SFU Archaeology PhD student Aurora Camaño and supervisor, Assistant Professor Sabrina Higgins, on site in Konjuh Macedonia-Golemo Gradiste summer 2018.
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WELCOME
Welcome to graduate study in the Department of Archaeology! This Guide is designed to help students understand the operation of the on-campus MA and PhD programs, and to provide advice on how to complete all requirements. Students can also consult our webpages (www.sfu.ca/archaeology) for information relating to our Department and for an online PDF copy of this guide. In addition, there are two important documents that should be read by all graduate students and faculty members because they contain material not included in this Guide: general regulations governing Graduate Studies are published in the SFU Calendar (students.sfu.ca/calendar); and the Graduate and Postdoctoral Studies website provides information on regulations and funding (www.sfu.ca/dean-gradstudies).

The Department of Archaeology welcomes students from all backgrounds. The University and student societies provide a wide range of supports and services to enhance your experience here. The Indigenous Student Centre (ISC, www.sfu.ca/students/indigenous) and Office for Aboriginal Peoples (OAP, www.sfu.ca/aboriginalpeoples) provide community and information for Indigenous students, and if you have any questions regarding other resources at SFU you are also welcome to contact Graduate and Postdoctoral Studies (www.sfu.ca/dean-gradstudies/indigenous-aboriginal-students) and their Indigenous Graduate Coordinator at gsindig@sfu.ca. International students can find a virtual orientation (www.sfu.ca/dean-gradstudies/new_graduate_students/before_you_arrive/orientation) and information about applying for a Study Permit at Graduate and Postdoctoral Studies (www.sfu.ca/dean-gradstudies/international-students/current/find-resources). There is also International Services for Students (ISS, www.sfu.ca/students/iss) at SFU which offers programs and services to support international students.

Any disagreement between this Guide and general SFU regulations is unintentional and the latter take precedence, except where the Calendar states that departmental practice takes precedence.

Separate information is available for students in the online MA program in Heritage Resource Management (HRM).

ORGANISATION AND ADMINISTRATION
The Department of Archaeology offers on-campus MA and PhD Programs. The department also offers an online professional MA program in Heritage Resource Management.

Within the Department the Graduate Programs are supervised by the Graduate Program Committee (GPC), which consists of all faculty members, and a Graduate Student Representative. It is chaired by the Graduate Program Chair and the Graduate Program Assistant is the non-voting secretary. Most of the work of this committee is delegated to the Graduate Executive Committee (GEC), consisting of the Graduate Program Chair, two faculty members, the director of the HRM MA, and a Graduate Student Representative. The Graduate Program Assistant is the non-voting secretary. The GEC deals with the day-to-day running of the Graduate Program. The full committee (GPC) only meets when Program changes are proposed, when graduate applications are being considered, and to conduct Annual Progress Reviews. The Graduate Student Representative is elected by the Graduate Caucus to sit on both the GPC and the GEC. The HRM MA program is managed by a director and steering committee, all of whom are faculty members. However, decisions about admission, student progress, and program changes are brought to the GPC.

ACADEMIC ADVICE
Initially, supervisors will help students get started on course work and will provide advice on research direction. Students establish a supervisory committee by the end of the second term of enrolment. This will consist of a senior supervisor and at least one other SFU faculty member. A form must be filled out which defines the committee. It is available from the Graduate Program Assistant and at the Graduate and Postdoctoral Studies website (www.sfu.ca/dean-gradstudies).

Students are expected to meet on a regular basis with their supervisor, and at least twice a year (preferably once per term) with their full committee (see Biannual Progress Reviews). Students are expected to keep their committee informed about activities, and to arrange meeting times. Anyone having problems organising committee meetings should consult the Graduate Program Chair.
STUDENT CONDUCT
You have a responsibility to ensure you are familiar with the generally accepted standards and requirements of academic honesty (students.sfu.ca/academicintegrity.html). Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

Academic dishonesty in any form will not be tolerated. All members of the university community share the responsibility for upholding SFU’s academic standards and reputation. Academic honesty is a cornerstone of the development and acquisition of knowledge. Academic honesty is a condition of continued membership in the University community. SFU’s code of academic honesty is contained in policy S10.01–S10.04, is printed every term in the course timetable and exam schedule, and can be found at www.sfu.ca/policies/gazette/student.html.

Please go to the SFU Library website at www.lib.sfu.ca/help/academic-integrity/plagiarism-tutorial to try the online tutorial on plagiarism. It will only take you a few minutes, and will help you gain a better understanding of plagiarism as it is defined in Canada. Some instructors may include this tutorial as part of their course.

REPRESENTATION
The Archaeology Graduate Student Caucus (AGSC) consists of all graduate students in the Department. The AGSC receives basic funding from the SFU Graduate Student Society (GSS) to support its activities. Regular meetings are held and all graduate students are encouraged to attend. The Caucus elects several executive positions to help run the caucus, as well as representatives for Department and GPC meetings. The AGSC acts as an advocate for graduate issues within the department and liaises with the SFU GSS, the Teaching Support Staff Union (TSSU), and other relevant campus organizations. The AGSC also organises academic and social events, and is given the responsibility of allocating space in the Grad Lab through the space committee representative (see below). Some travel funding is available through the AGSC — to qualify, students must attend a minimum of four AGSC meetings annually and/or serve as a committee or executive member.

CENTRE FOR ACCESSIBLE LEARNING (CAL)
If you have a documented or suspected disability, the Centre for Accessible Learning may be able to help you. They can review eligible students’ disability documentation and recommend reasonable academic accommodations to offset the effects of their disability on academic life, as well as act as liaisons between students and faculty in the implementation of disability related services and accommodations. See students.sfu.ca/disabilityaccess.html.
ENTERING THE PROGRAM

New graduate students must meet with their supervisor and potential committee members before the end of the first September of enrolment (see below under Biannual Progress Review). At this first meeting students will be asked about their goals and interests, as well as background strengths and weaknesses. This is not an examination, but allows an assessment of the student’s needs. At the meeting coursework will be planned. Normally these will be graduate courses, although the committee may suggest that a student take undergraduate courses in areas necessary for thesis research. Graduate students are strongly encouraged to discuss their research activities with all faculty members, not just their supervisory committees.

REGISTRATION/ENROLLMENT

SFU has three terms per year. Students must register (enrol) and pay fees for every term in which they are enrolled, **including those spent on-leave and when no formal courses are taken** (e.g., summer). Various options are described in the Graduate and Postdoctoral Studies website (www.sfu.ca/dean-gradstudies), including part-time and on-leave registration. There are no fees associated with approved medical leaves that are accompanied by an approved medical note. These leaves are approved by Graduate and Postdoctoral Studies. It is the responsibility of the student to ensure continuity in registration. Keep in mind that the University imposes financial penalties for late registration. The Registrar’s Office (MBC 3211) deals with fees, course changes, and related matters. Students can register for courses online via the Student Information System (SIMS).

FUNDING

A variety of funding opportunities are available for graduate students. These are summarized below, but students should check details about eligibility, application processes and deadlines. The Department will circulate information about awards on a regular basis, but students should also be proactive in searching for funding.

- **DONOR AND EXTERNAL AWARDS**
  Graduate and Postdoctoral Studies maintains an online database on a wide range of internally and externally funded scholarships and awards (www.sfu.ca/dean-gradstudies/awards.html). Some of this information will be posted periodically on the Archaeology Department email lists. The Graduate Program Assistant will do their best to send out reminders of approaching deadlines, however, it is the student’s responsibility to find out about scholarships, and to apply for them before the deadline. Students should begin the application process well in advance of the deadline because some awards require extensive documentation, such as a proposed thesis outline and official transcripts. The department encourages all eligible students to apply for external scholarship support through SSHRC competitions for both MA and PhD research. In some cases, students **must** apply for external awards in order to be eligible for internal awards.

- **GRADUATE FELLOWSHIPS**
  Each department at SFU is provided with funding for a number of Graduate Fellowships annually. Department criteria for evaluation of Graduate Fellowship applications are outlined in Appendix A of this document.

- **RESEARCH ASSISTANTSHIPS**
  Some faculty members are able to support students as Research Assistants, paid from research grants. Intending applicants should contact potential supervisors to ascertain the possibility of such employment prior to accepting an offer of admission. Information about how to appoint an RA is on the Department website (www.sfu.ca/archaeology/administration/ra).

- **TEACHING ASSISTANTSHIPS**
  Registered graduate students have priority for employment as teaching assistants and tutor markers across the university. Information on these employment opportunities will be announced via email, and are also posted on a centralized board with Graduate and Postdoctoral Studies 10 weeks prior to the start of the next term (www.sfu.ca/dean-gradstudies/job-postings). Graduate students are responsible for checking email regularly and for following application processes.
Graduate students may be employed as Teaching Assistants (TA), Tutor Markers (TM), Sessional Instructors (SI) or Lab Instructors (LI). TAs and TMs are employed for one term to assist instructors in teaching duties. TAs run tutorials and labs, advise students, and mark assignments and exams. TMs assist in the delivery and marking of online courses. SIs are hired on a temporary basis to teach a course for one term. Graduate students may apply for SI positions. Normally, the Department tries to hire SIs who have an MA or PhD. Occasionally the Department is allowed to hire part-time temporary LIs, usually to help with field schools or lab intensive courses such as Osteology.

Working conditions and rates of pay for TAs, TMs and SIs are governed by a collective agreement between the Teaching Support Staff Union (TSSU) and SFU. TAs, TMs and SIs should read the relevant parts of the collective agreement carefully before beginning work (www.sfu.ca/human-resources/tssu). LIs are covered by the agreement between the Faculty Association and SFU (www.sfu.ca/faculty-relations/collectiveagreement).

TA hiring is guided by the department’s “Procedures for the Recommendation of TAs” (see Appendix B).

• BURSARIES AND WORK STUDY
Bursaries are awarded primarily on financial need. They are a supplemental source of funding for students with high financial need. See: www.sfu.ca/students/financialaid/grad/bursaries.

The Work-Study Program provides funding for students to work for one term on campus, usually as a research assistant. Applicants must demonstrate financial need. See: www.sfu.ca/students/financialaid/grad/work-study.
PAYROLL AND KEYS
The Graduate Program Assistant is responsible for issuing all keys. As key requests take several days, it is recommend-
ed that new students request keys to areas such as the grad lab as soon as possible. If keys are required for lab space, the student’s supervisor must send an email request to gpcarch@sfu.ca.

Information about departmental appointments can be obtained from the Department Office Manager or the Chair’s Assistant & Graduate Program Assistant. General information about your pay stubs or benefits can be obtained from payroll@sfu.ca.

SPACE
Normally graduate students actively working on research or courses will be assigned space in the Grad Lab (EDB 9601). Allocation of space in this room is overseen by the AGSC through the space committee representative. Space requests should be made by students or their respective supervisors through the Graduate Program Assistant. Students who hold space in the Grad Lab should respect their fellow students’ space and learning environment by keeping noise to a minimum as well as keeping the space clean and free of clutter. Due to limitations for space it may be necessary to share desk space with other graduate students. If students are not utilizing their space effectively, students may be required to give up or share their space. Please communicate any need or changes to your desk space with the AGSC space representative to avoid problems and delays in space allocation. When students have completed the program, or do not require space in the grad lab, it must be vacated as soon as possible The Department Chair will adjudicate any disputes that arise over space in the grad lab.

There is a small kitchen space in the Grad Lab with various appliances and graduate students are free to use this space. Please make sure to keep it clean and respect others’ use of the space.

Graduate students with teaching responsibilities will be assigned additional space in which to meet students. A Teaching Assistant Office (EDB 9622) is provided for this purpose, but classrooms are also used. Under no circumstances is the Grad Lab to be used for student consultations.

Students can obtain extra research space for short time periods by asking the Space Committee, consisting of the Lab Manager (Shannon Wood), the graduate student representative, and the Department Chair. Although the Department will try to meet all reasonable requests, space is very limited.

TELEPHONE
The telephone available to grad students is in the grad lab (778-782-4178). This telephone cannot be used for long distance calls.

EQUIPMENT AND SUPPLIES
The Lab Manager may be able to allow access to Department equipment. Supervisors also may have equipment that is accessible to their students.

COLLECTIONS
The Museum Director (Barbara Winter) can arrange access to the museum collections. The Department Chair is in charge of human osteology collections. The Lab Manager is responsible for all other research collections.
COMPUTERS
Computing equipment and software are accessible in various ways. Approximately 10 weeks prior to the start of the Program, students who have paid their admission deposit will be able to activate their SFU Computing ID for access to wifi, email, enrollment, the library, and other SFU services (www.sfu.ca/itservices/accounts). A number of software packages are available for free, or at greatly reduced cost, from SFU IT Services to registered students at SFU (www.sfu.ca/itservices/technical/software).

Graduate student email addresses will be added to the graduate student mail list (arch-grad-all@sfu.ca), which goes to all graduate students, and the graduate secretary. Much important information such as notification of application deadlines and department events is disseminated on this list. Graduate students are also able to post to this list. On-campus graduate students are also part of arch-grad@sfu.ca for communication between on-campus cohorts.

Computers are available in various locations throughout the University. The Lab Technician also can provide information about the availability of hardware and software.

PHOTOCOPYING & SCANNING
The Department photocopier/printer is available to graduate students for both graduate related and course related materials. Personal photocopying should be done using your personal PaperCut account. Students must document usage on the sheets provided in the copier room. Charges for photocopying will only apply to usage that exceeds $5.00 a month. Jobs of more than 15 pages for teaching purposes must be submitted to the general office staff, who will send them to Document Solutions. Please submit materials 7 days in advance, especially during the first and last week of each term. The Department encourages you to use the photocopiers scanning function which has no cost associated with use, and this is a good alternative to photocopying.

You can find out how to set up the copier/printer on your computer here: www.sfu.ca/itservices/technical/sfu-print/how-to-guides. Due to cost, we recommend scanning, or copying and printing in black and white.

Find out more about printing in the library or student computing labs here: www.sfu.ca/itservices/technical/student-printing.

LIBRARY/ID CARDS
Library/ID Cards are issued to new students 24 hours after you have enrolled in your classes. Find out where to get them here: www.sfu.ca/idcard/getting-card/new-students. Please bring a valid photo ID.

TRANSPORT
Parking permits can be arranged during the first two weeks of classes at Parking & Sustainable Mobility (www.sfu.ca/parking). SFU student ID is necessary to obtain a parking space. It is not possible to park on campus without a permit and Visitor Parking rates are high. Please note that students cannot park in the Archaeology Department loading bay area. For information on bus service and student bus passes go to the Student Society general office (www.sfu.ca/students). As a graduate student at SFU you are part of the UPass BC Program, allowing access to greatly discounted transit passes (www.sfu.ca/students/upass).

HOUSING
There are offices that assist students in arranging campus and off-campus housing (www.sfu.ca/students/residences).
CHOOSING A SUPERVISORY COMMITTEE

By the end of the second term, the student, in consultation with their senior supervisor will decide on the additional committee members. Committee members can come from within the Department or outside. Normally they must hold a PhD, and in order to serve on a doctoral committee the member must have experience with graduate supervision of doctoral students. In exceptional cases committee members without a PhD but with relevant professional experience may be recommended as committee members. Once additional committee members have agreed to serve on the student’s committee, students or supervisors can contact the Graduate Program Assistant to ensure the appropriate forms are submitted to the Graduate and Postdoctoral Studies office.

A minimum of two people (the supervisor and one other person) are required on the supervisory committee, and other members should be added as necessary for adequate supervision of the thesis research.

BIANNUAL GRADUATE PROGRESS REPORTS

Graduate and Postdoctoral Studies requires that the progress of each student be reviewed annually, and that the student be notified of the outcome of this evaluation (www.sfu.ca/dean-gradstudies/current/gpr). The Archaeology Department requires graduate students to undergo Biannual Graduate Progress Reports, which take place in September (Annual Graduate Progress Report) and in March (Interim Graduate Progress Report). Students and faculty will be informed by email of the processes to be followed and the deadlines for completion of the progress reviews. Students are responsible for completing their sections of the progress report in a timely manner – note that this is an iterative process, and students should check their email accounts to stay informed about the next step in the process. Students are also responsible for arranging a meeting of their full supervisory committee, at which time their progress will be discussed and goals will be set for the next 6 months.

Faculty members (senior supervisor and other committee members) are responsible for timely completion of their portions of the progress review. The Progress Review is expected to be completed within 6 weeks.

GRADUATE COURSEWORK

We encourage students who have already taken our Graduate courses to find other valuable courses at SFU or at another institution through the Western Deans Agreement, rather than repeat a course. Any deviations from the regular course requirements must be approved by the GEC.

MA

This program consists of the following sequential steps for a minimum of 33 units: course requirements, thesis prospectus, colloquium presentation, advancement to candidacy, thesis completion, and defence. The course requirements, thesis prospectus, and the colloquium presentation should be completed by students by the end of the second term. Please refer to the Calendar for the most recent information about required courses (www.sfu.ca/students/calendar/programs/archaeology/master-of-arts).

Normally students must complete the following:
- ARCH 871 - Archaeological Theory (5)
- ARCH 872 - Graduate Seminar in Archaeology and Prehistory (1)
- ARCH 873 - Graduate Seminar in Archaeology and Prehistory (1)
- ARCH 876 - Research Design (5)
- and one or more additional courses with a minimum of three units and approval by the supervisory committee
**PHD**

This program consists of the following sequential steps for a minimum of 21 units; course requirements, comprehensive exam, thesis prospectus, colloquium presentation, advancement to candidacy, thesis completion, and defence. Please refer to the Calendar for the most recent information about required courses (www.sfu.ca/students/calendar/programs/archaeology/doctor-of-philosophy).

Normally students must complete the following
- ARCH 871 - Archaeological Theory (5)
- ARCH 872 - Graduate Seminar in Archaeology and Prehistory (1)
- ARCH 873 - Graduate Seminar in Archaeology and Prehistory (1)
- ARCH 876 - Research Design (5)
- and one or more additional courses with a minimum of three units and approval by the supervisory committee.
- Doctoral students entering with an MA from the Department of Archaeology at Simon Fraser University are required to take three courses for a minimum of thirteen units.
- and a prospectus and presentation of colloquium, ARCH 874 - PhD Prospectus & Colloquium (0)
- and a comprehensive exam, ARCH 875 - PhD Comprehensive Examination (0)

**FREQUENCY OF COURSE OFFERINGS**

The Department does not have sufficient resources to offer large numbers of graduate courses. ARCH 871 is offered annually in the fall term and is required of all students. The other mandatory graduate course, ARCH 876, is offered annually in the spring term. Directed Readings courses may be arranged for any term that is agreeable to both the student and the faculty member who will supervise the course. The form for a Directed Reading is available from the Graduate Program Assistant. Special topics courses are occasionally offered when faculty are available and there is sufficient student demand. If sufficient numbers of students want a new course, they should consult the Grad Chair who will approach the Department Chair with a proposal that the course be offered.

**GRADING PRACTICES**

In order to avoid confusion about grading practices for graduate courses, a reminder of SFU policies and practices is included below. Consult the University Calendar (www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation) for more detailed information:
- Admission to the Graduate Program does not guarantee continuation in the Program. The latter is based on the evaluation of the student’s performance, formally recorded as course grades from A+ to F. A student whose cumulative grade point average falls below 3.00 (B) may not continue in the Program unless they appeal first to the supervisory committee and this appeal is sustained by a series of committees further up in the administrative hierarchy.
- A graduate student shall be graded on the basis of their performance in the course for which they are registered. No instructor shall guarantee an “A” or any other grade in advance of evaluation of a student’s performance; to do so would be a violation of university rules and the faculty code of ethics.
- Faculty are obliged to critically evaluate examinations, essays, term papers, and seminar presentations, and provide graduate students with feedback, particularly in those areas in which the student’s performance and scholarship could be improved. It is in the best interests of the graduate student that such evaluation be critical in the hope that this will not only improve scholarship, but will prepare them for the peer evaluations that will be part of their professional careers. However, faculty should remember that criticism of students’ work should point out both positive and negative aspects.
- Students wishing to take a course on an S/U basis must have this approved by both their supervisory committee and the GPC. These rules prohibit a change in the basis for grading once registration has taken place. While S/U courses carry credit if an S grade is awarded, they do not count toward degree requirements. Graduate courses may not be audited.
PROSPECTUS AND COLLOQUIUM

The graduate colloquium is a public presentation intended to serve the following functions:

1. To inform the department of a graduate student’s research plans;
2. To allow the student to benefit from the collective knowledge and critical opinion of the department in planning and conducting their research;
3. To provide training in professional oral presentation.

The colloquium provides an opportunity for students to improve the design and execution of their research. It should be presented before data collection and research, not afterward!

MA students develop a written thesis prospectus and colloquium presentation as part of ARCH 876 (spring term of their first year).

PhD students develop a prospectus to the satisfaction of their senior supervisor, which must be circulated to all faculty members at least one week prior to the presentation of their colloquium, normally in the spring or summer term of their second year.

The oral presentation should last approximately 20 – 25 minutes, followed by questions and comments. Faculty present at the colloquium meet after the question period and provide the supervisor and student (attendance by the student is not mandatory) with an evaluation of the colloquium and research proposal. Colloquia are not judged on a pass/fail basis but it is expected that comments provided by faculty and other departmental members be taken seriously. Following the colloquium, the proposal is revised in consultation with the senior supervisor based on comments received, and is then placed in the student’s file.

Any major change in thesis topic (e.g., change in regional focus or in a critical methodology) requires the consent of the entire supervisory committee and the presentation of a new prospectus and colloquium.

THE PHD COMPREHENSIVE EXAMINATION

PhD examinations (ARCH 875) are meant to be conceptual and integrative in nature. A successful examination should demonstrate familiarity with fundamental data and their use to explore major conceptual, analytical, and synthetic problems in a mature, scholarly manner. There are no comprehensive exams in the MA program.

• STEP 1: APPROVAL OF “FIELD STATEMENT AREAS”
By the end of the second term in the Program, the PhD student will have a supervisory committee in place. The student, in consultation with their supervisory committee will choose three “statement of field” areas for the comprehensive exam. Each “statement of field area” should be the equivalent (in breadth) of a major publishable literature review, or “recent advances” journal article. The three areas selected should be relevant to the proposed dissertation research. At least one of the field statements should cover a methodological issue and at least one should cover a theoretical issue.

The students will then submit the three proposed topics to the Archaeology GEC for approval. For each topic, the student will prepare a paragraph (abstract) describing what they will cover in the field statements. The GEC may go back and forth with the student to help them narrow or expand their topics, before each abstract is approved. The Archaeology GEC must approve the topics before the student proceeds with the written statements of field.

• STEP 2: WRITING THE STATEMENTS OF FIELD
By the end of the sixth term in the program, the student will produce a critical, synthetic essay for each of their field areas. The student’s supervisory committee will advise the student on reading lists and standards. We also encourage the student to go beyond the supervisory committee to seek additional expertise. The student, together with their primary
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supervisor, will determine when the three field statements are complete and can be submitted to the GEC for the oral exam. It is not the supervisor’s responsibility to edit the student’s field statements.

Each field statement should:

1. Include a minimum of 70 references, including up-to-date references. There is no maximum, but about 100 references is a good target.
2. Be modeled on an Annual Review of Anthropology review paper in terms of breadth of topic and coverage.
3. Be sufficiently distinct from each other that they could each be submitted to a review journal and be considered separate submissions.
4. Be 5000-7000 words in length, not including bibliography, as per Annual Review of Anthropology guidelines.

**STEP 3: THE ORAL EXAMINATION**

Once the senior supervisor receives examinable versions of all field statements from the candidate, the senior supervisor will:

1. Schedule an oral examination with GEC approval;
2. Decide on an external examiner with the GEC;
3. Ensure that the three field statements are submitted to the Graduate Chair and the Graduate Program Assistant to then be distributed to the examining committee.

**Scheduling the Exam**

Under normal circumstances, the exam will be set for a minimum of 4 weeks after submission of the field statements to the Graduate Chair. This is required so that the examining committee has sufficient time to read all field statements. The exam date will be chosen by the Graduate Chair, in consultation with the Senior Supervisor and the PhD Candidate.

**The Examining Committee**

The examining committee will consist of the student’s supervisory committee and one external examiner who is NOT a member of the student’s dissertation committee. The examining committee will consist of a minimum of three people.

**The Exam**

The oral examination will be a closed examination (exam committee and student only), chaired by the Archaeology Graduate Chair or their designate, who will be the (non-voting) chair of the oral examination.

The exam will begin with a short (~20 minute) introduction by the student about the three statements of field and how they are connected to their thesis research. The examination will then consist of rounds of questions from the committee, exploring the candidate’s understanding of their declared field statement areas, clarifying committee questions regarding the student’s written submissions, and discussing the relationship of the field statements to the student’s proposed dissertation research. Normally, there are two rounds of questions.

At the end of the examination, the student will leave the room and the committee will discuss the student’s combined written and oral performance for each of the declared field statement areas. If, after oral examination, the committee expresses concern about the student’s performance in the written and/or oral presentations, the committee will advise the student on necessary remedial work to improve on that work. At the discretion of the examining committee, this may include further required coursework on the topic, further written work, re-writing of the statement of field, and/or a new oral examination of this field area. The examining committee will set specific timelines for achieving this remedial work and will outline how that work will be re-examined (simple approval by the senior supervisor, circulation of further written work to the entire committee, completion of specified course(s) achieving a particular grade, etcetera). The Graduate Chair or designate will write a clear memorandum to the student outlining the committee’s decision and the remedial steps and timetable for any forms of required further work and/or re-examination.
In cases where remedial work is extensive, the examining committee may choose to review written re-submissions and/or re-examine the student orally on a given field statement. After an oral re-examination, if the committee concludes (by simple majority vote) that the student is still insufficiently prepared in this/these field area(s), the student will be required to withdraw from the PhD program without further chances for re-examination.

**GRADUATE THESES**

Graduate theses should be problem oriented, and the importance of the problem to the discipline should be clearly indicated. Theses normally progress through a sequence of phases. The prospectus and colloquium define the research questions and allow for input from knowledgeable faculty and colleagues. The comprehensive exam (PhD only) ensures that students have an appropriate background knowledge to conduct the research. Data acquisition and analysis provide an opportunity for the student to make a unique contribution to knowledge. Finally, writing and defending the thesis allow for public presentation of research results.

Students and supervisors should note that two general models of a thesis are permitted in the Department of Archaeology. The “traditional” thesis format consists of a body of previously unpublished work authored solely by the student. The “article collection” thesis consists of one or more “stand-alone” papers that may be authored solely by the student or co-authored with others, together with an introduction, discussion and conclusion authored solely by the student. “Stand alone” papers may be unpublished, “in press” or published.

If a thesis topic involves research on or with human subjects, approvals may be required from the Office of Research Ethics before any work commences. If students are uncertain about whether or not ethics approval is required, they should consult SFU policy (www.sfu.ca/policies/gazette/research/r20-01.html) and speak to their senior supervisor. Applications are completed through the SFU Research Gateway (www.sfu.ca/research-admin-system.html). If a thesis topic involves research on living animals, students should consult policy R20.03 (www.sfu.ca/policies/gazette/research/r20-03.html) and discuss with their supervisor what protocols and permissions are required before beginning any research.

**DATA ACQUISITION AND ANALYSIS**

Data acquisition and analysis normally follow the colloquium and should culminate in the production of a complete rough draft of the thesis. Students who need access to space, special equipment or collections should discuss this with the museum director and/or the laboratory manager. Student and supervisor should meet regularly throughout this period to ensure that the data collected will be appropriate for the intended research. It is the responsibility of the student to maintain this communication. Students should also discuss with their supervisors how primary data are to be archived. If students are acquiring physical objects that should be archived, this should be discussed with the supervisor and the museum director and/or laboratory manager before the research begins.

**WRITING THE THESIS**

Graduate degree candidates should realise that successful degree completion requires appropriate writing and data presentation abilities. Above all, these include clear, logical presentation of concepts and data, and development of arguments, as well as acceptable grammar and spelling. While supervisors may indicate specific writing problems in theses, it is not their role to clarify poor logic, confusing presentations, or to improve poor grammar. Students should make every effort to eliminate these problems prior to submitting any draft.

It is strongly recommended that before intensive writing begins, students should consult SFU Bennett library webpages for extensive advice in formatting theses and tips on the timely completion, copyright law, and more (www.lib.sfu.ca/help/publish/thesis). The Graduate Research Commons (www.lib.sfu.ca/about/branches-depts/rc) has resources available to students to help with thesis templates, formatting, and provides applicable workshops to graduate students who are in the writing stages of their programs. It is also highly advisable to make an appointment with the Assistant for Theses at this early stage. Do not wait until the last minute, as it can be difficult to obtain an appointment. Appointments can be made through the Graduate Research Commons website.
• FORMAT AND STYLE

Students should consult the Graduate Research Commons for all thesis formatting and style guides (www.lib.sfu.ca/about/branches-depts/rc/writing/theses). Students are free to set up an appointment with the Theses Assistant through this website as well. Students are encouraged to use the thesis template at the very beginning stages of writing to minimize formatting issues before submission to the library. Thesis submission can be done from off-campus as everything is done electronically using PDF’s and the electronic upload features of the thesis registration system (theses.lib.sfu.ca). All applicable forms can be obtained from the Graduate Program Assistant and/or from the Graduate Research Commons.

SFU regulations allow material already published by the student, whether as sole author or a co-author, to be used as part of the thesis (this includes “in press” material). This material must relate clearly to the goals of the thesis research, and must have been completed during the student’s time in the archaeology program. Arrangements to include such publications in the thesis should be made between the student, co-authors, original publisher, and the supervisory committee well in advance of the presentation of the work in the thesis. An initial written agreement between the senior supervisor and the student on the inclusion of published material is strongly recommended, as this avoids later disputes over the appropriateness of such an approach.

Students who intend to develop their thesis from previously published or “in press” research should consult the thesis assistant in the Library before they begin writing for current rules and advice, including formatting, copyright and other necessary permissions. In addition, the Department of Archaeology will expect the following:

a. a clear statement in the thesis as to the student’s role in co-authored work, and a clear statement as to which sections of the thesis are authored solely by the student
b. one or more chapters authored solely by the student that describe the purpose of the research, that explain how the previously published works relate to the research theme, and that set the research in a review of the literature.
c. one or more chapters authored solely by the student that summarize the results, and present a discussion and conclusion.
d. previously published or “in press” work will be presented in full and verbatim, with a separate chapter for each publication; however, figures and tables will be re-numbered to conform with the thesis format, and references cited will be presented as a single section at the end of the thesis.
e. at the thesis defence the student should be capable of explaining and defending all aspects of the co-authored research

Once a complete draft of the thesis is submitted to the thesis committee:

1. The committee reads the thesis and makes comments on the document.
2. The student revises the thesis according to the comments offered.
3. The student and committee go back and forth on the thesis draft until the committee deems that the thesis is defendable. Any committee member (except the senior supervisor) holding a minority negative opinion about a thesis may withdraw from the committee if his/her criticisms are not adequately met by revisions. This may require that a new committee member be recruited.
THE EXAMINABLE THESIS AND THESIS DEFENCE

Once the thesis is declared examinable by all members of the supervisory committee, an internal and external examiner is agreed upon by the student and committee, and a defence date is set. After the thesis is deemed defensible by the supervisory committee, the Department requires at least 8 weeks to schedule a PhD and 6 weeks for an MA defence date. As such, a complete and properly formatted thesis (PDF format) must be submitted to the Graduate Program Assistant 8 weeks before a desired defence date for PhD and 6 weeks for MA theses.

Students should note that scheduling a defence towards the end of a term will result in three problems:

a. Following a successful defence, students have to spend time completing revisions before submitting the thesis to the Library. If this time extends into the following term, the student is required to register and pay fees for that term. It is not uncommon for external examiners to require revisions, even if the supervisory committee has approved the thesis to move forward to the defence stage, so students who defend late in the term should anticipate having to register and pay fees for one more term.

b. Inclusion in the June or October convocation ceremony depends upon acceptance of the thesis by the Library before a certain date. Deadlines are published in the Calendar. Scheduling a defence late in the spring or summer terms may prevent attendance at the next Convocation.

c. Many faculty members take vacation in August, so they may not be available for a late summer defence date.

The selection of internal and external examiners is done in consultation between the senior supervisor and the student, however, the supervisor has the final say. Final approval of the examining committee is given by Graduate and Postdoctoral Studies. Internal and external examiners should be completely independent reviewers who have had no contact whatsoever with the thesis at any stage, and have no conflict of interest in serving as examiner. After a thesis has been submitted to the Graduate Program Assistant, and thus the Internal and External Examiner, there should be no communication between the examiners and the student or other members of the committee about the thesis (although communication between the External and Senior Supervisor is necessary to determine a defence date and make travel/accommodation arrangements).
MA students are required to have one Examiner, and PhD students are required to have two. Examiners for MA students can come from the Department, within SFU, or from further afield. PhD students are required to have one SFU Examiner from within the Department or from elsewhere at SFU (the “Internal Examiner”), and one Examiner from outside SFU (the “External Examiner”).

The following is the normal constitution of the Examining Committee, which is chaired by the Graduate Program Chair or designate (non-voting member):

**MA:**
- Senior Supervisor
- Committee Member(s)
- Examiner (faculty member at SFU or another suitably qualified person)

**PhD:**
- Senior Supervisor
- Committee Member(s)
- Internal Examiner (faculty member at SFU or another suitably qualified person)
- External Examiner (non-SFU faculty member or other suitably qualified person)

The possible outcomes of a thesis defence are: pass as submitted (which can include minor spelling and grammatical revisions); pass with revisions; defer judgement (where additional work is needed and this may or may not include a new defence); and fail. While a thesis normally should not fail at the defence stage, the Examining Committee may defer judgement if the thesis could “pass after additional work” by the candidate (see the Graduate General Regulations [www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation](http://www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation) for more details). In both MA and PhD defences a pass is awarded by a majority vote, and in the case of PhD defences, the passing votes must include that of the External Examiner.

After a successful defence, the last stages of thesis preparation involve completion of final revisions (in consultation with the senior supervisor) and library acceptance of thesis. The latter is greatly facilitated by having the thesis examined by the library staff some weeks prior to the defence, and incorporating suggested format changes as early as possible.
PROGRAM TIMELINES

MA EXPECTED COMPLETION TIME IS 2-3 YEARS.

• YEAR 1
  Autumn: Archaeological Theory (ARCH 871-5)
           Directed Readings in Prehistory (ARCH 892-5) (or other course)
           Graduate Seminar (ARCH 872)
           Develop thesis research design
  Spring: Research Design (ARCH 876-5)
           Graduate Seminar (ARCH 873)
           Develop thesis research design
           Establish supervisory committee
           Thesis prospectus and colloquium as part of ARCH 876-5
  Summer: Work on thesis research (ARCH 898)
           Preliminary thesis fieldwork, pilot studies

• YEAR 2
  Autumn: Conduct thesis research and analysis
  Spring: Thesis writing
  Summer: Thesis writing and defence

PHD EXPECTED COMPLETION TIME IS 4-5 YEARS.

• YEAR 1
  Autumn: Archaeological Theory (ARCH 871-5)
           Directed Readings in Prehistory (ARCH 892-5) (or other course)
           Graduate Seminar (ARCH 872)
           Develop thesis research design
  Spring: Research Design (ARCH 876-5)
           Graduate Seminar (ARCH 873)
           Develop thesis research design
           Establish supervisory committee
  Summer: Work on thesis research design
           Preliminary thesis fieldwork, pilot studies
           Approval of field statement topics (ARCH 875)

• YEAR 2
  Autumn: Write comprehensive field statements (ARCH 875)
           Work on thesis research design
           Presentation of Colloquium (ARCH 874)
  Spring: Submission of prospectus to senior supervisor (may require revisions)
           Oral PhD comprehensive examination (ARCH 875)
  Summer: Thesis research (fieldwork) (ARCH 899)

• YEAR 3-5 THESIS RESEARCH, WRITING AND REVISIONS (ARCH 899).
GUIDELINES FOR SUPERVISOR-GRADUATE STUDENT RELATIONS

We encourage students to read the Graduate and Postdoctoral Studies website dealing with supervisor-student relations (www.sfu.ca/dean-gradstudies/current/managing_your_progress/supervision.html) and A guide to Intellectual Property for Graduate Students and Postdoctoral Scholars (www.cags.ca/documents/publications/working/Guide_Intellectual_Property.pdf) prepared by the Canadian Association for Graduate Studies.

TWO MODELS OF FACULTY-GRADUATE STUDENT RELATIONSHIPS REGARDING OWNERSHIP OF DATA, IDEAS, ETC.

According to the Canadian Association for Graduate Studies (CAGS), there are two models of faculty-graduate student relationships and these in part determine authorship of graduate thesis research.

According to the CAGS guide, “In the humanities and social sciences the student is often the only author of the published work that reports on his or her thesis research. In the physical and life sciences, students are frequently given first authorship on one or more of the publications arising from their thesis research.” This distinction reflects different faculty-graduate student relationships.

In the social sciences and humanities model (the “arts model”), “it is normally expected that students will receive guidance from their supervisors, but generate their own ideas, do their own research, and seek out their own financial support. The supervisor acts as a mentor, “resource person”, and/or consultant, but less often as a full collaborator. Under these circumstances, the student will have the primary right to the intellectual property produced by his or her research.”

In the physical and life sciences model (“the science model”), “the normal practice is that the student joins an established research group and works collaboratively with the supervisor, other students, postdoctoral fellows, technicians, and/or other employees. In this model, the supervisor has provided the general ideas that guide the research of the group, as well as the resources required to support or conduct the research activities … In the case of such a collaborative research setup, the supervisor would normally make the decision on who shares co-authorship.”

In the sciences model, “the right to co-authorship may be lost if a co-worker leaves the project or does not contribute substantially to the work … Normally, the supervisor, in consultation with his or her co-authors, will make the decision as to when or whether a co-authored manuscript should be submitted for publication and to what journal. A student considering publication of his or her own paper also has a responsibility to consider the intellectual property and co-authorship rights of others who may have been involved in the research.”

About the access to the data for both models, the CAGS points out:

“In many universities, data collected under research projects funded by the federal or provincial governments is considered to belong to the university”. Students cannot automatically expect exclusive ownership of data gathered for research projects performed under the auspices of a given institution. Students should inquire into university policy governing the rights to research data. This is also an issue that can be broached with one’s supervisor: students should make an agreement with their supervisor that makes clear what data they can take with them or access once they leave the university.”

The Archaeology Department is relatively small in size but hugely diverse in research breadth. We are one of few social science departments at SFU with strong lab-based research and with graduate students conducting a broad range of thesis research from lab-based projects to community-based studies. While some of our graduate student thesis research fits nicely within the arts-model, others match more with the sciences-model.

At the beginning of the graduate study, the student and the faculty member should meet to go over the research plan to determine if the arts-model, the sciences-model, or a mixture of both is most suitable for the student thesis research. We also strongly encourage the student and the faculty member to develop a written agreement acceptable to the stu-
dent and faculty member. This agreement should cover topics such as: who is responsible for different aspects of and different stages of the research; how the research will be carried out; how the research will be funded; who can share the ownership of the data in the arts-model, and who can access the data in the sciences-model; how the research is to be published; and how the authorship is determined.

[Note: the direct quotations above are from the *A guide to Intellectual Property for Graduate Students and Postdoctoral Scholars* by Canadian Association for Graduate Studies.]

**AVAILABILITY OF SUPERVISORS**

Students should give faculty two weeks’ notice that they will be sending the faculty member a document that requires action of the part of that faculty member (e.g., edits/comments on drafts, letters of reference, etc.). Faculty are required to discuss with students at that time whether they will be able to return the document to the student no later than four weeks after they receive it. Shorter turnaround times are preferable, but not always possible.

If faculty are going to be inaccessible (in the field, at a meeting, on holiday) for any extended period of time, they should let their students know this in advance of this period.

**EXPECTATIONS ABOUT PROGRESS**

When a supervisor and graduate student meet to discuss progress, there is usually an agreement about what is expected of each person over the next few months or term. It is necessary to record in writing what was discussed at the meeting. Not only does this provide a written reminder of what each person expects of the other, it serves as a record for both parties should a disagreement arise. After the meeting either the supervisor or student should write a memo (email is OK) that summarises the main points of the meeting.

**RESOLVING CONFLICTS**

A key component of a healthy faculty-student relationship is open and frequent communication. We encourage students and supervisors to meet frequently to discuss issues large and small. Meeting twice per year, during the annual and semi-annual reviews is not enough. Furthermore, we encourage students and supervisors to also take full advantage of the knowledge other committee members can offer.

It is unrealistic to believe that one’s progress through the Graduate Program will be free of stress and conflict. However, it is important to remember that most problems can be dealt with to the satisfaction of all concerned. Faculty in this Department do want students to make good progress through the Graduate Program, and most will act fairly most of the time. If a student believes that s/he is being treated unfairly, the matter should be discussed with the Graduate Program Chair or the Department Chair if the student’s supervisor is the Graduate Program Chair.

Information and advice about student-supervisor relationships can also be found at: [www.sfu.ca/dean-gradstudies/current/managing_your_progress/supervision.html](http://www.sfu.ca/dean-gradstudies/current/managing_your_progress/supervision.html) and [www.sfu.ca/ombudsperson/tips_for_graduate_students.html](http://www.sfu.ca/ombudsperson/tips_for_graduate_students.html).

Students should approach the Graduate Program Chair with problems concerning supervision, grading, intellectual property, interpersonal and other conflicts of interest; in short, anything which pertains to their progression through the Program. The Department Chair should be consulted concerning general Department policy, the use of space, access to equipment, or employment problems.

In some cases, students may wish to seek the advice of a neutral party outside of the archaeology department. In this case the SFU Ombudsperson is also available to help with conflict resolution (and is funded in part by graduate fees through the SFU Graduate Student Society) [www.sfu.ca/ombudsperson](http://www.sfu.ca/ombudsperson).
APPENDIX A
DEPARTMENT OF ARCHAEOLOGY CRITERIA FOR EVALUATION OF GRADUATE FELLOWSHIP APPLICATIONS

The primary criterion for award of a Graduate Fellowship is academic merit. The following specific criteria are used by the GEC in evaluating and ranking applications in the Archaeology Department. All the criteria from 2 onwards are understood to be preceded by the word “normally”. Exceptions can be made in unusual or extenuating circumstances, with the understanding that compelling arguments are required in such cases, and that the burden of proof is on the applicant.

1. Nominal Qualifications*
   a. Full time, regular Graduate Student
   b. Graduate cumulative GPA at least 3.5
   c. Time in degree Program
      i. MA - no more than 9 terms**
      ii. PhD - no more than 15 terms**

* see Graduate Fellowship terms of reference (www.sfu.ca/dean-gradstudies/awards/graduate-fellowships)
** term count at the time of tenure, not time of application

2. Department of Archaeology adjudication of applications
   a. The GPC will not recommend students for funding:
      i. who received an unsatisfactory progress review in the calendar year preceding the date of application;
      ii. who have an outstanding deferred course grade on their graduate transcript;
   b. Under normal circumstances, a MA student will receive 1 GF in their graduate program. This does not include a GF awarded as part of an entrance package.
   c. Under normal circumstances, a PhD student will receive a maximum of 3 GF’s in their graduate program. This does not include a GF awarded as part of an entrance package.

3. Department of Archaeology Criteria for Evaluation/Ranking
   a. Graduate cumulative GPA
   b. Documented evidence of rapid progress in degree Program
      i. MA Students
         - timely completion of course work
         - presentation of research colloquium
         - elapsed time in Program
         Senior Supervisor’s/Departmental assessment of the student’s progress toward:
         - thesis research
         - writing
         - previous grants/awards including Graduate Fellowships
      ii. PhD Students
         - timely completion of coursework
         - successful completion of comprehensive exams
         - presentation of research colloquium
         - elapsed time in Program
         Senior Supervisor’s/Departmental assessment of the student’s progress toward:
         - thesis research
         - writing
   c. External grants and previous Graduate Fellowships awarded.
   d. Demonstrated evidence of scholarly activity outside the formal Program of graduate studies
      i. Publications
      ii. Conference papers presented
      iii. Teaching activity
      iv. Other involvement in professional activities
APPENDIX B
TEACHING ASSISTANT AND TUTOR MARKER PRIORITY POLICY

Priority is based on the following principles (Article XIII F.2, Collective Agreement):
1. Teaching-related experience in her/his field of study can be of value to a graduate student both in her/his studies and in her/his preparation for a career.
2. The provision of teaching-related employment is an element in the University’s financial support of its graduate students.

In hiring teaching assistants and tutor markers, priority for appointment will be given to applicants in the following categorical order (Article XIII F.3, Collective Agreement):
1. Graduate students registered in the department.
2. Graduate students registered in other departments.
3. Undergraduate Teaching Assistants (UTA) or External Teaching Assistants (ETA). Before undergraduate or external applicants are offered positions, each qualified applicant in priority category 1 must be offered at least five base units, unless the graduate student requests less.

In allocating Teaching Assistant and Tutor Marker positions the Department of Archaeology will take the following into account:
• Incoming graduate students who, in their admission letters, have been offered TAships in their first year of enrollment;
• Amount of graduate student financial support already received to ensure an equitable sharing of University financial support;
• Number of base units already received to ensure sufficient teaching-related experience in her/his field of study.
• Sufficient knowledge in the discipline of the course to interpret the course material (e.g. discipline of prior degree(s), publications, experience, research interests, courses taken) and applicant preferences.
• Employment evaluations from previous TA/TM positions held;

If an assignment within a priority group requires a selection between applicants, graduate students without financial support from merit-based scholarships or merit based fellowships during the semester of appointment with a value equal to at least a 5.17 appointment will have priority for the appointment.

Re-employment as a Teaching Assistant or Tutor Marker (Article XIII H, Article XV H, Collective Agreement):
1. To be considered for re-employment, graduate students must maintain satisfactory performance as a teaching assistant or tutor marker.
2. The re-employment of teaching assistants/tutor markers will also depend upon the needs and budget resources of the University.

Approved: Jan 14, 2019
APPENDIX C
DEPARTMENT OF ARCHAEOLOGY POLICY ON ADMISSION AND RE-ADMISSION OF GRADUATE STUDENTS

1. Admission to the Archaeology Graduate Program is governed by the provisions of general University and Graduate regulations pertaining to admission for graduate study, contained in the SFU calendar. The Department may not impose any provisions that contravene these regulations. (GGR 1.3)

2. Admission is by application to the Department Graduate Program Committee (GPC). Applications are accepted once annually. The deadline for receipt of applications is January 15 each year for entry into the Program in September of that year. The Archaeology Graduate Program Committee may suspend applications for admission if in its judgement circumstances exist that make it unwise for the Department to accept applications.

3. The GPC makes recommendations for admission to the Senate Graduate Studies Committee. Final admission is granted by the Senate Graduate Studies Committee.

4. The decision to recommend an applicant for admission shall be by majority vote of the GPC.

5. No applicant is to be told that they may enter or re-enter the graduate Program except under the provisions of this policy.

6. In addition to the usual academic and other requirements, admission to the Archaeology Graduate Program shall be contingent on the availability of a faculty member who agrees to act as the applicant’s Senior Supervisor.

7. A recommendation for admission shall be for a specified term of the year of application. Normally, applicants are expected to commence their studies at the beginning of the fall term.

8. Requests for delayed entry will be considered only in exceptional circumstances. Such requests require the following:
   a. formal, written request to the Grad Program Chair
   b. re-evaluation of Department circumstances
      i. proposed supervisor is still available and willing to accept delayed entry
      ii. space available in Program (enrolment levels)
      iii. availability of physical space
      iv. review of any other circumstances that may affect the Department’s ability to accept additional students at the time requested
   c. if, in the interim the applicant has enrolled in another Program
      i. the applicant must reapply with full documentation of academic record at the other institution. The application will be evaluated along with other applications in the following normal application cycle.

9. Lapsed registration, reactivation, withdrawal, and readmission
Consult the Graduate Program Chair and the Graduate General Regulations (www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation)

10. There is no process for re-admission if a student times out of the graduate program.
   At least one term prior to exceeding the maximum allowable time in the graduate program (as per University regulations), students may apply for an extension of up to 3 terms, for a total of two extensions. Extensions will be considered by the GEC on a case by case basis, and may be recommended to the Dean of Graduate and Postdoctoral Studies for final approval, based on the evaluation of:
   a. A detailed and comprehensive plan for completion of student’s thesis that has been approved by the supervisory committee
   b. Evidence that considerable progress has been made in the time leading up to the request for the extension.
A Guide to the On-Campus MA and PhD Programs in the Department of Archaeology, SFU

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Cover photo of clam garden on Quadra Island by Dana Lepofsky.