

Graduate Handbook

**Master of Professional Studies
in Environmental Studies**

Department of Environmental Studies

State University of New York
College of Environmental Science and Forestry
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Online version:

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

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I. INTRODUCTION

Welcome to the Master of Professional Studies (M.P.S.) in Environmental Studies Graduate Program at the State University of New York College of Environmental Science and Forestry (ESF). We are delighted that you have joined a unique set of graduate students, faculty, and researchers who share a deep interest in environmental policy, communication, and decision-making.

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

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

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

The New York State Department of Education and the State University of New York establish policy for all graduate programs. At ESF, the College Faculty has adopted a comprehensive set of Graduate Policies. These are published in the College Catalog. The policies and the procedures which implement College policy are contained in the ESF Faculty Governance body's "Graduate Academic Policies" document, available at: <http://www.esf.edu/catalog/policies.htm#Anchor-Graduate-53377>. In addition, the M.P.S. in Environmental Studies program has its own specific policies, procedures, and guidelines that appear in this handbook.

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

The ESF Catalog description provides the basic framework of graduation requirements.

In their first semester, students work with their advisors to draft an individual *Environmental Studies MPS Plan* to meet their specific goals (see below for details). The *Environmental Studies MPS Plan* is an opportunity for students to give practical consideration to their learning, experiential and career interests and objectives in narrative form and outline a sequence of courses and internship topic to help meet those objectives. As a student's program evolves, the *Environmental Studies MPS Plan* may be updated in consultation with her or his Major Professor and/or Steering Committee. All MPS in Environmental Studies are required to complete the *Environmental Studies MPS Plan*.

Separate from the *Environmental Studies MPS Plan*, all ESF graduate students are required to draft a list of courses called the *Graduate Program of Study* (Form MPS-3B). This provides ESF's Graduate School with a formal record of the courses the student plans to take to meet her/ his program requirements; it is submitted by filling out the MPS-3B form. The *Graduate Program of Study*, developed by the student with the advice and approval of the Major Professor and other members of the Steering Committee, should be formally submitted no later than the end of the student's first semester. **Please note:** The *Graduate Program of Study* ('Form 3-B') and the *Environmental Studies MPS Plan* are two distinct documents. More information can be found below.

Prerequisites

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

Advanced Standing

- a. *Course transfers.* A maximum of six graduate credit hours with a grade of B or above that have not been applied to another degree may be transferred via Petition. The Petition must include an attached syllabus, and a justification of how the courses are to be included on the student's Plan Sheet. Petitions for course transfers are submitted following matriculation.

- b. *Credit for prior experience.* Applicants with a minimum of three (3) years of full-time, post-baccalaureate professional experience directly related to the intended area of study may apply for 6 credit hours of advanced standing in the program. Partial credit for experience cannot be awarded. When awarded for prior work experience, the 6 credit hours are applied toward the synthesis requirement.

Concurrent Degrees

Concurrent degree students may "double-count" no more than 8 credit hours toward their M.P.S. degree.

Program Requirements

The M.P.S. in Environmental Studies degree program is a 30-33 credit-hour experience focused on advanced academic scholarship and its application to environmental affairs and sustainability. This degree requires the completion of a synthesis experience, often involving an individual or group-based professional internship. (For guidance on internships, see Appendix A; on synthesis papers, Appendix B.) All ESF graduate students must present a Capstone Seminar during their final semester. See your advisor or the Department Office for information on procedures and deadlines for setting up the Capstone Seminar. The distribution of required credits may be adjusted to take into account a student's prior academic work and background. All courses are 3 credit hours unless noted otherwise.

The Core (15 credits)

Five courses cover the disciplinary and methodological scope of the field and demonstrate its applicability to problem analysis and the quest for sustainability. For full-time students, these courses are usually taken in the first year of the program; if prerequisites also are being taken, these requirements may be fulfilled in subsequent semesters. Part-time students may take these courses over multiple years. These courses provide a basis of common knowledge among students in the MPS program. All courses are 3 credit hours unless noted otherwise.

Required:

EST 600 Foundations of Environmental Studies (fall)

EST 626 Concepts and Principles of Sustainable Development (spring)

AND three of the following:

These are the recommended courses to help develop the fundamental knowledge and skill set for Environmental Studies:

EST 608 Environmental Advocacy Campaigns and Conflict Resolution

EST 612 Environmental Policy and Governance

EST 615 Environmental Justice

EST 635 Public Participation and Decision Making
EST 640 Environmental Thought and Ethics
EST 645 Mass Media and Environmental Affairs
EST 650 Environmental Perception and Human Behavior

Alternate courses may be identified in collaboration with the student's advisor.

Natural Sciences (3 credits)

At least one natural science course is required in order to enhance the student's existing knowledge. Typically this would be one of the following courses, though alternatives may be considered in consultation with the student's advisor.

Required - 1 course chosen from:

EFB 518 Systems Ecology (4)
EFB 523 Tropical Ecology
EFB 600 Toxic Health Hazards (4)
EFB 611 Topics in Environmental Toxicology
EFB 623 Marine Ecology
ENS 601 Water Resources Management

Research/Technical Methods (3 credits)

At least one research or technical methods course is required to provide skills necessary to apply environmental knowledge and pursue the synthesis experience for the MPS. Typically this would be one of the following, but an *alternative course may be selected in consultation with the student's advisor.*

Required - 1 course chosen from:

APM 510 Statistical Analysis
APM 625 Introduction to Sampling Techniques
APM 630 Regression Analysis
APM 635 Multivariate Statistical Methods
ENS 519 Spatial Ecology
ERE 551 GIS for Engineers
EST 550 Environmental Impact Analysis
EST 603 Research Methods and Design
EST 604 Social Survey Research Methods for Environmental Issues
EST 605 Qualitative Methods
EST 702 Environmental and Natural Resource Program Evaluation
EST 705 Environmental Policy Analysis
FOR 557 Fundamentals of Geographic Information Systems
FOR 659 Advanced GIS
LSA 500 Computer Graphics I
LSA 501 Computer Graphics II
LSA 552 Graphic Communication
LSA 640 Research Methodology

Generalized/Thematic Area (6 credits)

Two additional courses are selected in consultation with the student's Steering Committee. The Generalized or Thematic Area courses are used to prepare the student for capstone synthesis work and post-graduation work opportunities by developing enhanced knowledge of some aspect of Environmental Studies. Course selection is determined through the *Graduate Program of Study*; students will be encouraged to include courses in their plans of study that enhance their career goals. EST 898 and EST 899 may not be included as Generalized or Thematic Area courses.

Synthesis (3-6 credits)

In order to synthesize and apply their knowledge of Environmental Studies, all students take 3-6 credit hours of *one of the following*:

EST 798 Problems in Environmental Studies (3-6 cr) [Synthesis Paper]

EST 898 Professional Experience (6 cr) [Internship]

Or successfully complete a group research project or internship via enrollment in a graduate-level course with such a focus (3-4 cr).

III. PROCEDURES FOR ACADEMIC ADVISING

Major Professor

Each student in the M.P.S. in Environmental Studies graduate program will be assigned a Major Professor as part of their admission to the M.P.S. in Environmental Studies program. Each new student should meet with their Major Professor during the week prior to the start of classes to discuss their academic and career objectives; this will be helpful in selecting courses for the first semester. The session also will allow the Major Professor and student to share their expectations for their academic relationship and establish a schedule for work on the student's *Environmental Studies MPS Plan*.

Environmental Studies MPS Plan

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

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

The first *Environmental Studies MPS Plan* must be approved prior to advising week of the first semester of matriculation (typically the end of October) and will provide the rationale for course selection for subsequent semesters. Each semester prior to advising week, the student and the Major Professor should review the *Environmental Studies MPS Plan* to ensure that it continues to reflect the student's objectives and to provide an adequate structure for meeting those objectives. As a student's program evolves, the *Environmental Studies MPS Plan* may be adjusted in consultation with their faculty advisor and Steering Committee. All MPS in Environmental Studies students are required to complete the *Environmental Studies MPS Plan*.

ESF Graduate Program of Study (Form MPS-3B)

In addition to the overarching *Environmental Studies MPS Plan*, students will complete and submit -- no later than the end of the first semester of matriculation -- an ESF *Graduate Program of Study* (Form MPS-3B) that specifies the list of courses, seminars, and synthesis credits necessary to meet degree requirements. The *Graduate Program of Study* must be reviewed and approved by the student's Steering Committee (including Major Professor) and the Department's Graduate Studies Coordinator (or Department Chair), and submitted to ESF's Graduate School. The *Graduate Program of Study* can be changed; changes must be approved by all of the same parties. The student's Major Professor should have access to an updated version; each student is encouraged to maintain an updated personal copy. Please keep the *Graduate Program of Study* and the *Environmental Studies MPS Plan* as two distinct documents. *Graduate Program of Study* (Form MPS-3B) sheets are available on-line at <http://www.esf.edu/graduate/graddegreq.htm>.

Steering Committee

By the end of the first semester of study, the student and their Major Professor should seek appointment of the student's Steering Committee, consisting of the Major Professor and at least one other faculty member or other qualified person. The latter may include faculty members at other institutions and other recognized professionals. The Steering Committee is responsible for reviewing and approving the student's *Environmental Studies MPS Plan* and separate Form MPS-3B. The Steering Committee also guides the student's synthesis project and reviews any final products prior to the Capstone Seminar. To ensure consistency and quality, each ESF *Graduate Program of Study* must be approved by the Steering Committee and Departmental Graduate Studies Coordinator (or Department Chair).

Student Responsibility

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

Annual Review of Student Progress

At the beginning of each calendar year, the Department of Environmental Studies reviews academic progress of all Departmentally-affiliated graduate students, including those in this program. As input to this review, each affiliated graduate student submits an annual report by mid-December, outlining his accomplishments during the preceding calendar year and progress toward completing degree requirements.

Program Assessment

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

IV. COURSE DESCRIPTIONS

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

EST 600 Foundations of Environmental Studies (3) - Moran

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

EST 603 Research Methods and Design (3) – Luzadis

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

EST 604 Social Survey Research Methods for Environmental Issues (3) – Weiss

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

EST 605 Qualitative Methods (3) - Selfa

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

EST 606 Environmental Risk Perception (3) – Kristiansen

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

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

EST 608 Environmental Advocacy Campaigns and Conflict Resolution (3) - Parker

Three hours lecture and discussion. Addresses complex dynamics, strategies, and tactics of 1) organized campaigns by grassroots to international organizations to advocate for particular environmental policy and 2) processes that seek to resolve, manage, or prevent

environmental conflicts when appropriate. Readings, simulations, projects, and case study analysis. Fall.

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

Three hours lecture and discussion per week. Introduces the evolution of innovative multi-stakeholder processes that characterize collaborative governance (CG). Distinguishes CG from traditional public involvement and dispute resolution approaches, and explores its challenges and opportunities. Provides knowledge and introductory tools to design and be more productive participants in collaborative processes. Spring, **odd years**.

EST 612 Environmental Policy and Governance (3) - Hirsch

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

EST 615 Environmental Justice (3) - Teron

Three hours of seminar/discussion per week. This course covers the origins, evolution and contemporary happenings of the environmental justice movement. It explores the legal and policy tools to advance environmental justice. It will also evaluate the underlying political economy that produces environmental inequality. Fall.

EST 624 Nature, Recreation and Society (3) - E. Vidon

Three hours of lecture/discussion per week. Introduces students to the theoretical underpinnings of tourism studies, and how “naturalness” contributes to the generation of environmental meaning. The course will examine linkages between society, recreation, tourism, and nature, and will attend to such concepts as sense of place, experience, power, and perception as they relate to nature and recreation. These concepts provide useful entry points into more critical investigations of tourism and recreation practices and motivations, and serve as points of departure for conversations about eco-imperialism, green-washing, and the marginalization and dispossession of local populations. Discussion related to the aforementioned critical investigations will be paired with attention to the experiential side of recreation, tourism, and nature. That is, how the act of pursuing nature and related natural adventure contributes to the development of identity, our knowledge of the reciprocal relationship between sense of self and sense of place, and how these concepts are dependent upon and manifest themselves differently in various sites and experiences. Fall.

EST 625 Wetland Management Policy (3) – Staff

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

EST 626 Concepts of and Principles of Sustainable Development (3) – Teron

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

EST 627 Environmental and Energy Auditing (3) – Cousins

Three hours of lecture, demonstration, and discussion per week. Presents environmental and energy auditing concepts and theory guiding local and regional initiatives for greenhouse gas production and energy use reduction. This course utilizes a practicum approach through use of inventory and analysis tools by student teams for project application. Spring.

Note: Credit will not be granted for both EST 427 and EST 627.

EST 635 Public Participation and Decision Making: Theory and Application (3) - Hirsch

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

EST 640 Environmental Thought and Ethics (3) - Hirsch

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

EST 645 Mass Media and Environmental Affairs (3) – Kristiansen

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

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

Three hours of lecture and discussion. Application of environmental perception and human behavior paradigms and theories in understanding the causes and potential solution strategies to environmental issues. Interdisciplinary approach utilizes concepts, theories and research from disciplines including environmental psychology, sociology,

anthropology, and risk perception to understand the myriad of influences on human behavior as it relates to environmental impacts. Spring.

EST 652 Managing Sustainability: Purpose, Principles and Practice (3) – Moran

Three hours of lecture, discussion, and/or field trips per week. Dynamics and interdependence of economic, social, and environmental systems. Sustainable management frameworks, tools, and metrics. Local, national, and international implications. Relevance of technology, ethics, law, and policy. Interdisciplinary emphasis. Fall or Spring.

EST 660 Land Use Law (3) – Staff

Three hours of lecture and discussion per week. This course provides an understanding of U.S., state and local laws affecting land use in New York, in the context of current environmental policy debates. Students learn to recognize and analyze legal issues involving land use in varying contexts. Spring.

EST 690, International Environmental Policy Consultancy (3-4) – Sonnenfeld

Group research practicum. An innovative, collaborative, applied course and practicum in environmental policy consultation at the global level. May be linked via digital/ online technology with students in a parallel course at another, international institution. Students engage in a semester-long, consultancy project with an international organization engaged in environmental policymaking. Client organization and topic may vary annually. Students learn group consulting skills including issue definition and stakeholder identification; proposal preparation, team building and leadership skills; data collection, analysis and interpretation; report writing and presentation skills. Students fulfill the client's Terms of Reference, producing and delivering contributions towards final, agreed-upon deliverables. Fall or Spring. Instructor's permission required.

EST 695 Environmental Journalism (3) – Staff

Three hours of lecture per week. This course covers a range of topics related to journalism: interviewing, writing the lead, style, writing and organizing the story, layout, editing and revising, writing features and follow-up stories, covering speeches, etc. In addition, students explore how the media covers scientific and environmental issues. Students work on writing skills--from basic editing techniques to more sophisticated areas of style. Spring.

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

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

EST 702 Environmental and Natural Resource Program Evaluation (3) - Parker

Three hours of lecture and discussion per week. The systematic analysis of public environmental programs with an emphasis on the evaluation of resultant environmental outcomes. Topics include evaluation contexts, objective setting, environmental monitoring, and analysis of agency organization and procedures. Spring.

EST 705 Environmental Policy Analysis (3) – Luzadis

Three hours of lecture/discussion per week. This course covers current and classic literature in environmental policy analysis, as well as a variety of approaches to policy analysis that are relevant for working through complex environmental issues. While tools and methods for policy analysis will be treated, the overall intention of the course is to provide students with the scholarly background to think analytically, critically, and creatively across a variety of environmental policy contexts. Fall

Prerequisite(s): A graduate-level course in environmental policy.

EST 708 Social Theory and the Environment (3) – Selfa

Three hours of seminar/discussion per week. This course is an advanced graduate seminar that covers social theory related to the environment. Students will be exposed to foundational literature in environmental sociology in the first part of the course, after which other social science literatures will be explored that analyze the relationship between environment and society, such as Political Ecology, Environment and Citizenship, Environmental Governance, Geographies of Energy, Sustainability Indicators and Standards, Ecological Modernization, and Environmental Justice, among others. Environmental issues and scholarship from both industrialized and developing country contexts, and that represent a variety of social science disciplinary perspectives, will be discussed. Spring.

Prerequisite(s): EST 600 or consent of instructor.

EST 759 Sustainability-Driven Enterprise (3) – Moran

Three hours of project meetings and/or workshops per week. Certificate of Advanced Study in Sustainable Enterprise (CASSE) capstone. Sustainable approaches to complex organizational challenges, opportunities: organizational, industry, stakeholder analysis, sustainability objectives, strategies, and metrics. Multidisciplinary team consulting project. At least 1X Fall or Spring.

Prerequisites: EST 652/ECS 650/BUA 650 and ECS 651/BUA 651

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

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

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

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

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

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

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

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

VI. DEPARTMENTAL RESOURCES

Departmental Staff

The Environmental Studies Office (106 Marshall Hall) maintains unofficial student records, a collection of course syllabi, graduate theses, and internship reports that are available for reference. Various time-relevant opportunities are posted via the *ES-Grad-Announce* listserv.

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

Conference Rooms

The Environmental Studies Conference Room (213 Marshall Hall) is the setting for Department meetings and seminars, including graduate students' Capstone Seminars. The Conference Room and 107 Marshall Hall (smaller room) may be scheduled via the Departmental secretary for student meetings.

Graduate Student Mailboxes

The graduate student mailboxes (by the entrance to 105 Marshall Hall) are a primary mechanism for departmental and college communications. Students should check their box at least once a week.

Office Space

Graduate students may be provided with desk space as available and as needed, with priority given to research (Ph.D. and M.S.) students and graduate students working as Teaching Assistants. The assignment of desk space usually takes a few weeks each fall. The Department of Environmental Studies provides shared office space for approximately 30 graduate students in two locations: 218 Marshall Hall and B7 Marshall Hall. The departmental secretary maintains a list of requests and vacancies.

Graduate Funding

The M.P.S. in Environmental Studies is designed to be affordable, and the majority of students in the program are self-funded. Institutional funding opportunities for M.P.S. in Environmental Studies students are limited. For a given semester, additional Graduate Assistantships may be available on an *ad hoc* basis. Students note their interest in being considered for available Graduate Assistantships by filling out a departmental Graduate Assistantship application in February of the previous year. These Assistantships are made based on appropriateness of fit and are competitive. They are also rare. Assistantship decisions are made on a semester-by-semester basis and receiving an Assistantship for one semester does not imply or guarantee future funding through a graduate Assistantship. Graduate students in good standing may also apply for open GA positions in other units at ESF, such as ESF's Graduate School or ESF Open Academy.

Sometimes there are funding opportunities for master's-level students through sponsoring governmental agencies (e.g. NYS Dept. of Environmental Conservation), not-for-profit organizations (e.g. The Nature Conservancy), or other organizations. ESF may have other internal funding opportunities, such as through the Randolph G. Pack Environmental Institute or the Sussman Fellowship (<https://www.esf.edu/Sussman/>) -- see departmental communications and the ESF Graduate School website for further information.

VIII. ESF RESOURCES

Library Holdings

ESF's Moon Library holdings include 150,000 volumes and access to hundreds of electronic databases and thousands of electronic journals. The collection at Moon Library constitutes a specialized information source for the academic programs of the college with concentrations in such areas as botany and plant pathology, biochemistry, chemical ecology, forest chemistry, polymer chemistry, economics, entomology, environmental studies, landscape architecture, environmental design, management, paper science, photogrammetry, silviculture, soil science, urban planning, water resources, world forestry, wildlife biology, wood products engineering, and zoology. ESF students have access and borrowing privileges at all Syracuse University Libraries (three million volumes); please note, however, some limitations exist. Other library holdings located throughout the United States are accessible through interlibrary loan.

Access to Research Facilities Beyond Our Campus

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

Computer Facilities and Services

Graduate students have access to shared computer clusters in Moon Library and Baker Laboratory; most of the campus is served by Evergreen Wireless Network.

Writing Resource Center

ESF's Writing Resource Center (WRC; Moon Library 109) provides support and assistance to students struggling with writing. Students can consult with WRC staff about questions in the areas of grammar, organization, planning, style and other aspects of the writing process, and the WRC staff can provide refreshing reminders for graduate-level students who will engage scientific rigor expected of graduate scholars. The Center also offers a library of grammar and style books, reference materials, and tip sheets and also it houses dedicated computer work stations for student use.

APPENDIX A.1 INTERNSHIP REQUIREMENTS

Introduction

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

1. Standards/ Requirements

a) The purpose of the internship is to provide an integrative capstone experience. The internship should include an opportunity for the student to exercise individual responsibility and to demonstrate capability. Joint or individual assignments resulting in written reports are extremely desirable.

b) Internships generally earn six credit hours (6) in the Environmental Studies MPS program. Additional credit hours may be earned (12 maximum) in exceptional cases. Total credit hours required for graduation under the internship option are 42 hours, 15 hours are required courses; 15 hours for a study area; and six hours for make up or enrichment, in addition to internship credit hours.

c) The internship experience shall be for a minimum of 30 hours/week, for 14 weeks. Typically the internship should be completed over the course of the summer between the student's second and third semesters. The student's Steering Committee may approve an earlier internship if the core and at least 3 directly related areas of study courses have been completed.

d) An internship cannot be undertaken at the place of regular employment of the student.

e) The purpose of these requirements is to insure a high-quality, professional internship. They are designed to neither unduly restrict internship arrangements nor introduce rigidity into the program. It is recognized that at times exceptions to these requirements may be desirable because of special circumstances. Exceptions may be requested through the petition process and will be given favorable consideration providing the objective of a high-quality internship is assured by the Major Professor and the student.

f) It is desirable, but not required, that the internship be on a paid basis; this helps to ensure that all parties are committed to the effort.

2. Internship Plan

The student must prepare an Internship Plan and have it approved by his Steering Committee prior to beginning the internship.

3. Memorandum of Agreement

a) A Memorandum of Agreement must be executed by the student, the Host Supervisor, the Academic Internship Supervisor (when other than the Major Professor), the Major Professor and the Graduate Studies Coordinator before the internship begins. The sponsor may require some additional form of agreement. The original goes to the student's Departmental graduate file, with copies to the sponsor, Major Professor, the student's Steering Committee and the student.

b) The student must be assigned tasks appropriate for entry grade professional employees at the Master's degree level. The internship should provide detailed experience in the field chosen by the student and agreed to by the student's Major Professor, Steering Committee and employer. Importantly, completion of degree requirements is not based on having a job, but rather on the learning experience gained through the internship.

c) The Memorandum of Agreement is intended to serve primarily as a communication device to insure that all parties understand what's expected of them; it should not be construed as an irrevocable, formal contract.

d) Any major change(s) from the conditions of the original Memorandum of Agreement will require the filing of an amended agreement with the appropriate signatures stipulated in part 3(a).

4. Monitoring/ Supervision

a) At least half of the student's effort will be of a professional nature which relates directly to the student's program.

b) The student will have direct supervision.

c) The student will have access to documents, meetings, field trips, etc., from which she may articulate the broader organizational context.

d) The anticipated nature of the learning experience will be described in detail in Section 6 of the agreement, or in an addendum to the agreement, e.g. groundwater modeling, bill drafting, preparation of educational material, designing a facility, analyzing a watershed, doing research, preparing reports, etc.

e) The host supervisor will oversee the student's activities. A brief written report by the host supervisor on the student's work at the mid-point and end of the internship to the Academic Internship Supervisor (when other than the Major Professor) and Major Professor would be desirable.

f) If feasible, the Academic Internship Supervisor or Major Professor, the Host Supervisor and the student will meet before the internship commences, at the mid-point, and at the conclusion of the internship, to review the program and to insure communication and understanding between the parties.

g) The Major Professor should ensure that the student has the proper background to undertake the internship.

h) Progress reports should be submitted biweekly to the academic internship supervisor, Major Professor and Steering Committee members.

5. Student Reporting

A. Bi-Weekly Progress Reports:

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

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

6. Responsibilities

It is the responsibility of the student to make all arrangements and to ensure that all requirements are met. The Major Professor is responsible for approving the internship program and for oversight of the student's program including assurance that the internship is suitable and worthwhile. The student's Steering Committee shall review the bi-weekly reports and draft internship report and make any appropriate comments and/or recommendations to the student and the Major Professor.

APPENDIX A.2
INTERNSHIP MEMORANDUM OF AGREEMENT

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

The parties to this agreement, entered into on the ___ day of _____, _____, are identified as follows:

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

MAJOR PROFESSOR:

Name _____
Address _____
Telephone Number _____

HOST SUPERVISOR:

Name _____
Address _____
Telephone Number _____
email _____

ACADEMIC INTERNSHIP SUPERVISOR:

Name _____
Address _____
Telephone Number _____
email _____

STUDENT:

Name _____
Address _____
Telephone Number _____
email _____

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

BI-WEEKLIES:

INTERNSHIP DRAFT:

8. The Host Supervisor:

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

B. Shall provide:

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

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

Report Schedule:

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

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

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

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

11. The Major Professor and/or Academic Internship Supervisor will:

- A. Approve the internship and oversee the student's progress.
- B. Visit student intern on site (if location allows).

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

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

14. Additional points:

GRADUATE STUDIES COORDINATOR ESF	DATE
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NAME AND TITLE HOST SUPERVISOR	DATE
-----------------------------------	------

ACADEMIC INTERNSHIP SUPERVISOR	DATE
--------------------------------	------

MAJOR PROFESSOR	DATE
-----------------	------

STEERING COMMITTEE MEMBER	DATE
---------------------------	------

STEERING COMMITTEE MEMBER	DATE
---------------------------	------

STUDENT	DATE
---------	------

APPENDIX A.3

GUIDELINES FOR INTERNSHIP REPORTING

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

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

The student must prepare a report satisfactory to the student's Steering Committee. The student's report on the academic, or professional, experience prepared and bound according to College standards, will be maintained by the individual Faculty.

- Office of Instruction and Graduate Studies, "Instructions for the Preparation of Theses, Projects and Reports."

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

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

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

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

Title Page
Acknowledgments
Table of Contents
List of Tables
List of Figures
Summary with Key Words (format included here)
Introduction

Body of Text
References
Appendices
Vita (format included here)

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

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

FORMAT FOR SUMMARY

Last Name, First, Middle Initial (Internship Title)

BODY OF SUMMARY

(May be double or single spaced)

DO NOT EXCEED 350 WORDS

Author's name in full _____

Candidate for the degree of _____ Date _____

Major Professor _____

Department _____

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

Signature of Major Professor _____

APPENDIX B.

INSTRUCTIONS FOR SYNTHESIS PROJECTS

The purpose of the Synthesis Project is to provide MPS students an opportunity to summarize, integrate and reflect on the coursework and other experiences in their graduate studies. The Synthesis Project is considered the capstone experience of the student's MPS program and requires the public presentation of a Capstone Seminar. An Internship may be preferable when the student seeks professional and networking experience in the field of his or her choice. The Synthesis Project may be preferred when the student already has professional experience and wishes to synthesize information and concepts that have been gained in the MPS Program in order to apply them towards achieving their professional goals.

Synthesis Projects typically earn 3-6 credit hours in the Environmental Studies MPS program. For individually-based Synthesis Projects, the student registers for EST 798, Problems in Environmental Studies, with their Major Professor. Alternatively, the student successfully may complete a group research project or internship via enrollment in a graduate-level course with such a focus. The synthesis project and associated credits are usually taken in the student's final semester.

For individual Synthesis Projects (EST 798), a Synthesis Plan must be completed no later than the second week of the final semester, in consultation with the student's Major Professor and Steering Committee. The Synthesis Plan includes the following:

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

It is the responsibility of the student to make all arrangements for the completion of the Synthesis Project and Capstone Seminar requirements in a timely manner. The Major Professor and additional Steering Committee member are responsible for approving the Synthesis Project and oversight of the student's program, including that the Synthesis Project is suitable and worthwhile. They will be available for periodic consultation, review of the draft Synthesis product, and participation in the Capstone Seminar, as well.

APPENDIX C. FACULTY AND STAFF

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