Abstract of Proposal for a Master’s Degree in Professional Practice of Anthropology

We propose a program for the Master’s Degree of Professional Practice in Anthropology. The program is designed to prepare graduates for careers in the private sector, government and nongovernmental organizations, nonprofit organizations, education, including medical and research settings. Employment opportunities in all these areas require an advanced degree and participatory experience in field and/or laboratory research. Our program is designed with challenging coursework and a variety of hands-on research and internship opportunities in various settings. We offer specializations in several fields of Anthropology: applied, medical, forensic, archaeology, bioarchaeology, industrial ethnography, and applied primatology. The program will also be suitable for practicing professionals who wish to upgrade applicable skill sets and/or advance their familiarity with compliance and regulatory governance. Our program will provide an academic foundation of best practices, current theory, grantsmanship, government regulations, and ethical standards of working with living peoples, dynamic cultural systems, forensics, and cultural heritage materials. Students may design an internship experience in concert with a faculty advisor and external site supervisor as a means of acquiring practical experience in a workplace setting or in the field. Students will present a professional paper, submit a grant proposal, and/or produce a manuscript for publication as part of the requirements for graduation. Students too may elect to pursue a degree with or without a thesis.

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PROPOSAL TO ESTABLISH A MASTERS DEGREE IN THE
PROFESSIONAL PRACTICE OF ANTHROPOLOGY

We propose to establish a Master's degree program in the professional practice of Anthropology. We will offer our students the opportunity to specialize in three concentrations, each with immediate application and employment opportunities.

**Name of the program for the Diploma:**
Master of Arts with a Major in Anthropology

**Name of the program on student transcripts:**
Master of Arts with a Major in Anthropology with thesis
Or
Master of Arts with a Major in Anthropology nonthesis

**Responsible administrative unit for the program:**
Department of Anthropology, College of Arts and Sciences, Graduate College

**Proposed date for implementation:**
Fall, 2014

**MISSION STATEMENT/PROGRAM OBJECTIVES:**
To educate, train, and prepare professional anthropologists to enter the workforce. UM graduates in Professional Applied Anthropology will have the skill sets and practical experience necessary to gain the competitive advantage in the job market. Immediate professional employment is available in all three of these STEM-related concentrations for applicants holding the Master's Degree in anthropology. We also expect that some of our graduates may eventually use their UM degrees as a platform upon which to form their own companies or as an entrée to other advanced degree programs.

**Rationale:**
In the specializations we offer, the master's degree is often the highest degree by choice for individuals doing hands-on work in private, public and academic settings. Employment opportunities are often procedural in nature, requiring training in specific methods for data collection, analysis of those data (both qualitative and quantitative) as well as synthesis of data for professional standards of reporting and meeting compliance regulations. We will also prepare our graduate for teaching anthropology in setting for which the master's degree is the requisite, e.g., community colleges, secondary schools, or degree completion programs which include cultural competencies.

**Target Demographic:**
Our targets for admission will be undergraduates, at the beginning of their professional career training, returning students seeking new career directions in our areas of concentration, as well as practicing professionals
returning for an advanced degree and/or to upgrade their skill sets and facility with current regulations and methods as part of continuing education.

Historical Perspective:

The faculty of the Anthropology department at the University of Miami has a long history of success with our undergraduates being admitted to top-tier graduate programs elsewhere, including Stony Brook University (anthropology, comparative anatomy, medical school), Washington University (anthropology, law), Emory (anthropology, public health), Duke (medical school, public health, anthropology), and UC Berkeley (archaeology), to name a few. These same UM graduates have gone on to gain support prestigious awards, grants, and scholarships, e.g., Fulbright, National Science Foundation Graduate Research Fellowships, and National Geographic Young Explorer. Their success in admission and achievement is, in part, a measure of how well our undergraduate program prepares our students. Their success is also an indicator that we can continue this trend with Master’s Degree students. We hope to retain the best of our graduate students and attract the top graduates from other programs, including those in Latin America. We propose to create a program to meet the needs of outstanding students like these. Their success would certainly enhance the reputation and standing of the University in the academic and professional communities.

To date, our department receives 3-4 inquiries per month from prospective graduate students, seeking the kind of advanced training we propose herein and to study with specific members of our faculty. These would-be applicants come from across the United States and from foreign institutions, including Latin America and the Caribbean. Without the proposed program in place, we are losing the opportunity to train and foster future generations of professionals. In addition, the University will continue to lose the revenue which would be generated by their matriculation.

Other Programs in Anthropology:

Our professional practice program does not duplicate existing programs at other institutions in south Florida. The lack of comparable programs indicates a viable opportunity for us to exploit. The establishment of this program is enhanced by our location in the nexus between major areas of Europe, the Caribbean and Latin America. Students and potential employers for our graduates are drawn to the area for the same reason. Our faculty have research foci and expertise in this geographical realm, further strengthening the opportunity for the successful establishment of our proposed graduate program.

Graduate Programs in Anthropology at Florida Schools:

In Miami-Dade county, Florida International University has a combined department of Sociology, Anthropology, and Geography. Their graduate program isn’t comparable to our proposed program because they lack archaeologists, bioarchaeologists, and biological anthropologists.

Miami/Dade College (formerly Community College) has instructors in anthropology. They too lack a full four-field faculty and have no established mission for nor history of faculty research. They are highly unlikely to develop a graduate program on such a minimal foundation, especially in light of the
current financial situation for state funding.

University of Florida, Gainesville, has a doctoral graduate program in anthropology with the special resource of the C.A. Pound Human Identification Laboratory. The laboratory and its staff are primarily service-oriented providers for the medical and legal communities in regards to death investigations. Our students will have access to this lab and its resources because of our established relationship with them and based on the laboratory’s mission to serve as a statewide resource.

Florida State University, Tallahassee, department of anthropology was dissolved and was only recently reconstituted without an active graduate program.

University of Central Florida, Orlando area, has a master’s program in archaeological investigations in forensics and human adaptation with secondary offerings in “cultural competence” and Maya studies. As such, their focus for forensics is limited to prehistoric applications, although they share a similar emphasis on the Maya in prehistory. Recent faculty changes have eliminated the human adaptation emphasis.

The University of South Florida, Tampa, offers both master’s and doctoral degrees in applied anthropology, bio-cultural anthropology, heritage studies and cultural resource management. They lack the modern forensic application, bioarchaeology, and any form of applied primatology. As a major public school, they offer the master’s primarily as a stepping stone for the doctorate. Although some aspects of their programs are similar to what we propose, they do not have the faculty breadth or unique physical resources of the University of Miami. We should compete successfully with them for the best qualified applicants who seek to enter with workforce with a Master’s Degree.

Identifying the Top Five Potential Competitors for our Program:

In assessing the likely competition for our program we used two guidelines: 1) the ANTHROGUIDE and 2) our historical preferences when advising for UM anthropology graduates who seek admission to Master’s and Doctoral programs.

The definitive guide to departments of Anthropology, ANTHROGUIDE, is published and updated yearly by the American Anthropological Association. It lists all departments along with data on their faculty (degrees, alma maters research interests), special programs and collections, and degrees offered, among other data. This publication is the definitive guide used by professional Anthropologists, including finding appropriate graduate programs for their undergraduate student advisees. We used this guide to identify our potential major competitors from among the approximately 715 institutions represented in the ANTHROGUIDE.

In searching for potential competitors, we began by eliminating from consideration all institutions which offer only undergraduate degrees. We also eliminated those institutions which offer a Master’s degree as part of their progression to the Doctoral degree. Students seeking admission to those programs are a different type of applicant than those we will target because their end goal is not the Master’s degree. Additionally, some Ph.D.-granting institutions state explicitly that they do not accept students who seek only an MA as a terminal degree (e.g., University of Southern California).
AAU Institutions: Among those 60 AAU and other institutions to which we compare ourselves (e.g., Brandeis, Case Western Reserve, and Emory) most offer Doctoral degrees and will not accept students into the full anthropology departments for only a Master’s degree. Only one AAU school, The Iowa State University (AAU member since 1958), has been identified as a potential top-five competitor. The scope of their Master’s program is primarily focused on the historic and prehistoric archaeology of Iowa and chimpanzee studies in West Africa. Neither of these topics are foci of the program we propose. It is worth noting that The University of Rochester in not included because has no graduate program in anthropology, despite their being an AAU member since 1941 and the academic home of one of the most important figures in Anthropology, Lewis Henry Morgan.

The remaining 105 institutions are nationally and internationally-based. Because our undergraduate student body represents students from other countries, we anticipate that we will be able to draw graduate students from these same countries as well. Our comparison is therefore limited to institutions in the Americas, and North America in particular. (see Appendix A)

We identified 59 departments offering the MA/MS as the terminal degree. Of these, 13 are joint departments (e.g., Anthropology and Geography or Anthropology and Sociology), and 2 are entities limited to archaeology within larger institutional departments of anthropology offering the doctorate degree (Yale and Cornell). We also eliminated the RSMAS MA degree programs from consideration because they will be complimentary to our program rather than competition for it.

We identified three potential competitors, all of which are public institutions: 1) Northern Arizona University (Flagstaff, AZ), 2) CUNY Hunter College (New York, NY), and 3) San Diego State University (San Diego, CA). There are no potential competitors for our degree at private research universities.

1) Northern Arizona’s strong program has been chosen by several of our graduates. They are a public school granting the most affordable tuition to in-state applicants. Their program is comparable to ours in applied medical and cultural anthropology. They offer no concentration in biological anthropology, in contrast to our department’s significant strength in this subfield. Their graduates have entered the workforce and gone on to seek the Doctoral degree based on their successful completion of NAU’s program.

2) CUNY Hunter College is part of a consortium of universities and colleges in the New York City area. For students who wish to go to a graduate program because in the New York City area, Hunter College is an viable option. Their concentrations are similar to ours, although they lack the emphasis on bioarchaeology and forensic anthropology.

3) San Diego State University is a four-field MA program with emphasis on California archaeology, anthropological linguistics in Mexico, and nonhuman primate field studies in the Neotropics. Their program lacks our strengths in bioarchaeology, applied cultural anthropology, and applied medical anthropology. For out-of-state applicants, the tuition is significantly more expensive than costs for in-state students.

Florida Atlantic University and Central Florida are given some consideration only because of the fact that some of our graduates have selected these schools based on their location and tuition costs for in-state students.
Neither of these two schools has a Master's degree program for professional practice nor programs designed specifically to meet modern workforce skill sets and breadth of knowledge.

In sum, we found no comparable program for the one we propose. There are some programs which offer elements present in our degree program, although none offer the breadth or scope of our faculty and facilities. Our program is unique because we are a private research university and our program stresses professional practice and competency for recent undergraduates as well as practicing professional seeking to upgrade and strengthen their skill sets.

**Direct Costs to the University and Budget:**
This portion of the proposal is submitted to the appropriate reviewers.

**Resources: Library and Facilities**

**Role of the Richter Library in our Program:**
The backbone of any successful graduate program is a top-tier library. We are fortunate to have such a resource in the Richter library, its staff and collections. Anthropology recognizes Richter Library as an integral research partner for our faculty and for the students who will enroll in our new professional practice degree program. Graduate students will make frequent and extensive use of the Richter library, beginning with coursework assignments and during literature review preparation for their research projects (especially for those who pursue the written thesis option). We also anticipate remote interaction with Richter for students conducting fieldwork, and then for data manipulation and storage resources. Even though many of our students will be doing their research at remote locations, our library will still be able to offer them significant support through their various on-line entities. For example, the library staff can provide expertise remotely for students who encounter issues with adaptive technology, or data management and storage. Students who elect to write a thesis will continue to rely on all the varied resources of the library throughout that process.

Because our program requires a professional writing component, and options for grant writing and a thesis, our students will rely heavily on the physical and on-line resources of the Richter Library from the time they enter the program until they graduate.

All of the flagship journals in the special areas of the MA program are accessible though Richter (e.g., *American Antiquity* for archaeology and bioarchaeology; *Human Biology* and *Journal of Physical Anthropology* for biological anthropology). Any materials not housed on campus, may be available through the many on-line journal access programs in which Richter Library participates. The special collections, including area-specific items, are going to available to our students. We anticipate students to include items from these collections in their own research and in research projects with faculty mentors.

One very important resource at Richter is the eHRAF – the electronic version of the Human Relations Area Files: World Culture. This searchable, relational database of ethnographic data is an indispensable tool for anthropologists. For example, students who prepare an internship or grant proposal will begin the process with a literature review, using the eHRAF and
Richter reference materials. An eHRAF database exists exclusively for archaeology. We are currently exploring options for acquiring this resource and/or means to access it elsewhere.

Physical Resources: Existing Laboratory Facilities, Equipment, and Space:

Laboratory facilities to support graduate student-driven research and graduate teaching are already in place or are being developed for bioarchaeology as of this writing.

The Department of Anthropology in housed in the basement of the Merrick Building (Figure 1). Our faculty and staff offices, work study student space, small conference room/classroom, storage and office machine space are in sections 101, 102, and 103 on the south side of the main entrance vestibule to the building (100S4).

Our computer lab (101L) and wet lab (101M) are housed on the north side of the entrance. This space has its own HVAC system to meet our needs for preserving and caring for archaeological materials. Also on this end of our space is a larger classroom (101I), secure and climate controlled storage area for electronics and biologicals (101A), and secure artifact storage (101MA). The small storage area open the classroom (101IB) is currently used for document and field equipment storage. Room 101A is the space we anticipate using for shared graduate student office space.

Drs. Ardren and Taylor, among others, have equipped the Merrick Anthropology laboratory, in part, with funding from grants. The equipment includes that necessary for field data collection training, as well as equipment and material necessary to acquire and perfect professional-quality data analyses skills.

Please note that rooms 100A, 102G and 101E house electrical or mechanical systems for the Merrick building and so, are not accessible. The space designated as 101 is actually a large hallway area, as is 199A and 199B. These spaces cannot be used for other purposes because of Coral Gables fire code restrictions.

The only change to this space which would facilitate our program is closing off the storage niche (101IB) from the classroom with a false wall. The false wall between the secure artifact storage room (101MA) and the niche would create a much more functional space and facilitate climate control in the entire space. We currently have no plans to move forward with this change. We will explore costs for the scope of work once we have an established revenue stream from graduate student tuition income returned to us from the Provost.

Laboratory space for Dr. Will Pestle, a bioarchaeologist, is currently under development and expansion from the existing facilities in the Chemistry building. The new space will feature fume hoods and specialized equipment and materials necessary for isotopic analyses of artifacts and organics. This space must meet all requirements for regulations and compliance governing the materials involved. Since the space for Dr. Pestle requires the most specialized equipment, it will be the most expensive to create and operate. Nevertheless, since the lab will be new at the beginning of our graduate program, and part of Dr. Pestle's startup agreement with the University, it should require no additional funds to operate. Once established, Dr. Pestle’s lab can be used to generate income from extramural funding, including funds needed to update
equipment in the future. Graduate students may work on aspects of his funded research efforts or secure grant support for the costs of their work in this lab as part of their writing requirement.

We judge that our existing space and equipment will meet the needs of our expanding undergraduate program as well as the needs of our new graduate program proposed herein. We do not expect to request any additional space in the foreseeable future.

The Professional Practice Core in Anthropology:

We will offer two degree options for our graduate students – Option 1 with no written thesis, and Option 2 with a written master’s thesis. By doing so, we will allow students to have greater control of their post-graduation career trajectories. The aim of our curriculum is to give our graduates the skill sets needed to design, conduct, and analyze anthropological fieldwork for their employers or as a component of independent research-driven careers.

**Option 1.** The nonthesis option is designed for applicants whose ultimate career will be in employment for which practical application of bench skills and a master’s degree are the gold standard. Nonthesis students require a minimum of 36 units beyond the baccalaureate degree with a minimum of 18 months in residency.

This option is designed to prepare our students to compete successfully for employment in mid-level careers immediately upon graduation. We do not anticipate that students in this track will seek admission to doctoral studies programs. They may, however, seek a second masters degree in an aligned field. Some potential employers, like the Federal government, prefer applicants with two master’s degrees.

We have designed this degree program so that it can be completed in two years.

**Option 2.** The thesis option requires a minimum of 36 units beyond the baccalaureate degree and a written thesis with an open defense guided by a thesis advisor and thesis committee of the student’s choice. The committee for the thesis must include at least three faculty members, including one from outside anthropology. Additional credits for thesis research and writing may be added to the minimum of 36 if the student wishes. A minimum of 18 months in residency is also required for this option.

This option is designed for individuals who wish to pursue career employment with increased potential for professional advancement based on emphasis on advanced analytical and writing skills used in management. With the thesis track, our graduates would have the option of eventually pursuing admission to a doctoral program.

The thesis option may require an additional year in the program to accommodate thesis research and writing.

Select Tracks in Professional Practice

We will offer our students the opportunity to specialize in three tracks or concentrations. These three are areas of employment which are currently underserved in terms of training. We are especially well-suited to offer training
in these areas of professional practice because the tracks reflect specializations and research foci of our faculty:

Track 1: Applied archaeology – cultural heritage management (cultural resource management), including museum management for archaeological collections, graduates will be in compliance with regulations and requirements from the Secretary of the Interior;

Track 2: Applied Forensic and biological anthropology – recovery, analysis and identification of human remains, legal interpretation thereof, and museum management of human skeletal/dental remains; applied primatology;


Admissions and Academic Standing:

We hope to draw applicants from a variety of undergraduate majors, in addition to those from anthropology. We are committed to academic diversity, with the only limit for potential applicants being evidence of significant promise and scholarly achievement in applicable disciplines and the commitment to continued excellence. We are particularly interested in encouraging veterans and members of under-represented groups in their applications. Applicants will be evaluated by an Admissions Committee within the department and chaired by the Graduate Program Co-ordinator.

Applicants for our program will be selected for admission based on submission of the following materials and standards:

1. Official copy of undergraduate transcripts showing the date the bachelor’s degree was awarded. Transcripts must show a 3.0 GPA in Anthropology and no less than 3.0 for the overall GPA. Students with lower averages may be admitted provisionally with higher GRE scores and supporting materials from referees on a case-by-case basis.

2. A personal statement of intent in which the applicant details reasons for pursuing the degree and for pursuing the degree in our program specifically. A cogent written statement will be used in evaluating the applicants’ ability for written expression, as well as their fit with our strengths and offerings.

3. A GRE score of 1100 (or 297 in the new format). Applicants with lower scores may be considered for admission with supporting documentation from referees of active and successful involvement in research and/or transcripts showing an established record of scholarly achievement as an undergraduate.

Part time students:

We will also consider the admission of part time students, especially in the case of returning students or practicing professional anthropologists who are seeking continuing education to better their skill set while enhancing their opportunities for advancement in the field. Nondegree-seeking students and/or part time students will be considered by the Admissions Committee on a case-
by-case basis because we anticipate considerable variation in this pool of applicants.

Our graduate students are expected to maintain an overall GPA of 3.0 in all coursework. Should the average fall below that mark in a semester, the student will be notified and work with his/her advisor to rectify the performance problems. If the student has a second consecutive semester with an average GPA below the 3.0 standard, he/she will be placed on academic probation. Three semesters of below average performance may result in suspension from the program at the discretion of the Chair and in discussion with the student and his/her departmental advisor in accordance with guidelines for the University’s Graduate College.

CURRICULUM JUSTIFICATION AND REORGANIZATION:

Our curriculum is built on a foundation of four core courses, reflecting our commitment to educating outstanding professional anthropologists who are conversant with current knowledge in their specialization and across the discipline as a whole. This four-field approach has been very successful for our undergraduates as measured by their success in being employed after graduation, being admitted to top-tier graduate programs, as well as their history of success in securing prestigious academic support awards, e.g., Fulbright Fellowships and National Science Foundation Graduate Research Support Awards. The four-field approach is also the most effective approach for preparing our MA graduates to teach in a community college or other setting in which they will be expected to offer courses in two or more of the four subfields.

The agenda of courses required for graduation can be met with existing faculty and the existing 500-level courses as listed in the Bulletin. Our current seminar structure can accommodate all of our core courses by using the general course number (e.g., APY 506) and the section number unique to the faculty teaching the course (e.g., Taylor is section .07). In-coming graduate students would register for a biological core course 506.07, one in archaeology as 506.08, and so on. Once the program is approved, we will reorganize/renumber the four core seminars from the 500-level to 600-level classes*. Because we have not offered advanced graduate coursework in the past, doing so will eliminate possible confusion and redundancy on transcripts, while also indicating that these are courses open only to graduate students.

Additional coursework, such as the graduate internship and teaching anthropology, has been formalized and submitted to the Arts and Sciences Curriculum Committee by Dr. Taylor for their approval. All advanced core courses and electives should be on the books by such time as our first graduate students begin the program.

Our faculty has grown by the addition of two new tenure-track bioarchaeologists. These new faculty members broaden the research scope of the department and deepen the level of professional practice experience. We anticipate that each will put forth new courses offerings in their areas of specialization at both the undergraduate and graduate level.

Upon admission to the Program:

Each student will have an advisor/mentor in his/her chosen area of professional practice. In the case of students who seek expertise in two areas,
he/she may have co-advisors. The relationship with faculty member(s) is designed to advance common goals for research methodology and critical analyses skills. A minimum of 18 credits in residency is required.

Our MA program is designed for maximum flexibility and individualization. It is our intention that coursework and expertise from a variety of schools and other UM administrative units be available to our graduate students (similar to the UM Cognate approach for undergraduates).

**Basic Coursework Requirements:**
1. Seminars in two of the four core graduate seminars in professional practice and theoretical foundations (see below) (3 credits @; total of 6 credits);
2. One course or seminar in analytical skills for qualitative and/or quantitative data; (3 credits); and
3. One course or seminar in professional writing (e.g., scientific writing for publication, Federal compliance reporting, grants writing) (3 credits).

**Additional Requirements for the Degree:**
1. One semester of hands-on field work or internship (usually over the summer), with the option of a second as thesis research; and
2. One paper for presentation at professional organization or one paper for publication in a journal/proceedings/book chapter or other professional venue. The presentation may be poster, podium or multimedia.

**The Professional Practice Core: Existing Courses Suitable for our MA Program**
The courses below are currently being offered and are approved for advanced undergraduates and graduate students. All faculty members may teach a version of each of these courses with content specific to their research expertise within anthropology.

APY 501 – Methods of Anthropological Research (3-6 credits), may be offered as a seminar or independent study
APY 502 – Field Studies in Anthropology (3-6 credits), may be offered as a seminar or independent study
APY 505 – Museum Internship (3 credits), may be offered as a seminar or independent study
APY 506 – Workshop in Anthropology (3-6 credits), may be offered as a seminar or independent study
APY 512 – Advanced Medical Anthropology (3 credits), may be offered as a seminar or independent study
APY 518 – Advanced Seminar in Anthropology (3 credits), may be offered as a seminar or independent study. Course content will vary by instructor.

We anticipate that this current roster of courses can meet program requirements for writing, data analysis, and research immediately.

**The Professional Practice Core: New Courses Created for the Program**
New courses being presented to the Curriculum Committee are listed below. These new courses are necessary to achieve our program goals. The backbone of the program is the four core seminars *, the numbering of which parallel the numbering of the undergraduate counterparts currently in the Bulletin. Our graduate-level courses (600 and 700 numbers) will be open only to graduate students in Anthropology, and open to graduate students in other academic units in the University, with approval from the instructor. We anticipate the expansion of the program with other new courses in the future.

A sample curriculum, Table 3, illustrates our idea of how the courses will be taken within the required core, including electives from within Anthropology and other departments and schools at the University.

**APY 601** - Seminar in Advanced Archaeology Practice and Theory (includes Section 106 regulatory knowledge and skills for compliance with government regulations) (3 credits): offered by Drs. Ardren, Geller and/or Pestle

**APY 602** - Seminar in Advanced Ethnography Practice and Theory (3 credits): offered by Drs. Brittain, LiPuma, Marcelin and/or Page

**APY 603** - Seminar in Advanced Biological Anthropology Practice and Theory (3 credits): offered by Drs. Kapsalis, Pestle, and/or Taylor

**APY 604** - Seminar in Advanced Linguistic Anthropology Practice and Theory (3 credits): offered by Dr. Everett

**APY 690** - Teaching Practicum in Anthropology (3 credits): offered by all faculty

**APY 700-701** – Graduate Internship/Field Research in Professional Anthropology (3-9 credits): offered by all faculty in concert with external on-site supervising partner

**APY 710-711** - Thesis writing (1-9 credits): offered by all faculty.

Other Required Competencies:

Foreign language (mandatory) – demonstrated competency in the language of the country in which the applicant will work is expected. The language requirement may be met by analysis and translation of historical documents in a language other than English, or translation into English of three scientific articles from peer-reviewed journals pertaining to the professional practice of anthropology published originally in a foreign language.

Nine graduate-level credits outside of Anthropology (mandatory) – These may be from the suggested list of electives as shown in the Sample Curriculum and/or may be designed as a graduate cognate by the student with guidance from the advisor.

Professional Certification of Competency:

Certificates of Proficiency (optional) – These may be gained in professional competency courses offered in conjunction with institutions in the student’s area of professional specialization. For example, the Miami-Dade
Medical Examiner’s Office, or the Miami Police Department, offer such certification in subjects suitable for the forensic specialization, e.g. forensic photography. Credits hours may be earned if the student completes the certification as an independent study, part of an internship program, or fieldwork course. Completing these competency certification(s) will provide proof of practical work skills to potential employers while also providing our graduates a competitive edge in the job market at no additional cost to the University for the training.

**Thesis Option:**
Written Master’s Thesis (optional) - The thesis option will require the production of a written document as part of the minimum requirements in this track. The thesis research and writing credits may serve as part of the residency requirement if the student is in residence during the course. Thesis requirements will conform to the University of Miami’s standards and format.

**Distance Learning Options:**
We anticipate that core seminar courses will be taken during residency because these courses facilitate learning via interaction with peers and faculty. Courses requiring interaction only with faculty, e.g., thesis writing, are ideally suited to be conducted as distance learning options. Internships can also be considered as a distance learning option if so structured by the student, advisor, and participating internship supervisor. Because Anthropology is a discipline characterized by a tradition of participation in field research and hands-on learning outside of the university environs, we are ideally suited for implementing creative and flexible distance learning options for our graduate students. Richter Library is also ideally-positioned to support distance learning needs for our graduate students.

**Definition and Assessment of Intended Outcomes:**
Outcome 1: Preparation of graduate ready to work as professional anthropologists in a variety of workplace environments.
   - Assessment Measure 1: Successful completion of field research course and/or graduate internship; and
   - Assessment Measure 2: Successful completion of appropriate coursework in the chosen area of concentration.
Outcome 2: Graduates who exhibit in their writing the ability to construct a viable research agenda, create a literature review of material germane to the research topic, create and execute a viable data collection methodology; analyze data; and communicate the findings of such research clearly and effectively in written form.
Assessment Measure 1: Successful completion of the writing requirement; and
Assessment Measure 2: Successful presentation of their research in an appropriate professional venue.
Assessment Measure 3: Scoring of the written product by 3 tenured members of the Anthropology department for evidence of scholarship, clarity, appropriateness, and the ability to communicate effectively in writing.
Outcome 3: Employment and/or admission to graduate programs for further study in anthropology or related fields.
Assessment Measure 1: Yearly rates of employment or admission by alumni from our program.

Findings and Discussions:
Our department agreed upon the goals and objectives of this program through intensive discussions at a day-long retreat and inclusive meetings. The strength of our program lies in its depth across subfields, the research and teaching expertise of our faculty, and the lack of competition for outstanding applicants. Jobs for our graduate students currently exist (Table 1). Prospective employers have expressed their positive affirmation of our program’s quality, as well as intent to hire our graduates (Appendix 1). We also find that a substantial foundation to our program lies with the excellence of Richter Library staff and collections, as well as our established history of co-operative interaction with other departments and schools within the University.

We have made every effort to consider and anticipate future problems or concerns. It is extremely difficult to control every aspect of an emerging program, such as this one, however, we have tried to accommodate all contingencies we are apt to encounter (e.g., part time or non-degree seeking applicants; planned retirements of key faculty). Our faculty will meet yearly at a fall retreat to examine our progress in the MA program, culminating in a written self-evaluation report. Because we are small and early in our program development, we should be able to make adjustments rapidly if and when unforeseen problems appear.

Submitted with Attachments:
Table 1: Potential Employment for Anthropology MA Graduates (Excel spreadsheet)
Table 2: Leading Competitors for Our Program (Excel spreadsheet)
Table 3: Sample Curriculum (Excel spreadsheet)

Figure 1: Floor plan of Anthropology Department, Merrick Bldg basement

Appendix 1: Letter from Potential Employer to Dr. Ardren (Word file)
<table>
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<th>Potential Employment/Opportunities</th>
<th>Actual job listings</th>
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<td>multiple opportunities</td>
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</tr>
<tr>
<td>4 Archaeologist - Private sector</td>
<td><a href="https://re21.ultipro.com/VAN1001/JobBoard/JobDetails.aspx?__ID=51055C64AE049FC7">https://re21.ultipro.com/VAN1001/JobBoard/JobDetails.aspx?__ID=51055C64AE049FC7</a></td>
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<tr>
<td>Watertown, MA</td>
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<tr>
<td>Richmond, VA</td>
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<tr>
<td>6 Forensic anthropology</td>
<td><a href="http://www.ehow.com/list_5928115_forensic-anthropology-careers.html#1a0f3f7f3f69">http://www.ehow.com/list_5928115_forensic-anthropology-careers.html#1a0f3f7f3f69</a></td>
</tr>
<tr>
<td>7 California Department of Transportation</td>
<td><a href="http://jobs.spb.ca.gov/wvpos/search_p.cfm?dept=transportation">http://jobs.spb.ca.gov/wvpos/search_p.cfm?dept=transportation</a></td>
</tr>
<tr>
<td>Associate Environmental Planner - Archaeology</td>
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<tr>
<td>8 Southeastern Archaeological Research Inc. (SEAR)</td>
<td><a href="http://searchinc.com/Careers.aspx">http://searchinc.com/Careers.aspx</a></td>
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<tr>
<td>(SEARCH) private sector</td>
<td></td>
</tr>
<tr>
<td>9 Archaeological and Historical Conservancy, Inc.</td>
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<tr>
<td>Private sector archaeological consulting, various positions from field work, data analyses, and report writing</td>
<td></td>
</tr>
<tr>
<td>for public mitigation and governmental purposes</td>
<td>See attached letter</td>
</tr>
<tr>
<td>11 Medical Examiner's Offices</td>
<td>Miami-Dade, Broward and Palm Beach Counties</td>
</tr>
<tr>
<td>Applied Anthropology/Industrial Ethnography</td>
<td></td>
</tr>
<tr>
<td>12 Project Director</td>
<td><a href="http://smartrevenue.com/careers/project-director-position">http://smartrevenue.com/careers/project-director-position</a></td>
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<tr>
<td>13 Program epidemiologist</td>
<td><a href="http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_details&amp;JobID=40536">http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_details&amp;JobID=40536</a></td>
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<tr>
<td>14 Medicines information and safety</td>
<td><a href="http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_details&amp;JobID=40535">http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_details&amp;JobID=40535</a></td>
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<tr>
<td>[internship]</td>
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<tr>
<td>15 Injury and Violence Prevention Programs Manager</td>
<td><a href="http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_details&amp;JobID=40292">http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_details&amp;JobID=40292</a></td>
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<tr>
<td>16 Mapping Institutions involved in Innovation for health</td>
<td><a href="http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_details&amp;JobID=40292">http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_details&amp;JobID=40292</a></td>
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<tr>
<td>17 Medical anthropologist</td>
<td><a href="http://www.medanthro.net/jobs/index.html">http://www.medanthro.net/jobs/index.html</a></td>
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</table>

**Employment Opportunities for Graduates**  
Table 1
<table>
<thead>
<tr>
<th>Pg in Guide</th>
<th>Type</th>
<th>Potential Competitors</th>
<th>Department type</th>
<th>Location</th>
<th>Degree</th>
<th>areas of specialization/concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>238</td>
<td>Public</td>
<td>Northern Arizona University</td>
<td>Anthropology</td>
<td>Flagstaff, AZ</td>
<td>NA</td>
<td>Applied cultural &amp; linguistic research, anthropology and archaeology</td>
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<tr>
<td></td>
<td></td>
<td>City University of New York Hunter College</td>
<td>Department of Anthropology</td>
<td>New York, NY</td>
<td>NA</td>
<td>Anthropology, Applied anthropology, linguistic, &amp; cultural anthropology</td>
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<tr>
<td>276</td>
<td>Public</td>
<td>San Diego State University</td>
<td>Anthropology</td>
<td>San Diego, CA</td>
<td>NA</td>
<td>Anthropology, California Archaeology, Primate field work</td>
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<td></td>
<td></td>
<td>University of Central Florida</td>
<td>Department of Anthropology</td>
<td>Orlando, FL</td>
<td>NA</td>
<td>archaeological investigations in forensics and human adaptation</td>
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<td></td>
<td></td>
<td>Florida Atlantic University</td>
<td>Department of Anthropology</td>
<td>Boca Raton, FL</td>
<td>NA</td>
<td>Cultural, Biological Anthropology Archaeology</td>
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</table>

Potential Competitors

Table 2
<table>
<thead>
<tr>
<th>Fall Semester 1, 9 credits</th>
<th>Spring Semester 1, 9 credits</th>
<th>Summer 1 &amp; 2, 9 credits total</th>
<th>Fall Semester 2</th>
<th>Spring Semester 2</th>
<th>Summer 2</th>
<th>Fall 3</th>
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<tbody>
<tr>
<td>APY 601 - Arch Core Seminar</td>
<td>APY 690 Teaching Anthropology*</td>
<td>APY 720 Internship</td>
<td>APY 603 - Bio Anth Core*</td>
<td>APY 518 - writing course</td>
<td>Thesis field research</td>
<td>APY 710 Thesis writing</td>
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<td>APY - elective</td>
<td>APY - elective</td>
<td>Data analysis elective</td>
<td>APY 690 Teaching Anthropology*</td>
<td>APY - elective</td>
<td>Elective outside APY</td>
<td>APY - elective</td>
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<td>Elective outside APY</td>
<td>Elective outside APY</td>
<td>Elective outside APY</td>
<td>APY 690 Teaching Anthropology*</td>
<td>APY - elective</td>
<td>Elective outside APY</td>
<td>APY - elective</td>
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<td>Anthropology Electives</td>
<td>Suitable for our Program</td>
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<td>ARU 599</td>
<td>Museum Internship</td>
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<tr>
<td>DCS 507</td>
<td>Interdisciplinary Environmental Methods</td>
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<tr>
<td>EGS 507</td>
<td>INTRODUCTION TO ENVIRONMENTAL DECISION ANALYSIS</td>
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<td>EGS 508</td>
<td>Ecological Statistics</td>
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<tr>
<td>EGS 591</td>
<td>Introduction to GIS (Geographic Information Systems) for graduate students</td>
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<td>EGS 592</td>
<td>Advanced Environmental Remote Sensing</td>
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<td>MAF 510</td>
<td>Environmental Planning and the Environmental Impact Statement</td>
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<td>MAF 610</td>
<td>International Ocean Law</td>
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<td>MAF 620</td>
<td>Coastal Law and Policy</td>
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<td>MAF 621</td>
<td>Bayesian Statistics</td>
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<td>MGG 580</td>
<td>Geological and Environmental Remote Sensing</td>
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<tr>
<td>Psy 610</td>
<td>Psychological Statistics, Research Methods and Design</td>
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<tr>
<td>Psy 610</td>
<td>Psychological Statistics, Research Methods and Design</td>
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<td>EMT 544</td>
<td>Electron Microscopy</td>
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<tr>
<td>Electives outside of UM</td>
<td>Electives outside of UM</td>
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</tbody>
</table>

*APY 690 may be repeated.

Table 3
Figure 1: Floor Plan, Anthropology, Merrick Bldg
October 5, 2012

Traci Ardren, Ph.D.
Senior Associate Dean of Academic Affairs and Civic Involvement
Associate Professor of Anthropology
P.O. Box 248106
University of Miami
Coral Gables, FL 33124

Subject: Potential Master's Program in Anthropology

Dear Traci:

I am thrilled to hear that the University of Miami is considering the creation of a master’s program in Anthropology. Having worked in cultural resource management for over twenty years and having been in a managerial position since 1998, I understand the importance of quality individuals holding master’s degrees with regards to archaeology. For many of the projects I work on with federal or state involvement, a master’s degree is essential in order to serve as principal investigator. Such a degree is required to meet the Secretary of Interior’s Standards as an Archaeologist, and is thus a major plus when I seek to hire individuals.

Even more so, when I hire, I look for individuals who are trained in a quality program and have the experience in or at least the exposure to the setting in which I work. This includes both the business setting in terms of the regulations and workings of cultural resource management and the archaeological and historical setting of Florida and the greater Southeast U.S. and Caribbean. In my opinion, having a program in south Florida at the University of Miami can only be a benefit to my company, my clients, and the practice of archaeology and cultural heritage in Florida.

Sincerely,

Jim Ambrosino, Ph.D., RPA
Project Scientist/Project Archaeologist
for Cardno ENTRIX
Direct Line 813 712 2936
Email: jim.ambrosino@cardno.com

Writer: jna