

Undergraduate Handbook

**Bachelor of Science
in Environmental Studies**

Department of Environmental Studies

State University of New York
College of Environmental Science and Forestry (SUNY-ESF)
106 Marshall Hall
1 Forestry Drive
Syracuse, NY 13210

2018-2019

Online version:

<http://www.esf.edu/es/handbook>

Key Contacts

Dr. Andrea Feldpausch-Parker
Undergraduate Studies Coordinator
108A Marshall Hall
315-470-6573 – amparker@esf.edu

Erin Tochelli
Lower Division Advisor
323 Marshall Hall
315-470-6943 – ertochel@esf.edu

Environmental Studies Undergraduate Program Committee

Dr. Andrea Feldpausch-Parker
Dr. Silje Kristiansen
Dr. Valerie Luzadis
Erin Tochelli
Dr. Elizabeth Vidon
Dr. Jill Weiss

My Current Advisor is:

Name: _____
Office: _____
Phone: _____
Email: _____

Dr. Benette Whitmore, Chair
106 Marshall Hall
315-470-6636

Rebecca Hart, Secretary
106 Marshall Hall
315-470-6636 – rhart01@esf.edu

TABLE OF CONTENTS

INTRODUCTION	4
THE ROLE OF ENVIRONMENTAL STUDIES IN ADDRESSING SOCIETAL ISSUES	5
Guiding Principles	6
Environmental Studies Program Learning Outcomes	6
USING THIS HANDBOOK	7
OVERVIEW OF THE B.S. IN ENVIRONMENTAL STUDIES PROGRAM	7
LOWER DIVISION COURSES	9
General Education Options:	9
Representative Course Sequence	11
UPPER DIVISION REQUIREMENTS	12
Senior Synthesis Project	14
Senior Capstone Course	14
<i>Option in Environment, Communication and Society</i>	15
<i>Option in Environmental Policy, Planning and Law</i>	19
<i>Option in Natural Systems Applications</i>	24
ADDITIONAL DEPARTMENTAL RESOURCES	28
Environmental Studies Student Organization	28
APPENDIX A: OPTION DECLARATION FORM	29
APPENDIX B: INTERNSHIP MATERIALS AND INFORMATION	30
<i>About Internships</i>	30
<i>Instructions for Internship Agreement</i>	31
<i>Environmental Studies Internship Agreement Form</i>	33
<i>Internship Evaluation Form</i>	34
APPENDIX C: SENIOR PAPER	36
<i>Guidelines</i>	36
APPENDIX D: FACULTY AND STAFF	38
APPENDIX E: ADDITIONAL EDUCATIONAL OPPORTUNITIES	42
Relevant Minor Programs: http://www.esf.edu/academics/minors.htm	422
Study Abroad– Office of International Education (http://www.esf.edu/studyabroad/)	42
ESF Honors Program (http://www.esf.edu/honors/)	43
Pre-Law Advising (http://www.esf.edu/prelaw/)	43
Appendix F: Academic Advising and Registration	44
The Role of Your Advisor	44
Plan Sheets	44
Progress of First Year Students	44
Registration	44
Taking Courses at Syracuse University (http://www.esf.edu/registrar/accessoryelements.pdf)	45
How it Works	45
Courses outside ESF/SU	45
Academic Petitions	46
What to Include in Your Petition.....	47
Withdrawal from Individual Courses.....	47
Appendix H: Additional Campus Resources	49
College Academic Assistance	49
Personal Issues and Specialized Assistance	50

Introduction

Welcome to the Bachelor of Science (B.S.) in Environmental Studies program at the State University of New York College of Environmental Science and Forestry (SUNY-ESF, or ESF). The Department of Environmental Studies is pleased that you have chosen to further develop your understanding of critical environmental problems – and possible solutions – of our time. You are following an elite group of over 2,100 students who have completed this challenging program since 1956. ESF alumni have had a significant impact throughout North America and elsewhere for more than half a century, through their work and advocacy in business, government, and non-profit organizations; as citizens; and as scholars in graduate institutions around the country. One of the oldest such programs in the country, ESF's Bachelor of Science in Environmental Studies program is regularly updated to keep abreast of advances in environmental science and policy, educational practices and technologies. I look forward to meeting and getting to know you. All of us in the Department of Environmental Studies wish you fun and success at ESF. Welcome aboard!

Andrea M. Feldpausch-Parker
Undergraduate Studies Coordinator

The Role of Environmental Studies in Addressing Societal Issues

To address environmental issues, we must first understand the problems that underlie them. Because those issues exist at the interface of complex human and natural systems, understanding and addressing them requires the right synthesis of social, cultural, and scientific knowledge and skills. The Bachelor of Science in Environmental Studies program at ESF offers students those sorts of learning and skill-development opportunities in the context of a well-rounded, yet substantial, education.

Our program has been carefully designed to provide you with as comprehensive an understanding of environmental affairs as is possible in an undergraduate education. That means learning about the scientific diagnosis of environmental issues and having enough knowledge to work with scientists. It also means learning about the social, cultural, and technological causes of those issues. Finally, it means understanding the diversity of approaches needed to treat the problems. In the pursuit of these objectives, we bring together philosophical, theoretical and practical perspectives on a wide range of environmental concerns. In this way, our program prepares students with the knowledge, skills and experience to work for a more ecologically sustainable and socially just world.

The Bachelor of Science in Environmental Studies program provides a broad-based liberal education, requiring proficiency across a breadth of scholarly and practical areas. Alumni of the B.S. Environmental Studies program have gone on to graduate school in many different disciplines as well as to law and medical school. They have also gone on to work in non-governmental organizations (NGOs), education, government, and the private sector, pursuing careers in such areas as policy, advocacy, conservation, consulting, administration, law, and education, just to name a few.

Environmental Studies Guiding Principles

Six principles guide the design and implementation of the Bachelor of Science in the Environmental Studies program:

1. **Holistic Interdisciplinary Education:** demonstration of the interconnectedness of the many disciplines and fields that intersect with environmental concerns.
2. **Critical Skills:** encouragement to become active learners with invaluable lifelong skills, including research, analysis, writing, and critical thinking.
3. **Ecological Literacy:** development of awareness, knowledge, and appreciation of the intrinsic values of ecological processes and communities.
4. **Diversity and Complexity:** recognition and respect for the diversity and complexity of ecological and social systems and the perspectives that inform social and institutional understanding of environmental affairs.
5. **Justice and Equity:** encouragement to seek understanding and build value of social and ecological justice and equity in each context.
6. **Thoughtful Professionalism:** preparation to be reflective and sensitive, yet also effective and professional in whatever endeavors students choose to pursue.

Environmental Studies Program Learning Outcomes

There are five learning outcomes that students and faculty should seek in the design and implementation of coursework within the Environmental Studies program.

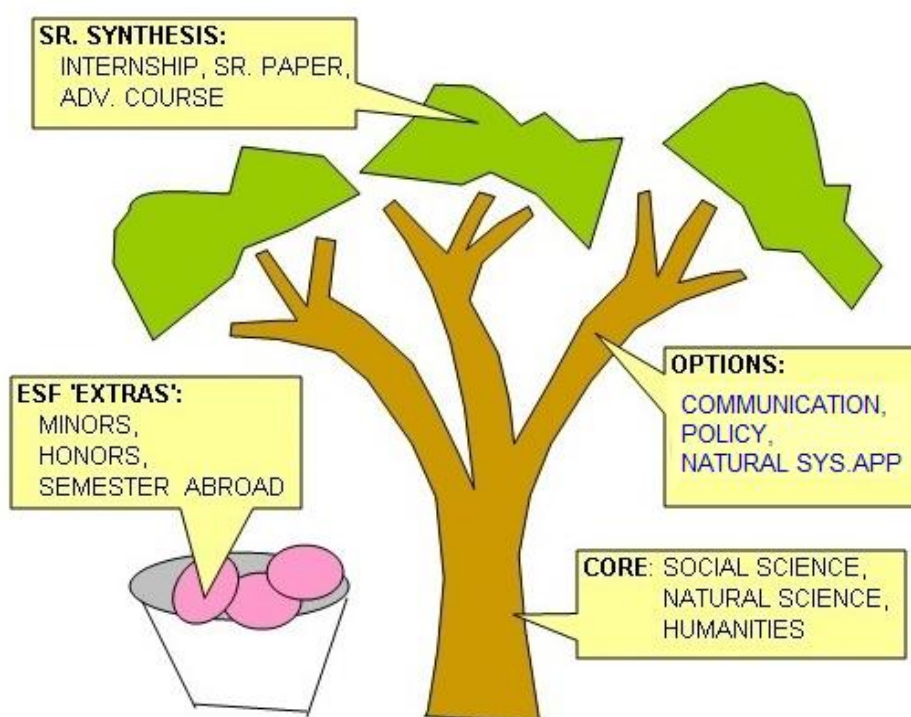
1. **Critical Thinking:** demonstrate critical thinking skills in relation to environmental affairs.
2. **Communication:** demonstrate knowledge and application of communication skills and the ability to write effectively in a variety of contexts.
3. **Interdisciplinary Synthesis:** demonstrate an ability to integrate the many disciplines and fields that intersect with environmental concerns.
4. **Ecological Literacy:** demonstrate an awareness, knowledge, and appreciation of the intrinsic values of ecological processes and communities.
5. **Sustainability:** demonstrate an integrative approach to environmental issues with a focus on sustainability.

Using This Handbook

This Handbook is designed for use in both printed and electronic form, with additional information available online. To access this version, see: <http://www.esf.edu/es/handbook.htm>. New students should familiarize themselves with the Handbook's general contents – but its primary use will be for use in finding guidance during the degree program. Please let us know how we can update and improve this on-going project.

Overview of the B.S. in Environmental Studies Program

The B.S. in Environmental Studies program at ESF is designed to provide a solid framework for environmental careers as well as individual flexibility, allowing students to build upon unique strengths and interests. The program's structure is depicted below in the tree diagram.



In the first two years of the program, students will develop a foundation in the humanities, social sciences, and natural sciences as they relate to environmental affairs. A key part of the first (fall) semester is student participation in EST 132 Orientation Seminar for Environmental Studies and EST 133 Introduction to Environmental Studies, the “gateway” courses for the major; EST 133 is required for all incoming first-year and transfer students. During that time, students also fulfill SUNY general education requirements and take some open elective courses.

By the beginning of their junior year, each student should select one of three specializations in the major (also known as "Options") which will be developed in the final two years of the program:

- ***Environment, Communication, and Society***: This Option focuses on how communication and social systems influence environmental affairs and shape our perceptions of the non-human world. It addresses the subjects of rhetoric and discourse; news media; public participation;

advocacy campaigns; collaboration; conflict resolution; risk communication; social processes; and representations of nature in literature and popular culture.

- ***Environmental Policy, Planning & Law***: This Option is concerned with how environmental policies, plans, and laws from the local to the global are created, implemented and contested. It emphasizes legislative, regulatory, and collaborative approaches to addressing environmental issues.
- ***Natural Systems Applications***: This Option is designed for students interested in the interface between biology and socio-economic issues. It provides an emphasis on biology with an eye to the *interaction with societal issues* ranging from education to habitat management. Faculty from the Department of Environmental and Forest Biology as well as faculty in the Department of Environmental Studies support the Natural Systems Applications Option.

Each Environmental Studies Option area has the flexibility to allow students to pursue their own interests. Also, several undergraduate minors are available for ES majors, including the Minor in Urban Environmental Science, Minor in Native Peoples and the Environment, Renewable Energy Minor and the Environmental Writing and Rhetoric Minor. Selection of your Option must be done prior to registering for coursework during your Junior year. Use the form in Appendix A to declare your Option.

To help prepare for professional employment opportunities and/or graduate studies, all students complete a Synthesis Project in their senior year, through either a professional internship, senior research paper, or advanced graduate-level synthesis coursework. The Synthesis Project is developed in consultation with a faculty supervisor (not necessarily the student's Advisor), and in the case of an internship, the Faculty Sponsor.

Lower Division Courses

The first two years of the B.S. in Environmental Studies program consists of two broad categories of courses. **General education** courses provide students with knowledge and skills that are useful and important for all educated persons regardless of their profession. Such courses also help lay the intellectual foundation for successful completion of advanced courses, which in turn can lead to a specific profession. **Professional courses** provide students with direct preparation for specialization in environmental studies and career opportunities. Transfer students wishing to receive credit towards the B.S. in Environmental Studies degree for courses completed at their previous institution(s) should talk to their Advisor promptly.

- **Lower Division Advisor: Ms. Erin Tochelli** (323 Marshall Hall, tel. 315-470-6943, e-mail ertochel@esf.edu), provides professional advising for Lower Division students in the B.S. Environmental Studies program.

General Education Options

Choose two of the five categories, minimum of three credits each; see webpage for choices <http://www.esf.edu/registrar/gened.asp>

Western Civilization

Other World Civilization

American History

The Arts

Foreign Language

Open Electives

In addition to core requirements and option courses, students are permitted 18 open elective credits in any area. At least 9 of those credits should be at or above the 300-level.

Lower Division courses required for all Environmental Studies Majors:

Course	Credits	Notes
EST 132 Orientation Seminar for Environmental Studies	1	<i>Required for all Environmental Studies majors with the exception of transfer students</i>
EST 133 Introduction to Environmental Studies	3	<i>Required for all Environmental Studies majors, including transfer students</i>
APM 104 College Algebra & Pre-Calculus OR APM 105 Survey of Calculus & its Applications	3-4	<i>Students who pursue the Natural Systems Applications Option need to complete APM 105</i>
EWP 190 Writing and the Environment	3	<i>Highly recommended for all first-year students, including those who have successfully completed an advanced placement writing course.</i>
EWP 290 Research Writing and Humanities	3	
EFB 120 Global Environment and the Evolution of Human Society	3	
EFB 296 General Biology for Non-Majors & Recitation OR EFB 101/102 General Biology I: Organismal Biology and Ecology & Laboratory	4	<i>Students who pursue the Natural Systems Applications Option need to complete EFB 101/102</i>
EST 231 Environmental Geology OR EFB 103/104 General Biology II: Cell Biology and Genetics	3-4	<i>Students who pursue the Natural Systems Applications Option need to complete EFB 103/104</i>
ESF 200 Information Literacy	1	
EST 221 Introduction to American Government	3	
EST 245 Foundations of Environmental Communication	3	
EWP 220 Public Presentation Skills	3	
EST 255 Research Methods for Environmental Studies	3	<i>Required for all Environmental Studies majors, including transfer students</i>
FCH 110/ Survey of Chemical Principles OR FCH 150/151 General Chemistry I with Lab	3-4	<i>Students who pursue the Natural Systems Applications Option need to complete FCH 150/151</i>
FOR 207 Introduction to Economics	3	
Elective OR FCH 152/153 General Chemistry II with Lab	3-4	<i>Students who pursue the Natural Systems Applications Option need to complete FCH 152/153</i>
SUNY Gen Ed courses (2)	6	<i>Students must take two courses meeting specific General Education requirements within SUNY's specified skill and knowledge areas</i>
Total Required Credits	51-55	

Representative Course Sequence

This is a typical sequence for the first two years in the B.S. in Environmental Studies program. In consultation with your Advisor, you may need to adjust this sequence to suit your specific situation.

Freshman Year

Fall Semester		Credits
EST 132	Orientation Seminar for Environmental Studies	1
EST 133	Introduction to Environmental Studies	3
EWP 190	Writing and the Environment	3
EST 221	Introduction to American Government	3
FOR 207	Introduction to Economics	3
APM 104 or APM 105	College Algebra & Pre-Calculus or Survey of Calculus and Its Applications I	3-4
Total Semester Credits		16-17

Spring Semester		Credits
ESF 200	Information Literacy	1
GEN ED	SUNY Gen Ed	3
EFB 120	Global Environment and the Evolution of Human Society	3
EST 231 or EFB 103/104	Environmental Geology or General Biology II: Cell Biology and Genetics	3-4
EST 255	Research Methods for Environmental Studies	3
Total Semester Credits		13-14

Sophomore Year

Fall Semester		Credits
EST 245	Foundations of Environmental Communication	3
FCH 110 or FCH 150/151	Survey of Chemical Principles or General Chemistry I & Laboratory	3-4
EWP 220	Public Presentation Skills	3
ELECTIVE	Elective	3
EFB 296/Rec. or EFB 101/102	General Biology for Non-majors & Recitation or General Biology I & Laboratory	4
Total Semester Credits		16-17

Spring Semester		Credits
EWP 290	Research, Writing, and the Humanities	3
GEN ED	SUNY Gen Ed	3
ELECTIVE or FCH 152/153	Elective or General Chemistry II & Laboratory	3-4
ELECTIVE	Elective	3
ELECTIVE	Elective or Option Course	3
Total Semester Credits		15-16

Upper Division Requirements

Environmental Studies students may select an Option in the major at any time. This is typically done in the spring semester of the sophomore year; however ***an Option must be selected prior to registration for junior coursework.*** Use the form in Appendix A to declare your Option. Each Option is described in detail below. The Junior and Senior years of the Environmental Studies program are designed to meet four objectives:

1. Extend and deepen foundations in the Social Sciences, Humanities, and Natural Sciences;
2. Provide a focus for professional employment and/or graduate studies;
3. Allow students to customize a Synthesis Project experience; and
4. Bring together all studies in the major through the Senior Seminar in Environmental Studies.

The Upper Division consists of two parts: Core course requirements all students must fulfill (23 credits) and Option requirements (30 credits).

The following is a list of Upper Division core requirements (R) for **all** Environmental Studies majors, regardless of Option area:

Course	Credits	Notes
APM 391 Introduction to Probability & Statistics (R)	3	
EWP 407 Writing for Environmental Professionals(R)	3	
EFB 320 General Ecology (R)	4	
EST 321 Government & the Environment (R)	3	
EST 361 History of the American Environmental Movement (R)	3	
Upper Division Natural Science OR Upper Division Computing Course.	3	<i>Recommended courses are listed below.</i>
Senior Synthesis	3	<i>See page 14</i>
EST 494 Senior Seminar in Environmental Studies (R)	1	<i>See page 14</i>
Total Required Credits	23	

Natural Science or Computing Science Courses

This requirement is intended to broaden students' knowledge of environmental science. Students are required to take at least one Upper Division (300 or 400 level) course in Natural Science or Computing. The following is a list of courses students may select from. Other Upper Division Natural Science or Computing courses may be selected in consultation with your Advisor. Be sure you meet the prerequisites for a course before signing up for it.

Natural Science Courses		
Course	Course Name	Credits
LSA 311	Natural Processes in Design & Planning	3
FOR 332	Forest Ecology	3
FOR 338	Meteorology	3
FOR 340	Watershed Hydrology	3
FOR 345	Introduction to Soils	3
EFB 303	Introductory Environmental Microbiology	4
EFB 326	Diversity of Plants	3
EFB 327	Adirondack Flora	3
EFB 336	Dendrology	3

EFB 342	Fungal Diversity and Ecology	3
EFB 345	Forest Health	3
EFB 352	Entomology	3
EFB 355	Invertebrate Zoology	4
EFB 384	Field Herpetology	3
EFB 388	Ecology of Adirondack Fishes	3
EFB 400	Toxic Health Hazards	3
EFB 413	Introduction to Conservation Biology	3
EFB 415	Ecological Biogeochemistry	3
EFB 440	Mycology	3
EFB 444	Biodiversity and Geography of Nature	3
EFB 445	Plant Ecology and Global Change	3
EFB 446	Ecology of Mosses	3
EFB 462	Animal Physiology: Environmental and Ecological	3
EFB 480	Principles of Animal Behavior	3
EFB 482	Ornithology	4
EFB 483	Mammal Diversity	4
EFB 485	Herpetology	3
EFB 486	Ichthyology	3
EFB 493	Wildlife Habitats and Populations	4
Computing Science Courses		
Course	Course Name	Credits
ESF 300	Introduction to Geospatial Information Technologies	3
APM 360	Introduction to Computer Programming	3

Independent Study Courses

Both EST 495 and EST 498 are available to Upper Division students. Both of these courses offer the opportunity for independent study and research. These require students to propose a specific topic for study or research that is not available in conventional coursework at the College or at Syracuse University. They are not substitutes for other courses, but rather present opportunities for students to extend their knowledge of a subject area beyond general program requirements. Because the focus is on independent work, these courses provide less faculty supervision than regularly scheduled courses and therefore are suitable for highly motivated students only. Neither EST 495 nor EST 498 may be used for completing the Senior Synthesis requirement.

To schedule EST 495 or EST 498 courses, students should provide a written request to a faculty member identifying the intended topic of study, and a list or sample of readings to be completed. The topic should match the instructor's area of expertise. Students should be aware that faculty are not required or even expected to offer independent study courses, but will often do so if the student presents solid preparation for the proposed course. If the faculty member agrees to offer this course, he or she will provide a course authorization form that permits registration.

One hour of course credit is normally awarded for independent study based on the satisfactory completion of the equivalent of 45 hours of academically-related activity by a well-prepared student. The instructor is responsible for providing initial study guidance, criticism, review, and the final evaluation of the student's performance. It is expected that the student will prepare a written plan of study including a description of the final product to be evaluated. This plan of study should be signed by both student and instructor prior to registration, with a copy placed in the student's advising file.

Senior Synthesis Project

All Environmental Studies Senior students must complete a Senior Synthesis Project related to their Option, completed during their final year of study. This experience allows for the reflection upon completed coursework and “real world” problems and research issues. The selection should be carefully planned with the student's Advisor, using the Environmental Studies learning objectives as guidance for each step of the planning and implementation process. Planning should begin early in the junior year to prepare for the completion of the synthesis project during the senior year. Students who have completed 90 credit hours of coursework may request approval of an internship for the summer, between the Junior and Senior years. In general, there are four Synthesis Project alternatives:

1. *Professional Internship*: This is an opportunity for hands-on experience and application of skills and knowledge. This requires a pre-approved agreement with the employer and Advisor, a written product and a supervisor evaluation as described in Appendix B. Students register for an EST 499 course. **Note:** applications for summer internships often are required as early as the prior December or January; students preferring this alternative should begin planning early. Credits for internships *must be approved prior to* the start of the internship.
2. *Senior Paper*: This is an opportunity for the student to define and research a topic of interest with the supervision of a College faculty member. Research may be undertaken in the summer prior to the senior year. This alternative is described in Appendix C. Students register for an EST 400 course in the fall or spring semester. Some seniors have published their Senior Paper (usually with a professor) and this is suggested for very ambitious, skilled and dedicated students, including those intending to go on to graduate school. Students in the ESF Honors Program may utilize their Honors Research paper to satisfy the Senior Synthesis requirement. Students and Advisors should refer to the Honors Program materials later in this Handbook for details.
3. *400-Level Courses involving Synthesis Projects*: With Advisor and Instructor's approval, the student may use one of the following courses to fulfill the senior synthesis requirement: EST 426, EST 427, EST 493 and LSA 451. It should be noted that if one or more of these courses is a requirement for the option area, it cannot be used as a senior synthesis course (i.e., no double-counting).
4. *Advanced Coursework*: With Advisor and Instructor's approval, the student may select an applied project or introductory graduate course that synthesizes content from two or more Option courses. The selected course should include a “product”, such as a term paper or team project report.

Carried out independently in consultation with the project supervisor, Synthesis Project results are shared with program faculty and other students through presentation of research-style posters in the Senior Seminar in Environmental Studies (see below). The project supervisor is typically your academic advisor.

Senior Capstone Course

EST 494, Senior Seminar in Environmental Studies, provides Environmental Studies majors a capstone experience in their final (spring) semester, pulling together their accomplishments over four years. Students will be asked to reflect on the Environmental Studies learning objectives (page 6) in understanding environmental issues, knowledge gained through coursework and extracurricular activities (internships, research, etc.). Additionally, students prepare and present research-style posters on their Synthesis Projects. The Senior Seminar is a required course for all Environmental Studies students.

Option in Environment, Communication and Society (ECS)

The Environment, Communication and Society Option focuses on the many ways that communication, broadly defined, intersects with environmental affairs. These include activism, media, education, public participation, and conflict resolution. In addition, the Option helps students explore the diversity of ways that environmental problems are understood, and ways that cultural meanings of nature are expressed, including through literature and the arts.

No matter where your career path leads, the critical value of having a strategic, systems-based, and skilled understanding of communication dynamics and processes cannot be underestimated. The Environment Communication and Society Option is based on the premise that it is through written, oral, and visual communication that humans determine their relationship with the rest of the planet and with each other concerning it. Therefore, the Option is committed to equipping students with increased knowledge and skills to contribute to the effectiveness of all aspects of environmental, civic, governmental, non-government organizations, and business communities.

We provide a broad-based foundation in environmental communication theory and application through core courses that all students in the Option take. Yet we know students have individual interests and plans, so the Option is flexible enough so students can choose Option courses and Option methods courses that make the most sense. Individual interests that students may pursue as part of this Option include literature of nature, environmental values and ethics, the meanings of nature, advocacy, collaboration, leadership and group processes, dispute resolution, mass media and popular culture, information use, environmental journalism, and environmental education/ interpretation.

The Environment Communication and Society Option is based on four key ideas:

- *Communication among Diverse Perspectives:* We seek to strengthen students' ability to identify and appreciate their own and others' ideological and cultural perspectives as expressed in written, oral, and visual discourse. This increases students' ability to better understand and participate in key ecological debates; work effectively with scientific, resource management, governmental and advocacy communities to address complex environmental issues; and build campaigns and educational programs.
- *Theory into Practice:* We place a primary emphasis on the application of theory so that students gain informed skills they can strategically use in diverse settings in non-government organizations, industry, government or wherever their professional lives take them. We highly value service learning, experiential learning, and field experiences as part of a student's program.
- *Critical Thinking:* We encourage students to think critically about cultural patterns, economic and political lives, ethics, risk, science, the mass media, popular culture, literature, and other means by which we humans socially construct our beliefs, attitudes, policies, and behaviors. We encourage students to especially think critically about ecological degradation, power and beauty.
- *Preparing for the Long Haul:* We recognize the value of the "whole person" and reflect this in our emphasis on spirit, imagination, celebration, connection to the natural world, emotional and artistic expression, building an affirming community, and sharing reflections on the personal challenges environmental professionals face. We want students to connect with the sources of their own deepest passions.

Environment, Communication & Society (ECS) Option Courses

An ECS Option Course is one that allows students to expand or deepen their understanding of those aspects and intersections of environment, communication and society. It is in the selection of these courses that students are able to more deeply explore their individual interests. The following is a list of courses students **may** select from. Be careful to make sure that you meet the prerequisites for a course before signing up for it.

Option Requirement Overview

Category	Course Name	Credits
Required	EST 390, EST 395 and EST 493	9
Methods	Two from Methods list below	6
Option Electives	Five Courses from the list below. NOTE: Limitations exist for Environmental Writing & Rhetoric (EWR) Minors.	15
Total Option Credits		30

Option Required Courses

Course	Course Name	Credits
EST 390	Social Processes and the Environment	3
EST 395	Public Communication of Science & Technology	3
EST 493	Environmental Communication Workshop	3

Option Methods Courses (two of the following)

Course	Course Name	Credits
EWP 495 /EST 695	Environmental Journalism	3
EWP 420	Public Presentation Skills	3
EFB 312	Introduction to Personal Environmental Interpretation Methods	3
EFB 417	Non-Personal Environmental Interpretive Methods	3
ESF 300	Introduction to Geospatial Information Technologies	3

Additional courses may be approved by consulting with your advisor.

Option Elective Courses (five of the following)

For all ECS students, regardless if they are pursuing the EWR Minor		
Course	Course Name	Credits
EST 366	Attitudes, Values & the Environment	3
EST 415	Environmental Justice	3
EST 450	Sustainable Enterprise	
LSA 312	Place/Culture/Design	3
FOR 372	Fundamentals of Outdoor Recreation	3
EST 312	Sociology of Natural Resources	3
EWP 495 /EST 695	Environmental Journalism	3
EWP 420	Public Presentation Skills	3
EFB 312	Introduction to Personal Environmental Interpretation Methods	3
EFB 417	Non-Personal Environmental Interpretive Methods	3
For ECS students NOT pursuing the EWR Minor		
Course	Course Name	Credits
EWP 300	Survey of Environmental Writing	3
EWP 311	Urban Environmental Literature	3

EWP 390	Literature of Nature	3
EWP 490	Contemporary Literature of Nature	3
EWP 494/696	Creative Non-Fiction in the Sciences	3
Possible SU courses for all ECS students, regardless if they are pursuing the EWR Minor		
Course	Course Name	Credits
CRS 338	Communication in Organizations	3
CRS 355	Political Communication	3
CRS 426	Persuasion	3
PAF 420	Interpersonal Conflict Resolution Skills	3
PSC 315	Media & Politics	3

Additional courses may be approved by consulting with your advisor.

EWP 300 and EST 395 should be taken early in the program cycle, typically in the fall and spring of junior year, respectively. Other courses may be taken in any sequence. Students should consult college catalogs and discuss other possibilities with their Advisors in order to support individual areas of interest. The most relevant courses at Syracuse University to look at include those offered by the departments of Communication and Rhetorical Studies, Political Science, and Sociology, respectively. The Program for Advanced Research on Conflict and Collaboration (PARCC, <http://www.maxwell.syr.edu/parcc.aspx>) also offers courses in conflict resolution methods and skills.

Typical Course Sequence

This is a **possible** sequence for the Environment, Communication and Society Option. In consultation with your Advisor, you may adjust this sequence to suit your specific situation.

Semester	Course	Credits
Junior - Fall	EFB 320 General Ecology (R)	4
	EWP 407 Writing for Environmental Professionals (R)	3
	EST 361 History of the American Env. Movement (R)	3
	ECS Elective	3
	EST 395 Public Communication of Science & Technology (R)	3
	TOTAL SEMESTER CREDITS	16
Junior - Spring	EST 321 Government and the Environment (R)	3
	APM 391 Introduction to Probability and Statistics (R)	3
	ECS Elective	3
	EST 390 Social Processes and the Environment (R)	3
	General Elective	3
	TOTAL SEMESTER CREDITS	15
Senior - Fall	Upper Division Computing or Natural Science Course	3-4
	Senior Synthesis (R)	3
	ECS Elective Course	3
	ECS Method Course	3
	General Elective	3
	TOTAL SEMESTER CREDITS	15-16
Senior - Spring	EST 494 Senior Seminar in Environmental Studies (R)	1
	EST 493 Environmental Communication Workshop (R)	3
	ECS Elective Course	3
	ECS Elective Course	3
	ECS Method Course	3
	General Elective	3
	TOTAL SEMESTER CREDITS	16

Option in Environmental Policy, Planning and Law (EPPL)

This Option is concerned with how environmental policies and plans are created, implemented and contested. It emphasizes legislative, regulatory, and collaborative approaches to solving or managing environmental problems. Policies are guidelines for action such as laws, regulations, treaties, agreements, prescribed practices, professional standards, corporate strategies, operating procedures and personal codes of conduct. Studies will focus on how policies come to be, how they are implemented, enforced, evaluated, and affirmed, rejected or revised. Environmental planning includes plan formulation to implementation. As environmental problems grow more complex and urgent, the need grows for professionals in government, advocacy, business, education and the law to have a sound understanding of the policy process in its many dimensions and a clear grasp of the interdependencies between ecological and social systems. Policy and planning approaches increasingly involve public-private collaborations of diverse actors and stakeholders that address the unique environmental, legal, social and cultural components of the resource systems to be managed.

The Environmental Policy, Planning and Law Option promotes an understanding of the many facets of the policy process and the development of skills used within these processes, including:

- How policies and plans come into being (proposed, advocated, communicated, adopted, implemented, evaluated, reformed);
- Types of policies and plans (laws, regulation, economic incentives and disincentives, education and communication);
- Scale (personal, local, state, national, international, global);
- Activities (industrial processes, consumer behavior, resource extraction and use, transportation, marketing and social infrastructure);
- How society selects among competing aims (individual freedom, economic efficiency, social cohesion, safety and security and others);
- The role of politics and political ideology in policy making (conservatism, liberalism, environmental radicalism, deep ecology, government and governance); and
- The interaction between environmental policy and social justice (racism and the environment, feminism, indigenous and First Nations rights and perspectives, issues of globalism and global resource inequities).

Environmental Policy, Planning and Law graduates have career opportunities in all environmental sectors, working for federal, state and local governments, industry and consulting firms, and environmental non-government-organizations (NGOs). Many, either directly upon graduation or after a few years of work experience, go to graduate school in programs including law, public administration, planning, landscape architecture, and environmental management.

Option Requirement Overview

Course	Course Name	Credits
	Option Methods Courses (2)	6
	Option Electives (5)	15
	Environmental Law Course	3
	Environmental Planning Course	3
EST 550	Environmental Impact Analysis	3
Total Option Credits		30

Option Methods Courses

Methods are tool-related topics that are used to analyze existing policies, to evaluate the need for new policies, and to facilitate effective collaborations. Below is a list of approved courses. **Your EPPL Option Advisor may substitute, without petition, other courses that he or she determines meet the analysis/ facilitation tool intent.** Students are strongly encouraged to take at least one Geographic Information Systems course.

ESF Courses		
Course	Course Name	Credits
EFB 312	Introduction to Personal Environmental Interpretation Methods	3
ENS 519	Spatial Ecology	3
ESF 300	Introduction to Geospatial Information Technologies	3
EST 427	Environmental and Energy Auditing	3
ERE 365	Principles of Remote Sensing	3
FOR 333	Natural Resources Managerial Economics	3
LSA 311	Natural Processes in Design and Planning	3
LSA 451	Comprehensive Land Planning	3
SU Courses		
Course	Course Name	Credits
ANT 372	Issues in Intercultural Communication and Conflict	3
ANT 484	Social Movement Research Methods	3
GEO 361	Global Economic Geography	3
GEO 372	Political Geography	3
GEO 386	Quantitative Geographic Analysis	3

Additional methods courses may be approved by consulting with your advisor.

Option Electives

The courses listed on the following page are illustrative of some of the multiple courses at ESF and SU that are policy focused. In addition, all of the Law courses listed below may also count as Policy, Planning and Law Option elective courses. Students are strongly encouraged to work with their Advisor to develop a coherent set of courses that provide the breadth and depth suitable as a foundation for graduate study and/or entry-level professional positions.

ESF Courses		
Course	Course Name	Credits
EST 220	Urban Ecology	3
EST 366	Attitudes, Values & the Environment	3
EST 395	Public Communication of Science & Technology	3
EST 415	Environmental Justice	3
EST 426	Community Planning and Sustainability	3
EST 427	Environmental and Energy Auditing	3
EST 450	Sustainable Enterprise	3
EST 493	Environmental Communication Workshop	3
EFB 400	Toxic Health Hazards	3
EFB 405	Literature of Natural History	3

EFB 417	Non-personal Environmental Interpretive	3
EFB 522	Biophysical Economics	3
ENS 519	Spatial Ecology	3
ERE 365	Principles of Remote Sensing	3
ESF 300	Introduction to Geospatial Information Technologies	3
EST 312	Sociology of Natural Resources	3
FOR 333	Natural Resources Managerial Economics	3
FOR 372	Fundamentals of Outdoor Recreation	3
FOR 442	Watershed Ecology and Management	3
FOR 465	Natural Resources Policy	3
FOR 478	Wilderness and Wildlands Management	3
LSA 311	Natural Processes in Design and Planning	3
LSA 451	Comprehensive Land Planning	3
SU Courses		
Course	Course Name	Credits
ANT/GEO 405	Conservation and Management Protected Areas	3
ANT 407	Environment and Policy in the Tropics	3
ANT 414	Cities, Spaces and Power	3
ANT 475	Culture and Disputing	3
ECN 365	The World Economy	3
GEO 353	Geographies of Environmental Justice	3
GEO 356	Environmental Ideas and Policy	3
GEO 383	Geographic Information Systems	3
GEO 388	Geographic Information and Society	3
GEO 573	The Geography of Capital	3
PAF 416	Community Problem Solving	3
PAF 451	Environmental Policy	3
PSC 305	The Legislative Process and the U.S. Congress	3
PSC 308	The Politics of U.S. Public Policy	3
PSC 318	Technology, Politics, and Environment	3
PSC 328	American Social Movements	3
PSC 355	International Political Economy	3
PSC 365	International Political Economy of the Third World	3
AAS 346	Comparative Third World Politics	3
SOC 363	Urban Sociology	3
SOC 421	Population Issues	3
SOC 466	Organizations and Society	3

Additional courses may be approved by consulting with your advisor.

Environmental Law Courses

Legal processes play a critical role in the creation and implementation of environmental policies. All students must take at least one Law course and are encouraged to take additional offerings from the recommended list below:

ESF Courses		
Course	Course Name	Credits
EST 460	Land Use Law	3
FOR 487	Environmental Law and Policy	3
FOR 489	Natural Resources Law and Policy	3
SU Courses		
Course	Course Name	Credits
LPP 255	Introduction to the Legal System	3
LPP 458	Environmental Law and Public Policy ¹	3
PSC 304	The Judicial Process	3
PSC 324	Constitutional Law I	3
PSC 325	Constitutional Law II	3
PSC 352	International Law	3

Additional courses may be approved by consulting with your advisor.

Environmental Planning Courses

ESF Courses		
Course	Course Name	Credits
EST 426	Community Planning and Sustainability	3
EFB 417	Non-personal Environmental Interpretive Methods	3
FOR 372	Fundamentals of Outdoor Recreation	3
FOR 442	Watershed Ecology and Management	3
FOR 475	Human Dimensions and Recreation Visitor Management	3
LSA 311	Natural Processes in Design & Planning	3
LSA 451	Comprehensive Land Planning	3
SU Courses		
Course	Course Name	Credits
ANT/GEO 405	Conservation and Mgmt. of Protected Areas	3
ANT 414	Cities, Spaces and Power	3
PAF 416	Community Problem Solving	3

Additional courses may be approved by consulting with your advisor.

¹ Since this course is the same course as FOR 487 Environmental Law and Policy, students may only take LPP 458 if they are unable to take FOR 487.

Typical Course Sequence

This is a **possible** sequence for the Environmental Policy, Planning and Law Option. In consultation with your Advisor, you may adjust this sequence to suit your specific situation.

Semester	Course	Credits
Junior - Fall	EFB 320 General Ecology (R)	4
	EWP 407 Writing for Environmental Professionals (R)	3
	EST 361 History of the American Environmental Movement (R)	3
	EPPL Option Elective	3
	EPPL Option Elective	3
	TOTAL SEMESTER CREDITS	16
Junior - Spring	APM 391 Introduction to Probability and Statistics (R)	3
	EST 321 Government and the Environment (R)	3
	EPPL Option Elective	3
	EPPL Option Elective	3
	General Elective	3
	TOTAL SEMESTER CREDITS	15
Senior - Fall	Upper Division Computing or Natural Science Course	3-4
	EPPL Option Methods Course (GIS recommended)	3
	EPPL Option Environmental Planning Course	3
	EPPL Option Environmental Law Course	3
	Senior Synthesis (R)	3
	TOTAL SEMESTER CREDITS	15-16
Senior - Spring	EST 494 Senior Seminar in Environmental Studies	1
	EST 550 Environmental Impact Analysis (R)	3
	EPPL Option Elective	3
	EPPL Option Methods Course	3
	General Elective	3
	General Elective	3
	TOTAL SEMESTER CREDITS	16

Option in Natural Systems Applications (NSA)

The Natural Systems Applications Option is designed for students interested in careers at the interface of natural science and social and economic issues. This Option provides solid background in the natural sciences pertinent to our resources and ecosystems as well as a foundation in the social sciences. In contrast to the traditional science programs, this Option emphasizes the interaction of both natural sciences and societal issues. Specific goals are:

- Provide a sound background in both biophysical and social science;
- Foster a broad systems view of our society, natural resources and ecosystems (or some other level of natural science such as an endangered population or microbial process or biotechnology) affected by human activity;
- Develop a capacity to make independent judgments of environmental issues based on scientific principles and socio-political understanding; and
- Enhance effective skills in communicating scientific/technical issues of natural sciences in socio-political settings.

Students in this Option prepare for careers dealing with many environmental issues of society including regulatory, consulting and advisory positions in governmental agencies as well as employment in education or in the private sector such as environmental consulting firms and activist organizations. Many of these contexts demand practical solutions that require sound judgment of natural scientific facts against the realities of our society. Graduates of the NSA option will do best in careers that demand articulate communication skills supported by scientific understanding. Many of our students go on for advanced degrees in science, law or business. Some become university teachers or researchers. Students in this Option may wish to consider also taking ESF's new Renewable Energy Minor; both together will prepare students well for a job or graduate studies in the energy fields.

Natural Systems Applications Option Overview

Category	Description	Requirement	Credits
Field Methods	GIS (Required)	One GIS course required	3
	Scientific breadth	One course required from scientific breadth	3
Natural Science Sub-option	Natural Systems	One upper-division class required	3
	Environmental Quality	One upper-division class required	3
Social Science	Policy or law courses	3 upper-division classes required	9
	Communication courses	3 upper-division classes required	9
Total Option Credits			30

Field Methods

ESF 300 Introduction to Geospatial Information Technologies or equivalent (required) and one upper-division course for scientific breadth. Suggested courses are as follows:

Course	Course Name	Credits
EFB 303	Introduction to Environmental Microbiology	3
EFB 352	Entomology	3
EFB 445	Plant Ecology & Global Change	3
EFB 326	Diversity of Plants	3
EFB 355	Invertebrate Zoology	3
EFB 483	Mammal Diversity	3
EFB 336	Dendrology	3
EFB 440	Mycology	3
EFB 486	Ichthyology	3
EFB 340	Forest Shade Tree Pathology	3
EFB 443	Plant Virology	3
EFB 505	Microbial Ecology	3

Additional courses may be approved by consulting with your advisor.

Natural Science Sub-options

One upper-division class from each sub-option is required. Suggested courses are as follows:

Natural Systems and Management Sub-Option		
Course	Course Name	Credits
EFB 390	Wildlife Ecology & Management	3
EFB 413	Conservation Biology	3
EFB 415	Ecological Biogeochemistry	3
EFB 424	Limnology	3
EFB 444	Biodiversity and Geography of Nature	3
EFB 445	Plant Ecology and Global Change	3
EFB 487	Fisheries Science & Management	3
EFB 491	Applied Wildlife Science	3
EFB 493	Wildlife Habitats and Population	3
EFB 516	Ecosystems	3
EFB 518	Systems Ecology	3
EFB 519	Geographic Modeling	3
EFB 523	Tropical Ecology	3
EFB 542	Freshwater Wetland Ecosystems	3
Environmental Quality Sub-Option		
Course	Course Name	Credits
EFB 351	Forest Entomology	3
EFB 400	Toxic Health Hazards	3
EFB 439	Forest Health Monitoring	3
EST 550	Environmental Impact Analysis	3
FOR 334	Silviculture	3

Additional courses may be approved by consulting with your advisor.

Social Science

Take three policy and decision making courses (9 credits), two communication and interpretation courses (6 credits) and one critical perspectives course (3 credits). Suggested classes are as follows:

Policy and Decision Making		
Course	Course Name	Credits
EST 426	Community Planning & Sustainability	3
EST 427	Environmental & Energy Auditing	3
EST 450	Sustainable Enterprise	3
EST 460	Land Use Law	3
EST 550	Environmental Impact Analysis	3
FOR 451	Comprehensive Land Planning	3
FOR 465	Natural Resources Policy	3
FOR 487	Environmental Law & Policy	3
FOR 489	Natural Resources Law	3
Communication and Interpretation		
Course	Course Name	Credits
EFB 312	Introduction to Personal Environmental Interpretation Methods	3
EFB 417	Non-Personal Environmental Interpretative Methods	3
EST 395	Public Comm. of Science and Technology	3
EST 493	Environmental Comm. Workshop	3
FOR 372	Fundamentals of Outdoor Recreation	3
Critical Perspectives		
Course	Course Name	Credits
EST 312	Sociology of Natural Resources	3
EST 366	Attitudes, Values & the Environment	3
EST 390	Social Processes and the Environment	3
EST 415	Environmental Justice	3

Additional courses may be approved by consulting with your advisor.

Recommended Senior Synthesis Advance Coursework Option Courses

BSA students pursuing the advanced coursework Option should consider the following:

- EFB 400 Toxic Health Hazards
- EFB 518 Systems Ecology
- EFB 522 Biophysical Economics

Typical Course Sequence

This is a **possible** sequence for the Natural Systems Applications Option. In consultation with your Advisor, you will need to adjust this sequence to suit your specific situation.

Semester	Course	Credits
Junior- Fall	EFB 320 General Ecology (R)	4
	EST 361 History of the American Env. Movement (R)	3
	NSA Sub-option	3
	NSA Scientific Breadth Option	3
	NSA Sub-option -Natural Systems and Management	3
	TOTAL SEMESTER CREDITS	16
Junior - Spring	EWP 407 Writing for Environmental Professionals (R)	3
	EST 321 Government and the Environment (R)	3
	APM 391 Introduction to Probability and Statistics (R)	3
	NSA Sub-option -Environmental Quality	3
	General Elective	3
	TOTAL SEMESTER CREDITS	15
Senior – Fall	Upper Division Natural Science or Computing Course	4
	GIS Course (R)	3
	NSA Sub-option	3
	NSA Sub-option	3
	Senior Synthesis (R)	3
	TOTAL SEMESTER CREDITS	16
Senior – Spring	EST 494 Senior Seminar in Environmental Studies (R)	1
	NSA Option Policy Course or Law Course	3
	NSA Option Focus Area Course	3
	NSA Option Focus Area Course	3
	General Elective	3
	General Elective	3
	TOTAL SEMESTER CREDITS	16

Additional Departmental Resources

In addition to this Handbook, please consult the following websites:

- B.S. in Environmental Studies program: <http://www.esf.edu/es/undergraduate/default.htm>
- Department of Environmental Studies: <http://www.esf.edu/es>

Timely e-mail announcements are made via the ES-Majors e-mail listserv.

Environmental Studies Student Organization

The Environmental Studies Student Organization (ESSO) helps build a common identity for Environmental Studies students by providing a medium for student and faculty interaction and a means to represent student interests. The basic goals of the ESSO are to engage the ESF student body and to provide a unified voice for Environmental Studies students. The organization promotes participation and student activity within the major and educates incoming students and fellow ESF students about Environmental Studies. For further information, see: <http://www.esf.edu/es/esso.htm>

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 throughout this and other programs, with the purpose of contributing to the evaluation of program effectiveness and to assist in program improvement.

Appendix A: Option Declaration Form

OPTION DECLARATION FORM

In order to pre-register for the first semester of the junior year, a student must first file the Option Declaration form with the department office. You will be assigned a new faculty advisor from the selected option for your junior and senior years.

Complete the form, obtain your Lower Division Advisor signature, then submit the form to the department office, 106 Marshall Hall. You will receive an email with your new faculty advisor name and contact information.

Student Name (print): _____

Student email: _____

Student Signature _____ **Date** _____

Option Selected (check one)

- Environment, Communication and Society**
- Environmental Policy, Planning and Law**
- Natural Systems Applications**

Lower Division Advisor signature:

Print Name	Signature	Date
------------	-----------	------

.....
For Department use only

Coordinator: _____

Appointed Advisor: _____
(Appointed by Undergraduate Environmental Studies Coordinator)

Appendix B: Internship Materials and Information

About Internships

Although not required, an internship may be an excellent integrative experience during your senior year and can be developed as the Senior Synthesis Project. While most individual courses concentrate in a disciplinary area, few environmental problems are resolved without synthesis of knowledge from different fields. The internship gives students the opportunity to work in a real-life situation in which knowledge and skills from previous courses are employed.

Finding an appropriate internship opening and preparation of an Environmental Studies Internship (EST 499) Agreement is the responsibility of the student, but meeting with your Advisor and/or other members of the faculty about it is the place to start. They may be able to steer you to an organization or agency that has accepted interns with your professional focus in the past. Announcements for internships are posted on bulletin boards in several places throughout the college and are also searchable online. If you decide to engage in an internship, start the process at least a month before registration since registration of internship credits (EST 499) are required.

The ESF Internship Program is a part of Student Affairs Career Services and provides valuable assistance for finding and successfully completing an internship. Students can explore interests and career opportunities through a variety of internships on campus, in the local community, and around the country. Internship opportunities exist for students in all majors. Important basic information is available at their website: <http://www.esf.edu/career/students/internships.htm>

The internship is just as much a part of your degree program as classroom instruction. It must be carefully planned in concert with your Faculty Sponsor and off-campus work supervisor to assure that it meets your educational objectives. Both will participate in evaluation of the experience. The Environmental Studies Internship Agreement is the formal agreement that serves as the basis for preparing, conducting and evaluation of your internship. See the following page for an outline showing what an internship agreement should include.

The Student is responsible for meeting the internship objectives and fulfilling the scope of work. The Faculty Sponsor is responsible for guiding, accrediting, and evaluating the internship. The Field supervisor is responsible for providing appropriate internship training and overseeing the student's work activities. The Alternate Supervisor is a person in addition to the Field supervisor who normally works with the student.

The final agreement must be accurate in detail, typed and signed by all parties prior to registration. It must be on file with all who approved it.

Important Note

A signed, completed, internship agreement must be on file with the Department of Environmental Studies prior to the commencement of the internship and before course registration for credit (EST 499).

Instructions for Internship Agreement

You should type up your internship agreement making sure to include ALL of the following sections. Attach this agreement to a completed Internship Agreement Form (see below).

1. Your Name

2. Your Program of Study

3. Internship Title: Please use a descriptive yet concise title.

4. Internship Host Organization

5. Field supervisor

6. Internship Start Date

7. Internship End Date: This date is meant to serve as a reminder to all those involved in the Agreement of how long the internship may reasonably be expected to last. If it takes more time than estimated, an extension of up to one semester may be given and credit will be awarded when it is completed.

8. Duration of Internship: How many weeks long will the internship be?

9. Anticipated Work Schedule: The Field supervisor and student establish an anticipated regular work schedule. This should include the number of hours to be worked each week.

10. Total Hours of Internship: This is should be the number of hours per week multiplied by the number of weeks.

11. Credit Hours: The Faculty Sponsor and student estimate how much study and related activity will be required by this Agreement. The internship requirement is a minimum of 3 credit hours of *academically* related work (45 hours is the equivalent of 1 credit hour; a 3-credit hour internship requires a minimum of 135 hours to qualify). Normally no more than three credit hours of internship should be included to meet B.S. Environmental Studies program requirements.

Important Note

The following five sections require using precise phrases in a short clear narrative. Give examples of materials to be studied, etc., but do not provide full reading lists or other exhaustive lists on the contract form. You, your Faculty Sponsor, and your Field supervisor can work out more detailed descriptions. Remember that this Agreement is the basis for your internship and its evaluation. In addition, future Advisors, admissions personnel, and the like will refer to this Agreement as they would to a course prospectus.

12. Scope of Work. This is the most important part of your Agreement and must be completed only after careful consultation with both your Faculty Sponsor and Field supervisor. Describe your **academic** plans for the internship as fully as you can. What will you actually study or do? Where will you be working? With whom will you be working? Will you be doing research? If so, on what, for what purpose, and how will your findings be reported? Be as specific and clear as possible.

13. Internship Objectives. What do you wish to learn? What skills or concepts do you wish to master? Does the internship lead toward more advanced studies or toward a professional career? These objectives should be stated in a way that they may be evaluated at the internship's conclusion. It might be helpful to keep in mind the overall objectives for any internship:

- Provide an opportunity for an exploratory professional experience in a 'working environment' and for application of skill learned in the university setting;
- Provide understanding and appreciation of the social and institutional milieu within which environmental issues must be addressed; and
- Result in *academic* progression beyond the student's previous academic achievement.

14. Necessary Skills and Previous Experience: What particular skills are necessary to fulfill the scope of work? In what way have you prepared yourself to provide these skills? Have you studied this topic before? List course numbers where appropriate. Or have you developed the interest on your own? To what extent?

15. Support Being Provided: What kind of guidance will the Faculty Sponsor and Field supervisor provide? How often will you meet? What will be their responsibilities in arranging for the use of resources and equipment? The student, sponsor, and supervisor should be satisfied with the exact terms of the Agreement before signing.

16. Evaluation Procedures: How will you and those working with you know that the internship has been satisfactorily completed? Specify any expected products that will result from the internship. Will you be submitting papers, video or audio recordings, photographs, sketches, or a professional journal? If you are primarily trying to acquire a certain experience, how will it be embodied? On what grounds will this work be *academically* evaluated? By what methods will the internship be evaluated--oral or written examinations, or other demonstration of competence? Remember to refer back to your stated internship objectives.

Important Note

All internships are expected to produce a minimum of a 10-page paper reflecting on the experience, what was learned, and its relevance to your program of study and future goals.

Internship Evaluation Form

Department of Environmental Studies *Internship Evaluation Form*

Supervisor: _____ **Date:** _____

Student: _____

Please rate the student intern on each of the characteristics listed below by circling the appropriate number: (1) Outstanding, (2) Above Average, (3) Average, (4) Unsatisfactory or (5) Unable to Judge.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Ability to learn | 1 | 2 | 3 | 4 | 5 |
| 2. Interest | 1 | 2 | 3 | 4 | 5 |
| 3. Preparation of tasks and assignments | 1 | 2 | 3 | 4 | 5 |
| 4. Initiative: desire and willingness to take on new assignments | 1 | 2 | 3 | 4 | 5 |
| 5. Quality of work performed | 1 | 2 | 3 | 4 | 5 |
| 6. Acceptance of work performed | 1 | 2 | 3 | 4 | 5 |
| 7. Reaction to criticism | 1 | 2 | 3 | 4 | 5 |
| 8. Cooperation: willingness to work effectively with others | 1 | 2 | 3 | 4 | 5 |
| 9. Dependability: working through an assignment to completion | 1 | 2 | 3 | 4 | 5 |
| 10. Judgment | 1 | 2 | 3 | 4 | 5 |
| 11. Communication skills | 1 | 2 | 3 | 4 | 5 |
| 12. Potential for further development in the field | 1 | 2 | 3 | 4 | 5 |
| 13. Creativity and/or resourcefulness | 1 | 2 | 3 | 4 | 5 |
| 14. Degree in which the intern accomplished the internship objectives | 1 | 2 | 3 | 4 | 5 |
| 15. Overall evaluation of the intern's performance | 1 | 2 | 3 | 4 | 5 |

1. Did the intern fulfill the number of working hours specified for the internship period?

2. Where your expectations of the intern met, exceeded, or not met?

3. In what ways? (Please comment on the student's overall performance, including any strengths or weaknesses you feel are important.)

4. Did you find the College staff helpful?

5. In what ways? (Please comment or make suggestions regarding improvement of the program and/or its service to your organization.)

6. Would you be willing to host another such intern in the future? Why?

Supervisor Signature: _____ Date _____

Organization: _____

Please mail this completed internship evaluation to the Faculty Sponsor listed on the Internship Agreement Form you signed prior to the Internship.

Appendix C: Senior Paper

Department of Environmental Studies

A Senior Paper or Project provides an additional opportunity for Environmental Studies Seniors to complete their program requirement for a 3 credit hour Senior Synthesis. This Senior Synthesis Option should be discussed in advance your Academic Advisor. The Senior Paper/Project will be on an environmental subject and completed according to the guidelines below.

This experience is intended to provide an opportunity for synthesis of the student's Environmental Studies education with an emphasis on learning within the student's Option area. As such, it depends on prior learning in other courses and is normally completed in the final semester of study.

Guidelines

A. Work required: To complete the requirements for this course, students must undertake the effort and produce a quantity of work that is required in a typical advanced 3 credit hour Environmental Studies course (an average of 3 hours of work per week over a 15 week semester). The work must also be original and must not have been developed as part of another earlier course.

B. Paper/ Project Options: There are three ways to pursue the Senior Paper:

1. A literature-based paper. In this case, the student researches the literature on a specific topic or question related to their Option area and produces a literature review style paper that makes an argument about what is known on the topic.
2. A primary research paper. In this case, the student conducts a piece of original research on a specific topic related to their Option area and produces a journal article style paper. Care must be exercised if working with human subjects as the research may be subject to review by the IRB.
3. A project. In this case, the student undertakes a creative or community-based project related to their Option area. Examples of creative projects include videos, art works, creative writing, etc. Examples of community-based projects include habitat conservation initiatives, public education projects, policy outreach, etc. There are many possibilities here, but care must be exercised in the choice of project and its ramifications for the student and any community stakeholders. In addition to undertaking the project, the student must provide a brief written report on the project that explains how the project demonstrates Synthesis in ES.

C. First steps: Students should begin by discussing possible paper topics or projects with their Advisor and/or with other faculty members familiar with the subject area. Through these conversations, the student, the Advisor, and other relevant faculty members should agree on a topic, the details of the paper/project, and a timetable for completion. **Note:** the Advisor is not required to supervise the Senior Paper/Project. Any faculty member can do so, as long as they agree to.

D. Memorandum of agreement: Based on conversations with the Advisor and/or another relevant faculty member who has agreed to supervise the paper/project, the student should draft a memorandum of agreement about the paper/project. This should include the following:

1. Title of the paper/project
2. Name and contact information for the student and the supervisor
3. Description of the paper/project
4. Explanation of how the paper/project will represent a synthesis of the what has been learned in the program
5. Learning objectives for the paper/project
6. Timeline for the phases of the research/production and monitoring of progress
7. Expected deliverables that will be produced and used as the basis for grading the paper/project

The supervising faculty member and the student will then work on a final version of the memo of agreement which should be signed well in advance of the registration deadline for the semester in which

the student will enroll in EST 400. If the supervisor is not the student's Advisor, then the Advisor should be provided with a copy of the memo.

E. Registration: The student should register for the section of EST 400 corresponding to the faculty member who is supervising the paper/project. This should be done only after the student and the supervising faculty member have both signed the memo of agreement

F. Monitoring of Progress: The student and the supervising faculty member must be in regular contact during the semester to ensure timely progress and monitoring. This ensures the work gets done and good choices are made along the way.

G. Final Output and Submission: The final output depends on the type of paper/project. In the case of a paper (either type), the output should be the paper. In the case of a project, the output will depend on how it can best be documented, but must always include a brief written report on the project that explains how the project demonstrates synthesis in ES. All materials should be completed no later than the last day of classes.

When the Senior Paper/Project has been brought to final form and the supervising faculty member is satisfied that it is complete, it will be graded. An unmarked copy of the final submission should be submitted to the Environmental Studies office, 106 Marshall Hall, for its permanent collection.

All work should meet a high standard in execution, formatting, documentation, and appearance. Written works (paper or report) must have a title page, with the title and author indicated at the center of the page, and in the Lower right, the words "Senior Paper/Project in (Option Name)", the name of the faculty supervisor of the Senior Paper/Project, and the date of submission.

Appendix D: Faculty and Staff

Chair

Benette Whitmore

Department Chair, 106 Marshall Hall, 315-470-6695, bwhitmor@esf.edu

Undergraduate Program Coordinator

Andrea Feldpausch-Parker

Associate Professor, 108A Marshall, 315-470-6573, amparker@esf.edu

Staff

Rebecca Hart

Departmental Secretary, 106 Marshall Hall, 315-470-6636, rhart01@esf.edu

Erin Tochelli

Lower Division Advisor, 323 Marshall Hall, 315-470-6943, ertochel@esf.edu

Environmental Studies Program Faculty

Mary Collins (Socio-Environmental Systems, Environmental Health Inequality, Environmental Justice)

109 Marshall Hall, 315-470-6538, mbcollin@esf.edu

Joshua Cousins (Political Ecology, Urban Geography, Urban Sustainability and Resilience, Science and Technology Studies, Water Policy and Governance, Water and Energy Infrastructure)

219 Marshall Hall, 315-470-6576, jcousins@esf.edu

Paul Hirsch (Biodiversity Conservation, Environmental Conflict Resolution, Water)

114 Marshall Hall, 404-512-4473, pahirsch@esf.edu

Silje Kristiansen (Risk, Energy and Environmental Communication)

112 Marshall Hall, 315-470-3022,

Valerie A. Luzadis (Social-Ecological Systems, Ecological Economics and Policy)

214 Marshall Hall, 315-470-6980, vluzadis@esf.edu

Sharon D. Moran (Environmental Policy, Government and Water Resources)

220 Marshall Hall, 315-470-6690, smoran@esf.edu

Andrea M. Feldpausch-Parker (Environmental Communication, Advocacy, Conflict Resolution, Public Engagement in Environmental Decision-making,)

108A Marshall Hall, 315-470-6573, amparker@esf.edu

Christina Limpert (Sociology)

208 Marshall Hall, 315-470-6722, cmlimper@esf.edu

Karin Patzke (History of the Environmental Movement)

13B Moon Library, 315-470-6756, klpatzke@esf.edu

Theresa Selfa (Environmental Sociology, Qualitative Research Methods, Bioenergy and Water Governance, Latin America),
211C Marshall, 315-470-6570, tselfa@esf.edu

David A. Sonnenfeld (Environmental Sociology, Sustainable Development, East/ Southeast Asia),
211B Marshall Hall, 315-470-4931, dsonn@esf.edu

Lemir Teron (Political Ecology, Urban Studies, Environmental Justice, Coastal Communities),
211A Marshall Hall, 315-565-3004, lteron@esf.edu

Elizabeth Vidon (Environmental Ethics and Values, Political Ecology, Indigeneity and the Environment), 108B Marshall Hall, 315-470-6908, esvidon@esf.edu

Jill Weiss (Ecological Literacy, Environmental Philosophy, Conservation Psychology and Collaboration, Landscape Ecology, and Program Development and Assessment)
208 Marshall Hall, 315-470-6781, jiweiss@esf.edu

Division of General Education Faculty

English for Speakers of Other Languages (ESOL) Program Faculty

Coordinator: Nino Jakhaia (ESOL)
208 Marshall Hall, 315-470-6636

Mary-Kay Balant (ESOL)
B5 Marshall Hall, 315-470-6636

Math Program Faculty

Director: Nasri Abdel-Aziz (Math)
205 Marshall Hall, 315-470-6972, nabdel@esf.edu

Karen Conahan (Math)
206 Marshall Hall, 315-470-4851, kconahan@esf.edu

Lynea Snyder (Math)
204 Marshall Hall, 315-470-6636, lssnyder@esf.edu

Mary Thompson (Math)
207 Marshall Hall, 315-470-6502, maowuor@esf.edu

Social Science/Humanities Program Faculty

Director: Jill Weiss (Ecological Literacy, Environmental Philosophy, Conservation Psychology and Collaboration, Landscape Ecology, and Program Development and Assessment)
208 Marshall Hall, 315-470-6781, jiweiss@esf.edu

Writing, Rhetoric & Communications Program Faculty

Director: Christina Limpert (Composition, EcoCinema)
208 Marshall Hall, 315-470-6722, cmlimper@esf.edu

Janine M. DeBaise (Literature, Composition)
105C Moon Library, 315-470-4776, jdebaise@esf.edu

Thomas McGrath (Public Presentation Skills)
Public Speaking Lab Coordinator, 105A Moon Library, 315-470-6725 temcgrat@esf.edu

Karin Patzke (Composition),
Writing Resource Center Coordinator, 13B Moon Library, 315-470-6756, klpatzke@esf.edu

Kurt Stavenhagen (Composition, Professional Writing)
105D Moon Library, 315-470-4942, wkstaven@esf.edu

Jill Weiss (Ecological Literacy, Environmental Philosophy, Conservation Psychology and Collaboration, Landscape Ecology, and Program Development and Assessment)
208 Marshall Hall, 315-470-6781, jiweiss@esf.edu

Emeriti Faculty

John Felleman (Environmental Information Policy; Visualizing Environmental Processes; Environmental Decision-Making)
426 Baker Laboratory, 315-470-6550, jfelleman@esf.edu

Myrna H. Hall (GIS, Ecological Planning, Carbon Sequestration)
mhhall@esf.edu

Patrick Lawler (Literature & Nature, Composition & Technical Writing, Creative Writing)
415 Marshall Hall, 315-430-7451, pjlawler@esf.edu

Jack P. Manno (Sustainable Development, Ecological Economics, Indigenous Influences on Environmental Policy), 315-391-5959, jpmanno@esf.edu

Susan Senecah, (Environmental Conflict Resolution, Collaborative Governance)
518-473-3368, ssenecah@esf.edu

Richard C. Smardon (Wetland Assessment, Public Participation, Decision Making)
416 Marshall Hall, 315-470-6539, rsmardon@esf.edu

Adjunct Faculty

Betty Faust (Human Ecology, Ethnoecology)
CINVESTAV, Mexico

Rhea Jezer (Energy and Environmental Policy)
Environmental Consultant

Todd Moss (Sustainable Entrepreneurship)
Whitman School of Management, Syracuse University

Barrett Pitner (Cultural Commentary)
Writer, The Daily Beast

Dianne Quigley (Ethics Research)
Northeast Ethics Education Partnership (NEEP), Brown University, RI

Samuel Sage (Green Jobs, Community Development)

Atlantic States Legal Foundation

William Sunderlin (REDD and REDD+)

Consultant, Center for International Forestry Research (CIFOR)

Lisa Warnecke (Environmental Consulting)

GeoManagement Associates, Inc.

Appendix E: Additional Educational Opportunities

Minor Programs: <http://www.esf.edu/academics/minors.htm>

The list of available minors includes:

- [Applied Statistics](#)
- [Bioprocess Science](#)
- [Biotechnology](#)
- [Chemistry](#)
- [Computer and Information Technology](#)
- [Construction Management](#)
- [Economics](#)
- [Environmental Biology](#)
- [Environmental Health](#)
- [Environmental Policy and Communication](#)
- [Environmental Writing & Rhetoric](#)
- [Food Studies](#)
- [Forestry](#)
- [Information Management and Technology](#)
- [Landscape Architecture Studies](#)
- [Management](#)
- [Marine Science](#)
- [Mathematics](#)
- [Microscopy](#)
- [Native Peoples and the Environment](#)
- [Paper Science](#)
- [Physics](#)
- [Recreation Resource and Protected Area Management](#)
- [Renewable Energy](#)
- [Sustainable Construction](#)
- [Urban Environmental Science](#)
- [Urban Forestry](#)
- [Water Resources](#)

Study Abroad: (<http://www.esf.edu/studyabroad/>)

SUNY-ESF is committed to enhancing the internationalization of ESF students' academic experiences. ESF believes strongly that international experiences provide students with the opportunity to develop the skills necessary to be informed, active, responsible, and culturally-sensitive global citizens. The Department of Environmental Studies has fostered relationships with Study Abroad programs including SeaSemester and a university in Argentina. We have also established programs for study away semesters, including a semester in the Adirondacks at the ESF campus or with the Wild Rockies Field Institute in the Western US.

The Office of International Education assists students who wish to participate in the College's diverse study and research abroad opportunities noted below:

- **SUNY-ESF Faculty-led, Short-term International Academic Courses**
- **SUNY-ESF Exchange Programs**
- **Off-Campus Study and Study Abroad Programs offered through Non-ESF Institutions** (SUNY system, Syracuse University, affiliated programs and non-affiliated programs)
- **Student Research and Non-Academic Programs Abroad**

Study Abroad Related Inquiries

Office of International Education, OIE@esf.edu

Thomas E. Carter, Coordinator of International Education

SUNY-ESF, 110 Bray Hall, (315) 470-6691 (Phone)

ESF Honors Program: (<http://www.esf.edu/honors/>)

The ESF Honors Program is a two-way street: the College provides enrichment, experience and special opportunities for our most promising students and our honors students provide leadership and service to the Honors Program, the College, and the broader community. Honors students translate their academic skills into leadership, service or both (e.g., undergraduate student government, leadership or membership on special committees, student clubs), or in campus service (e.g., Orientation Leaders, student mentors, ESF ambassadors). We hope former honors students will return to campus after graduation to share their post-graduate experiences with their younger peers.

In line with these broad goals, ESF offers two distinct honors programs, lower division honors and upper division honors.

The Lower Division Honors Program provides first- and second-year students with value-added educational experiences that engage students in unique challenges. Academic components of the program strengthen exploration and communication skills through interdisciplinary assignments and discussion.

The Upper Division Honors Program provides opportunities for junior and senior students to complete intensive research and creative projects under the guidance of faculty, emphasizing and encouraging holistic and multidisciplinary awareness of the problems and opportunities in studying the environment.

Students who maintain good standing in honors will receive early Registration privileges and access to honors sections of courses offered at Syracuse University and ESF.

- **William M. Shields, Director.** wms1@syr.edu; Office Phone: 315.470.6771

Pre-Law Advising: (<http://www.esf.edu/prelaw/>)

ESF offers pre-professional advising to students interested in pursuing law as a profession. Unlike some other professional programs, law schools do not require or recommend a specific program of study or specific coursework. Instead, the Law School Admissions Council advises students who are interested in the legal profession to pursue undergraduate education that demonstrates success in intellectually challenging curricula that enhance students' critical thinking skills.

The ESF pre-law program helps students understand the opportunities in environmental law and develop a law school application package that demonstrates to law schools their true potential. The program is based primarily on individual pre-law advising between the student and Dr. Robert Malmshemer, ESF's Pre-law advisor.

- **ESF's Prelaw Advisor: Robert Malmshemer,** Dept. of Forest and Natural Resources Management, 305 Bray Hall, 315-470-6909, rwmalmsh@esf.edu

Appendix F: Academic Advising and Registration

The Role of Your Advisor

During your stay at ESF, many people will give you advice. The most important of those people is your Academic Advisor. Your Academic Advisor is responsible for advising you on all academic matters related to your program. They are also responsible for ensuring that your selection of courses each semester is appropriate to where you are in your program. Students are responsible for meeting with their Advisors on a regular basis. In college, the primary responsibility for successful progress lies with students.

Students typically have two Advisors during their years in Environmental Studies. Academic Advisors are assigned to all incoming students by the department. When students select an Option for their Junior/Senior years, they are assigned and transferred to an Option Advisor.

To maximize your educational experience it is important to use the resources of your Advisor effectively. In particular, students new to ESF, or to the Department of Environmental Studies, should meet with their Advisor during the first few weeks of classes. The advising relationship begins here, making it easier to address student goals, concerns, and problems that arise.

Office hours meetings with your Advisor help promote an advising relationship in which academic and career goals can be discussed in a more personal and individualized manner. Each faculty member posts regularly scheduled office hours at the start of the semester. Students may schedule appointments, drop by, or call during these office hours. Faculty members may also be contacted by e-mail, but are not always able to respond immediately.

Where it is difficult to reach your Advisor, other faculty members or administrators may be able to assist. If you can't get a hold of your Advisor, see the Undergraduate Studies Coordinator during her/ his office hours. For urgent matters, contact the Departmental Secretary, in 106 Marshall Hall, for assistance.

Plan Sheets

Your Plan Sheet is the official record of progress toward meeting the program requirements for graduation. Your plan sheet is available on-line, and it should be consulted periodically during the year to check your status and to plan for upcoming program-related course decisions. You should work with your Academic Advisor on a regular basis to make sure that it accurately reflects the courses you have taken and the requirements they fulfill. **The Registrar's computer will automatically "match" courses in which you've registered that are exactly a specific course that is required, such as EST 132. Any other course which you take will be placed in the category "unmatched" and will not be counted toward graduation until your Advisor informs the Registrar where to place it. This should be done twice a year, and students need to be pro-active in this process.**

Progress of First Year Students

The College asks faculty who are teaching First Year Students to submit "Mid-semester Progress Reports" in the Fall and Spring. This review contains four categories: Attendance, Participation, Submitted Work, and Exams/ Quizzes. Evaluations for each are: Satisfactory (S), or Unsatisfactory (U). Advisors are sent copies of the Reports. Students receiving any unsatisfactory reviews are expected to meet immediately with the professor of the course in question, and subsequently to meet with their Advisor to discuss the situation and its resolution.

Registration

About three quarters of the way through each semester there is an advising period followed by a registration period for the next semester. During this time, you need to meet with your Advisor and

prepare your registration form (SCORE form). After your Advisor approves your course choices, you complete the registration process through the Registrar's office and online using the registration system.

Prior to meeting with your Advisor, you need to review your unmatched courses (see 2 above), consider your outstanding course requirements and the possible Options for satisfying them. This means reviewing your Plan Sheet and course offerings, and developing a preliminary schedule for discussion.

The College has clear policies on **adding and dropping** courses after the semester starts. You need to be aware of these policies and of the relevant deadlines (see the academic calendar at the front of this Handbook). These actions require your Advisor's signature and revision of your plan sheet. In general, your Advisor must balance recommended academic progress with your particular circumstances. You should be particularly aware of the implications (financial aid, insurance, etc.) if you drop below "full time" status. Generally this is considered a course load of twelve (12) credit hours, though in some cases it may be more or less. Late drops are only approved for extenuating circumstances. See the section on The Petition Process later in this Handbook.

Taking Courses at Syracuse University <http://www.esf.edu/registrar/accessory.htm>

ESF and Syracuse University (SU) announced a new agreement governing Accessory. This new model is a significant advance for all involved, but for students and academic advisors the implications will take some careful thought. Please read the following. Contact the [Registrar's office](#) if you have questions.

How it Works

At entry, ESF students will be given an allocation of Syracuse University credit hours (CH) covered by their ESF tuition and fees.

- For first-time freshmen (non-transfers), the allocation will be 16 CH.
- For transfer students, the allocation will depend on the number of hours transferred from other institutions.
 - It will decline linearly from 16 CH for students with 0 transfer hours to 4 CH at 90 transfer hours (see attached table). The minimum allocation will be 4 CH.

ESF students may use only a portion of their allocation during the freshman and sophomore years.

- First-time freshmen may use no more than 8 hours of their 16 hour allocation during the first two full-time semesters once they have matriculated at ESF.
- First-time freshmen may use no more than 11 hours of their 16 hour allocation during the first four full-time semesters once they have matriculated at ESF.
- Transfer students may also have restrictions on the portion of their SU CH allocations that may be used during the first four full-time semesters of their ESF programs of study (POS). The attached table shows the credit limits.

ESF students will have the option to purchase additional SU credit hours beyond their allocations and to pay for those through a tuition surcharge.

- The cost per CH will be approximately \$351.50.
- This tuition surcharge will be paid as part of the tuition bill collected by ESF for the semester. ESF will remit the tuition surcharge in full to SU.
- Students may purchase additional SU credits when they exceed their total credit hour allocation or when they exceed their first year or second year limits.

Courses outside ESF/SU

Any courses you take at other institutions after admission to ESF do not become part of your ESF program records until the two following steps are completed. First, you need to have an official transcript for that course sent to the ESF Registrar from the institution where you took the course. Second, you need to have an approved petition requesting that the course be accepted as meeting a specific Environmental Studies course requirement. As explained below, it is best to have this petition completed and approved

before you enroll in the course. That way, once courses are successfully completed, you are guaranteed to have the credits count at ESF.

Academic Petitions

There are two primary reasons for filing a petition. First, to change something in a student's degree requirements; this occurs when a different course is deemed more appropriate for a student than a required or suggested course but covers essentially the same material. Second, petitions are filed to transfer credits from another institution after the admission process is complete. A list of Transfer Articulation Guidelines is available on the Admissions homepage. Three situations are largely the reason for this. The course may be an Upper Division course taken at another college before transfer to ESF and thus outside the admissions process. Sometimes, a pre-approval for transfer course was missed at admission. The course credits may be beyond the allotted credit transfer under admissions rules, or a course may be a required course but taken at another institution over a summer. Other times a petition is warranted include 'late adds' or 'late drops' of a course or when an undergraduate wishes to register for a 600-level class.

The campus myth that "you can petition anything" should be dispelled wherever possible; approval of a petition is NOT automatic. After the faculty advisor signs a petition form, each petition is reviewed by the Undergraduate Studies Coordinator and the Dean of Instruction and Graduate Studies. Further, the Dean may choose to consult with the Committee on Instruction (Academic Standards Subcommittee) before acting. Therefore one important part of advising is when, where, and how to file a petition. A particularly problematic petition is the petition for late drop of a course. These are approved only rarely, and only under exceptional circumstances. The following section is taken from the Registrar's homepage and is worth reading closely before petitioning for a late drop of any course.

Occasionally, students may wish to change their Option. In this case, a change of Advisor is required, and requests of this type should be brought to the attention of the Undergraduate Studies Co-Coordinator. However, you are CAUTIONED against requesting a change of Option without prior consultation with the Coordinator of the intended new Option. Changing your Option can cause SIGNIFICANT CREDIT HOUR SLIPPAGE in the completion of your program, due to the need to make up Option courses scheduled for normal completion in the first semester(s) of study. Courses in one Option may not be useful in another Option. If Option changes are to be made, it is strongly recommended that such changes be requested during the first semester of study, and at as early a date as feasible in that semester. Changing your Option is done via the ESF Petition process.

What to Include in Your Petition

The following list identifies the information needed in each section of the petition form for each of the areas for which petitions may be filed and what information should be appended (if any).

Needed Information	Type of Request		
	Program Variance	Transfer	Late Add/Drop
Required Information	Complete all student parts of the form, sign and date and obtain your advisor's signature.	Same as Program Variance	Same as Program Variance
Request (What is being petitioned for)	A careful wording of the variance includes what is to be replaced and what it is to be replaced by (course numbers and names are helpful).	A clear statement of course credits to be transferred, from what college, and how to allocate it on the plan sheet (course numbers and names are helpful).	A statement of what course is to be added and/or dropped (course numbers and names are helpful).
Justification (More detail is better here)	Explain clearly <i>why</i> this variance meets the goals and objectives of the program, as well as the course it is replacing, and how it contributes to a coherent program of student for the student.	More detail is better here. Explain clearly <i>why</i> this course and credit transfer meets the goals and objectives of the program, and is the same or substantially similar to the course it is replacing.	Explain clearly <i>why</i> the course is being added or dropped late (financial aid problem, illness, etc.).
Signatures	In the following order: • Faculty Advisor, • Undergraduate Studies (Co-) Coordinator • Dean of Instruction	In the following order: • Faculty Advisor, • Undergraduate Studies (Co-) Coordinator • Dean of Instruction	In the following order: • Faculty Advisor, • Undergraduate Studies (Co-) Coordinator • Dean of Instruction
Additional Information (Things you might want to attach to the petition)	Improve the rate of approval by appending the following: • The catalog description of the course, the course syllabus, or the internship or independent study approved proposal • The ESF catalog description of the course to be replaced.	Improve the rate of approval by appending the following: • The transfer college catalog description of the course (or the course syllabus) • The ESF catalog description of the course to be replaced.	Improve the rate of approval by, appending the following: • Verification of events which occurred generally at or after the drop date) which make it impossible for the student to continue in the course. • Academic difficulty in the course is not considered justification.
NOTES	To enroll in a 600-level course a student must meet several criteria: be a Senior, a GPA of 3.0 or better, an approved petition with the course instructor's consent (also required on the SCORE form)		Late course adds are generally easy to obtain. Late drops go automatically to the Academic Standards Sub-Committee of the Committee on Instruction. Please see the section below on Guideline Criteria for Successful Late Drops.

Withdrawal from Individual Courses

Students may drop individual courses up until the **last day to add** as set by the Registrar in the ESF Academic Calendar using an **add/drop form**. Dropped courses during this period will be completely removed from the transcript when dropped on or before this deadline.

Deadlines and actions to be taken after the last day to add deadline are:

- **Last day to add – Week 4:** After the **last day to add** (as per the academic calendar), students may drop a course without record of registration, until the end of the 4th week of classes.
- **Weeks 5-9:** A student who withdraws from a course after the last day of the **4th week and by the last day of the 9th week** will receive a W (Withdraw) grade on his or her permanent transcript, and the student will remain on the course roster. The W grade will not affect the GPA, and is not replaceable with an R grade.
- **Weeks 10-14:** A student who withdraws from a course after the last day of the **9th week and by the last day of the 14th week** will receive a W or a WF (withdraw failing) on his or her permanent transcript, and the student will remain on the course roster. The WF grade will not count in the student's GPA. W and WF grades are not replaceable with an R grade. The W (when assigned after the last day of the 9th week) and WF grade will be assigned by the instructor at the end of the semester.

Precise deadline dates noting the official end of weeks above shall be listed on the ESF Academic Calendar found on the Registrar's webpage (www.esf.edu/registrar/calendar.asp)

Appendix H: Additional Campus Resources

For the student, the first line of defense is always the faculty Advisor, but not every faculty Advisor (or ANY faculty Advisor) knows all the answers to all the possible questions. Different people have different types and levels of expertise, and advising questions are sometimes academic in nature, but equally often they are about non-academic concerns a student may have. Depending upon the advising question, you need to know who the “expert” is for that issue area. And the following list is for both faculty and student needs.

Academic advising concerns are issues and questions about course load, academic standing, graduation requirements, academic policies (departmental and college-wide), and the procedures required to navigate from admissions through to graduation. Academic advising is governed by either (and sometimes both) departmental policies and by college-wide policies.

Non-academic advising concerns are issues and questions about career planning, financial aid, Educational Opportunity Programs, campus diversity and multicultural considerations, personal and family problems. This second set of advising concerns relates very closely to academic advising needs and should be undertaken in conjunction with one of the college-wide ‘experts’. Non-academic advising questions, while generally governed by college-wide rules and procedures, often arise in academic advising meetings where students have a unique chance to speak with a faculty member one-on-one. The names and contacts below list individuals with critical expertise in both academic and non-academic advising.

The following is a list of websites that may be useful to you. They are not exclusive to the Environmental Studies department, but contain information for the whole SUNY ESF campus.

- College Calendar: <http://www.esf.edu/registrar/calendar.htm>
- Course Descriptions: <http://www.esf.edu/catalog/coursesintro.htm>

College Academic Assistance

Admissions Office: The Admissions Office can answer questions about the advanced standing credit given to transfer students or students with advanced placement credits. The Admissions Office can also modify a student’s advanced standing credits (transfer in additional credits from other schools or, if merited, re-allocate a course to cover a requirement), but only through the add/drop period of a student’s first semester at ESF. General questions should go to the Director of Admissions. More specific questions may be addressed to the Admissions Officer listed on each student’s curriculum plan sheet.

- Admissions Office’s FAQs: <http://www.esf.edu/admissions/videofaq/>
Susan Sanford, Director of Admissions
218 Gateway Center, 315-470-6600, shsanfor@esf.edu

Registrar’s Office

Call the Registrar’s Office with questions which require clarification of course allocation on the plan sheet, implementation of academic policies and procedures. Call here as well if you have questions about accessing the online advising services on the ESF Registrar’s web page.

- Registrar’s FAQs: <http://www.esf.edu/registrar/faq.htm>
Leslie Rutkowski, Registrar
111 Bray Hall, 315-470-6657, registrar@esf.edu

Office of Instruction and Graduate Studies

This office can give you the 'official' college position on any academic policy; student standing relating to probation and dismissal; applicability of courses to General Education requirements; and all special programs such as college minors, science education, and education abroad programs. For more information, visit <http://www.esf.edu/graduate/>

- **Scott Shannon**, Dean
Office of Instruction and Graduate Studies, 227 Bray Hall, 315-470-6599, esfgrad@esf.edu
- **Suzette Vandeburg**, Assistant Dean, svandeburg@esf.edu
Office of Instruction and Graduate Studies, 227 Bray Hall, 315-470-6599/6595
- **Thomas E. Carter**, International Education Coordinator
Office of Instruction and Graduate Studies, 110 Bray Hall, 315-470-6691, tecarter@esf.edu

Personal Issues and Specialized Assistance

Specialized assistance refers to non-academic advising needs. Sometimes questions arise about how to pay for college; career choices and planning; family and personal problems; or problems relating to a student's ethnicity, religion, sexual orientation, or physical and learning disabilities. When these questions arise, perhaps the best thing a faculty Advisor can do is be available, hear the student out, and make a referral to another department on campus. The following offices offer appropriate resources for these specialized needs.

Office of Financial Aid and Educational Opportunity Program

As most students know, and all faculty should, the cost of a college education today is often beyond the limits of a family. This office helps students apply for and meet the course load requirements for federal and state financial aid programs. Additionally, this office oversees and advises on other funding programs which are a mix of merit- and need-based awards, including the Educational Opportunity Program.

- Financial Aid: <http://www.esf.edu/financialaid/>
Mark J. Hill, Director
113 Bray Hall, 315-470-6673, mjhill@esf.edu

Office of Student Affairs: <http://www.esf.edu/students/>

This office includes oversight of student organizations, the Spring Awards Banquet, and social events such as the Fall Barbecue, the December Soiree, and Ice Cream Socials, as well as the orchestration of 'official' programs such as commencement and convocation ceremonies. These events do not happen in a vacuum nor do administrators do all the work, students are involved in each of them. For students to gain valuable leadership experience, meet others with similar interests, or otherwise join in and learn more about what occurs on campus, this is the office to contact.

In addition this office also provides unique opportunities to blend the academic learning experience with 'real life' events. The Office of Student Affairs promotes this fusion through Learning Communities (an integrated focus on in- and out-of-classroom learning, in which students participate in a specialized program through a shared residence and course of study), and Experiential Learning (projects or internships for credit). Both programs promote learning through real 'hands on' experience in addition to the theory and book material they have learned in class.

- Student Affairs: <http://www.esf.edu/students/dean/>
Anne Lombard, Dean 110 Bray Hall, 315-470-6659, aelombard@esf.edu

Student Diversity and Inclusion Initiatives Office

The Student Diversity and Inclusion Office, as a principal member of the ESF Division of Student Affairs, exists to support underrepresented students and to foster a campus community where cultural diversity is valued and appreciated. The programs and supports aim to prepare all members of the ESF community to effectively interact with others in an increasingly diverse and global society.

- Student Diversity and Inclusion Office: <http://www.esf.edu/students/di/>
Dr. Malika Carter, Chief Diversity Officer and Interim Title IX Coordinator
221 Baker Lab, 315-470-8666, mcarte06@esf.edu

ESF Career Services

The mission of the Career Services Office is to assist ESF students and alumni in applying their education and experiences toward advancing their career goals over a lifetime. The office offers various personalized services, programs and resources to guide in developing the skills necessary in advancing through ESF and entering into a rewarding career.

- Career Services: <http://www.esf.edu/students/career/>
John Turbeville, Director of Career Services
Ole Green 9, 315-470-6900, jturbev@esf.edu

Office of Student Wellness and Support

Below is a description of each of the services that the Student Wellness and Support Office provides to students:

Support and Referral

Sometimes things come up in our lives, both personal and academic that requires us to just sit down, and let it all out. We're here for you. If you ever feel that you are getting consumed with the stresses of coursework, or life, don't let it build up—come in and talk about it. Our support specialist will provide interventions, support, referral, and follow up services to assist with your success.

Disabilities Services/Accommodations

Students who have a disability, or require accommodations are encouraged to stop by the Student Wellness and Support Office at the beginning of every semester to meet with the Coordinator to review the accommodations process. All of the necessary paperwork *must* be submitted and on file for students with disabilities to receive the appropriate accommodations. The earlier students are able to schedule an appointment, the better. If you feel you are eligible to receive accommodations due to a documented disability, please see: [Disability Services Procedures](#)

Tips for students with disabilities as they transition from high school to college:

- **Planning for Postsecondary Education**
- **Comparison of Secondary and Postsecondary Laws and Settings**

Please visit [The Office of Disability Services](#) for a comprehensive overview of services provided.

Assistance with Crises

The Office of Student Affairs, Student Support Services is committed to serving students who are in a crisis, and making it a priority. Short term consultation with the Student Wellness and Support Coordinator is available to address a critical emotional incident that impacts and/or threatens a student's functioning (crisis triage). Please contact the office if you are experiencing or are in crisis so that we can serve you better.

Change in Educational Plan (Withdrawal)

As we know, sometimes life's demands put a strain on us, and we are unable to complete our tasks as originally planned. It's ok. Life happens. Students who need to complete a Change in Educational Plan (withdraw), need to schedule an appointment with the Student Support Coordinator to begin the process. As the paperwork for this process can sometimes be lengthy and time consuming, students are encouraged to seek assistance as early as possible.

Change in Educational Plan (Transfer) (Students must make an appointment with Mary Triano in 110 Bray to complete this process.)

Sometimes a particular higher education institution is simply not for us, and transferring to another institution or taking some time off is the best thing. Students who wish to transfer to another institution need to contact Student Wellness and Support to schedule an appointment with the Student Wellness and Support Coordinator.

The Office of Student Wellness and Support fosters an open door policy. We pride ourselves in being available to students, and make every effort to be accessible when students come in to see us. However, as the semester progresses, it is important to recognize that schedules fill up, and “drop ins” may not be possible, and so, scheduling an appointment may be necessary.

To schedule an appointment, students may call Student Wellness and Support at 315.470.6660, email studenthelp@esf.edu, or stop in to make an appointment with our secretary.

Counseling Services

In-house ESF counselors are here for students! Students are encouraged to meet with counselors for consultation, crisis intervention, and/or help with mental health (depression, anxiety, bipolar disorder, PTSD), alcohol and/or drug use, eating disorders, sexual and/or relationship violence, and interpersonal concerns (adjusting to college, homesickness, roommate issues, assertiveness or communication skills).

- Counseling Services: <http://www.esf.edu/counseling/>
 - Location and hours 105 Bray Hall, 8:00am to 4:30pm Monday-Friday
 - Contact information: call 315-470-4716 to make an appointment for non-crisis related issues, or stop in.
- Crisis Help:
 - If you are experiencing a life-threatening emergency, call 911.
 - If you need to reach University Police for an urgent matter, call x6666 or x6667 from any campus phone or 315-470-6666 or 315-470-6667.
 - If you have experienced sexual assault, relationship violence, or are currently experiencing a mental health crisis, 24-hour emergency support services are available:
 - Walk-in/Crisis Hours: 10:00-11:00am and 2:00-3:00pm Monday-Friday
 - Crisis services after-hours/weekends: 315-470-4716