

*Graduate Handbook*

**Master of Professional Studies  
in Environmental Studies**

**Dept. of Environmental Studies**

State University of New York  
College of Environmental Science and Forestry

Syracuse, NY

2010 - 2011

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## I. INTRODUCTION

Welcome to the Master of Professional Studies (M.P.S.) in Environmental Studies graduate program at the State University of New York College of Environmental Science and Forestry (SUNY-ESF, or ESF). We are delighted that you have joined a unique set of graduate students, faculty, and researchers who share a deep concern for the development and application of interdisciplinary approaches to the stewardship of our natural and built environments.

The program offers students a focused, yet flexible, understanding of environmental issues, the problems that underlie them, and the paths that lead to sustainable communities. It is intended for a wide range of students, including those with undergraduate degrees in fields other than Environmental Studies. At least one undergraduate course in environmental policy or communication, an ecology course and one additional environmental science course, are required for admission, however.

The program facilitates student understanding of fundamental social, political, economic, cultural, and technological forces that drive environmental degradation as well as the application of emerging approaches that can foster sustainability. It does this by drawing on a range of frameworks from the social sciences, humanities, and natural sciences. Coursework combines theoretical, practical, and applied approaches to areas such as environmental policy, environmental communication, sustainable communities, human behavior, collaborative governance, public participation, and environmental impact analysis.

In their first semester, students work with their adviser to draft a tailored *Plan of Study* to meet their specific goals. The *Plan of Study* is an opportunity for students to give practical consideration to their learning, experiential and career objectives in narrative form and outline a sequence of courses and internship topic to help meet those objectives. As a student's program evolves, the *Plan of Study* may be adjusted in consultation with a her or his faculty adviser and/or Steering Committee.

The program prepares students to critically analyze and engage emerging issues and problems related to environmental affairs and sustainability. As part of one of the world's foremost schools focused exclusively on environmental research and applications, the program is enhanced by SUNY-ESF's diverse expertise in the natural sciences and engineering, as well as by graduate courses at Syracuse University available to ESF students. Availability of courses from Syracuse University allows us to supplement gaps in ESF faculty expertise in such areas as: energy and climate policy, environmental history, anthropology, religion, management methods for public agencies and non-profits, and environmental law.

The New York State Department of Education and the State University of New York establish policy for all graduate programs. At SUNY-ESF, a comprehensive set of Graduate Policies have been adopted by the College Faculty. These are published in the College Catalog. The policies and the procedures which implement College policy are contained in the ESF Faculty Governance body's "Graduate Academic Policies" document, available at: <http://cwww.esf.edu/coi/pdf/gradpolicies.pdf>. In addition, the M.P.S. in Environmental Studies program has its own specific policies, procedures, and guidelines.

This *Handbook* is the primary guide to the M.P.S. in Environmental Studies graduate program for both students and faculty.

## II. REQUIREMENTS FOR THE M.P.S. DEGREE

The ESF Catalog description provides the basic framework of graduation requirements. To facilitate detailed program planning and graduation documentation, the M.P.S. in Environmental Studies program uses a Plan Sheet. Each Major Professor keeps an updated version in their advising file, and each student is encouraged to keep an updated personal copy. A completed Plan Sheet must be attached to the College's Form 3B when submitted for approval by the Graduate Studies Coordinator. Plan sheets are available in the Environmental Studies Departmental Office, 106 Marshall Hall. A copy of the Plan Sheet follows this description.

### Prerequisites

Students are expected to begin the program with some academic background in Environmental Policy or Communication; Environmental Science; and Ecology, demonstrated through successful completion of at least one course in each of these three areas. Deficiencies are identified in the letter of admission. If not completed prior to matriculation, these must be taken as co-requisites during the first two semesters of residence. Undergraduate or graduate courses successfully completed for credit may be used to satisfy deficiencies. Undergraduate courses are not included in Grade Point Averages, and do not contribute to the minimum number of required graduate credit hours. Graduate courses will be included in Grade Point Averages, but may not be used to meet program requirements.

### Advanced Standing

- a. *Course transfers.* A maximum of six graduate credit hours with a grade of B or above that have not been applied to another degree may be transferred via Petition. The Petition must include an attached syllabus, and a justification of how the courses are to be included on the student's Plan Sheet. Petitions for course transfers are submitted following matriculation.
- b. *Credit for prior experience.* Applicants with a minimum of three (3) years of post-baccalaureate full-time professional experience directly related to the intended area of study may apply for 6 credit hours of advanced standing in the program. Partial credit for experience cannot be awarded. When awarded for prior work experience, the 6 credit hours are applied toward the Synthesis requirement.

### Program Requirements<sup>1</sup>

The M.P.S. in Environmental Studies degree program is a 39 credit hour experience focused on advanced academic scholarship and its application to environmental affairs and sustainability. This degree requires the completion of a synthesis experience which frequently, though not always, involves a professional internship. (For guidance on internships, see Appendix A; on synthesis papers, Appendix B.) All students must present a Capstone Seminar during their final

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<sup>1</sup> All courses three credit hours unless otherwise noted.

semester.<sup>2</sup> The distribution of required credits may be adjusted to take into account a student's prior academic work and background.

### *Core (18 credits)*

Six courses cover the disciplinary and methodological scope of the field and demonstrate its applicability to problem analysis and the quest for sustainability. For full-time students, these courses are usually taken in the first year of the program; if prerequisites also are being taken, these requirements may be fulfilled in subsequent semesters. Part-time students may take these courses over multiple years.

#### **Required:**

EST 600. Foundations of Environmental Studies (fall)

EST 626. Concepts and Principles of Sustainable Development (spring)

#### **Required, *four of the following:***

*Recommended, as the fundamental knowledge and skill set for Environmental Studies:*

EST 608. Environmental Advocacy Campaigns and Conflict Resolution

EST 612. Environmental Policy and Governance

EST 640. Environmental Thought and Ethics

EST 650. Environmental Perception and Human Behavior

*Alternatively, the following may also be used to meet this requirement:*

EST 606. Environmental Risk Perception

EST 609. Collaborative Governance Processes for Environmental and Natural Resources Management

EST 635. Public Participation and Decision Making

EST 645. Mass Media and Environmental Affairs

EST 660. Land Use Law

*Other courses may be identified in collaboration with the student's adviser*

These courses provide a basis of common knowledge among students in the MPS program. For students who pursue the degree on a full-time basis, they provide the basis for an academic cohort, as well.

### *Natural Sciences (3 credits)*

At least one natural science course is required in order to enhance the student's existing knowledge in preparation for work alongside other scholars in the field. Typically this would be one of the following courses, though alternatives may be considered in consultation with the student's adviser.

#### **Required: 1 course chosen from:**

EFB 516 Ecosystems

EFB 518 Systems Ecology (4 cr.)

EFB 523. Tropical Ecology

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<sup>2</sup> See your adviser or the department's graduate support office for information on procedures and deadlines for setting up the Capstone Seminar.

EFB 600. Toxic Health Hazards (4 cr.)  
EFB 611. Topics in Environmental Toxicology  
EFB 623. Marine Ecology (5 cr.)

*Other courses may be identified in collaboration with the student's adviser*

### *Research / Technical Methods (6 credits)*

Two research or technical methods courses (selected from a list of appropriate courses) provide the skills necessary to apply environmental knowledge and pursue the synthesis experience for the MPS.

#### **Required: 2 courses chosen from:**

APM 625. Introduction to Sampling Techniques  
APM 630. Regression Analysis  
APM 635. Multivariate Statistical Methods  
ENS 519. Spatial Ecology  
ERE 550. Introduction to Geographic Information Systems  
EST 550. Environmental Impact Analysis  
EST 603. Research Methods and Design  
EST 604. Social Survey Research Methods for Environmental Issues  
EST 605. Qualitative Methods  
EST 702. Environmental and Natural Resource Program Evaluation  
FOR 556. Introduction to Raster GIS Analysis  
FOR 557. Practical Vector GIS  
FOR 558. Advanced Topics in GIS  
LSA 500. Computer Graphics I  
LSA 501. Computer Graphics II  
LSA 552. Graphic Communication  
LSA 640. Research Methodology

*Other courses may be identified in collaboration with the student's adviser*

### *Generalized / Thematic Area (6 credits)*

Two additional courses are selected in consultation with the student's Steering Committee. The generalized or thematic area courses are used to substantively prepare the student for capstone synthesis work and post-graduation work opportunities by enhancing a solid knowledge of some aspect of Environmental Studies. Course selection is determined through the *Plan of Study* process. Students will be encouraged to include courses in their plans of study that enhance their career goals. EST 898 and EST 899 may not be included as thematic area courses.

### *Synthesis (6 credits)*

In order to synthesize and apply their knowledge of Environmental Studies, all students take the equivalent of two courses of either:

EST 798. Problems in Environmental Studies [Synthesis Paper]  
EST 898. Professional Experience [Internship; see Appendix A]

### III. COURSE DESCRIPTIONS

The following courses are offered by the department of Environmental Studies and are fundamental to this program. The names of the faculty who teach the courses appear beside the course titles.

#### **EST 600. Foundations of Environmental Studies (3) - Moran**

Three hours lecture/discussion per week. Examines frameworks for understanding and solving environmental problems. Familiarizes students with the epistemological foundations of environment-society relations. Considers multiple methodological and analytical strategies. Uses a case study method to exemplify key principles. Fall

#### **EST 603, Research Methods and Design (3) - Sonnenfeld**

Comprehensive survey of research methods and design for Environmental Studies. Topics covered include the scientific method; research design; quantitative, qualitative, and mixed research methods; sampling; data collection techniques; data analysis and interpretation; research ethics; and research proposal development. Fall.

#### **EST 604. Social Survey Research Methods for Environmental Issues (3) - Staff**

Three hours of lecture and discussion. Provides a critical overview of survey methods used to study human dimension of environmental problems. Explores fundamental theories, techniques, and applications of environmentally-related social survey research processes. Design of original survey research and critical assessment of existing research. Spring, odd years.

#### **EST 605. Qualitative Methods (3) - Staff**

Three hours of lecture and discussion. Survey of the generally recognized paradigms and methods that qualitative researchers use to better understand, evaluate, and perhaps influence complex social phenomenon. Research Proposal, pilot study, final report and oral presentation required. Spring, even years.

#### **EST 606. Environmental Risk Perception (3) - Staff**

Three hours of lecture and discussion per week. Concepts, problems and research related to the assessment and management of environmental hazards in our society. Current psychological, sociological and cultural theories in risk perception, communication, and policy. Emphasis on the interplay between science, politics, law, cultural values and public opinion. Fall.

Prerequisites: coursework in psychology, sociology and environmental policy is recommended.

#### **EST 608. Environmental Advocacy Campaigns and Conflict Resolution (3) - Staff**

Three hours lecture and discussion. Addresses complex dynamics, strategies, and tactics of 1) organized campaigns by grassroots to international organizations to advocate for particular environmental policy and 2) processes that seek to resolve, manage, or prevent environmental conflicts when appropriate. Readings, simulations, projects, and case study analysis. Fall.

#### **EST 609. Collaborative Governance Processes for Environmental and Natural Resource Management (3) - Senecah**

Three hours lecture and discussion. Introduces the evolution of innovative multi-stakeholder processes that characterize collaborative governance (CG). Distinguishes CG from traditional public involvement and dispute resolution approaches, and explores its challenges and

opportunities. Provides knowledge and introductory tools to design and be more productive participants in collaborative processes. Spring, odd years.

**EST 612. Environmental Policy and Governance (3) - Sonnenfeld**

Three hours lecture and discussion. Examination of the dynamic relationships present in the creation and implementation of environmental policies. Considers the roles of the state, the private sector, and nongovernmental organizations. Explores background and implications of recent trends in environmental management. Spring.

**EST 625. Wetland Management Policy (3) - Smardon**

Three hours of lecture and discussion. International, national, and local wetland management and conservation issues. Application of methods of policy research, critical evaluation and design of wetland management issues including delineation, functional evaluation, wetland banking, and property rights issues. Research paper required. Fall, odd years.

**EST 626. Concepts of and Principles of Sustainable Development (3) - Manno**

Three hours of lecture and discussion. Presents ecological and development concepts and theory guiding local and global initiatives for sustainable development. Four overlapping themes are considered and linked: the relationship between patterns of wealth, poverty and environmental quality; the role of efficiency in reducing environmental impacts; frugality and sufficiency in advancing development; and questions of environmental equity and the quality of development. Fall or Spring.

**EST 628. Great Lakes Policy and Management (3) - Manno**

Three hours lecture and discussion. Provides a comprehensive understanding of environmental policy and management in the Great Lakes. Emphasizes how policy-makers in the Canadian and US federal governments, states and provinces use scientific knowledge of conditions in the Great Lakes. Intended both for policy and science oriented students. Spring, even years. Intended both for policy and science oriented students.

**EST 635. Public Participation and Decision Making: Theory and Application (3) - Smardon**

Three hours of discussion, presentation and exercises. Provides a student with fundamental theories and techniques for developing and applying citizen participation strategies and conflict resolution as they relate to environmental science and planning decision making. Spring.

**EST 640. Environmental Thought and Ethics (3) - Meisner**

Three hours of discussion. Critical interdisciplinary introduction to philosophical, religious, cultural and historical dimensions of environmental affairs. How ecologically-significant cultural assumptions, ideologies, representations, and institutionalized practices contribute to human meanings and relationships to other-than-human-Nature. Special attention to the role of language and questions of environmental ethics and ontology. Fall.

**EST 645. Mass Media and Environmental Affairs (3) - Meisner**

Three hours of discussion. Introduces the mass media's role in environmental affairs. Relationships between media organizations, technology, content, and audiences frame examination of how Nature and environmental issues and problems are engaged by the media and with what consequences. News and current affairs, advertising and entertainment genres are considered. Spring.

**EST 650. Environmental Perception and Human Behavior (3) - Staff**

Three hours of lecture and discussion. Application of environmental perception and human behavior paradigms and theories in understanding the causes and potential solution strategies to environmental issues. Interdisciplinary approach utilizes concepts, theories and research from disciplines including environmental psychology, sociology, anthropology, and risk perception to understand the myriad of influences on human behavior as it relates to environmental impacts. Spring.

**EST 696. Special Topics in Environmental Studies (1-3) - ES Faculty**

Experimental and developmental courses in new areas of interest to environmental studies faculty and graduate students not covered in regularly scheduled courses. Fall and Spring.

**EST 796. Advanced Topics in Environmental Studies (1-3) - ES Faculty**

Lectures and discussions, seminars, conferences and group research on advanced topics of special or current interest to environmental studies faculty and graduate students. Fall and Spring.

**EST 797. Environmental Studies Seminar (1-3) - ES Faculty**

Discussion of current topics and research related to environmental studies. Fall and Spring.

**EST 798. Problems in Environmental Studies (1-3) - ES Faculty**

Individualized, special study of environmental studies subjects and issues. Comprehensive oral or written report required for some problems. Fall, Spring and Summer.

**EST 898. Professional Experience (1-12) - ES Faculty**

Professional experience which applies, enriches and/or complements formal coursework. Graded on a "Satisfactory/Unsatisfactory" basis. Fall, Spring and Summer.

## IV. TYPICAL COURSE SEQUENCE

The following is a typical or possible course sequence. Each student may tailor the specific courses and sequencing (within the limits of program requirements) to their own needs.

<b>Year 1 Fall</b>	
<b>COURSE TITLE</b>	<b>Credits</b>
EST 600. Foundations of Environmental Studies	3
Core Course	3
Core Course	3
Generalized / Thematic Area Course	3
<b>Semester Total Credits</b>	<b>12</b>
<b>Year 1 Spring</b>	
<b>COURSE TITLE</b>	<b>Credits</b>
EST 626. Concepts and Principles of Sustainable Development	3
Core Course	3
Core Course	3
Natural Science Course	3-5
<b>Semester Total Credits</b>	<b>12-14</b>
<b>Year 2 Fall</b>	
<b>COURSE TITLE</b>	<b>Credits</b>
Generalized / Thematic Course	3
Research / Technical Methods Course	3
Research / Technical Methods Course	3
<b>Semester Total Credits</b>	<b>9</b>
<b>Year 2 Spring</b>	
<b>COURSE TITLE</b>	<b>Credits</b>
Synthesis	6
<b>Semester Total Credits</b>	<b>6</b>
<b>Total Program Credits</b>	<b>39-41</b>

## V. PROCEDURES FOR ACADEMIC ADVISING

### Major Professor

Each student in the M.P.S. in Environmental Studies graduate program will be assigned a Major Professor during the admission process. Prior to the start of classes in the student's first semester in the program, each new student will meet with their Major Professor to discuss their academic and career objectives in general terms. This first advising session is intended to facilitate the selection of courses for the first semester. The session also will allow the Major Professor and student to share their expectations for the relationship and to establish a schedule for work on the student's plan of study.

### Plan of Study

The purpose of the *Plan of Study* is to provide structure and coherence to each student's individualized learning within the program requirements. Students are encouraged to think reflectively about their learning objectives and how they can be achieved through a systematic program of coursework and professional experience. The *Plan of Study* (5-6 pages) will consist of the following parts:

- A descriptive TITLE of the student's thematic area.
- A 100 word descriptive ABSTRACT of the student's thematic area.
- A list of the student's CAREER OBJECTIVES.
- A list of the student's LEARNING OBJECTIVES.
- A 500 word DESCRIPTION of the thematic area that defines its concerns, importance, and limits.
- A 500 word RATIONALE for the thematic area's relevance to the student's career and learning objectives.
- A MATRIX showing courses to be taken and their sequence in relation to the student's learning objectives and thematic area.

The first *Plan of Study* must be approved prior to advising week of the first semester of matriculation (typically the end of October) and will then provide the rationale for course selection for the second and subsequent semesters. Each semester prior to advising week, the student and the Major Professor should review the *Plan of Study* to ensure that it continues to reflect the student's objectives and provide an adequate structure for meeting those objectives.

### Steering Committee

By the end of the first semester of study, the student and Major Professor will seek appointment of the student's Steering Committee, consisting of the Major Professor and at least one other faculty member or other qualified person. The latter may include faculty members at other institutions and other recognized professionals. The Steering Committee reviews and approves the student's *Plan of Study* and separate Form 3B (see below), guides the student's synthesis project, and reviews any final products prior to the capstone presentation. To ensure consistency and quality, each *Plan of Study* must be approved by the Steering Committee and departmental Graduate Studies Coordinator.

## **Program of Study (Form 3B)**

By the end of the first semester of matriculation, students must complete, sign and submit a *Program of Study* (internal form, 3B) that specifies the list of courses, seminars, and internship credits necessary for them to meet degree requirements (this is in addition to the *Plan of Study* described above). The *Program of Study* must then be reviewed and approved by the student's Steering Committee and the department's Graduate Studies Coordinator, with notification to ESF's Dean of Instruction & Graduate Studies.

## **Student Responsibility**

In addition to these aspects of advising, Major Professors will provide students with ongoing mentoring and assistance with course selection and internship possibilities. However, the onus is on the student to understand program requirements and to research the available means of attaining them. Students are encouraged to take responsibility for their own learning and for meeting program requirements.

## **Annual Review of Student Progress**

Early each spring semester, the department's Graduate Studies Committee reviews academic progress of all departmentally-affiliated graduate students, including those in this program. Students who plan to continue their studies in the following academic year and are making good progress towards completing their degree requirements receive priority consideration in the review of applications for Graduate Assistantships and other support for the following year.

## **Program Assessment**

The Department of Environmental Studies is committed to ongoing assessment and improvement of all of its academic programs. Accordingly, data will be periodically collected at the beginning, end, and mid-points of this and other programs, with the purpose of contributing to the evaluation of program effectiveness.

## M.P.S. PLAN SHEET

**Student:** \_\_\_\_\_ **Semester Entered:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_ **Area:** \_\_\_\_\_

**Semester:**

Course	Cr. Hrs.	Grade GPA	Pre-Reqs.	Core	Nat. Sci.	Res. Meth.	Them. Area	Synth.
Totals:								
Unmet Requirements:	/39	/3.0min	/0-9	/18	/3	/6	/6	/6

**Semester:**

Course	Cr. Hrs.	Grade GPA	Pre-Reqs.	Core	Nat. Sci.	Res. Meth.	Them. Area	Synth.
Totals:								
Unmet Requirements:	/39	/3.0min	/0-9	/18	/3	/6	/6	/6

**Semester:**

Course	Cr. Hrs.	Grade GPA	Pre-Reqs.	Core	Nat. Sci.	Res. Meth.	Them. Area	Synth.
Totals:								
Unmet Requirements:	/39	/3.0min	/0-9	/18	/3	/6	/6	/6

**Semester:**

Course	Cr. Hrs.	Grade GPA	Pre-Reqs.	Core	Nat. Sci.	Res. Meth.	Them. Area	Synth.
Totals:								
Unmet Requirements:	/39	/3.0min	/0-9	/18	/3	/6	/6	/6

## PROGRAM ADMINISTRATION

**Student:** \_\_\_\_\_ **Semester Entered:** \_\_\_\_\_

**Degree:** Ph.D.  M.S.  M.P.S.  Area of Study: \_\_\_\_\_

**Address:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Deficiencies:** \_\_\_\_\_ **Semester Remedied:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Administrative Requirements Completed:

**3B Form**  Yes Date: \_\_\_\_\_

**Thesis/Internship Proposal:**  Yes Date: \_\_\_\_\_

Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Steering Committee:

1) \_\_\_\_\_ Phone \_\_\_\_\_  
2) \_\_\_\_\_ Phone \_\_\_\_\_  
3) \_\_\_\_\_ Phone \_\_\_\_\_  
4) \_\_\_\_\_ Phone \_\_\_\_\_

### Examiners (M.S., Ph.D. only):

1) \_\_\_\_\_ Phone \_\_\_\_\_  
2) \_\_\_\_\_ Phone \_\_\_\_\_  
3) \_\_\_\_\_ Phone \_\_\_\_\_  
4) \_\_\_\_\_ Phone \_\_\_\_\_

### Defense/Exam Chair (M.S., Ph.D. only):

\_\_\_\_\_ Phone \_\_\_\_\_

**Capstone Seminar:**  Yes Date: \_\_\_\_\_ Time and Location: \_\_\_\_\_

### TA/RAs Held:

Semester	_____	Course/Project	_____	Supervisor	_____
Semester	_____	Course/Project	_____	Supervisor	_____
Semester	_____	Course/Project	_____	Supervisor	_____
Semester	_____	Course/Project	_____	Supervisor	_____
Semester	_____	Course/Project	_____	Supervisor	_____
Semester	_____	Course/Project	_____	Supervisor	_____

## VI. DEPARTMENTAL GOVERNANCE

The Department of Environmental Studies is organized with an Executive Committee and several standing Committees, including the Graduate Studies Committee. The latter includes the department's Graduate Studies Coordinator, other departmental faculty, and two student representative(s). The Committee's role is to monitor the program's effectiveness and to develop proposals for the consideration by the Department. Relevant sections of the Department's Bylaws\* include:

### II. B. 1. Standing Committees

- c. *Graduate Studies Committee* composed of (i) up to four faculty members in the Department of Environmental Studies who serve as advisers for graduate students in the Environmental Studies Masters Programs and/or the Graduate Program in Environmental Science (GPES) and Environment and Natural Resource Policy (ENRP), (ii) the Graduate Studies Coordinator, who shall chair the Committee, and (iii) two graduate students, preferably one each from a Masters and Ph.D. program invited by the chair of the committee after consulting with faculty and students. The Graduate Studies Coordinator shall be a faculty member holding a full-time appointment to the Department of Environmental Studies.

### II. C. Functions. The functions of Standing Committees are as follows:

4. Graduate Studies Committee.
  - a. Study current departmental and College academic policies and programs;
  - b. Facilitate opportunities for departmental faculty, staff, and students to discuss policies and programs;
  - c. Supervise the Environmental Studies MS and MPS programs, the Certificate in Environmental Decision Making and other graduate programs that the department mounts in accordance with College policies,
  - d. Supervise departmental participation in the College's Graduate Program in Environmental Science and other interdepartmental graduate programs
  - e. Receive, study, and evaluate proposals for improvement of policies and programs;
  - f. Place before the Departmental committee proposals for revision and formulation of policies and programs;
  - g. Meet other responsibilities as are set forth in these Bylaws; and
  - h. In carrying out the above, to consult and cooperate on a permanent or temporary basis with appropriate persons, groups, and advisors.

### III. D. Student Representation

1. Student representatives to the Standing Committees must be full-time students.
2. Student representatives to the Standing Committees that have student representation shall be selected by the respective committee Chairs during the Spring semester for a one-year term beginning in the Fall after consulting with faculty and students. Consultation may include a student vote, an open student meeting to discuss student representation to the Standing Committees, or other means of consulting with faculty and students.

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\* Available: <<http://www.esf.edu/es/documents/ES-bylaws-100208.pdf>>.

3. Student representatives will serve a one-year term and have the following responsibilities:
  - a. Each representative is expected to attend all meetings of the Standing Committee on which he or she serves and must inform other representatives and the Committee Chair if unable to do so.
  - b. Each representative may vote on Committee agenda items with one vote per student representative.
  - c. Student representatives are expected to serve as a liaison between their respective constituency and ES Faculty.

## **VII. DEPARTMENTAL RESOURCES**

The following Departmental resources are available for use by MPS Environmental Studies students.

### **Departmental Staff**

The departmental office (106 Marshall Hall) maintains unofficial files of student records, Research Proposals; a collection of course syllabi, graduate theses, dissertations, and Internship Reports which are available for reference. Various time-relevant opportunities are posted regularly via the departmental graduate student listserv.

It is not unusual for students, at some time during their studies, to encounter problems of a personal or academic nature for which they require assistance. An early full discussion of the situation and options is often the key to their resolution. Major Professors, the departmental Graduate Studies Coordinator, and Department Chair are available to facilitate this process. Office staff can assist in making appointments as necessary.

### **Conference Room**

The Environmental Studies Conference Room (105 Marshall Hall) is the setting for Department meetings and seminars, including graduate students' capstone seminars. The room may be scheduled via the Departmental Secretary for student meetings. During unscheduled periods it is available for informal graduate student discussions and study.

### **Graduate Student Mailboxes**

Graduate student mailboxes (in the anteroom of 105 Marshall Hall) are a primary mechanism for Departmental and College communications. Students should check their box at least once a week. The mailboxes should not be used to receive U.S. Mail.

### **Office Space**

Graduate students are provided with desk space as available and as-needed, with priority given to research (Ph.D. and M.S.) students and graduate students currently working as Teaching Assistants. The assignment of desk space usually takes a few weeks each fall. The Department of Environmental Studies graduate student office space is in three locations: 218 Marshall Hall, B7 Marshall Hall, and 406B Bray Hall. The departmental secretary maintains a list of requests and vacancies.

## **Assistantships**

There are two basic forms of assistantships, Graduate (GA), and Research (RA). GAs are awarded by the College each year based on Departmental recommendations. They are primarily used for Teaching Assistantships in undergraduate courses and in support of the College's Writing Resource Center. The department's Graduate Studies Coordinator notifies students each fall when applications for the following academic year are available. Incoming, admitted students are included in the selection process, as well. The Department's Graduate Studies Committee prioritizes the applications for administrative action.

As a graduate-research institution, ESF is involved in numerous externally funded projects most of which involve RAs. Each project is managed by a Principal Investigator who has the responsibility of selecting staff. The Dept. of Environmental Studies has no direct involvement in this process. Students interested in working as an RA should discuss opportunities with their Major Professor. Throughout the year, ESF's Office of Instruction and Graduate Studies (OIGS) and Office of Research Programs (ORP) circulate research, fellowship, and internship announcements. Students should periodically check their mailboxes and the ES bulletin board.

The Edna Bailey Sussman Foundation provides stipends to support graduate student summer internship experiences. The Sussman Foundation supports a broad range of interest areas, from environmental policy, regulation and communication to various environmental sciences. Sussman applications are treated competitively; awards may be up to \$5880 for a full-time internship. Applications must be filed by the annual application deadline, usually in early March. Awards are announced in early May. Proposal guidelines are available at: <http://www.esf.edu/Sussman>.

## **VIII. ESF FACILITIES AND RESOURCES**

### **Library Holdings**

SUNY-ESF's Moon Library holdings include 135,000 volumes and access to hundreds of electronic databases and thousands of electronic journals. The collection at Moon Library constitutes a specialized information source for the academic programs of the college with concentrations in such areas as botany and plant pathology, biochemistry, chemical ecology, forest chemistry, polymer chemistry, economics, entomology, environmental studies, landscape architecture, environmental design, management, paper science, photogrammetry, silviculture, soil science, urban planning, water resources, world forestry, wildlife biology, wood products engineering, and zoology.

SUNY-ESF and Syracuse University share a library management system (catalog.) SUNY-ESF students have full access and borrowing privileges at all Syracuse University Libraries (three million volumes.) Remote access to the electronic library resources of both campuses is available to SUNY-ESF students through a proxy server maintained by Syracuse University.

All Syracuse University collections may be searched by using the online public access catalog located in Moon Library and through the World Wide Web client. Other collections located throughout the United States are readily accessible through interlibrary loan. Moon library is a wireless environment where students may use their own laptops or may borrow a laptop from the reference desk.

Renovations to Moon Library were completed in September 2007 and include new computer workstations, new tables and chairs that students can arrange to best suit their needs, and “living spaces” with comfortable chairs and couches. The upper level holds open stacks; reference, reserve and circulation desks; computer workstations for the library catalog, databases and Internet searching; individual study carrels; a conference room; library faculty offices; a writing support center, all that combine to provide a learning commons atmosphere. The archives and special collections, a computer laboratory, and library processing spaces are located on the lower level.

### **Access to off-campus research materials**

Graduate students have access to all library facilities of the SUNY system and at Syracuse University, plus interlibrary loan capabilities.

SUNY-ESF has research campuses available for student research at the Thousand Islands Research station in Clayton, NY (on the St. Lawrence River) and hosts the Great Lakes Research Consortium, connecting 19 New York state universities and colleges. ESF has remote facilities also at Newcomb, Cranberry Lake and Wanakena in the Adirondacks, as well as in Tully and Lafayette, NY, closer to the campus. ESF recently acquired a research campus in Costa Rica and participates in a tropical field course every spring in Dominica. Faculty members in the Department of Environmental Studies collaborated on a research exchange program with CINVESTAV in Merida, Mexico, and have participated in several other exchange programs.

### **Computer facilities and services**

Graduate students have access to shared computer clusters in Moon Library and Baker Laboratory, as well as to workstations in the Environmental Studies graduate student offices in 218 Marshall Hall and 406B Bray Hall. The Evergreen Wireless Network is currently available throughout much of Marshall Hall, the main level of Moon library, and in parts of Illick Hall.

## **IX. OTHER RESOURCES AND SUPPORT PROGRAMS**

In addition to those resources described above, numerous other resources and support programs exist at both SUNY-ESF and Syracuse University to support graduate students and their families. In addition, graduate students may participate in cooperative programs at Cornell University and the SUNY Upstate Medical University.

### **Syracuse University**

SUNY-ESF and Syracuse University have a unique relationship. Through contractual agreement with Syracuse University, SUNY-ESF students have access to all Syracuse University course offerings – with minor restrictions. SUNY-ESF students have access to all of the student services and resources of Syracuse University, which include sports facilities, libraries, support programs, clubs, health and counseling services, etc.

SUNY-ESF graduate students who complete at least 12 graduate credits with a cumulative GPA of 3.5 or greater may apply for admission to a concurrent degree program at Syracuse University. Formal agreements for degrees in business administration, public administration, public communication and science education allow SUNY-ESF students unrestricted access to

courses and faculty at Syracuse University. SUNY-ESF graduate students, with prior approval, may also enroll in courses offered by SUNY Upstate Medical University, which is immediately adjacent to the SUNY-ESF and Syracuse University campuses.

### **Cornell University & SUNY Upstate Medical University**

ESF and the New York State College of Agriculture and Life Sciences at Cornell University provide exchange opportunities so that graduate students can take advantage of special courses, faculty, and research facilities found at the two institutions. Cornell University is in Ithaca, N.Y., about 50 miles southwest of Syracuse. ESF and the SUNY Upstate Medical University provide opportunities for graduate students at each institution to enroll in graduate coursework. SUNY Upstate Medical University is located within walking distance of ESF. Graduate students interested in these opportunities should contact ESF's Office of Instruction and Graduate Studies.

### **Additional Resources**

SUNY-ESF's Writing Resource Center provides support and assistance in the areas of grammar, organization, planning, style and other aspects of the writing process that are refreshing reminders for graduate-level students who will engage scientific rigor expected of graduate scholars. The Center also offers a library of grammar and style books, reference materials, and tip sheets and also it houses dedicated computer work stations for student use.

SUNY-ESF's Financial Aid Office assists students in locating necessary funds to meet educational expenses through counseling; information about state, federal and community aid sources, and College aid sources; and loan/debt management. The office also offers a Job Locator Service.

All full and part-time matriculated graduate students are members of the Graduate Student Association (GSA), which serves as an advocate for student sentiment and needs by advising and cooperating with the Administration and Faculty on all administrative, curricular, and instructional affairs that pertain to, or are a concern of, the graduate students of the College. Graduate students in the Environmental Studies master's programs are represented on the association board and are encouraged to engage their peers in academic, cultural and organizational activities that enhance their degree programs.

The SUNY-ESF Alumni Association assists students with emergency loans, scholarships, grants, career exploration, workforce networks, and job placement.

Syracuse University's Office of International Services provides information, support, and counseling for international students and scholars. Programs, socials, workshops, and seminars of special interest to international students are offered on a regular basis, and are open to the entire community. To assist new international students in becoming acclimated to life in the United States, Syracuse, and the college community, an orientation program is offered each summer.

SUNY-ESF's Office of Career and Counseling Services helps students concerned about academics, choosing a profession, identifying areas of interest, managing learning difficulties, test anxiety, study skills, job search preparation, and personal situations. SUNY-ESF also has a

strong working relationship with the counseling staff at Syracuse University. Students may be referred to Syracuse University for additional support.

Syracuse University Health Services is available to all full-time SUNY-ESF students. Part-time students are charged on a per-visit basis, as are family members of full-time students. General services available include outpatient visits, free "colds clinic", routine laboratory work, confinement with ordinary medical care in the infirmary (up to 10 days per academic year), most common pharmaceuticals used in treatment (provided at a nominal fee), diagnostic x-ray service and other tests (provided at cost), gynecological, psychiatric, and allergy care, surgical care or consultation.

The Counseling Center at Syracuse University provides evaluation, counseling, and psychotherapy services for a wide range of emotional/ psychological problems and concerns. Help is available for short-term and crisis situations; for individuals and groups; consultation and referral. Additional counseling and support is also available from the chaplains and clergy staff at Hendricks Chapel. Students with disabilities of any kind are supported by services provided by both SUNY-ESF and Syracuse University. Syracuse University's Office of Disability Services facilitates access to programs and activities, coordinates auxiliary aids and services, provides access to adaptive technology, and when necessary, advocates on behalf of students with members of the campus community.

The R.A.P.E. Center of Syracuse University provides sexual assault crisis intervention programs and services. Staff are on call 24 hours a day, seven days a week.

Through the Syracuse University Student Legal Services program SUNY-ESF students can obtain advice and consultation from attorneys on legal problems and court appearances.

For graduate students with young families, The Syracuse University Day Care Center and The Health Science Center Child Care Center, as well as a number of other child care centers in the area. Onondaga County has many resources available for child care, and offers a free referral service to people seeking child care options. Trained referral counselors are available through the Onondaga County Child Care Council.

Finally, the campus is well served by Syracuse's Centro bus system which provides 24-hour shuttle services within a two-mile radius of campus and limited access to Syracuse University campus facilities in downtown Syracuse.

# APPENDIX A. 1

## INTERNSHIP REQUIREMENTS

### INTRODUCTION

These standards are established to ensure some measure of consistency in the work experience, workload, and performance of Master of Professional Studies degree candidates who elect to complete an internship as partial fulfillment of their degree requirements. They also establish the responsibilities of the Department of Environmental Studies, the Major Professor, the sponsor, and the student's Steering Committee in establishing, monitoring and evaluating the internship.

### 1. STANDARDS/ REQUIREMENTS

- a) The purpose of the internship is to provide an integrative capstone experience. The internship should include an opportunity for the student to exercise individual responsibility and to demonstrate capability. Joint or individual assignments resulting in written reports are extremely desirable.
- b) Internships generally earn six credit hours (6) in the Environmental Studies MPS program. Additional credit hours may be earned (12 maximum) in exceptional cases. Total credit hours required for graduation under the internship option are 42 hours, 15 hours are required courses; 15 hours for a study area; and six hours for make up or enrichment, in addition to internship credit hours.
- c) The internship experience shall be for a minimum of 30 hours/week, for 14 weeks. Typically the internship should be completed in a single semester. The student's Steering Committee may approve an earlier internship if the core and at least 3 directly related areas of study courses have been completed.
- d) An internship cannot be undertaken at the place of regular employment of the student.
- e) The internship is ordinarily undertaken following the completion of the student's first year of coursework.
- f) The purpose of these requirements is to insure a high quality internship. They are designed to neither unduly restrict internship arrangements nor introduce rigidity into the program. It is recognized that at times exceptions to these requirements may be desirable because of special circumstances. Exceptions may be requested through the petition process and will be given favorable consideration providing the objective of a high quality internship is assured by the Major Professor and the student.
- g) It is desirable, but not required, that the internship be on a paid basis; this insures that all parties are committed to the effort.

### 2. INTERNSHIP PLAN

The student must prepare an internship plan and have it approved by his/her Steering Committee prior to beginning the internship.

### **3. MEMORANDUM OF AGREEMENT**

- a) A memorandum of agreement must be executed by the student, the sponsor, the Major Professor and the Department Chair, before the internship begins. The sponsor may require some additional form of agreement. The original goes to the student's Departmental graduate file, with copies to the sponsor, Major Professor, the student's Steering Committee and student.
- b) The student must be assigned tasks appropriate for entry grade employees at the Masters degree level. The internship should provide detailed experience in the field chosen by the student and agreed to by the student's Major Professor, committee and employer. Importantly, completion of degree requirements is not based on having a job, but rather on the learning experience gained through the internship.
- c) The memorandum of agreement is not a formal contract, rather it is a communication device to insure that all parties understand what's expected of them.
- d) Any major change(s) from the conditions of the original memorandum of agreement will require the filing of an amended agreement with the appropriate signatures stipulated in part 3(a).

### **4. MONITORING/ SUPERVISION**

- a) At least half of the student's effort will be of a professional nature which relates directly to the student's program.
- b) The student will have direct supervision.
- c) The student will have access to documents, meetings, field trips, etc., from which he/she may articulate the broader organizational context.
- d) The anticipated nature of the learning experience will be described in detail in 3b(iv) or in an addendum to the agreement, e.g. groundwater modeling, bill drafting, preparation of educational material, designing a facility, analyzing a watershed, doing research, preparing reports, etc.
- e) The sponsor supervisor will oversee the student's activities. A brief written report by the supervisor on the student's work at the mid-point and end of the internship to the Major Professor would be desirable.
- f) If feasible the Major Professor, the supervisor, and the student will meet before the internship commences, at the mid-point, and at the conclusion of the internship, to review the program and to insure communication and understanding between the parties.
- g) The Major Professor should insure that the student has the proper background to undertake the internship.
- h) A bi-weekly report should be submitted to the Major Professor by the student.

## **5. STUDENT REPORTING**

### **A. Bi-Weekly Progress Reports:**

The purpose of these brief (3-5 pages and attachments) professional communications are to provide an opportunity for periodic reflective processing, and to inform Committee members of progress and problems/issues. Many students find that keeping a daily log/diary is helpful both in accomplishing their work and in subsequent writing. Although not required, some systematic form of daily recording is recommended.

Bi-Weeklies are more than a laundry list of activities. They should selectively address those components of the upcoming Internship Report which includes description of the organization (early Bi-Weeklies), and critical connection to course concepts and methods (later Bi-Weeklies). For the student, a rough mock-up of the Internship Report can be assembled from the Bi-Weeklies. For the faculty, the Bi-Weeklies should provide windows of opportunity to communicate with the student, and to minimize "surprises" in the Internship Report.

## **6. RESPONSIBILITIES**

It is the responsibility of the student to make all arrangements and to insure that all requirements are met.

The Major Professor is responsible for approving the internship program and for oversight of the student's program including assurance that the internship is suitable and worthwhile.

The student's Steering Committee shall review bi-weekly reports, the draft report and make any appropriate comments and/or recommendations to the student and the Major Professor.

The College and ESF faculty will assist in helping the student locate an internship opportunity and identifying possible sources of aid.

## APPENDIX A.2

### INTERNSHIP AGREEMENT

#### MEMORANDUM OF AGREEMENT

The memorandum of agreement is not a formal contract, rather it is a communication device to insure that all parties understand what is expected of them.

The parties to this agreement, entered into on the \_\_\_day of \_\_\_\_\_, \_\_\_\_\_, are identified as follows:

**SPONSOR:** State University of New York  
College of Environmental Science and Forestry  
Syracuse, NY 13210

**MAJOR PROFESSOR:**

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone Number \_\_\_\_\_

**HOST:**

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone Number \_\_\_\_\_

**SUPERVISOR:**

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone Number \_\_\_\_\_

**STUDENT:**

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone Number \_\_\_\_\_



**6. Student Learning Objectives (Examples: Groundwater Modeling, Bill Drafting, Facility Design):**

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**7. Final Product(s) (reports, presentations, slide shows, etc.) expected and due date(s):**

BIWEEKLIES:

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INTERNSHIP DRAFT:

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**8. The Host:**

A. Will be responsible for the student's employment, separation, fixing of hours of work, and other similar items associated with an employer-employee relationship.

B. Shall provide:

- (1) Technical direction and supervision.
- (2) Office space, supplies, equipment, and other working tools and facilities necessary for the performance of the student's assignments, if not otherwise provided.
- (3) Transportation of student from Host headquarters to work stations in the field.

C. Will report to the Sponsor, as required, the time and the work accomplishments of the students.

Report Schedule:

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D. Will provide the student access to documents, meetings, field trips, etc., from which the student may articulate the broader organizational context.

E. Will not make a cash contribution to the Sponsor.

**9. The Student shall meet Host standards as to qualifications to utilize facilities and operate its equipment. Host shall be the sole judge of the qualifications of the Student in this respect.**

**10. The Sponsor, on request of the Host, will reassign or terminate the assignment of student provided by the Sponsor.**

**11. The Major Professor will:**

A. Approve the internship and oversee the student's progress.

B. Visit student intern on site (if location allows).

**12. This agreement may be amended by mutual agreement of the parties hereto.**

**13. ESF - Environmental Studies Internship policy and requirements statements is included in this agreement by reference and is attached hereto.**

**14. Additional points:**

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GRADUATE STUDIES COORDINATOR SUNY-ESF	DATE
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NAME AND TITLE HOST	DATE
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SUPERVISOR	DATE
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MAJOR PROFESSOR	DATE
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STEERING COMMITTEE MEMBER	DATE
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STEERING COMMITTEE MEMBER	DATE
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STUDENT	DATE
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## APPENDIX A.3

### GUIDELINES FOR INTERNSHIP REPORTING

A professional internship provides the student with an integrative experience which allows the student to apply the knowledge and techniques learned from course work in the analysis and decision making for an environmental problem, issue or situation. The institutional setting, the mission, ethic and practice of the organization will have a profound impact on the methods used in approaching and resolving issues. Furthermore in order to demonstrate the integrative nature of the experience the student must have substantial responsibility for production of a work product(s) that illustrates the technical and social integration required in assessing issues and problems and posing solutions or remedial action.

The College requirement for the internship is a professional report prepared in accordance with College standards. ESF Graduate Academic Policies require that:

"The student must prepare a report satisfactory to the student's Steering Committee. The student's report on the academic or professional experience, prepared and bound according to College standards, will be maintained by the individual Faculty." Source: Office of Instruction and Graduate Studies, "Instructions for the Preparation of Theses, Projects and Reports".

Environmental Studies further requires that the report format must meet Departmental requirements, as detailed in this Handbook.

1. A rough draft of the report must be submitted to the Major Professor by the end of the semester in which the internship credit hours are taken in order to receive an "S".
2. The general style manual for College reports is:

*Chicago Manual of Style*. 2003. 15<sup>th</sup> ed. Chicago: University of Chicago Press. Ref. Z 253.U69 2003.

3. Generally, internship reports should observe the following organization:

Title Page  
Acknowledgments  
Table of Contents  
List of Tables  
List of Figures  
Summary with Key Words (format included here)  
Introduction  
Body of Text  
References  
Appendices  
Vita (format included here)

Alternatives to this organization may be authorized by the student's Steering Committee.

4. The body of the report shall have five sections:
  - a. A comprehensive description of the organization of the internship institution from the perspectives of the core courses, reflecting studies of institutions, public participation, and decision making.
  - b. A summary of the major actual work conducted.
  - c. A critical comparison of the methods and processes used in relation to relevant concepts and approaches from the student's academic program.
  - d. Any completed work products or supporting materials to be included in the body of the report or as appendices.
  - e. Selected references.
5. Production of the final report must follow College guidelines:
  - a. Margins:       left binding edge:1-1/2"  
                          right edge:1"  
                          top and bottom:1-1/4"
  - b. Duplication of report: copies must be clear, neat, and easily read. Paper used must be of good quality, 16# or 20# bond.

**FORMAT FOR SUMMARY**

Last Name, First, Middle Initial. (Internship Title)

(Typed and bound internship report)

**BODY OF SUMMARY**

(May be double or single spaced)

**DO NOT EXCEED 350 WORDS**

Author's name in full \_\_\_\_\_

Candidate for the degree of \_\_\_\_\_ Date \_\_\_\_\_

Major Professor \_\_\_\_\_

Department \_\_\_\_\_

State University of New York College of Environmental Science and Forestry  
Syracuse, New York

Signature of Major Professor \_\_\_\_\_

**FORMAT FOR VITA**

NAME:

DATE AND PLACE OF BIRTH:

EDUCATION:

	<u>NAME AND LOCATION</u>	<u>DATES</u>	<u>DEGREE</u>
HIGH SCHOOL:			

COLLEGE:

EMPLOYMENT:

	<u>EMPLOYER</u>	<u>DATES</u>	<u>POSITION</u>
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7/2008

## APPENDIX B.

### INSTRUCTIONS FOR SYNTHESIS PROJECTS

The purpose of the synthesis project is to provide an opportunity to summarize, integrate and reflect on the coursework and other experiences in the student's MPS program. The synthesis project is considered the capstone experience of the student's MPS program and requires the public presentation of a capstone seminar. An internship may be preferable when the student seeks professional and networking experience in the field of her/his choice. The synthesis project may be preferred when the student already has professional experience and wishes to gather information and analyses the student has gained in the MPS program in order to best apply it to achieving his/her professional goals.

Synthesis projects generally earn six credit hours in the Environmental Studies MPS program. The student registers for EST 798, Problems in Environmental Studies, with their major professor. The synthesis project and the associated credits are usually taken in the student's final semester.

A Synthesis Plan must be completed in consultation with the student's major professor and steering committee and no later than the second week of the final semester. The synthesis plan includes the following:

- Description of the subject matter including topic headings;
- Nature of the learning experience e.g., groundwater modeling, participation observation, trend analysis, drafting of legislation, report preparation);
- Proposed format (paper, website, video production, magazine, other);
- Timeline for completion;
- Approximate page length or other measures of students engagement in the project; and
- Proposed evaluation criteria.

It is the responsibility of the student to make all arrangements for the completion of the synthesis project and capstone seminar requirements in a timely manner. The major professor is responsible for approving the synthesis project and or oversight of the student's program, including that the synthesis project is suitable and worthwhile. The student's steering committee members will be available for consultation, review of the draft synthesis product and participating in the capstone seminar.

## APPENDIX C

### DEPARTMENT OF ENVIRONMENTAL STUDIES FACULTY AND STAFF

#### Staff:

##### **JOYCE BUCZEK**

Departmental Secretary, 106 Marshall Hall, 470-6636

#### Faculty:

##### **JANINE M. DeBAISE (Ecofeminism, Creative Writing)**

105 Moon Library, 470-4776

##### **MYRNA H. HALL (GIS, Ecological Planning, Carbon Sequestration)**

112 Marshall Hall, 470-4741

##### **PATRICK J. LAWLER (Environmental Communication)**

105 Moon Library, 470-6914

##### **VALERIE LUZADIS (Forest Policy and Economics)**

106 Marshall Hall, 470-6636

##### **JACK P. MANNO (Sustainable Development, Ecological Economics, Great Lakes Policy).**

211A Marshall Hall, 470-6720

##### **MARK S. MEISNER (Environmental Discourse and Communication)**

108B Marshall Hall, 470-6908

##### **SHARON D. MORAN (Environmental Policy, Government and Water Resources)**

113 Marshall Hall, 470-6990

##### **BRENDA J. NORDENSTAM (Risk Perception and Analysis)**

108A Marshall Hall, 470-6573

##### **THERESA SELFA (Environmental, Agricultural, and Development Sociology)**

RTBA, tel. TBA

##### **SUSAN L. SENECAH (Environmental Communication and Policy)**

RTBA, 470-6570

##### **RICHARD C. SMARDON (Wetland Assessment, Public Participation, Decision Making)**

211C Marshall Hall, 470-6576

##### **DAVID A. SONNENFELD (Environmental Sociology, Sustainable Development, East/ Southeast Asia), 211B Marshall Hall, 470-4931**

##### **BENETTE A. WHITMORE (Communication, Composition-Technical Writing)**

105 Moon Library, 470-6722

**Participating Faculty:**

**COLIN BEIER (Forest Ecology, Climate Change, Public Policy)**

Adirondack Ecological Center, 518-582-4551 x106

**Adjunct Faculty:**

**JERROLD ABRAHAM (Public Health)**

SUNY Health Science Center, Director of Environmental and Occupational Pathology,  
750 East Adams Street, Syracuse, NY 13210

**KEVIN BLISS (Water Resources)**

NY State Dept. of Environmental Conservation

**STEVE BRECHIN (Environmental Sociology)**

Syracuse University, Maxwell School of Public Policy, Dept. of Sociology, Room 209 Maxwell  
Hall, Syracuse, NY 13210, 443-2200

**DAVID DRIESEN (Environmental Law)**

Syracuse University, Law College, 446 College of Law, Syracuse, NY 13210, 443-4218

**STEVEN EFFLER (Water Quality Modeling)**

110 Hillsboro Parkway, Syracuse, NY 13214, 466-1309

**MARLA EMERY (Research Geography)**

U.S. Forest Service, Burlington, VT

**BETTY FAUST (Human Ecology, Ethnoecology)**

CINVESTAV, Mexico

**JOHN FERRANTE (Watershed Ecology and Management)**

Environmental Consultant

**RHEA JEZER (Energy and Environmental Policy)**

Environmental Consultant

**THANE JOYAL (Environmental Law)**

Attorney

**TIMM KROEGER (Natural Resource Economics)**

The Nature Conservancy

**DAVID NOWAK (Urban Ecosystems)**

SUNY-ESF, USDA Forest Service, 5 Moon Library, Syracuse, NY, 13210, 448-3212

**SAMUEL SAGE (Green Jobs, Community Development)**

Atlantic States Legal Foundation, 658 W. Onondaga Street, Syracuse, NY 13204, 475-1170