

**SONOMA  
STATE  
UNIVERSITY**

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**CULTURAL  
HERITAGE  
& RESOURCES  
MANAGEMENT**

**MASTER OF SCIENCE PROGRAM**

**GRADUATE STUDENT HANDBOOK**

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# Program Description and Concentrations

Welcome to the Sonoma State University (SSU) Master of Science (MS) program in Cultural Heritage and Resources Management (CHRM)! In addition to introducing you to acronyms, this handbook provides new and continuing students with an overview of the program's coursework, an explanation of the Culminating Experience process, a description of the program's resources, and roadmaps and checklists to help students stay on track. Taken together, this information allows students to track their own progress through the program, defines the respective responsibilities of program faculty and students, and answers the questions asked most frequently about program particulars. The handbook is not designed or intended to replace individual or cohort student advising, which is mandatory. Please consult the CHRM Program website, CHRM Program Canvas page, or the Graduate Studies website, or email the CRM Graduate Coordinator if you have any further questions.

## 1.1. MS Program Description

Students in the MS in CHRM program learn to identify, document, evaluate, and preserve cultural heritage and cultural resources, as mandated by policy and legislation, and guided by scientific and ethical standards. The program aims to produce graduates who excel in the methods and techniques appropriate for filling positions in CHRM, and who have the theoretical, legislative, analytical, and practical skills necessary for the identification, assessment, and evaluation of tangible and intangible cultural heritage, along with its interpretation and preservation for a diverse array of engaged communities. Students who successfully complete the program will be qualified to hold management and supervisory positions within all sectors of the heritage and cultural resources management (CRM) industries. Graduates meet the qualifications for professional certification in the United States, but are also well grounded in international heritage legislation and practice.

Two concentrations are offered in the MS program: Natural Sciences and Technology, and Social Sciences and Interpretation. Prospective students must choose a concentration during the application process. Twenty-two of 30 required units are shared between the two concentrations via a shared core curriculum. They primarily diverge in the supporting course options: each concentration has its own unique list. While they can choose from the same internship/practicum options, students are advised to select topics that fit within the scope of their respective concentration, to reinforce the competencies gained from supporting courses.

The MS program is offered primarily in-person on the Sonoma State campus. Seven courses may be offered in-person, hybrid, or online. These courses are usually taken by students toward the end of their coursework (ANTH 502), involve independent work that can be completed remotely (ANTH 595, 596), or relate to the Culminating Experience (ANTH 594, 599A, 599B). While the modality of these courses will take into account students' schedules and preference, it is ultimately up to the course instructor to determine. The potential for these courses to be taken hybrid or online provides students with flexibility while completing their degree.

## **1.2. Natural Sciences and Technology Concentration**

Completion of an introductory statistics course (with a grade of C or better) is a prerequisite to admission to the Natural Sciences and Technology concentration. Students in this concentration are trained to employ technologies and skills that focus on documenting and managing natural and cultural resources. Supporting courses for the Natural Sciences and Technology concentration come from biological anthropology, biology, economics, physical geography, remote sensing and geographic information systems, and geology.

## **1.3. Social Sciences and Interpretation Concentration**

There are no prerequisites for admission to the Social Sciences and Interpretation concentration. Students in this concentration are trained to employ theories and methods that focus on interpreting and managing heritage for the public and in collaboration with stakeholders. Supporting courses for the Social Sciences and Interpretation concentration draw from the disciplines of cultural and linguistic anthropology, museum studies, history, education, public policy, and sociology.

## **2. Master's Degree Program Goals**

### **2.1. Sonoma State Graduate Level Learning Goals**

Students in all graduate programs at Sonoma State are expected to achieve the following 6 learning goals:

1. **Disciplinary Knowledge:** Expand mastery of a field of knowledge, both foundational and specific.
2. **Critical Thinking/Analysis:** Demonstrate advanced skills of creative, analytical and critical thinking.
3. **Communication:** Demonstrate advanced oral and written communication skills.
4. **Practical Application:** Engage with practical and professional aspects of the field, such as research, projects, or professional experience.
5. **Professional Integrity:** Demonstrate advanced knowledge and skills related to cultural and ethical aspects of the field.
6. **Integrative Dimension:** Engage with competencies that integrate cultural, technological, ethical, practical, and/or professional aspects of the field.

### **2.2. CHRM MS Program Learning Outcomes**

Cultural Heritage and Resources Management MS students should master 7 learning outcomes by the time they graduate:

1. Knowledge of, and commitment to, the highest ethical standards of professional work.
2.
  - a. **Natural Sciences and Technology concentration:** The ability to collect, analyze, and interpret archaeological, historical, biological, geoarchaeological, geospatial, and/or architectural data, and to conduct statistical analysis, for regulatory and interpretive outcomes that serve state, federal, and private agencies, engaged communities, professional peers, and the general public.
  - b. **Social Sciences and Interpretation concentration:** The ability to collect, analyze, and interpret archaeological, historical, linguistic, ethnographic, policy, and/or architectural data for regulatory and interpretive outcomes that serve state, federal, and private agencies, engaged communities, professional peers, and the general public.
3. **Mastery of the professional traditions of inquiry within anthropology and affiliated disciplines,** enabling them to assess the integrity, associations, and significance of cultural heritage, and to make recommendations for preservation and interpretation.
4. **Familiarity with concepts and methods related to documenting and preserving archaeological and heritage collections,** with an aim towards material analysis, educational and interpretive outcomes, and/or repatriation.
5. **The ability to design and ethically implement projects and programs related to cultural heritage and resources management within appropriate legislative, community, and economic contexts.** These include interdisciplinary projects that crosscut multiple lines of inquiry and entail high levels of community engagement, including but not limited to facilitating Native American tribal consultation.

6. Competence in the content and application of laws, regulations, and diverse values related to environmental protection, historic preservation, and management of cultural heritage and resources.
7. An advanced ability to critically locate, understand, evaluate, and synthesize scholarly materials, and to communicate resulting interpretations orally and in writing in academic, professional, and public settings.



## 3. Curriculum

### 3.1. Curricular Overview

A minimum of 30 units is required to complete the CHRM MS program. Students must earn a B or better in any course applied to the graduate program (see also 7.1). An overview of the curricular requirements is provided in Table 3.1. The courses associated with the Culminating Experience are discussed in section 4.1.

**Table 3.1. Requirements for the Cultural Heritage and Resources Management MS**

Social Sciences and Interpretation concentration	Natural Sciences and Technology concentration
<b>PREREQUISITE COURSES FOR ADMISSION</b>	
None	Introductory Statistics (grade of C or higher)
<b>CORE COURSES (14 units)</b>	
<i>Complete during the first semester:</i> ANTH 500: Seminar: Research Design, Professionalism, Ethics (4 units)	
<i>Complete one of the following during the first year:</i> HIST 471: California and the West (4 units) HIST 472: California History I (4 units) HIST 500: Historical Methods (4 units) HIST 510: Historiography (4 units)	
ANTH 502: Theoretical Approaches to Heritage and Identity (3 units)	
Anth 503: Seminar in Heritage Practice (3 units)	
<b>CULMINATING EXPERIENCE (5 units)</b>	
ANTH 594: Culminating Experience Research Design (1 unit)	
ANTH 599A: Culminating Experience (2 units)	
ANTH 599B: Culminating Experience (2 units)	
<b>INTERSHIPS/PRACTICA (3 units)</b>	
<i>Complete one or more of the following courses for a total of 3 units:</i> ANTH 587: Internship in Information Management (1-3 units) ANTH 588: Practicum: Archaeological Survey & Site Recording (2 units) ANTH 589: Practicum: CHRM Project Management (2 units) ANTH 591: Practicum at the Anthropological Studies Center (2 units) ANTH 592: Practicum: Evaluating the Built Environment (2 units) ANTH 596: Internship (1-3 units) ANTH 597: Internship at the Anthropological Studies Center (1-3 units)	
<b>SUPPORTING COURSES (8 units)</b>	<b>SUPPORTING COURSES (8 units)</b>
<i>Complete two or more of the following courses (ranging from 2-4 units each):</i>	<i>Complete two or more of the following courses (ranging from 2-4 units each):</i>

- ANTH 321 - Archaeology of Contact and Colonization
- ANTH 322 - Historical Archaeology
- ANTH 345 - Nature and Society: Topics in Anthropology and the Environment
- ANTH 352 - Global Issues
- ANTH 382 - Language Change
- ANTH 383 - Language in Sociopolitical Context
- ANTH 392 - Research in California Prehistory
- ANTH 451 - Applied Ethnographic Methods
- ANTH 480 - Studies of Language Use
- ANTH 590 - Special Topics in Cultural Heritage and Resources Management (depending on topic)
- ANTH 595: Special Studies (depending on topic)
- ARTH 467: Museum Collections Management
- ARTH 468: Curatorial Practice
- ARTH 493: Museum and Gallery Management
- ARTH 494: Museum Theory and Practice
- CALS 445 - Chicano/Latino History
- EDMS 471: Teaching Social Sciences in the Elementary School
- GEP 321: Parks and Protected Areas
- GEP 323: Natural Resources & Development
- GEP 330: Environmental History
- GEP 422: Political Ecology
- HD 330: Unequal Childhoods in the United States
- HD 450 Producing Research on the Life Course
- HIST 355 - America at War: Oral History and Performance
- HIST 360 - Public History and Museum Studies
- HIST 393 - Historical Source Lab: Digitising the Past
- HIST 433 - History of Mexico

- ANTH 303 - Human Behavioral Ecology
- ANTH 309WIC - Health and Disease in the Past
- ANTH 315 - Forensic Anthropology Theory and Practice
- ANTH 328 - New Technologies in Archaeology and Cultural Heritage
- ANTH 329 - Bioarchaeology
- ANTH 412 - Human Osteology
- ANTH 415 - Forensic Anthropology Methods
- ANTH 590 - Special Topics in Cultural Heritage and Resources Management (depending on topic)
- ANTH 595: Special Studies (depending on topic)
- BIOL 328 - Vertebrate Evolutionary Morphology
- BIOL 349 - Animal Physiology
- BIOL 329 - Plant Biology
- BIOL 330 - Plant Taxonomy
- BIOL 348 - Plant Physiology
- BIOL 350 - Plant Physiological Ecology
- ECON 381 - Natural Resource and Environmental Economics
- GEP 319 - Native Plants in Restoration
- GEP 340 - Applied Ecology
- GEP 345 - Lab Methods in Physical Geography
- GEP 347 - Conservation Biology
- GEP 350 - Geomorphology
- GEP 352 - Soil Science
- GEP 362 - Environmental Impact Assessment
- GEP 380 - Environmental Remote Sensing
- GEP 387 - Introduction to Geographic Information Systems
- GEP 388 - Environmental Geographic Information Systems
- GEP 456 - Global Climate Change: Past, Present, and Future
- GEP 489 - Advanced Geographic Information Systems

<ul style="list-style-type: none"> <li>● HIST 449 - Gender and Sexuality in Latin America</li> <li>● HIST 471 - California and the West<sup>1</sup></li> <li>● HIST 472 - California History I<sup>1</sup></li> <li>● HIST 510 - Historiography<sup>1</sup></li> <li>● HIST 500 - Historical Methods<sup>1</sup></li> <li>● POLS 314 - Environmental Political Theory</li> <li>● POLS 506 - Public Policy Process</li> <li>● POLS 587 - Grant Writing and Administration</li> <li>● SOCI 328 - Sociology of the Environment</li> <li>● SOCI 329 - Sociology of Climate Change</li> <li>● SOCI 482 - Environmental Justice and Policy</li> </ul> <p><sup>1</sup> If not used to satisfy first-year History requirement</p>	<ul style="list-style-type: none"> <li>● GEOL 303 - Advanced Principles of Geology</li> <li>● GEOL 304 - Geologic Mapping and Report Writing</li> <li>● GEOL 309 - Computer Applications in Geology</li> <li>● GEOL 310 - Geophysics</li> <li>● GEOL 311 - Sedimentary Geology</li> </ul>
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### 3.2. Core Courses and Descriptions

Below are the catalog course descriptions for the core courses in the CHRM MS program. They constitute 14 of the 30 units required for the MS.

#### Complete during the first semester.

- ANTH 500 - Seminar: Research Design, Professionalism, Ethics. Units: 4
  - This course provides first-year CHRM graduate students with an introduction to, and intensive training in, problem formulation, research, analysis, writing, peer review, public speaking, and ethical standards at a professional level. Students produce a research design to refine their area of inquiry for the Culminating Experience. The basic procedures, expectations, and resources of the University and the CHRM program are also introduced. Successful completion of this course is required in order to advance to candidacy for the Master's degree. Modality: in-person.

#### Complete during the first year.

- HIST 471 - California and the West. Units: 4
  - This comparative history class focuses on the intersection of California and the trans-Mississippi West. How do their similarities and differences throw their stories into relief? How do place and memory intersect in the creation and interpretation of public history sites? Typically offered: Fall even years. Modality: typically in-person.
- HIST 472 - California History I. Units: 4
  - Study of California history from the period of European contact through the early years of the 20th century. Special attention is given to the origins, means, and consequences of Spanish expansion into Alta California, to the emergence of Mexican California and to its accelerated Americanization after the Treaty of Guadalupe-Hidalgo. The closing weeks of the course will include attention to themes that, though rooted in the earlier

period, continue to shape present-day California. Among those themes are water policies, immigrations, and the consequences of California's great size and of its location on the Pacific. Typically offered: Fall odd years. Modality: typically in-person.

- HIST 471 and 472 are offered in alternate Fall semesters. In addition to basic historical content, the pedagogy of these courses includes methodological and analytical assignments designed specifically to support the CHRM graduate students enrolled. Most first-year CHRM students will be expected to take one of these courses during their first semester in the program.
- HIST 500 - Historical Methods. Units: 4
  - Graduate workshop course in historical analysis and research methodologies. Typically Offered: every Spring. Modality: typically in-person.
- HIST 510 - Historiography. Units: 4
  - This graduate course introduces students to historiography, one of the basic tools of professional historians. Through extensive reading, students will learn to identify historical arguments, frame historical questions, and position their questions in relation to historical literatures. Typically Offered: every Fall. Modality: typically in-person.
    - If a first-year CHRM student majored or minored in History during their undergraduate education, and are already proficient in the history of California and the American West, they may choose to take one of these courses instead of HIST 471 or HIST 472. This decision should be made in consultation with the Graduate Coordinator.

### **Complete after the first semester:**

- ANTH 502 - Theoretical Approaches to Heritage and Identity. Units: 3
  - Heritage professionals come from a wide array of backgrounds that draw on a long history of theoretical, political, and social thought. This course cultivates an understanding of the intellectual origins and evolution of such ideas through their current incarnations. Students also engage with broader interdisciplinary frameworks, incorporating landscape studies, non-Western concepts of social and cultural identity, and social justice trends in heritage research. Typically Offered: Spring semester, even years. Modality: in-person or hybrid.
- ANTH 503 - Seminar in Heritage Practice. Units: 3
  - This course is an in-depth seminar on what heritage practice is, how and why it occurs around the world, the laws and regulations that direct how it is done, and how it is evolving. It reviews the development of legal structures, especially for the US and California. It also focuses on the process of applying federal, state, and local regulations to undertakings, concepts of significance, integrity, in/direct effects, and other aspects of identifying, assessing, and evaluating cultural heritage. Typically Offered: Fall semester, odd years. Modality: in-person.

### **3.3. Internships and Practica**

Below are the catalog course descriptions for internships and practice in the CHRM MS program. Students must complete at least 3 units of internship/practicum for the MS.

Internships and practica are designed to provide students with real-world, hands-on experience relevant to their development of professional competence in CHRM. Internships are initiated and completed individually by students. They require faculty approval and a minimum of 45 hours of work per unit per semester. The faculty sponsor completes a Learning Contract in coordination with the student and the on-site supervisor. Internships must comply with Sonoma State's Internship Policy. Practica are 2-unit courses that are offered by an academic department, based on student demand and faculty availability. Students register for practica during the registration period prior to the next academic semester.

- ANTH 587 - Internship in Information Management. Unit(s): 1-3
  - Students will team with staff of the Northwest Information Center to get intensive instruction in and experience with a variety of archival and research-based information, and a range of data management techniques relevant to current practices in cultural heritage, cultural resources management and historic preservation in the regulatory context. Modality: in-person.
- ANTH 588 - Practicum: Archaeological Survey & Site Recording. Units: 2
  - This practicum at the ASC provides students with hands-on, real-world experience in archaeological survey and site recording techniques in a variety of locations throughout the North Bay region. Students will learn survey techniques in a variety of terrain and conditions; how to identify both Indigenous and historic-era archaeological resources and record them to California DPR standards; how to map a variety of resource features using GPS and basic ArcGIS. Students will use ESRI ArcMap software, Adobe Illustrator, and Microsoft Office programs to produce final versions of site records for submittal to the NWIC. Typically Offered: every Fall. Modality: in-person.
- ANTH 589 - Practicum: CHRM Project Management. Units: 2
  - This practicum at the ASC prepares students for conducting and managing cultural resources studies within the context of CHRM. It provides students with real-world experience in CHRM project management including: ethics; contracting and budgeting; CEQA and Section 106 compliance for small survey projects; pre-field research including CHRIS Information Center records searches; field crew management; technical report writing and editing; and report production and graphics. Typically Offered: every Spring. Modality: in-person.
    - It is generally recommended that students enroll in one or both of these practica early in their graduate course of study to expose them to the resources available in the program, particularly a familiarity with the ASC.
- ANTH 591 - Practicum at the Anthropological Studies Center. Units: 2
  - ASC practica provide students with advanced theory and practice in a topic related to cultural heritage and cultural resources management. Students learn fundamental concepts in a classroom setting and apply them to ASC projects in the North Bay region and beyond. Topics may include GIS, technology in CHRM, oral history, and/or interpretation. Modality: in-person.
- ANTH 592 - Practicum: Evaluating the Built Environment. Units: 2
  - Evaluating built-environment resources within their historic contexts forms a foundation of contemporary historic preservation and heritage practice. This practicum provides an

overview of the National Register of Historic Places criteria and nomination process as it relates to the built environment. Students will learn the basics of construction, building types, and architectural presentation, as well as methods of identifying, recording, contextualizing, and evaluating built-environment features (such as historic buildings and structures, industrial landscapes, etc.). Modality: in-person.

- ANTH 596 - Internship. Unit(s): 1-3
  - Students will apply anthropological theory and methods and/or cultural heritage and resources management procedures as interns with off-campus public and private agencies, non-profit organizations, or other entities.
  - Off-campus internships can be developed independently by students or in consultation with a faculty advisor. Agencies that have successfully hosted SSU students include the California Office of Historic Preservation, National Park Service, the Sonoma County Museum, and many others. Many of these off-campus internships have led directly to thesis projects and, eventually, employment. They also provide students with valuable professional contacts and networking opportunities. Modality: in-person, hybrid, or online.
- ANTH 597 - Internship at the Anthropological Studies Center. Unit(s): 1-3
  - Students will apply anthropological theory and methods and/or cultural heritage and resources management procedures as interns at the Anthropological Studies Center. Topics may include collections management, archaeobotany, or zooarchaeology.
  - ASC internships are scheduled when student interest arises, and when staffing and funding are available. Modality: in-person.

### **3.4. Supporting Courses**

Supporting courses comprise 8 of the 30 units required for the MS. Each of the two concentrations has a unique list of approved supporting courses, which are presented above in Table 3.1. These courses derive from multiple departments to provide students with the background and specialized training in additional areas relevant to their research focus, to prepare them for the increasingly interdisciplinary nature of CHRM.

Supporting courses are offered based on department discretion, faculty availability, and student demand (usually in that order). Supporting courses may be offered in-person, hybrid, or online. On occasion, courses not on the list can be substituted, although this is at the discretion of the Graduate Coordinator. For example, the SSU policy on concurrent enrollment allows students to take courses at other universities (e.g., UC Berkeley, San Francisco State); note that students must be full-time at SSU to enroll concurrently elsewhere.

Supporting courses can be a good opportunity to identify faculty who might be willing to serve on a student's Culminating Experience committee. Graduate faculty advisors can help identify courses that might support a student's research interests or needs. Supporting courses should not be used to "shop around" in search of a research focus or Culminating Experience topic; this tends to lead to greatly extended programs of coursework and does not provide the student with an integrated, coherent program. In addition, Financial Aid is usually cut off when students

reach 45 units (50% above the required 30 units), so students should be strategic when selecting supporting courses.

### 3.5. Program Roadmap and Benchmarks

CHRM students enter as a cohort in the Fall semester and matriculate through the core courses together. ANTH 500 and the History courses are offered every year, while ANTH 502 and 503 are offered every other year. The MS program can be completed in five semesters. This plan presumes that students are enrolled full-time during coursework and not working more than part-time. Actual time to completion is usually five to eight semesters, with the Culminating Experience proving the most variable. Sample program plans based on even- or odd-year admission are provided below.

**Table 3.2. Sample program plans**

	<b>Even-year admission</b>	<b>Odd-year admission</b>
<b>First Fall Semester</b>	ANTH 500 HIST 471/472 Internship/practicum	ANTH 500 HIST 471/472 Internship/practicum
<b>First Spring Semester</b>	Supporting course Supporting course Internship/practicum	Anth 502 Supporting course Internship/practicum
	<i>Student evaluation by graduate core faculty at end of first year. Status shifts from Conditionally Classified to Classified graduate standing.</i>	
<b>Second Fall Semester</b>	ANTH 503 ANTH 594 <i>Completion and filing of GSO1 to advance to candidacy.</i>	ANTH 594 Supporting course <i>Completion and filing of GSO1 to advance to candidacy.</i>
<b>Second Spring Semester</b>	ANTH 502 ANTH 599A	ANTH 599A
<b>Third Fall Semester</b>	ANTH 599B <i>Defense of Culminating Experience and filing of GSO2; graduation.</i>	ANTH 503 ANTH 599B <i>Defense of Culminating Experience and filing of GSO2; graduation.</i>

Students are admitted to the CHRM program with Conditionally Classified graduate status. They must fulfill certain requirements before they are able to begin the Culminating Experience by enrolling in ANTH 594 (Culminating Experience Research Design). These requirements include successful completion of ANTH 500, maintenance of a minimum cumulative 3.6 GPA, and timely resolution of any Incomplete grades. At the completion of the first and second semesters of coursework, each student is evaluated by the graduate core faculty in terms of their program

performance to date and their potential for completing the program in a timely fashion. This evaluation is not intended to be punitive or exclusionary; rather, it reflects the faculty goal that students be given an honest assessment of how they are faring in the program before they have invested the considerable time, effort, and personal expense it takes to complete this program. Any areas that need additional effort can be identified at this time and steps taken to make sure the student can address these needs before completion of their coursework. If the requirements described above have been met, the student will be advanced from Conditionally Classified to Classified graduate status at the end of the first year.



## 4. Culminating Experience

The CSU requires graduate students to complete a Culminating Experience to earn their degree. In the CHRM program, this takes the form of a thesis or project, so that the student can demonstrate to a group of experts (the committee) that they are capable of successfully conducting research and writing at a professional level. The final product is presented at a public defense. CHRM students are also encouraged to present their research findings to the broader University and professional communities in a conference setting (see 9.5.2).

This section is intended to make explicit some of the elements of the Culminating Experience process that are often taken for granted. Students should bear in mind, however, that the discussion that follows is for general guidance. Specific committee members may have other ideas about the process and should be asked.

### 4.1. The Curriculum and Timeline

The Culminating Experience requires 5 of the 30 units of coursework required for the MS: ANTH 594: Culminating Experience Research Design (1 unit), and ANTH 599A (2 units)/ANTH 599B (2 units): Culminating Experience. Under the supervision of a primary faculty advisor (chair) and with the support of a committee of three members (including the chair), students design and execute a traditional thesis, journal-ready thesis, or project that reflects their particular interests or desired areas of specialization in CHRM.

Begin to think about a topic that interests you as soon as you start taking graduate classes. ANTH 500 is a good forum in which to begin to define your research interests. By your third semester, you should have identified your topic so that you can complete the research design and form a committee. Before beginning your own project, examine past theses and projects from the CRM/CHRM program, which are available in CSU Scholarworks and via the CHRM program website. The curriculum for the Culminating Experience proceeds as follows:

- Anth 594 - Culminating Experience Research Design. Units: 1.
  - Students in this course develop a research design and timeline of expected completion for their Culminating Experience. This course is taken with the faculty member who will serve as committee chair, and the student and chair are expected to meet regularly. Students may enroll when they have advanced to Classified status and are completing required coursework. Modality: in-person, hybrid, or online.
- ANTH 599A and 599B - Culminating Experience. Units: 2 per course (4 total)
  - Once the student has completed ANTH 594 and filed the GSO1, they can enroll in ANTH 599A. These units are taken with the committee chair and are designed to support the final research and writing phases of the program. Regular meetings are expected, although their frequency and modality (i.e., in person or on Zoom) will be determined by the chair and student. Generally, students enroll in these courses sequentially, and defend and file their thesis/project in their final semester. However, these courses may be completed concurrently based on

close consultation with the committee chair and Graduate Coordinator.  
Modality: in-person, hybrid, or online.

The Culminating Experience must be completed within four semesters of Advancement of Candidacy (filing the GSO1 form). If it has not been filed by the time you complete ANTH 599B, you have a one semester “grace period” in which you will retain continuing student status without having to enroll in units. During this grace period, you will still be able to access email, the library, and other SSU services. It is expected that you will complete your Culminating Experience and graduate in this semester; if not, you must enroll in ANTH 578: Project Continuation (1 unit) via the School of Extended Education for the following semester. Note that the “grace period” semester counts toward the four that are allowed to complete the Culminating Experience. Students who require more than four semesters must petition the Graduate Coordinator for an extension; these are granted on a case-by-case basis and due to extenuating circumstances, in consultation with the Graduate Studies office. Students who take longer than four semesters to complete the thesis may be required to re-enroll in thesis units.

## **4.2. Culminating Experience Options**

Definitions of thesis and project can be found in [Section 40510 of Title 5 of the California Code of Regulations](#). CHRM students’ Culminating Experience can take one of three formats: traditional thesis, journal-ready thesis, or project with written report. All three options are available to students regardless of their concentration. Additional details about these formats are provided below.

### **4.2.1. Traditional Thesis**

The traditional thesis is a written product resulting from systematic study of a significant problem related to the discipline. It must be at least 20,000 words in length (ca. 75 pages of double-spaced text, not including front matter, references cited, and appendices). Consult your committee chair for the maximum word count that they will accept.

To create a traditional thesis, a student must:

- identify a topic, question, or problem that is worthy of study;
- formulate an appropriate research design to guide the investigation;
- collect, analyze, and interpret the appropriate data; and
- come to a defensible conclusion based on the data and identify the significance of the project.

### **4.2.2. Journal-Ready Thesis**

The journal-ready thesis is prepared as a manuscript for a journal in an appropriate discipline that has been approved by the committee chair. It must adhere to the journal’s instructions for authors and style guide, and be at least 6000 words long. It is expected that the manuscript will be submitted to the intended journal.

The component parts and research/writing portions of the journal-ready thesis are generally similar to those outlined above (4.2.1) for the traditional thesis. However, journal articles are written much more concisely than a traditional thesis and they typically focus on findings and relevance to that particular journal's readership. The journal-ready thesis must be deemed of publishable quality by the committee, meaning that the manuscript is likely to be given at least a "revise and resubmit" decision during the peer-review process of the selected journal.

Journals that CHRM students can consider preparing their manuscripts for include *Bioarchaeology International*, *California Archaeology*, *Climatic Change*, *Historical Archaeology*, *International Journal of Heritage Studies*, *Journal of Archaeological Science*, *Journal of Cultural Heritage Management and Sustainable Development*, and *The Public Historian*, among others.

### **4.2.3. Project**

The project is a significant applied undertaking related to the discipline. Examples of projects might include a set of 3D visualizations, a detailed ArcGIS Story Map, a museum exhibit, or a K-12 curriculum package. These projects are often conducted in collaboration with, and delivered to, a partner organization such as a National Park, museum, tribe, school, or community group.

Students are also required to produce a written report of at least 7000 words (ca. 25 pages of double-spaced text) that introduces the project and its goals, discusses the methods employed to create the project, identifies and reflects on the outcomes of the project, and discusses its significance and future recommendations.

## **4.3. The Research Design and Advancement to Candidacy (GSO1)**

The Culminating Experience is a major piece of research. Before beginning, it is essential for the student to map out the project. This exercise, which is accomplished through writing a research design, helps students formulate their ideas, define their approach, and confirm the feasibility of the study. The research design is completed while the student is enrolled in ANTH 594 with their committee chair. Each chair has their own preferred structure and content for the research design and can provide samples of past research designs to students in ANTH 594. At the same time, the chair and student will determine the most suitable format for the Culminating Experience: traditional thesis, journal-ready thesis, or project with written component. Finally, during this semester the student will assemble their committee (see 4.4).

Once the research design is accepted by the chair, they will convene a meeting between the student and all committee members to discuss how research will proceed. Following successful completion of the research design and this committee meeting, the student may file the GSO1 and advance to candidacy. This form is available through the CHRM Canvas page and on the Graduate Studies website. It requires the signature of all committee members and the Graduate Coordinator. Once the GSO1 is completed, the student can enroll in ANTH 599A for the following semester.

### 4.3.1. Research with Human Subjects

During ANTH 594, the student (in consultation with their chair) will determine whether their research involves human subjects from whom informed consent must be obtained prior to participation. If so, the method for obtaining informed consent and protecting the participants' rights must be identified prior to data collection commencing.

For example, the use of ethnographic methods usually requires that a student's research be approved by SSU's [Institutional Review Board](#). Oral history research must follow [principles and best practices](#) of the Oral History Association. More information can be obtained from SSU's [Office of Research & Sponsored Programs](#) (orsp@sonoma.edu).

### 4.4. The Committee

*How do I choose a Committee? Who is qualified to serve on the Committee?*

A committee must consist of at least three individuals. The committee chair must be a member of the CHRM core faculty. The second committee member must be either a full-time or a part-time member of the SSU faculty. The third committee member can also be a full/part-time SSU faculty member, or they may derive from outside the SSU faculty, as long as they possess a Master's degree (equivalent or higher). Any outside member must provide the Graduate Coordinator with evidence of their academic or professional qualifications in the form of a curriculum vitae.

When you have an idea of the direction of your Culminating Experience research, consult with the Graduate Coordinator or a core faculty member regarding choice of a committee chair. It is important to choose a chair who knows your area of study and with whom you feel comfortable working. All core and affiliated faculty in the CHRM program are eligible to serve as second or third members of committees. Normally, the chair is a specialist in the area of proposed study, while the second and third members have complementary disciplinary ties. Students themselves have both the right and responsibility to choose the members of their committee.

It is especially important to remember that while chairs are compensated in the form of workload (because you register for courses with them), the second and third members are not; they are essentially volunteering their time. No instructor is obligated to serve merely because they have been asked. Don't feel slighted by a refusal; simply thank the person and ask for a referral. A professor may decline to serve for any number of reasons: they may feel unqualified to serve, be serving on several committees already, or simply be too busy with their other duties. However, most prospective committee members will agree to serve when they find the thesis/project relevant to their own interests, and when they are confident in the student's professionalism and ability to succeed.

*What do the various Committee members actually do?*

Any member of your committee is free to participate in your research and writing process to the degree that they believe is appropriate. It has even been known for committee members (at other institutions, of course!) to approve a thesis/project having given it only a cursory perusal and with no substantive comments. Conversely, all members may review the thesis/project intensively and

require several rewrites. By providing their signature, each committee member is testifying to its quality by the authority of their own professional reputation. Most academics take this responsibility very seriously. Because the completed thesis/project report will be publicly available, its quality reflects on the student who produced it, their committee, and the University as an institution.

Something of a hierarchy exists among committee members with regard to their respective responsibilities. Traditionally, the chair has the most responsibility for ensuring the quality of the thesis/project. The student will work closely with the chair during all phases of the process (by enrolling in ANTH 594, 599A, and 599B with them). The chair's suggestions should be solicited and followed throughout the research and writing process. Second and third members may offer substantive comments on the thesis/project as a whole, but may focus on their areas of expertise. It is the student's responsibility to keep the second and third members apprised of their progress, and to seek advice from them when necessary. When it comes time to sign the completed thesis/project report, the chair will sign first, indicating to the other members that they are satisfied with the product.

By serving on a committee, a faculty member implicitly agrees to assist the student with their work, to review the product according to the program's timeline, and to sign when they are satisfied with it. However, committee members are not responsible for technical editing. If a thesis/project report contains an unacceptable number of grammatical, typographical, or stylistic errors, it is up to the student to correct the problems, which may include visiting the Writing Center and/or hiring a professional editor.

#### *How is the Thesis/Project reviewed by my Committee?*

In general, the review process should adhere to the benchmarks laid out in section 4.6 below. However, students should ask each committee member whether they would like to read chapter/section drafts as they are produced, or wait for the full draft to be completed. It is also important for the student to discuss with the committee members, and particularly with the chair, how long each draft may take to review. During the semester, when faculty time is at a premium, your committee members may have other commitments (including other graduate students who are also attempting to graduate) that may prevent them from providing the fast turn-around that you are hoping for.

On that happy day when the thesis/project report is signed by the committee, the student should not forget to send each member a PDF of the finalized version as a gesture of thanks for their efforts. It is also customary to thank all committee members in the Acknowledgements section of the thesis/project report.

## **4.5. Public Defense**

The product of the Culminating Experience must be presented at a public oral defense, per University requirements. Following a successful defense, it will be approved by committee members and filed with the Graduate Studies office.

Since the goal of the defense is to present the student's research to the committee, the faculty at large, students, and interested members of the public, it is essential that the thesis/project be substantially complete before the defense is scheduled. To arrange for a defense, the student consults with their committee chair no later than the beginning of the semester to confirm that they are ready to defend. The student must then meet all benchmarks for completion in order for the defense to proceed (see 4.6).

It is common practice at SSU for defenses to be held twice per year, usually during one week in each semester. The Graduate Coordinator sets the date of the defense in consultation with the student and their committee and then posts public announcements. Several students may defend on each date.

It is CHRM program practice to schedule 60 minutes for each defense. The first 20-25 minutes are allotted for the student to present their material; many students use PowerPoint/Google slides and handouts as aids in their presentations. (Students are expected to bring their own laptops and cables; the program provides a wireless mouse and podium.) Questions from members of the committee follow. The remainder of the time is open for questions from other attendees. The defense is the time for the student to present the results of their efforts; most find the experience stimulating and enjoyable. Following the defense, the student incorporates any remaining or new feedback into their third (and hopefully final) draft.

#### **4.6 Completion of Requirements (GSO2) and Benchmarks for Graduation**

When a student and their chair have agreed that the time has come for the Culminating Experience to be defended and submitted, these benchmarks should be followed to permit timely graduation. Deadlines for filing Graduation Applications and submitting the final draft of the thesis/project are set by the University and can be located on the Graduate Studies website. Note that this timeline is designed for students who plan to graduate in Fall or Spring; for Summer graduation, consult with the Graduate Coordinator:

##### **Step 1**

File Master's Degree Graduation Application (see also 7.3)

- Deadline: September 15 for Fall graduation, February 1 for Spring graduation

##### **Step 2a**

Submit completed first draft of thesis/project report to committee chair. This draft should contain all chapters, have a finalized title, and be formatted per Graduate Studies office instructions.

##### **Step 2b**

Email Graduate Coordinator your thesis/project title, as well as committee members' names and contact information so that the defense can be scheduled.

- Deadline: Second Friday in September (Fall graduation planned) or February (Spring graduation planned)

- Chair will return draft with comments to student by first Monday in October (Fall) or March (Spring)

### **Step 3**

Submit revised second draft of thesis/project report to all committee members.

- Deadline: Third Friday in October (Fall) or March (Spring)
- Committee members should aim to provide feedback at least two weeks prior to defense.

### **Step 4**

Hold Thesis/Project Defense. These are scheduled by the Graduate Coordinator and are open to the University and public. They typically occur:

- In Fall, usually the week before Thanksgiving break in November
- In Spring, usually the third week of April
- Note that students may graduate in Summer, but defenses are only held during the Fall and Spring semesters. Graduate faculty are typically not available over summer.

### **Step 5**

Submit revised third draft of thesis/project report to all committee members.

- Deadline: First Monday in December (Fall) or May (Spring)
- Note that the committee may accept this draft or request additional revisions. If the latter, these must be completed as soon as possible to give the committee adequate time to review prior to the Graduate Studies deposit deadline.

### **Step 6a**

Submit finalized thesis/project report, along with signature form and submission agreement, to Graduate Studies office for review. Graduate Studies will review the thesis/project report to ensure compliance with the formatting and style required for digital publishing via Scholarworks. See the [Graduate Studies website](#) for more details.

### **Step 6b**

Submit GSO2 (“Completion of Requirements”) form to the Graduate Studies office. This form requires signatures from the committee chair and Graduate Coordinator. It is available through the CHRM Canvas page and on the Graduate Studies website.

- Deadline: last day of classes in Fall semester (for Fall graduation) or Spring semester (for Spring graduation)
- Required changes may be requested by the Graduate Studies office, typically within one month of submission

### **Step 7**

Attend Commencement and celebrate your accomplishments!

- SSU holds one Commencement ceremony in mid-May for all Spring and Summer graduates from that year as well as Fall graduates from the preceding year.

## 5. Faculty, Staff, and Program Advising

### 5.1. Graduate Coordinator

The Graduate Coordinator is the first point of contact for graduate students at all stages of the program. The Coordinator discusses the program with prospective students, coordinates applications, and oversees student progress through the program (eventually in coordination with the student's Culminating Experience chair). The Coordinator also leads program orientation during the first week of the Fall semester and organizes cohort advising for the following semester prior to registration. Finally, the Coordinator represents the department on the Graduate Studies Subcommittee of the University's Educational Policies Committee. The Graduate Coordinator is Dr. Alexis Boutin (boutin@sonoma.edu).

### 5.2. Core Graduate Faculty

The CHRM MS program has two core faculty members, Dr. Boutin and Dr. Whitley. They serve as primary academic advisors for CHRM students. Students are welcome to seek advising from either or both, regardless of concentration, until they begin the Culminating Experience process, when they assemble a committee. The chair of the Culminating Experience committee must be a member of the CHRM core faculty.

- Alexis Boutin – Anthropology (Ph.D. U of Pennsylvania 2008; Professor) Bioarchaeology, forensic anthropology, mortuary and gender archaeology, intersectional identity and personhood, interpretation and outreach, Middle East and California.
- Thomas G. Whitley – Anthropology (Ph.D. U of Pittsburgh 2000; Professor; Director, Anthropological Studies Center) GIS, remote sensing and spatial analysis, 3D modeling and photogrammetry, environmental and human energetics modeling, contact and colonization, industrial archaeology; North America, Europe, Australia

### 5.3. Affiliated Faculty

Eleven faculty members (some active, some retired; in a variety of departments) serve as affiliated faculty for the CHRM MS program. Their personal knowledge and experience, as well as disciplinary expertise, is relevant to CHRM curriculum and program goals. Affiliated faculty often serve as second and/or third Culminating Experience committee members. Given that this service is entirely voluntary, it is more likely to occur when CHRM students have taken Supporting Courses with them.

- Matthew Clark – Geography, Environment, and Planning (Ph.D. UC Santa Barbara, 2005; Professor) Remote sensing, GIS, and biogeography; United States, Latin America, Caribbean
- Steve Estes – History (Ph.D. U of North Carolina 2001; Professor) History of civil rights and labor movements, sports, military, race, gender, and sexuality, oral history; California and the American South
- Allison Ford – Anthropology/Geography, Environment, and Planning (Ph.D. U of Oregon 2020; Assistant Professor) Environmental sociology, intersectional feminist theory, race and culture, climate change and society, qualitative methods; United States



- Sharon Fuller – American Multicultural Studies & Geography, Environment, and Planning (Ph.D. UC Berkeley 2015) African diaspora, indigeneity, intersectional feminism, ecology, critical race pedagogy, Black geographies, environmental justice; United States
- Michelle Jolly – History (Ph.D. UC San Diego 1998; Professor) Women’s history, 16<sup>th</sup>-19<sup>th</sup> century American social and political history, oral history; California and the western United States
- James Mestaz – History (Ph.D. U Illinois-Chicago 2016; Assistant Professor) Environmental history, ethnohistory, borderlands, race and ethnicity, gender, Indigenous knowledge, oral histories; Latin America and Latinx studies
- Adrian C. Praetzellis – Emeritus Professor, Anthropology (Ph.D. UC Berkeley 1991) Local history, American material culture, historical archeology, cultural resources management; United States
- Margaret Purser – Emerita Professor, Anthropology (Ph.D. UC Berkeley 1987) Historical archeology, gender studies, archaeological theory, material culture and cultural landscape studies, GIS applications; Western U.S., the Pacific
- Benjamin Smith – Human Development (Ph.D. U of Chicago 2011; Associate Professor) Linguistic and cultural anthropology, language socialization, new media, therapeutic discourse, history of disability and mental illness; Peru, North America
- Erica Tom – English/Ethnic Literature, Santa Rosa Junior College (Ph.D. Rutgers U 2017) History of fire, indigenous cultural burning practices, resilience, racial and environmental justice; California and the western United States
- Laura A. Watt – Emerita Professor, Geography, Environment, and Planning (Ph.D. UC Berkeley 2001) Environmental history, natural and cultural landscapes, preservation and sustainability; California and the western United States, Iceland

#### **5.4. Graduate Studies Office**

The Office of Graduate Studies partners with Graduate Coordinators to provide support to students in all of SSU’s Master’s degree programs. Graduate Studies provides students with guidance on navigating important deadlines and policies, and supports the final steps of degree completion and Culminating Experience review.

- <https://graduatestudies.sonoma.edu>, [graduate.studies@sonoma.edu](mailto:graduate.studies@sonoma.edu)
- Administrative Analyst: Megan Kane, M.A., [kanem@sonoma.edu](mailto:kanem@sonoma.edu)
- Director: Derek Girman, Ph.D., [derek.girman@sonoma.edu](mailto:derek.girman@sonoma.edu)

#### **5.5. CHRM Program Staff and Administrators**

The CHRM Master’s program is housed within the Department of Anthropology, the School of Applied Human and Environmental Sciences, and the College of Humanities, Social Sciences, and the Arts. These are the staff, faculty, and administrators who support our program:

- Administrative Analyst: Kimberly Kaido-Alvarez, [kaidoalv@sonoma.edu](mailto:kaidoalv@sonoma.edu), 707-664-2194
- Associate School Chair: Benjamin Smith, Ph.D., [benjamin.smith@sonoma.edu](mailto:benjamin.smith@sonoma.edu)
- Associate Dean: Karin Jaffe, Ph.D., [karin.jaffe@sonoma.edu](mailto:karin.jaffe@sonoma.edu)
- Dean: Troi Carleton, Ph.D., [troi@sonoma.edu](mailto:troi@sonoma.edu)

## 6. Program Resources

### 6.1. Anthropological Studies Center

Director: Dr. Thomas G. Whitley

#### What the ASC Does

The [Anthropological Studies Center](#) (ASC) is a critical component of the Cultural Heritage and Resources Management program. Students may work as volunteers or paid staff, and enroll in practica and internships for credit. ASC has a long established tradition of giving SSU students the opportunity to work and learn, in an atmosphere of mentoring and apprenticeship training, as technicians, specialists, and team leaders on CHRM projects.

Founded in 1974, ASC helps private companies and government agency clients manage archaeological sites, Native American heritage and resources, historic buildings, and public outreach and interpretation. ASC has a core staff of 14 full-time and 20+ part-time employees, including nine Registered Professional Archaeologists and one Certified Interpretive Planner. The staff includes historical and prehistoric archaeologists, an oral historian, a staff editor, an archaeological laboratory manager, and field and lab technicians, as well as report production, computer graphics, and GIS/remote sensing specialists.

#### What ASC Provides to Students

The CHRM academic program was designed to articulate seamlessly with the ASC. That articulation includes individual student opportunities to learn a wide range of hands-on research and practical skills, but also provides cohorts with the larger experience of participating in the daily work of a professional institution. The ASC also provides financial support and physical resources to CHRM graduate students, including:

- Internships and practica in collections management, archaeological survey and site recording, CHRM project management, GIS and remote sensing, and oral history and interpretation, among others.
- ASC typically pays more than \$100,000 dollars annually in wages to students working on grant and contract projects.
- Approximately one-half of completed Master's degrees in CRM/CHRM have evolved from ASC projects, or through ASC project connections.
- Students may apply for the Adrian Praetzellis Scholarship in CRM and for the David Fredrickson Research Grant (each \$500-1500/year depending on available funds), as well as travel grants to attend and present papers at professional meetings.
- Students can request a workspace and use of ASC technology for their research.

#### ASC's Facilities

ASC has nearly 10,000 square feet of well equipped facilities on the SSU campus. In addition to administrative and research workspaces, the ASC maintains a full range of field equipment, survey instruments, remotely operated and handheld recording devices, as well as Differential Global Positioning System units. ASC uses the latest versions of Geographic Information

Systems, Computer-Aided Design, aerial imagery and remote sensing, photo/video editing, Structure from Motion photogrammetry, immersive/augmented reality, and 3D modeling software to carry out advanced spatial analysis and create interactive and interpretive digital solutions. These technologies are available for student coursework and research.

ASC's David A. Fredrickson Archaeological Collections Facility is the primary repository for collections of artifacts/cultural belongings and associated documents from the San Francisco Bay Area and northwestern California. It consists of over 3,500 square feet of curation space and is supported by an endowment of over \$2,000,000 from curation fees. Non-Native American collections are available for student research and thesis projects. Students can acquire skills in cataloging and analysis, gain experience in conservation and materials preservation, and learn about tribal repatriation practices and procedures.

The Office of Interpretive and Outreach Services interprets archaeology, history, and ethnography to the general public through events, student tours, pamphlets, museum displays, websites, and various forms of multimedia. These facilities are intended to provide long-term curation of the material remains excavated by ASC staff and many other CRM firms and state agencies across California, as well as develop creative and engaging ways of bringing archaeology and history to the public and stakeholder communities.

### **ASC and Community Engagement**

ASC was among the first cultural resource facilities to include a broad spectrum approach to archaeological survey, incorporating environmental studies, intensive archival research, and interviews with Native Americans and other descendant communities and stakeholder groups. It has long enjoyed a close working relationship with representatives of Native American communities in the Bay Area, the Northwest Coast, and the central and eastern Sierras as well as with the Native American Heritage Commission in Sacramento. ASC has worked with other ethnic groups affected by federally funded projects, such as the African American community in Oakland's Cypress Freeway Replacement Project; the Chinese American community in Sacramento; the Portuguese, Italian, and Basque tenant farmers of the Los Vaqueros Project; and survivors and descendent communities of Japanese-Americans interned during World War II. The alliances generated by ASC endeavors have led to student research based on collaborative projects with Native American tribes and other local communities.

## **6.2. Northwest Information Center**

Director: Bryan Much, M.A.

### **What the NWIC Does**

The [Northwest Information Center](#) (NWIC) is one of nine centers in the California Historical Resources Information System that have been designated by the State Office of Historic Preservation as an official repository for the full range of cultural resource information documented under the state and federal statutes that govern U.S. CHRM. NWIC has a service area that covers eighteen of California's coastal, Bay Area, and inland counties. The NWIC has three main functions:

- To archive cultural resource records and reports.
- To provide access to the historical resource information
- To provide public education regarding cultural resources and the various regulatory contexts under which these resources are considered.

### **What the NWIC Provides to Students**

In addition to educational outreach activities directed at the general public, NWIC runs a student internship program that CHRM MS students can use to fulfill their internship/practicum requirement (ANTH 587: Internship in Information Management). The internship program is set up to provide introductory instruction in and experience with a variety of archival and research methodologies and techniques related to the present practice of cultural resource management and historic preservation in the regulatory context. Students receive training in data retrieval, map care and map reading, in both paper-based and electronic formats. They learn how to conduct a historical resources records search, which includes obtaining information from the NWIC literature and map database; developing predictive models for Native American and historic-era archaeological sites; identifying historic-era structures; and writing a records search response letter under various legal contexts.

NWIC can provide internships for two to four students each semester. In addition to this formal student training program, CHRM MS students are able to use the facility for research relating to their thesis project at no cost.

### **6.3. Other University Resources**

Sonoma State has numerous centers, institutes, and resources with which CHRM students can interface for purposes of skill-building, research, and employment. Among those used most frequently are:

#### **6.3.1. Center for Interdisciplinary Geospatial Analysis**

Director: Dr. Matthew Clark (GEP)

The [Center for Interdisciplinary Geospatial Analysis](#) (CIGA) seeks interdisciplinary collaboration among campus and external researchers, students and other organizations in projects that involve geographic information and spatial analysis at local to global scales. To accomplish these goals, CIGA provides: computer, software and data resources; GIS and remote sensing expertise and consulting services; educational courses; and community outreach. Courses in the Department of Geography, Environment, and Planning provide a solid foundation in geospatial science. Students are given a unique opportunity to broaden and refine their education by working on real-world problems in CIGA research projects and service contracts.

#### **6.3.2. Fairfield Osborn Preserve and Galbreath Wildlands Preserve**

Director: Dr. Claudia Luke

Managed by the [Center for Environmental Inquiry \(CEI\)](#), SSU features two valuable off-campus learning environments. The Fairfield Osborn Preserve is a 411-acre field station atop Sonoma Mountain that provides environmental education programs and opportunities for scientific

research. The Preserve is a fifteen-minute drive from campus. Galbreath Wildlands Preserve is a 3,670 acre preserve nestled in the Coast Range of northern California. The mission of the preserves is to promote environmental education and research, as well as the effective stewardship of this diverse landscape. CHRM MS students can visit the Preserves during coursework and conduct research there.

### **6.3.3. SSU Library Special Collections**

Director: Hilary Smith, MLIS

[Special Collections & University Archives](#) is home to rare books, archives, and manuscript collections. It provides a vibrant, interactive place to conduct research, engage in classes using original sources, and view changing exhibitions. Books, photographs, personal letters, periodicals, media, and artifacts are included, in both tangible and digital form. The emphasis of Special Collections is on the history, people, and culture of the North Bay region of California, but some collections cover a wide range of subjects. Special Collections is committed to voices, knowledge, and memory-making practices historically excluded from the archival record.

## **7. University Policies and Requirements for Graduate Students**

### **7.1. GPA Expectations**

CHRM students must earn a B or better in any course applied to the graduate program. As discussed above (see 3.1), they also must have a GPA of 3.6 by the end of the first year in order to advance to Classified graduate status. According to University policy, a graduate student whose GPA falls below 3.0 will be placed on academic probation. If the student's GPA remains below 3.0 for a second semester, they will be subject to disqualification from the program and the university.

### **7.2. Full time course load**

The University considers full-time enrollment for a graduate student to be 8 units. However, some financial aid packages may require enrollment in additional or fewer units; please contact the Financial Aid office regarding your own situation. In choosing how many units to take, CHRM students should bear in mind that graduate courses require roughly twice as much work per unit than undergraduate courses. Students in our program generally enroll in no more than 10-12 units per semester at maximum.

### **7.3. Applying for Graduation**

Students must complete the Master's Degree Graduation Application form by the appropriate deadline (September 15 for December graduation, February 1 for May or August graduation). If you need to postpone your graduate date, fill out the Graduation Postponement form. These forms are available on the Graduate Studies and Registrar's Office websites, and are also linked to on the CHRM Canvas page.

### **7.4. Continuous Enrollment Requirements and Leaves of Absence**

Graduate students must maintain continuous enrollment in the program until graduation. The exception is a one- or two-semester leave of absence, which can be taken without affecting a student's standing in the program or university. Applications for leaves of absence can be found on the [Registrar's Office website](#) and must be submitted within the first two weeks of the semester. Students who allow their enrollment to lapse for two semesters without applying for a leave of absence will be dropped from the program and will need to reapply for admission. Note that a leave of absence does not stop the clock on time to degree. You still need to complete your Culminating Experience within four semesters of Advancement to Candidacy, and your degree within seven years of your original enrollment date.

### **7.5. Timelines for Completion**

CSU regulations require the degree to be completed within four semesters after Advancement to Candidacy (filing the GSO1 form) and within seven years from beginning the graduate program. Courses older than seven years must be revalidated, as their content is no longer

current. No more than 10 units can be revalidated in the CHRM program. If a student has more than 10 units requiring revalidation, they must reapply for admission to the program.

Revalidation requires demonstration of the student's continued competence in the course material. It may entail writing an exam or paper, completing readings and written assignments, or retaking the course. This assessment is made by the instructor of record in consultation with the Graduate Coordinator. The revalidation plan must be approved by the Graduate Studies office.

## 8. Tracking Your Progress in the Graduate Program

### 8.1. CHRM Program Completion

CHRM students should track their progress using their Academic Requirements Report (ARR), which provides a real-time overview of your academic record and degree requirements. It uses green, yellow, and red symbols to indicate which requirements are completed, in-progress, and not-yet-completed. The ARR reflects applicable coursework completed at SSU, relevant units from a student's Transfer Credit Report, and, in some instances, approved substitution petitions filed with the Registrar's Office. Before a student can graduate, all requirements listed on the ARR must be checked as completed. Because of this, the ARR should be considered the definitive report in tracking a student's progress toward their degree. To find your ARR, navigate to MySSU > Student Center > Other Academic Information dropdown menu > Academic Requirements.

### 8.2. Graduate Studies Office Degree Completion Checklists

The Graduate Studies Office also provides two checklists to help you stay on track. The [Graduate Studies Planning Checklist](#) guides you through all steps of the program, from application to completion. The [Graduate Studies Degree Completion Checklist](#) focuses on the many steps that need to be taken at the end of the program to ensure successful graduation.



## 9. Additional Program Resources and Information

### 9.1. Website

The [website](https://anthropology.sonoma.edu/) for the CHRM program can be accessed at <https://anthropology.sonoma.edu/>. The CHRM website provides information about admission requirements, procedures, and deadlines; degree requirements; internships and practica; a list of completed Master's theses and projects; a list of CHRM faculty and their contact information; and answers to frequently asked questions, among other information. It is a useful resource for both prospective and current students.

### 9.2. Canvas Page

All current CHRM students are invited by the Graduate Coordinator to join the CHRM Program [Canvas page](https://canvas.sonoma.edu/courses/15026) at <https://canvas.sonoma.edu/courses/15026>. This is a central location for resources related to the Master's program, which is updated at least once per semester by the Graduate Coordinator. On this page you'll find lots of program resources (e.g., links to Graduate Studies checklists and forms, CHRM faculty office hours, funding opportunities and financial aid deadlines, ASC and NWIC) and University resources (e.g., for student well-being, SSU Library, LARC/Writing Center). You'll also find information related to course registration for the current and/or upcoming semester. The Graduate Coordinator will use its Announcements feature to send emails to current CHRM students and faculty only.

### 9.3. Email Listserv

The program maintains an email listserv through the University's Gmail system. The email address is [crm-majors@lists.sonoma.edu](mailto:crm-majors@lists.sonoma.edu). All current CHRM students are added to the listserv by the Graduate Coordinator and can request to stay on after graduation at their personal email address. This listserv is used to send announcements about upcoming CHRM program and SSU deadlines and events, as well as external employment, internship, and training opportunities. Members of the listserv can post to it, although these emails are moderated by the Graduate Coordinator.

### 9.4. Facebook Page

The Graduate Coordinator and other affiliated faculty maintain a [Facebook page](#) for the CHRM program. It is designed for sharing information and news related to the program, as well as to cultural heritage and resources management more generally. It is open to the public, but prospective and current students, as well as alumni and faculty, are especially encouraged to join. Any member can create posts, although these must be approved by the page's administrators.

## **9.5. Building A Professional Community**

As a cohort-based program with a robust network of students and alumni, community is one of the hallmarks of the CHRM program. In addition to taking core courses together, students build community in a variety of ways.

### **9.5.1. Annual Welcome Party**

At the beginning of every Fall semester (usually on a weekend day in September), one of the program faculty members hosts an Annual Welcome party at their home. Current students, alumni, and SSU faculty and staff (and their families) are invited to build community in a casual setting. The date for the Annual Welcome party is set during the previous summer.

### **9.5.2. Professional and University Conferences**

As heritage professionals who are expected to engage with stakeholders and conduct public outreach, CHRM students are strongly encouraged to share their research in a public setting (in addition to the public defense of the Culminating Experience, see 4.5 above).

CHRM program faculty, students, and alumni are members of, and regularly present at, annual conferences held by professional organizations. Presenting your research at conferences—whether in-progress or completed—is a wonderful way to share your findings and receive feedback. Even simply attending conferences allows you to build your professional network, learn about opportunities for employment and professional development, and build community. Students often have their registration fee waived if they volunteer at the conference. CHRM students regularly present their research at the Society for California Archaeology annual meetings and data sharing sessions, and, when held locally, at the meetings of professional organizations such as the Society for American Archaeology, Western Bioarchaeology Group, and Society for Historical Archaeology. Funding for student travel may be available through the Dean’s office; contact the Graduate Coordinator for more information.

Sonoma State and the wider CSU also provide opportunities to present your research. These are described in more detail on the program Canvas page, but include the SSU Social Action Student Symposium, SSU Research, Scholarship, and Creativity Symposium, SSU and CSU Grad Slam (aka Three-Minute Thesis competition), and CSU Student Research Competition. They are all typically held during the Spring semester. This is an excellent way to build community outside of our program, within SSU and the CSU.