

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 (SUNY-ESF, or 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, an ecology course, and one additional environmental science course, are required for admission, however.

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

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 SUNY-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 areas as: energy and climate policy, environmental history, anthropology, religion, management methods for public agencies and non-profits, and environmental law.

The New York State Department of Education and the State University of New York establish policy for all graduate programs. At SUNY-ESF, 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 MS-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, must be formally submitted no later than the end of the student's third semester. **Please note:** The *Graduate Program of Study* ('Form 3-B') and the *Environmental Studies MS Plan* are two distinct documents. More information can be found below.

Prerequisites

Students are expected to begin the program with some academic background in Environmental Policy or Communication; 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 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 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 516 Ecosystems (3 cr.)
EFB 518 Systems Ecology (4 cr.)
EFB 523 Tropical Ecology (3 cr.)
EFB 600 Toxic Health Hazards (4 cr.)
EFB 611 Topics in Environmental Toxicology (3 cr.)
EFB 623 Marine Ecology (5 cr.)
ENS 601 Water Resources Management (3 cr.)

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 550 Introduction to Geographic Information Systems
EST 550 Environmental Impact Analysis
EST 603 Research Methods and Design
EST 604 Social Survey Research Methods for Environmental Issues
EST 605 Qualitative Methods
EST 702 Environmental and Natural Resource Program Evaluation
EST 705 Environmental Policy Analysis
FOR 557 Practical Vector 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 enhancing a solid 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 during the admission process. During the week prior to the start of classes in the student's first semester in the program, each new student should meet with her/his Major Professor to discuss their academic and career objectives in general terms. This advising session is intended to facilitate the selection of courses for the first semester. The session also will allow the Major Professor and student to share their expectations for 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 the next semester. 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 her or his faculty advisor and Steering Committee. All MPS in Environmental Studies students are required to complete the *Environmental Studies MPS Plan*.

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 third semester of matriculation -- an ESF *Graduate Program of Study* (Form MS-3B) that specifies the list of courses, seminars, and thesis 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

Ideally, by the end of the first semester of study, the student and her Major Professor will seek appointment of the student's Steering Committee, consisting of the Major Professor and at least one other faculty member or other qualified person. The latter may include faculty members at other institutions and other recognized professionals. The Steering Committee reviews and approves the student's *Environmental Studies MPS Plan* and separate Form 3B, guides the student's synthesis project, and reviews any final products prior to the Capstone Seminar. To ensure consistency and quality, each *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) – Collins & Sonnenfeld

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

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

Three hours of lecture and discussion. Provides a critical overview of survey methods used to study human 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) – Staff

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

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) - Staff

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) – Staff

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) - Staff

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) - Staff

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) – Staff

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) – Staff

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) – Hirsch

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) – Staff

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) – Staff

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.

V. TYPICAL COURSE SEQUENCE

The following is a “typical” or possible course sequence, based on a full-time load of four graduate courses per semester. Each student may tailor the specific courses and sequencing (within the limits of program requirements) to her own needs.

Year 1 Fall	
COURSE TITLE	Credits
EST 600 Foundations of Environmental Studies	3
Core Course	3
Natural Science Course	3
Generalized / Thematic Area Course	3
Semester Total Credits	12
Year 1 Spring	
COURSE TITLE	Credits
EST 626 Concepts and Principles of Sustainable Development	3
Core Course	3
Research /Technical Methods Course	3
Generalized / Thematic Course	3
Semester Total Credits	12
Year 2 Fall	
COURSE TITLE	Credits
Core Course	3
Synthesis*	3-6
Semester Total Credits	6-9
Total Program Credits	30-33

* Professional internship-based synthesis projects typically are carried out in the summer between the second and third semesters, with the internship report being written in the third semester. In such a scenario, enrollment for course credit (6 cr) would be in the fall of the second year.

VI. DEPARTMENTAL GOVERNANCE

The Department of Environmental Studies is organized with an Executive Committee and several standing Committees, including the Graduate Studies Committee. The latter includes the Department's Graduate Studies Coordinator, other Departmental faculty, and two student representatives. The Committee's role is to monitor the program's effectiveness and to develop proposals for the consideration by the Department.

The complete set of bylaws can be found at <http://www.esf.edu/es/documents/ES-bylaws-100208.pdf>. Relevant sections of the Department's Bylaws include:

II. B. 1. Standing Committees

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

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

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

III. D. Student Representation

1. *Student representatives to the Standing Committees must be full-time students.*
2. *Student representatives to the Standing Committees that have student representation shall be selected by the respective committee Chairs during the Spring semester for a one-year term beginning in the Fall after consulting with faculty and students. Consultation may*

include a student vote, an open student meeting to discuss student representation to the Standing Committees, or other means of consulting with faculty and students.

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

VII. DEPARTMENTAL RESOURCES

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 on the departmental bulletin board and via the *ES-Grad-Announce* listserv.

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

Conference Rooms

The Environmental Studies conference rooms (105, 107, and 213 Marshall Hall) are the setting for departmental meetings and seminars, including graduate students' Capstone Seminars. The rooms may be scheduled via the departmental secretary.

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 40 graduate students in three locations: 218 Marshall Hall, B7 Marshall Hall, and 406B Bray Hall. The departmental secretary maintains a list of requests and vacancies.

Graduate Assistantships

At ESF, there are two primary forms of assistantships: Graduate Assistantships (GAs) and Research Assistantships (RAs). GAs are awarded by the College each year based on Departmental recommendations. They are primarily employed as Teaching Assistantships in undergraduate Environmental Studies courses and in support of ESF's Writing Resource Center. The Department's Graduate Studies Coordinator notifies students late each fall

semester when applications for the following academic year are available via the departmental website.

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

Summer funding: The Edna Bailey Sussman Fund provides stipends to support graduate student summer internship experiences. The Sussman Fund supports a broad range of interest areas, including environmental policy, communication, biophysical science, etc. The Fund has supported as many as 20 ESF students per year, including many Environmental Studies students. Sussman applications are treated competitively. Applications must be filed by the application deadline, usually in early March; awards are announced in early May. Proposal guidelines are available at: <http://www.esf.edu/Sussman>.

VIII. ESF RESOURCES

Library Holdings

SUNY-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. SUNY-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

SUNY-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 recently acquired a research campus in Costa Rica and participates in a tropical field course every spring in Dominica. Faculty members in the Department of Environmental Studies collaborated on a research exchange program with CINVESTAV in Merida, Mexico, and have participated in several other exchange programs.

Computer Facilities and Services

Graduate students have access to shared computer clusters in Moon Library and Baker Laboratory, as well as to workstations in the Environmental Studies graduate student offices in 218 Marshall Hall and 406B Bray Hall; most of the campus is served by Evergreen Wireless Network.

Writing Resource Center

SUNY-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.

IX. OTHER RESOURCES AND SUPPORT PROGRAMS

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

Syracuse University

SUNY-ESF and Syracuse University have a unique relationship. ESF students have access to Syracuse University course offerings, with minor restrictions. ESF students also have access to many student services and resources of Syracuse University, including recreational sports facilities, libraries, international student activities, clubs, etc. Access to library resources is similar to that of Syracuse University students, with some limitations and restrictions.

ESF graduate students who complete at least 12 graduate credits and meet GPA requirements may apply for admission to a concurrent degree program at Syracuse University. Formal agreements for degrees in business administration, public administration, public communication and science education allow ESF students access to courses and faculty at Syracuse University.

SUNY Upstate Medical University & Cornell University

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

Financial and Social Networks

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

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

are represented on the association board and are encouraged to engage their peers in academic, cultural and organizational activities that enhance their degree programs. The GSA website address is <http://www.esfgsa.com/>. The organization also maintains an active Facebook group called "SUNY ESF Graduate Student Association".

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

International Student Services

ESF's Office of International Education provides information, support, and counseling for international students and scholars. Programs, socials, workshops, and seminars of special interest to international students are offered on a regular basis, and are open to the entire community. To assist new international students in becoming acclimated to life in the United States, Syracuse, and the college community, the Office runs an orientation program in the summer. For more information, visit <http://www.esf.edu/international/>.

Career Services

The mission of SUNY-ESF's Career Services Office is to assist ESF students and alumni in applying their education and experiences toward advancing their career goals over a lifetime. The office offers personalized services, programs and resources to guide in developing skills necessary in advancing through ESF and entering a rewarding career. As an ESF student, you also have full access to Syracuse University's career development services. For information, visit <http://www.esf.edu/career/>.

Health Services

[Crouse Medical Practice](#) (CMP) is ESF's preferred health care provider. ESF and CMP have a health care and pharmacy services agreement. CMP accepts the ESF student health insurance plan. You may opt for a different provider (there are several within walking distance of campus). For information, visit <http://www.esf.edu/health/>. On-campus counseling support is available through ESF Counseling Services. Scheduling an appointment may be necessary. For more information, visit <http://www.esf.edu/counseling/>.

Disability Services

SUNY ESF is an academic community, which values diversity and seeks to promote meaningful access to educational opportunity for all of its students. Through their relationship with SU, ESF students have the opportunity to seek support from Syracuse University's Office of Disability Services, which facilitates access to programs and activities, coordinates auxiliary aids and services, provides access to adaptive technology, and when necessary, advocates on behalf of students with members of the campus community. If you

think you may benefit from an evaluation for a learning disability, visit <http://disabilityservices.syr.edu/>

Legal Services

Through the Syracuse University Student Legal Services program, SUNY-ESF students can obtain advice and consultation from attorneys on legal problems and court appearances. This program is staffed and supervised by practicing attorneys. Since the attorneys work directly for the students and do not work for Syracuse University or SUNY-ESF, all matters will be kept strictly confidential, and the program covers legal conflicts with the University.

Family Services

For graduate students with young families, the Syracuse University Day Care Center and the Health Science Center Child Care Center, as well as a number of other child care centers in the area. Onondaga County has many resources available for child care, and offers a free referral service to people seeking child care options. Trained referral counselors are available through the independent, not-for-profit organization, Child Care Solutions. For more information, visit www.childcaresolutionscny.org

Transportation

Syracuse's CENTRO bus system provides services within a two-mile radius of campus and limited access to Syracuse University campus facilities in downtown Syracuse. Many CENTRO routes continue through downtown to provide cross-town suburb-to-suburb service without the need to transfer (a one-seat ride). Secondary transfer locations also exist at Shoppingtown Mall, Valley Plaza, Shop City, the Regional Transportation Center, Destiny USA. For more information, visit <http://centro.org/CnyCentro.aspx>. When classes are in session, Syracuse University offers a series of free shuttles for SU and ESF students. For more information, visit <http://parking.syr.edu/Parking/>.

ESF also maintains a bicycle loan program, ideal for people who need temporary or short term access to a bike. Its base of operations is Moon Library (<http://libanswers.esf.edu/faq/135859>). We proudly note that this program was developed and implemented by Environmental Studies undergrads.

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 insure that all requirements are met. The Major Professor is responsible for approving the internship program and for oversight of the student's program including assurance that the internship is suitable and worthwhile. The student's Steering Committee shall review 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 _____

The parties agree as follows:

1. The approximate duration of the assignment is _____
beginning on _____ and ending on _____

2. The Student's work schedule will be:

3. The Student's work location will be:

Name _____
Address _____
Telephone Number _____

4. The Student assigned by the Sponsor to the Host Supervisor shall be administratively responsible to the Host Supervisor.

5. The Student's duties and responsibilities will include:

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

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

BIWEEKLIES:

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 SUNY-ESF	DATE
--	------

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

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

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

Chicago Manual of Style. 2003. 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

List continued on following page...

Continued from previous page...

References

Appendices

Vita (format included here)

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

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

FORMAT FOR SUMMARY

Last Name, First, Middle Initial (Internship Title)

(Typed and bound Internship Report)

BODY OF SUMMARY

(May be double or single spaced)

DO NOT EXCEED 350 WORDS

Author's name in full _____

Candidate for the degree of _____ Date _____

Major Professor _____

Department _____

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

Signature of Major Professor _____

FORMAT FOR VITA

NAME:

DATE AND PLACE OF BIRTH:

EDUCATION:

NAME AND LOCATION	DATES	DEGREE
-------------------	-------	--------

HIGH SCHOOL:

COLLEGE:

EMPLOYER	DATES	POSITION
----------	-------	----------

EMPLOYMENT:

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 choice. The Synthesis Project may be preferred when the student already has professional experience and wishes to gather information and analyses the student has gained in the MPS Program in order to best apply it to achieving her 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

Chair:

Benette Whitmore

Interim Department Chair, 106 Marshall Hall, 470-6636, bwhitmor@esf.edu

Graduate Program Coordinator:

Theresa Selfa

219 Marshall Hall, 470-6570, tselfa@esf.edu

Staff:

Rebecca Hart

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

Environmental Studies Program Faculty:

Mary B. Collins (Socio-Environmental Systems, Environmental Health Inequality)

113 Marshall Hall, 470-4741, mbcollin@esf.edu

Paul Hirsch (Biodiversity Conservation, Environmental Conflict Resolution, Environmental Philosophy & Policy)

114 Marshall Hall, 470-6669, pahirsch@esf.edu

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

106 Marshall Hall, 470-6636, vluzadis@esf.edu (NOTE: on sabbatical)

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

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

Andrea M. Parker (Environmental Advocacy, Conflict Resolution, Climate Change Mitigation and Adaptation Strategies)

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

Theresa Selfa (Environmental, Agricultural and Development Sociology, Qualitative Methods, Water and Energy Governance)

219 Marshall, tel. 470-6570, tselfa@esf.edu

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

Lemir Teron (Sustainability Planning, Environmental Justice, Urban Policy)

211A Marshall Hall, 470-6636, lteron@esf.edu

Elizabeth S. Vidon (Environmental Ethics & Values, Environmental Thought & Ontologies)

108B Marshall Hall, 470-6908, esvidon@esf.edu

Professors Emeriti

John Felleman (Environmental information policy; visualizing environmental processes; environmental decision-making)

426 Baker Laboratory, (315) 470-6550, felleman@esf.edu

Myrna H. Hall (GIS, Ecological Planning, Carbon Sequestration)

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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)

jpmanno@esf.edu

Susan Senecah (Environmental Conflict Resolution, Collaborative Governance)

518-473-3368, ssenecah@esf.edu

Richard C. Smardon (Wetland Assessment, Public Participation, Decision Making)

211C Marshall Hall, 470-6576, rsmardon@esf.edu

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Scott Blair (Director of Student Diversity & Inclusion Initiatives)

110 Bray Hall, 470-4921, sblair@esf.edu

Steve Brechin (Environmental Sociology)

Rutgers University, Dept. of Sociology, New Brunswick, NJ

Betty Faust (Human Ecology, Ethno ecology)

CINVESTAV, Mexico

Rhea Jezer (Energy And Environmental Policy)

Environmental Consultant

Dianne Quigley (Ethics Research)

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

Todd Moss (Sustainable Entrepreneurship)

Whitman School of Management, Syracuse University, Syracuse, NY 13210

Samuel Sage (Green Jobs, Community Development)

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

Lisa Warnecke

GeoManagement Associates