and/or goals of the student change, the student may also elect to change their primary thesis/dissertation advisor.

Given its importance, the relationship between a student and their primary thesis/dissertation advisor should begin with a conversation to communicate clearly their respective responsibilities and expectations. Prospective mentors should clearly articulate their mentoring philosophies to students and encourage students to describe their expectations and working styles to the mentor. Since students may not have the experience yet to understand what works best for them, the burden largely rests on the faculty mentor to have a clear philosophy that fosters a healthy and supportive environment. In preparing for this conversation, it may be helpful to consider the following questions:

For the faculty member:

- What is your mentoring philosophy?
- What student working styles thrive under your supervision?
- Do you have the time to invest in this student and provide the support they need over the duration of their academic program?
- Do you have appropriate expertise and/or resources to support the student's research and/or career goals as they are currently framed?
- Are you committed to helping the student build a team of mentors with appropriate

expertise and/or resources to support them in meeting those goals?

For the student:

- What are your longer-term professional and career goals? What would you like to be doing in five or ten years from now?
- What would you like to accomplish by the time you graduate? What are your strengths? What knowledge, expertise, and/or skill sets would you like to develop while here?
- How would you characterize your research interests? Are you interested in conducting research based in the field, lab, or both?
- How might the faculty mentor be able to support you in developing the necessary knowledge, expertise, research program, professional networks, and work in other ways to support your longer-term professional and career goals?
- How would you characterize your working habits or strategies? Do you enjoy teamwork, or prefer to work independently? How often do you expect feedback on your work?
- What are your needs for maintaining healthy work-life balance?

Others points that may also be discussed during these initial conversations, or as they become relevant later, include:

- **Availability**: Does the mentor plan to be on campus, to the extent this can be known, during the duration of the mentee's graduate training? How often, and for how long, does the mentor spend away from campus conducting fieldwork? How accessible are they for communication while conducting fieldwork?
- **Mentorship role**: What are the expectations about giving and receiving of advice? What is the role of alternative sources of advice? How exclusive is the mentor-mentee relationship?
- **Meetings**: What is the mentor's philosophy on the frequency of meetings? How often does the mentee feel they need feedback to make progress? How often should they meet to ensure satisfactory progress?
- **Communications**: What are the best mechanisms for communication? How quickly are the mentor and mentee expected to respond to emails? What are the mentor's and mentee's preferences regarding communicating via phone and text? What is the expectation for replies on the weekends, evenings, and holidays? If problems arise, what is the best way to get in contact? How far in advance and via what procedure should requests be made (e.g. for a letter of recommendation)? How much communication does the mentor/mentee want and expect while they are conducting field research?
- **Goals, assessments, and feedback on drafts**: How often will the mentor-mentee review and assess progress made towards short and long-term goals? What is the general practice/philosophy of the mentor and mentee regarding feedback on drafts – e.g., at what stage of a written work does the mentee feel feedback is helpful, and at what stage(s) would the mentor expect to provide feedback? Some of these practices

may be dictated by the program.

- **Research opportunities, presentations and publications, and intellectual property** : What kinds of collaborative research, presentation and/or publication opportunities are available, if appropriate for the sub-field? What are the expectations of the mentor and mentee regarding co-authorship on presentations and publications, and access to and ownership of data and other forms of intellectual property associated with research performed by the mentor-mentee team?

Director of Graduate Studies (DGS)

The Director of Graduate Studies (DGS) is the primary liaison between the academic department and the Columbian College of Arts and Sciences' Office of Graduate Studies (OGS). The DGS is responsible for ensuring that students are informed of the program's academic expectations, including standards for good academic standing, and for maintaining clear and effective communication with students. The DGS is also responsible for informing students if, at any point, their performance does not meet those expectations, and for communicating this to OGS. The DGS serves in a general advising capacity and as a resource for all students in the program about these matters, and works as a liaison between students and the academic department to ensure that the program meets students' academic and professional needs. OGS guidelines state that, as the primary responsible party for graduate education in the program, specific responsibilities of the DGS include:

- Maintains complete and confidential academic records on all graduate students.
- Acts as a resource for program students on University and CCAS policy; contacts OGS when policy questions arise.
- Advocates for continuing students and for the graduate program.
- Evaluates each student's academic progress and standing each semester and ensures that students remain informed of degree requirements and expected milestones.
- Works with students to ensure that they are registered for the proper number of credits according to CCAS policies. DegreeMap is a useful tool for monitoring this.
- Carefully tracks the program's available fellowship awards and funding sources.
- Forwards relevant announcements from OGS or the University to graduate students.
- Alerts students of departmental, disciplinary, and professional fellowships and research opportunities, and encourages them to apply.
- Publicizes and enforces OGS rules and regulations.
- Ensures that program academic requirements are explicitly communicated to students.
- Works with the OGS on cases involving student complaints and grievances, student conduct, students in difficulty, and other issues.
- Transmits to OGS requests for transfer of graduate credit, advanced standing, leaves of absence, extensions of time to degree, and probationary conditions for students in academic difficulty.

- Confirms all non-course requirements (if applicable) have been met.

Broader Mentoring Networks

We recognize that mentors come from all corners of our professional spheres, and that mentor-mentee relationships are formed for a variety of reasons. A single mentor cannot meet all of the needs that a mentee may have. Beyond the relationships described above, developing relationships with other students, postdocs, faculty and experts are also important as students benefit from a diversity of perspectives and experiences during their professional development. Thus, we are committed to fostering opportunities for students to develop multiple mentoring relationships and broader networks. We do this in a variety of ways:

- By building a community of scholars at all levels who share common or complementary academic interests, to promote networking, collaboration and opportunities for exchange (e.g., through reading or discussion groups, laboratory meetings, occasional social events).
- Throughout the academic trajectory of the mentee, by fostering connections with other scholars whose experience, expertise, perspective and/or resources may be beneficial to the experience, research, and professional goals of the mentee (e.g., through interactions at professional conferences, workshops, email introductions, etc.)
- By encouraging students to seek out multiple mentors and role models, to gain diverse perspectives and opportunities through which they can grow. These mentors can come from anywhere in one's professional networks. Locally, we encourage students to reach out to other GW or Smithsonian faculty where it may be helpful. Advanced MS and PhD students may find it especially useful to identify a '**Second mentor**' with whom they meet on occasion (once/semester as a general goal) to discuss and gain feedback on other matters of relevance to their professional/career goals. While we recommend that this second mentor be a faculty member who is not on the thesis/dissertation committee, students have the flexibility to interact with whomever they feel most comfortable in this context.

Programmatic Mechanisms

In addition to the kinds of one-to-one interactions described above, the Human Paleobiology graduate program employs other strategies to monitor student progress, and research and professional development goals and needs. This is an important part of ensuring that students have the mentorship and resources they need to thrive in the graduate program.

Semesterly Student -Faculty Meeting (MS and Pre -Candidacy PhD students)

To support our MS and Pre-Candidacy PhD students, these 20 minute meetings are held each fall and spring semester between each individual student and the faculty. The goal of these meetings is to evaluate student progress, set goals for the coming semester, and ensure that students have the mentorship and resources they need. We encourage students to use this as a forum through which we can ensure that mentors work effectively with them towards their goals. Students complete a written progress report which forms the basis for discussion during the student-faculty meeting, and outlines goals and progress on several key areas: completion of coursework and teaching requirements, progress towards research and professional/career goals, professional development, and community engagement. This is also an opportunity for students to raise questions for discussion with the faculty. These meetings are meant to be an informal opportunity for students to discuss their individual research/professional career goals and trajectories with faculty, and gain faculty feedback.

Semesterly Progress Updates for Post -Candidacy PhD Students

To support our doctoral students after candidacy, we encourage regular meetings between the student and their dissertation advisor / primary mentor, and with the dissertation committee, as well as occasional check-ins with second mentors, to ensure that students are effectively supported as they work towards their goals.

In addition to this, students complete a written progress report on a semesterly basis, in consultation with their primary dissertation advisor(s) and with an opportunity to include feedback from their second mentor. This takes the place of the student-faculty meetings of the pre-candidacy phase. This creates an opportunity not only to evaluate progress and identify needs towards meeting the objectives of the candidate's doctoral dissertation research, but also for the student to update her/his mentors on other professional development goals and opportunities so they can work together to ensure that the student is best positioned to thrive after graduation.

Annual Curriculum Committee Evaluation

To ensure that we are supporting our students as well as possible and that the graduate program curriculum is designed to effectively support student needs, annual program evaluations are conducted by the Human Paleobiology Graduate Program Curriculum Committee. This committee is comprised of the DGS of the MS and PhD programs, and two student representatives from each of the MS and PhD programs. It serves as a conduit for information exchange between the student body and program faculty. One of the major

activities of the Curriculum Committee is to administer annual program evaluations. This evaluation provides students an opportunity to offer feedback on a series of questions pertaining to curriculum and non-curriculum (e.g., academic culture) matters, which are formulated by student and faculty members of the committee. To foster open feedback and protect student anonymity, the survey is administered by student representatives of the Committee using an anonymous online survey mechanism. Survey feedback is then compiled by student representatives of the Committee, and shared with faculty representatives of the Committee for discussion during an annual Curriculum Committee meeting. Recommendations arising from this discussion, together with results of the evaluation, are then shared with the faculty at large and the student body. The Annual Curriculum Committee Evaluations have resulted in a number of changes to our graduate program curriculum in recent years in response to changing student interests and professional goals, and has opened new dialogues between students, faculty and other university resources to better support students as they move through the program.

Other Program Basics, Policies, and Resources

[** Link for Updates and Changes to CCAS Academic Policy for 2020 -2021**]

University Policies and the CCAS Graduate Student Handbooks

HPAL program faculty and the Director of Graduate Studies are wonderful resources should you have questions about program operation. However, please keep in mind that there are many aspects of graduate student life that we never see – e.g., your student accounts bill. Also, on occasion, university and/or CCAS may implement changes in policy that take time to trickle down to both faculty and students. Therefore, this Handbook should be considered a helpful resource, but it is superseded in all situations by GW/CCAS policy as codified in the following:

- MS Bulletin: http://bulletin.gwu.edu/arts-sciences/human-paleobiology/ms/
- PhD Bulletin: http://bulletin.gwu.edu/arts-sciences/human-paleobiology/phd/
- CCAS MS/PhD Student Web Resource, including links to student forms: https://columbian.gwu.edu/graduate-students
- Registrar's website: https://registrar.gwu.edu/
- GW's other online resources.

*** The information provided in the sections below cover issues that more commonly arise for students in the program. This information is not meant to replace relevant policy information made available in the above resources. Please make sure, when faced with important decisions, that you double check those resources for any updates to these policies.* ***It is your responsibility to stay informed of GW policy updates is your responsibility*** ***

Curriculum and Transfer Credits

- **Curriculum changes.** All students are held to the curriculum as stated in the GW Bulletin [http://bulletin.gwu.edu/arts -sciences/human-paleobiology/] during the fall semester/year in which they matriculate. The curriculum is undergoing some revisions, as we strive to keep it relevant and responsive to student interests and needs. Should you be interested in adopting curriculum changes that were implemented after the year in which you matriculate, please see the DGS to discuss your options. CCAS does

consider petitions from students who would like opt in to revised curricula if they are willing to do so in full; such requests are to be submitted to the DGS in writing.

- **Petitions to request an exception to CCAS requirements**. To request an exception to a CCAS requirement, you must submit a *Graduate Student Petition Form*. This form goes first to the DGS, who will then forward to the CCAS Graduate Studies Office.

- **Transfer credits.** You may transfer into your MS or PhD program credits acquired at another academic institution, as long as they are determined to be appropriate replacements for GW requirements. *Please see relevant guidelines and restrictions on transfer credits available in the CCAS MS and PhD Student Handbooks; these guidelines differ among MS and PhD programs. There is also a deadline for getting transfer credits approved, after matriculation into the program*. To request approval of transfer credits, you must submit a *Graduate Student Transfer Request Form* before the end of your first year in the program. This is more likely to be approved if you can provide supporting documentation, such as course syllabi, and identify a specific GW course that is similar in scope for which you believe the transfer credits serve as an appropriate replacement. This form goes first to the DGS, who will then forward to the CCAS Graduate Studies Office.

Registration

- **Registration dates and deadlines can be found on the Registrar's website.**

- **General Guidelines:**
  - **All students are required to register each fall and spring semester until graduation**. They cannot register for fewer than 3 credits unless they have fewer than 3 credits required to complete their degree.
  - **Full-time status** requires registration for 9 credits per semester, unless fewer credits are remaining as requirements for the degree.
  - **Students on GW funding packages** must maintain full-time status, and register for exactly 9 credits per semester, until you reach the required credits for the degree (36 credits for the MS, 72 credits for the PhD).
  - **Students who have met the credit requirement for their program** but are still completing non-course requirements (i.e., thesis/dissertation) must register for one credit of Continuing Research (CCAS 0920 for Master's students, CCAS 0940 for Doctoral students).
  - For **students planning to graduate in the summer**, students must be registered over the summer.

- **Most students will register online, except in special circumstances**. In such cases, one of two forms must be used – PLEASE READ CAREFULLY AND USE THE CORRECT FORM to minimize delay:
  - ***RTF-EZ form*** Students must bring this form directly to the Registrar; OGS cannot accept RTF-EZ forms. Students may use the RTF-EZ for registrations until the 4th week of the semester (2nd week in summer) and for drops/withdrawals until the 10th week (4th week in summer). The RTF-EZ form is used for:
    - Registration into closed courses
    - Courses that require instructor or departmental permission to register
    - Pre-requisite waivers

  - ***RTF form*** This must be signed by the DGS and submitted to the CCAS Office of Graduate Studies for approval; the Registrar will not accept RTF forms. The standard RTF is used for:
    - Exceptions to academic policy
    - Time conflicts (check appropriate box)
    - Grade mode changes (pass/fail, credit/no-credit, audit)
    - Credit hour changes (for courses with variable credits -- e.g. 1-3 or 1-6 credits)
    - Exceeding the maximum number of credit hours in a semester
    - Repeating the same course number (different content) (check appropriate box)
    - Internship courses
    - Registrations beyond the 4th week of the semester (2nd week in summer) and for
    - withdrawals beyond the 10th week (4th week in summer)
    - Withdrawals (grade of "W" assigned). See the Registrar's schedule for allowable dates by which a student must withdraw.

- **Registration deadlines and non-refundable tuition**
  - You are responsible for being aware of the **University's add/drop policy and refund schedule** (https://registrar.gwu.edu/withdrawals-refunds). *This refund schedule is different from the academic schedule for dropping or withdrawing*.
    - Beginning the **first day of the semester**, students who drop credits without adding an equivalent number of credits *at the same time* will be charged a percentage of the tuition cost for the dropped credits (called "non-refundable tuition").

- This includes students on GW funding. GW tuition fellowships do *not* cover non-refundable tuition charges. This becomes your responsibility. Note, petitions to reverse these charges are rarely, if ever, granted.

- **Consortium Courses:**
  - GW is one of 14 institutions in the Consortium of Universities of the Washington Metropolitan Area (see https://registrar.gwu.edu/consortium). Degree candidates at these schools can take courses at the others if they are not available at their home institution. Such courses may be included in your program of studies.
  - To register, students must complete a paper ***Consortium Registration form*** and a ***Consortium Equivalent Approval Form***, which are then forwarded to the DGS. After DGS approval, this is forwarded to the CCAS Office of Graduate Studies.
    - Pay special attention to the section on the form that asks for an equivalent GWU course; OGS cannot approve the form if that section is blank. An equivalent GWU course must not be available in the same semester.
  - A few other points of note:
    - Graduate students may enroll in approved courses to the extent that the total number of credit hours does not exceed nine (9) hours for a master's program or twelve (12) hours for a doctoral program.
    - Consortium courses must be taken for a letter grade
    - Consortium grades are included in the cumulative degree GPA.

- **Taking an upper-level undergraduate course for graduate credit:**
  - Students must register for 6000-level graduate courses to meet the MS and PhD degree requirements. It is possible to receive graduate credit for a limited number of 2000-level or 3000-level upper division undergraduate courses, IF additional or more intensive work is arranged in advance with the instructor and a revised graduate-level syllabus is provided to the DGS for approval at the time of registration. (The DGS will then need to submit a Petition to the Graduate Studies Office). **Students are permitted to take no more than 25% of their non-thesis or non-dissertation credits at the 2-3000 level, and only by petition**. Please speak with the DGS prior to registering for courses that do not meet the 6000-level requirement.

- **Advanced MS and PhD Students: Continuing Research (CR) vs. Continuous Enrollment (CE)**

- **Continuing Research** (CCAS 0920 for MS students and CCAS 0940 for PhD students) is intended for students who have completed all credit requirement for the degree but are still completing the thesis/dissertation. CR carries a one-credit tuition charge and does not count toward credits required for the degree.
- **Continuous Enrollment** earns 0 credits and is only available for students completing their degree requirements in the summer. Students completing their degree requirements within the first three weeks of the semester may also be permitted to register for CE. Students on CE are required to pay the $35 registration fee, but there is no tuition charge. To inquire about this, contact your Graduate Program Coordinator (see Important Contacts at the beginning of this Handbook). Registration for CE cannot be done online.

- **Students on GW funding packages: a few other notes**
  - Matriculation and registration fees, late registration fees, late payment fees, non-refundable tuition and other fees are NOT covered by your tuition awards. Nor are these expenses covered by CASHP or Department of Anthropology funds.
  - For PhD students: once you have earned 72 credits, your tuition fellowship will only cover one credit per semester. You must register for one credit of Continuing Research (CCAS 0940) each semester.

Half-Time or Full-Time Certification after reaching 36 credits (for MS students) or 72 credits (for PhD students)

- All international students on F-1 visas are required to maintain full-time status. Additionally, students carrying educational loans, or subject to other requirements, may also find it necessary to obtain certification of their half/full time status while working towards degree requirements after completing the maximum number of course credits. (This is most often encountered by PhD students in Year 5 of the program).
- In such cases, domestic students should complete a *Half-Time / Full-Time Certification Request Form* and send to the DGS for signature, prior to forwarding to OGS.
- For International Students on F or J visas, a different form must be used depending upon your situation (see https://internationalservices.gwu.edu/forms-handouts). Please contact ISO at (202) 994-4477 or https://internationalservices.gwu.edu/ .
- Note, you must be registered for the applicable semester before submitting your request. This certification must be completed every semester of enrollment.
- For PhD students: CCAS rules stipulate that students may be certified full-time only once in Pre-candidacy. If you do not advance to candidacy within this timeline, you will

need to submit a petition form with your plans and timeline for advancing to candidacy for review and approval by CCAS.

Grades and Satisfactory Academic Progress

- **Incomplete (I) and In Progress (IPG) Grades**
  - A grade of **Incomplete (I)** is only granted by prior arrangement with the instructor, and this arrangement must include a deadline for completing required work. An Incomplete indicates that a satisfactory explanation has been for the student's inability to complete the required course work during the semester of enrollment. Incompletes must be made up within one semester, and/or during the designated period (whichever comes first), or the University will change the grade to an F. Students who request an Incomplete should work with their instructor to complete an *Incomplete Contract form*, which then be filed with the the Department and the DGS.
  - A grade of **In Progress (IPG)** is given for all thesis and dissertation research courses until the thesis or dissertation is complete. Upon the satisfactory completion of the thesis or dissertation, the Grade of "IPG" is changed to "CR" automatically. Occasionally, a grade of IPG may also be given for internships or independent research courses for which requirements are not completed during the semester of enrollment, due to a change in access to important resources, a change in access/availability of the host institution, for wor k scheduled to be completed during the following summer, or due to other such unusual circumstances. These too must normally be completed within one calendar year, or the grade may be changed to F.

- **Satisfactory Academic Progress**
  - To maintain satisfactory academic progress, all students are required to earn a 'B' or higher in all coursework, maintain a minimum cumulate degree GPA of 3.0 or higher, meet all other academic requirements and timelines (including CCAS time-to-degree requirements), and meet the standards for academic progress and professionalism required by the graduate program in Human Paleobiology. Failure to meet these requirements may lead to academic probation or termination from the program. Please see the MS and PhD *CCAS Academic Policy on Academic Standing* for guidelines and requirements for maintaining Satisfactory Academic Standing. https://columbian.gwu.edu/academic - standing

- **New Academic Warning Status**

- The intention of the College's new academic warning status (introduced in Fall 2020) is to assist CCAS in identifying students who may be struggling and thus in need of assistance before they reach the stage of Academic Probation. Students will be placed on Academic Warning:
  - if a single Incomplete is received within the first nine credits of the degree;
  - if two or more Incompletes are on the transcript at any given time, or;
  - if a grade of C, C-, or F is given but the GPA is above the minimum required to remain in good academic standing in the program.
- Students placed on academic warning will receive an email and be encouraged to address any ongoing academic issues. Please note, this will NOT place any restrictions on enrollment and there will be NO changes in academic standing on transcripts. (Students who are dismissed from their program will now have 'Academic Dismissal' noted on their GW transcript.)

Tracking Your Progres s Using DegreeMap

- DegreeMAP is an online advising and degree auditing system that can be accessed through GWeb Information System [https://banweb.gwu.edu/PRODCartridge/twbkwbis.P_WWWLogin].
- This system was implemented by the university and is the mechanism by which CCAS tracks your progress and determines eligibility for graduation. Your requirements must be coded as 100% fulfilled in the DegreeMap system to graduate.
- DegreeMap is by no means perfect, and there are still kinks in the system. Please monitor your record through DegreeMap regularly, and notify the DGS of any inaccuracies in the coding of your coursework against specific degree requirements.
- **Check DegreeMap at least once per semester. You are responsible for keeping track of your progress and ensuring that DegreeMap is current.**

Leave of Absence

- A Leave of Absence (LOA) may be granted for medical or family reasons that mean a student is temporarily unable to make progress in the program. To request a LOA, this is done by submitting a ***Leave of Absence request form***. Please consult CCAS guidelines for more information, and speak with the DGS about your options. A few guidelines to keep in mind:

- Students may take an LOA for no longer than two semesters (excluding Summer). Extensions may be granted for military service or family/medical emergencies. If approved, the University charges a $35 LOA fee (with the exception of Military leave).
- Semesters on LOA do not count against maximum time to degree (see Program Time Limits).
- Students must apply for an LOA either before or during the applicable semester. Retroactive LOA's will not be approved.
- While on LOA, access to most if not all university services is lost (e.g., library resources).
- While on LOA, access to GW funding and related benefits is also terminated.
- While GW funding may continue upon return to active enrollment, this is by no means guaranteed. Continuation of GW funding upon return is subject to OGS approval and restrictions. (We encourage you to speak with the DGS about how these restrictions may apply to your particular situation/status in the program).
- LOA does not automatically result in an extension for Incomplete/In Progress grades; make sure you include this information on your Petition and consult with CCAS if this applies to you.
- LOA may impact the status of student loans, eligibility for student health insurance, and eligibility for international student visa and residency requirements.

Students Planning International Travel

- All students planning international travel for fieldwork or other purposes are required to submit a travel proposal using GW's Passport System and obtain travel approval from their department Chair, the Dean, and finally the Office of International Programs. Begin this process at least one month in advance of travel. For more information, see: https://compliance.gwu.edu/international-travel-approval

    - During the COVID-19 pandemic, the normal travel policy has been replaced by an Interim Policy for International Travel, which can be found here: https://global.gwu.edu/student-travel-policies. Please note, GW has strict criteria for what constitutes 'essential' travel. Do not assume travel approval is automatic, or quick. Make sure you allow ample time and submit your travel proposal well in advance of booking travel arrangements, as these will not be subject to reimbursement should your proposal be denied.

- **If you are planning extended travel during the academic semester**, you may be subject to other restrictions depending on your GW fellowship support. See **Students on GW Fellowship Support,** below.

Students on GW Fellowship (GA, GRA, UF) Support

PhD students are supported most typically by Graduate Teaching Assistantship (GA) or Graduate Research Assistantship (GRA) funding packages that cover tuition, salary and stipend support, offered by the CCAS or the Office of Graduate Student Assistantships and Fellowships (OGSAF). A limited number of salary-only GA awards may also be available to MS students, though this varies based on need from one semester to the next and budgetary considerations (especially during the pandemic); in such cases, the department works to make these opportunities available equitably, to students who have expressed interests in teaching but have not yet had opportunities to teach, though there may be circumstances where specific expertise are needed for certain courses.

Please see the award notification letters issued to you by the university for a more complete accounting of the requirements for these fellowships and awards. In addition, we convey below key points from the CCAS Office of Graduate Studies regarding the limitations of these awards, as well as requirements imposed by the university for all students receiving this support. While some of these stipulations are spelled out in your award letter, other points below have been clarified more recently by the Dean's office.

For students admitted for Fall 2022 and later, on 5-year CCAS PhD funding packages:

- Each student will receive two (2) semesters of university fellowship (when they will be released from GA/GRA duties), unless they are moved on to a grant and funded as a GRA assisting with faculty research that substantially contributes to their own dissertation. (The department's faculty should work with each student to determine the timing of their fellowship semesters.)
- During their other eight (8) funded semesters, the students' packages will include GA duties and salary. At least seven (7) of these semesters should be focused on providing assistance in departmental courses with labs or with sufficient enrollment to justify a GA assignment. CCAS will allow students to spend one (1) of these semesters assisting with anatomy courses in SMHS, if the student and their faculty advisors believe this additional training will benefit the student's research and/or career preparation *and* SMHS agrees to provide the student with this opportunity.
- Students who are interested in obtaining more GA experience in anatomy courses may apply to assist with SMHS's summer courses (for which SMHS will provide the students with additional salary), or they may choose to forgo one or both of their university fellowship semesters, in favor of serving as an anatomy GA. (The program's faculty should work with students to determine whether forgoing fellowship semesters is beneficial to their research and/or career preparation.)

· If the program can fill all its GA needs without hiring any salary-only GAs and has advanced, funded students who are not serving as anatomy GAs or taking a fellowship semester, then CCAS will work with the department to determine appropriate GA assignments for those students, including possible assignments in other anthropology courses, other CCAS departments (*e.g.*, Biological Sciences), and/or "alternative" GA assignments in your own program.

· The program should work with the Provost's Office and OGSAF to determine the structure of OGSAF-funded and -administered PhD packages. Currently, Diversity Doctoral Awards must include at least four (4) semesters of university fellowship (when the recipient is released from GA/GRA duties); the remaining six (6) semesters of funding may include GA/GRA duties or additional fellowship time. The program should ensure that students receiving these awards have access to all the GA and/or GRA opportunities that th ey will need to prepare for their careers.

For students who started the PhD program prior to Fall 2022, on 5 -year CCAS PhD funding packages:

· In the first six (6) semesters when the student receives a full CCAS PhD funding package, they must serve as a GA in departmental courses with labs or with sufficient enrollment to justify a 20 hour/week GA assignment (usually at least 50 students, or 40 in WID courses). This requirement applies equally to CCAS-funded students who receive an NSF GRFP; they must serve as GAs for the first six (6) semesters when they receive a full CCAS PhD funding package, regardless of the timing of those years of funding.

· Each student may receive one (1) semester of university fellowship (when they will be released from GA/GRA duties).

· For the remainder of their 5-year CCAS funding commitment (up to three [3] semesters), these students may be assigned as GAs in departmental courses or they may be provided with "alternative" GA assignments of up to 20 hours/week. These "alternative" assignments may include assisting with anatomy courses in SMHS, if the student and their faculty advisors believe this additional training will benefit the student's research and/or career preparation *and* SMHS agrees to provide the student with this opportunity.

· Additional "alternative" GA assignments of up to 20 hours/week may be designed by the program's faculty, while ensuring equity across GA assignments for advanced students. The work associated with these "alternative" GA assignments should at least be equivalent to that associated with the anatomy GA assignments that some students may wish to pursue at SMHS.

o The program's faculty should determine the content of each "alternative" GA assignments; students should not design their own. If the assignments provide research or classroom assistance to faculty members who would not ordinarily receive such assistance, then such assignments will need to be distributed equitably among the faculty over the next three years. The program may wish to determine what the available assignments will be and then invite students to apply for them. (The academic-year GA assignment associated with the Koobi Fora Field School can be one of the "alternative" assignments.)

· Students who are interested in gaining GA experience in the Department of Biological Sciences, as an "alternative" GA assignment, should alert the associate dean for graduate studies at least two months before the start of the semester, so that the associate dean may inquire about such opportunities.

· Students may also choose to serve as GAs in departmental courses, instead of taking on "alternative" GA assignments.

- **PhD students who anticipate spending an extended duration during the academic year (fall and/or spring semester) outside of the U.S. to conduct fieldwork or data collection:** Due to tax law requirements, students cannot be paid GA/GRA salaries while not physically located in the U.S., except under very specific circumstances. If you need to be away for a duration of time (and especially if you need to be away for a semester or longer) to conduct fieldwork and/or data collection, there are a variety of possible solutions (University Fellowship or UF packages, which are subject to approval by the Dean, and external grants/fellowships to cover stipend, among them). But it is important to bring this to the attention of the DGS to discuss these strategies as soon as you become aware of your need for extended international travel. For UF packages awarded by the Dean, CCAS must be notified in the spring semester of the year before this travel is to take place.

Other Student Funding Opportunities

Graduate students have access to a number of different funding streams, both competitive and non-competitive, over the course of their graduate training. These funding sources include both GW and external mechanisms, which can be used to support tuition and/or stipend costs, conference-related travel, and research expenses for both Master's and PhD students.

A few relevant links for GW funding and/or employment opportunities are listed below:

- GW's Columbian College of Arts and Sciences: grants & fellowships
  https://columbian.gwu.edu/funding-opportunities-current-graduate-students

- GW's Office of Graduate Student Assistantships and Fellowships
  http://www.gwu.edu/~fellows/fellowships.html

- GW's Department of Anthropology: grants & employment opportunities
  https://anthropology.columbian.gwu.edu/anthropology -grants-and-awards
  - Please see the website above for more information about available grants and awards administered through the Department of Anthropology.
  - In addition, the department occasionally is able to offer salary-only GA positions to students. However, availability of these positions has been substantially reduced this year, given pandemic budget measures and new policies of the Graduate Dean's office. Where we do have positions available, the department works to distribute these opportunities as equitably as possible across students. If you are interested in gaining experience as a GA in a department course, we suggest that you contact Nonnie Mullin early in the semester about potential opportunities for the *following* semester.

- GW's Department of Biological Sciences: GA employment opportunities
  https://biology.columbian.gwu.edu/
  - A number of our MS students have obtained GA positions through the Biology department in recent years. We suggest that you contact Department Staff about possible GA opportunities early in the semester about potential opportunities in the *following* semester. A good place to start is Kim Fullmer, Administrative Manager, in SEH 6000.

- GW Career Services: grants for internships and professional development activities
  https://careerservices.gwu.edu/

- GW Athletics Department – Tutoring positions in the Educational Support Services Program https://gwsports.com/sports/2018/7/23/school-bio-academic-support-tutor-info-html.aspx

A more comprehensively curated list of external funding mechanisms that our students have accessed in the past can be found on CASHP's Google Drive ('Students – Other Resources' folder > Funding Sources for Graduate Students file). This list is updated annually by Human Paleobiology students. If you come across another mechanism that is not found here, we encourage you to add this information!

Professional Development Services and Information

The GW Center for Career Services (CCS) has a new initiative to increase graduate student awareness of professional development services and information most relevant to CCAS Master's students. CCS offers multiple programs and resources to connect CCAS Master's students to career services, industry newsletters, networking connections, employment listings, and coaching. Three of the center's most popular services are Handshake, CCS Industry Newsletters, and GW's Career Connect. To learn more about available resources, see: https://careerservices.gwu.edu/

CASHP Security and Etiquette

Because CASHP occupies an open and communal space in the Science and Engineering Hall, we all must do our part to keep the space clean, safe, secure, and conducive to work productivity. Thus, please keep in the mind the following guidelines:

Etiquette

- In CASHP common desk areas, please keep conversations quiet and to a minimum.

- All are welcome to meet for lunch in the kitchen area, as we commonly do, and casual conversations during this time are a normal part of catching up. We encourage this! However, at other times during normal business hours, please keep conversations in this area quiet and to a minimum.

- If you store food in the refrigerator, please check the fridge once/week and throw any unused and/or expired food away or take it home.

- If you use dishes in the CASHP kitchen, you are required to wash and dry them immediately when finished. Do not leave dirty dishes, trash, food crumbs etc. around. CASHP does not have a cleaning service.

Security

- The common area immediately outside the Murray-McFarlin-Sherwood labs and student desk spaces is accessible via GW ID card tap only, and on a limited basis. Only members of the CASHP, Biology and Physics departments should have access to this space. If someone you don't recognize is trying to enter the space, please politely inquire with them about their intentions (e.g., are they meeting with another faculty member)? If they have no reason to be in the CASHP common area, you may ask them to leave or contact GWPD if you feel uncomfortable doing so.

- It is imperative that the laboratories are locked at the end of the day, as they house valuable specimens and hazardous materials. If you use the lab during the day, please remember to lock it after you leave. Or, if other colleagues are still in the lab, make sure they know to lock up when they leave. Note: The main lab has several access doors – all must be locked.

    - If you are the last person to leave at the end of the day, even if you haven't been in the lab, we would greatly appreciate your checking the doors to make sure they are locked before you leave.

- Both conference rooms in our space, the Purple Meeting Room (PMR) and Green Meeting Room (GMR), are locked when not in use. You may use the common key (location TBA) to unlock these doors, but please return the key immediately! Also, when you are finished using the GMR and PMR please lock and close the door behind you.

Email Expectations

Communication is key to the function of our research center and graduate program. The primary means by which we communicate is email. Please keep in the mind the following expectations:

- Our assumption is that people check their email at least once per business day, which we consider to be Monday-Friday 8am to 5pm.

- When an email mentions "Close of Business", or "COB", this is 5pm EST.

- Individuals may choose to work outside of these work hours; this may include sending emails. However, as a program, we do not expect an answer from you until the next business day. If there is an emergency that requires an exception to this rule, we will make this clear.

- As faculty, we receive a large number of emails each day. We do our best to answer emails in a timely manner. But at times, other demands require our attention and we may fall temporarily behind on keeping our inboxes clear. Please feel free to send a follow up email after a few days if that is the case, or stop by our office.

- In the effort to keep inboxes clear, please be efficient about email communications. When possible, send one message rather than several, with your requests. At the same time, please keep emails short and to the point. Finally, please reserve 'Reply all' for when it is absolutely necessary.

Building a Safe and Inclusive Community

All members of GW's academic community have rights to academic freedom and an environment that is free of bias, discrimination and harassment . We will not tolerate behaviors and attitudes that jeopardize a safe, supportive and inclusive working environment for all persons. Unwanted sexual advances, whether verbal or physical, jokes and disparaging comments about one's sex, gender identity or expression, sexual orientation, race, ethnicity, religion, or on the basis of other criteria, or other acts that jeopardize a safe, respectful and inclusive working environment, will not be tolerated.

We are committed to the following:

- building a safe, respectful, inclusive and equitable working environment for all students, faculty and staff, regardless of age, color, disability, ethnicity, gender identity or expression, marital status, military or veteran status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, or other such characteristics;

- building a diverse and supportive community for research and learning that is free from bias, discrimination, harassment, intimidation and violence;

- communicating information about access to resources and reporting mechanisms to address incidents of misconduct, and maintaining an environment that supports targets and observers of misconduct in coming forward to report incidents if they occur.

We expect that all students, faculty and staff in our community:

- will demonstrate the highest standards of ethical and professional conduct, and will act in compliance with the law and The George Washington University's (GW's):

    - **Code of Ethical Conduct** [https://compliance.gwu.edu/code-ethical-conduct]
    - **Policies** [https://compliance.gwu.edu/policies], including:
        - Title IX Sexual Harassment and Related Conduct Policy
        - Threats and Acts of Violence Policy
        - Non-Retaliation Policy
        - Code of Student Conduct and Statement on Student Rights and Responsibilities

- will take reports of misconduct seriously if and when they occur.
    - Such misconduct includes, but *is not limited to*:
        - Jokes, disparaging comments or other bias-related acts related to one's sex, gender identity or expression, sexual orientation, ethnicity, race, national origin, religion, disability or other characteristics;
        - Unwanted sexual advances, repeated propositions, unsolicited touching and other forms of physical contact; comments about an individual's body or sexual activity; written or oral references to sexual conduct; displays of sexually suggestive objects or images;
        - Use of one's authority or power over another individual to solicit sexual favors, or to coerce – using subtle or direct means – that individual to engage in activities of a sexual nature;
        - Other behaviors, attitudes or judgements that are not supportive of a safe and inclusive working environment free of harassment

If hurtful or problematic interactions do occur

We encourage members of our community to report any activities that they feel are not consistent with our commitment to build an environment that is as safe, supportive and inclusive as possible. Complaints of sexual harassment, bias and discrimination, and other harmful acts will be taken very seriously, and retaliation against reporters of misconduct will not be tolerated.

If you experience or learn of misconduct by any individual (GW student or faculty, or an unaffiliated or unfamiliar individual), we encourage you to report this to relevant persons/entities so they can provide support, updated resource or contact information, and take immediate action to prevent any further misconduct. Resources for reporting misconduct are outlined in the above policy statements, and summarized below. You may contact as many or as few of these resources as you feel comfortable and appropriate doing so.

Regardless of whether the alleged actor is affiliated with GW, we particularly encourage you to contact relevant entities at GW. GW's Office for Diversity, Equity and Community Engagement (including the Title IX Office) monitors the safety of our campus environment, as well as GW-affiliated projects offsite, and can provide information concerning existing resources such as counseling, address any concerns, and if warranted, coordinate an investigation and/or provide assistance in filing a formal complaint.

Resources for Student Support

Writing Center:

- GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online. See gwu.mywconline.

Academic Commons

- Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at academiccommons.gwu.edu.

Disability Support Services (DSS): 202-994-8250

- Any student who may need an accommodation based on the potential impact of a disability should contact DSS at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information, please refer to https://disabilitysupport.gwu.edu/

Counseling and Psychological Services (CAPS): 202-994-5300

- GW's Colonial Health Center offers counseling and psychological services, and works with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information see https://healthcenter.gwu.edu/counseling-and-psychological-services
- **GW LISTENS**: Phone (call/text) 202-902-8255 | Chat online: go.gwu.edu/gwlistens
  - A mental health support line for students to anonymously chat with well-trained peers. Call/text or chat online 9 pm-1 am, Sunday- Wednesday. If you call outside these hours, you will be forwarded to the GWU Counseling and Psychological Services 24/7 support line. For additional information see: https://www.sa.gwu.edu/gw-listens
- **CARE NETWORK**: A network to help identify and provide resources to students who may be experiencing mental health crises or other concerns: https://healthcenter.gwu.edu/care-network
  - **If you know a student who you are concerned may be in crisis or in need of mental health support, please submit a CARE NETWORK REPORT**: https://studentlife.gwu.edu/care-team

        - Note, you have the option of providing as much or as little information as you wish in submitting this report, including doing so **anonymously**.
        - Students who are the subject of a CARE report will receive follow up within 1-2 business days, during regular business hours.
    - **In addition, if your concern is urgent, if you think the student may be a danger to themselves or others, or in an otherwise emergency situation, please ALSO contact GWPD at 202-994-6111 or dial 911.**

Office for Diversity, Equity and Community Engagement (ODECE): 202-994-6772

- ODECE provides expertise, training, partnership, resources, and works in many other ways to support diversity and inclusive excellence in the GW community. It is home to Disability Support Services, The Title IX Office, the Honey W. Nashman Center for Civic Engagement and Public Service, and the Multicultural Student Support Center. Some of these units of the ODECE are described further elsewhere in this document. For more information about ODECE, see: https://diversity.gwu.edu/
    - Of note here, the Multicultural Student Support Center (MSSC) of ODECE offers a variety of resources, programs and other activities for students to support campus community building, cultur e sharing, LGBTQIA, and Interfaith initiatives. For more information, see https://mssc.gwu.edu/

Division for Student Affairs: 202-994-6555

- This website summarizes a variety of other resources available to support student mental, emotional, intellectual, social and physical health and well-being (including during the COVID pandemic): https://studen ts.gwu.edu/

Human Res ources: 202-994-8500

- Provides other information and resources available to support faculty, staff and student employees: https://hr.gwu.edu/about

Ethical Principles, Policies, and Reporting Mechanisms

Violations of GW's Ethical Principles

- If you experience actions or behaviors that are not consistent with GW's Code of Ethical Conduct, Policies or the law, you have several avenues of reporting:
    - **EthicsPoint** is a new online mechanism that allows for **confidential reporting** of any behavior or act that violates GW's Ethical Principles. For more information: https://compliance.gwu.edu/reporting
    - Within the department, you can report these matters to your advisor, the

Director of Graduate Studies, to the department Chair, or consult with the student Peer Advocates for resources and support.

- Outside the department, you can report these matters to the Vice Dean for Faculty Affairs (for matters involving faculty) or the Associate Dean of Graduate Studies (for matters involving students): https://columbian.gwu.edu/who-we-are
- Or, you can pursue other specific mechanisms of reporting based on the nature of the complaint. These other reporting mechanisms are described below, as summarized or excerpted from relevant online resources made available by GW.

Discrimination and other Bias-related Acts

- Bias, hate crimes and discrimination pertain to judgements, attitudes, acts or other treatment directed towards a group or particular individual because of their actual or perceived age, color, disability, gender identity or expression, marital status, military or veteran status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, or any other unlawful basis.
  - For discussion of bias, hate crimes and discrimination, and the university's initiatives: https://diversity.gwu.edu/bias-incident-response
  - Information about mechanisms for reporting bias-related acts: https://diversity.gwu.edu/how-report-bias-related-act

- **Bias Incident Response Team (BIRT):** Members represent GW's Office for Diversity, Equity and Community Engagement, Enrollment and the Student Experience, and other campus partners. BIRT offers support to students and staff who are targets or witnesses of such behavior, refer students to available resources, and to promote dialogue and advocate for a more inclusive community at GW. https://diversity.gwu.edu/bias-incident-response-team
  - Note, you have the option of **reporting bias-related acts anonymously** using the online Bias Incident Form available here: https://diversity.gwu.edu/report-bias-incident-online

- **Students can initiate a disciplinary process for discrimination** through the Office of Student Rights and Responsibilities, in accordance with the Statement on Student Rights and Responsibilities: https://studentconduct.gwu.edu/student-rights-responsibilities / rights@gwu.edu (email)
- **Employees can bring concerns about a non-faculty employee to the Office of Equal Employment Opportunity and Employee Relations (EEO/ER):** https://hr.gwu.edu/equal-employment-opportunity-complaint-process / eeo@gwu.edu (email) / 202-994-9656
- **Employees can bring concerns about a faculty member to the Office for Faculty Affairs:** facultyaffairs@gwu.edu (email) / 202-994-5884

Sexual or Gender -Based Harassment and Related Conduct

- GW's Title IX Sexual Harassment and Related Conduct Policy outlines mechanisms for reporting, including **anonymous reporting** . We list a few key resources below.

- **GW Title IX Office, Office of Diversity and Inclusion:** https://titleix.gwu.edu/
  - Monitors overall university compliance with Title IX requirements, implements campus wide sexual harassment/violence prevention and response programming, assists targets of misconduct to identify resources and reporting mechanisms, and works to ensure equitable access to University resources. Any person who has witnessed or experienced sexual or gender based harassment, discrimination, or violence, or any person with questions about policies or resources, is encouraged to contact the Title IX Coordinator for assistance. Title IX staff are available to anyone seeking resources or guidance on how to proceed following incidents of misconduct.
  - This Title IX website provides staff contact information, information about campus resources, options, information and immediate access to help regarding incidents of harassment and abuse, including:
    - **Information about options for reporting sexual harassment and/or assault** , including confidential reporting mechanisms and access to immediate help.
    - **Information about university, medical, legal and other resources for support** .
    - **Online mechanism for reporting incidents of misconduct, which can be done anonymously** : https://titleix.gwu.edu/report-incident [To complete this process anonymously, you may choose not to complete identifying fields on this form.]

- **GW's Sexual Assault Response Consultative ("SARC") Team:** can be reached 7 days a week, 24 hours a day, at +1 (202) 994-7222. More information about the SARC Team is available at https://titleix.gwu.edu/talk-someone
  - SARC Team members are trained volunteers who can help talk through sources of medical, legal, counseling, and academic assistance and explain available resources and reporting options on and off campus.
  - Note, you may choose to remain **anonymous** when calling the SARC Team; simply let them know you prefer not to provide your name.

- **Confidential Reporting Mechanisms:** The following options are available for reporting misconduct and seeking assistance from individuals with whom communications are protected from disclosure under the law. See GW's Sexual and Gender-based

Harassment and Interpersonal Violence Policy (dated 07/01/2018, p. 21) for more information.

- **GW's Counseling and Psychological Services (CAPS):** can be reached 7 days a week, 24 hours a day, by phone: (202) 994-5300, option 3. Students may obtain **confidential counseling** from licensed professionals, whose communications with individuals they counsel are protected from disclosure under the law. For more information: https://titleix.gwu.edu/counseling
- **Office of Victim Services (OVS)**, Division of Safety and Security: (202) 994-0443 or ovs@gwu.edu. Offers confidential support to victims of abuse, including information about on and off campus reporting options, obtaining interim supportive or protective measures, connection to legal representation and other community services, and assistance in coordinating transportation to Washington Hospital Center for a forensic exam.

- **SANE Exam – Washington Hospital Center (WHC):** 202-877-7000
  - Victims of sexual assault may obtain a physical examination by a Sexual Assault Nurse Examiner (SANE).
  - For assistance obtaining transportation to the **Washington Hospital Center,** where such exams are available in Washington, DC, call:
    - GWPD (202-994-6111) for the Foggy Bottom camps.
    - DC Victim Hotline at 844-4HELPDC (844-443-5732), for a free Uber ride to and from the WHC.

- **GW Police Department: (202) 994-6111**
  - Victims of interpersonal violence, or individuals who become aware of it, and/or individuals who believe their safety or the safety of others is at risk, are encouraged to report the incident to GWPD. According to GW's Sexual and Gender-based Harassment and Interpersonal Violence Policy (dated 07/01/2018, p. 19), such reports can be made anonymously. If the act is criminal in nature, GWPD can also assist in notifying law enforcement authorities if the victim so chooses.

Decisions Regarding Evaluation of Student Academic Progress

- Graduate students have the right to appeal any decision regarding evaluation of their academic progress and/or professional development. This appeal should be made in the first instance to the relevant faculty member and/or Director of Graduate Studies, to discuss the manner and substance of the academic evaluation and try to reach a resolution. If the faculty member or DGS is involved in the matter or fails to act, the matter may be referred to the department Chair, who undertakes a complete review of

the manner and substance of the academic evaluation, meets with the student, and tries to reach a resolution.

- Failing that, or if the Chair is involved in the matter or fails to act, the matter may be referred to the CCAS Associate Dean of Graduate Studies, for resolution as per the procedures of the University's **Arbitrary or Capricious Academic Evaluation** policy: https://advising.columbian.gwu.edu/sites/g/files/zaxdzs1876/f/downloads/CCAS%20Procedure%20Arbitrary%20or%20Capricious%20Grading_0.pdf

Academic Bullying or Other Concerns:

- If students experience other acts or behaviors that are not covered by the above policy areas (e.g., harassment that is not discriminatory or bias-related, or gender-based), there may be questions about how to report these acts. Students have several options:
  - If the act concerns a potential violation of GW's Statement of Ethical Principles, an online confidential report may be submitted through the new EthicsPoint mechanism: https://compliance.gwu.edu/reporting
  - If a student wishes to bring concerns forward internally within the department, these can be communicated to the following people, who can serve as a resource for the student and/or speak directly with the faculty/staff member to the extent possible if the student wishes (taking into account any student concerns about privacy and confidentiality). If the matter is not resolved within the department, or if otherwise deemed necessary, it may subsequently be referred to the CCAS Office of the Dean.
    - The **Director of Graduate Studies**, who is responsible for serving as a resource for students and working with the CCAS Associate Dean of Graduate Studies and Office of Graduate Studies where needed on cases involving student complaints and grievances, students in difficulty, and other issues.
    - The **Department Chair**, who is responsible for department governance and operations, overseeing faculty and academic programs within the department, and working with the CCAS Dean's office as needed on cases involving student and faculty complaints and grievances and other issues.
    - Or **another faculty member** with whom the student feels most comfortable.
  - The student may also elect to directly inform the CCAS Office of the Dean at any time, such as if the Director of Graduate Studies and/or Department Chair are involved in the matter or fail to act, given confidentiality concerns, or if the issue is not otherwise satisfactorily resolved. In this case, relevant contacts:

- **CCAS Associate Dean Graduate Studies** (responsible for graduate student affairs): Dr. Chad Heap - ccasgraddean@gwu.edu; 202-994-8397
- **CCAS Vice Dean of Faculty Affairs** (responsible for matters involving faculty): Dr. John Philbeck - philbeck@gwu.edu; 202-994-6313

Office of Advocacy and Support

- For confidential services to raise awareness and address the needs of students and other members of the GW community impacted by any form of crime: https://safety.gwu.edu/about-office-advocacy-support

APPENDIX 1

MS Curriculum Tracking Sheet

(Students entering Fall 2021 or later)

Human Paleobiology MS Program - Curriculum Tracking Sheet

[For students entering in Fall 2021 - current]

Student's Name:
Year Entered the Program:

Completion of the MS in Human Paleobiology requires 36 credit hours
(30 hours of coursework + 6 hours of thesis research)

Master of Science Requirement	**Course or Internship Taken** (number of credits)	**Semester Completed**
CORE CLASSES (12 credits)		
HOMP 6203: Ethics & Professional Practice (1 cr)		
HOMP 6202: Lab Techniques in Paleoanthropology (2 cr)		
ANTH 6413: Analytical Methods (3 cr)		
One of the following two courses: (3 cr)		
HOMP 6201: Hominid Paleobiology		
ANTH 6801: Paleolithic Archaeology		
One of the following four courses: (3 cr)		
ANTH 6407: Anthropological Genetics		
ANTH 6403: Primate Behavior		
ANTH 6404: Evolution of Primate Life Histories		
ANTH 6423: Evolution of the Human Brain		
ELECTIVE COURSES (18 credits)		

THESIS RESEARCH (6 credits)		
HOMP 6999 (3 cr)		
HOMP 6999 (3 cr)		

APPENDIX 2

PhD Curriculum Tracking Sheet

(Students entering Fall 2021 or later)

Human Paleobiology PhD Program - Curriculum Tracking Sheet

[For students entering in Fall 2021 - current]

Student's Name: **Year Entered the Program:**

PhD Requirement	**Course Taken** (# credits)	**Semester Completed**
CORE CLASSES (min. 24 credits)		
Lab Techniques in Paleoanthropology (HOMP 6202; 2 cr)		
Ethics & Professional Practice (HOMP 6203; 1 cr)		
Statistical Methods Course (ANTH 6413 or alternate; 3 cr)		
Five of the six following courses (15 cr)		
Hominid Paleobiology (HOMP 6201; 3 cr)		
Paleolithic Archaeology (ANTH 6801; 3 cr)		
Anthropological Genetics (ANTH 6407; 3 cr)		
Primate Behavior (ANTH 6403; 3 cr)		
Evolution of Primate Life Histories (ANTH 6404; 3 cr)		
Evolution of the Human Brain (ANTH 6423; 3 cr)		
Grant Writing (ANTH 6491; 3 cr)		
ELECTIVE COURSES (min. 15 credits, not incl. HOMP 8999)		
QUALIFYING EXAMS		
First Comprehensive Exam (end of 4th semester)		

Second Comprehensive Exam (end of 5th semester)		
Dissertation Proposal Defense (3rd Year)		
ENGAGEMENT AND APPLICATION (3 credits)		
Lab rotation #1 (HOMP 8303, 3 credits)		
COMMUNICATIONS TRAINING (3 credits + other activities)		
HOMP 8302 Public Understanding Science Internship (Year 1-3; 3 cr)		
Smithsonian: "Scientist is In" #1 (Year 1-2)		
Smithsonian: "Scientist is In" or other #2 (Year 3-5)		
Smithsonian: "Scientist is In" or other #3 (Year 3-5)		
TEACHING EXPERIENCE & OTHER GA SERVICE		
Semester #1		
Semester #2		
Semester #3		
Semester #4		
Semester #5		
Semester #6		
Semester #7		
Semester #8		
Semester #9		
Semester #10		
DISSERTATION RESEARCH (HOMP 8999; 6-27 credits)[2, 3]		

1. **To be advanced to CANDIDACY** the student must have successfully completed the Proposal Defense, Qualifying Exams, and 45 hours of graduate credits. Although up to six **DISSERTATION CREDITS** can be taken before advancing to candidacy, they do not count towards the required total of 45 graduate credits to advance.
2. **Students must complete a total of at least 72 CREDIT HOURS TO GRADUATE.**
    a. At least **45 hours of that must be coursework** (including Independent Reading + Independent Research + Qualified Transfer Credit) and at least **6 hours (but no more than 27) must be dissertation credits**.

APPENDIX 3
MS and PhD Curriculum Tracking Sheets for Prior Cohorts

(Students entering Fall 2020 or earlier)

Human Paleobiology MS Program - Curriculum Tracking Sheet

[For students entering in Fall 2018-Fall 2020]

Student's Name:
Year Entered the Program:

Completion of the MS in Human Paleobiology requires 36 credit hours
(30 hours of coursework + 6 hours of thesis research)

Master of Science Requirement	**Course or Internship Taken** (number of credits)	**Semester Completed**
CORE CLASSES (11-13 credits)		
HOMP 6203: Ethics & Professional Practice (1 cr)		
HOMP 6202: Lab Techniques in Paleoanthropology (1-3 cr)		
ANTH 6413: Analytical Methods (3 cr)		
One of the following two courses: (3 cr)		
HOMP 6201: Hominid Paleobiology		
ANTH 6801: Paleolithic Archaeology		
One of the following two courses: (3 cr)		
One course in Animal Biology, Behavior and/or Ecology [ANTH 6404, ANTH 6491 Special Topics: Primate Behavioral Ecology, ANTH 3408, 3411 or ANTH 3413 taken for graduate credit, or another approved course chosen in consultation with the advisor		
ANTH 6407: Anthropological Genetics		
ELECTIVE COURSES (17-19 credits)		

THESIS RESEARCH (6 credits)		
HOMP 6999 (3 cr)		
HOMP 6999 (3 cr)		

Human Paleobiology MS Program - Curriculum Tracking Sheet

[For students entering in Fall 2016-Fall 2017]

Student's Name:
Year Entered the Program:

Completion of the MS in Human Paleobiology requires 36 credit hours
(30 hours of coursework + 6 hours of thesis research)

Master of Science Requirement	**Course or Internship Taken** (number of credits)	**Semester Completed**
CORE CLASSES (13-15 credits)		
HOMP 6203: Ethics & Professional Practice (1 cr)		
HOMP 8202: Lab Techniques in Paleoanthropology (1-3 cr)		
ANTH 6413: Analytical Methods (3 cr)		
Three of the following courses: (9 cr)		
HOMP 6201: Hominid Paleobiology		
ANTH 6801: Paleolithic Archaeology		
ANTH 3411: Primatology (or alternative graduate course in foundations of animal/primate behavior and ecology)		

ANTH 6407: Anthropological Genetics		
ELECTIVE COURSES (15-17 credits)		
THESIS RESEARCH (6 credits)		
HOMP 6998 (3 cr)		
HOMP 6999 (3 cr)		

Human Paleobiology PhD Program - Curriculum Tracking Sheet

[For students entering in Fall 2018 - Fall 2020]

Student's Name: **Year Entered the Program:**

PhD Requirement	**Course Taken** (# credits)	**Semester Completed**
CORE CLASSES (min. 18 credits)		
Lab Techniques in Paleoanthropology (HOMP 6202; 1-2 cr)		

Ethics & Professional Practice (HOMP 6203; 1 cr)		
Hominid Paleobiology (HOMP 6201; 3 cr)		
Paleolithic Archaeology (ANTH 6801; 3 cr)		
Anthropological Genetics (ANTH 6407; 3 cr)		
Animal Behavior or Ecology (several eligible courses; 3 cr)		
Statistical Methods Course (ANTH 6413 or alternate; 3 cr)		
ELECTIVE COURSES (min. 18 credits, not incl. HOMP 8999)		
QUALIFYING EXAMS		
First Comprehensive Exam (end of 4th semester)		
Second Comprehensive Exam (end of 5th semester)		
Dissertation Proposal Defense (3rd Year)		
ENGAGEMENT AND APPLICATION (9 credits)		
Grant Writing (Currently HOMP 6491)		
Lab rotation #1 (HOMP 8303, 3 credits)		
Lab rotation #2 (HOMP 8303, 3 credits)		
COMMUNICATIONS TRAINING (3 credits + other activities)		
HOMP 8302 Public Understanding Science Internship (Year 3-4; 3 cr)		

Smithsonian: “Scientist is In” #1 (Year 1-2)		
Smithsonian: “Scientist is In” or other #2 (Year 3-5)		
Smithsonian: “Scientist is In” or other #3 (Year 3-5)		
TEACHING EXPERIENCE		
Course #1		
Course #2		
Course #3		
Course #4		
Course #5		
Course #6		
DISSERTATION RESEARCH (HOMP 8999; 6-24 credits)[2, 3]		

3. **To be advanced to CANDIDACY** the student must have successfully completed the Proposal Defense, Qualifying Exams, and 48 hours of graduate credits. Although up to six **DISSERTATION CREDITS** can be taken before advancing to candidacy, they do not count towards the required total of 48 graduate credits to advance.
4. **Students must complete a total of at least 72 CREDIT HOURS TO GRADUATE.**
    a. At least **48 hours of that must be coursework** (including Independent Reading + Independent Research + Qualified Transfer Credit) and at least **6 hours (but no more than 24) must be dissertation credits**.

Human Paleobiology PhD Program - Curriculum Tracking Sheet

[For students entering in Fall 2017]

Student's Name: **Year Entered the Program:**

PhD Requirement	**Course Taken** (# credits)	**Semester Completed**
CORE CLASSES (17-18 credits min.)		
HOMP 6202: Lab Techniques in Paleoanthropology (1-2 cr)		
HOMP 6203: Ethics & Professional Practice (1 cr)		
HOMP 6201: Hominid Paleobiology (3 cr)		
ANTH 6801: Paleolithic Archaeology (3 cr)		
Genetics or Molecular Evolution Course[1] (3 cr)		
Animal Behavior or Ecology Course[1] (3 cr)		
Analytical Methods Course[1] (ANTH 6413 or alternate, 3 cr)		
ELECTIVE COURSES (min. 18-19 credits, not incl. HOMP 8999)		
ENGAGEMENT & APPLICATION (min. 9 credits)		
HOMP 8301: Problem Based Learning Seminar (3 cr)		
HOMP 8303 Lab rotation #1 (3 cr)		

HOMP 8303 Lab rotation #2 (3 cr)		
COMMUNICATIONS TRAINING (min. 3 cr + other activities)		
HOMP 8302 Public Understanding of Science Internship (3 cr)		
Smithsonian: "Scientist is In" #1 (Year 1-2)		
Smithsonian: "Scientist is In" or other #2 (Year 3-5)		
Smithsonian: "Scientist is In" or other #3 (Year 3-5)		
QUALIFYING EXAMS		
Hominid Paleobiology		
Paleolithic Archaeology		
Dissertation Proposal Defense		
TEACHING EXPERIENCE		
Course #1		
Course #2		
Course #3		
Course #4		
Course #5		
Course #6		
DISSERTATION RESEARCH (HOMP 8999; 6-24 credits)[2, 3]		

1. **One CORE course exception is allowed** depending on prior education. This does NOT include HOMP 6201 and ANTH 6801, for which there are qualifying exams, or HOMP 8202, HOMP 8203, and HOMP 8301.
2. **To be advanced to CANDIDACY** the student must have successfully completed the Proposal Defense, Qualifying Exams, and 48 hours of graduate credits. Although up to six **DISSERTATION CREDITS** can be taken before advancing to candidacy, they do not count towards the required total of 48 graduate credits to advance.
3. **Students must complete a total of at least 72 CREDIT HOURS TO GRADUATE.**

a. At least **48 hours of that must be coursework** (including Independent Reading + Independent Research + Qualified Transfer Credit) and at least **6 hours (but no more than 24) must be dissertation credits**.

Human Paleobiology PhD Program - Curriculum Tracking Sheet

[For students entering in Fall 2014-2016]

Student's Name: **Year Entered the Program:**

PhD Requirement	**Course or Internship Taken** (number of credits)	**Semester Completed**
CORE CLASSES (23-24 credits)		
HOMP 6202: Lab Techniques in Paleoanthropology (1-2 cr)		
HOMP 6203: Ethics & Professional Practice (1 cr)		
HOMP 6201: Hominid Paleobiology		
ANTH 6801: Paleolithic Archaeology		
HOMP 8301: Problem Based Learning Seminar		
Genetics or Molecular Evolution Course[1]		
Geoscience or Vertebrate Paleontology Course[1]		
Animal Behavior or Ecology Course[1]		
Statistical Methods Course[1] (ANTH 6413 or alternate)		
ELECTIVE COURSES (minimum 16 credits, not incl. HOMP 8999)		
QUALIFYING EXAMS		
Hominid Paleobiology		
Paleolithic Archaeology		
Dissertation Proposal Defense		

LAB ROTATIONS (HOMP 8303, 6 credits)		
Lab rotation #1		
Lab rotation #2		
PUBLIC UNDERSTANDING OF SCIENCE Internship (HOMP 8302)		
TEACHING EXPERIENCE		
Course #1		
Course #2		
Course #3		
Course #4		
DISSERTATION RESEARCH (HOMP 8999; 12-24 credits)[2, 3]		

1. **One CORE course exception is allowed** depending on prior education. This does NOT include HOMP 6201 and ANTH 6801, for which there are qualifying exams, or HOMP 8202, HOMP 8203, and HOMP 8301.
2. **To be advanced to CANDIDACY** the student must have successfully completed the Proposal Defense, Qualifying Exams, and 48 hours of graduate credits.
    a. Although up to six **DISSERTATION CREDITS** can be taken before advancing to candidacy, they do not count towards the required total of 48 graduate credits to advance.
3. **Students must complete a total of at least 72 CREDIT HOURS TO GRADUATE.**
    a. At least **48 hours of that must be coursework** (including Independent Reading + Independent Research + Qualified Transfer Credit) and at least **6 hours (but no more than 24) must be dissertation credits**.

APPENDIX 4
Specific Guidelines for the Second Comprehensive Examination (PhD)

Fall 2022 - Spring 2023

- KEY DEADLINES:
  - Finalize your topic with your advisor: **September 30th, 2022**
  - Finalize who your second faculty evaluator will be: **November 1st, 2022**
    - See guidelines below; this should be a faculty member from outside your subfield, with different expertise.
  - Proposal for change in format (if applicable, as per below): **November 1st, 2022**
  - Submit your final exam to the DGS, your advisor, and your second faculty evaluator: **January 31st, 2023**

- SCOPE: The focus of the second comprehensive exam should be on a topic that is aligned with your dissertation research. It should represent an authoritative review, including a discussion of relevant hypotheses and/or theoretical frameworks, a critical evaluation of previous research of relevance to that framework, and identification of outstanding questions or directions for future research and a discussion of their significance.

  - Think of this as a body of work that helps develop the rationale for your dissertation research. In fact, we hope that this review contributes directly in some way to your dissertation proposal and the dissertation itself. You may also choose to submit this for publication as a separate paper.

- The format should follow the format of Evolutionary Anthropology, and comply with the specifications laid out in the Author Guidelines for this journal: https://onlinelibrary.wiley.com/page/journal/15206505/homepage/forauthors.html. Specifically, follow the guidelines for a Review Article, as described on the journal's website, as follows:

  - Scope: "*You are writing for other anthropologists and students rather than colleagues in your specialty. Because of the brevity of each article, authors should emphasize concepts and ideas, rather than details such as sample size, specimen numbers, observation hours, etc. Articles published in EVOLUTIONARY ANTHROPOLOGY are reviews and syntheses, not original*

research results. Articles should be properly but not exhaustively referenced, i.e., they should provide an informed introduction and summary of recent literature on the subject being discussed."

- Specifications: "*Review articles should be 6000 to 10000 words in total length (including text, all references, figures and tables) with illustrations, tables, and graphs as appropriate. In addition, a maximum of 100 references is strictly enforced. The use of text boxes with figures is encouraged. The kinds of material that are appropriate for inclusion in boxes are alternative interpretations, striking examples of a phenomenon, authoritative comments, and historical information. Define terms that may not be generally understood. A glossary of unusual or specialized terms may be appropriate. Liberal use of topical headings and subheadings is encouraged.*" All other specifications of your written review should follow other details in the Author Guidelines.

- We note that 6,000 to 10,000 words is roughly 12-20 pages of single-spaced text. For ease of review, we ask that you format your text in Arial 11 font with 1-inch margins. Figures and tables are welcome, and are often very helpful, as appropriate.

- Also attached is the grading rubric that faculty will use to evaluate your exam.
  - Please make sure that you address *all* parts of the rubric; Categories 1-3 should be addressed in specific terms. Before submitting your exam paper, we highly encourage you to review it using the rubric to make sure it addresses all criteria sufficiently.

- If you would like to write this in a format other than as a Review Article for *Evolutionary Anthropology* (e.g., if you've been invited to submit a book chapter or review article for another publication), you must obtain approval in advance. In that case, the structure should still be consistent with the Scope outlined above, though the details of format may differ. To request a change in format, submit your proposal to the DGS, copied to your advisor and second faculty evaluator, no later than November 1st.

- We encourage you to consult your advisor as you develop your review. This is different from the first comprehensive examination in that you may ask your advisor for feedback on the content and scope of the review, as may be represented in an outline and earlier drafts. However, it is important that the final examination that is submitted for evaluation represents your own independent work.

- Your exam will be evaluated independently by your advisor and one additional faculty member who has different expertise. (For example, for a dissertation in Paleolithic Archaeology, the second reader should come from outside this subfield.) While your advisor can judge your command of the literature in your area of expertise, review by the second faculty member from outside your area of focus is meant to judge accessibility of the work and its significance for broader anthropological audiences.

- Where there is disagreement among these two faculty evaluators, the assistance of an additional faculty member may be enlisted.

- Your work will be evaluated on a Pass/Fail basis. Students who do not pass the second comprehensive exam may be permitted one revised submission, administered at a designated time in the sixth semester of the program. The student must pass the revised exam to continue in the program as per CCAS guidelines.

GRADING RUBRIC FOR HUMAN PALEOBIOLOGY COMP EXAM 2

Student must earn an 'Excellent' or 'Good/Acceptable' score in all categories to PASS the exam.

CATEGORY	*Excellent (HIGH PASS)*	*Good/Acceptable (PASS)*	*Unacceptable/Poor (DOES NOT PASS)*
1. Discussion of relevant hypotheses and/or theoretical frameworks	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis or topic of the paper.	*information relates to the main thesis or topic of the paper. **paper is well-researched in detail and from a variety of sources.	*information has weak or no clear connection to the thesis or topic of the paper. **few details and/or examples are given, and/or shows a limited variety of sources.
2. Critical evaluation of previous research of relevance to the topic	*exceptionally critical, relevant and consistent connections made between evidence and thesis. **excellent analysis.	*consistent connections made between evidence and thesis **good analysis with sufficient critique.	*only a few, limited or no connections made between evidence and thesis. **shows limited or no analysis.
3. Identification of outstanding questions or directions for future research	*highlights open research questions and suggests novel ways to approach addressing them.	*highlights open research questions, but does not suggest novel ways to approach addressing them.	*mentions open research questions in a vague manner without detail or clarity OR *lacks any mention of open research questions.
4. Works cited	*cites relevant references that are linked to the theme.	*cites references that are somewhat connected to the theme.	*cites too few references, references that are not relevant to the theme, and/or references from sources that are not peer-reviewed.
5. Organization and development of thesis	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	*shows sufficiently clear and logical development of ideas, with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.

6. Style/Voice	*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. **word choice is specific, purposeful, dynamic and varied. ***sentences are clear and to the point.	*style and/or voice are broadly appropriate to the given audience and purpose. **word choice is sufficiently specific, purposeful, and somewhat varied throughout; there may be some passages where word choice is unspecific, generic, redundant, and clichéd ***sentences are mostly clear and to the point; there may be some passages where sentences are somewhat unclear and/or with excessive use of passive voice	*style and voice inappropriate or do not address given audience, purpose, etc. **word choice is excessively redundant, clichéd, and unspecific. ***sentences are very unclear.
7. Grammar usage and Mechanics	*control of grammar, usage, and mechanics. **almost entirely free of spelling, punctuation, and grammatical errors.	*may contain a few or several spelling, punctuation, and grammar errors which detract from the paper's readability.	*so many spelling, punctuation, and grammar errors that significant portions of the paper cannot be understood.