

Graduate Handbook

**Master of Science
in Environmental Studies**

Dept. of Environmental Studies

State University of New York
College of Environmental Science and Forestry

Syracuse, NY

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I. INTRODUCTION

Welcome to the Master of Science (M.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 environmental 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 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 extensive graduate courses at Syracuse University available to SUNY-ESF students. Availability of courses from Syracuse University allows us to supplement gaps in SUNY-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.S. Environmental Studies program has its own specific policies, procedures, and guidelines.

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

II. REQUIREMENTS FOR THE M.S. DEGREE

The ESF Catalog description provides the basic framework of graduation requirements. To facilitate detailed program planning and graduation documentation, the M.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 Chair. Plan sheets are available in the Environmental Studies departmental office. 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

Course transfers. A maximum of six graduate credit hours with a grade of "B" or better 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.

Concurrent Degrees

Concurrent degree students may "double-count" 8 credit hours toward their M.S. degree.

Program Requirements

The M.S. in Environmental Studies requires 37 credit hours focused on academic scholarship and research related to environmental affairs and sustainability. Program requirements are outlined below. All courses are 3 credit hours unless noted otherwise.

Core (12 credits)

Six core Environmental Studies courses comprise the disciplinary and methodological scope of the field and demonstrate the applicability to problem analysis and the quest for sustainability. These courses must be taken in the first year of the program.

Required:

EST 600. Foundations of Environmental Studies (fall)

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

Required: 2 of 4 courses chosen from:

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

Research Methods (7 credits)

One core Environmental Studies research methods course, an additional methods course (selected from the list below), and one Environmental Studies Seminar provide the methodological preparation necessary for the M.S. thesis proposal development and research.

Required:

EST 603. Research Methods and Design (fall)

EST 797. Environmental Studies Seminar (1 cr., spring)

Students are required to take the specific section of this seminar that deals with research proposal preparation

The two courses immediately above must be taken in the first year of the program.

Required, one of the following:

APM 625. Introduction to Sampling Techniques

APM 630. Regression Analysis

APM 635. Multivariate Statistical Methods

EST 604. Social Survey Research Methods for Environmental Issues

EST 605. Qualitative Methods

EST 702. Environmental and Natural Resource Program Evaluation

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

Thematic Area (12 credits)

Four additional courses are selected in consultation with the steering committee. The thematic area is used to substantively prepare the student for thesis work by building 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 natural science courses in their plans of study. The theme of courses selected will be determined by the career goals of individual students.

Thesis Research (6 credits)

All students with an approved thesis proposal take at least six credits of:

EST 899. Master's Thesis Research

This effort is expected to result in a research-based document clearly demonstrating the student's graduate-level accomplishments. Completion of the thesis is accompanied by a Capstone Seminar and an Oral Examination and Thesis Defense (see below).

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 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.

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 course sequence. Each student may tailor the specific courses and sequencing (within the limits of program requirements) to their own needs.

Year 1 Fall	
COURSE TITLE	Credits
EST 600. Foundations of Environmental Studies	3
EST 603. Research Methods and Design	3
Core Course	3
Thematic Area Course	3
Semester Total Credits	12
Year 1 Spring	
COURSE TITLE	Credits
EST 626. Concepts and Principles of Sustainable Development	3
Core Course	3
Thematic Area Course	3
Research Methods Course	3
EST 797. Environmental Studies Seminar	1
Semester Total Credits	13
Year 2 Fall	
COURSE TITLE	Credits
Thematic Area Course	3
Thematic Area Course	3
EST 798. Problems in Environmental Studies*	3*
Semester Total Credits	9

Year 2 Spring	
COURSE TITLE	Credits
EST 899. Master's Thesis Research	6
Semester Total Credits	6
Total Program Credits	37+3*

* This is an extra course, above the program requirements, taken to maintain full-time status. Often a student preparing the thesis proposal enrolls in EST 798 to complete the literature review and proposal. If the student intends to do field work as part of his or her thesis research, it is typically undertaken in the summer between years 1 and 2. In this case, EST 798 can be taken in the spring semester of year 1 and another thematic course can be taken in the fall of year 2.

V. PROCEDURES FOR ACADEMIC ADVISING

Major Professor

Each student in the MS 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 continues to provide an adequate structure for meeting those objectives.

Steering Committee

By the end of the first semester of study, the Major Professor and student will seek appointment of the student's Steering Committee, consisting of the Major Professor and at least two other faculty members or other qualified persons. 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 development of the thesis, and reviews the thesis before the final copy is presented for defense. 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)

In addition to the overarching *Plan of Study*, students will complete and submit -- no later than the end of the third semester of matriculation -- a *Program of Study* (internal form, 3B) that specifies the list of courses, seminars, and thesis credits necessary to meet degree requirements. The *Program of Study* must be reviewed and approved by the student's Steering Committee (including Major Professor) and the department's Graduate Studies Coordinator, with notification to ESF's Dean of Instruction & Graduate Studies.

Master's Thesis Research

In the first (fall) semester of their first year, all MS Environmental Studies students are required to take Research Methods and Design (EST 603); this three-credit course will help students to conceptualize the research process and begin to develop their thesis proposals. In the second (spring) semester of their first year, all MS Environmental Studies students are required to take the Environmental Studies Seminar (EST 797); this one-credit course will provide a collaborative context for students to further develop their thesis proposals. The latter course will build on what students have learned about research methods and interdisciplinary paradigms of knowledge during the previous (fall) semester, in Foundations of Environmental Studies (EST 600) and Research Methods and Design (EST 603).

Students will prepare detailed thesis proposals for approval by their thesis committee and the graduate program coordinator. Thesis proposals should be approved *by no later than the advising week in the third semester*. Thesis proposals will consist of the following parts:

- Title
- Introduction
- Research question(s)
- Literature review
- Research design
- Data
- Context of research
- Procedures for data collection and analysis
- Rationale for the study
- Outline of the thesis
- Timeline

The Major Professor will supervise the preparation of the thesis and will work with the student throughout the degree program, bringing in the other Steering Committee members as necessary and appropriate. Students who plan to do field work during the summer between years 1 and 2 should complete their thesis proposal prior to initiating field research.

If the proposed thesis research involves human subjects, students must follow appropriate protocols and procedures. All research involving human subjects must be submitted to the Institutional Review Board at Syracuse University's Office of Research Integrity and Protections that handles ESF researchers' compliance with requirements to protect human subjects. For further information, contact ESF's IRB representative, Professor Lawrence Abrahamson, Dept. of Environmental Forest Biology <labrahamson@esf.edu>; read the following policy document: <<http://www.esf.edu/research/resources/irb-su.pdf>>; or see the SU IRB website at: <<http://orip.syr.edu/humanresearch.php>>.

Oral Examination and Thesis Defense

At the conclusion of the study and research program, each MS Environmental Studies student must successfully defend the thesis in an oral examination. The objectives of the defense examination include: (1) probing the validity and significance of the data and information presented in the thesis document; (2) assessing the student's skills in critical thinking and data analysis; (3) evaluating the student's ability to relate research results to theory within the chosen field(s); and (4) assessing the student's effectiveness in the presentation of research results. The oral examination covers principally the material in the thesis, as well as literature and information relating to it.

Upon the recommendation of the department's Graduate Studies Coordinator, the Dean of Instruction and Graduate Studies will appoint the defense examination committee which consists of members of the Steering Committee and at least one additional faculty member (the Examiner). Additionally, the Dean of Instruction and Graduate Studies will appoint an Examination Committee Chair who is not from the student's degree program or department. For students who intend to complete their oral exam in the spring semester of year 2, the process of establishing the examination committee must be completed in early December of year 2; for the exact date, see: <<http://www.esf.edu/graduate/deadlines.htm>>. The role of the Examination Committee Chair is to manage the defense, ensure its integrity, and represent the interests of the faculty and student. Any member of the faculty may be an observer. The student examinee may invite a silent student observer to attend the examination.

At least two weeks prior to the date of the oral examination, the student will submit a final document to all members of the Examination Committee. Within five days of the oral exam, the Major Professor will confirm with the Examination Committee Chair that the oral examination should proceed as scheduled. If the Major Professor determines that the written document does not meet the standards established for the thesis exam, the exam may be postponed by the Dean of Instruction and Graduate Studies at the recommendation of the Examining Committee Chair.

The oral examination typically lasts up to two hours; this time period may be extended as required. At the completion of the examination, the candidate and observers will be excused from the room and the Examination Committee will determine whether the candidate has successfully defended the thesis. The Examination Committee Chair has the option to vote. Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student will be considered to have failed the first defense examination. A student

who fails the first defense may request a second defense which must take place no more than one year from the date of the first examination. At the second defense, the student will pass the defense if there is no more than one negative vote. A student who fails the second defense is terminated from the graduate program.

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.

Notes

1. For M.S. in Environmental Studies students, the Steering Committee "is composed of the Major Professor and at least two faculty members or other qualified persons." See the College Catalog.
2. The Steering Committee "should be appointed within the first semester". The Steering Committee "must be established and must have met by the end of the third semester of graduate study."
3. The Examination Committee "consists of members of the Steering Committee and at least one additional faculty member" as Examiner. The Dean of Instruction and Graduate Studies appoints a committee Chair who is not from the student's degree program. See the College Catalog.
4. "Form 5B should be submitted to the Dean's office, according to academic year deadlines."
5. The student "must inform the Dean's office of the agreed upon date, time, and location for the defense at least two weeks in advance of the defense date." Form 5A.
6. One final copy must be delivered to each member of the Examination Committee, including the Chair, at least seven (7) days prior to the scheduled defense date Form 5A. The student should be aware that Syracuse University faculty serving on the committee may require the delivery of their copies at least fourteen (14) days prior to the defense.

MS PLAN SHEET

Student: _____ **Semester Entered:** _____
Phone: _____ **Email:** _____ **Area:** _____

Semester:

Course	Cr. Hrs.	Grade GPA	Pre-Reqs.	Core	Res. Methds	Them. Area	Thesis Research
Totals:							
Unmet Requirements:	/37	/3.0min	/0-9	/12	/7	/12	/6

Semester:

Course	Cr. Hrs.	Grade GPA	Pre-Reqs.	Core	Res. Methds	Them. Area	Thesis Research
Totals:							
Unmet Requirements:	/37	/3.0min	/0-9	/12	/7	/12	/6

Semester:

Course	Cr. Hrs.	Grade GPA	Pre-Reqs.	Core	Res. Methds	Them. Area	Thesis Research
Totals:							
Unmet Requirements:	/37	/3.0min	/0-9	/12	/7	/12	/6

Semester:

Course	Cr. Hrs.	Grade GPA	Pre-Reqs.	Core	Res. Methds	Them. Area	Thesis Research
Totals:							
Unmet Requirements:	/37	/3.0min	/0-9	/12	/7	/12	/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 section(s) 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.

* 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 MS Environmental Studies students.

Departmental Staff

The departmental office (106 Marshall Hall) maintains unofficial files of student records, Research Proposals and other relevant materials. The office also maintains a collection of course syllabi, graduate theses, dissertations, and Internship Reports which are available for reference. Various time-relevant opportunities are posted on the departmental bulletin board and via the *ES-Grad-Announce* 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

The 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 currently has space for approximately 40 students in 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 Fund provides stipends to support graduate student summer internship experiences. The Fund has supported approximately 20 ESF students per year, about one-quarter of who have been Environmental Studies students. Sussman 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 SUNY-ESF also 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. SUNY-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

MS THESIS PROPOSAL APPROVAL FORM

Approval of Proposals

Students are required to prepare a Thesis or Project Proposal. This proposal must be formally approved by the student's Major Professor and Steering Committee using this form (below) for signatures with a copy of the proposal attached.

Although progress in developing a proposal may vary from student to student, students are normally required to produce an approved proposal before registering for more than 3 credits of ENS 899 Thesis Research.

Content of Proposals

Proposals will vary in content according to the nature of the planned research. In general, these should be succinct statements of research plans, normally about 10 pages in length, describing the planned work as follows:

1. Tentative title.
2. Research objective or hypothesis.
3. Background. A brief statement summarizing pertinent literature.
4. Key data or information sources.
5. Method of analysis.
6. Expected results.
7. Timetable for research, writing, and defense examination.
8. Brief bibliography.



PROPOSAL APPROVAL

Student Name: _____

Thesis/Project Title: _____

Approved:

Major Professor _____ Date _____

Committee Member _____ Date _____

Committee Member _____ Date _____

A copy of the approved proposal should be affixed to this form, and copies of this document with attached proposal should be provided to each of the above signers, and to the Environmental Studies Departmental Office, 106 Marshall Hall.

6/2010

APPENDIX A.2

INSTRUCTIONS FOR THE PREPARATION OF THESES

The following guidelines are provided for Master's students preparing a thesis:

1. The general style manual for the College is **A Manual of Style for Authors, Editors and Copywriters** commonly referred to as the "Chicago Manual of Style". A Department may opt to use a style manual which is more discipline oriented, and in doing so, accepts the responsibility of communicating this preference along with other special requirements to the graduate students concerned. Likewise, it is the student's responsibility to be aware of the style manual and any special requirements of his/her faculty. In any case, the manual to be used should be indicated as part of the proposal, i.e., the student in consultation with the Department and/or Major Professor should identify in the proposal which style manual will be followed in preparation of the thesis, project, or report.

2. The College shall participate in the Dissertation Information Service (DIS) provided by University Microfilms International, Ann Arbor, Michigan. All Master's theses will be submitted for inclusion in this database. This database is a computerized index containing bibliographic citations to nearly one million doctoral and Master's theses dating back to 1861. This is a very valuable resource because it makes available through a variety of products the results of a student's work. The cost of this service is paid for by each student.

More detailed information on DIS is available in the Office of the Dean of Instruction and Graduate Studies.

3. To ensure the uniform physical quality of theses, and projects all will conform to the guidance provided in **Preparation of Archival Copies of Theses and Dissertations**, American Library Association, copies of which are available for review in Moon Library and the Office of the Dean of Instruction and Graduate Studies.

4. Abstracts are required for all Masters theses and will contain key words which will be listed at the end of the abstract. The abstracts will be bound with the thesis and will not exceed 150 words.

5. Generally, theses should adhere to the following organization:

Thesis Format:

Title Page
Acknowledgments
Table of Contents
List of Tables
List of Figures
Abstract with Key Words
Introduction
Literature Review
Methods and Materials
Results

Discussion
Conclusions
Appendices
Vita

Alternatives to this organization may be authorized by the Steering Committee within any guidelines which may be developed by the individual Faculty.

6. Manuscript theses will be acceptable as determined by individual Faculties. The student's selection of this format must be in keep with guidelines established by participating Faculty and have the prior approval of the student's Major Professor and Steering Committee.

The student is considered the senior author of any manuscript theses and as such only his/her name shall appear on the title page. Other authors shall be cited under the Acknowledgment section, but not on each manuscript. The abstract should be inclusive of all manuscripts included in the document. Likewise, the Conclusions section should be a synthesis of all inclusive manuscripts.

7. Non-print thesis or project formats will be handled on an individual basis and the student selecting such a format, along with the supervising Major Professor and/or Steering Committee, should consult with the Library Faculty early in the planning process. In any event, the Library will need two copies of the final product.

8. The Library will receive the original signed thesis or project and one copy. The original will be the archival copy and will not circulate. The copy will be available for circulation.

9. For further information, see ESF's "Instructions for Completing a Thesis or Dissertation", available at: <<http://www.esf.edu/graduate/thesisdiss.htm>>.

References

Chicago Manual of Style. 2003. 15th ed. Chicago: University of Chicago Press. Ref. Z 253.U69 2003.

University Microfilms, Inc. **Publishing Your Dissertation: How to Prepare Your Manuscript for Publication**. n.d.

Boyd, Jane & Etherington, Don. (1986). **Preparation of Archival Copies of Theses and Dissertations**. Chicago: American Library Association. Z701 B79 1986.

FORMAT FOR VITA

NAME:

DATE AND PLACE OF BIRTH:

EDUCATION:

NAME AND LOCATION DATES DEGREE

HIGH SCHOOL:

COLLEGE:

EMPLOYMENT:

EMPLOYER DATES POSITION

APPENDIX B

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