

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

2019-2020

Online version:

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

EFB 312	Introduction to Personal Environmental Interpretation Methods	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
EWP 394	The Art of Storytelling	3
EWP 450	Digital Storytelling	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 (PSC 324 is an unofficial prerequisite)	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
	EST 550 Environmental Impact Analysis (R)	3
	TOTAL SEMESTER CREDITS	15-16
Senior - Spring	EST 494 Senior Seminar in Environmental Studies	1
	Senior Synthesis (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 and Decision Making	3 upper-division classes required	9
	Communication and Interpretation	2 upper-division classes required	6
	Critical Perspectives	1 upper-division class required	3
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
EWP 394	The Art of Storytelling	3
EWP 450	Digital Storytelling	3
FOR 372	Fundamentals of Outdoor Recreation	3
Critical Perspectives		
Course	Course Name	Credits
EST 312	Sociology of Natural Resources	3
EST 353	Behavior Change and the Environment	3
EST 366	Attitudes, Values & the Environment	3
EST 390	Social Processes and the Environment	3
EST 405	Gender, Culture 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 and submit to the Lower Division Advisor for signature and department submission. 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
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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.

Environmental Studies Internship Agreement Form

This form must be on file with all approval signatures prior to registration for credit.

Environmental Studies Internship Agreement Form

Student Name: _____ Date: _____

Internship Title: _____

Contact Information: This information pertains to the period of the internship. Its purpose is to facilitate contact between the concerned parties to fulfill their respective responsibilities. Approval Signatures may be obtained in any order. The Undergraduate Studies Coordinator shall be the last signature obtained.

Student Information	Faculty Sponsor Information
Name	Name
Street	Street
City State Zip	City State Zip
Phone	Phone
E mail Address	E mail Address
<i>Signature (REQUIRED)</i> <i>Date</i>	<i>Signature (REQUIRED)</i> <i>Date</i>
Field Supervisor Information	Alternate Supervisor Information
Name	Name
Street	Street
City State Zip	City State Zip
Phone	Phone
E mail Address	E mail Address
<i>Signature (REQUIRED)</i> <i>Date</i>	<i>Signature (REQUIRED)</i> <i>Date</i>

The typed internship agreement must be attached to this form. Copies of the whole agreement must be provided to all who have signed it.

Undergrad. Studies Coordinator: _____ *Date* _____

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

Associate Chair

Theresa Selfa

Associate Chair, 211C Marshall Hall, 315-470-6570, tselfa@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

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, jeweiss@esf.edu

Division of General Education Faculty

English for Speakers of Other Languages (ESOL) Program Faculty

Coordinator: Nino Jakhaia (ESOL)

208B Marshall Hall, 315-565-3014

Jenny Hok, Support Specialist (ESOL)

B5 Marshall Hall, 315-470-6914

Math Program Faculty

Director: Nasri Abdel-Aziz (Math)

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Karen Conahan (Math)

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Lynea Snyder (Math)

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Social Science/Humanities Program Faculty

Director: Jill Weiss (Ecological Literacy, Environmental Philosophy, Conservation Psychology and Collaboration, Landscape Ecology, and Program Development and Assessment)

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Writing, Rhetoric & Communications Program Faculty

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Janine M. DeBaise (Literature, Composition)
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Tyler Dorholt (Digital Storytelling)
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Thomas McGrath (Public Presentation Skills)
Public Speaking Lab Coordinator, 105A Moon Library, 315-470-6725 temcgrat@esf.edu

Karin Patzke (Composition)
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Patrick Lawler (Literature & Nature, Composition & Technical Writing, Creative Writing)
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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)
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Richard C. Smardon (Wetland Assessment, Public Participation, Decision Making)
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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

Israel Parker (Wildlife Ecology, Urban Ecology)

Texas A&M Natural Resources Institute, Texas A&M University, TX

Barrett Pitner (Cultural Commentary)

Writer, The Daily Beast

Dianne Quigley (Ethics Research)

Northeast Ethics Education Partnership (NEEP), Brown University, RI

William Sunderlin (REDD and REDD+)

Consultant, Center for International Forestry Research (CIFOR)

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
Kerrie Findlay, Coordinator of Education Abroad
SUNY-ESF, Old Green House, (315) 470-4903 (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: Tristian Brown,** Dept. of Forest and Natural Resources Management, 302 Bray Hall, 315-565-3003, trbro100@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

ESF and Syracuse University (SU) have an agreement governing accessory instruction. If interested in taking courses at SU, please talk with your academic advisor about possibilities and review the following webpage (<http://www.esf.edu/registrar/accessory.htm>) as well as the text below. Please contact the [Registrar's office](#) if you have additional questions.

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

- For first year students (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)

Change in Educational Plan (Transfer)

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 the Senior Assistant Dean of Student Affairs.

The Division of Student Affairs 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 Affairs 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 110A 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