



ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE DEGREE

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

DEGREE PROGRAM INFORMATION

College/School(s) offering this degree: College of Arts and Sciences

Unit(s) within college/school responsible for program: School of Human Evolution & Social Change

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources:

Proposed Degree Name: BS in Anthropology

Undergraduate Degree Type: BS-Bachelor of Science

If Degree Type is Other, provide proposed degree type:

and proposed abbreviation:

Proposed title of major: Anthropology

Is a program fee required? Yes [] No [x]

Requested effective term: Fall and year: 2010

(The first semester and year for which students may begin applying to the program.)

PROPOSAL CONTACT INFORMATION

(Person to contact regarding this proposal)

Name: Alexandra Brewis Slade
Director

Title: Prof & Assoc

Phone: 480-727-9879

email: Alex.Brewis@asu.edu

DEAN APPROVAL

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. (Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)

College Dean name:

College Dean signature _____ Date: _____

College Dean name:
(if more than one college involved)

**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE DEGREE**

This proposal template should be completed in full and submitted to the University Provost's Academic Council [<mailto:curriculum@asu.edu>]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

DEGREE PROGRAM INFORMATION

Undergraduate: BS-Bachelor of Science

**If Degree Type is Other, provide proposed degree type:
and proposed abbreviation:**

Proposed title of major: Anthropology

1. PURPOSE AND NATURE OF PROGRAM

A. Brief program description (This is a catalog type description of no more than 250 words.

Include the distinctive features of the program that make it unique. Do not include program or admission requirements.)

The B.S. program in Anthropology gives students an opportunity to master anthropological or anthropologically-relevant knowledge and skills through applications of the scientific method and quantitative methodologies. Anthropology is the study of how and why humans evolved, and how our evolutionary biological, social and cultural trajectories help us understand the meaning of being human in past, present and future environments. Through core and elective courses, the BS Anthropology program allows students to explore problems that may require the use of theories and methods from diverse disciplines, including biology, global health, applied mathematics, psychology, economics, sociology, medicine, law, and engineering. Anthropology provides many exciting hands-on learning opportunities through laboratories and field-based courses that focus on finding human fossils; unearthing buried cities, villages and hunter-gatherer camps; understanding health, disease, human biology and genetics; appreciating the languages and cultures of such diverse areas as Southeast Asia, the South Pacific, Latin America and the Mediterranean Basin; and many other topics that explore humans of the past and present.

2. STUDENT LEARNING OUTCOMES AND ASSESMENT

A. List the knowledge, competencies, and skills students should have when they graduate from the proposed degree program. (You can find examples of program Learning Outcomes at (<http://www.asu.edu/oue/assessment.html>))

The program is structured by five goals: 1) ability to identify anthropological problems, 2) ability to articulate how anthropologists study those problems, 3) know the extent to which humans differ in multiple dimensions (biological, cultural, social) across time and space, 4) know how theories or paradigms are used to address anthropological questions, 5) know how different anthropological and other scientific methods are used to answer anthropological questions. These goals, and the associated specific learning outcomes, are met through the core curriculum of seven courses, three hard sciences electives, one theory elective and required and recommended introductory and advanced statistics courses as laid out in the following table. This table will be used as a guide to requests for course substitutions, whereby any substitutions should reasonably meet the listed core learning goals (X) for the substituted course.

X Core knowledge and skills	ASM 104	ASB 102	ASM 300 Anthro Science Seminar	ASB 222 or 223	4 Anthro Science Courses	Stats/ math courses	AML 100
<i>Goal 1: Ability to identify anthropological problems</i>							
Identify the primary approaches to the study of human diversity	X	X		X	X		
Apply basic tools to describe and interpret human variation patterns	X	X		X	X	X	X
Apply methods for measuring human variation	X	X		X	X	X	X
Define culture	X	X	X	X	X		
Identify relationships between culture and other human dimensions	X	X	X	X	X	X	
Theorize and test associations between cultural, social and biological variables			X		X	X	X
<i>Goal 2: Ability to articulate how anthropologists study human variation</i>							
Distinguish causality from association, and identify its criteria	X	X		X	X	X	X
Explain and evaluate the scientific method	X		X	X			X
Recognize different forms of research design			X		X	X	X
Illustrate and apply the concepts of adaptation, evolution, selection and life history	X				X		
Explain the bases and patterns of human biological variation	X				X		
Develop and test evolutionary and alternative explanations of behavioral and other phenotypes	X				X		
<i>Goal 3: Know the extent to which humans differ in multiple dimensions (biological, cultural, social) across time and space</i>							
Characterize the major social, cultural and biological differences between human groups		X		X	X		
<i>Goal 4: Know how theories or paradigms are used to address anthropological questions</i>							
Identify differences between theories, conceptual framework, descriptive hypotheses, research design and measurement methods					X		X
<i>Goal 5: Know how different anthropological and other scientific methods are used to answer anthropological questions</i>							
Know methods that are used to measure cultural variation		X	X	X	X		
Know methods that are used to measure social and behavioral variation		X	X	X	X	X	
Know methods that are used to measure biological variation	X				X		
Know how mathematical models are used to identify complex causes and associations						X	X
Know how statistical models are used to measure associations between variables						X	X

B. Describe the plan and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (<http://www.asu.edu/oue/assessment.html>))

The methods of assessment are:

1. Course Grades and Instructor Feedback in the Core Required Courses
 - a. Individual students will be assessed as attaining learning outcomes if they complete relevant courses with a grade of C or better.
 - b. Overall student learning will be assessed through grade distributions for those courses, interpreted in relation to feedback from faculty teaching those courses.
2. Student Evaluations of Courses
 - a. Each of the core required courses will be evaluated by students each time it is taught using standard instruments, and summary scores will be assessed.
3. Alumni Surveys. Alumni contact information will be maintained and they will be periodically surveyed to determine if they have entered a graduate program or a career; if employed, whether their education as an anthropology BS is of value in their current position and how, whether the major has contributed in significant ways to their current endeavors, etc. The focus will be on assessing alumni at one year, three years, and five years post graduation.

3. CURRICULUM OF THE PROPOSED PROGRAM

Total credit hours must be 120 to include: first year composition, general studies, core/required courses, program specific electives, and any additional requirements.

- A. **Major Map.** Please prepare and attach a Major Map. If there are concentrations in this degree program, prepare a separate Major Map for each one. (Examples of Major Maps can be found at <http://provost.asu.edu/curriculum>)
- B. **Total credit hours required for this program:** 120
- C. **Core/Required Courses.**
 - i. Total required and/or core course credit hours: 27-29
 - ii. List the name, prefix, and credit hours for each required/core class for this program

All students take the following introductory courses (12-13 credits):

ASB 102 Intro to Cultural and Social Anthropology (3)
 ASB 222 Buried Cities and Lost Tribes OR ASB 223 Buried Civilizations of the Americas (3)
 ASM 104 Bones, Stones, and Human Evolution (3-4)
 AML 100 Intro to Applied Mathematics for the Life & Social Sciences (3)

All students must take one core course (3 credits)

ASM 300 Anthropological Sciences Seminar (3) or approved equivalent.

Plus any four of the following Anthropological Science Courses (or approved equivalents): at least 2 must be at the 400 level (12-13 credits)

ASM 246	Human Origins
ASM 294	Forensic Anthropology
ASM 301	Peopling of the World
ASB 330	Principles of Archeology
ASM 332	Life and Death in Ancient Egypt
ASM 338	Anthropological Field Sessions
ASM 341	Human Osteology
ASM 342	Human Biological Variation
ASM 343	Primatology
ASM 344	Fossil Hominids
ASM 345	Disease and Human Evolution
ASM 348	Social Issues in Human Genetics
ASM 365	Laboratory Methods in Archaeology
ASM 394	Australopithecus and Early Homo at Hadar
ASM 394	Fossil Primates
ASM 394	Numeracy in the Life and Social Sciences

ASM 394	Paleoecology in Australopithecus and Early Homo at Hadar
ASM 394	Sedimentary Geology and Geochronology of Hadar, Ethiopia
ASM 401	Health and Human Biology
ASM 435	Archaeological Pollen Analysis
ASM 448	Geoarchaeology
ASM 450	Bioarchaeology
ASM 452	Dental Anthropology
ASM 454	Comparative Primate Anatomy
ASM 455	Primate Behavior Laboratory
ASM 446	Principles of Human Genetics
ASM 472	Archaeological Ceramics
ASM 459	Advanced Forensic Anthropology
ASM 494	Genetic Perspective on Modern Human Populations
ASM 494	Human Behavior through Bone Chemistry
ASM 494	Human Growth and Development
ASM 494	Introduction to SAS Programming
ASM 494	Mathematical Models in Ecology
ASM 494	Principles of Human Genetics
ASM 465	Quantitative Methods in Anthropological Research
ASM 414	Urban and Environmental Health
ASM 497	Advanced Human Osteology
ASM 497	Lithic Analysis
ASM 497	Paleopathology

D. Program Specific Electives.

- i. Total required program elective credit hours: 12
- ii. List the name, prefix, and credit hours for any program specific electives for this program:

Electives may be drawn from the list above, or from additional approved courses from a list maintained by the undergraduate committee.

E. Additional Program Requirements, if any. List and describe any capstone experiences, milestone, and/or additional requirements for this degree program: **6 credits**

All students must take one of the following (6 cr):

- ASM 465 Quantification & Analysis for Anthropologists (3) OR
- AML 400 Probability & Statistics with Applications to Life & Social Sciences (3) OR
- BIO 415 Biometry (3) OR
- STP 420 Introductory Applied Statistics (3)

AND

- MAT 251 Calculus for the Life Sciences- (3) OR
- MAT 265 Calculus for Engineers I (3) OR
- MAT 270 Calculus with Analytic Geometry I (3)
- Or approved equivalent (3 cr min.)

F. Are any concentrations to be established under this degree program? Yes No

- i. If "Yes", please check one:
 - Students must select a concentration as part of this degree program
 - Concentrations are optional

- ii. List courses & additional requirements for the proposed concentration (s):

Concentration Name	Total credit hours	Core/Required Courses for Concentration (include course name and prefix)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

4. NEW COURSE DEVELOPMENT

A. Will a new course prefix(es) be required for this degree program? Yes No

If yes, complete the [request for establishment of a new prefix](#) for each prefix and submit with this proposal.

B. New Courses Required for Proposed Degree Program. List all new courses required for this program, including course prefix, number and course description.

AML 400 Probability and Statistics with Applications to Life & Social Sciences (3)

Use of statistical methods to build and assess models in the life and social sciences.

ASM 300 Anthropological Sciences Seminar (3).

Introduces students to the process, parameters, and application of scientific approaches to anthropology.

5. PROGRAM NEED. Explain why the university needs to offer this program (include target audience and market).

In the 21st Century, a workforce with a truly global perspective – who can understand how multiple factors interact at and between the local, national and international levels to produce disparities, what we might do about it, and recognize that solutions as well as problems can cross both physical and cultural borders – is critical in any field, and it requires training in anthropology. At present, SHESC only offers a BA in Anthropology, a degree that does not provide the necessary math and science background for students interested in pursuing careers in Medicine, Public/Global Health Sciences, Computer Science, Informatics Forensics, Engineering, Economics, Biology, Psychology, Chemistry, Genetics, Business Administration, Statistics, Basic or Applied Mathematics. A high student demand is expected, because very few universities offer similar Bachelor of Sciences programs in Anthropology (mainly, University of California at Los Angeles, Emory University, Stanford University), and there is to our knowledge no other similar degree program offered in Arizona or the Southwest.

6. IMPACT ON OTHER PROGRAMS. List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

As we are already offering a BA in Anthropology, we expect impact on other programs to be subdued. However, the most likely impacted programs will be the BS programs in the School of Life Sciences.

7. PROJECTED ENROLLMENT How many new students do you anticipate enrolling in this program each year for the next five years? Please utilize the following tabular format.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year (Yr 1 continuing + new entering)	3 rd Year (Yr 1 & 2 continuing + new entering)	4 th Year (Yrs 1, 2, 3 continuing + new entering)	5 th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	30	50	70	100	120

8. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable). Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

NA

9. FACULTY and STAFF

a. **Current Faculty.** List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty who will teach in the program.

Alexandra Brewis

Ph.D., University of Arizona, 1992; Professor
Biocultural anthropology; human adaptation; human reproduction; medical anthropology; demographics; nutrition, growth and development

Anne Stone

Ph.D., Pennsylvania State University, 1996; Associate Professor
Ancient DNA research, genetics, human and non-human primate genetics

Barbara L. Stark

Ph.D., Yale University, 1974; Professor
Fellow, American Association for the Advancement of Science
Archaeology, complex society; Mesoamerica

Ben A. Nelson

Ph.D., Southern Illinois University—Carbondale, 1980; Professor
Archaeology, ethnoarchaeology, political transformations (especially in frontier contexts), long-distance exchange; Mesoamerica, Southwestern United States

Brenda J. Baker

Ph.D., University of Massachusetts—Amherst, 1992; Associate Professor
Bioarchaeology, human osteology, paleopathology; North America, Egypt, Nubia, Cyprus

C. Michael Barton

Ph.D., University of Arizona, 1987; Professor
Archaeology, hunter-gatherers and agricultural origins, human ecology, geoarchaeology, lithic technology, spatial technology and computer applications, evolutionary theory; Old World, Western North America

Carlos Castillo-Chavez

Ph.D., University of Wisconsin—Madison, 1984; Regents' Professor
Mathematical and theoretical biology, disease evolution, epidemiology

Christopher Carr

Ph.D., University of Michigan, 1979; Professor
Archaeology, method and theory, quantitative analysis, ecology, death and dying across cultures, mortuary practices, worldview, symbolism, style, art; Eastern United States

Christopher Stojanowski

Ph.D., University of New Mexico, 2001; Assistant Professor
Bioarchaeology, demographics, ethnohistory, forensic anthropology, mathematics and statistics, Native North America, Postcolonialism, quantitative methods

Curtis Marean

Ph.D., University of California—Berkeley, 1990; Professor
Human origins, evolution and diversity, societies and their natural environments, archaeology, paleoanthropology, zooarchaeology; Africa, Near East

David Abbott

Ph.D., Arizona State University, 1994; Associate Professor
Archaeology, community organization, ceramic analysis, large-scale irrigation management, quantitative analysis; Hohokam, Southwestern United States

Donald Johanson

Ph.D., University of Chicago; Professor
Paleoanthropology

Gary Schwartz

Ph.D., Washington University, 1997; Associate Professor
Anatomy and morphology, dental anthropology, human growth and development, paleoanthropology

Geoffrey Clark

Ph.D., University of Chicago, 1971; Regents' Professor
Fellow, American Association for the Advancement of Science
Old World prehistory, systematics in paleoanthropology, logic of inference, human evolution: Western Europe, Near East, Africa

Gerardo Chowell-Puente

Ph.D., Cornell University, 2005; Assistant Professor
Biostatistics, mathematical epidemiology

Jane Buikstra

Ph.D., University of Chicago, 1972; Professor
Member, National Academy of Sciences
Fellow, American Association for the Advancement of Science
Bioarchaeology, forensic anthropology, mortuary site archaeology, paleodemography, paleogenetics, paleopathology

Katherine A. Spielmann

Ph.D., University of Michigan, 1982; Professor
Archaeology, ecology, craft specialization, exchange; North America

Kaye Reed

Ph.D., State University of New York—Stony Brook, 1996; Associate Professor
Ecology, Paleoecology

Keith Kintigh

Ph.D., University of Michigan, 1982; Professor
Archaeology, quantitative analysis, sociopolitical organization, settlement patterns, archaeological data integration; Southwestern United States

Kelly Knudson

Ph.D., University of Wisconsin—Madison, 2004; Assistant Professor
Bioarchaeology, archaeological chemistry, residential mobility and paleodiet; Andes

Leanne Nash

Ph.D., University of California—Berkeley; 1973; Professor
Behavior analysis, ecology, primatology

Marco Janssen

Ph.D., Maastricht University—the Netherlands, 1996; Assistant Professor
Complex adaptive systems, global change, human-environment interaction, institutional analysis,
modeling and simulation, quantitative methods

Margaret C. Nelson

Ph.D., University of California—Santa Barbara, 1981; Professor
Fellow, American Association for the Advancement of Science
Archaeology, technology, land use, mobility; Southwestern United States

Mark Spencer

Ph.D., State University of New York—Stony Brook; Assistant Professor
Anatomy and morphology, biomechanics, dental anthropology, paleoanthropology

Marty Anderies

Ph.D., University of British Columbia, 1998; Associate Professor
Human ecology, human-environment interaction, mathematical bioeconomics, modeling and simulation

Michael E. Smith

Ph.D., University of Illinois—Urbana-Champaign, 1983; Professor
Mesoamerican archaeology, political economy of ancient states, urbanization, empires; Postclassic
Central Mexico, Aztecs

Michelle Hegmon

Ph.D., University of Michigan, 1990; Professor
Southwestern archaeology, social theory, socio-ecology, ceramics, gender

Rachel Scott

Ph.D., University of Pennsylvania, 2006; Assistant Professor
Bioarchaeology, identity, body and identity, social construction of disease and disability, mortuary
practices, osteology, paleopathology; Britain, Ireland

Rachel Scott

Ph.D., University of Pennsylvania; Assistant Professor
Bioarchaeology, body and identity, European archaeology, human osteology, identity formation, mortuary
practices, paleopathology, social construction of disease and disability

Steven Falconer

Ph.D., University of Arizona, 1987; Professor
Archaeology, complex societies, urbanism and ruralism, ceramic analysis, settlement patterns, landscape
change; Near East, Mediterranean Basin (especially Cyprus), Levant, Mesopotamia

William Kimbel

Ph.D., Kent State University, 1986; Professor
Fellow, American Association for the Advancement of Science
Human-environment interaction, human osteology, lithic technology, paleoanthropology

- b. **New Faculty.** Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty.

None required.

- c. **Administration of the program.** Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

The administration of the program will match and mirror that of the existing BA in Anthropology in all respects. The program will be supervised by the undergraduate committee composed of an undergraduate director, two undergraduate student advisors and faculty representatives of the Physical Anthropology, Archaeology and Socio-cultural approaches, and Environment, Technology and Society programs. The undergraduate committee oversees academic policies, curriculum planning, program activities and a faculty undergraduate director charged with everyday implementation. We have an existing student advisor and a curriculum and student services coordinator who will provide administrative support. No new administrative support is required.

10. RESOURCES (necessary to launch and sustain the program)

- a. Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

The library already has a basic core of books and journal in anthropological sciences. Facilities are adequate to initiate the proposed program. No additional faculty space is needed to establish this degree. Existing support staff in SHESC are more than adequate to initiate the instructional program.

- b. Explain where you will get the resources to support this program.

NA

APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS
(This information is used to populate the [Degree Search](#) /catalog website.)

1. Contact and Support Information

Office Location (Building & Room): SHESC 233

Campus Telephone Number: 480-965-6215

Program email address: shesc.undergrad@asu.edu

Program website address: shesc.asu.edu/undergraduate_studies

2. Additional Program Description Information

A. Additional program fee required for this program? Yes No

B. Does this program have a second language requirement? Yes No

3. Career Opportunities & Concentrations Provide a brief description of career opportunities available for this degree program. If program will have concentrations, provide a brief description for each concentration.

- Postgraduate academic research and teaching.
- Professional employment in heritage (cultural resource) management in the private or public sectors
- Consulting for large and small private and public organizations.
- Directing programs in the private or public sector.
- Providing healthcare as nurses, doctors or public or global health professionals.
- Analyzing and proposing policies.
- Acting as legal advocates in international cases.
- Curating cultural resources.
- Planning communities.
- Modeling infectious diseases.
- Directing nonprofit organizations.

4. Additional Admission Requirements If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

n/a

5. Keywords List all keywords used to search for this program. Keywords should be specific to the proposed program.
anthropology, human origins, ecology, environment, health, sustainability, biology, genetics, math, applied math, medicine, culture, paleoanthropology, archaeology, bioarchaeology, physical anthropology, biological anthropology, nursing, public health, dentistry, forensics, science

6. Area(s) of Interest

A. Select one (1) primary Area of Interest from the list below that applies to this program.

- | | |
|---|---|
| <input type="checkbox"/> Architecture, Construction & Design | <input type="checkbox"/> Engineering & Technology |
| <input type="checkbox"/> Artistic Expression & Performance | <input type="checkbox"/> Environmental Issues & Physical Sci |
| <input type="checkbox"/> Biological Sciences, Health & Wellness | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Business, Management & Economics | <input type="checkbox"/> Languages & Cultures |
| <input type="checkbox"/> Communication & Media | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Computing & Mathematics | <input checked="" type="checkbox"/> Social Science, Policies & Issues |
| <input type="checkbox"/> Education & Teaching | |

B. Select any additional Areas of Interest that apply to this program from the list below.

- Architecture, Construction & Design
- Artistic Expression & Performance
- Biological Sciences, Health & Wellness
- Business, Management & Economics
- Communication & Media
- Computing & Mathematics
- Education & Teaching
- Environmental Issues & Physical Sci
- Engineering & Technology
- Interdisciplinary Studies
- Languages & Cultures
- Law & Justice
- Social Science, Policies & Issues

Course Subject and Title (courses in <i>bold/shading</i> are critical courses)	Hrs.	Upper Division	Completed ATP: <input type="checkbox"/> Yes <input type="checkbox"/> No		Completed AGECS: <input type="checkbox"/> Yes <input type="checkbox"/> No	
			Transfer Course/Grade	Minimum Grade if Required	Additional Critical Tracking Notes	
TRACKING TERM ONE: 0-15 CREDIT HOURS						
First Year Seminar (191/194)	1	<input type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> ASU 101 is for ASU freshman students only Not required of transfer students Maintain 2.5 GPA in Critical Courses Consult academic advisor for Academic Success Clusters and First Year Seminar options. Field School Opportunities: (Archaeological, Physical or Ethnographic) can be used toward the core requirements in place of on campus courses. 	
ASB 102: Introduction to Cultural and Social Anthropology (SB, G), ASM 104: Bones, Stones and Human Evolution (SG) or ASB 222: Buried Cities and Lost Tribes (or ASB 223: Buried Civilizations of the Americas) (HU/SB, G, H) or AML 100 Applied Math for the Life and Social Sciences	3/4	<input type="checkbox"/>		Grade of C		
MAT 170: Pre-calculus (MA)	3	<input type="checkbox"/>		Grade of C		
ENG 101/107: First-Year Composition/English for Foreign Students ENG 102/108: First-Year Composition/ English for Foreign Students ENG 105: Advanced First-Year Composition WAC 101: Intro to Academic Writing	3	<input type="checkbox"/>		Grade of C		
General Elective	3	<input type="checkbox"/>				
HU	3	<input type="checkbox"/>				
TRACKING TERM TWO: 16-30 CREDIT HOURS						
ASB 102: Introduction to Cultural and Social Anthropology (SB, G), ASM 104: Bones, Stones and Human Evolution (SG) or ASB 222: Buried Cities and Lost Tribes (or ASB 223: Buried Civilizations of the Americas) (HU/SB, G, H) or AML 100 Applied Math for the Life and Social Sciences	3/4	<input type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> Maintain 2.5 GPA in Critical Courses 	
ENG 101/107: First-Year Composition/English for Foreign Students ENG 102/108: First-Year Composition/ English for Foreign Students ENG 105: Advanced First-Year Composition	3	<input type="checkbox"/>		Grade of C		
MAT 251: Calculus for the Life and Social Sciences or MAT 270 Calc w/ Analytical Geo. or MAT 265 Calc for Engineers (MA)	3	<input type="checkbox"/>		Grade of C		
Elective	3	<input type="checkbox"/>				
SQ	4	<input type="checkbox"/>				
TRACKING TERM THREE: 31-45 CREDIT HOURS						
ASB 102: Introduction to Cultural and Social Anthropology (SB, G), ASM 104: Bones, Stones and Human Evolution (SG) or ASB 222: Buried Cities and Lost Tribes (or ASB 223: Buried Civilizations of the Americas) (HU/SB, G, H) or AML 100 Applied Math for the Life and Social Sciences	3/4	<input type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> Completed First Year Composition Requirement Completed MAT 251 Maintain 2.5 GPA in Critical Courses 	
CLAS Science and Society Course	3	<input type="checkbox"/>		Grade of C		
SB	3	<input type="checkbox"/>				
Elective (C)	3	<input type="checkbox"/>				
Elective	3	<input type="checkbox"/>				
TRACKING TERM FOUR: 46-60 CREDIT HOURS						
ASB 102: Introduction to Cultural and Social Anthropology (SB, G), ASM 104: Bones, Stones and Human Evolution (SG) or ASB 222: Buried Cities and Lost Tribes (or ASB 223: Buried Civilizations of the Americas) (HU/SB, G, H) or AML 100 Applied Math for the Life and Social Sciences	3/4	<input type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> Math completed Maintain 2.5 GPA in Critical Courses 	
Anthropology Elective	3	<input type="checkbox"/>		Grade of C		
Literacy (L)	3	<input type="checkbox"/>				
UD Elective	3	<input checked="" type="checkbox"/>				
Elective	3	<input type="checkbox"/>				
TRACKING TERM FIVE: 61-75 CREDIT HOURS						
ASM 300 Anthropological Sciences Seminar	3	<input checked="" type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> Maintain 2.5 GPA in Critical Courses 	
UD Anthropology Elective	3	<input checked="" type="checkbox"/>		Grade of C		
UD CLAS Science and Society Course	3	<input checked="" type="checkbox"/>				
Elective	3	<input type="checkbox"/>				
Elective	3	<input type="checkbox"/>				
TRACKING TERM SIX: 76-90 CREDIT HOURS						
UD Anthropology Science Course	3	<input checked="" type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> Maintain 2.5 GPA in Critical Courses 	
UD Anthropology Elective	3	<input checked="" type="checkbox"/>		Grade of C		
ASM 465 or AML 400 or STP 420 or BIO 415 Biometry (CS)	3	<input checked="" type="checkbox"/>		Grade of C		
UD Literacy (L)	3	<input checked="" type="checkbox"/>				
UD Elective	3	<input checked="" type="checkbox"/>				
TRACKING TERM SEVEN: 91-105 CREDIT HOURS						
UD Anthropology Science Course	3	<input checked="" type="checkbox"/>		Grade of C	<ul style="list-style-type: none"> Maintain 2.5 GPA in Critical Courses 	
UD Anthropology Elective	3	<input checked="" type="checkbox"/>		Grade of C		
UD Elective	3	<input checked="" type="checkbox"/>		Grade of C		
Elective	3	<input type="checkbox"/>				
Elective	3	<input type="checkbox"/>				
TRACKING TERM EIGHT: 106-120 CREDIT HOURS						
UD Anthropology Science Course	3	<input checked="" type="checkbox"/>				

UD Anthropology Science Course	3	<input checked="" type="checkbox"/>		
UD Elective	3	<input checked="" type="checkbox"/>		
Elective	3	<input type="checkbox"/>		

Graduation Requirements Summary

Total Hours (120)	Total Hrs at ASU (30)	Hrs Resident Credit for Academic Recognition (56)	Transfer UD Bus. Hrs (9)	Overall GPA (9 max)	BUS GPA (2.000 Min.)	Major GPA (2.000 Min.)	C Min. Req.	Total UD Hrs (51)	Total Comm. College Hrs. (64 Max)	Total Comm. Coll. Bus. Hrs. (32 Max)

General University Requirements: Legend

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative applications (CS)
- Humanities, Fine Arts, and Design (HU)
- Social and Behavioral Sciences (SB)
- Natural Science-Quantitative (SQ)
- Natural Science-General (SG)
- Composition (Comp)

Additional Notes:

There is room in this roadmap to add a concurrent degree, a minor or a certificate.